Educational Activity

Name

Institution

One educational activity that was carried out in an early childhood classroom is the preparation of science experiments. For the case of the kids in the early childhood classroom, they might not have an understanding of the science behind the experiments but it helps them in the process of building different concepts. As well, it imparts the kids with the desire to try new things even if they fail. Notably, there is a need to modify the manner that science experiments are done to address the kids with diverse needs and cultures to create a meaningful impact.

**To facilitate the Participation of Kids with diverse Disabilities and Needs.**

For the case of the kinds who are disabled or have special needs such as being autistic, they might have issues when conducting experiment class. For example, they might not have the same pace as the other kids and thus they are left behind. Also, they might have issues with understanding the manner in which the experiment should be carried out. Given the mentioned issues there is a need to modify the scientific experiments to suit the special cases. For example, the experiments can be divided into sections whereby the special kids will undertake one section at a time without any rush (Evans, 1983). This will ensure that the kids are not overwhelmed. In the case of the kids who are autistic, the teacher can make sure that they put the experiment in writing so that they can improve on their remembrance.

**To ensure that Experiments are Culturally Sensitive for Children from Diverse Cultures**.

As well, in an early childhood classroom, there are bound to be kids from different cultures. That being the case, there is a need to modify the scientific experiment to address the needs of the culturally diverse classroom. For instance, when giving the experiment for collecting objects such as pictures and making an album the teacher can incorporate content from different cultures. For example, pictures from prominent African American scientists (Butler, 2017). As well, in the process of describing the procedure of doing an experiment one can incorporate information about scientists from different cultures who contributed to a certain concept. In the case the kids are doing the experiment in groups, there is a need to put kids from different cultures in the respective groups. That will enable them to teach each other their perspective on the manner that scientific experiments should be carried out.

**To accommodate the IEP Goals for the Kids who have Disabilities.**

One of the IEP goals is to ensure that kids with disabilities are able to develop social skills (Rawe, n.d.). That being the case, the scientific experiments can be modified to suit the mentioned goal. For instance, disabled kids can be paired with normal kids when they are performing scientific experiments. In such a case, it will place the disabled kids out of their comfort zone and hence they will start to develop social skills. Another IEP goal is to develop both writing and reading skills. In this case, the details of experiments can be divided into portions and in that case, the disabled kids will be told to write the details one part at a time.

**To incorporate developmentally Appropriate Instructional Strategies.**

In this case, there is a need to make sure that the experiment is in line with the developmentally appropriate instructional strategies. The first modification will be to ensure that the teacher offers feedback to the kids after they have completed the experiment (NAEYC, n.d.). Secondly, it is to model the experiment and show the kids what is expected of them instead of just telling them. That will act as a guide to the process of performing the experiment. Thirdly, it is to give the kids hints while they are in the process of completing the experiment. That will motivate them to complete the procedure. Also, the teacher can choose to give assistance to the kids who are stuck.

**To help the kids to express their Ideas, Needs, and Desires.**

Kids express themselves in different ways, for instance, through play and exploring. Thus, scientific experiments should be modified to accommodate the ideas, needs, and desires of the kids. For instance, during the initial session before the experiment, the teacher can seek suggestions from the kids about how the experiment should be. As well, while assessing the experiment, it will be based on the creativity of the kids and not a rigid system of assessment (Childcare Extension, n.d.). That will encourage the kids to express diverse ideas, needs, and desires in a single experiment.

**To refer to the appropriate Professional to meet the Special needs of the Kids.**

In this case, the teacher should tap into the experience of special education professionals before making or designing the experiment. In this case, there is a need to ensure that the experiment is in line with the IEP goals (NAEYC, 2017). The consultation with the professionals will help the teacher to modify the experiment so that it can meet the special needs of the kids. As well, such consultations will ensure that the teacher is able to easily identify the strengths and weaknesses of the kids. That will help in designing experiments that address the weaknesses of the students and hence create a meaningful impact on their educational life.

References

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