



Engaging Children's Hearts and Minds: The Project Approach

Early Childhood Investigations Webinar

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Engaging Children's Minds: The Project Approach, 1989



Second
Edition,
2000

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The Project Approach



More than 40 years
of collaboration



The Child Study Center University of Alberta, Edmonton, Canada



Kindergarten



Grades 1 - 6





Dr. Margaret Brooks
University of New England, NSW
Australia



Yvonne Kogan
Principal
Eton School
Mexico City

Presentation Outline

- Introduction
- The Project Approach Planning Framework
- Phase 1 – Getting Started on a project
- Phase 2 – Developing a Project
- Phase 3 – Concluding a Project
- Closing Remarks and an Invitation









Children helping in the market















What is a project?

A project is an in-depth study of a real world topic that is worth knowing more about.

In-depth study



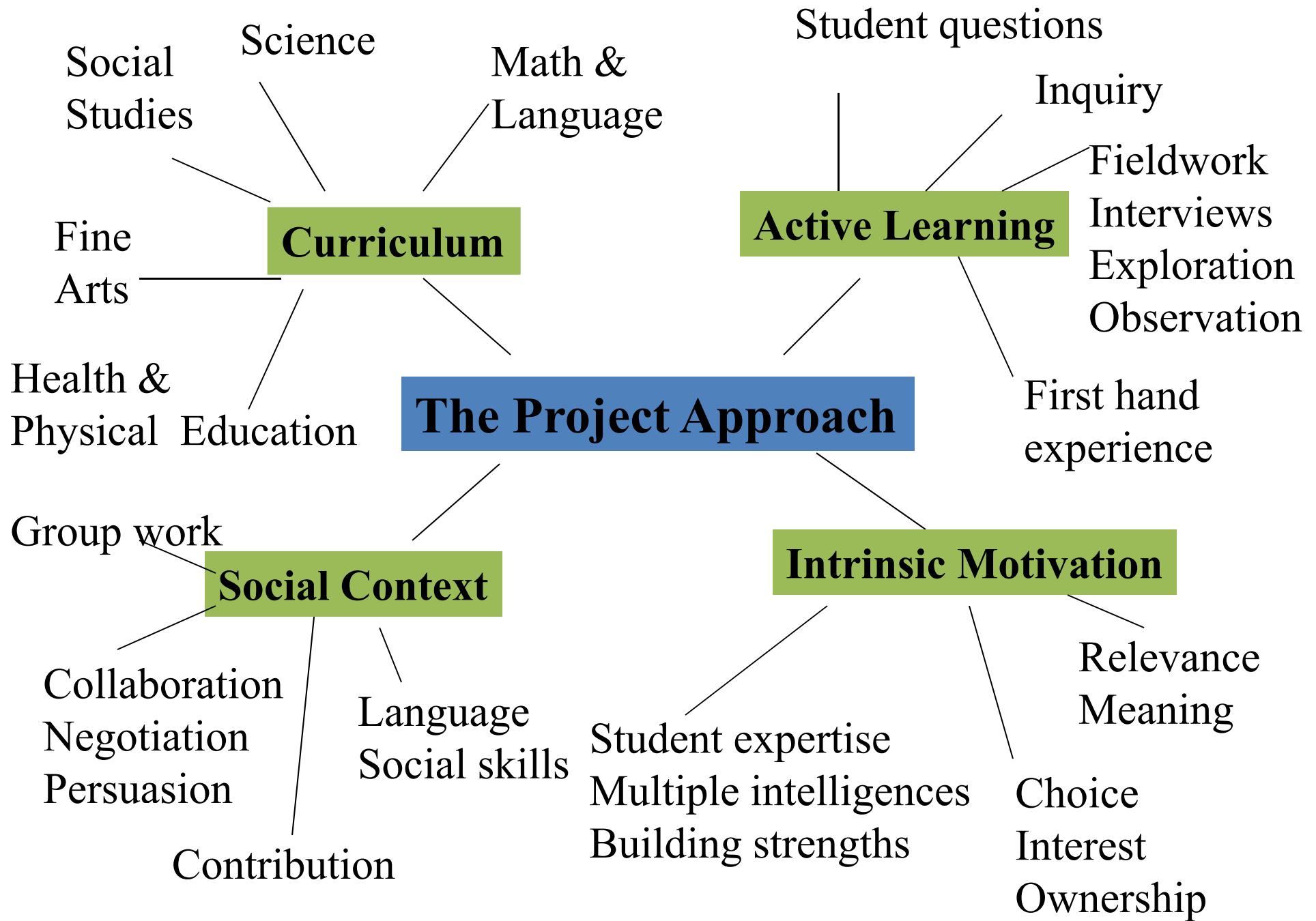


In-depth
study

I CAN'T WAIT TO PLANT
THE BEANS OUT IN
MY GARDEN...

MIND THE
FROST!





Topics for projects

(early childhood and elementary)

- money
- small creatures
- trucks
- bread
- rocks
- water
- bicycles
- the farm
- the store
- food
- birds
- recycling
- weeds
- fasteners
- potatoes
- playgrounds
- paper
- shoes
- pets

Field work in the grocery store





Three Phases

A project is like a good story, it has a beginning, a middle and an end.

This format helps the teacher and children plan and tell about their work as a story too.



PHASE 1

PHASE 2

FIELDWORK



FIELDWORK FOLLOW-UP

PHASE 3



Structural Features of a Project

- Discussion
- Field work
- Representation
- Investigation
- Display

DOCUMENTATION – noting, reviewing,
discussing, representing, evaluating and
sharing what is being learned

DISCUSSION



Listening carefully and hearing what children have to say





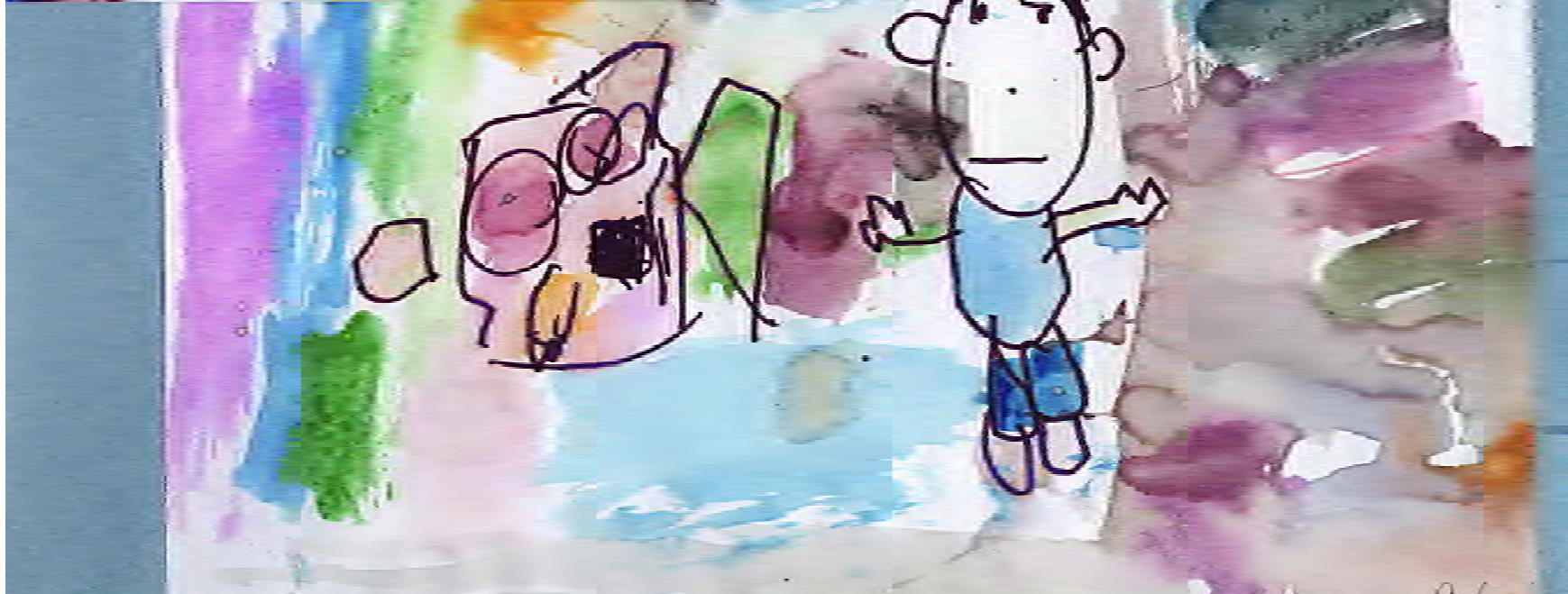
FIELD WORK

PHASE 1

Personal Story



Rafael told a story about jam,
ham and lettuce sandwiches and
then drew about it.



INVESTIGATION



DISPLAY

stories

Rocks

WHAT WE KNOW

- Rocks are hard and come in many shapes.
- Some are big and some are small.
- Some are smooth and some are rough.
- Some are light and some are heavy.
- Some are round and some are flat.
- Some are smooth and some are rough.
- Some are light and some are heavy.
- Some are round and some are flat.

The children, the teacher and the parent went to a field to look for rocks and bring them to school. They found many different kinds of rocks. Some were smooth and some were rough. Some were light and some were heavy. Some were round and some were flat. Some were smooth and some were rough. Some were light and some were heavy. Some were round and some were flat.



What we want to find out?
 - Why do rocks have different colors?
 - What can we use rocks for?
 - Are all rocks hard?
 - Can rocks break?
 - Why are some rocks light?
 - Do all rocks sink?



Project Planning Chart

	Discussion	Field Work	Represent- ation	Investig- ation	Display
Phase 1					
Phase 2					
Phase 3					



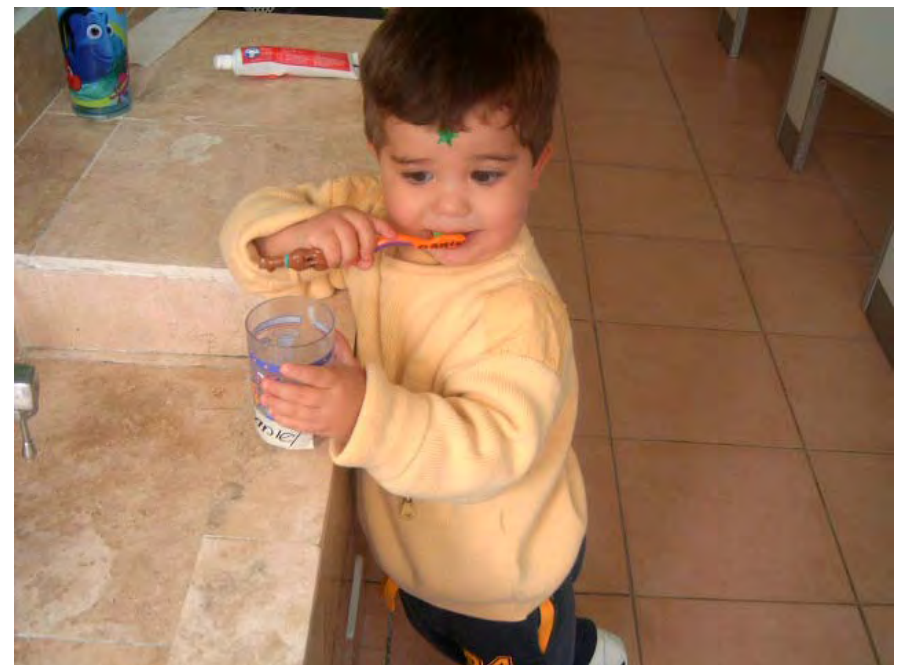






Project Practice

How much project work can the
younger children do?



Field visit to the school's bathroom.



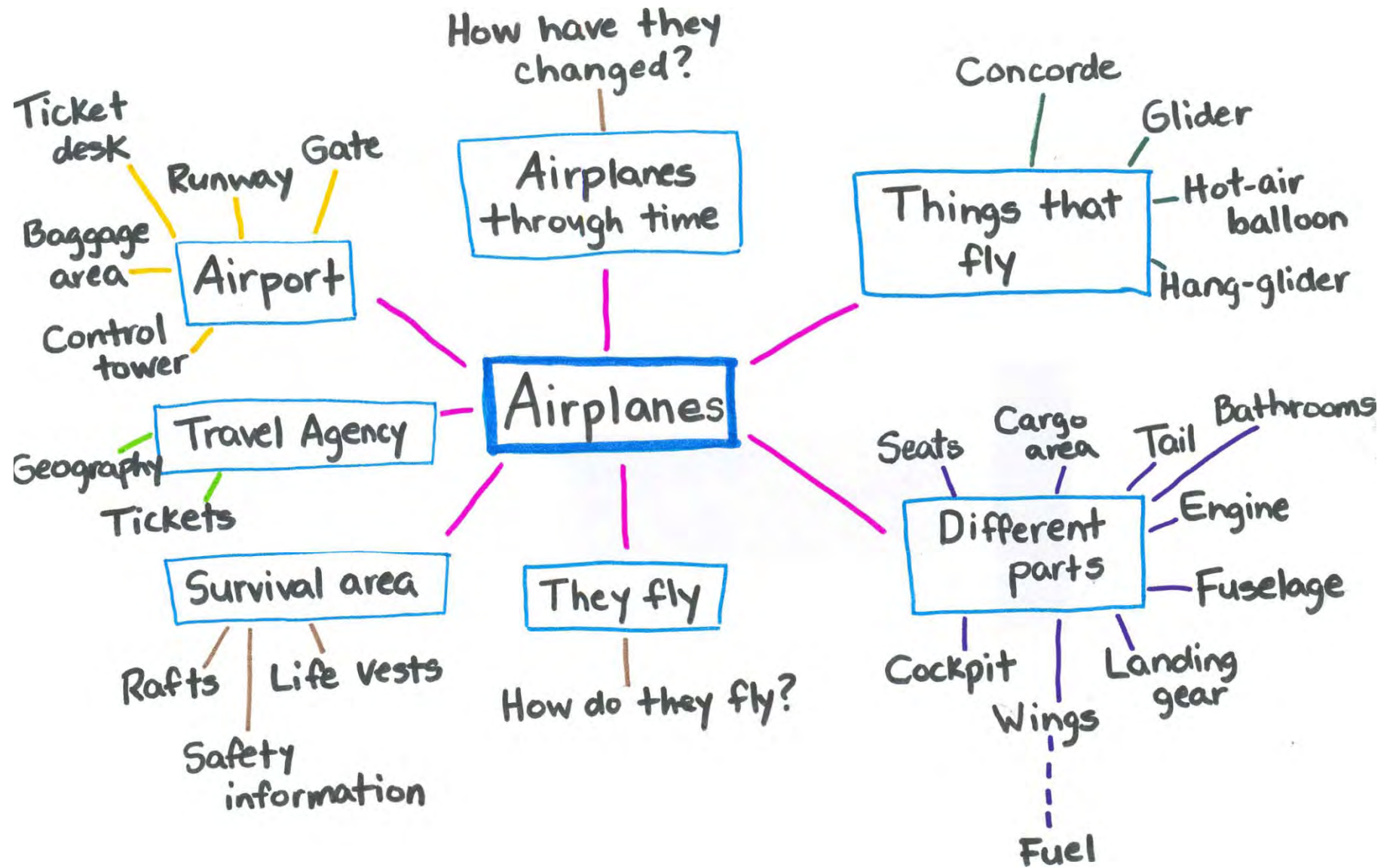


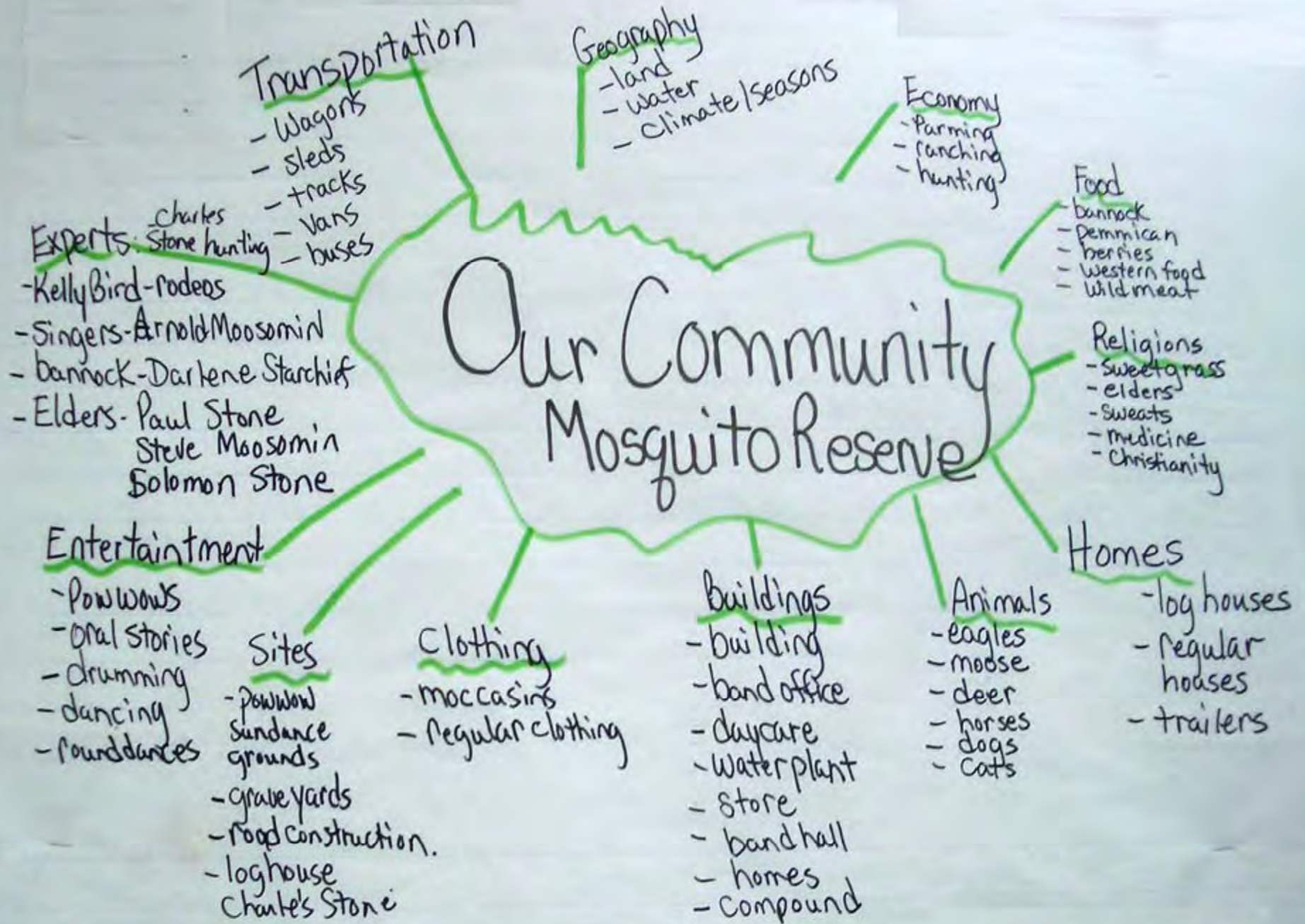
After the visit: discussing things they saw.

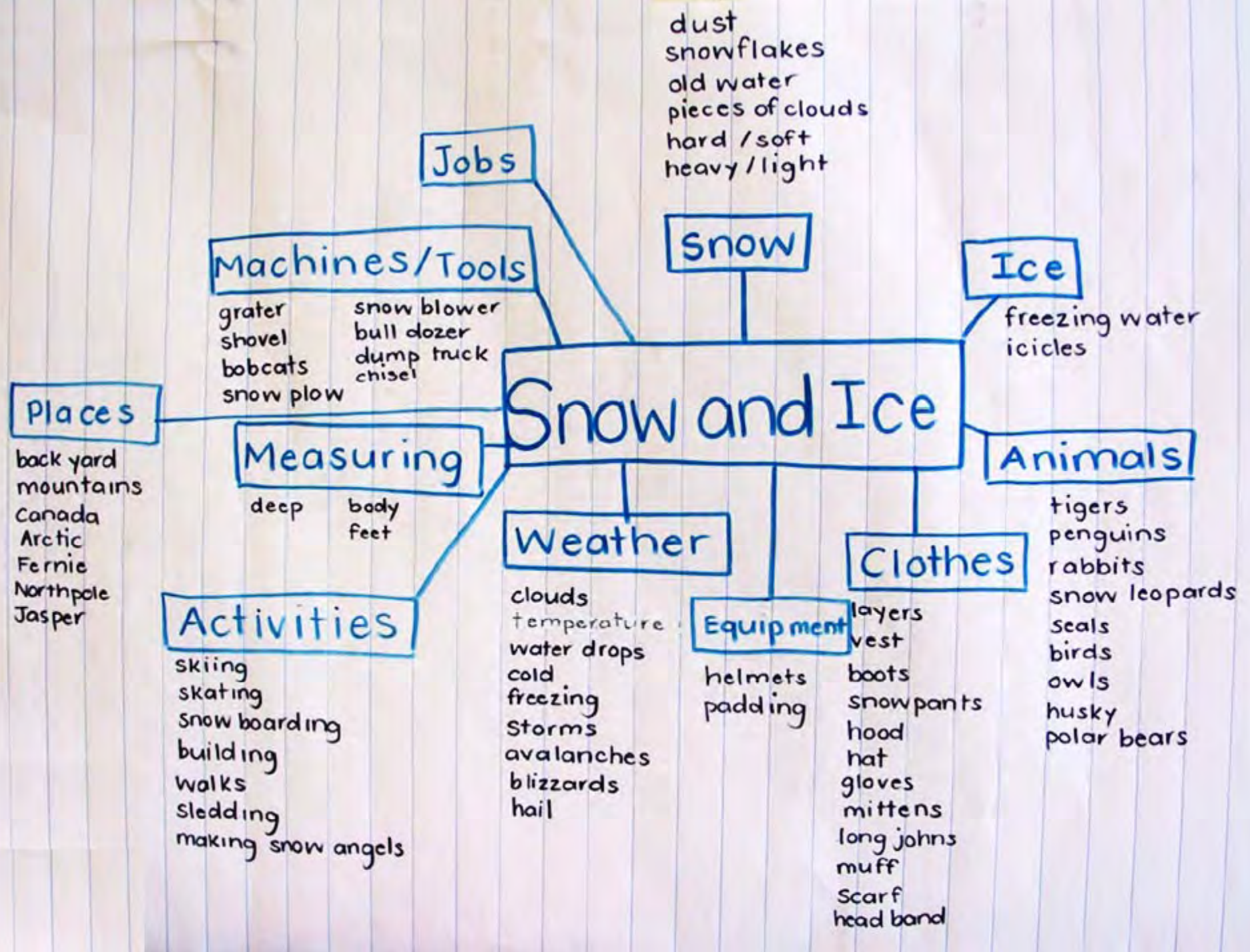


Representations









Art	Math	Science & Natural Resources
<p>Observational drawings and paintings of chickens and parts. Model? Painting with feathers, Creating a nest box for the chicken in the classroom. Painting and drawing eggs, egg tempera, making clay eggs, egg shell art, Pin the tail feathers on the chicken, egg sticker paintings, chicken wire as stencil</p> <p>Music, Movement, & Dance</p> <p>"Chicken dance" "The Chickie in the Egg" Moving like a chicken, "funky chicken" "Old Mac Donald" chicken noises: cluck, crow, peep, pio, "Los Pollitos"</p>	<p>Counting eggs, chart of number of days until hatching (gestation), how many chickens on the farm, how many eggs does a chicken lay in a week?, "one dozen", how much food does a chicken need? How much does a chicken weigh? Counting body parts, counting toes, matching games with breed pictures</p>	<p>Incubator, egg investigation and cooking with eggs, collecting egg recipes, candling eggs, eggs in vinegar, how to tell hard-boiled from raw, incubation chart, breed chart, visit from chickens and farmers from "Eatwell Farms", observation/examination of the chicken coop</p> <p>Construction & Technology</p> <p>Making a nest, building chicken coop in the blocks, putting together incubator</p>
<p>Language & Literacy</p> <p>Body parts, breeds, veterinarian, farmer, roost, crow, feather, egg, oval, gestation, incubator, thermostat, brooding, candling, hatch, hen, rooster, chick, pullet, yolk, albumen,</p> <p>Stories about chicken observations Stories about chicken pictures Cooperative stories</p>	<div data-bbox="848 732 1247 837"> <p>CHICKENS</p> </div> <p>Books to Develop Topic</p> <p><u>Henny Penny</u>, <u>Dora's Eggs</u>, <u>The Rooster's Gift</u>, <u>Across the Stream</u>, <u>The Chick and the Duckling</u>, <u>Rechenka's Eggs</u>, <u>The Egg</u>, <u>Rosie's Walk</u>, <u>Inside an Egg</u>, <u>A Chick Hatches</u>, <u>The Painter Who loved Chickens</u>, <u>The Little Red Hen</u>, <u>The Bossy Gallito</u>, <u>Good Morning Chick</u>, <u>The Joy of Chickens</u>, <u>My Hen Is Dancing</u>, <u>Chickens Aren't The Only Ones</u>, <u>Mother Hen</u>, <u>The Chicken Book</u></p>	<p>Imaginative Play</p> <p>Vet's office Farmer</p>

Phase 1 – Getting Started

- Telling stories of experience
- Responding to a provocation
- Discussing
- Wondering about the topic
- Asking questions
- Predicting possible answers

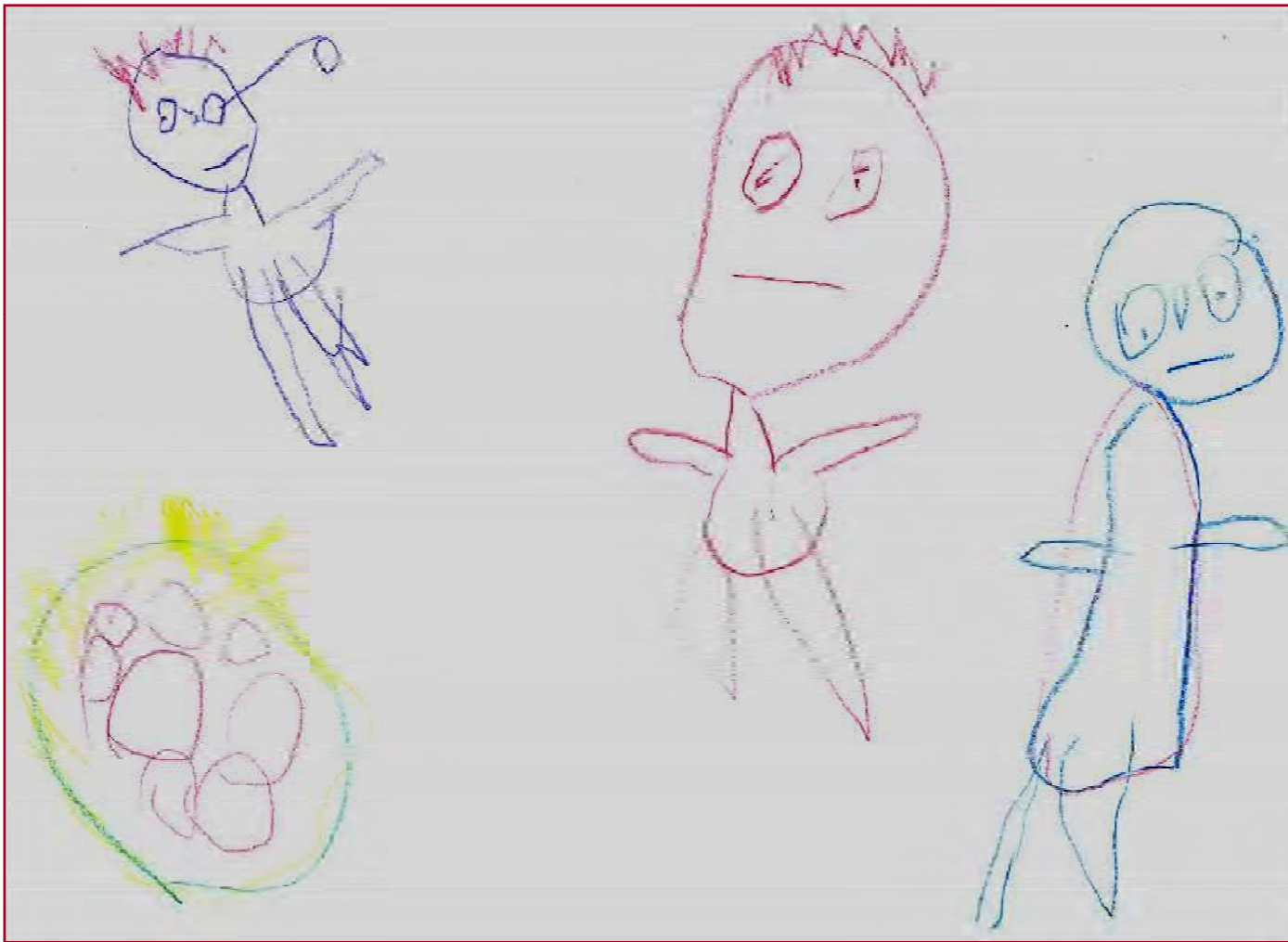
A provocation to introduce the topic



Different kinds of bread were put out for the children at snack time

Personal Stories

The children shared their personal experiences about bread.



"I went to a restaurant and I ate pepperoni pizza with my brothers."

What we know

- There are different types of bread
- We can buy bread in:
 - supermarkets
 - bakeries
 - "tiendita"
 - restaurant
 - markets
 - "pueblos"
- "Some bread comes in a box"
- "We make bread in something hot"
- "Bread has different shapes"
- "We can make bread in a machine"
- "We need "ingredients" like flour and oil to make bread"



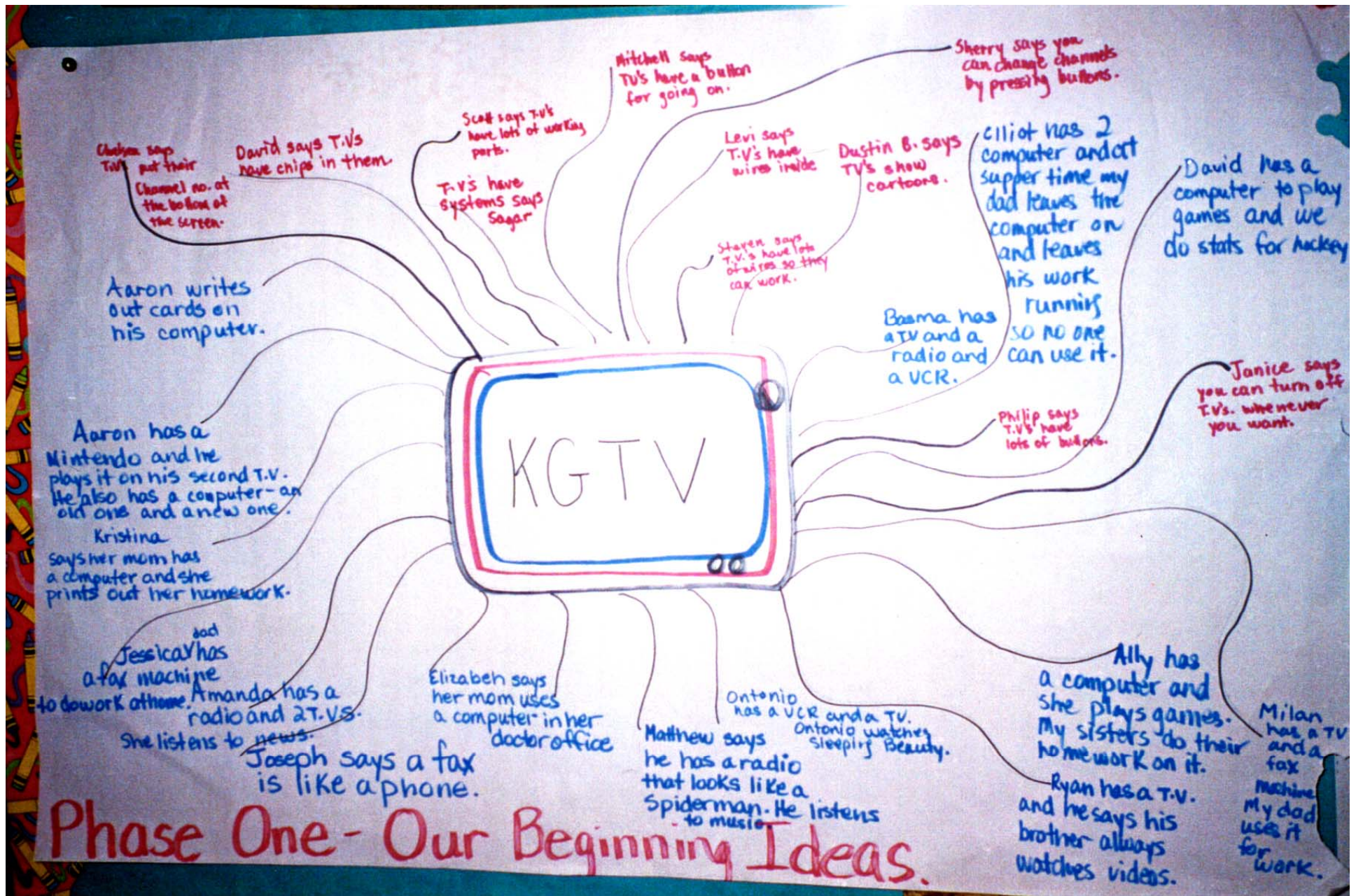
Questions

- What do we need to make bread?
- How is bread made?
- Where do we cook bread?
- Who makes bread?
- Can you make bread in a frying pan?
- Can you eat raw dough?
- What happens if you eat raw dough?
- Where does flour come from?

Class discussion - rock collections



Web of ideas about a Kg TV



Here are some of the children's comments:

Aaron writes
out cards on
his computer.

Scott says T.V's
have lots of working
parts.

Elizabeth says
her mom uses
a computer in her
doctor office

T.V's have
systems says
Sagar

Kristina
says her mom has
a computer and she
prints out her homework.

Mitchell says
TV's have a button
for going on.

Joseph says a fax
is like a phone.

Dustin B. says
TV's show
cartoons.

Title BUS Story Date Nov 22



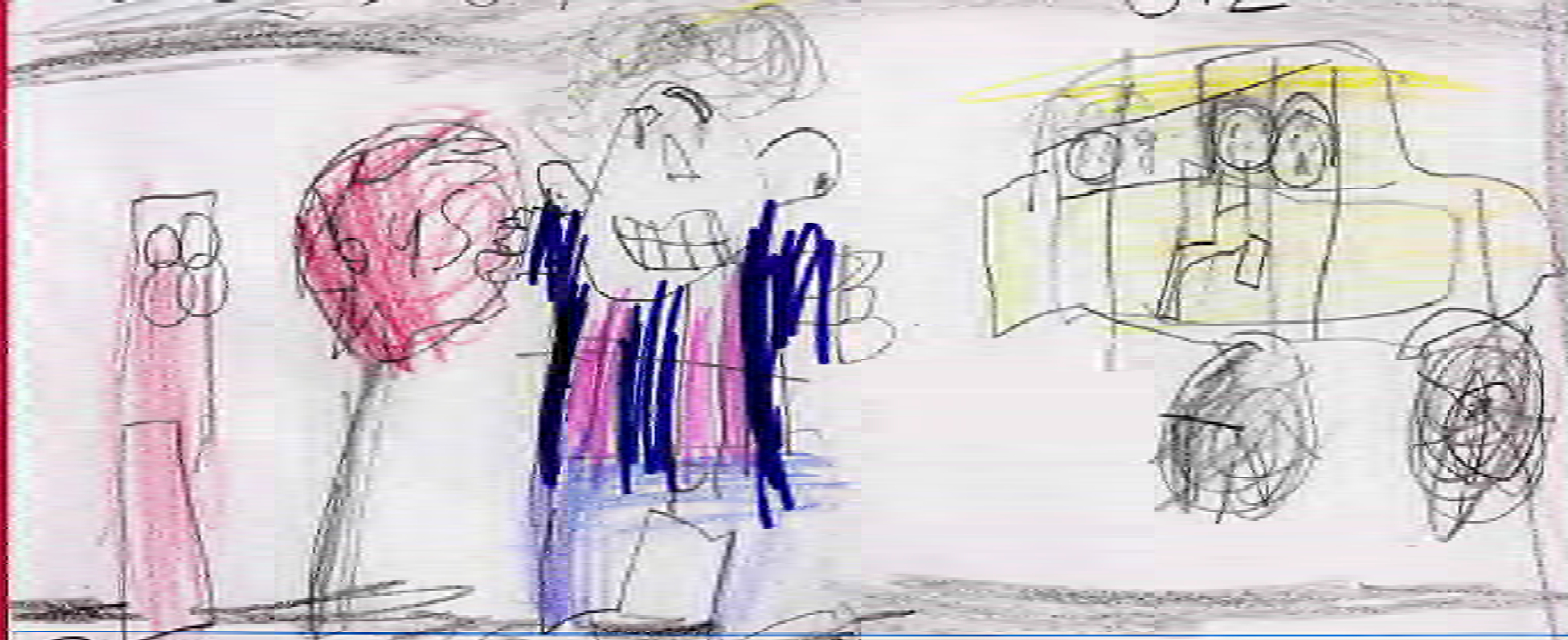
VALENTI AILU+ IDA BOS LICH
one day I went in the bus with
MAISISTAB
my sister

Personal story about buses.

By: Valeria, age 5

Title BUS story

Date NOV 22



THE BOS DOWN

My grandmother took the wrong bus.

Inés

A Project on the
Desert





Send a letter home to inform the families about the project topic.

Invite family members to participate if they have any expertise related to the topic.

Phase 2 – Developing the Project

- Field Work - First hand observation at field site
- Making field notes - sketches, letters, numbers
- Designing investigations in the classroom
- Representing findings
- Discussion
- Interviewing Experts
 - At the field site
 - In the classroom

FIELDWORK



Noticing, wondering and
engaging



The most interesting for me was putting on the hard hat, glasses and earplugs.





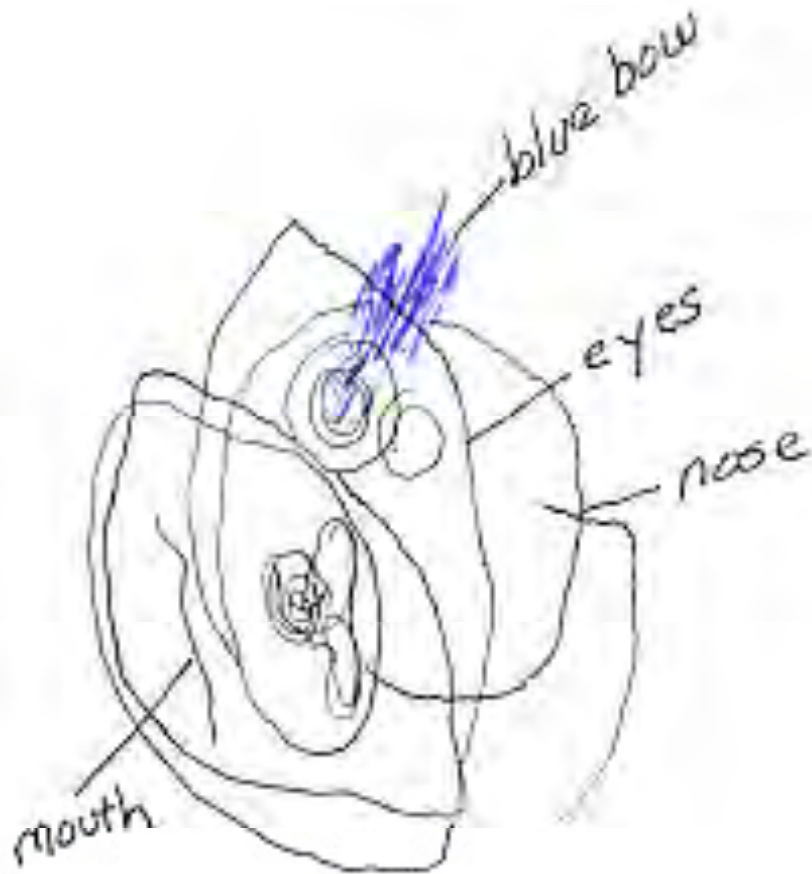
Dr. Sánchez, a veterinarian came to the classroom with Azúl. He explained different things about the dog and how to care of it.



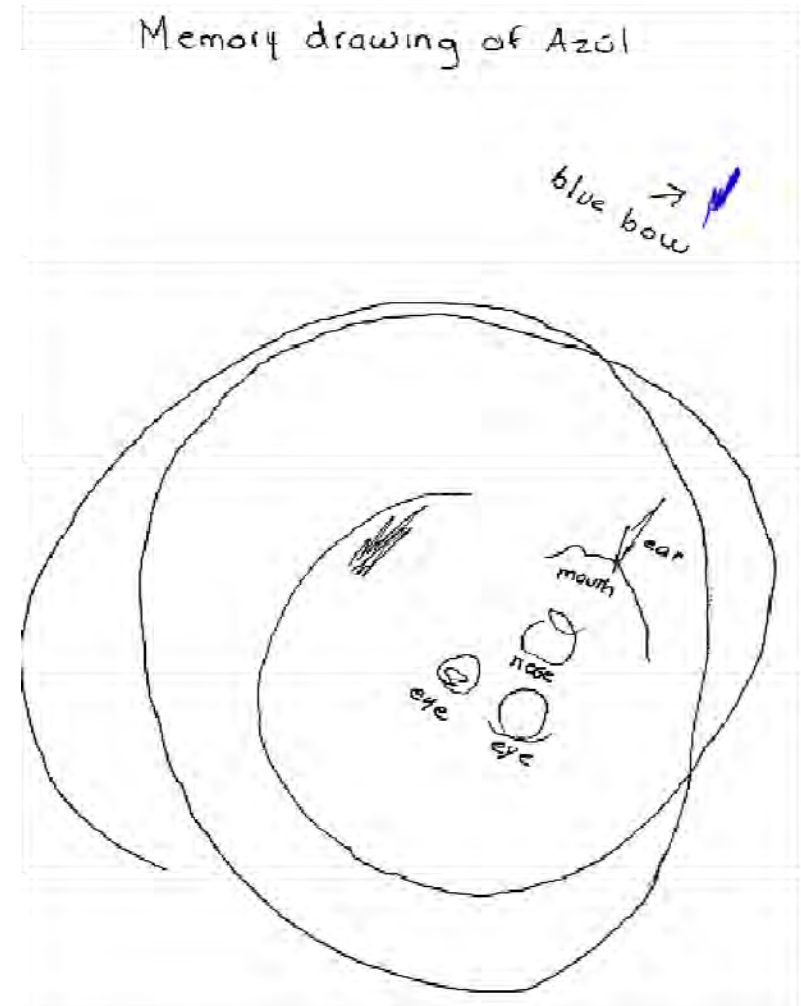
They listened to Azúl's heart beat.



Memory drawings after Azúl's visit.

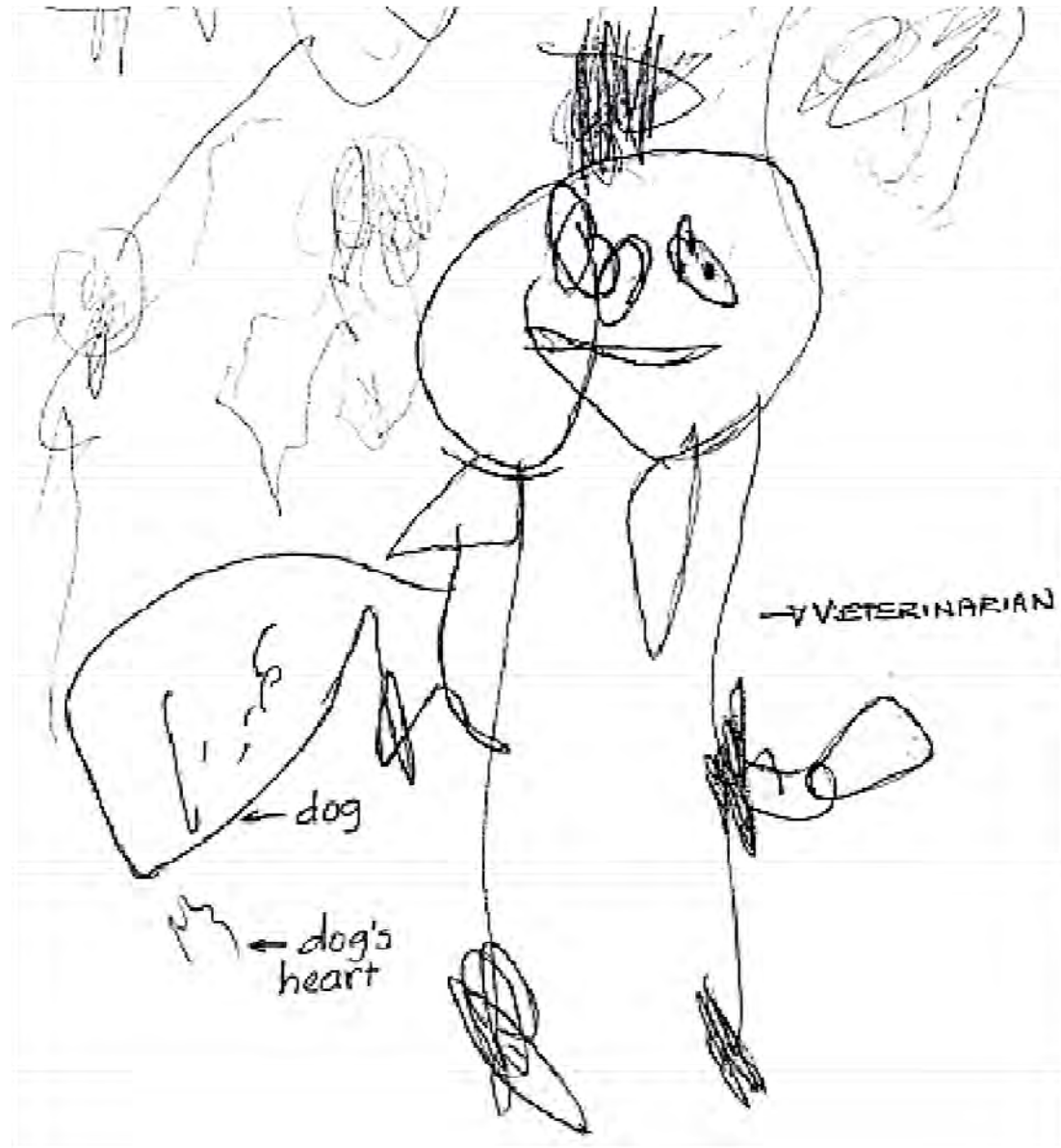


Drawing by: Fernanda
age: 2.8



Drawing by: Mariana
age: 2.6

Memory drawings after Azúl's visit.



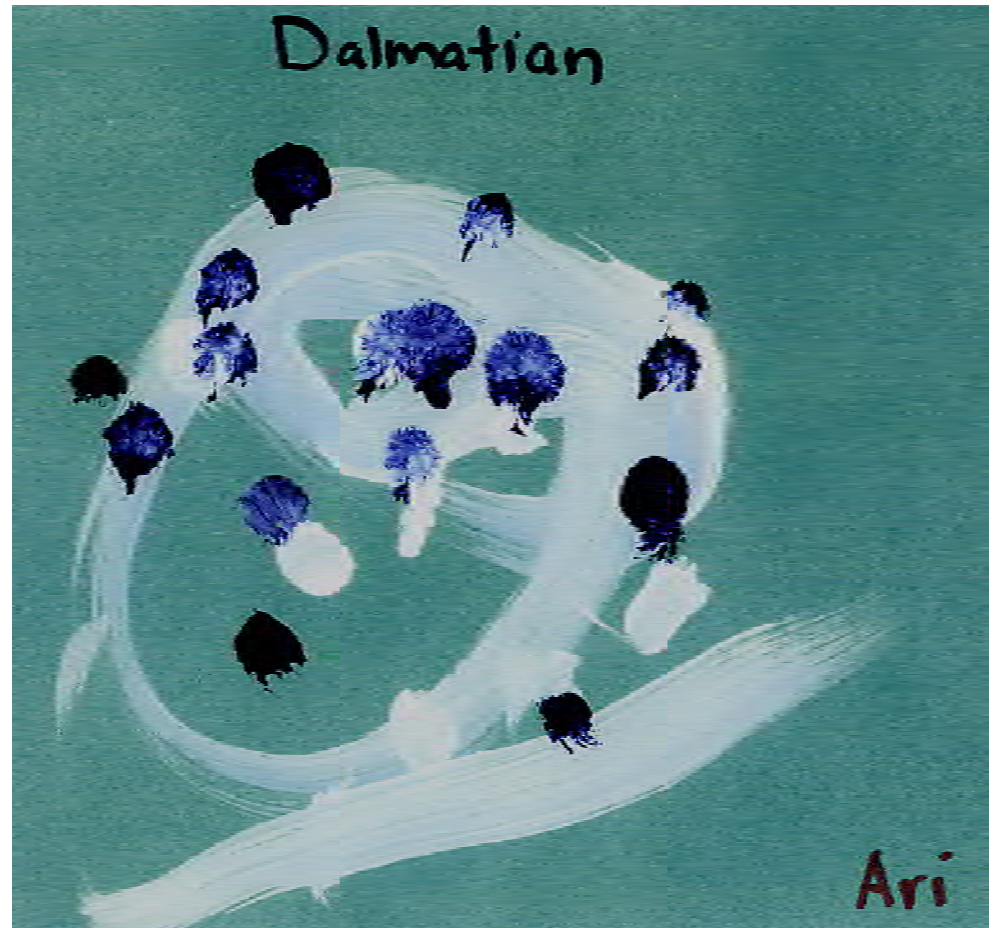
Drawing by: Santiago
age: 2.8

Several dogs visited the classroom and the children were able to see that there are different kinds, sizes and colors of dogs.

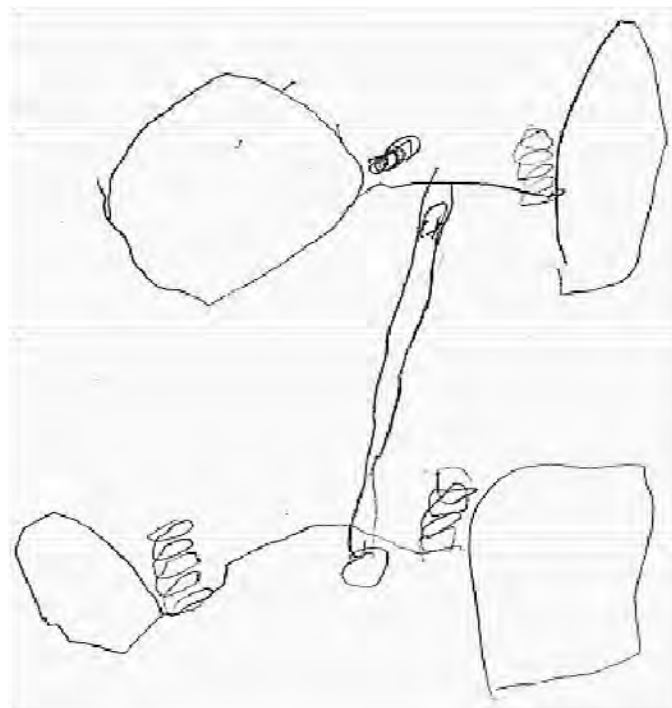
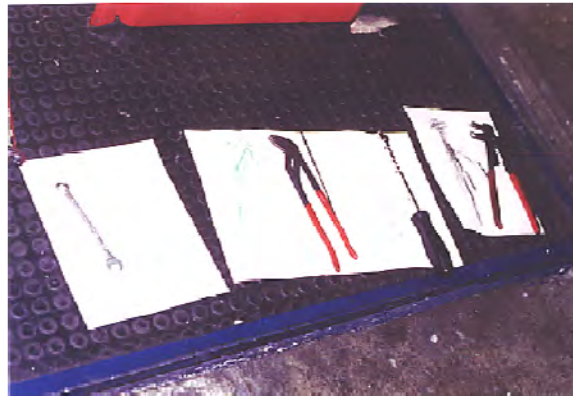




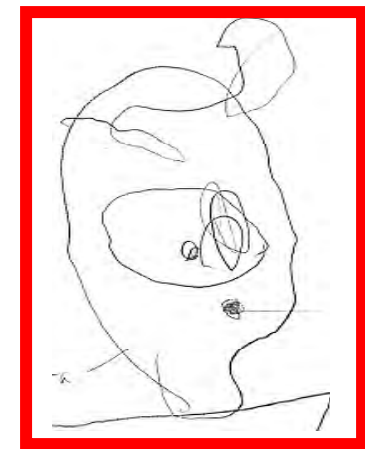
The students made paintings from memory after the Dalmatian's visit.



Painting by: Ari
Age: 2.7



Observational drawing by: Salvador
Age: 3.6



Observational drawing by: Cima
age: 3.







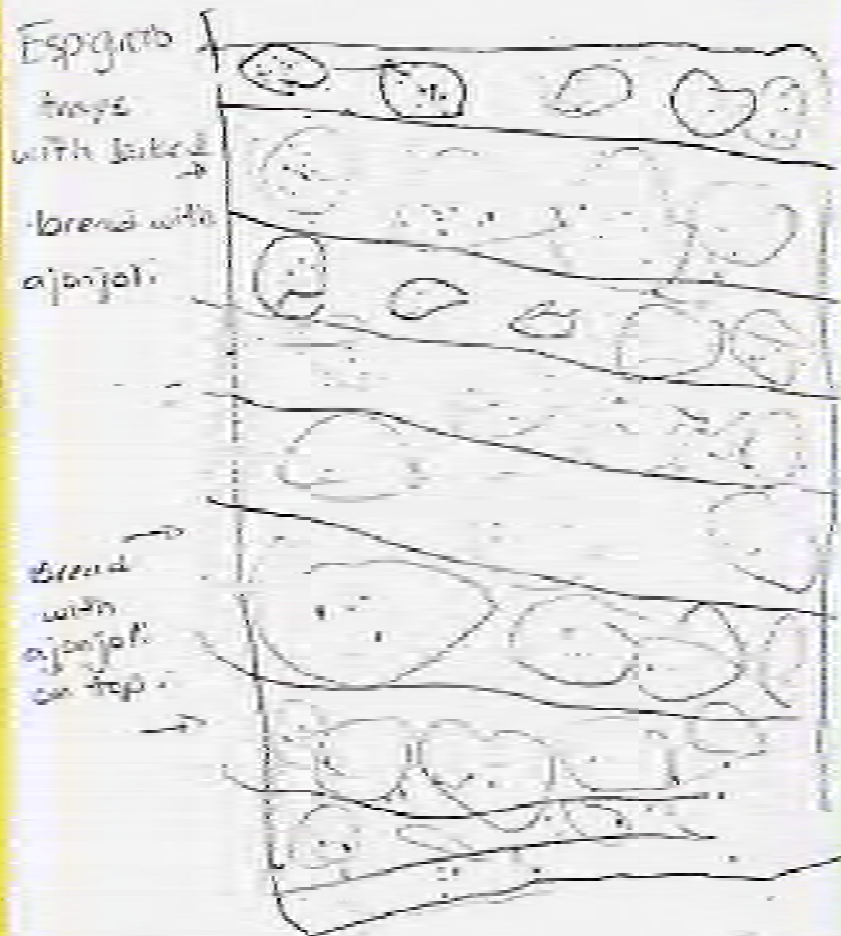
PHASE 2

Field Visit



They were able to see the ingredients that are used to make bread and pastry.

Amanda
Sorita



Nov. 21. 2002

Amanda drew a tray rack.





Investigating and asking questions



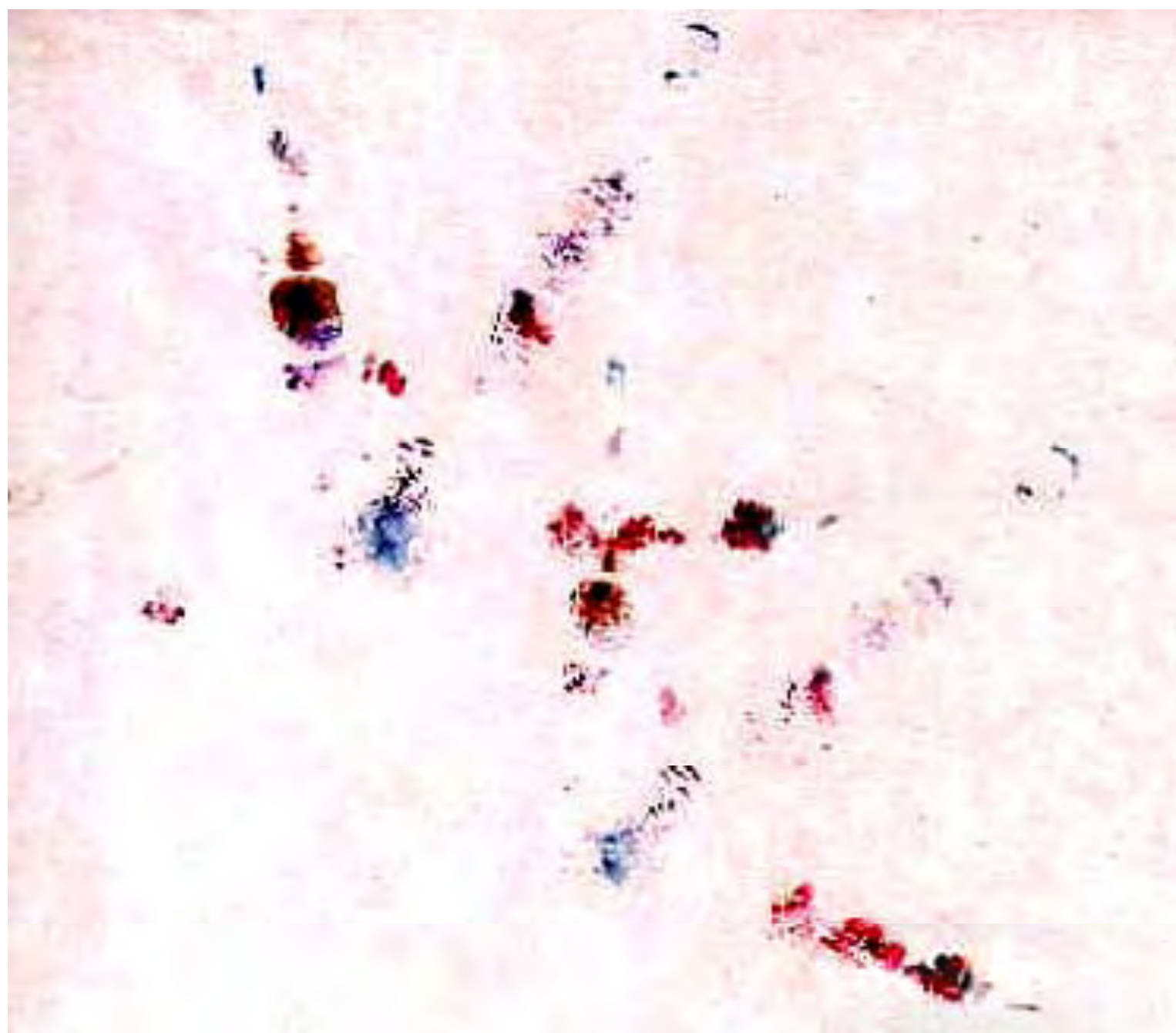


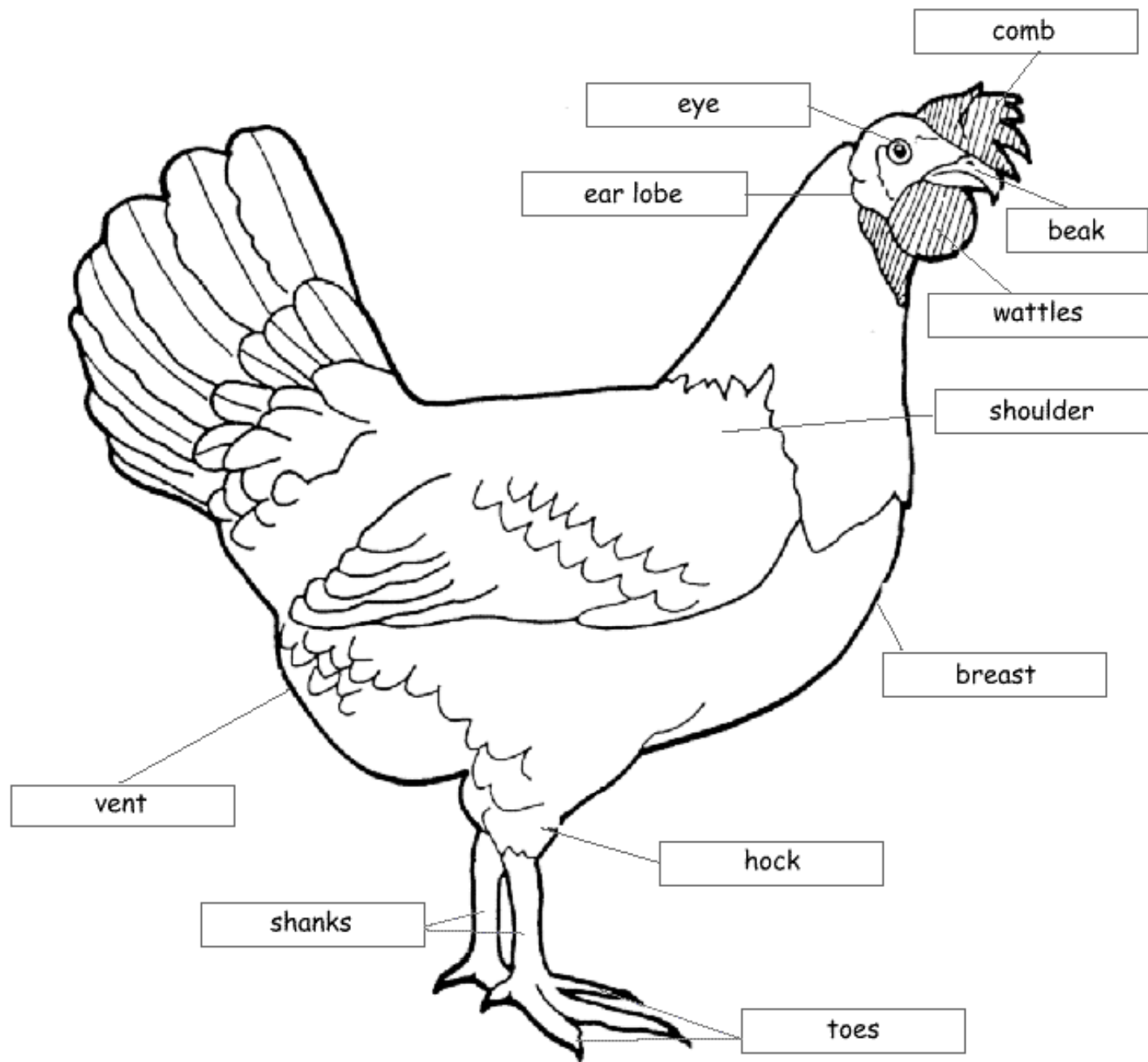








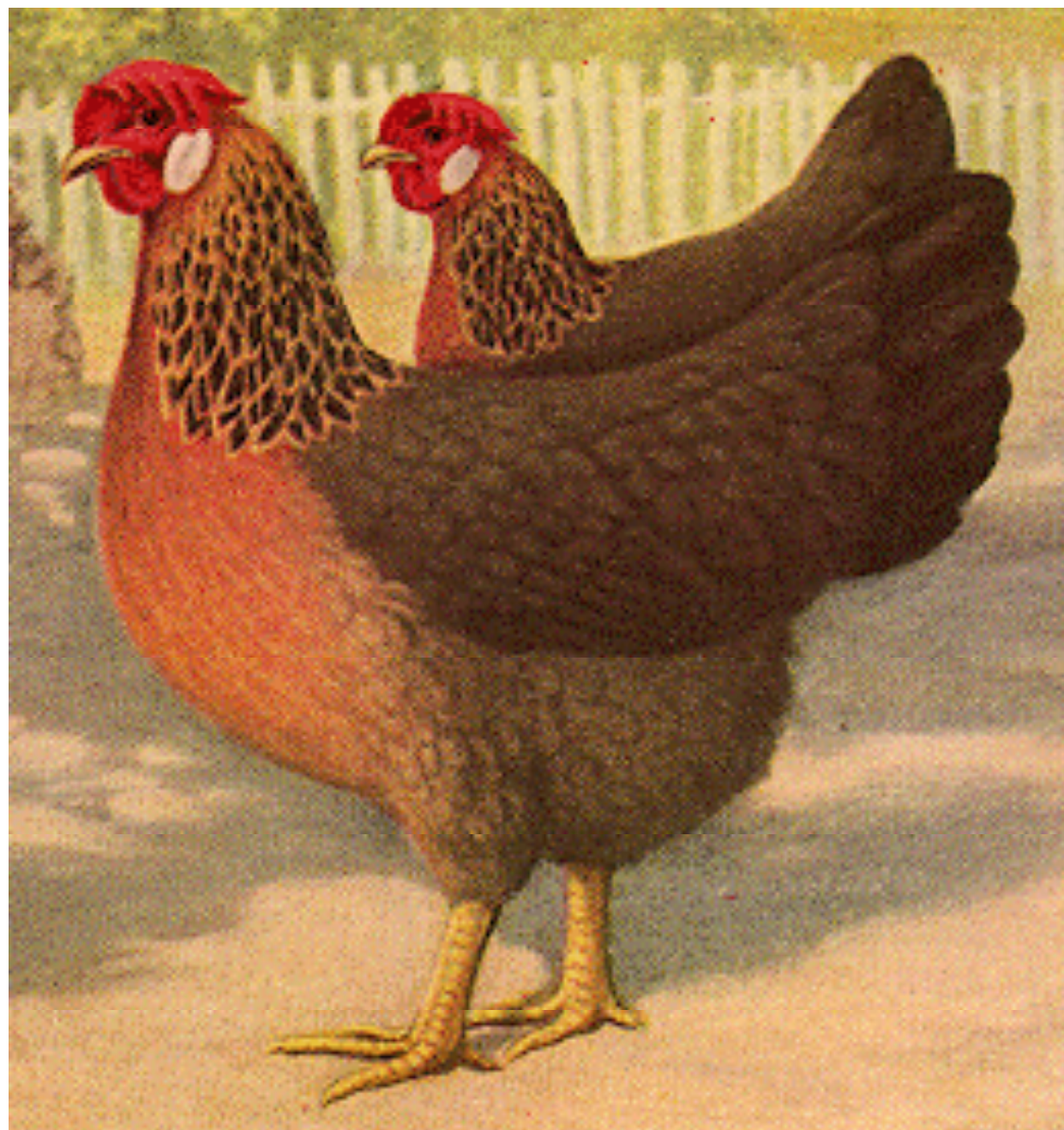








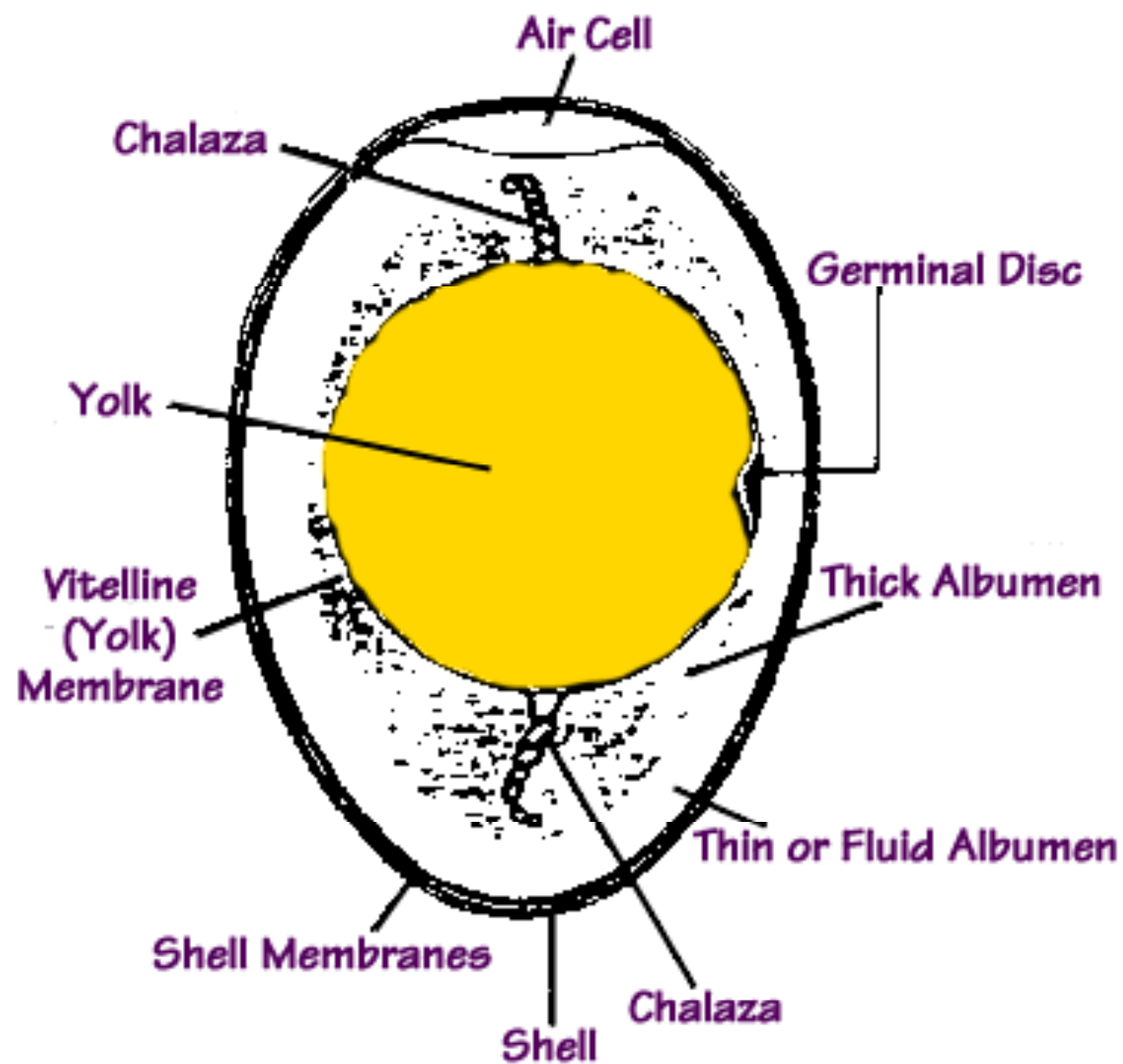






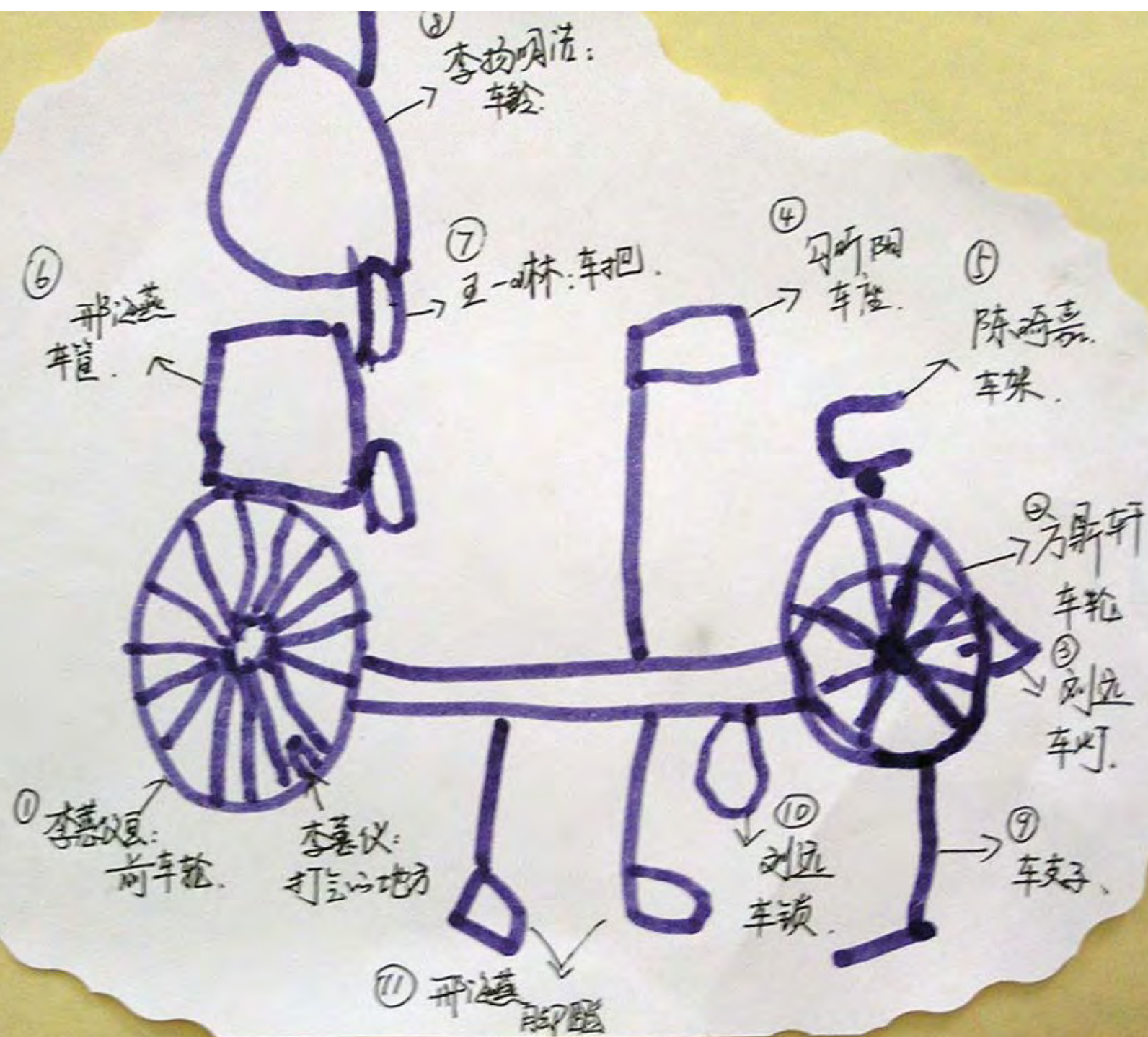




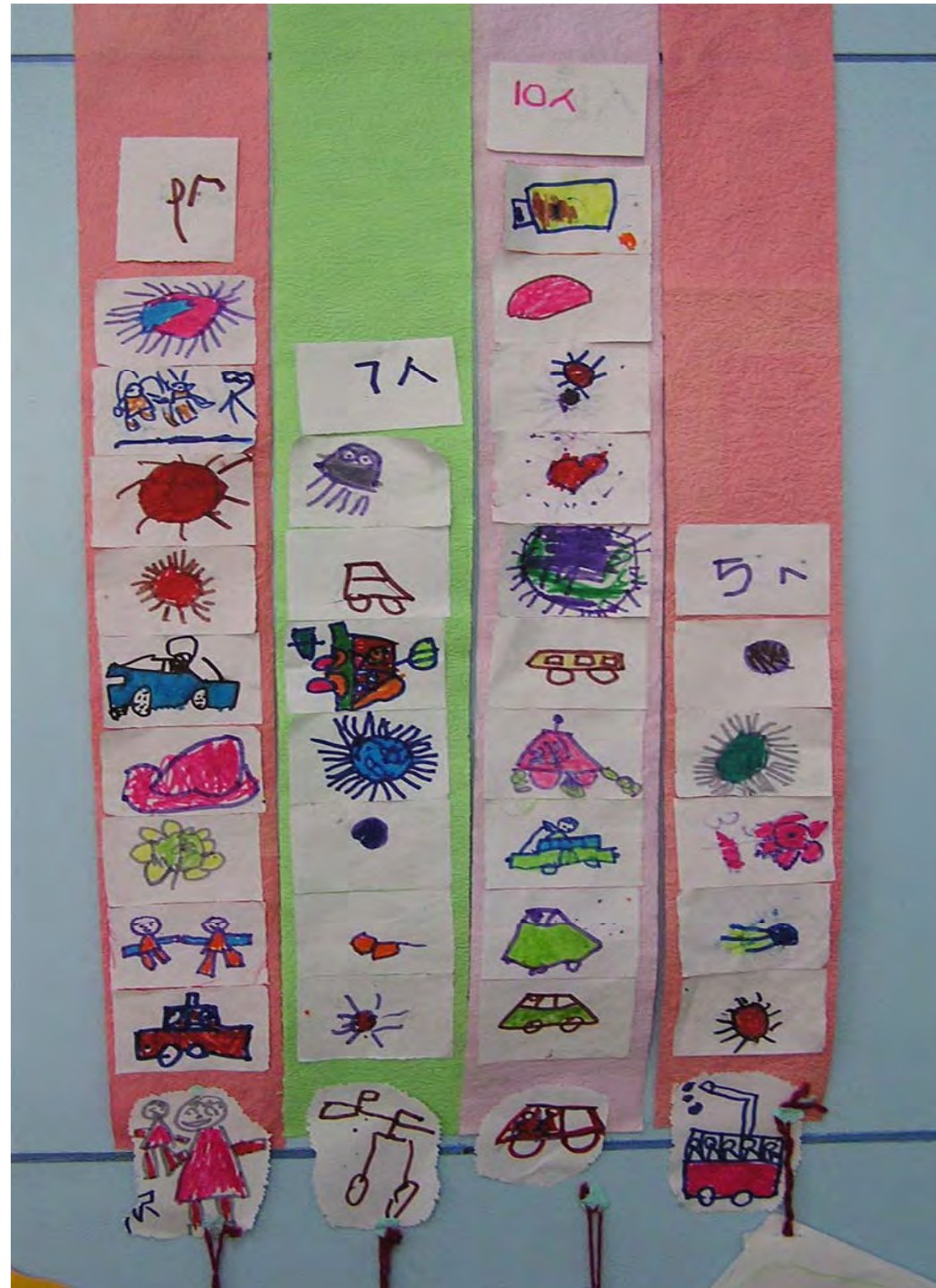














2005/10/17

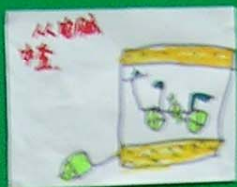
FLOWER

爷爷只有大人自行车用的车铃，没有儿童车的铃。



今日下午

我是这样做的。



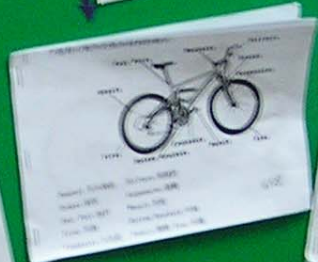
① 和家长一起从电脑中查

汪诗瑶



孔金宜

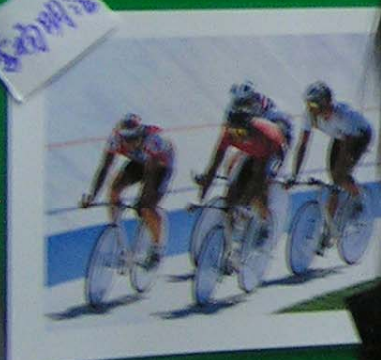
梁通远



代嘉霖



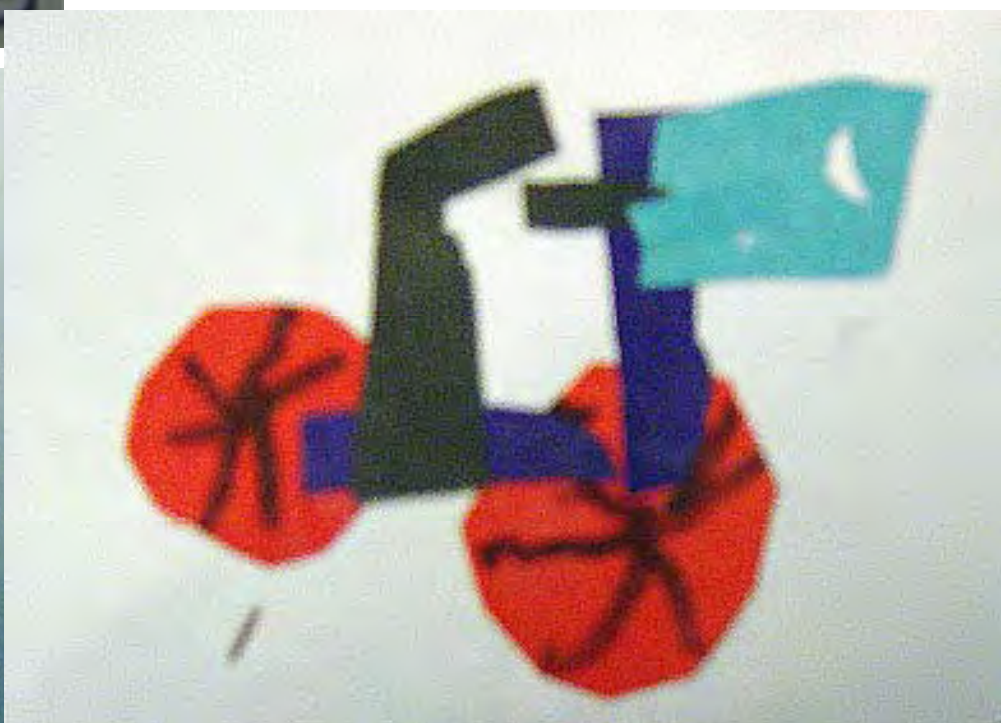
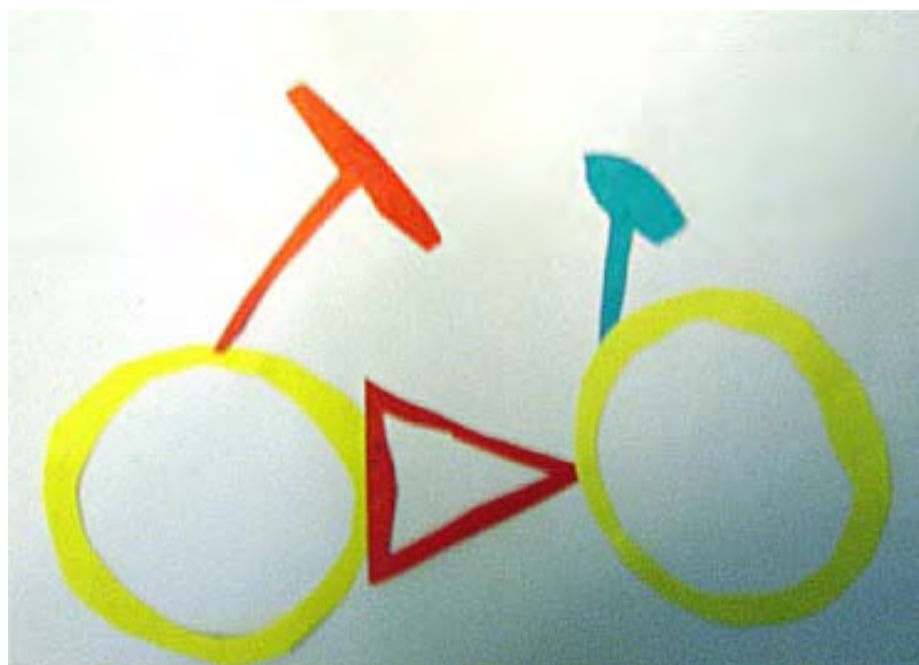
李幼明浩



















“My brother and I rode on a horse together in Valle”

By: Pablo age 4



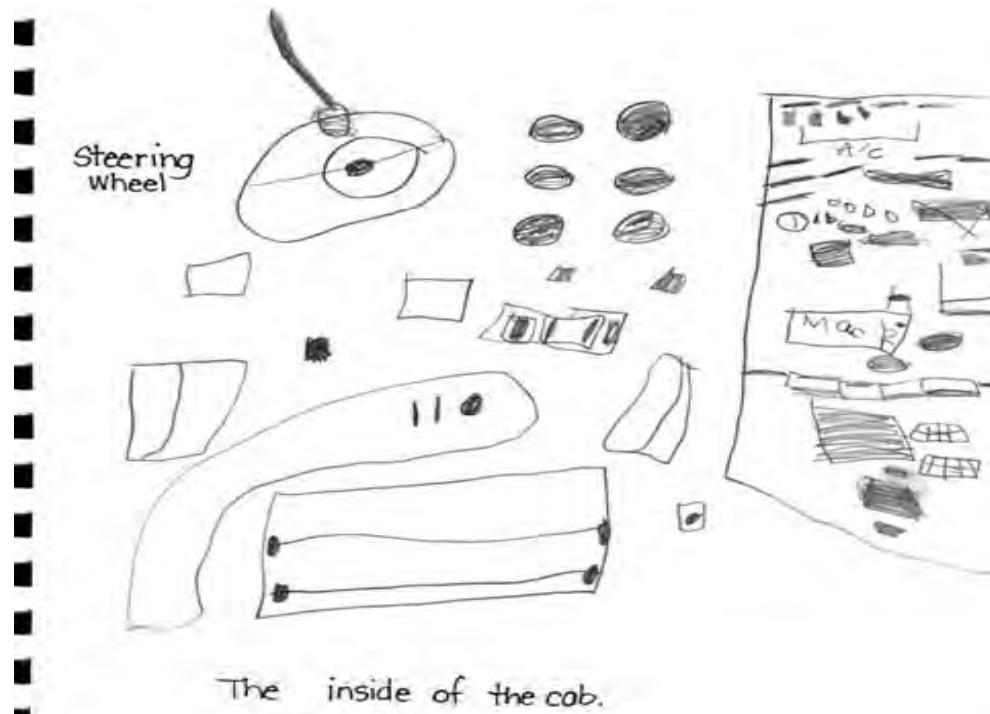




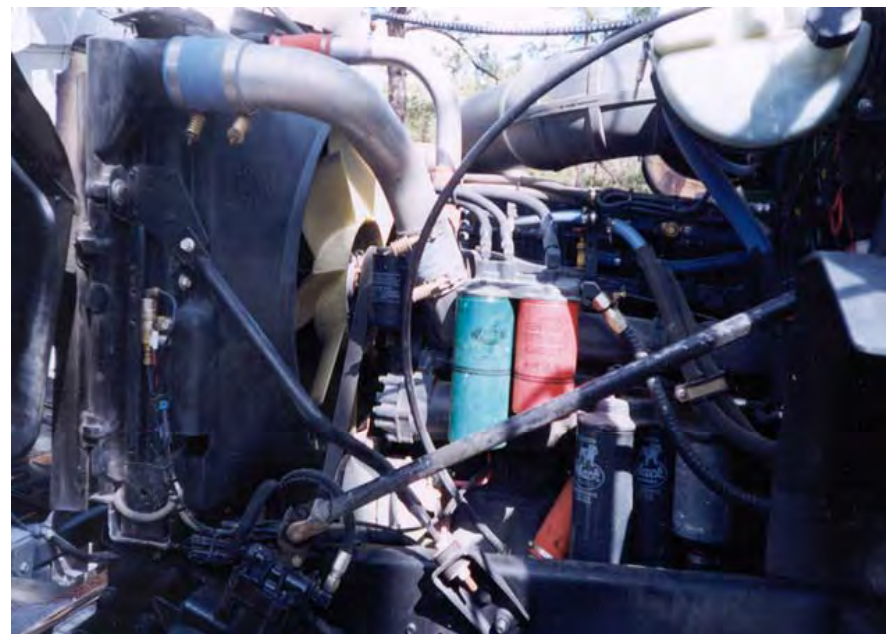








T.J. sketched the engine.





The children took pleasure in sharing their and explaining their model truck.



What else can
equal 125 in.?

Tiles

133 tiles = 125 inches

Alexandra
Shanique

Taylor A.
Jonathan D.

Small Markers

11 markers = 125 in.

Matthew
Anthony
Miguel

Quinton
Samuel

diameter = 39 in.

diameter = 22 in.

circumference = 69 in.

Unifix Cubes

151 cubes = 125 in.

Logan Taylor W.
Kayla

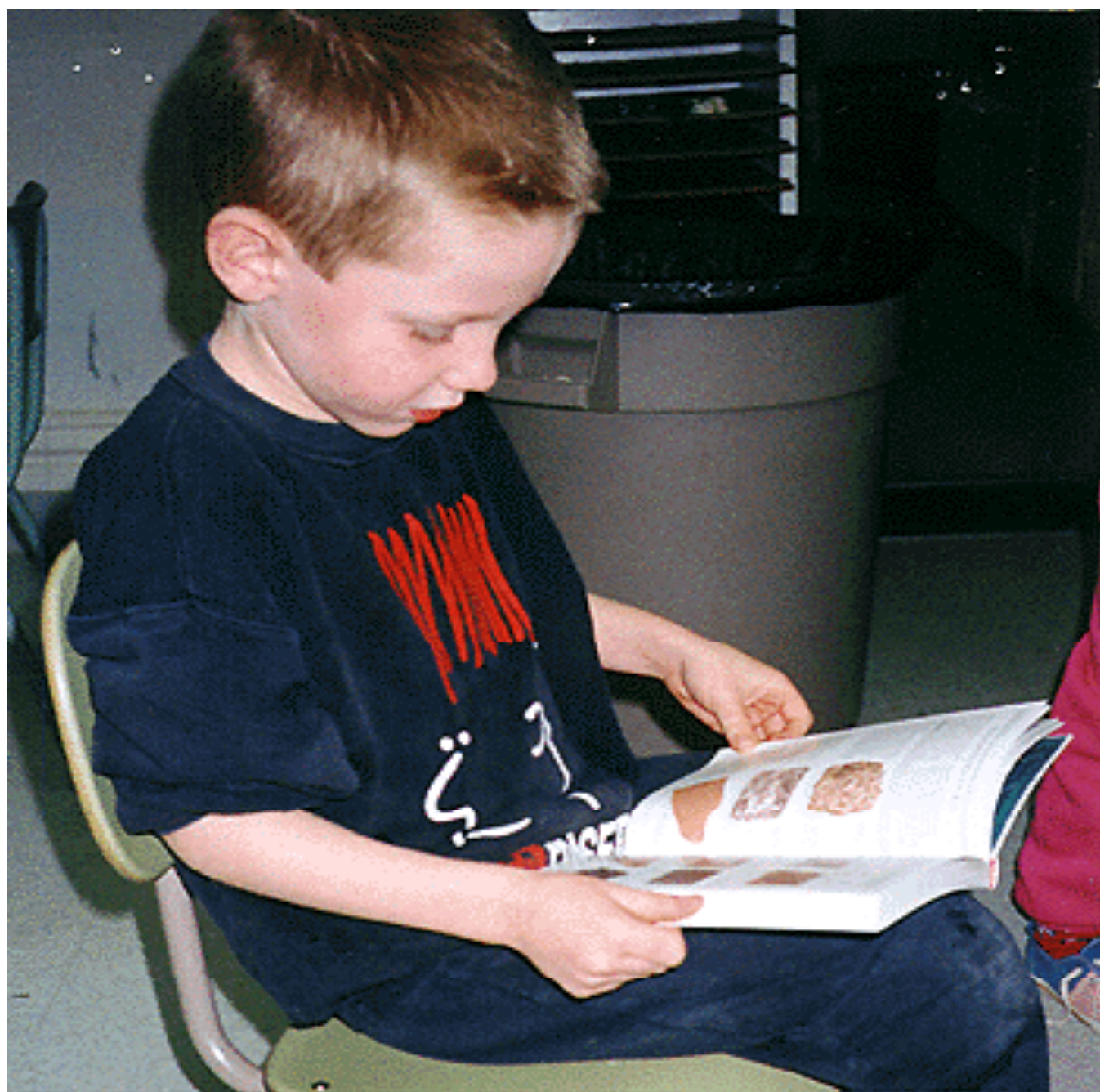
Links

96 links = 125 in.

Trey Jennifer
Candace Josh
David







Phase 3 – Concluding the Project

- Arrange a culminating event to celebrate the work
- Review and evaluate achievements in the project
- Help children select work samples
- Plan with the children to share their work
- Prepare documentation
- Invite guests
- Plan to keep some work in school and send some home







COME IN
AND LOOK
at the
ROCK GARDEN





PHASE 3

The Bone Museum



PHASE 3



The Bone
Museum

PHASE 3

The Bone Museum



The students shared their knowledge with their parents. They answered all kinds of questions about bones. They also asked questions to the audience and they had a lot of fun when their parents were not able to answer.





















李雨雨
6月3日







Polar bear
Weighs 400kg

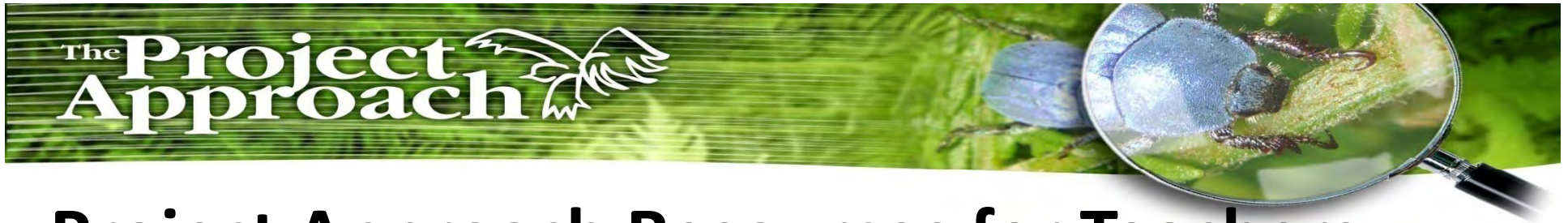


6
15
14
+ 2
19
20
21
16
15
17
18
18
20
20
373 kg

22 children
plus 2 guinea pigs
equals 373 kg

"22 children plus 2 guinea pigs
equals 373 kilograms"





Project Approach Resources for Teachers

www.projectapproach.org

sylvia.chard@ualberta.ca



Project Approach Study Guide

6 Practical Guides for Teachers

CD-ROM - The Project Approach:
Taking a Closer Look

**Early Childhood Research and
Practice (ECRP)**

Online Open Access Journal at
<http://ecrp.uiuc.edu>

