Teacher Education Design Principle + code:	8. Teacher education should enable teachers to design and assess creativity-enabling inquiry-based activities which are child-friendly and include both guided and open inquiries.
Specific Teacher Outcome(s):	8.1 Teachers should be able to design and assess open-ended learning activities.
Factors linked with:	**T: Ped;** **LA: Plan;** **P: Agency;** **M: Explor.;** **P: Play**
Type of material (image – interview (int) – classroom extract (class):	**Classroom**
Originating from:	
Country report :	D4.3 Greece
Case:	Case 4
Episode:	2 – Game of swallows
Teacher:	Sonia
Age Group:	5-6
Selected episode from D4.4 Appendix	No

Introducing an open-ended activity

In the days prior to the lesson observed Sonia had started to work topics related to Spring with the children. At the beginning of the lesson Sonia reminded children of a story they heard the previous day involving swallows and commented on the good work done by children. The materials for the activity that would follow were presented by Sonia as she asked children to think about what they would like to do with the materials in front of them. The materials provided by Sonia were 5 plastic yogurt containers, 5 pudding containers, a large wooden dice and a regular dice and, cutouts of swallows, pieces of paper with numbers 1 to 10 and symbols, strips of shredded paper, an empty paper tissue box and a large box of white hard candy.

She said '*Your mission today is to find out what you can do with all these materials. How can you play with these?*' Sonia allowed time for all the children to think about what they wanted to do ('*We need to think now. We need your ideas').* Children started to ask questions about what they could/should do and what they couldn't/shouldn't and Sonia responded that it is completely up to them and that they could create anything they wished.

M was the first to try out and present her idea. She started to build a nest for the swallows using the material provided. It was evident that M would use the given material to construct the nest and not

try to make a game for the children to play. This was also apparent in the children's ideas that followed and could be attributed to the limited instructions provided by Sonia, as well as the fact that the Greek word for both play and game is the same. It is possible that children understood that they had to construct something to play with and not establish the rules of a game. Sonia throughout the length of the ideas presented by children did not make any attempt to correct or divert the children's focus to her intended type of activity, but rather facilitated their ideas while trying to bring out mathematical concepts and processes linked to the presented ideas by consistently asking the children questions (mostly to count or recognise which of two numbers is bigger/smaller).

Although Sonia didn't instruct children to contribute their ideas to the one presented, she did not interfere when the children started to offer ideas but rather brought the ideas she thought needed to be explored further in front of the entire classroom *('Oh N, what a very good idea. Please share it with the rest of the classroom').* This allowed the children to feel actively involved in the activity with limited occurrences of children being impatient about trying out their idea.

When P got up to share her idea she started building a nest similar to the one before. When she was ready to start placing eggs inside the nest Sonia asked how she would decide how many she would put in there.