



## VIDEO REVIEW OF BLUBBER EXPERIMENT: FACILITATOR GUIDE

The purpose of this learning activity is for participants to identify examples from the *Blubber Experiment* video that relate to strategies for fostering children's thinking skills. Please see below for some of the observed strategies. In addition, the participants are asked to link strategies and behaviors observed in this video to the Head Start Child Development and Early Learning Framework. A handout is included for participants to record their ideas and observations.

- Watch the video and ask participants to look for the specific examples that are related to strategies for fostering children's thinking skills covered in the presentation. What does the teacher say and do to incorporate the strategy? How does the child respond? Ask participants to write down specific behaviors in the box provided on the participant handout.
- Ask participants to share other strategies observed related to fostering children's thinking skills in this video clip. Have the participants list the strategies on the participant handout and describe the teacher and child behavior in the box provided.

Video	Strategies (discussed in PowerPoint presentation)	Other strategies related to fostering children's thinking skills (not discussed in PowerPoint presentation)
<i>Blubber Experiment</i>	<p><i>The teacher:</i></p> <ul style="list-style-type: none"><li>• Encourages the children to predict which hand will feel cold and which one will stay the same.</li><li>• Connects ideas about blubber with how polar bears are able to stay warm.</li></ul>	<p><i>The teacher:</i></p> <ul style="list-style-type: none"><li>• Ask open-ended questions such as, "How come that hand feels colder?"</li></ul>

**NOTE TO FACILITATOR: Participants may notice other strategies that support classroom interaction, including:**

- Teacher repeats and extends children's attempts to communicate by saying, "You're right, it doesn't have the blubber."
- The teacher is in close proximity and leaning in towards the children.

Although there are additional strategies in this video, it is important to keep the participants focused on strategies that *foster children's thinking skills*.

**After discussing the various strategies, link the video to the Head Start Child Development and Early Learning Framework.**

Have participants choose the domain and the domain element from the framework that is best linked to the video and discuss why.

- *What domain and domain elements from the framework are observed in this video? Give examples of the behaviors that support these domains.*

### Connecting strategies to domains from the Head Start Child Development and Early Learning Framework

*This video is an example of supporting children's Logic & Reasoning, specifically:*

- *Reasoning & Problem Solving:*
  - *Teacher encourages children to use knowledge about polar bears to predict if they will feel warm or cold without the blubber.*



**After discussing the strategies above, link the video to the Head Start Child Development and Early Learning Framework.**

- *What domain and domain elements from the framework are observed in this video? Give examples of the behaviors observed that support these domains.*

**Connecting strategies to domains  
from the Head Start Child Development and Early Learning Framework**



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