**Midterm Project Assignment**

**Due Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Overview:** Over the next few weeks, you will be preparing for and conducting a science activity with children in an early childhood setting. After completing your science activity, you will reflect on the process - what you did, what you learned, and what you would change next time. You will write a written summary and analysis of your experience. (See details below.)

**Conducting a Science Activity with Children:**

1. Choose one of the Exemplar activities we’ve done in class (Sink/Float, Rocks, Solids & Liquids, or Bubbles) to teach in an early childhood classroom, home childcare, or other program setting.
2. Choose a licensed program where you can conduct your activity. If you currently work in a program that meets the qualifications for this assignment, you may do your project there. If you need help finding a site, talk to the instructor. **Be sure to make arrangements for the date and time well in advance and to get permission from the appropriate person.** If you are unfamiliar with the center, you might want to visit ahead of time to introduce yourself to the staff and to confirm the details of your activity (such as materials you might need to borrow, classroom space you will need, which group of children you’ll work with, estimated amount of time you’ll need, and other logistics).
3. Gather or purchase any necessary materials for your project. Make sure you have enough materials for the number of children you will be working with. It is best to schedule your activity during the “free play” or “small group time” portion of the program routine. You will most likely want to work with a small group of children (4-6 students), but it’s up to you. Your science activity should last between 30-45 minutes.
4. You can follow the Exemplar activity as written in the guide, but you are also free to adapt and change the activity as much as you want to. Consider the ages of the children you’ll be working with. For example, doing Bubbles with infants or toddlers requires a very different approach than with preschoolers.
5. However you choose to do it, structure the activity to include: Engage, Explore, and Reflect. If working with infants or toddlers, you will need to modify and simplify each of these parts of the activity. Review the “Introduction to the Exemplar Activity Guides” handout in the Session 3 section of your Course Reader to re-visit the objectives for each part of the Learning Cycle.
6. After completing your science activity with children, reflect on the process - what you did, what you learned, and what you would change next time. Follow the guidelines provided to write your report.

**Guidelines for Written Report:**

Your report should be 3-5 typed, double spaced pages. Address the following:

1. **Project Information**

* Provide the date, name of site, and location where you did your project.
* Describe the type of program. Provide the number and ages of children you worked with.
* Which exemplar activity did you teach?

1. **Teaching and Facilitation**

* How did you employ and/or modify the *Engage*, *Explore*, and *Reflect* parts of the activity?
* Describe the children’s engagement with the activity.
* How did your interactions with the children connect with principles of constructivism? What were some of the specific questions you used to promote investigation/connections/discoveries?
* Describe how children used science process skills during the activity

1. **Reflection**

* Discuss why you chose to set up and facilitate the activity the way you did.
* What did you find most interesting about how children engaged in the activity?
* What challenges did you encounter in conducting the activity and how did you handle those?
* What would you do differently next time and why?

**Grading Rubric**

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|  | All information included with clear detail and thoughtful analysis | All information included. Some detail or analysis not clear | Some information missing/lacking detail or analysis | This portion not included |
| Project Info  ( 5 points) | 5 points | 4 points | 1-3 points | 0 points |
| Teaching and Facilitation  ( 20 points) | 18-20 points | 14-17 points | 8-13 points | 0 points |
| Reflection  ( 15 points) | 13-15 points | 10-12 points | 5-9 points | 0 points |