

Learning in the Leaves

Learning Theory – Schemas



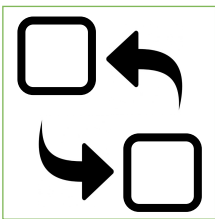
Introduction:

When you initially hear about Schemas it can appear quite baffling, however they are essentially compulsions that we can take advantage of for learning purposes. It is good to know about different schemas, so you can support children with their learning when they display them.

So what is a Schema?

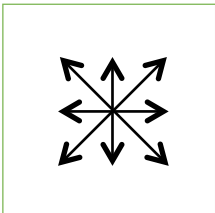
A schema is a behaviour, urge or impulse that a child has. For example they may like climbing, throwing things, building towers and they often repeat the behaviour regularly. They appear through play; perhaps it is the way they choose to do things, or what they desperately need to do out of the blue. If you work out a child's reoccurring schema this can be used to support their learning.

Below you will find some example Schema to look out for:



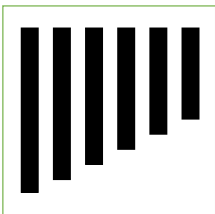
Orientation:

- Like to view the world from different angles.
- They'll try to hang from trees, take a view from under the bush or even just the view from a handstand.
- When working with objects they may put them in different positions to get a different view.
- Often don't like to be told that's not safe when trying to view from different angles – they will persist to try and take the view they want.
- Offer safe opportunities to view from different orientations e.g supervised tree climbing.



Trajectory:

- The child likes things moving in a particular direction.
- Climbing up and jumping off – the trajectory of their own body.
- Linked with this is the movement of arms, legs, fingers etc in different trajectories.
- Putting hands under running water – the trajectory of something already moving.
- Throwing, dropping and kicking things – making it happen.
- Multi Dimensional diagonal, vertical and horizontal movements.



Position:

- The child positions items in order, e.g. lining up cars, turning all the cups upside down, ordering the twigs by size, organising the books on a shelf, etc.
- Often seen with children positioning food on their plates e.g. the beans must go next to the mash potatoes. The child doesn't like their food mixed on the plate.

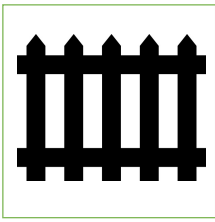


Connection:

- The urge to connect things together; joining things with string, clicking train track together, making things with lego, jigsaw puzzles, connecting trees together with branches, tying knots.
- Linked to an urge to disconnect as well – can cause problems as others may not want their work/activity disconnected.

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Enclosure/Container:

- An urge to enclose or fill/empty containers.
- Making fences for enclosing e.g. animals, a house, a car, etc.
- Climbing inside a cardboard box or the kitchen cupboard.
- Filling buckets with water/sand.
- May draw borders around their creations.
- May do activities in a confined space, creating their own enclosure e.g. riding a bike in space defined by themselves.



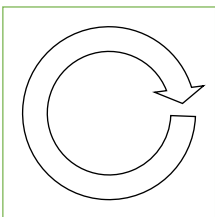
Transporting:

- An urge to transport things from one location to another.
- This may be in their hands, in their pockets, a bucket, a cup, a jar, a basket or even a wheelbarrow.
- They are usually transporting to a specific location and may take a number of trips.
- For example an urge to collect and transport acorns off the forest floor. You'll usually find them all piled in a specific location.



Enveloping:

- An urge to envelop oneself or items.
- Hiding or covering oneself under sheets and blankets.
- Wrapping things in fabric, paper, tape, etc.
- Dressing/undressing dolls and making clothes for them.
- Dressing in numbers of hats, scarves, necklaces or bangles.
- Building shelters or dens.
- These children love the game peek-a-boo, hiding under the sheet.



Rotation:

- An urge for things that go round or are circular.
- Wheels, turning lids, watching the washing machine on spin cycle, drawing circles, spinning around on the spot, doing roly polly, being swung around.
- Often seen twisting items as well; ribbons, ropes, scarves.



Transformation:

- An urge so change things or see how things change.
- See how food changes when they hold it in their mouth longer.
- Mixing things; water with mud, leaves with water, squash with dinner, helping mix the dough for baking.
- Links to science and cooking, learning about new materials and how they work with others.