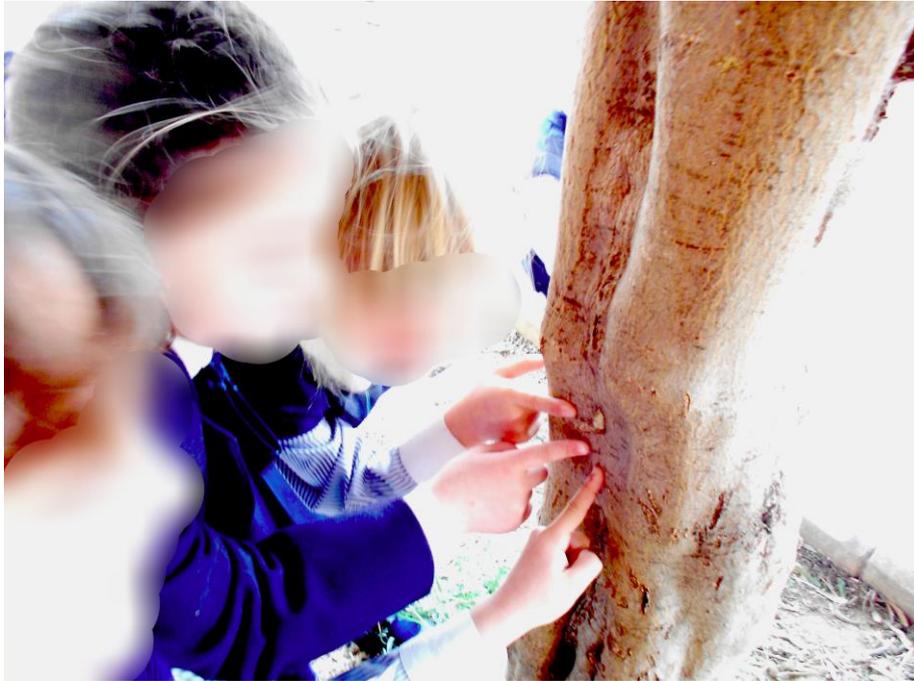


Teacher Education Design Principle + code:	14. Teacher education should equip teachers with knowledge and skills to use a range of formal, non-formal and informal learning environments, including the outdoor environment, both the school grounds and the wider environment beyond the school, in their teaching 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.
Factors linked with:	M: Explor
Type of material (image – interview (int) – classroom extract (class):	Classroom extract (class)
Originating from:	
Country report :	D4.3 – report Malta
Case:	Case 2
Episode:	2.2 Minibeasts
Teacher:	Lydia
Age Group:	6-7
Selected episode present in D4.4 Appendix	Yes

Making use of outdoors in observing, reflecting and recording
minibeasts and their habitats



Reflecting and hypothesizing about the pupa stuck to the tree

Lydia: "O.K. You are now in the yard and I am going to ask you to work in your groups and to try and find minibeasts.... You have to record what you find in your sheets..."

*The children look at their worksheets and prepare the pencil in their hands.
They wander around.*

Child 1: "See what this is..."

Child 2: "That is a pupa...is was a caterpillar once"

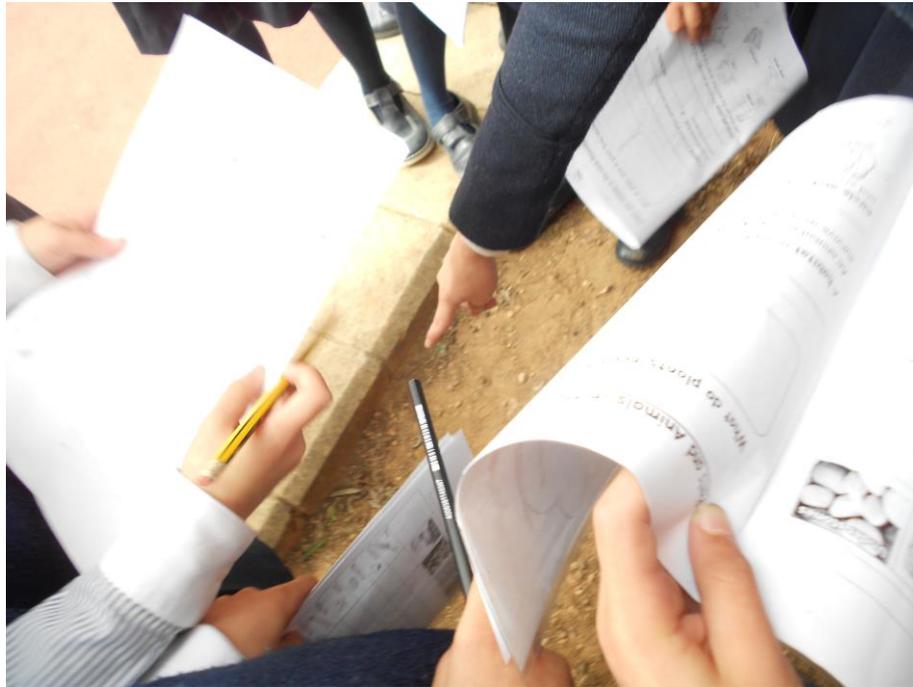
Child 3: "Yes, we had one in our garden...it turns into a butterfly..."

Child 1: "Look, how it is stuck to the tree...will it fall?"

Child 2: "How long do they take to become a butterfly?"

Researcher: "They can become moths too...you know..."

The children look at the pupa for some more time, make a note in their worksheet under caterpillar and move on to look for other minibeasts.



Children asking each other questions and sharing own experiences to make sense of evidence or minibeasts found

Another group saw some ants walking on the soil.

Child 1: "Look, we have lots of those, ants at home too..."

Child 2: "How many are there?"

Children are counting the ants that they see...1...2...3 etc.

Child 1: "We also have them in garden, the ants..."

Child 2: "We also have them inside, my mum does not like them in the kitchen..."

Child 1: "Look how they run about, they go fast...do they have food?"

Children are busy recording the number of ants in the worksheet. They ask the researcher to help them on how to fill it in.



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