

BE_Class_ThePizza_Resources

Teacher Education Design Principle + code:	17. Teacher education should address with teachers issues in ensuring rich provision, planning and use of resources (including digital resources) in and out the classroom to support children’s inquiry and creativity. TE: Resources
Specific Teacher Outcome(s):	17.1 Teachers should be able to organise and use materials (including everyday materials), resources (including ICT and natural resources) and equipment (including digital equipment and simple laboratory instruments) in the classroom, school and wider environment, both indoors and out, to support independent inquiry and creativity. 17.2 Teachers should be able to recognize the nature and potential of different materials and resources both to constrain and extend children’s explorations. 17.6 Teachers should be able to gain insights into children’s developing explorations and creativity based on their use of resources.
Factors linked with:	M: Expl; M: Cr; M: Variet; L: Indoors; P: Agency; A: Evid; P: Express
Type of material (image – interview (int) – classroom extract (class):	Classroom
Originating from:	
Country report :	D4.3 – Belgium report
Case:	Cases 1 & 2
Episode:	The Pizza
Teacher:	Maaike
Age Group:	4–6
Selected episode present in D4.4 Appendix	No

Using a variety of everyday materials and equipment to foster the explorations, problem solving and creative thinking of children.

The children are divided in small groups. The children have to choose themselves in which groups they want to be. In one of the groups, guided by Maaïke, pizzas will be prepared. The children in her group are in fact the cooks on a pirate ship. The reason for this is quite interesting. The day starts in the 'kring'. Suddenly a girl sees two men entering the schoolyard and she says 'The crooks are there'. This fact is the start of a whole discussion about crooks and catching crooks. The discussion is ending with the hook of Captain Hook, the moustache of captain Hook and pirates. Since the children are that interested in these subjects, the teachers decide (at that moment) to reorganize the group activities and to link all the activities to the subject pirates and captain Hook. So, one of the activities 'making a pizza with ingredients given by the parents' is now integrated in the Pirates idea. The children are pirates on a ship and they have to make the pizzas for all the other pirates (children) on the ship.

The activity runs the whole morning. The teacher and children start with observing the ingredients the parents have given. In the beginning, their attention is caught by the cans with pineapples. They are discussing how to open the cans, and they also notice the different forms of the pineapple. Then some children and the teacher are searching for bowls. Others are placing the ingredients on a big table. Then the tomatoes and peppers are washed. Meanwhile the teacher is stimulating the reasoning of the children. Why do we have to wash the tomatoes? Why can't you put a bowl on your head?



Finally all ingredients and tools are on the table. From now on several events are running through each other. The teacher is dividing her time between the 9 children around the table who are all doing different things. Some of them are cutting mushrooms or tomatoes or pepper, others are making dough with the pizza mix, then there are children putting tomato on the roll out dough. During these different activities the problem solving of the children and their reasoning is continuously stimulated. They have to find solutions for cutting the mushrooms without a knife, for rolling out the dough without a rolling pin.

The teacher gives children time to think. However, she interacts when she notices that some of the children lose their attention, or do not find a solution (for example the second boy in the episode beneath).

Maaïke 'I only have one knife. What else can we do?'

Boy 1 'Cut' The boy shows with scissors what he wants to do.

Maaïke 'Are you going to cut with scissors? Try.'

Maaïke 'Are you also going to use scissors or what are you going to do?' She is asking this to another boy who has also a bowl in front of him.

Maaïke 'Try to think of another way to divide the mushrooms in small pieces.'

After some time the boy is still watching the others, he hadn't started yet.

Maaïke 'You have to do the mushrooms in pieces'. The boy reaches out to the scissors. Maaïke 'But not with scissors. With something else.' The boy puts his finger on his chin and starts to think. After a while he shrugs his shoulders. The teacher has to help other children and the boy again is watching the others. Then the teacher notices for the second time, the boy still hasn't started.

Maaïke 'X. think very well, I give you a mushroom, you have a bowl, try to divide it in small pieces and think with what you will do it. What do you think?'

Boy 2 'With a knife?' 'Or with my hands?'

Maaïke 'with your hands? Is it possible? Try it.' The boy asks for a mushroom and starts to divide the mushroom with his hands. He has a piece in his hands and he is very pleased.

Boy 2 'Yes, done.'

Maaïke 'Yes, try, is the mushroom hard?'

Boy 2 'No, soft.'

Maaïke 'Ha, yes, then it has to work, doesn't it?'



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