

## VALIDATION WORKSHOP REPORT

### - ITALY -



**Hosting partner:** Dipartimento di Discipline Umanistiche, Sociali e delle Imprese Culturali  
Università degli Studi di Parma

**Title of the event:** Ethics education with 0-3

**Venue and date:** University of Parma, B.go Carissimi 10, Parma, Italy  
July 10, 2019 11 am – 13 pm

**Participants:** [describe the participants in terms of the project's target groups, indicate their number]

Prof. Paola Corsano

Associate Professor of Developmental and Educational Psychology

President of the Master's Degree Course in Psychology of Clinical and Social Intervention

Department of Humanities, Social and Cultural Enterprises

Badges and certificates awarded

n.a.

**Program of the event** [please provide a detailed structure of the event]

Part one – *Validate the AVAL and its impact on early development*

Part two – *How to involve toddlers in ethics education – ages and stages*

STeps has organized a validation event that with an expert in early childhood development to investigate if the AVAL learning materials is effective for workforce development (ECEC staff and appropriate and helpful for the child welfare in particular those of toddlers. In this situation we draw from that expert knowledge and apply it to our AVAL approach.

### Feedback and results

- AVAL intellectual outputs presented and/or used during the workshop  
*All outputs regarding age group 0-3*
- National scenario and implementation

- Sustainability of the results
- Issue: appropriateness - suitability  
*We split appropriateness in several aspect.*
  - Age
  - Topics
  - Methodology
  - Timing
  - Suggestions

### General Recommendation

**Discussion: Do you agree with the structure AVAL uses to classify its learning resources?**  
 For this purpose Prof. Paola Corsano analysis the webpage (see below)

### Training Materials in English

TABLE OF MATERIALS AND SYMBOLS

MANUAL FOR TEACHERS AND PARENTS

Table

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**ETHIC VALUES**

PERSONAL VALUES – THE SELF

**DEMOCRATIC AND SOCIETAL VALUES**

AS WE LIVE IN SOCIETY – THE SELF AND OTHERS

**ENVIRONMENTAL VALUES**

AS WE LIVE ON THE PLANET EARTH

Screenshot: [AVAL Website – learning resource page](#)

The discussion with Prof. Paola Corsano resulted in the following suggestion for re-organisation

Individual values

THE SELF

Relational values

THE SELF AND THE OTHERS

Environmental values

WE AND THE PLANET EARTH

**Recommendation 1 to be included in the general guidelines document:**  
**Discussion: why is the existential self so crucial for the agegroup 03?**

Individual values

THE SELF

According to Prof. Corsano all values are intrinsically ethical. It would be more appropriate and in line with the findings in child development **to distinguish individual values from relational**

**values.** The knowledge and understanding of oneself are the starting point, the basis for any relationship with others. The **existential self** is the first to appear; it allows us to feel like a person distinct from all the others. The concept and developmental stage, often overlapping with that of personal identity, expresses the uniqueness of each child, his/her feelings of individuality and intentionality in the action, and also the ability to be aware and understand behaviour.

Any early childhood practitioner should be aware of the importance of the developmental stage of the existential self at the beginning of year 2. Learning how the earliest relationships with children can promote healthy brain development, discover how young children build social and emotional skills are the most significant and promising way to support individual values. Later, when the child is older, teachers can stimulate self-awareness engaging children in reflective conversations about values, beliefs, attitudes, and moral dilemmas.

### **Recommendation 2 to be included in the general guidelines document**

#### ***Discussion:***

#### ***How would you structure the learning material relational values – the self and the others?***

Young children experience their world as an environment of **relationships**, and these relationships affect virtually all aspects of their future development. According to research, the quality and stability of a child's human relationships in the early years lay the foundation for a wide range of later developmental outcomes reaching from self-confidence and sound mental health to motivation to learn etc.

Relational values

THE SELF AND THE  
OTHERS

The material could follow the path interaction and relations occur in the various developmental stages of a child within his/her microsystem:

1. Me and my parents: relations with caring adults beginning from birth.
2. Me and peers (peer relationship): experiences with peers that constitute an important developmental context for children wherein they acquire a wide range of behaviours, skills, and attitudes that influence their adaptation during the life span
3. Me and the community: mutual action-and-interaction, and an emotional connection to another human being, be it any other person who has an important impact on the child's early development

**Recommendation 3 to be included in the general guidelines document****Discussion:**

***Do you agree with the duration of the learning materials and, according to your experience, what is the maximum time for an activity developed for the age-group 0-3***

Age group 0-3

The maximum attention span is from 5 to 10 minutes

Age group 3-6

The maximum attention is 30 minutes

**Recommendation 4 to be included in the general guidelines document****Discussion:**

***What are activities around the topic self-discover and the relation with others?***

Paint a self portrait

Paint a friend

**Summary****Discussion:**

***If the existential self is a core developmental state, what could be a suitable way to engage with this very particular age group 0-3 around the individual discovery of the existential self?***

**Self-reflection (mirroring)**

Looking at the mirror and thinking “that is me” also call the “mirror phase” by Jaques Lacan that can feel rather unsettling. The face the child see in the mirror not necessarily looks at he/she feels. We can assume that there is a process of learning to recognize oneself in a mirror.

“The mirror as a tool for reflection of the Self and about the Self. The first experimental studies on the emergence of self-awareness in children have been conducted from the “casual” observation of the attitude of concern shown by toddlers in front of a mirror. The view of their as yet unknown reflection in the first year of life produces a reaction of a social nature, similar to that observed by placing one child in front of another; later, thanks to the discovery of the contingency of movement, it causes a sort of bewilderment and anxiety, which gradually leads to the discovery of their own identity and the existence of a virtual space. Very important the pioneering and still current studies of René Zazzo, the French developmental psychologist, about the use of mirrors and other reflective surfaces for self-knowledge. In the wake of these studies, there are possible interventions to encourage in children, through games with their own images in the mirror, a “reflection period or a rational meditation upon themselves and their various possible identities.” (Paula Corsano)

There are many forms of mirror experience that are interesting not only self-recognition.