

**Initial situation**  
The parent does not talk to the child about the handicraft or all the talk is based on how-to aspects. The actual things the child does with hands are fairly simple – the child just follows a certain sequence of actions he/she should perform.

**Desired situation**  
The process of handi-craft includes lots of talking between the child and the parent that is characterised by the presence of open-ended questions the child likes. The actual things the child does with hands are characterised by challenges, i.e. the sequence of actions for reaching the result may not seem clear at a first glance.

## Technology 4: Handicraft

### THINKING

## Technology 4: Handicraft

### 4.1. Questions on comparison between two different pieces of work the child produced or some of their properties (one may have been produced earlier)

- Which one would you rather give as a present to granny and which one to mummy? Why?
- Which one do you think can be easier transformed into something else?
- Which one is more interesting to (CARTOON CHARACTER)?
- Which one can easily be hidden in your room?

### THINKING

## Technology 4: Handicraft

### 4.1. Questions on comparison between two different pieces of work the child produced or some of their properties (one may have been produced earlier)

- Let's take two of the presents you've made for me / mummy / daddy / granny / granddad etc. Do you think we can find more similarities or more differences between them? Let's give it a try. Tell me the similarities and I will tell you the differences.
- Which of these presents do you think mummy/daddy/granny / granddad would like best? Why? Would mummy/granny/ daddy / granddad like the same present? Why? (Why not?)

### THINKING

## Technology 4: Handicraft

### 4.1. Questions on comparison between two different pieces of work the child produced or some of their properties (one may have been produced earlier)

- What do you think mummy / daddy / granny/granddad would like most about this present? What would she like least? Why?
- Let me show you how you can get some new ideas for your presents. Let's take these two robots you've made. Can we use parts of one robot with some parts of the other robot to get a third robot that would be different from these two? What would he look like? Can you try to make such a robot now?

### THINKING

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### 4.2. Questions about the process and products of work

- What did you find the most interesting when making a present for granny/granddad? Was it more fun deciding what to draw, drawing itself or colouring?
- What was the most difficult?
- Was it difficult for you to decide what you wanted to make? Did you have several ideas? How did you choose?
- Did you come across something difficult when making it? Something you thought you'd not be able to do? What did you do then?

### THINKING

## Technology 4: Handicraft

### 4.2. Questions about the process and products of work

- How do you like this (PRESENT) you made for granny/granddad? Do you like it more than the previous present you made? Why? (Why not?)
- I think the present you made for granny / granddad is more interesting than the one you made for mummy because...

### THINKING

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### 4.3. Questions on comparison between different kinds of work with hands

- Do you like making pictures? Which ones do you like best? When do you use pencils? Felt pens? Crayons? Paints? Why?
- What is different if we compare drawing and painting? Are there also similarities between them? Which ones?
- What is your favourite handicraft now? Is it always this one or does it depend? If so, what on?
- What was your favourite handicraft when you were 4? Why do you think it has changed?

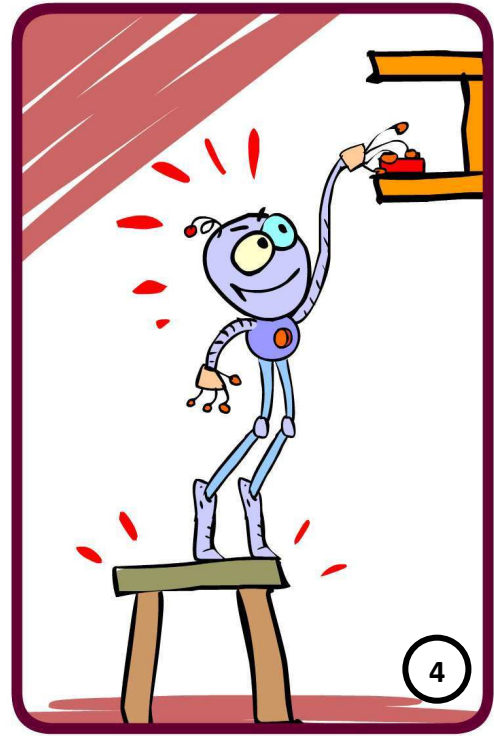
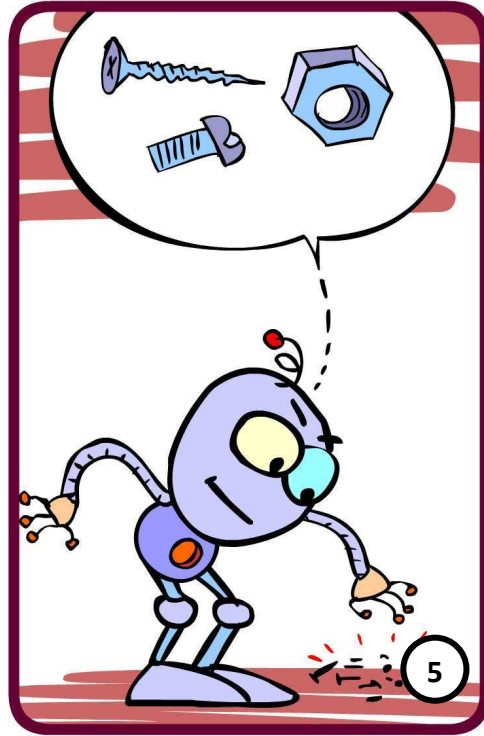
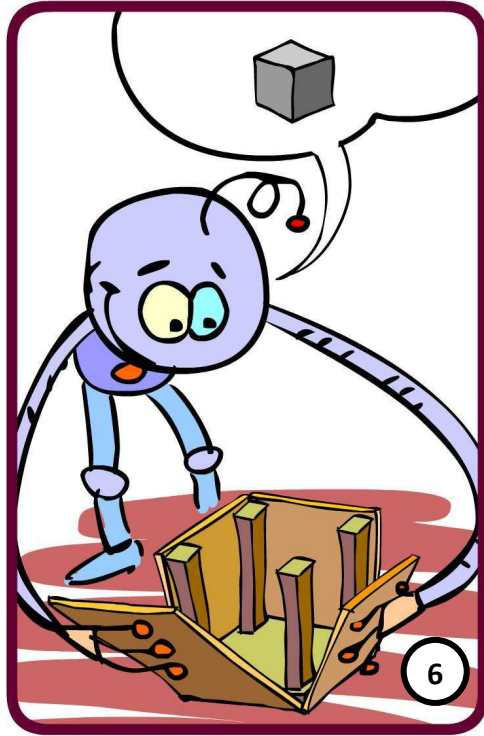
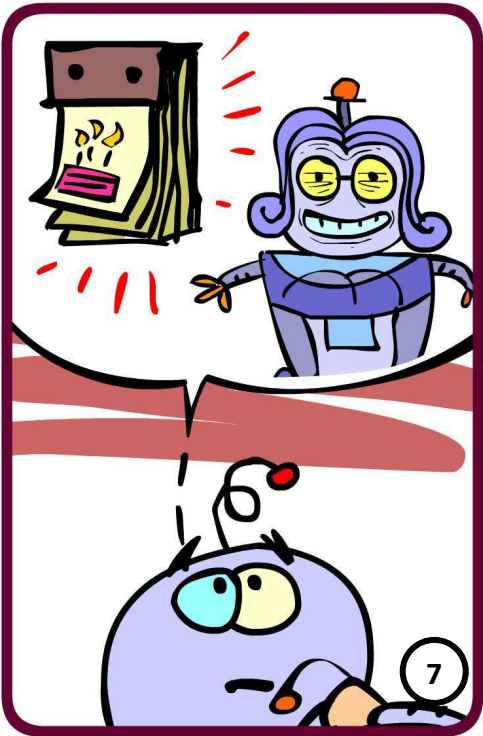
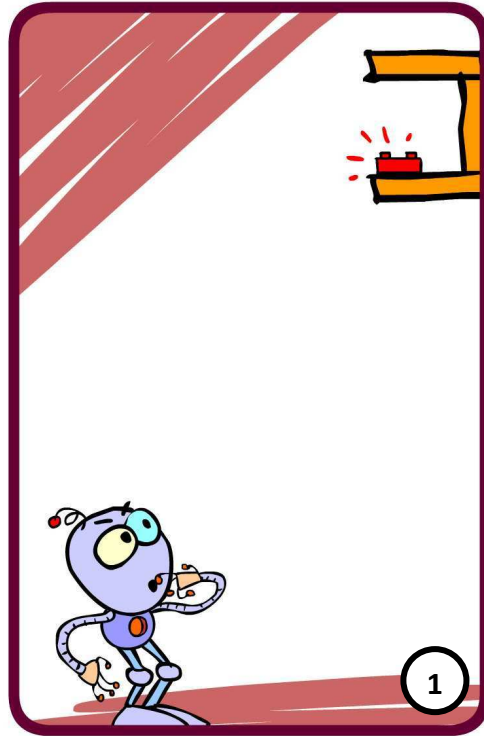
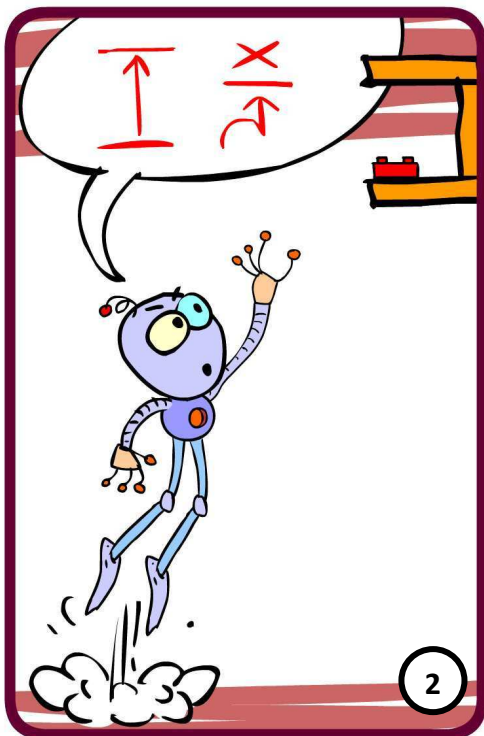
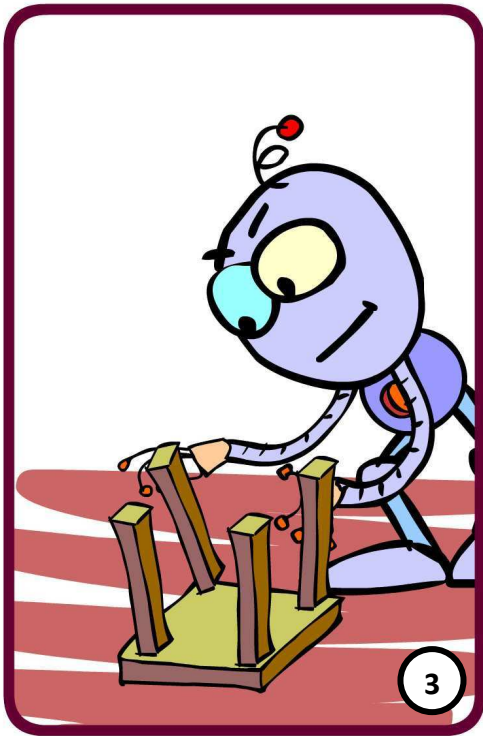
### THINKING

## Technology 4: Handicraft

### 4.3. Questions on comparison between different kinds of work with hands

- Which do you think will be your favourite handicraft when you are 10? What makes you think so?
- Let's look at these two (WORKS). Are any of the parts the same? Let's play who finds more parts which are the same.

### THINKING



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### 4.4. Other questions

→ Let's look at all the presents you've already made for me and daddy/mummy/granny/granddad, etc. Let me think about one of the presents you've made. You have to ask me questions I can answer 'yes' or 'no' to and guess the present I've thought of as quickly as you can. Now let's swap roles.

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### 4.4. Other questions

→ Let's group all the presents you've made according to your age. This one you made when you were 2.5. This one at 2 years and 9 months... Now, can you tell me what's been changing about your presents and what has remained the same? Who do you think can find more similarities, you or I? Shall we play? And who can find more differences?

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### 4.5. Challenges within the activity itself

→ What kind of present do you think you could make for mummy / daddy / granny / granddad? Right, that is possible but you already made (PRESENT) a few times. Now, let's make it so that it's different from the last one you made. What do you think we could change?

→ Do you think you could make it without using (TOOLS)? (Here the idea is to get the child to use new tools, not the ones she/he normally uses for this task, e.g. crayons instead of pencils)

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### 4.5. Challenges within the activity itself

→ Did you notice that all your presents are flat, they are two dimensional – we can't put them on the table to stand on their own. How can we make this Christmas tree for granny / granddad stand on its own? Any ideas?

→ Can you draw the sun here? These are the paints for you. No, I'm sorry, there's no yellow left. Do you think we could still paint the sun here? Any idea how we could do it?

**THINKING**

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### 4.5. Challenges within the activity itself

→ You know, we've been given a super difficult task today. We have to make a drawing but there are no pencils. All of them are under a magic spell, so we can't use them. What can we do? You are right, felt pens would be a good idea but they too are under the spell. And so are paints and crayons. ...

→ Right, now we've got to glue these two parts. Oops, there is no more glue left. How can we glue something without any glue? Any idea?

**THINKING**

