

Teacher Education Design Principle + code:	3. Teacher education should advance teachers' understandings about the nature of science and how scientists work, confronting stereotypical images of science and scientists. TE:Nos
Specific Teacher Outcome(s):	3.2 Teachers should be able to recognize young children's capabilities to engage with processes associated with the evaluation as well as generation of ideas in science and mathematics, since these processes are also important for the development of learner creativity. 3.3 Teachers should be able to use foster the processes of imagination, reflection and consideration of alternative ideas in supporting children's understanding of scientific ideas and procedures and development of creativity.
Factors linked with:	LA: Connect; LA: Expl; P: R and R AO: Kn.Sc; AO: Sc ProcSkills; P: Affect
Type of material (image – interview (int) – classroom extract (class):	Classroom
Originating from:	
Country report :	D4.3 - report Greece
Case:	Case 4
Episode:	1 – Ice Balloons
Teacher:	Sonia
Age Group:	5-6
Selected episode present in D4.4 Appendix	Yes

Fostering children's questioning and curiosity

Child (K): Miss, I see something here. It's like the prickles of a hedgehog.

Teacher (to all): What is the tool that can assist K in seeing the inside of the ice?

Child: The magnifying lens

Teacher: Do you want to go and get the tool that you think will assist you in seeing inside the ice?

[More kids comment on the hedgehog similarity of the inside of the ice.]

Child (E) [to the teacher]: I observed this thing.

Teacher: What is there inside there? What does the inside of the ice remind you of? What does it look like?

Child (E): It's like shivers.

Teacher: Oh how interesting! 'Shivers' - what a nice word to say.

Child [to another child]: Give me the magnifying glass.

Child (E) [inviting her friend]: Do you want to see inside how the ice cube is?

Other child: Wow! It's amazing!

[Children take turns looking through the magnifying lens commenting on what they see]

Child (E): Guys can we look at the juice on the table now? *[She proceeds to look at the liquid through the magnifying lens]*

Teacher: Like a hedgehog? Wow! [...] Has the ice ball broken? Try and put your finger through the hole there.

Child (D): It pricks.

Teacher: Does the ice prick?

Children: Oh, yes it pricks!

Child (K): When it breaks it pricks.

Teacher: Does your hand fit inside? Leave your hand for some time inside to see what will happen.



Children pick up the magnifying lens to look at the 'shivers'



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