**Early Childhood Studies: CLD363 Field Education Learning Plan**

**Name: Yerim Kim**

**Student Number: 50082921**

 **Date: March 21, 2021**

 **Plan number: 4**

**Video Observation Title: Evan August 2008 Tube**

 **Students will plan an inclusive group activity based on a video observation and interpretation.**

|  |
| --- |
| What do the children already know and what do they want to know more about? |
| A child was interested in throwing marbles inside a tube. When he went to get some more marbles, another child came and grabbed the tube. He picked it up and placed it in a higher place. When doing this, the marble inside rolled down the tube, making some interesting sounds. Through this accidental discovery, the two boys learned a simple science. They enjoyed listening to the marble going down the tube and seeing it come out of the other end. They giggled, laughed and made "Whaa!" sounds while engaging in the activity. As the children played with the tube, a child held one side of the tube and looked inside it. The child seemed as if he wanted to see how the marble goes down the pipe. I interpreted his action this way because every time someone tossed a marble into the tube, he would immediately put his face close to the tube and watch until the marble falls out. Through this observation, I decided to make an activity that teaches the children how things roll in different types of tubes and ramps.  |
| How will your activity build on the children’s interests? |
| The children enjoyed their new discovery. Some enjoyed the action they were doing, the sound they were listening to, and the process of how the marvels roll. The activity I am planning to make is an activity that allows the children to explore more on their interest, but at the same time, also investigate how different types of tubes and ramps will affect the simple activity. My activity is a science activity that builds on the children's interest and that allows the children to learn about friction, size, making predictions and ways to sort materials. The activity will have different sizes of different types of tubes, such as cardboard tubes, pipes, and planks with various textured materials to create frictions. This way, the children will learn the science behind friction and sizes. They will predict, discover and compare their results. While doing this, the children will wonder why some of their predictions were wrong. Then, they would be able to think about the results again and realize why some ramps and tubes are easier for the materials to roll down. They would not be able to understand the meaning of frictions, however, will have the opportunity to experience what it is.  |
| Given that your observations are based on limited information, what else do you wish you knew about the children and their environment? |
| Other information I wanted to know about the children and the environment is to know whether the children have tried using other materials aside from the marbles. I have seen that the children were using different sizes of marbles, however, I wanted to know the children's reaction after trying other materials as well. I wanted to know whether the children realized the difference between the materials or have experienced any other discovery while playing. |

**Age Group Toddler (2~3)**

**What resources/materials are needed to implement this experience?**

The resources and materials needed for this activity are different sizes and different types of tubes, such as cardboard tubes, pipes, and planks with various textured materials to create frictions (hand towel, sandpaper, foil, or even a piece of rug). This activity would also need various types of toys and other objects in the classroom. The objects can be anything in different sizes such as toy cars, balls, marbles, blocks, triangles, socks, erasers, and etc. Anything that is in the classroom or even outside the classroom such as stones, leaves and branches can be used in the activity.

**Experience Planning Outline**

Describe the opening, middle and closing of the experience.

|  |  |  |
| --- | --- | --- |
| **Opening** (*How will you draw attention to the experience to promote organic exploration?*) | **Middle** (*Describe your plan in detail - What will happen?*)  | **Closing** (*What are some ways you can scaffold this experience to expand on the children's learning and interests?*)  |
| This activity will be displayed in the science center. I will place the ramps and tubes in order from smallest to largest. The items prepared will be placed beside them and a sign asking the children the difference between the ramps and tunnels will be placed on the wall. I will ask the question wherever the children come to the area since they would not be able to read the sign. The sign is just there for the children to get used to words and letters. I will wait until the children show interest in the activity because the children are more likely to explore themselves when they come to the area themselves. | They will be able to learn which textures slow down the materials or speed it up as it goes down the ramp and the tube. By experimenting with the different objects, the children will learn that different materials will experience different amounts of friction. Some children may also be able to figure out that size matters. They will realize that small objects fit everywhere but big objects do not fit in the small tubes. They may even bring their own objects and try to roll them down the ramp and the tube. While doing this, from time to time, I may ask the children questions that would help them think and explore more on their interests. | This activity gives the children a chance to investigate, discover, predict, conclude, and solve on their own. It allows the children to experience what works and doesn't work. It encourages them to solve problems on their own through the experience they gain. To expand on the children's interest and experience, the children may bring their own objects to the activity. The more they try different things, the more learning happens within the children. Moreover, by allowing the children to have free will, their interest, participation and understanding of the activity will increase. This activity will come to an end as soon as all of the children lose their interest. |

|  |
| --- |
| Describe your role in supporting children's engagement with this experience. |
| My role as an educator is to encourage the children to explore more on their interests. It is hard for children ages 2 to 3 to understand the meaning of friction. If I try to introduce the word friction and discuss the science behind it, they may not able to understand what I am saying. Therefore, giving the children an opportunity to experience friction will be the key point. Allowing the children to explore on their own and realize on their own is important. From time to time, I will ask questions that allow the children to think more deeply about the science behind the activity. These questions will be like: "What may happen if we try to roll down the truck in the smallest tube or in a ramp covered with towels?" "Oh, look! This car is moving slowly in this ramp but moving fast in the other one! Why is that?" "Will this item fit the tube?" |

**Think, Feel, Act (2013)**

|  |
| --- |
| **Describe how the experience supports/reflects four of the six foundational conditions outlined in Think, Feel, Act (2013).** |
| 1. Connection is key- "Healthy development cannot happen without good relationship between children and people around them (Think, Feel, Act, 2013, p.5). Cognitivedevelopment depends on interactions with adults, cultural norms, and their environmental circumstances. The activity prepared for the children allows them to freely interact with each other and help them able to think, reason and problem solve. It encourages exploration and collaboration with one another and allows the children to build onto their knowledge. By asking questions and encouraging the children to think, question, compare and contrast the results, the children are able to build relationships with the environment, materials and mostly with their peers (Think, Feel, Act, 2013).
 |
| 1. Environment is a Teacher- "Children can best create meaning through living in environments which support complex, varied, sustained, and changing relationships between people, the world of experience, ideas and the many ways of expressing ideas” ((Think, Feel, Act, 2013, p.12). Therefore, the atmosphere and the arrangement of the materials in the environment should be decorated in a thoughtful way that invites engagement, meaning-making, and exploration of the children. This activity gives the children a chance to engage with different types of materials that they find interesting within the environment around them. Through engaging with the different materials in and outside of the classroom, the environment encourages the children to investigate, collaborate and engage in creating a meaningful experience of their own.
 |
| 1. Pedagogical leadership - This activity is implemented for toddlers. However, we all know that toddlers are not able to fully understand the meaning of friction when we explain it directly to them. Moreover, that is not even the main goal behind this science activity. It is awesome if the children grasp the idea behind the science activity. However, this activity is good enough by allowing the children to experience friction and let them have a sense of what it may be. "Growth and development takes time" (Think, Feel, Act, 2013, p.16). Therefore, recording the children's behaviours and actions toward the activity is important. Through the observation and documentation we make, we can discuss it with other educators about their development and share thought about it.

  |
| 1. Everyone is Welcome: Inclusive Early Childhood Education and Care - "In high-quality ECEC programs all children have opportunities to develop their language, social, physical and cognitive abilities" (Think, Feel, Act, 2013, p.29). Moreover, programs are considered inclusive when it is designed in a way that all children can participate (Think, Feel, Act, 2013). This activity, being a science activity, allows all children to participate by giving them equal opportunities, to learn from each other, to develop their physical, language and cognitive abilities by participating in the activity, and to experience new knowledge and understanding. It also encourages them to explore their interests on their own.

  |

**The Truth and Reconciliation Commission of Canada: Calls to Action (2015)**

|  |
| --- |
| How will your plan be informed by the Truth and Reconciliation Commission of Canada: Calls to Action (2015)? |
| This learning plan can incorporate the Indigenous Ways of Knowing and the 12th call to action, "developing culturally appropriate early childhood education programs for Aboriginal families" (Truth and Reconciliation Commission of Canada, 2015). Indigenous Ways of Knowing is a way of thinking that we do not only learn from human interaction and relationships but, we learn from all elements of the world (Trinidad, 2018). Some of their worldviews are "time as cyclical; the interrelated sacredness of time and place; nature as the site of a sense of relationship; and oral transmission of knowledge" (Trinidad, 2018, p.92). This activity uses materials from both inside and outside the classroom and allows the children to interact and learn from them. This activity allows the children to experience non-human interactions and build a relationship with those interactions. Incorporating this kind of learning in the activity is a way to develop culturally appropriate early childhood education programs for all families including Aboriginal families. |

**Anti-Black Racism**

|  |
| --- |
| How will your plan address anti-Black Racism? |
| Similar to the incorporation of the TRC, Anti-Black Racism can be addressed through this activity. Providing an equal opportunity for all children ensures them that there is no bias or racism in the environment. It guarantees them that the environment is safe and that they are welcomed in the environment. I believe that providing an unbiased educational activity can spark the children's interest and engagement in the field of science. Since Black students are often labelled as students who do not study and lacks common sense, providing an opportunity for all children to explore their interests equally, gives them a chance to understand science in their daily lives |

**College of Early Childhood Educators *Code of Ethics and Standards of Practice* (2017)**

|  |
| --- |
|  How will your plan incorporate the College of Early Childhood Educators *Code of Ethics and Standards of Practice* (2017)? |
| The practice of early childhood education is the planning and delivery of inclusive play-based learning and care programs for children in order to promote the well-being and holistic development of children (College of Early Childhood Educators, 2017, p.3). Therefore, it is our responsibility to make well-being, learning and care of children our first priority. Educators should value the "rights of children and create learning environments where all children can experience a sense of belonging and inclusion" (College of Early Childhood Educators, 2017, p.7). The activity recognizes this and engages children to participate through child-centered and play-based learning. It addresses the needs, culture, and ways of knowing for all children as well. |

**Questions for Self-Reflection**

**Describe how the experience that you provided engaged the children.**

|  |
| --- |
| What possibilities did the experience create?The possibilities that the experiences created may be their further interest in the topic of science, especially friction. They may also show interest in sizes, gravity and other simple sciences depending on how interesting the activity was to them and how much they understood the activity. |
| What kinds of learning might have taken place? How would you know that this learning took place? The children may be able to understand what friction is or at least have a sense of what it is. They may have learned the differences between the textures including which slows or speed up the materials as they go down the ramp and the tube. I would know that these kinds of learning took place through the observation and documentation of the children's actions and behaviours. BY observing how they react to the materials and the activity will tell me which type of learning took place within the children. |
| What next steps might you take to extend the experience?To extend the experience, I could possibly take the children outside the classroom and try the activity. The children may make their own ramp or use the objects, materials or trees outside of the classroom to make a similar activity. For example, they can use a slide or a log as a ramp instead. From there, the children may bring more objects to explore their interests. |
| What might you do differently when planning for this inquiry if you knew more about the children and their environment (i.e., in a real life situation)?In a real-life situation, the first thing I would consider before planning this activity is the size of the classroom, especially the science center, to know the limit of the numbers and sizes of ramps and tunnels. I would also have to consider whether there are any children who like to grab and throw things around. Since I am using different textured types of ramps and tunnels, it may be dangerous if a child throws or swings the materials. |

**Faculty Advisor Comments:**

**(to be completed by Faculty Advisor)**

|  |  |  |
| --- | --- | --- |
| Describe how the experience engaged the children | What big ideas did the children explore? | What possibilities did the experience create? |
|  |  |  |

References

College of Early Childhood Educators. (2017). *Code of ethics and standards of practice: For registered early childhood educators in Ontario.* College of Early Childhood Educators. <https://courses.ryerson.ca/d2l/le/content/456543/viewContent/3493469/View>

Think, Feel, Act: Lessons from Research About Young Children. (2013).<https://www.ontario.ca/page/think-feel-act-lessons-research-about-young-children>

Trinidad, A.M.O. (2018). [Review of the book *Learning and Teaching Together: Weaving Indigenous Ways of Knowing into Education*, by Michele TD Tanaka]. *Great Plains Research* *28*(1), 92-93. [doi:10.1353/gpr.2018.0008](http://doi.org/10.1353/gpr.2018.0008).

Truth and Reconciliation Commission of Canada: Calls to Action. (2015). <http://trc.ca/assets/pdf/Calls_to_Action_English2.pdf>