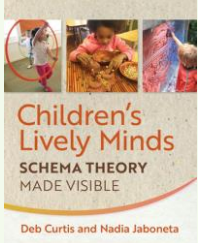


Children's Lively Minds



With Deb Curtis and Nadia Jaboneta
Early Childhood Webinars

1

Welcome and Introductions!

2

Where do we begin?....

We want to know what the children think, feel and wonder. We believe that the children will have things to tell each other and us that we have never heard before. We are always listening for a surprise and the birth of a new idea. This practice supports a searching together for new meaning. Together we can become a community of seekers.

Louise Boyd Cadwell

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"The key is curiosity, and it is curiosity, not answers that we model. As we seek to know more about a child, we demonstrate the acts of observing, listening, questioning and wondering. When we are curious about a child's words and our responses to those words, the child feels respected. The child is respected."

Vivian Paley

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Meet up with Children's Minds by Understanding Schemas

Schemas are repeating patterns in children's play. More specifically a schema is a thread of thought which is demonstrated by repeated actions and patterns in children's play. Child repeat actions over and over again, to test something out. Observing for schemas draws our attention to patterns across children's play that would not be otherwise obvious or seem to be linked in any way. Offer children materials where they can explore:

- Transporting Transforming
- Trajectory Rotation and Circulation
- Enclosing and Enveloping
- Connecting and Disconnecting
- Orientation/Perspective

5

The Rollercoaster



6

The Rollercoaster

What is your reaction to this story?
Choose among the following:

- That looks really dangerous. I want to stop it.
- The trucks are expensive and shouldn't be used that way. They might break.
- Where are the teachers? This activity needs supervision.
- Wow! The children are showing such creativity and ingenuity.
- There is amazing collaboration among the children. I wonder why they are working together so well.



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Reflective Practice



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Transporting
 Picks things up, moves things, puts down or dumps. Uses things like strollers, wagons, bags, baskets, and trucks.



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Transporting



19

Transporting



20

Transporting



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Enclosing and Enveloping

Surrounds objects with other things. Uses self to get inside a defined area like blocks, boxes, etc. Hides, covers or wraps self and other things completely up.



22

Enclosing



23

Enclosing



24

Enclosing



25

Enveloping



26

Enveloping



27

Enveloping



28

Rotation and Circularity

Experiments with things that turn; like wheels and balls. Explores curved lines and circles.



29

Rotation and Circularity



30

Rotation and Circularity



31

Rotation and Circularity



32

Transforming
Uses materials to explore
change in shape, color,
consistency, etc.



33

Transforming



34

Transforming



35

Transforming



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Trajectory

Explores the horizontal, vertical and diagonal movement of things and oneself. Makes things fly through the air, moves own body in these ways.



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Trajectory



38

Trajectory



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Trajectory



40

Trajectory-Scattering



41

Trajectory-Scattering



42

Connecting and Disconnecting

Connecting:
Joins things together and ties things up.

Disconnecting:
Takes things a part, scatters pieces and parts.




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Connecting and Disconnecting



44

Connecting and Disconnecting



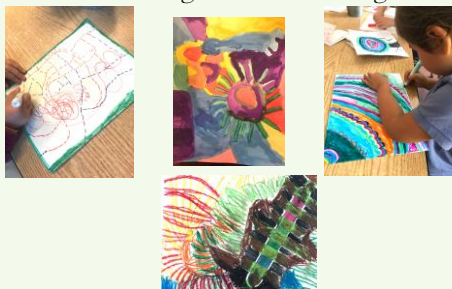
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Connecting and Disconnecting



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Connecting and Disconnecting



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Positioning and Ordering

Noticing similarities and differences and sorting and classifying everything. They are doing this with people, other living creatures, as well as objects.

Carefully placing objects in lines, patterns, sequences and putting them in groups.



48

Positioning (Stacking)



49

Positioning (Lining up)



50

Ordering: Sorting and Classifying



51

Orientation and Perspective

Climbing everything, sitting upside down, hanging from bars, looking through holes and transparent objects, standing on toys, crawling under tables.

52

Orientation and Perspective



53

Orientation and Perspective



54

Orientation and Perspective



55

Look for Schemas

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57

What are your thoughts about this exploration?

- That's glass, I would stop it immediately.
- I loved how joyful and excited the children were with this game.
- The children were persistent, stacking over and over again.
- It was surprising how the children so easily took turns.
- I saw the schema explorations of enclosure, connecting and trajectory.



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What do children already know about getting along?



Schema explorations invite Social Connections and Cooperative Play



59

Schema explorations invite cooperative play



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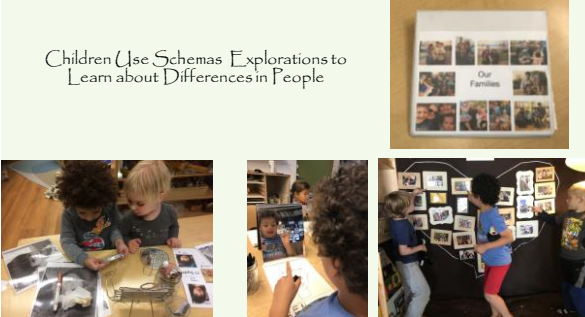
Children Use Schemas Explorations to Learn about Differences in People



Ordering, classifying

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Children Use Schemas Explorations to Learn about Differences in People



Our Families

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Children explore schemas with their bodies

How do children show us the importance of active play?

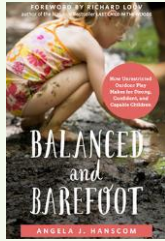


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Active Bodies and Brain Development

The preschool years are a critical developmental period. Children desperately need to have a multitude of whole-body, sensory motor experiences on a daily basis in order to develop strong bodies and minds.

If children are not given enough time for natural sensory motor play experiences they are more likely to be clumsy, have difficulty paying attention, trouble controlling their emotions, utilize poor problem-solving methods and demonstrate difficulties with social interactions. We are consistently seeing sensory motor and cognitive issues pop up in later years because of inadequate opportunities to play and move in the early years. *Angela Hanscom*



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Vestibular (movement)



The Vestibular System regulates our balance and is very sensitive to subtle changes in position or movement. Located in the inner ear, this system is responsible for monitoring and maintaining equilibrium. It is also responsible for organizing all other sensory input.



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Proprioceptive (muscle and joint input)

The Proprioceptive System is located in the joints, muscles, and tendons. It is the second largest sensory system. This system processes sensory information provided by tiny receptors that monitor the contracting and stretching of muscles and the bending, straightening, pulling, and compressing of the joints.

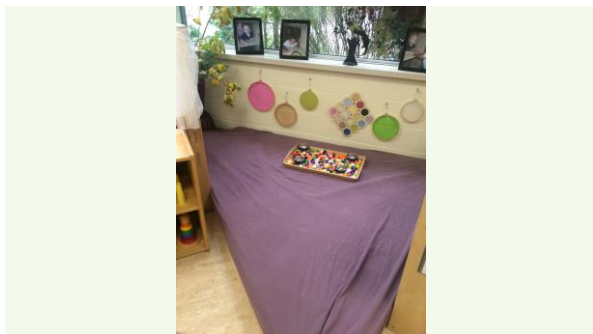


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Environments and
Materials that meet
up with
Babies' Lively
Minds and Bodies



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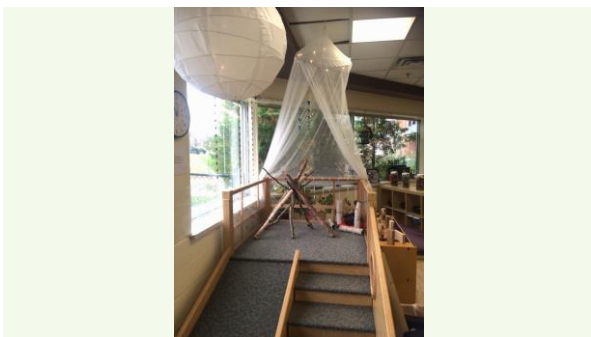
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Environment and
Materials that
meet up with
Toddler's Lively
Minds and
Bodies



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82



Environments and materials that meet up with preschool children's amazing brains

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Provide an abundance of space, time and open ended materials for children to spread out and do big work

84

Provide larger, light weight loose parts that encourage big mind and body work.



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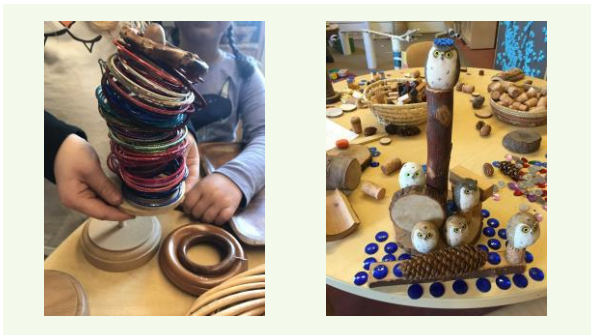


Expect, encourage and negotiate flexible use of space and materials.

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Children's Lively Minds
SCHEMA THEORY
MADE VISIBLE

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You Can't Celebrate That!

Deb Curtis



Really Seeing Children

Deb Curtis

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