

Milliken Mills School Age Childcare Centre

November 2020 Learning Experiences

Straw Structure



S1: "We're building a house, that's the roof. It's a simple one so that it doesn't fall down easily."

S2: "Yea, we are building a small one so it doesn't break."

S1: "What makes it so it doesn't break?"

S2: "We need more tape. It holds better when we use more tape."

S1: "The tape holds the straws together so they don't break."



S3: "I am building the tallest tower, I want it to touch the roof."

T: "Are you happy with your tower?"

S3: "No, I want it to touch the roof. But it is falling because it is too tall. So I had to stop here."

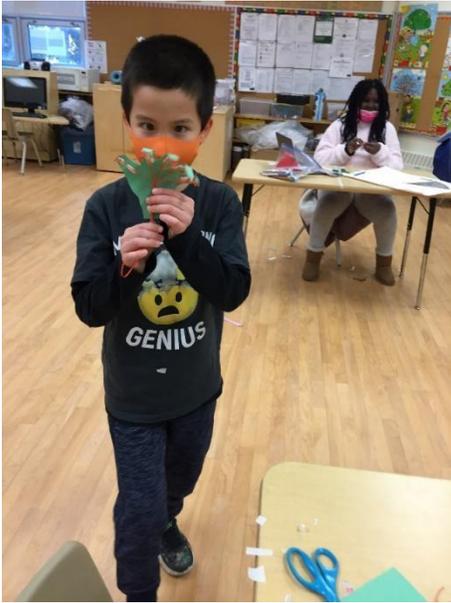
T: "How come it is falling?"

S3: "The bottom straws are not strong enough. I need some stronger straws on the bottom so it won't fall."

In this learning experience, the children worked to make a structure of their choosing with only plastic straws and tape. Some worked as a team, others worked by themselves. The idea of this activity came about from the computer game Minecraft. We wanted to translate the children's virtual ideas to reality. We also wanted the children to learn the challenges of construction and engineering.

During the learning experience, a child became upset when their tower would fall. She was able to regulate her emotions with the help of a teacher by talking about what was bothering her and what she can do to resolve it. (ELECT 2.4 & 2.5 Recognizing, expressing, regulating emotions and behaviour)

Robotic hand



S1: "So when I pull one of the the finger that it's connected to moves."

S2: "yea, if you pull all of them, the hand closes just like a fist."



strings, also

whole

The idea of this learning

experience came when one the children asked, "How come scary hands are always like this?" *proceeds to do curly scary hand gesture*. Beforehand, we showed the children pictures of hands, skeletal hands, and a video instruction of the robotic hand.

From this experience, the children learned to combine 2D drawings with 3D objects to create movable parts. They also learned how different causes lead to different outcomes (pulling different strings moves different fingers). (ELECT 4.2 Problem solving, 4.3 Representation)

Among Us Project

S1: "For each Among Us card, we need a crew mate. Each one has to be a different colour. We need yellow, red, blue, white, black, and green."



Among Us board."



S2: "Let me help you colour the letters."

T: "What is this Among Us game?"

S1: "Among Us is a game where there are 8 crewmates, and 2 impostors. The goal of the game is finish all the tasks on the spaceship before the impostors kill everyone. The crewmates can vote on who the impostors are and send them into space."

S3: "I'm helping S1. making a spaceship for the

S1: "Do I look like an Among Us character?"





The Among Us Project is a collaboration between the children and their teachers.

The children researched on the computer on what craft ideas they would like to make. They settled on creating mini-posters and molding clay characters from the game. While working on their characters, the teacher asked “Where are all these characters going to be?” This caused the children to think about a location for their characters. They ultimately decided on a spaceship which is where the game is set on. This child led learning experience finished with a presentation to recruit more “crewmates” to help defeat the “impostors”.

From this learning experience, the children showed they knew what they wanted to accomplish and teachers are there to help facilitate. They showed a great sense of pride and accomplishment to what they have achieved. (ELECT 2.3 Self-Esteem)

Remembrance Day

S1: “I’m making a poppy to remember the soldiers that fought for Canada.”

S2: “What are we making?”

T: “We’re making a poppy to remember the soldiers that fought for Canada.”

S2: “But why?”

T: “The soldiers fought the bad guys so we can live safe. So this is how we say you to them.”

During the Remembrance Day experience, we had a discussion with the children on the significance of the day and why we should remember those who fought for Canada. Even though we have some young friends who might not be able to understand the importance of this day they were still able to ask questions



for

so we
thank

learning
with the
poppy
those



day,
and



communicate with their peers and teachers. (ELECT 3.3 Conversing with Peers and Adult, 4.5 Inquiry)