



Early Childhood Education and Population Education

Through Population Education lessons, young learners use developmentally appropriate learning methods to grow familiar with foundational topics for their social studies and science educations.

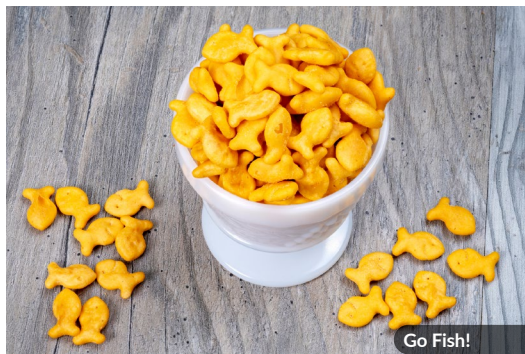
PopEd's Early Childhood Lesson Plans:

- Prioritize learning methods for young children that emphasize play, touch, and creativity
- Strengthen core capacities such as number sense and language development
- Create open-ended, student-driven venues for learners to explore topics relating to the environment and human society
- Introduce social emotional learning concepts and strategies

Lifetime Skills for Global Citizenship

When young learners use Population Education lessons, they develop key skills for a lifetime of global engagement. Students explore what it means to be part of a community and how people relate to the natural world around them. Fostering these understandings in early childhood empowers students to take action on behalf of people and the planet for the rest of their lives.

Want lesson plans that are great for early childhood learners? Flip the page to explore some favorites! —————>



Sample Early Childhood Education Activities

Who Polluted the River?

- Students listen to their teacher read a story about river pollution and role-play as characters in the story. When a student hears their character's name called, they pour a non-toxic model "pollutant" into a bowl of clean water. These pollutants engage students' senses and ultimately create an accessible visual of a polluted river. Ultimately, students consider their collective responsibility for the pollution and identify ways that they can keep the river clean for everyone.

Go Fish!

- Using a large bowl of goldfish crackers, young learners explore what it means to equally share something. Students pass the bowl around and are instructed to remove as many crackers as they would like. Inevitably, some students receive an empty bowl and don't get any crackers while some students have gotten many. Students must then work together to find a way to distribute the crackers that is fair to everyone, consider how their distribution would be changed by having more or fewer students in the class, and make connections to other resources that they share every day.

Comparing Needs and Wants

- Through a class discussion, students create shared definitions of "need" and "want" and use them as the basis for the rest of this "I do, we do, you do" structured activity. The teacher leads a demonstration of various household items and students call out whether they are needs or wants. Students then categorize provided picture cards showing everyday items into a pile of needs and a pile of wants, both reinforcing previous concepts and practicing letter formation. Finally, students create collages using images from magazines and other physical media that separate items into needs and wants.

Our Town

- The whole class brainstorms all of the different people and things that are present in a town, including stores, parks, postal workers, garbage collectors, and more. Students then form small groups and use boxes and butcher paper to create their own imaginary 3-D communities. Each box is decorated as a building, green paper represents green space present in the town, and roads and sidewalks connect the parts of the town. After completing their communities, students give classmates a tour, explaining why they chose the buildings that they chose and how their town is similar or different from the community where they presently live.