

Experience Planning Form

Student Name: _____ **Date:** _____

Name of Experience: _____

Experience Type: Your experience may fit into more than one type but check the one which you think is the emphasis.					Learning Goals: Check the area where your experience would most likely fit into.			
Small Group	Large Group or Circle	Transition	Sensory	Outdoors	Well-Being	Discovery and Invention	Language and Communication	Personal and Social Responsibility
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Part One: Observe and Listen

What caught your attention? What did you see and hear? Try to be descriptive and objective.

So what...does it mean for development, interests, relationships? What is the impact and importance of what you noticed? What intrigues and puzzles you? What makes you think?

Now what...can you do with this information? What can you do to extend the experience and/or the learning?

Part Two: Reflect with Others			
Share your observations and interpretations with your mentor educator. Ask for their feedback. What insight have they given you?			
	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="padding: 2px;">Mentor Educator's Initials</td> <td style="width: 50px;"></td> </tr> </table>	Mentor Educator's Initials	
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Part Three: Plan Responses	
Name of Experience:	
When will it be carried out:	Where will it be carried out?
How long do you expect it to last?	How many children do you expect?
What materials do you need?	
How will you invite the children?	
How will you open the experience? How might you gain their attention?	
What types of questions could you ask? (remember to keep them open-ended)	
How is your experience going to support the children's ideas and explorations?	
Are there any considerations for safety? Clean-up?	
How is the experience going to end? Think about their transition to the next part of their day.	

Part Four: Act

Describe what happened when you provided the experience. How did you support the children's opportunities for investigation? What did you say and do? Remember this is about you as the educator, not the children. Do not interpret yet.

Part Five: Continued Observation

How did the children respond to your experience? What did they say and/or do? Was the experience different than what you expected? How was it different or why was it what you expected?

What does this tell you about the experience? Does it give you any new information about the children's interests, developmental capabilities and relationships?

Part Six: Next Steps

If you were to do this experience again, what would you change? If you would not change anything, why do you think it was successful?

Based on your continued observations in part five, what ideas do you have for any future experiences? This is to answer the question "Now What?"

**Checklist of Effective Group Management Skills
TO BE FILLED IN BY THE MENTOR EDUCATOR**

Directions: Observe the student when implementing their experience with the group. Please indicate in the appropriate box if the skill was performed. You will be considering their ability to demonstrate the following skills and strategies.

Key: **Y** = Can perform independently **S** = Can perform with support **N** = Not observed

The Experience is...	Y	S	N
Developmentally appropriate for the group.			
Based on observations and interpretations of the children's interests.			
Engaging children to be appropriately active and involved.			
Open-ended enough so that children can participate at their own ability level.			
An appropriate length for the age and developmental levels of the group.			

The Student...	Y	S	N
Has shared the experience planning sheet with the mentor educator before the activity is implemented.			
Makes sure that the children are settled and comfortable before they begin.			
Has all necessary materials and equipment gathered before they begin.			
Asks mentor for support when needed (before and/or during the experience).			
Gains children's attention and interest with an engaging, strong and active opening.			
Speaks clearly with the appropriate volume at the appropriate time.			
Is enthusiastic and shows excitement during the activity.			
Responds with supportive prompts (helps children know what is expected).			
Keeps their attention on the group (not reading from notes or looking away).			
Observes the dynamics of the group and maintains control with appropriate guidance strategies.			
Gives clear and appropriate directions.			
Interprets children's cues to adjust experience (ex: finish, continue, change direction).			
Shows flexibility and responds to children's needs and interests.			
Is asking open-ended questions to stimulate learning (no 'yes/no' questions or questions that require a 'right' answer).			
Ends the activity with a closing designed to bring closure to the activity and help the children make the transition to the next part of their day.			

Additional comments and feedback. If there are areas where support was needed, please elaborate.

Mentor Signature: _____ Student Signature: _____

Practicum Advisor Signature: _____