

Valerie Schuler

Child 16

September 27, 2012

Observation Notes

Observation from 9/13/2012

Today was my first day observing children at the preschool, and as soon as I walked into a class, I saw a teacher wrapped up in bandages and an arm in a sling. She informed me that she had a "broken arm, elephant in her head, and she wasn't gonna make it". Apparently, the children have been enjoying playing doctor and diagnosing their teachers. There was one girl in particular that liked to control the group and how the play was going to go. It was great to watch the children work together to try to figure out what was wrong with the teacher, as well as come up with different ailments.

Observation from 9/14/2012

By suggestion of Cathy Gray, I decided I would observe a three and a half year old boy I will call J. Cathy gave me a little background information about J., advising me that she was concerned with his social development and interactions with other children. I noticed right away that J. prefers to observe other children, not necessarily engage with them. For the first hour of my observation period, J. would hide behind trees and watch the children, imitating their play, but never joining it. He eventually made his way down to the sand pit alone, and began shoveling sand into a few buckets and repeatedly dumping them out. Other children would run by the sand pit, yelling out rules to their

games and shrieking, but J. just continued to shovel and dump sand. A little girl came and sat next to J. and began to shovel as well. She asked if she and J. could be friends, but J. just continued to play alone, without any response. Another little girl came a couple minutes later and announced it was clean up time (although no one had given the signal with the wooden frog) and kicked down the first girl's sand tower. The two began to yell at each other, and J. got up, had a somewhat worried look on his face, and simply walked away.

Observation from 9/20/2012

When I arrived at the preschool, all of the children were running outside, screaming "fire!" and hiding under the hammock. I walked up to Z. and she said "Oh, good. You can be the firefighter because you are wearing red and you are big! You need to fight the fire that has two hands, three eyes, and six toes!" I asked Z. how I would fight a fire and she stopped, thought real hard (with one hand on her hip and the other on her chin) and said, "I know! We need dust!" She then ran over to a piece of plywood, which was her "fire" and started kicking dirt on it. This upset another boy, who told Z. "We shouldn't kick dust, it makes me cough" and the two children started arguing about how to put out the fire. I leaned down and asked what else can put a fire out, and the boy said "Water! We have water and buckets!" and both children ran to the sand pit to get buckets and started filling them up with water, dousing the plywood.

Observation from 9/20/2012

After I left the firefighters, A. said she wanted to show me her beautiful garden. We walked back to the hammock (the children who were hiding from the fire left to go help put it out) and she pointed to a pile of bark and told me she planted lots of vegetables. When I asked her what kind, she said "tomatoes, green beans, grapes, and blueberries". Another girl (C.) came down to the "garden" and said she too liked all the vegetables that A. was growing and asked if she could grow some too. The two girls went to find more "seeds" to plant together. Two other girls came over and said they were moving into the hammock. When A. and C. came back, they told their new neighbors they would share their vegetables with them.

Observation from 9/20/2012

J. initiated conversation with a couple girls today who were playing in a tunnel. He asked if he could play at the party, too. This quickly turned into the girls being evicted from the tunnel by J. and another boy. When the girls got upset and tried to take back their tunnel, J. growled angrily at them and turned to take the girls' car. One of the girls, S., yells, gaining a teacher's attention. When the boys see the teacher walking towards them, they run to the outdoor classroom, and S. tries to regain her party atmosphere. The boys then decide to play hide and seek and begin hiding between the art easels and in the shelves, ignoring the teachers completely. This is not the first time I've seen this happen.

