

The Plan

Building on Children's Interests

During outdoor playtime four-year-old Angela discovers a loose metal nut about half an inch in diameter. She shows the nut to her teacher.

Angela: Look what I found. It looks just like the big one on our workbench.

Teacher: Yes, it sure does, Angela. It's called a nut.

Angela: I wonder where it came from.

Teacher: Where do you think it may have come from?

Angela: Well, actually it is the same as the ones in the workbench inside.

Teacher: This nut looks very similar to the nuts and bolts inside. I think this nut might be bigger than the nuts and bolts we have inside.

Angela: Maybe it came off of something out here.

Teacher: What do you think it is from?

Angela: Umm, I don't know—something out here.

Teacher: Maybe you should check.

Angela: Okay.

Holding the nut tight in her fist, Angela walks around, stopping to examine the play equipment, the tables, the parked trikes, and anything else she thinks might have a missing nut. She can find only bolts with nuts on the trikes. She spies a large Stop sign, puts her special treasure in her pocket so other children cannot see it, and sets up a roadblock for the busy trike riders so she can check the nuts and bolts on their trikes.

Edmund stops and asks her what she is doing, and she explains. Edmund says he needs to see the nut. When Angela shows it to him, he gets off his trike and starts helping her inspect the other trikes. They eventually find the one that is missing the nut. Other children, curious, crowd around.

Hilary Jo Seitz, PhD, is an assistant professor at University of Alaska, Anchorage. She has worked in early childhood settings for the past 18 years as a teacher, administrator, and instructor.



WHILE INCIDENTS SUCH AS THIS ARE COMMON in early childhood settings, teachers may not listen for them, seize upon them, and build on them. When teachers do pay attention, these authentic events can spark emergent curriculum that builds on children's interests. This kind of curriculum is different from a preplanned, "canned" thematic curriculum model. In

emergent, or negotiated, curriculum, the child's interest becomes the key focus and the child has various motivations for learning (Jones & Nimmo 1994). The motivations are intrinsic, from deep within,

meaningful and compelling to the child. As such, the experience is authentic and ultimately very powerful.

This article outlines a plan that teachers, children, and families can easily initiate and follow to build on children's interests. It is a process of learning about what a child or a class is interested in and then planning a positive authentic learning experience around and beyond that interest. Teachers, children, and parents alike are the researchers in this process. All continuously observe and document the process and review the documentation to construct meaning (Edwards, Gandini, & Forman 1998). Documentation is the product that is collected by the researchers. It may include work samples, children's photos, children's dialogues, and the teacher's written interpretations.



Illustrations © Marti Betz. Photos above © Kathy Sible.

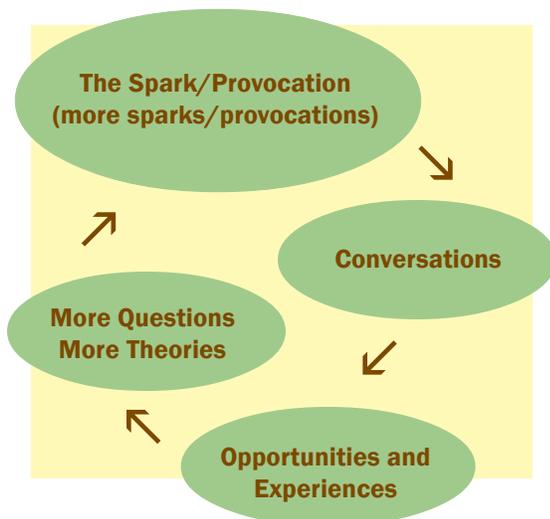
The Plan

“The Plan,” as it became known in my classroom, is a simple four-step process of investigation, circular in nature and often evolving or spinning off into new investigations. (See diagram below.) The Plan consists of

- 1. Sparks** (provocations)—Identify emerging ideas, look at children’s interests, hold conversations, and provide experiences. Document the possibilities.
- 2. Conversations**—Have conversations with interested participants (teachers, children, and parents), ask questions, document conversations through video recordings, tape recordings, teacher/parent dictation, or other ways. Ask “What do we already know? What do we wonder about? How can we learn more? What is the plan?”
- 3. Opportunities and experiences**—Provide opportunities and experiences in both the classroom and the community for further investigation. Document those experiences.
- 4. More questions and more theories**—Think further about the process. Document questions and theories.

In other words, teachers, children, and parents identify something of interest; we discuss what we know about it or what we want to know about it; we experience it or have opportunities to learn about the idea; and then we discuss what we did and either ask more questions or make new theories. We document our understandings throughout the whole process.

The initial spark can come from anywhere or anything. For example, we might overhear children talking about the lawnmower at the park. The class, or sometimes a smaller group of children, then sits down and devises a plan with the help of interested adults.



Sparks can be things, phenomena, conversations—anything that provokes deeper thought.

Step 1: Sparks

Sparks can be things, phenomena, conversations—anything that provokes deeper thought. The sparks are what trigger a child (and adult) to want to know more, to investigate further. These sparks can occur at any time.

They can be as simple as finding a pebble in one’s shoe, grabbing an idea or story line from a book, or finding a nut on the playground. Young children have these sparks of interest all day long.

How do teachers see/catch these sparks?

I often hear teachers say, “How can I learn what the children are interested in?” or “How do we find out what the children want to know?” My response is always,

Talk with the children, listen to them, and observe. For some teachers, it can be difficult to sit back and trust that ideas will naturally emerge. But once teachers become familiar with the process, they begin noticing how easily sparks appear.

Teachers in preschools, Head Start programs, and public school classrooms are expected to meet state standards or curriculum content goals. It is possible (although sometimes challenging) to integrate these standards and goals into emergent themes. Teachers who know and understand the “big picture” of standards and goals are more likely to *fit* a topic or emerging idea/plan into the curriculum. They document the process of The Plan (through photographs as well as descriptive narrative) to provide evidence of meeting standards and content goals.

Can we provoke the sparks?

Triggering sparks is sometimes helpful and can have exciting implications. Teachers can provoke children’s thinking by suggesting ideas through stories, specific items, or experiences. Again, when a teacher is knowledgeable about standards and content goals, she knows when to provide appropriate sparks. For example, reading a book such as *If You Give a Moose a Muffin*, by Laura Numeroff, may trigger thinking and conversations about several different ideas (moose and what they eat and where they live, baking, puppet shows, painting, and others) as well as support literacy development. Owocki, in discussing teachable moments in literacy development, says, “Teachable moment strategies involve knowledgeably observing children and seeking out relevant opportunities to help them extend their understandings” (1999, 28).

Introducing an item into the classroom is another way of triggering sparks of thought. Watch children’s eyes light

up when you place a large beetle on a table or pluck an unfamiliar stringed instrument.

Finally, we can trigger sparks by offering experiences such as a neighborhood walk or a visit to the grocery store. Authentic experiences with meaningful things interest children (Fraser & Gestwicki 2001). The following is an excerpt from an observation from an early childhood classroom.

A small group of four-year-olds and their teacher prepare to visit the park across the street. The teacher locks the gate and turns toward the children. She leans down and says, "Please stay on the sidewalk." Pointing to the nearby intersection, she adds, "We are going to walk over there to the crosswalk." The teacher holds hands with one child while the others pair off and walk behind her.

Kayla: What's a crosswalk?

José: It's over there.

Teacher: At the corner, we are going to walk inside the lines of the crosswalk. The lines show people where to walk.

That way, cars know to stop. It is safer for us to cross in the crosswalk than in the middle of the street.

Tiana: My mom and me always cross over there by our car.

José: That's the middle of the street.

Michael (motioning): See that red sign? It says STOP, so you gotta stop at it.

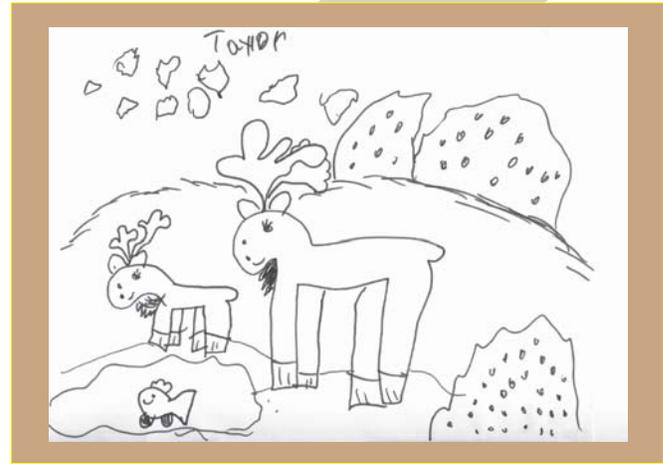
As the small group negotiates the crosswalk and heads down the sidewalk on the other side of the street, José points out three more signs (a No Parking sign, a street name sign, and a Caution sign). The children are puzzled by the Caution sign and stop to try to figure it out.

The teacher documents this interest in street signs and crosswalks in writing and by drawing a sketch of the situation. Later, back in the classroom with the whole class, she brings up the subject of signs. The topic stirs interest and lots of conversation—triggering a new classroom investigation and the beginning of a new plan.



© Hilary Seitz

Teachers can provoke children's thinking by suggesting ideas through stories, specific items, or experiences.



© Subjects & Predicates

Step 2: Conversations and writing a plan

Formal meetings, built into the daily classroom routine, are ideal times for children, teachers, and family volunteers to have large group conversations about forming and writing a plan. In these routine meetings, children already know what to expect; they understand the process as well as the expectations. Our class meetings generally include a variety of fairly predictable experiences (reading stories, singing songs, conversations). Depending on the time of the meeting, we always discuss what has happened earlier or what is about to happen. While one teacher facilitates this meeting, another adult (teaching assistant or parent) writes down ideas, questions, and thoughts about the conversations. The adults later review this documentation to help plan and provide appropriate experiences.

Conversations also take place in settings such as activities or mealtimes. Small group conversations can be very

meaningful to children and adults alike. Here is one snack time conversation:

Five girls, ages three and four, are seated at a small table, eating crackers. One child mentions going to the state fair the night before with her family. Two of the other children had been to the fair the previous week, so the teacher considers where to go with this spark of interest.

Kamie: It was cold at the fair, but the animals weren't cold 'cause they got fur on them.

Stacy: I touched the goats and the baby pig!

Kamie: Me too!

Karla: I went on a ride, but next time I'm gonna see the animals.

Teacher: Where are the animals?

Stacy: They are in this big tent, and you gotta wait real long to go inside. But you can put a penny or a dollar in the machine to get food, then you can feed the goats and pigs.

Teacher: What do they eat?

Kamie: They eats lots of stuff.

Karla: Yeah, like rice and leaves.

Stacy: The pony has big teeth and a tongue. It gets your hand sticky.

Teacher: Do all the animals eat the same food? (*Kamie nods yes.*) Maybe we could go to the petting zoo and feed the goats and sheep.

All the girls: Yes!

Teacher: Let's make a plan.

Karla and Stacy jump out of their seats to get a big sheet of paper and markers. Kamie reminds them to bring a clipboard too.

The teacher writes THE PLAN at the top of the paper. She prints the five girls' names under it. Then she begins writing a list, speaking the words at the same time she writes them.

1. Goats and pigs and ponies eat food.
2. What do they eat?

Karla: Where do they sleep? (*The teacher makes this No. 3.*)

4. Go to library to get books.
5. Go to petting zoo and talk to zoo keeper.

The Plan is set and displayed on the wall. As a form of documentation, it is revisited frequently and adjusted to meet the needs of the children (Project Zero & Reggio Children 2001). Children, teachers, and families continuously reassess The Plan to guide inquiries. Often children and teachers add revisions to the plan.



© Hilary Seitz

Formal planning

Teachers should also prepare a more formal lesson plan. This planning process works best when teachers, teaching assistants, and parents have opportunities to discuss ideas together. The teacher, who usually assumes the role of facilitator, needs to be prepared. She should know and understand standards and content goals; gather documentation, including photographs, observational records, and work samples; and guide the process of creating the formal plan.

The group discusses why the emerging ideas are important and how to further the investigations. Lesson plans should include the children's questions or inquiries as well as the teacher's; both are integrated into a formal plan.

Step 3: Opportunities and experiences

Essential in a good plan is providing, facilitating, and initiating *meaningful* and *authentic* opportunities and experiences to help children further understand ideas. The word *meaningful* is the critical element here. Significant experiences create a sense of purpose for the child. John Dewey cautioned, "Attentive care must be devoted to the conditions which give each present experience a worthwhile meaning" (1938, 49).

One way to promote meaningful experiences is to find opportunities for authentic experiences that allow young children to see, negotiate, and participate in the real world. The experiences should be based on ideas that emerge from conversations or the written plan. For example, when the children initiated the conversation about street signs, their authentic experience of seeing and learning about street signs prompted a written plan for deeper understanding. The class began to take walks to explore different signs. Several children created a map showing where the street signs were located. Another group drew all the street signs they saw. Back in the classroom, everyone shared their information. Two children created signs and posted them in the classroom. There was a Stop sign and

One way to promote meaningful experiences is to find opportunities for authentic experiences that allow young children to see, negotiate, and participate in the real world.

one that looked like a stop sign but read Quiet in the Library. At the sink, a yellow sign said Wash Hands.

The children also decided they needed road signs on the trike paths in the outdoor play area. Some confusion arose during this phase of the experience. Children began arguing about where signs should be placed and if they had to follow the direction on the signs. This discomfort led to the next phase of the plan (see Step 4).

Several content goals were acknowledged in the above experience. Children drew and created maps of a familiar setting; they practiced writing letters and putting together sounds; they used their knowledge of street signs to create classroom rules. In all, the children experienced authentic, meaningful learning.



During this phase, the teacher carefully outlines the theories and documents new questions. As children raise new questions, they are forced to deepen their thinking about the situation. These thoughts become new sparks or provocations for future plans.

In the continuing sign investigation, the teacher called a large group meeting when the arguing about the trike signs and rules persisted. She posted a large piece of paper on the wall and said, "I noticed some confusion on the trike roads today. Jacob, tell me your plan with the signs." She was careful to focus the conversation on the plan rather than encouraging a blame game ("So-and-so went the wrong way"). Jacob expressed his concern of following the sign rules for safety. The teacher wrote on the paper, "If we follow the street signs, we will stay safe." Kayla added

another theory: "People who make the signs get to make the rules, but they have to write them out." Another child brought up additional safety issues, such as wearing helmets and keeping the trikes on the path. The children and teacher decided to post several signs on the roadway to direct traffic in a clockwise pattern.

Summary

Young children learn best through active participation and experience. When helped, allowed, and encouraged to follow an interest and construct a plan to learn more, children are empowered and become intrinsically motivated. They fully engage in the experience when it is their own (Jones & Nimmo 1994). Meaningful ideas are intrinsically motivating.

A caring, observant teacher can easily promote motivation by facilitating the planning process. As the four-step process described here becomes more familiar to children, teachers, and families, The Plan gets easier. Through collaboration, they document, reflect, and interpret ideas to form deeper meanings and foster lifelong learning.

References

- Dewey, J. 1938. *Experience and education*. New York: Collier.
- Edwards, C., L. Gandini, & G. Forman. 1998. *The hundred languages of children: The Reggio Emilia approach—Advanced reflections*. 2nd ed. Westport, CT: Ablex.
- Fraser, S., & C. Gestwicki. 2001. *Authentic childhood: Experiencing Reggio Emilia in the classroom*. Albany, NY: Delmar.
- Jones, E., & J. Nimmo. 1994. *Emergent curriculum*. Washington, DC: NAEYC.
- Owocki, G. 1999. *Literacy through play*. Portsmouth, NH: Heinemann.
- Project Zero & Reggio Children. 2001. *Making learning visible: Children as individual and group learners*. Reggio Emilia, Italy: Project Zero.

Copyright © 2006 by the National Association for the Education of Young Children. See Permissions and Reprints online at www.journal.naeyc.org/about/permissions.asp.