

Video question script: Circus activity 8: Fossil or not?:

Question/Activity	Likely response	Rationale
When teaching about the Earth we often use practical activities to explore Earth processes. This example asks which items are fossils and which are not		Preparation for bridging from the model to real Earth processes
What is this?	A photo of a modern coral and a large colonial coral fossil	Concrete preparation = asking them to describe the items
You may know that one is a fossil and the other is not. Which is which, and why?	The photo is modern: it is colourful and it looks as though parts of it are very soft. The specimen has shapes looking like coral but they are surrounded by rock.	Construction = applying their previous knowledge
Let's see if we can define what we mean by the word "fossil".	Definitions of Fossil: Body Fossil and Trace Fossil	Concrete preparation
Now look at these objects and decide which of them are fossils and which are not, giving your reasons.	Sorting out into two groups –conker, modern shell, mudcracks v. some fossils	By organising objects into groups pupils are establishing a pattern. Recognising that some objects are not fossils, even though they appear to be, involves cognitive conflict. Discussion about the activity is metacognition.
Now, we'll take away the non-fossils and let's see if we can sort out the body fossils from the trace fossils	Sorting out into two groups –body fossils v. trace fossils. Add some information about the environments in which some of these lived	As above. The ability to say something about the environment of the animal or plant when it was alive is bridging.
Ask what evidence <u>you</u> might leave behind to show that you had been there 10,000 years before.	We are not going to provide any answers to this one!	Metacognition – debating the possibilities