



# Dharan's Pod Quest

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While some children were sitting in the grass, Dharan stopped by a bean plant. I saw him picking away at the plant looking for something, and as I got closer to observe, I realized he was looking for the pods.





A few minutes later, Dharan was excited to find a pod but ran into a problem. He couldn't open the pod, no matter what, but he didn't want to do so by destroying it. Dharan looked up at me and asked for my help in opening the pod.





I told Dharan, “You can try squeezing the side of the pod so it opens.” Then I demonstrated how to properly squeeze at the top of the pod.







Dharan watched my movements carefully, then mimicked my technique by squeezing the side of the pod gently. The pod slowly cracked open, revealing the beans inside. Dharan's eyes widened as he looked intently at the tiny beans, seemingly contemplating their purpose and growth process. Dylan said happily, "I opened it! There are so many beans in there!" Seeing that he had successfully opened the pod, I smiled and encouraged him. "You're great! Look at these beans; how do they look? How do they feel when you touch them?" Dharan continued to look carefully at the beans and took them out and rubbed them with his hands. "They're smooth and they're green, and I love eating these beans."





“I’d like to find some more pods to see if they’re all the same.” Dharan then started looking around for more pods, like a little detective. But after looking around, he was a little disappointed to tell me that he hadn’t found any new pods. I could see fallen pods all around, so I directed him, “Why don’t we look at the ground and see if there could be any fallen pods?”





Dharan immediately crouched down to look carefully at the ground, and a short time later he found a much larger pod on the ground. This pod had dried out and was completely different from the fresh one from earlier.





“This pod is different from the one we just had, isn’t it?” I asked, prompting Dharan to think. He nodded and gently squeezed the dry pod, saying, “This pod is hard, and the beans inside are dry, not like that soft green pod.” I continued to guide him: “Why do you think it turned out this way? What might it have gone through?” Dharan looked closely and offered his thought, “Maybe it fell for a long time.” I encouraged him to continue exploring this idea: “Yes, the pod may have dried out because it has ripened and fallen to the ground for a long time.” Dharan continued to nod in understanding, “The pods that didn’t fall off were also thicker to the touch.” This was his new discovery. “These beans are like little babies in a pod,” I continued to try to guide Dharan. “The fresh pod has a thick shell to protect the beans inside.” Dharan agreed with me and got back to me. I picked up the dried-out pods again and said, “While the dry pod had probably done its job waiting for the beans to spread.” “Yes! This way there will be more pods to protect their babies again!” Dharan suddenly became excited, and then he placed the dried pods on the ground and buried them.



# What it Means:

Through observation, listening, and support, I enabled Dharan to have a meaningful experience in a natural learning environment in our interactions.

First, Dharan's curiosity was respected and guided. He took the initiative to discover the pods and showed a strong desire to explore. I gave him basic instructions and examples so he could try opening the pods on his own rather than giving him direct assistance. This approach respected his initiative. Through the process of Dharan opening the pods by himself, he developed his fine motor skills, and a sense of satisfaction and success. It improved his confidence and problem-solving abilities, which will have a positive impact on his independent learning in the future. In addition, by comparing and observing the differences in various pods, Dharan improved his cognitive abilities in the current natural environment. Dharan also expressed his findings and ideas with me, further developing her language expression and socialization skills. This multifaceted educational opportunity aligns with my pedagogy, which prioritizes the holistic development of the children.

Furthermore, experimental learning is the heart of Dharan's learning. I closely tracked every step Dharan took during the process, offering timely open-ended questions while always leaving ample space for him to explore on his own. By keeping to use a reflective approach to instruction, I was able to better understand his needs and support his exploration as well as deepen his thinking. His comprehension of bean growth and pods was enhanced by observation, handling, and contemplation. For instance, when Dharan was looking for more pods, his curiosity already had sparked him to seek more research, but he was unable to find any more pods. Eventually, I led him to find dry pods on the ground, compare, and observe them. By comparing two pods, my open-ended questions assisted him in understanding some stages of plant growth. This natural process of discovery, unrestricted exploration, and co-constructing knowledge is a reflection of my pedagogy.





# Opportunities and Possibilities:

Next time I can try to encourage Dharan to continue exploring other plants in the yard so that he can observe the characteristics of different plants and enhance his observation skills.

I can also tell the children about Dharan's pod discovery and then carry out simple experiments, such as letting the children soak the beans in water and observing the process of sprouting, to guide them to understand the cycle of life and natural phenomena.

