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Observation

In my program at a preschool I worked at I decided to change the children’s environment and routine. I wanted them to make footprints with paint on paper and cut them out and tape them to the floor in front of the door that goes to the outside playground in a line. I had each child sit down and they picked the color of paper and color of paint. When I painted the paint on their foot they laughed and told me it tickled. The other children were very engaged and couldn’t wait for their turn. It also turned into a science project with the soapy water that they cleaned their feet off with. The first child had blue paint and the second child had yellow. All the children noticed the water had turned green. I asked them the two colors we had used to make green. They need a little scaffolding but finally got it. Some of them wanted to take their footprints home but I had to explain to them what we were going to do with them. This project used Bandura’s theory of imitation. We are modeling what we want the children to do when they are standing in line to go outside. (Henniger 366-367)

I think when implementing this project I should have had them do both feet at the same time. Doing one by one I had water dripping on the paper and they were stepping on the paper with the other foot. The children had a hard time keeping one foot in the wash bucket and the other one on the paper. It would be more quick, easy and more efficient to do both feet at the same time. What did work was having the water bucket right next to their feet when they were done and going to wash off their feet. They didn’t have to be carried or get the floor all dirty with paint to go to the bathroom and wash their feet off. I would have liked to have more colors for them to choose from with paper and paints. I only had three colors of paper and four colors of paint and some of them would ask for a different color and I had to repeat to them that I only had these certain colors. Another thing that really worked was having the children know that their footprints will be in the classroom later. They seemed to feel special to know their footprint was important to the decoration in the classroom. I think during this project I used Vygotsky’s theory of zone of proximal development. This is because I am setting out their feet print on the floor to help them know where to stand before they go outside. After using these prints for a while and then take them away they would be able to stand in a line by themselves. (Henniger 96-97)

What I learned was even though you think you know how a project with children will turn out you never do. Having them talk about the water changing color because of the paint colors we put in was surprising but fun.

**References**

Henniger, Michael L., *Teaching Young Children, an introduction (*2009). Pgs 96-97, 366-367