

<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>T: Ped;</b> <b>LA: Plan;</b> <b>P: Agency;</b> <b>A: Evid;</b> <b>M: Explor.;</b> <b>M:Cr.;</b> <b>M: Variet</b>
<b>Type of material (image – interview (int) – classroom extract (class):</b>	Image and Interview
<b>Originating from:</b>	
<b>Country report :</b>	D4.3 UK (Northern Ireland)
<b>Case:</b>	Case 14
<b>Episode:</b>	Foam
<b>Teacher:</b>	Alice
<b>Age Group:</b>	3-4
<b>Selected episode present in D4.4 Appendix</b>	No

Children exploring foam as an open-ended investigative activity in the early years



*Children 'squeezing' foam from the water tray, developing sensory experiences and communication skills as they describe their experiences to one another and the practitioners*



*Two children playing with foam in the water tray*



Interview with Alice (lead practitioner in the nursery classroom) using pictures (including the ones above) as prompts.

- T:** Well the way I look at it is, it is an open ended activity, there's no closed in, there's no, you don't know where, you have an idea where it is going but you don't fully know where it is going and that's to me the value of it because so many things that they are used to doing aren't as sensory... children don't have those same experiences so these types of activities, and we either change them you know with the shaving foam... they are saying how materials change and we are trying to pose the questions and get them to pose questions to each other so it deepens that, you know it is like peeling the onion or someone mentioned to me once 'you are peeling the onion, just those layers of understanding' there could be a child who will get nothing more out of that activity than the sensory aspect but that in itself is good, especially as we have a few children in there who that sensory, like 'Rory', he loves anything sensory and there is obviously he hasn't, he needs that, umm whereas 'Ruby' here she'll be taking it at a much deeper level, understanding the science of what is going on, that is why we would do those types of activities...
- T:** I mean you are talking about temperature there [*in the foam activity*] because it is actually very cold and it is a funny feeling, so there is so much, the science of how it changes, also you are talking about the temperature, sensory aspect when you add the colour and then the children have added objects before, you know it is just that, just totally open ended... So 'Ruby' will understand the science whereas for others it will just be about the sensory.



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