

Kindergarten and Experiential Learning

Our experiences at home, at school and everywhere we go contribute to who we are and what we know. We learn through each of our experiences. Our experiences help us grow.

In Kindergarten we learn through play. When we play, we learn. We explore when we play.

Inquiry is at the heart of our learning.
We are curious. We wonder.

Our classrooms are play- and inquiry-based. This allows us to make sense of our environment.

| Through 'inquiry' we: | Inquiry might look like this: | I might say/ I might ask: |
|--|---|--|
| <p>Engage</p> <p>We notice. We wonder. We play.</p> | <p>We raise questions about objects and events around us.</p> | <p>My shadow is tall!</p> <p>I wonder what would happen if I...?</p> <p>Where are the biggest puddles?</p> <p>Let's see who can run the fastest!</p> |
| <p>Explore</p> <p>We observe. We ask questions.</p> | <p>We explore objects and events that are around us.</p> <p>We observe the results of what we explore.</p> <p>We use all of our senses to make observations.</p> <p>We ask more questions.</p> | <p>We can use these blocks to make a ramp. Your car goes really fast.</p> <p>I made the track steeper. This time my car went faster than yours.</p> <p>The sun feels warm on my face!</p> <p>How do spiders use 8 eyes?</p> |
| <p>Investigate</p> <p>We plan. We use observations. We reflect.</p> | <p>We use simple tools and materials to: gather, compare, sort, classify, order, interpret and describe</p> <p>We notice patterns - in nature and human-made material</p> <p>We make predictions. We make conclusions. We solve problems.</p> | <p>These rocks are larger than a loonie. These rocks are smaller.</p> <p>On flowers and plants, on the markings of animals, on buildings.</p> <p>I predict the stone will sink. It's really heavy!</p> <p>The pinecone, bark and twig all float. The material they are made of is similar.</p> |
| <p>Communicate</p> <p>We share findings. We discuss ideas.</p> | <p>Sometimes we work on our own. Sometimes we work with others.</p> <p>We create.</p> <p>We share ideas. We discuss ideas. We listen to the ideas of others.</p> | <p>Our buildings, drawings, creations and writings show our thinking.</p> <p>We are proud of our work. We enjoy presenting our ideas through the sharing of our work.</p> <p>We learn through the work of others.</p> |

Some ideas and language shared and modified from the [The Kindergarten Program, 2016](#)

In Kindergarten we play and learn outside.

When we go outside we play, we explore and we learn.
We ask questions. We inquire.

We might investigate creatures in nature. We might notice the weather and our environment.

Spending time outside is healthy for us. Being outside helps us to self-regulate and have positive emotions.

Spending time and learning outside helps us to appreciate our world. We learn to care about and care for our world.



We engage in Experiential Learning at school.

We Participate in an Experience

We try new things. We build. We create. We solve problems. We experiment. We meet new people. We visit new places.

We talk about what we are doing.



We Reflect after our Experiences

We notice what we are thinking about.

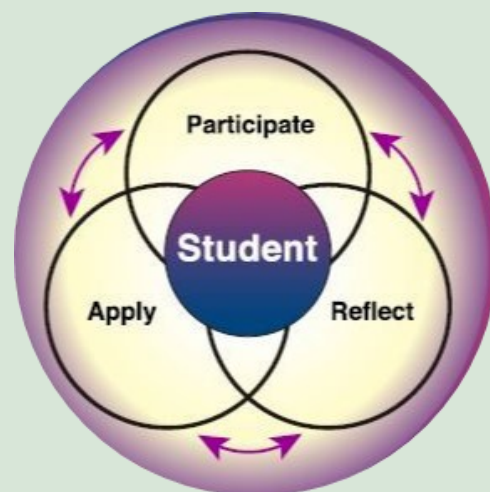
We notice how we are feeling. We communicate how we are feeling.

We learn about ourselves, other people, our community and the world.

We Apply the Learning of our Experiences

All of these things that we do and learn helps us to make decisions.

We make decisions about what we want to learn, discover and explore.



Asking Questions and Encouraging Communication for Inquiry

Our educators ask us questions and encourage us to talk about our experiences. When we think about and respond to these questions, our thinking skills grow. When we play and explore, families at home can ask us similar kinds of questions and engage in these types of conversations with us, too.

Some of these questions and prompts might include:

Tell me about what you built, made, created...

Tell me about what you saw...

How would we/you find that out?

How did you...?

How would that...?

How did you feel when you finished it?

How do you explain it?

Why do you think...?

What do you notice about...?

What do you think?

What would happen if...?

What did you see happening?

What do you predict will happen?

What can we do to make it work?



Times for Inquiry-Based Talk

We all enjoy and need 'moments of quiet' when we explore, discover, work and play. We also need opportunities throughout our day to engage in conversations about what we do and what is going on around us in our environment. We learn from our experiences when we reflect and talk about how they make us think and feel, what we notice and observe, and what questions we might have.

Some of these times might include:

- while we play
- when we eat together
- when we travel together (in a family vehicle, on the bus, when going for a walk)
- when we do chores together (e.g. doing laundry, cooking a meal, cleaning)
- when we are getting ready for bedtime
- when we are outside together
- while we are trying a new activity
- after we have tried an activity

So, the next time we're eating dinner together or you're tucking me into bed, think about asking me an 'inquiry-based' question about my day! What I share with you might surprise you, make you smile or even give us an idea for what we might like to try out tomorrow!