



UKSC_Class_DayandNight_CreatInqPed

Teacher Education Design Principle + code:	7. Teacher education should familiarise teachers with a range of formal and informal inquiry- and creativity-based learning, teaching and assessment approaches and strategies and their use in relation to authentic problems within the areas of science and mathematics. TE:CreatInqPed
Specific Teacher Outcome(s):	7.5 Teachers should be able to use a range of creative contexts and approaches for provoking children’s interest, motivation and enjoyment in science and mathematics, such as stories, poems, songs, drama, puppets, games. 7.6 Teachers should be able to use strategies for making and building on science and mathematics real life connections and applications for engaging creatively young children in science and mathematics learning
Factors linked with:	P: Affect
Type of material (image – interview (int) – classroom extract (class):	Classroom extract
Originating from:	
Country report :	D4.3 UK (Scotland)
Case:	Case 19
Episode:	Day and Night
Teacher:	Mary
Age Group:	5-6
Selected episode present in D4.4 Appendix	Yes



Context for the extract

Petra explained that they would be learning about what is happening to make day and night time. To help demonstrate the concept, she showed a globe to the children and a little picture of a person placed on the globe where the school is located. Petra incorporated **role play** into her teaching, inviting Gideon to be the sun. He was given a sun hat and a torch to hold and shine at the globe. Children were then asked to indicate whether the little person was experiencing daytime or night time as the globe was turned.

The use of role play to engage children



Teacher: Gideon, you are going to be the sun so I want you to wear the sun hat – do you think you could wear that on your head? You are going to be the sun. (...) I'm going to give Gideon the torch. Why do you think we would give Gideon the torch if he is the sun?

Lewis: Because the Moon – because the Sun is bright.

Making connections with children's daily experiences

Teacher: How often do you think the world turns all the way around? (...)how much time do you think has passed between daytime once and getting dark and daytime?

Child 1: Quite short

Child 2: About two weeks?

Child 3: I think it's a day.

To address these ideas, Petra linked the turning of the globe to the children's daily experiences.

Teacher: So it is daytime just now and when you go home have your dinner it is going to be night-time. Then, you are going to sleep all night and get up in the morning again it's going to be ...?

Children: Daytime!

Teacher: So the world or the Earth rotates once a day can you see that?



Independently Gabriel, who had taken the role of the Sun, during the modelling of day and night, made his own drawing of the solar system.



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