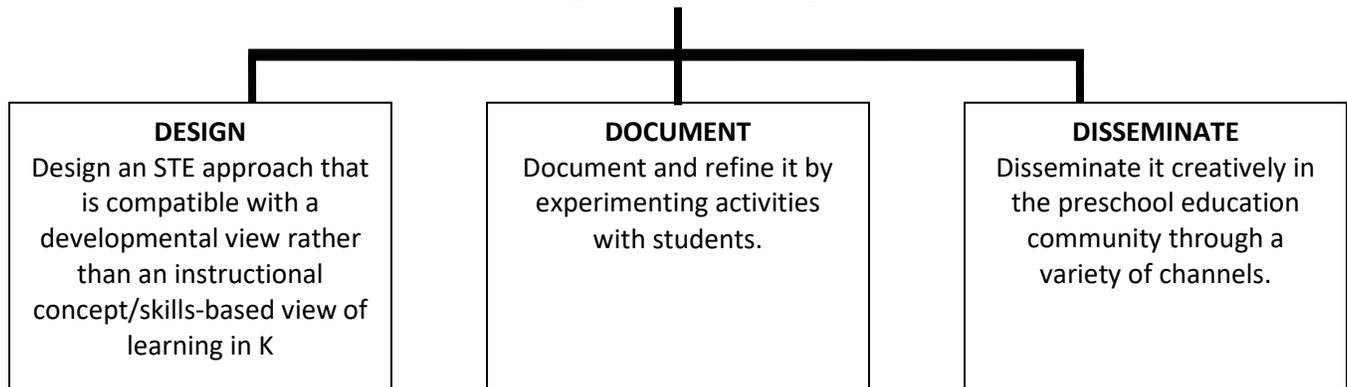


# Framework for designing STE AM activities appropriate for Kindergarten students

## Vision and mission statement

### Our goals & challenges



### Our aim

*To provide a learning environment for learners to be*

Curious    Motivated    Open-minded    Autonomous    Collaborative    Flexible

### Our approaches

LEARNING THROUGH PLAY    INQUIRY    HANDS-ON LEARNING

*We support the intellectual, emotional and social development of young children by creating a rich play environment which includes*

Physical play    Play with objects    Symbolic play    Socio-dramatic play    Games with rules

*We provide opportunities for children to investigate what they find interesting so they can*

Set their own goals    Pursue answers to their own questions    Take pleasure in their achievements

*We support a hands-on approach that provides opportunities for the children to*

Act with purpose    Show their understanding through doing    Verbalize and articulate their knowledge

## Guiding principles of an inquiry, hands-on approach

### We value and support:

- The creative use of materials (there's no single right way)
- Questions (it's not about right answers)
- Experimenting (it is process, strategies and attitudes that count)
- Making mistakes (they are simply multiple iterations of trial and error)
- Diverging (it is all right to go in a different direction, do something different or in a different way)
- Managing emotions (it is all right to be frustrated)

### We evaluate what we value and support:

Through observation, our evaluation of the children's level of development will focus on the children's attitudes, behaviours, processes, strategies and productions.

## Key ideas to consider

1- Select topics that have a potential for hands-on learning.

2- "*Play with objects*" is most closely connected with STEAM because it leads to tinkering-making-using-experimenting-observing-testing-etc.

3- On a scale of teaching strategies related to level of Child Initiation, Project Work emerges as the ultimate way for children to direct their own learning. However, Thematic Learning and Teacher-Directed Inquiry also leave room for child initiated learning activities. (1)