

Module 4: Focus on inquiry-based science – link with creativity

Task 3 Handout: Recognising creativity in science learning and teaching

The examples below are lessons that were taught by undergraduate teacher training students, which they believed were creative. Do you think they are creative? In what ways? What examples of creative lessons can you provide?

1. Making moving vehicles. The children designed their own cars with no set format or guidance. The children had individual and fantastic ideas. They then made the vehicles from a cardboard box and decorated them. The children were extremely passionate and were more talkative as it was their own ideas and their personal work. (4&5 year olds)

4. Went on a 'habitats walk' outside. Saw the effect of changing the learning environment on motivating learning. The children were allowed to ask any questions they wanted to find out about. They tried to answer these through observation and investigation. (5 & 6 year olds)

2. Exploring what light travels through. They were able to explore their own choices of items and make their own decisions. They were excited and motivated to find out more. They were also eager to create their own investigations. (6 & 7 year olds)

5. The children had to do an experiment individually where they had to test what material soaked up the most water. They had to make it a fair test by using the same amount of water each time and same amount of material. They measured the water then tested cotton wool, paper towels, kitchen roll, plastic bags and sponge. Giving each a mark out of 3 on effectiveness. They were all involved and it helped to get them interested in science. (6 & 7 year olds)

3. I taught push and pull through hands-on tasks outdoors. The children were enthusiastic. (5 & 6 year olds)

Materials prepared by Ashley Compton Bishop Grosseteste University College for CLS first project Meeting October 2011