

Teacher Education Design Principle + code:	7. Teacher education should familiarise teachers with a range of formal and informal inquiry- and creativity-based learning, teaching and assessment approaches and strategies and their use in relation to authentic problems within the areas of science and mathematics. TE: CreatInqPed
Specific Teacher Outcome(s):	7.1 Teachers should have knowledge of a range of formal, non-formal and informal learning, teaching and assessment approaches and strategies to promote creativity in their early years science and mathematics classroom. 7.5 Teachers should be able to use a range of creative contexts and approaches for provoking children’s interest, motivation and enjoyment in science and mathematics, such as stories, poems, songs, drama, puppets, games. 7.8 Teacher should be able to use a variety of scaffolding techniques to promote creativity in science and mathematics, from standing back in order to observe, listen and build from the children’s interests, to intervening with appropriate questioning to support and extend inquiries.
Factors linked with:	T: Ped; P: Affect; M: Cr.; P: Scaff; P: Quest
Type of material (image – interview (int) – classroom extract (class):	Classroom
Originating from:	
Country report :	D4.3 – report Belgium
Case:	Cases 1 & 2
Episode:	The Giant
Teacher:	Maaïke and Sarah
Age Group:	4-6
Selected episode present in D4.4 Appendix	No

**Fostering children's curiosity and interests
using a poster of a Giant.
Using questions to support and extend inquiries.**

A book of one of the girls in the classroom is discussed. It is a book about giants ('Het reuze reuzenboek' from Yvonne Deutch and Michelle Misra). In the book there is also a large poster of a giant. The girl presents the poster to the other children. The children are very amazed about the large poster.

The poster of the giant results in a comparison between the giant and the children. How large is a giant in comparison with a boy in the classroom? Do the children have also mushrooms growing in their armpits? Based on these questions some investigations are done, evidence is gathered by using the body of the children.



The giant has mushrooms growing under his armpits.

Maaïke: Where is your armpit?

The teacher is asking this to all the children.

Sarah: Show your armpit.

Every child is showing and pointing to the armpit.

Maaïke: Yes, here is the hole under your arm.

Sarah: Are there also mushrooms growing under your arms?

The children are saying no and are also shaking their heads.

Maaïke: You know what, I'm going to check it by C2. We are going to see if there aren't any mushrooms growing in her armpits.



All the children are watching the teacher and C2. The teacher is pulling the clothes of C2 up.

Sarah: Look at C2 her armpit.

Teachers: Are there growing mushrooms?

The children are saying no.

Sarah: Why does it happened with the giant?

Child: Because he is dirty.

Maaike: Because he is dirty?

Child: He has a pimple.

Maaike: Yes and it looks dark at his nose and his ears.

Child: Giants eat people.

Sarah: What, do they eat people?

Maaike: Do you get mushrooms if you eat people?

Children: No - Yes - That is only with giants.

Sarah: A Giant, does he clean himself often?

Several children are shouting 'no'.

Maaike: Sarah, you are near the poster. Look on the poster, there are little letters and I also see a little mushroom, I think, is it so?

Sarah: Yes in that frame. We are going to listen to what is written.

A boy, who is already able to read, reads what is written in the frame.

Child (boy): Mushrooms are growing in the armpit of the giant, when he sleeps during the winter.

To assess the solutions and the data, the poster of the giant (information about the mushrooms in the armpits of the giant) is used. For example, according to the poster, the giant has mushrooms growing in his armpits because he sleeps during the winter.



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