



→ ‘We could use torches to see in our brain’ Ronnie (4:6)

In their discussions about thinking several children agreed with Adam that ‘we can’t really see our brains’, but they also clearly described experiences of seeing and hearing their own thoughts:

‘I can see my thoughts if I listen to them. Something in my brain tells me my thoughts’ Queenie (4:6)

‘They look like technology. They exit the brain’ Ben (4:2)

‘Like, if you think about riding a bike, it would look like you riding a bike’ Leila (4:8)

‘You might not see what you think about because it’s inside your brain’ Maria (4:7)

Ronnie, like many of the children, was fascinated by the idea of visible and invisible thinking. He suggested using torches to help see into the brain. Lenses and magnifying glasses were also offered, and the children spent a long time looking through each other’s eyes, mouths and foreheads. They reported their findings:

‘I can see technology in Queenie’s brain’ Ben (4:2)

‘What does technology look like when you see it in Queenie’s brain, Ben?’ Becki (educator)

‘It looks like squiggles’ Ben (4:2)

‘I can see memories in Leila’s brain and they looked like shapes’ Maria (4:7)

The technology Ben could see in Queenie’s brain appeared in his drawing as a mass of lines and connections. Leila drew a diagram of Maria’s memories, and used her lens to examine the images more closely. She could see the time Maria went to Disneyland, a map of the park, going on the bus, and Maria’s mum.



## Physical thinking: making connections visible

The children were also interested in exploring the brain’s relationship with other parts of the body. New connections began to appear in their sculptures, many now attached to the external surface of the brain, leading outwards. Tubes, connections and flow all became significant.

‘The tubes that make us talk can make us breathe too’ Beth (4:0)

‘Blood goes through the tubes’ Edie (\*\*)

‘Your veins go all the way from your heart to your brain’ Queenie (4:6)

‘Brain and heart are together’ Ronit (4:2)

‘There is a special tube from your heart to your brain and it’s for sharing memories’ Leila (4:8)

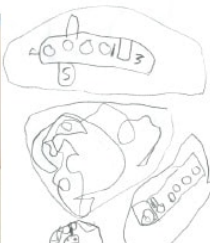
Finley added cable and cardboard tubes to his clay brain, and poured water into them. He explained what he was doing:

‘This wire is the tube for thinking. This is what happens in my brain. It is how I talk and tell my mum and dad when I am ready for bed’

Finley E (4:1)

To develop this understanding of thinking as *flow*, and to enable the children’s theories about connections in the body to be tested, large tubes of different lengths and textures were placed in the garden. The group made ‘blood’ from water and red paint, and the scale of their experiments grew again to massive proportions.

The connections between the children, their shared ideas, adaptations, and ambitions, were made dramatically visible, as they worked for the whole afternoon, creating a giant system to make blood flow.



‘I can see my thoughts if I listen to them’ Queenie (4:6)