BE_Class_TheHail_SocialAffectAims

Teacher Education Design Principle + code:	1. Teacher education should provide content knowledge about science and mathematics, including interesting and current topics, to be used in activities linked with everyday life. **TE: SocialAffectAims**
Specific Teacher Outcome(s):	1.2 Teachers should be able to make children aware of connections between science and mathematics learning and their everyday lives, in order to engage their motivation, interest and enjoyment in science and mathematics and foster curiosity and creativity.
Factors linked with:	**P: Affect**
Type of material (image – interview (int) – classroom extract (class):	Class
Originating from:	
Country report:	D 4.3 – Belgium
Case:	Case 6
Episode:	The Hail
Teacher:	Ilse
Age Group:	7 – 8
Selected episode present in D4.4 Appendix	No

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Connections between science learning and the everyday live of the children. Fostering reflection

All children are sitting in a circle, the teacher is in the middle of the circle. The day starts with a talk about the weather during the weekend. It snowed the days before and the children have created snow mans during the weekend. But then the snow mans melted. The children talk about these melted snow mans and the hail which was also coming down.

The teacher is very good in connecting science learning to the everyday live of the children. She also makes a lot of connections between different scientific topics, or to illustrate a scientific content (the Earth is round). By doing this, she tries to foster reflection and make children aware of connections.

C= Child
T= Teacher

C: There was ice coming down from above.
Other C: Hail
T: Hail. What is hail?

Several children raise their hands.

C: *Those little balls.*
T: Where are those small balls made of?
C: Of ice.
T: They are made of ice. But what was ice first?

Some of the children say 'Snow'. *And others say* 'No, water.'
Several the children are giving the answer and there is a lot of noise. The teacher reminds them of the agreements. The children are saying: 'Raise your hand. And do not shout.'

T: M. what was hail first?
C: Water
T: Water. Hail is in fact rain which is frozen.

She articulates the words.

T: Because above in the air it is much colder than down here on the Earth.
C: Sometimes it is warm on the Earth.
T: Yes, and then you get above … you are right actually, I'm going to draw that.

The teacher is saying to us that she is doing something different then what she has planned. But the children are very interested. She uses the whiteboard which is in the 'kring'.

T: May I First draw the Earth. How the Earth looks like?
Children: Round.
T: Round, the Earth is round.

She draws a circle on the white board.

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C: Miss, you do not see that it is round here, because here everything is right.
T: I was going to say exactly … because if the Earth is round then …

The teacher is pretending that she falls of the Earth.

C: Then you can fall of.
C: The Earth is straight.
T: Is the Earth straight?
C: No, the Earth is round however you can't see that she is round.
T: There is a place where you can see that the Earth is round.
C: Miss, I know.

The teacher interrupts because she wants that every child gets the opportunity to reply.
Other child 'With a telescope.' *The other children have some comments on this.*

T: Do you look to the Earth with a telescope or …?
Children: To the stars.
T: With it you look to the stars.

There is some buzz among the children, they have another proposal to use the telescope, they are also making some gestures. The teacher says that there proposal is rather difficult.

T: Who of you has been to the sea before?

Several fingers are going up. The teacher reacts to a child she didn't hear yet. She asks to the child if she has been to the beach.

T: You stand on the beach and you see the sea before you.

The teacher demonstrates where the sea is located. The children need to close their eyes and think of the sea before them. And then they have to look and look and look, until they see the spot where the air touches the sea.

T: If you look at the spot where the sea touches the air, is that a straight line or a …

The teacher is drawing a straight and a curved line on the floor.
Some children are saying 'Straight line'.

T: How do you call this line?

The teacher draws again a curved line.

C: Curved.
T: A curved line.
T: That is a curved line.
C: Otherwise it is straight.
T: Why is it a curved line?

The teacher repeats the question after the answer of some children about boats and waves.

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