



Teaching Culturally Responsive Practitioners: Cross-Cultural Video Analysis of Childhood Occupations

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Preschool in Three Cultures

China, Japan,
and the
United States

Revisited

6:03-11:37 (7 min.)	China – Kunming Toileting, group exercise, gym
27:55-35:40 (8 min.)	Japan – Kyoto Solving conflict, taking care of younger kids, teaching empathy
44:23-48:20 (4 min.)	U.S. – Honolulu Offering choices, playground supervision, “mistaken behavior”
1:03:23-1:12:15 (9 min.)	China – Shanghai Storytelling activity, socio-dramatic play
1:16:56-1:27:05 (10 min.)	Japan – Tokyo Playground design, lunch, conflict intervention
1:36:57-1:42:07 (5 min.)	U.S. – Phoenix Pledge of allegiance, calendar activity, Buddy Bear

Discussion Questions

- What is the value of education in these different countries and the role of the school/ teacher?
- How do you think they view child development, safety, and learning?
- How is childhood occupation reflected and supported at school in these different countries?



Analysis of a Play Video

Use the ToP to analyze elements of playfulness in this box stacking competition:

<https://www.youtube.com/watch?v=xvRywZr0V4A>



Play Makes Us Human (Japan)

References

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