

Death education in educational contexts 0-6: a working methodology for pedagogical coordinators

Educación para la muerte en contextos educativos 0-6: una metodología de trabajo para coordinadores pedagógicos

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ABSTRACT: Death Education represents a field still largely unexplored in education, especially for children aged 0 to 6 years. Education about death cannot be a taboo; rather, it should become an integral part of the emotional and social education of children, who need guidance to approach loss and the cycles of life with awareness and resilience.

My project aims to propose a methodological approach that can be used by pedagogical coordinators to offer training and co-design paths for teams of teachers and/or educators of educational services for children aged 0-6 on the topic of death and Death Education.

The pedagogical coordinators, through their actions, can significantly contribute to the development of a shared pedagogical culture and the support of a positive and stimulating environment for educational workers, children, and their families within the service. They thus play a guiding role that requires meaningful and targeted tools.

The coordinator accompanies the educational group throughout the entire training journey, outlining the steps, providing tools, and collaborating in the creation of a co-constructed project based on the needs of the educational group and the specific context.

An essential prerequisite is to nurture relationships and foster knowledge, trust, and promote respectful, sincere, and non-judgmental communication. I have experimented with Marshall Rosenberg's Nonviolent Communication (NVC), which is based on empathetic and collaborative communication. This approach facilitates a deep understanding of the emotional reality underlying each interaction, thus promoting greater mutual understanding.

The various work steps include: an initial phase of personal reflection, through the use of tools such as questionnaires, circle time, and role playing; the subsequent identification of each individual's training needs and expectations for the shared path; theoretical training that the coordinator proposes to the team regarding the topic of Death Education; the presentation of a ""toolkit"", useful for the co-construction of a shared

work idea on the concept of death and a permanent and embedded educational project; the exploration, through a specially structured questionnaire, of the perceptions of the parents and/or family members of the children involved regarding education on death; a hypothesis on the co-design phase, involving the coordinator, teachers and/or educators in the process of acquisition of emotional resources, regarding loss and the understanding of life's cyclicity, in children aged 0-6 is facilitated through shared reflection, awareness of each individual's potential and dialogue.

The goal of my work is to include death education in children's daily education by helping all involved adults - teachers, educators, and family members - achieve greater awareness on the themes of life and death and the use of diverse resources.