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):	7.5 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. 7.6 Teachers should be able to use strategies for making and building on science and mathematics real life connections and applications for engaging creatively young children in science and mathematics learning. 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:	**P: Affect;** **LA: Obs;** **LA: Expl;** **LA: Comm;**
Type of material (image – interview (int) – classroom extract (class):	Classroom
Originating from:	
Country report :	D4.3 – report Greece
Case:	Case 4
Episode:	2 – Building Mr. Zip
Teacher:	Sonia
Age Group:	5-6
Selected episode present in D4.4 Appendix	No

The activity presented here was part of a theme titled 'Feelings'. Children had spent time discussing about feelings (names, facial expressions of feelings) in previous lessons, so the teacher decided that this would be a great opportunity to let the children experiment with balloons to better understand anger as one of the important feelings. The content of this episode focuses on the process of getting to experiment with balloons starting from a short story related to a Mr Zip, a fictional character who serves as the manifestation of anger for the children. The activity provided children with a chance to choose their material to 'build Mr Zip' providing sufficient justification for their choice.

At the start of the lesson Sonia referenced an incident from earlier in the day when two children had an argument. She asked the two children to tell her how they felt, to which both responded they felt angry. This prompted Sonia to start telling the children the story of Mr Zip, a man who is always angry. The angrier he gets, the more his head gets bigger. The story of Mr Zip served as an opportunity to get the children to pick the best representation of Mr Zip from the material available in the classroom. Sonia asked the children to choose one item in the classroom to build Mr Zip and provide an explanation for their choice. Sonia specifically told children to use their imagination when picking their item for Mr Zip.

Sonia: I would like us to talk about something I heard happened this morning between D and A. Did you get into a fight? I think this is because of anger. Do you remember what anger is?
All: Yes.
Sonia: This reminds me of Mr. Zip. Mr. Zip was angry when it was sunny. He was even angrier when there were clouds in the sky. He was angry at the birds that were singing in the trees. He was angry at the people who wore hats. He was angry with everything.
N: What does he look like?
Sonia: Use your imagination. Every time he gets angry his head fills up and starts to grow.
Sonia: Look into this bag to see if there is anything that we can use to make Mr Zip.

[Each child picks one object from the bag and starts to play with it]

Sonia: Why do you think that ... is Mr. Zip? *[repeated to each child]*