Teacher Education Design Principle + code:	14. Teacher education should equip teachers with knowledge and skills to use a range of formal, non-formal and informal learning environments, including the outdoor environment, both the school grounds and the wider environment beyond the school, in their teaching of science and mathematics. **TE: LEnvironm**
Specific Teacher Outcome(s):	14.1 Teachers should be able to make use of varied settings for science and mathematics learning, including flexible use of the environment both indoors and out. 14.3 Teachers should be able to elicit and build on children's informal learning of science and mathematics outside school, at home or in the wider environment. 14.4 Teachers should be able to manage visits with children to the outdoor and wider environment beyond the school, addressing issues of health and safety, liaison with parents, building progression in experience inside the classroom.
Factors linked with:	**L: Outdoors;** **L: Informal**
Type of material (image – interview (int) – classroom extract (class):	**Classroom**
Originating from:	
Country report :	D4.3 Finland
Case:	Case 2
Episode:	1
Teacher:	Kirsten
Age Group:	6
Selected episode present in D4.4 Appendix	No

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Measuring activities outside near the lake
(1½ km from kindergarten)

The teacher introduced the activities and asked the children to observe the environment and find the objects (plants, trees etc.) which had a same feature (the length or shape) than they have, or those are smaller or taller. After finding the appropriate object, the teacher asked the children to describe and describe what they have found and why they have chosen that object.

After measuring the length the children measured thickness and temperature of snow and ice. Measure stick created by one child was used for this.

Teacher "Now you need a pencil. Try to find a place where snow is the thickest. Measure the thickness and make a mark into the measure stick. Let's see who finds the thickest snow bank."

Children measure and come back. Then they compare the results together.
The boy who has found the thickest snow bank snows where it is.

Teacher "How could we measure the temperature under and above the snow?"

Teacher takes out thermometer and allows the boy to choose someone to go with him to measure the temperature.

Activity: Measuring ice.
One child measures the temperature of water.

Teacher "The temperature is the same as the last time."

Teacher and some children are watching when the child who created an instrument measures thickness of ice. Teacher helps the child.

In the end children have opportunity to ice fishing.

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After the measuring activities and snack the children had time for snow sliding and having fun in the forest.

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