


Sabine designs a swing

Child's name: Sabine

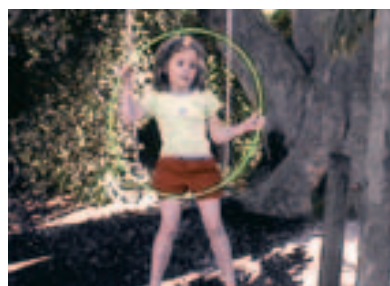
Date: 30 January

Teacher: Shelley

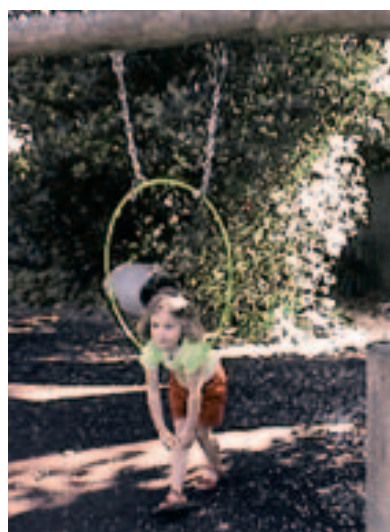
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| belonging mana whiri | <p>Yesterday Sabine asked me to help her make a swing. She had seen one on <i>High Five</i>. Sabine described the swing that Charlie used to swing away. We found a hoop and hooked it up on the swing frame. It was not quite what Sabine wanted but it was time to finish so we decided to work on it the next day.</p> |
| well-being mana aroha | <p>Today Sabine sketched the swing. We collected ropes, clips, and chains and experimented with heights.</p> <p>Sabine wanted to be able to sit on it. She sat on the trapeze swing to measure how high she wanted it. We used the chain and clips. We then lowered it. Sabine then tried it but found it too low to swing upside down on. The swing went up again. Sabine and her friends tried this but Sabine went back to the original idea of what she wanted ... a swing to sit in and swing!</p> <p>The design</p>  |
| exploration mana awhiri | <p>Down came the swing again until the level was just right. Then the hose was hard to sit on so we got some padding and stuck it on.</p> <p>Sabine said, "Still hurts the side of my bottom" so we added more padding.</p> |
| communication mana kōwhiri | <p>This was how she wanted the swing. We talked about how the swing went very narrow once they sat on it.</p> <p>A final decision was made to put wood at the top. We measured how far the swing was from the top and how long the rope needed to be. The design was redrawn and faxed to Swings and Things to be made.</p> |
| evaluation mana angitu | <p>Short-term review</p> |
| | <p>Sabine was very clear about what she wanted. She experimented and eliminated what she did not want until the outcome matched her idea.</p> |
| | <p>Very much in control with a keen audience. This motivated other children into thinking of swings and using the "Sabine swing".</p> |
| | <p>What next?</p> |
| | <p>A new swing!!!!!!</p> |



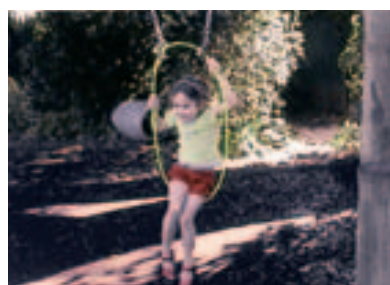
Sketching the swing



Sitting on the trapeze swing to measure the height.



Trying it out



Sitting. Hurts to sit on it.



Padding the
seat.



Swinging!

What's happening here?

Sabine has seen a swing on television and decides to design and make her own at the early childhood centre. The teacher helps her.

What does this assessment tell us about the learning (using an Exploration/Mana Aotūroa lens)?

This exemplar documents a number of strategies for active exploration. The project takes two days, with Sabine starting by sketching a plan. The problem solving involves a considerable amount of measurement, plus trial and error, to ascertain the correct height and some adaptation to make the seat softer.

How might this documented assessment contribute to Exploration/Mana Aotūroa?

The short-term review summarises the learning in this exemplar: "Sabine was very clear about what she wanted. She experimented and eliminated what she did not want until the outcome matched her idea." Both Sabine and the teacher work together to problem-solve, asking "how" questions along the way. The documentation can be used to remind Sabine of some of the processes involved with being a problem solver, and the accompanying photographs document the processes well.

What other strands of Te Whāriki are exemplified here?

This exemplar involves measurement, which demonstrates the purposeful use of mathematics as outlined in the Communication/Mana Reo strand of *Te Whāriki*. At the end of the episode, the design is copied out neatly and faxed to a business that makes equipment for children, so Sabine's work potentially contributes to her sense of *belonging* to a wider community of problem solvers. Authentic problems like this one have exactly this potential; and the faxing indicates that the teachers recognise the relevance to children's learning of *communicating* with the wider community.