



UKEN\_Class\_Ice\_CreatInqLA

<b>Teacher Education Design Principle + code:</b>	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. <b>TE: CreatInqLA</b>
<b>Specific Teacher Outcome(s):</b>	8.1 Teachers should be able to design and assess open-ended learning activities.
<b>Factors linked with:</b>	<b>LA: Plan</b> <b>P: Agency</b>
<b>Type of material (image – interview (int) – classroom extract (class):</b>	Classroom Extract with photograph
<b>Originating from:</b>	
<b>Country report :</b>	D4.3 UK (England)
<b>Case:</b>	Case 4
<b>Episode:</b>	Ice
<b>Teacher:</b>	Fleur
<b>Age Group:</b>	3-4
<b>Selected episode present in D4.4 Appendix</b>	No



### Investigating ice during small world play

Children were investigating the properties of ice during their free play. Materials were set out on the small world table and children had the opportunity to observe the changing state of ice over the course of an hour. Children were able to come and go freely as this was a free flow play activity, however it was noted that many of the children stayed for the duration of the session as the ice was continually changing. The teacher had set up the activity to support a whole class session on changing states of materials she then supported the children's play by remaining at the activity and supporting the children with questions as follows.

Their exploration was supported with questions:

**Fleur** - 'What does the ice feel like?'

**Child 1** - 'hard'

**Child 2** - 'very, very cold'

**Child 3** - 'it's slippy'

**Fleur** - 'Does it feel like the chocolate?'

*(This question was used because the activity followed a carpet session whereby children melted chocolate buttons in their hands and discussed the changing state.)*

One child suggested putting the pots in the oven.

**Fleur** - 'What would happen then Declan?'

**Declan** - 'It would bake like a cake'

**Child 1** - 'It would be nice and warm in the oven'

**Fleur** - 'But would it melt a bit too fast?'

**All** - 'yessss'

As the ice melted children became more interested in the water.

**Child 1** - 'Look Fleur the penguin is paddling'

**Fleur** - 'Where has the water come from?'

**Child 1** - 'The ice'

**Fleur** - 'Yes the ice has...'

**Child 1** - 'melted'

**Fleur** - 'Can we get the ice back?'

**Child 1** - 'We could put it outside.'

**Fleur** - 'Yes it might be cold enough... but where would be colder.'

**Child 1** - 'In the fridge.'

# creative little SCIENTISTS



*Look the ice has melted*



*The scene is set*



*Squelch*

The session ended when the children went out to play, however the materials remained so the children had the opportunity to see the final state of the ice.



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