

Observation I

At the preschool Ellen Moberg there is a group of 16 children by the age of two. When the children are out in the schoolyard, they often stand by the fence and watch vehicles of various kinds passing outside the preschool. They shout out the names of the vehicles and turn to the other children and educators and shout "Look, look!". Similarly, during walks to the nearby forest, children also pay attention to the vehicles passing by, especially subways, trucks and buses.

The educators photograph some of the children's favorite vehicles that they then print on overhead sheets, and with the help of an overhead projector (all this, of course, happens in a bygone era...) they project these onto a white canvas. The children often play in the projected images, and they pull over all the toy vehicles to the images, but after a while they leave the pictures or remove them from the overhead apparatus.

Instead, the children begin to put things on the light-producing surface of the overhead device. They fill the entire surface; the smallest gap of light they carefully cover over.



Or, they stand in front of the screen and make movements with their whole body, looking at the shadows that are cast back on the screen, but they do not seem to regard and do not refer to the shadows that the objects lying on the overhead apparatus simultaneously provide.



One day, two boys sit in front of the overhead apparatus.



Suddenly, one of the boys turns around and moves a vehicle over the overhead device. The other boy cries when he sees the shadow moving on the silver screen.



This event leads to several of the children running, all dancing around by the silver screen and shouting "The ghost! Ghost! The ghost is here."

Several days in a row after this event, the children continue to explore the shadows that various objects on the overhead apparatus provide. They line up objects on the surface of the overhead apparatus and view the shadows being cast back on the canvas:



It often happens that they pick up an object in their hand and slowly walk with the object in their hand against the canvas while intensely viewing the shadow of the object on the screen:



Every time a new discovery is made, the children dance and sing "The Ghost! Ghost! The ghost is here!"



A few days later, a child walks past the screen, wearing a Batman costume. Some of the other kids see the Batman shadow on the canvas and again the kids start shouting "The Ghost", but also "Batman! Batman! Batman is here!"



The children run away and get more clothes. They now start playing out different stories and scenarios with the shadow characters on the screen:

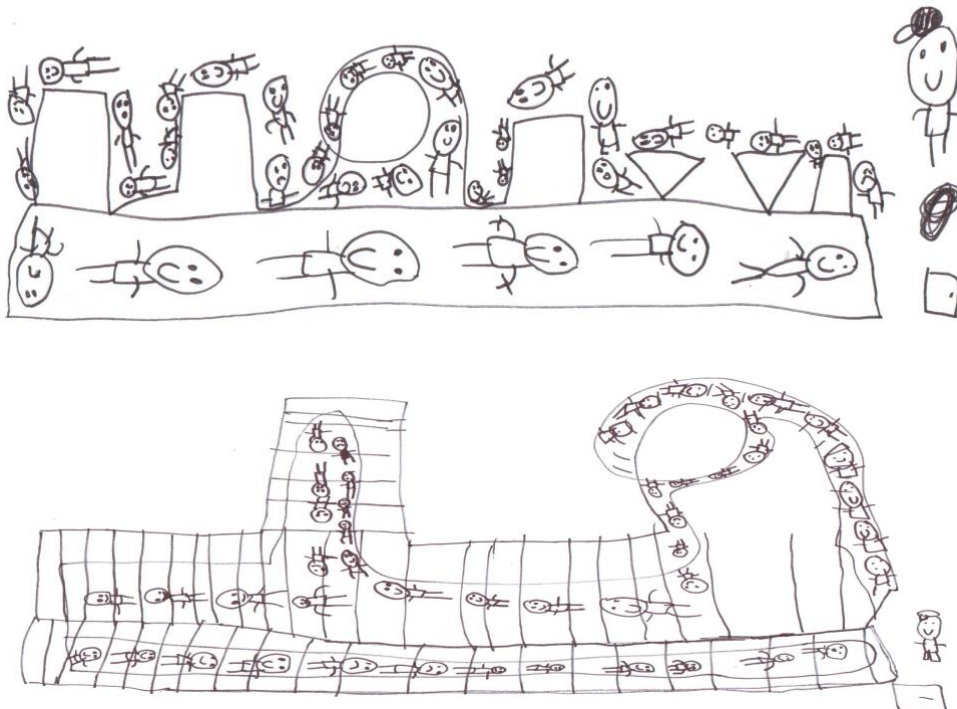


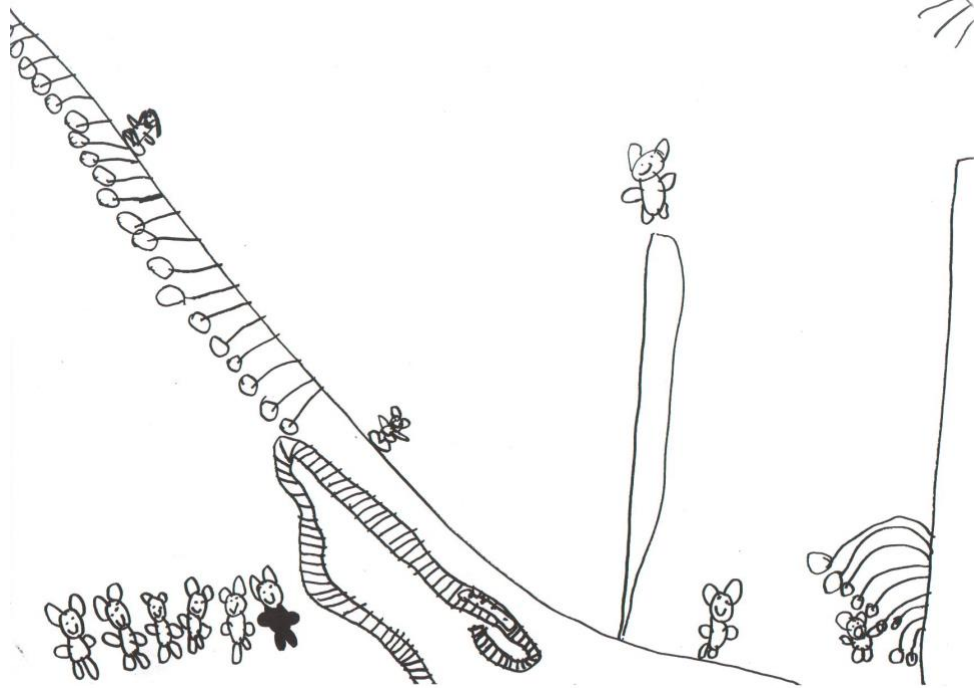
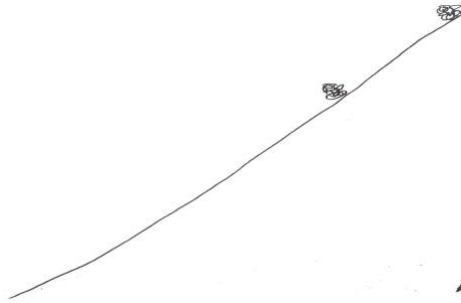
The educators gather the documentation of the processes in the children's height on one of the walls of the preschool, and the children often go there. They name themselves, each other and what happens in the events and almost every time they say, "Come, come, work the machine!" and return to the overhead machine and the screen. Often the children receive each other in the morning in the tambourine, by taking the arriving friend's hand and saying, "Come, come, work the machine!".



Observation II

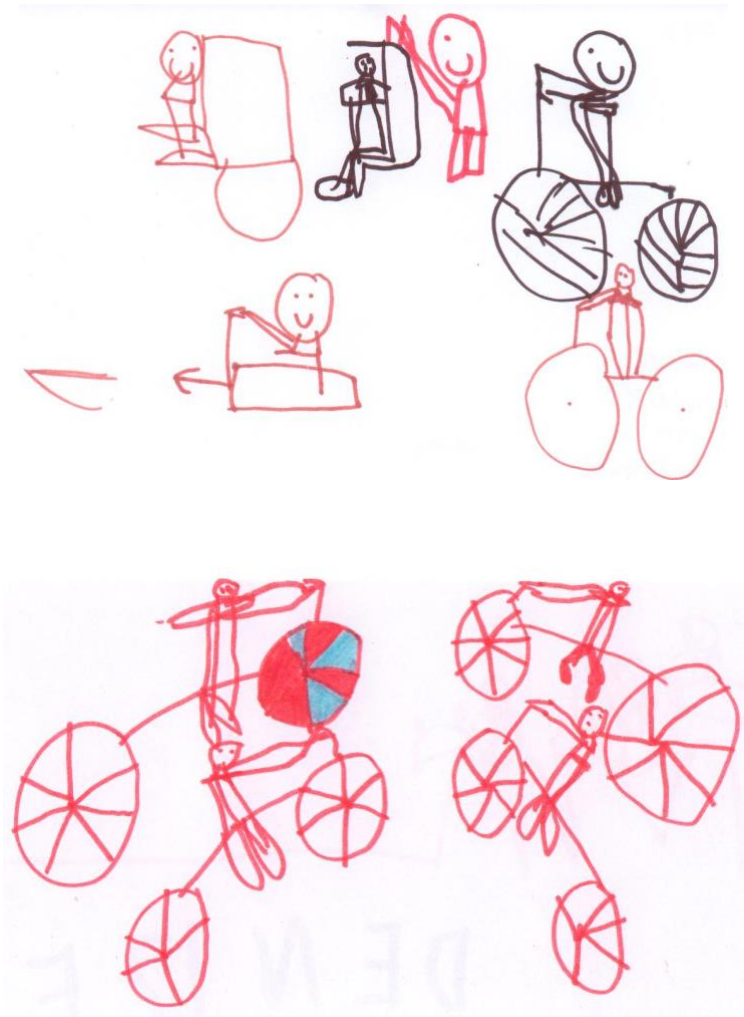
At the preschool Maria Moberg there is a group of 22 children aged 3-5. On a Monday when the children return to preschool, some of the older children gather in the building corner of the preschool. While the children are building on the skateboarding tracks they initiated the previous week, some of them talk about being at the amusement-parc Gröna Lund. One of the children starts a conversation with another child about skateboarding almost the same as snowboarding. The building corner is located in the same room as several other activities and almost the entire group of children is gathered in this room; everyone is busy with different activities and there are many people talking at the same time. Two of the children get up, the other children in the building corner do the same, and they enter the atelier. In the atelier, they take out paper and black ink pens, start drawing and continue their conversation.





A little later that day, one of the younger children in the group sits at one of the tables in the atelier. The child tells the three friends sitting at the table that the subject of the drawing is a horse. At the same time, the child says, "But, a horse has four legs" (on the drawing there are now two legs). The child takes his drawing and walks up to the window. Once at the window, the child places the front of the drawing against the sunlit window and draws two lines on the empty back of the drawing.

A few days later, a group of both older and younger children gathered in the atelier around one of the tables. The children have brought out both drawing pens and ink pens. They are busy drawing bicycles. They talk about their own bikes and where they ride their bikes. They talk about being able to "make arts" with the bike. Several of them comment that there are two "pedals" on the bike, but that the other "pedal" is invisible. Two of the children draw on the same paper, they are completely silent. One of the children's fathers comes into the room to bring the child home. The child gets up and turns to his drawing friend and says, "You're going to keep going now?".





Observation III

The preschool Bertha Wulff has a group of 25 children aged 4-5 years. The children have just participated with their works in an exhibition in the public square in the municipality in connection with Valentine's Day. Once back at the preschool, the children pick up the stethoscope that is in the ward as well as paper and pens. They sit around a table in the atelier.

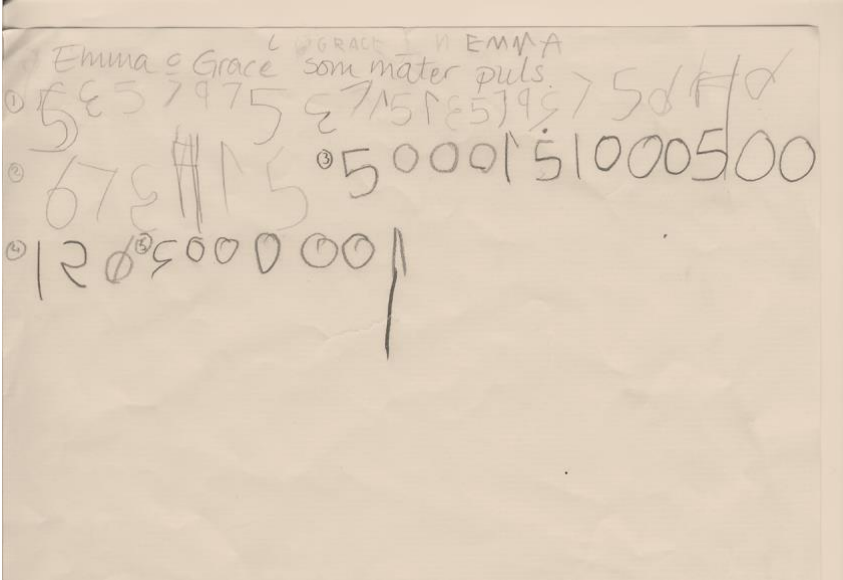


The children listen to their hearts in the stethoscope and two children start by writing 1, 3, 5, 6, 7 and 8 on paper. They then get up quickly and run around the table, listening in the stethoscope and writing 50. Suddenly, one of the children suggests that they go out and run around the house to see if the heart then "sounds even faster".



They quickly get up from the table, run out and around the house and hurried breathlessly and laughing back in.

Once inside and sitting around the table, they listen again to their hearts. The same children who previously wrote 1, 3, 5, 6, 7, 8 and 50, now quickly start writing 500015 and 1000500 on paper. They walk off the table, sit down and rest and puff out. After a while, they come back to the table and the stethoscope and listen again to their hearts. They now write 12 on paper. Up and out again, around the house and back, de listens again and now writes 2000001 (with the number 2 mirrored).



Two other children perform a similar procedure, but instead illustrate with dots. Towards the end of the activity, they also add both letters and numbers at the bottom of the paper: E, 4 (mirrored), S, F, 8, 1 (mirrored), 2 (mirrored), 6 and F:



The next day, the educators gather all the children around the documentation of the event that the educators made in pictures and notes the day before. They read out the parts of the children's conversations that they found interesting and for practical reasons they have cropped some of the pictures somewhat.

The children's reaction is immediate; one child exclaims: "But hey! Why didn't you take my whole picture?" Another child says, "But why haven't you written down everything we said?" The children start to wiggle on the chairs and giggle among themselves, someone crosses their arms and someone turns their back to the table. The teachers try to explain how they thought, but understand that they need to wait a little and try again the next day.

The next day, the whole group of children and educators meet again. The teachers now have all the pictures and notes from the event. The children are eagerly discussing. After a while of discussion between children and educators about the material, the children conclude that they want to continue drawing, but this time outside and in the preschool-yard and that they want to draw "what sounds there". The teachers provide the children with pens and papers and the children go out. They stay out on the preschool farm for a long time and draws intensively.

