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

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**Plan number: 2**

**Video Observation Title: Evan April 2009 Wheels**

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

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| What do the children already know and what do they want to know more about? |
| The children engaged in rolling big car wheels down the ramp. They giggled, laughed and made "Wheee!" sounds whenever the wheels rolled down the ramp. They knew that when they place the wheel at the top of the ramp, it would roll down the ramp. As they were having fun with what they were doing, a child tried to use a different material, a compact disc, to roll down the ramp. However, since the CD was flat and thin, instead of rolling down the ramp, it slid down a bit and fell right to the ground. Another child followed the first child. However, that too did not work, so the children focused on rolling the wheels again. Through this observation, I thought that encouraging the children to do more explorations with ramps, would extend their knowledge. |
| How will your activity build on the children’s interests? |
| It was obvious that the children enjoyed what they were doing. However, they did not know which objects roll and which don't. That is why they tried rolling the CD down the ramp. My activity is a type of science activity that builds on the children's interest and explores more on the ramps. Many different types of shapes and items will be placed beside the ramp. Then, without telling the children what it is for, the children will explore what it does on their own. Through this activity, the children will see and learn more about the difference between items. They will realize that some will roll easier while some don't. They will learn that some items do not roll when they are placed in a certain way (flat), but roll if they are placed in a different way (circular). |
| 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 how the children started the play. I wanted to know whether the children were more interested in the wheels or the ramp. If they seemed to show more interest in the wheel, I could have prepared a different activity that uses wheels as the main source. I wanted to know whether they like art or music. If I knew the children were interested in art, I could have mixed art into the activity. The children could have used wheels and cars that are dipped with paint and do a car ramp painting activity. I could have done so many other kinds of activities if I knew more about the children. |

**Age Group Preschool 3~4**

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

The resources and materials needed for this activity are ramps and other objects in the classroom. These objects can be cars, balls, blocks, wooden triangles, tape, 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.

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| **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. A wooden ramp will be set up on the top of the science table with a long block propped up on a couple of unit blocks. The items prepared will be placed next to the ramp. A sign asking the children which object will roll will be placed on the wall. If the child has a hard time reading what it says, I will ask the question instead. After reading the question, the children will record their predictions on a piece of paper and then test out how accurate their predictions were. I will wait until the children show interest in the activity. When they do come up, it shows that the children are interested in it and are more likely to explore themselves. | The children will be able to discover the different types of objects that roll and that don't. They will also have the opportunity to compare the results to their predictions. They will, one by one, test the objects and see whether they roll or not. By experimenting with the different objects, children will be able to learn that round objects have a higher chance of rolling down the ramp than any other objects. Some children will be able to figure out that some objects roll by turning on their side. Some may be able to figure out why some objects roll down and why some don't. The children may also bring their own objects and try to roll them down the ramp, like the child in the video who used the CD. | This activity gives the children a chance to investigate, discover and conclude on their own. It allows the children to think critically and solve problems on their own through the experience they gain. To expand on the children's interest and experience, the children may also bring their own objects and try to roll them down the ramp, like the child in the video who used the CD. This way, the children will be able to understand the science behind this activity and are able to engage more easily in the activity. By allowing the children to bring their own object, 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. |

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| 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. I will put a sign on the wall asking which objects will roll down the ramp. However, other than that, I will not tell them what the activity is about. Instead, I will let them predict and explore on their own and encourage them to come to their own conclusions. I will ask questions that allow the children to think more deeply about the science behind the activity. These questions will be like: "oh! Why isn't the rock moving?" "Oh, look! This car is moving slowly but that is moving fast!" "Which item do you think will roll the slowest?" |

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

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| **Describe how the experience supports/reflects four of the six foundational conditions outlined in Think, Feel, Act (2013).** |
| 1. Connection is key- This activity allows children to connect with the educator, friends, and themselves. By engaging in the activity and thinking critically about the results of the activity, the children are able to build onto their knowledge and connect to themselves. By asking questions and encouraging the children to think critically, compare and contrast the results, and acknowledging what they have done or have found (Think, Feel, Act, 2013), educators are able to build relationships with the children. |
| 1. The Environment is a Teacher- Since the environment is the third teacher for the children, the way we decorate the classroom and the materials we use in the environment should be meaningful and sensible (Think, Feel, Act, 2013). This is because they learn best when the environment promotes exploration and inquiry (Think, Feel, Act, 2013). This activity supports this as it gives the children a chance to engage with the materials in and out of the classroom. Through engaging with the different materials, it encourages the children to investigate, collaborate and engage in creating a meaningful experience. |
| 1. Calm, Alert and Happy- Children may deal with a lot of stressors in their daily lives (Think, Feel, Act, 2013). Therefore, things like stress relief toys or objects that the children show extra love for can help the children reduce their stress and engage more within the environment. By encouraging the children to bring their favourite toys or objects to the experiment, it will encourage the children's participation and help them feel belonged in the classroom. |
| 1. Everyone is Welcome: Inclusive Early Childhood Education and Care - Programs are inclusive when it is designed in a way that all children can participate (Think, Feel, Act, 2013). This activity, being a science activity, allows the children to learn why objects are different from each other. It is designed for all children to participate and experience new knowledge and understanding. It also encourages all children to explore more on their interests. |

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

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| 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 used to help educate people that we do not only learn from human interaction and relationships. All elements of the world from plants and animals to objects can be used in learning. The activity uses materials from both inside and outside the classroom and allows the children to interact and learn from them. Like as the Ways of Knowing indicated, this activity makes sure children are able to learn from non-human interactions. Incorporating this kind of learning in the activity is also a way to develop culturally appropriate early childhood education programs for Aboriginal families. |

**Anti-Black Racism**

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| How will your plan address anti-Black Racism? |
| Similar to the incorporation of the TRC, Anti-Black Racism can be addressed through this activity as well. By providing an equal opportunity for all children, it ensures that there is no bias or racism within the environment. Providing an unbiased educational activity can spark the children's interest and engagement in science. Since Black students are often labelled as students with behavioural issues or developmental issues, providing an opportunity for all children to explore their interests equally, gives the children a chance to understand science in their daily lives. |

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

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| How will your plan incorporate the College of Early Childhood Educators *Code of Ethics and Standards of Practice* (2017)? |
| This activity will incorporate the CECE Code of Ethics and Standards of Practice (2017) by taking responsibility for children. Creating a learning environment where all children engage and experience a sense of belonging and inclusion is a way educators take responsibility for the children. The activity recognizes this and engages children to participate through child-centered and play-based learning. It also addresses the needs, culture, ways of knowing and rights of Indigenous children as well. |

**Questions for Self-Reflection**

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

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| What possibilities did the experience create?  This experience creates possibilities that may allow children to show more interest in the subject of science through the understanding they obtained from the experience. The experience they gained may extend their curiosity further on to other science activities. They may also show interest in investigating and discovering new knowledge. |
| What kinds of learning might have taken place? How would you know that this learning took place?  Items need to be tested in order to figure out which objects roll down the ramp. Therefore, while predicting, testing and comparing the results, the children might have learned how to observe, investigate, discover new knowledge and accept the new knowledge. Through continuous observation and investigation of the ramps and the objects, children may have created a connection between them and gain an understanding of the function of the items. Moreover, I think collaboration might have taken place, as this experiment is done by all of the children together. |
| What next steps might you take to extend the experience?  To extend the experience, I could possibly add different materials onto the boards, such as bubble wrap, sandpaper or rubber mats for the children to test which materials help or prevent the objects from rolling down. As the children will now have a sense of what may roll and what don't, providing a similar activity, yet an activity that creates a different learning experience is important. |
| 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 would be the size of the science center. During my first placement, the science center was so small that no more than two children were able to play in the area. That is why every science activity, that I planned, was done in the art center. However, in my second placement, the science center was large. If I was in the environment, observing the same children, it would have been easier to decide where the activity will be held. I would think of places where it suits best for the children and the activity. |

**Faculty Advisor Comments:**

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

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

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