

VIDEO REFLECTION:

# MEALTIME

*Cultivate and encourage ALL young children (0-5; with and without disabilities) to explore STEM concepts through activities as independently as possible with adaptations in their natural environments.*

## USING VIDEO TO SUPPORT REFLECTIVE PRACTICES

**Video demonstrations are commonly used to support pre-service and in-service practitioners' observations and reflections (Marsh & Mitchell, 2013). Research has demonstrated that when professional development is provided through the effective use of videos, it can increase teachers' understanding of teaching practices and foster reflection about their own practices (Major & Watson, 2018). This guide uses video clips as well as a list of reflective questions to help practitioners identify ways to promote STEM learning for all children and reflect on how they can be applied in their own classrooms.**

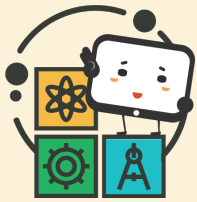


## VIDEO DESCRIPTION

**The video clip shows a child, Gabe, and his mom engaging in a STEM learning experience during mealtime. Gabe enjoys trying new things. His mom is encouraging Gabe to explore the food and observe using different senses and feed himself independently.**



<https://youtu.be/b44zbQUDecw>



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## REFLECTION QUESTIONS

**As you watch the video the first time, think about what you notice about the children's thinking, engagement, and the adult scaffolding?**

- **What do you notice about the child's understanding of the properties of his food? How is the child engaging in the science practice of observing?**
  - *Hint: Pay attention to children's actions/behaviors and verbal responses.*
- **How does Gabe's mom scaffold Gabe's engagement in the science practice of observing and his understanding of properties during mealtime? What are some examples?**
  - *Hint: Think about what Gabe's mom said, asked, and did.*
- **How does Gabe's mom foster independent feeding and exploration during mealtime?**
  - *Hint: Think about how the environment, materials, and instruction were adapted in this video.*
- **How would you coach families to scaffold children's engagement in observing and their understanding of the properties of their food during mealtime? How else could you support families to integrate additional STEM learning experiences during mealtime?**

## REFERENCES

- Major, L., & Watson, S. (2018). Using video to support in-service teacher professional development: The state of the field, limitations and possibilities. *Technology, Pedagogy and Education*, 27(1), 49–68. <https://doi.org/10.1080/1475939X.2017.1361469>
- Marsh, B., & Mitchell, N. (2014). The role of video in teacher professional development. *Teacher Development*, 18(3), 403–417. <https://doi.org/10.1080/13664530.2014.938106>