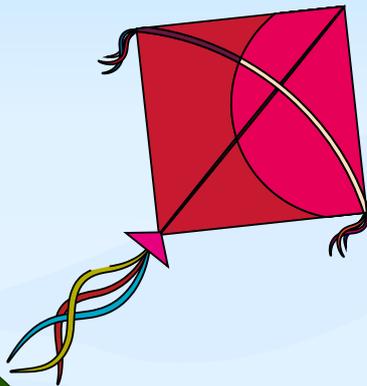
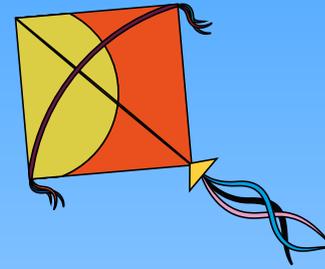




Co-founded by the  
Erasmus+ Programme  
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# BOOKLET OF THE GOOD PRACTICES

INTELLECTUAL OUTPUT 2  
DEHORS PROJECT

DEveloping innovative learning contexts in pre-schools' Outdoor Spaces





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## NEST HELPERS



### PRESENTED BY

27<sup>th</sup> Pre-School Daugavpils (Latvia)

### AREA OF DEVELOPMENT

Cognitive learning, learning and skills

### TYPE OF ACTIVITY

Informal

## PRE-TEACHING PREPARATION

**DATE** March-April.

**GROUP / NUMBER OF CHILDREN** 5-6 years old; 10 children.

**TEACHING ASSISTANT(S)** 2 teachers, 2 teacher's assistants.

**IS THE LESSON INQUIRY-BASED?** No.

**TIME REQUIRED** 2 days for preparing and implementing the activity.

**MAIN TASK / QUESTION FOR THE CHILDREN** How to help birds build nests in spring.

**POSSIBLE CHALLENGES FOR THE PUPILS** Help birds build nests from natural materials.

**MATERIALS TO BE USED** Grass stalks, twigs, feathers, yarn, thread, wool, dry leaves, moss, earth, mud, clay, feathers, etc. Wooden boxes, boxes for storage of natural materials. An activity observation sheet that records the birds and natural material used to build nests. Cameras, tablets.

## IMPLEMENTATION

### General goals and learning objectives of the activity

*Why I do this activity and what will children learn/improve?*

To introduce birds that come back to us in the spring to build nests and hatch the next generation; to promote mutual positive attitudes through participation in joint activities, active learning; to take care of nature; to develop the ability to discuss by joint decision and to express thoughts; to acquire the general knowledge about birds, development of skills, abilities and habits; to gain experience that can be used to study nature issues; to gain direct knowledge of the world around us; to develop motor coordination and courage, outdoor habits; to Stimulate curiosity, fantasy, experience and being together.

### Description of the activity

The teacher introduces the children to the birds returning to us in the spring to build nests and hatch the new generation through a video presentation. Offers children to become involved in a nesting project. Encourage children to discuss how they can help birds express their thoughts. Motivates children for creative activity in gathering bird nesting supplies in the open-air area of the preschool. Children freely collect bags of various natural materials - twigs, dry



leaves, wool, etc. in bags. The collected natural materials are sorted by boxes, it is decided by which trees the boxes will be placed. Fill in the table with the bird names and the name of the material used on the observation page (the table should be filled in the following days when making observations).

#### **Suggested steps to organize the activity**

1. Introduction and identification of birds in the nearest territory.
2. Discussions on bird nest diversity, use of natural materials in the twisting process.
3. Collecting grass stalks, dry leaves, feathers, moss and other natural materials in the open-air area of the preschool.
4. Sorting of the collected natural material, placing them in boxes (nest boxes) or under selected trees.

#### **Remarks Issues to pay attention to when implementing the activity**

Keep a safe distance from birds so that you do not interfere with each of the materials. Proper arrangement of the activity site so that children have the opportunity to learn and develop their abilities. Physically safe environment, observance of safety and order.

#### **Role of the teachers**

Organizes a complex set of safe learning and exploratory activities, creates a supportive and appropriate environment, encourages children to be active,

motivates creativity in a positive atmosphere. Organizes an educational, interactive event on the topic of nature conservation and the processes taking place in nature. Provides impartiality through equal demands and creative freedom, harmony between students and the educator.

#### **Role of the children**

Participates in the choice of topic, talks about his / her experience, emotions. They want to explore wildlife and their surroundings, learn to be a part of nature, seek information and seek new challenges, learn to work together, to be part of a group.

#### **Added value for the children**

With the help of the teacher, children plan, monitor, and evaluate performance against their own criteria. Performs exercises to develop practical skills and working methods. Harnessing nature's potential and human-made values in everyday learning.

#### **How has the activity been monitored / evaluated? eg. Observation and data recording**

Filling in the DEHORS observation sheet, recording the data (which birds use which natural material, write in the table the bird name). Taking photo at the beginning of activity and at the end of activity and comparing the results. Observations were made over several days, noting which of the building materials had already expired.



## RESTAURANT FOR INSECTS



**PRESENTED BY**  
27<sup>th</sup> Pre-School Daugavpils (Latvia)

**AREA OF DEVELOPMENT**  
Cognitive learning

**TYPE OF ACTIVITY**  
Informal

### PRE-TEACHING PREPARATION

**DATE** Spring-summer.

**GROUP / NUMBER OF CHILDREN** Small group (8-12 children).

**TEACHING ASSISTANT(S)** There is a need of teaching assistance.

**IS THE LESSON INQUIRY-BASED?** Yes.

**TIME REQUIRED** One hour-one hour and a half, children can continue to observe insects in the next day.

**MAIN TASK / QUESTION FOR THE CHILDREN** What kind of food do insects prefer? How many different types of insects live near our preschool?

**POSSIBLE CHALLENGES FOR THE PUPILS** Exploration, manipulation, research, observation.

**MATERIALS TO BE USED** Paper plates, markers, observation cards, different products, photo camera, tablets, magnifiers, different things for cooking, "dishes", knives, kitchen board, aprons, pictures or models of different insects (ants, bees, butterflies, dragonflies, bugs etc.).

### IMPLEMENTATION

#### General goals and learning objectives of the activity

*Why I do this activity and what will children learn/improve?*

To observe and research different kinds of insects, to learn about the nutritional characteristics of different insects.

#### Description of the activity

The activity takes place in the open-air area within the territory of pre-school institution.

Before this activity, children discuss the variety of insects, discuss their knowledge about insects' world, watch pictures and insect models.

The teacher asks children to share what they already know about insect nutrition facts, then offers children to make special plates out of paper and choose different kind of food (banana, carrot, honey, sugar, cheese, ham, bread).

Children put on their hats, tie aprons like real chefs, choose products and equipment and start cooking for insects.

Children can also decorate dishes with flowers and plant leaves.

Children can collect different parts of various flowering plants of their choice, and later decorate dishes of the "insect restaurant".

Children write down the name of the food and put labels on plates, then they put plates not far from each other in so called area "restaurant for insects".

Children observe the plates after some time, trying to collect information, take pictures and video.

They can record the research results in the observation cards and write down names of insects or draw insects near the appropriate plate.

Children check the place of observation several times a day, they can also observe the place within the next day and show it to their parents.

After the observation, they meet together and discuss insect food preference, interesting details they noticed during the observation.

It is important to make such experiments and explore nature.

All video and photos should be collected for making a film.

#### Suggested steps to organize the activity

1. First, it is necessary to find out which insects children already know, then children prepare special plates with food (sweets, fruits, bread, meat) for insects and put plates outdoor in different places.
2. Children observe and analyse, what kind of food is preferable for different insects.
3. Children take videos and photos, fill in special observation cards and discuss the research results with other children.

#### Role of the teachers

Teachers are participating by suggesting, asking stimulating questions, preparing all necessary materials. Teachers participate in discussion of the research results and make a film out of children's videos and photos.

#### Role of the children

Children are active researchers, participate in the observation.

#### Added value for the children

Children develop the ability to observe, investigate, analyse results and communicate with other children. Some children can learn about new insects, which they didn't know before.

#### How has the activity been monitored / evaluated? *eg. Observation and data recording*

Notes, camera, video camera.

## INSECT DETECTIVES



**PRESENTED BY**  
Cardet (Cyprus)

**AREA OF DEVELOPMENT**  
Mental empowerment,  
personal and social awareness

**TYPE OF ACTIVITY**  
Informal

### PRE-TEACHING PREPARATION

**DATE** Sometime in October.

**GROUP / NUMBER OF CHILDREN** 4-6 years old; 5 children.

**TEACHING ASSISTANT(S)** There is no need for teaching assistance.

**IS THE LESSON INQUIRY-BASED?** Yes.

**TIME REQUIRED** 2 hours (120 minutes) and it would be preferable to take place close in the morning, so that they have enough time to complete their task.

**MAIN TASK / QUESTION FOR THE CHILDREN** To observe insects in their natural environment.

**POSSIBLE CHALLENGES FOR THE PUPILS** To find insect in nature.

**MATERIALS TO BE USED** Magnifying lenses, cameras/tablets, album with insect photos, sticks, leaves, wooden boxes, rope or twine, cans.

### IMPLEMENTATION

#### General goals and learning objectives of the activity

*Why I do this activity and what will children learn/improve?*

The goal of this activity is children to interact with the environment and collect information from it.

The interaction among the group and the environment will lead children to develop self-esteem and social skills while respecting the environment (not hurting insects).

Letting them explore materials and space with their peers, predisposes them to 'think out of the box' as adults, as well as developing social skills needed to be open to new ideas and different views.

#### Description of the activity

"Insect Detectives" children are trying to find as many insects as possible in the area and take pictures of them.

Then in an album prepared by the teacher, kids try to find the insect they took photo of and collect

information regarding characteristics, nutrition, and habitat.

Their target is to collaborate to draw and create a bug hotel, according to the information they came across.

This bug hotel is then placed in the wild area to help insects during wintertime.

#### Suggested steps to organize the activity

1. Prepare the material: teacher search the wild area for insects so that we ensure that they will find some insects to take photo.
2. Preparation of the album with photos giving the necessary information.
3. Take the children outside with magnifying lenses and cameras/tablets.
4. Provide paper and pencils/colors for the design of the bug hotel.
5. Various loose materials to choose from to make the bug hotel eg. Sticks, straws, boxes, cans.

#### Remarks *Issues to pay attention to when implementing the activity*

For the activity to be successful, kids must feel empathy for the insects, collaborate, activity needs to spark the curiosity of children.

#### Role of the teachers

The teacher's role is very important during this activity as the children need to be encouraged not to give up and find different insects and guidance during drawing and creating the bug hotel.

#### Role of the children

To look for insects, take photos, match the insects with the ones in the album, design and make bug hotel.

#### Added value for the children

This activity gives to children the ability to carefully observe with respect to the natural environment, feel empathy for insects and develop solid problem-solving skills.

#### How has the activity been monitored / evaluated? *eg. Observation and data recording*

The teacher will observe children during the process, record their progress according to some predetermined criteria, such as their level of engagement, use of given information and appropriateness of the bug hotel (as close to their natural habitat as possible).

## INSECT TRAP



**PRESENTED BY**  
Motala (Sweden)

**AREA OF DEVELOPMENT**  
Cognitive and learning and self-empowerment

**TYPE OF ACTIVITY**  
Formal

### PRE-TEACHING PREPARATION

**DATE** March.

**GROUP / NUMBER OF CHILDREN** 2 years old; 3 children.

**TEACHING ASSISTANT(S)** There is no need for teaching assistance.

**IS THE LESSON INQUIRY-BASED?** No.

**TIME REQUIRED** In the morning at the outdoor stay in the preschool yard. Time to manufacture the trap about 15 minutes.

**MAIN TASK / QUESTION FOR THE CHILDREN** To explore and discover what insects are on the tree trunk.

**POSSIBLE CHALLENGES FOR THE PUPILS** To use magnifying lenses and document what happens.

**MATERIALS TO BE USED** We will develop / fence a small wild area where this tree trunk is located on. We cut into corrugated strips that are tied together with string around the tree trunk.

### IMPLEMENTATION

**General goals and learning objectives of the activity**

*Why I do this activity and what will children learn/improve?*

The goal of this activity is that children should understand the connection between nature and the nature

cycle and how people, nature and society affect each other. Follow the season's so-called and changing shifts in a fenced area at the preschool yard. Explore and discover what is happening/happening and what dew there is for living being in the vegetation.

#### Description of the activity

We are going to make a trap out of corrugated board. To find out which insects are holding to it and on a tree trunk in the fenced area. This trap may be up for a few days/weeks before it is to be weathered. We are going to take it down and shake it off on a white piece of cloth. Then we can study the insects trapped, count, sort and think about what kind of insects can live on and in a tree trunk.

#### Suggested steps to organize the activity

1. Bring out corrugated board, scissors, and string/elastic tapes.
2. Go out to the tree trunk.
3. Cut corrugated board.
4. Put the corrugated paper against the tree and lace.
5. Document the insect trap with a learning pad.

#### Role of the teachers

The teacher prepares the materials and tells children where to make an insect trap and ask them what the theories are about what can creep into the trap.

#### Role of the children

The children can be involved in manufacturing but also cooperate and listen to instructions.

#### Added value for the children

The children can be involved in making a trap of corrugated board that we will then investigate.



## LOG RIDING



**PRESENTED BY**  
Casalgrande (Italy)

**AREA OF DEVELOPMENT**  
Self-empowerment and skills

### PRE-TEACHING PREPARATION

**DATE** Everyday.

**GROUP / NUMBER OF CHILDREN** 3-4 children.

**TEACHING ASSISTANT(S)** There is need for teaching assistance.

**IS THE LESSON INQUIRY-BASED?** No.

**TIME REQUIRED** 30 minutes-one hour.

**MAIN TASK / QUESTION FOR THE CHILDREN** How do children recognize familiar elements in natural elements? What meanings will they attribute to gestures and actions when exploring the trunk?

**POSSIBLE CHALLENGES FOR THE PUPILS** Exploration, research, awareness of one's actions, imagining and telling.

**MATERIALS TO BE USED** Their body and any other informal material or natural element found in the garden.

### IMPLEMENTATION

**General goals and learning objectives of the activity**  
*Why I do this activity and what will children learn/improve?*

The goal of the activity is to increase the familiarity with the space and at the same time to decrease the perception of the danger, to increase the awareness of one's own gestures and of one's own body, to create fantastic playful experiences, to bring out situations that can be the focus of design intent. Immersion into natural context supports and strengthens the motoric development of children.

In this way the child has the possibility, through nature, to become part of the world, to build awareness, to define his own identity, to know his own potential and limits, constraints, and resources.

Furthermore, by entering a relationship with nature and with other children, the latter cooperate, intensify bonds and share emotions and reasoning.

### Description of the activity

The activity takes place every time the children go out and approach the log placed in the garden.

In small groups they jump on the log and can ride it, walk, surround it, they can climb it, they can brush it, touch it, climb on it or go down, pretend to be a knight or an astronaut. It is in the body that we feel the emotions generating in turn desires for knowledge and fueling our motivation to learn. The body becomes the center of identity and learning, the fulcrum that unites the feeling, the acting and the thinking. Children continuously assign an emotional, imaginative and symbolic charge to objects and they recreate particular games that are enriched from time to time.

### Suggested steps to organize the activity

1. Firstly, it is necessary to define within the working group who will occupy that space that day in turn, in order to prevent all children from being in the same place at the same time.
2. Moreover, it is important to remind the children during the morning assembly how to use that place.

### Role of the teachers

Teachers actively observe children and can participate into actions children perform; teachers try to ask intelligent and stimulating questions without anticipating knowledge; they urge the sharing of opinions and the contamination of learning.

### Role of the children

Children are active protagonists of their research in nature.

### Added value for the children

Immersion into natural context supports and strengthens the motoric development of children. In this way the child has the possibility, through nature, to become part of the world, to build awareness, to define his own identity, to know his own potential and limits, constraints and resources.

Furthermore, by entering into a relationship with nature and with other children, the latter cooperate, intensify bonds and share emotions and reasoning.

**How has the activity been monitored / evaluated?**  
*eg. Observation and data recording*

Notes, camera, video camera, foglio visivo.

## SINK OR FLOAT?



**PRESENTED BY**  
Scandiano (Italy)

**AREA OF DEVELOPMENT**  
Cognitive

### PRE-TEACHING PREPARATION

**DATE** All the year.

**GROUP / NUMBER OF CHILDREN** 1 group of maximum 25 people.

**TEACHING ASSISTANT(S)** There is need for teaching assistance.

**IS THE LESSON INQUIRY-BASED?** No.

**TIME REQUIRED** 30 minutes.

**MAIN TASK / QUESTION FOR THE CHILDREN** What do the different materials do when plunged in a puddle?

**POSSIBLE CHALLENGES FOR THE PUPILS** Observation, research, problem solving, logical mathematical concepts, cooperation, exchange of competences among peers.

**MATERIALS TO BE USED** Puddles, acorns, berry, stones, diverse natural material, toy.

### IMPLEMENTATION

**General goals and learning objectives of the activity**  
*Why I do this activity and what will children learn/improve?*

The goal of this activity is to put different materials in connection, to experiment their physical characteristics, to promote creative research processes, to approach logical-mathematical concepts and test them in a direct and active way while plying and comparing with peers. While playing children approach logical-mathematical concepts in a very spontaneous way, without any explanation from adults, but making direct experience. Thinking about these issues, children train their logical thinking, memory skills, the ability of connecting different experiences, cooperation attitude and knowledge about surrounding world.

Experimenting logical-mathematical and physical concepts through play and direct experience, they have the chance to get the real essence of them without theoretical explanations.

### Description of the activity

Children plunge/immerse different materials in a puddle, watch and determine if they sink or float.

### Suggested steps to organize the activity

1. To go out with children to observe the park some days before the experience and think.
2. About the characteristics of the puddles.
3. Go out in the park with a small group of children.
4. Look in the park and/or in the classroom for materials to plunge in the puddle.
5. Try to plunge/immerse the different materials.
6. Look at what happens and discuss.
7. Report.
8. Discuss it during the assembly (big group), watching the documentation and thinking about.
9. new possible questions led by this experience.

### Role of the teachers

The teacher's task is to bring children every day in the park, to discuss the characteristics and shapes of the pools; to collect river stones and share them with the children during the assembly; to listen to the children, asking them questions that can stimulate creativity, problem solving, listening abilities, discussion, cooperation; to "guide" them with an "enquiring" approach, posing "good questions" but not giving them too much information, but promoting the children's active and logical research.

### Role of the children

Children should observe the natural materials and their features, make hypothesis, compare, listen to the others, connect the knowledge acquired in past experiences with the present ones, to build.

### Added value for the children

While playing children approach logical-mathematical concepts in a very spontaneous way, without any explanation from adults, but making direct experience. Thinking about these issues, children train their logical thinking, memory skills, the ability of connecting different experiences, cooperation attitude and knowledge about surrounding world. Experimenting logical-mathematical and physical concepts through play and direct experience, they have the chance to get the real essence of them without theoretical explanations.

**How has the activity been monitored / evaluated?**  
*eg. Observation and data recording*

Notes, camera, visual report (paper format).

## THE FLOWER MEADOW



**PRESENTED BY**  
Cardet (Cyprus)

**AREA OF DEVELOPMENT**  
Skills

### PRE-TEACHING PREPARATION

**DATE** Spring.

**GROUP / NUMBER OF CHILDREN** No specific number of children.

**TEACHING ASSISTANT(S)** There is need for teaching assistance and environmental education expert.

**IS THE LESSON INQUIRY-BASED?** No.

**TIME REQUIRED** 3 hours during the morning (9.00-12.00) with parents for delimiting the areas; 30-45 minutes during the morning with children and teachers for building flower bombs; 2 hours during the June party for playing and building flower bombs.

**MAIN TASK / QUESTION FOR THE CHILDREN** How can we bring the animals back in order to enrich the food forest and the schoolyard? How can we sustain biodiversity?

**POSSIBLE CHALLENGES FOR THE PUPILS** Research, knowledge about biodiversity, manipulation of the natural materials, observation of the process of growth, idea of complexity, idea of care, school-home project continuity.

**MATERIALS TO BE USED** Seeds, envelopes and sticks, markers, digifix, clay, bamboo, rope, drills, shovels, garden gloves.

### IMPLEMENTATION

**General goals and learning objectives of the activity**  
*Why I do this activity and what will children learn/improve?*

The goal of this activity is to make the schoolyard more heterogeneous with the aim to support biodiversity; to enrich the knowledge of teachers and children.

#### Description of the activity

The activity is proposed to children and parents. In order to fence off two areas of the school park and to avoid grass cutting (strategies for enriching the rich meadows), we make them visible and communicate with the Technical Department of the municipality not to cut the grass. With the support of parents,

teachers and municipality workers, the fences (only bamboo and ropes) will be created and will allow the unobstructed transit of the children for exploration. Rules of walking in the meadows "with high grass" will be shared with the children.

Following the comments of the children that there were only a few flowers, we prepared the "bombs" in Spring with the teachers and in June with children and parents together for the school party. The children keep on observing and wait for the flowers to grow.

#### Suggested steps to organize the activity

1. Plan the practice in a meeting between teachers and experts, possibly involving families Management Committee in the organization too.
2. Prepare, collect and check materials, included those for breakfast (it depends from the activity chosen).
3. Go outside.
4. Document the activity.

#### Role of the teachers

To reunite the group for a short introduction and farewell, keep the morning schedule trying to maintain the rituals of the closing time (i.e., collective photos), prepare the documentation, encourage families and children to play together.

To help children with the construction of flower bombs, support them in the observation of the birth of flowers.

To inform parents to the importance of animals for the food forest and the school park in particular insects and earthworms.

#### Role of the children

To observe the school park and its inhabitants, understand the importance of living things to keep the food forest and plants of the school alive; to do something effective in order to bring back animals and insects; to observe and wait for the changes of nature respecting and knowing its time; to do research on biodiversity.

#### Added value for the children

To manipulate natural materials, to share the way they make experiences at school with their family, to improve knowledge about biodiversity, to experience the concepts of complexity, growth, wait and care directly.

**How has the activity been monitored / evaluated?**  
*eg. Observation and data recording*

Notes, camera, video camera, visual report (sfoglio).

## THE LONGEST STICK



**PRESENTED BY**  
Scandiano (Italy)

**AREA OF DEVELOPMENT**  
Cognitive

### PRE-TEACHING PREPARATION

**DATE** All the year.

**GROUP / NUMBER OF CHILDREN** 1 class.

**TEACHING ASSISTANT(S)** There is need for teaching assistance.

**IS THE LESSON INQUIRY-BASED?** No.

**TIME REQUIRED** 30-40 minutes.

**MAIN TASK / QUESTION FOR THE CHILDREN** Which one is the longest stick?

**POSSIBLE CHALLENGES FOR THE PUPILS** Observation, research, problem solving, logical-mathematical concepts, cooperation and exchange of competences among peers.

**MATERIALS TO BE USED** Sticks, documentation, school facilities.

### IMPLEMENTATION

#### General goals and learning objectives of the activity

*Why I do this activity and what will children learn/improve?*

The goal of this activity is children to think about the idea of length and measurement, to develop hypothesis and strategies, to observe the physical features of the sticks, to promote creative research processes, to approach logical-mathematical concepts and test them in a direct and active way while plying and comparing with peers.

#### Description of the activity

The children collect some sticks in the park and observe their characteristics. Some days after this experience, they look at the photos taken by the teacher and, in small groups, they start wondering which stick (among those they had collected) is the longest one.

After some moments of discussion about how to measure the length of the sticks and discover which is the longest one, they put their strategies into practice. They get back the sticks collected before and they try to measure them, using the different methodologies discussed together: they place them on

the ground very close one to another, put them in a standing position, align them on the windowsill, hold them with their hands, to understand which is longer than the others.

#### Suggested steps to organize the activity

1. Go out in the park and collect the sticks.
2. Report.
3. Some days after, with a small group of children, look at the documentation realized during the sticks' collection.
4. Discuss together the concept of length, developing hypothesis about how to measure it.
5. Try to measure the longest stick, testing the hypothesis.
6. Observe what happens and discuss about strategies and logical-mathematical concepts acquired.
7. Report

#### Role of the teachers

To bring pupils in the park every day, thinking about natural materials, going with them in their exploration with all their sensitivity.

Document the experience and redo in the next days with a small group, listen to the children, asking them questions that can stimulate creativity, problem solving, listening abilities, discussion, cooperation; to "guide" them with an "enquiring" approach, posing "good questions" but not giving them too much information, but promoting the children's active and logical research.

#### Role of the children

To observe the natural materials and their features, make hypothesis and test strategies, compare, listen to the others, connect the knowledge acquired in past experiences with the present ones.

#### Added value for the children

While playing children approach logical-mathematical concepts in a very spontaneous way, without any explanation from adults, but making direct experience. Thinking about these issues, children train their logical thinking, memory skills, the ability of connecting different experiences, cooperation attitude and knowledge about surrounding world.

Experimenting logical-mathematical and physical concepts through play and direct experience, they have the chance to get the real essence of them without theoretical explanations.

#### How has the activity been monitored / evaluated?

**eg. Observation and data recording**

Notes, camera, visual reports (paper format).

## THE PUDDLE AND THE CIRCLE



**PRESENTED BY**  
Scandiano (Italy)

**AREA OF DEVELOPMENT**  
Cognitive

### PRE-TEACHING PREPARATION

**DATE** All the year.

**GROUP / NUMBER OF CHILDREN** 1 class.

**TEACHING ASSISTANT(S)** There is need for teaching assistance.

**IS THE LESSON INQUIRY-BASED?** No.

**TIME REQUIRED** 45 minutes.

**MAIN TASK / QUESTION FOR THE CHILDREN** What can we do with the stones of the river? Where can we put them? Possible Challenges for the pupils: observation, research, problem-solving, logical-mathematical concepts, cooperation and exchange of competences among peers.

**MATERIALS TO BE USED** River stones, puddles.

### IMPLEMENTATION

**General goals and learning objectives of the activity**  
*Why I do this activity and what will children learn/improve?*

The goal of this activity is to experiment physical characteristics of natural materials, to promote creative research processes, to approach logical-mathematical concepts and test them in a direct and active way while plying and comparing with peers, to train cooperation attitude and active listening skills, to stimulate logical thinking and ability to find analogies among different natural materials.

#### Description of the activity

Children observe some river stones brought by one of the teachers during the assembly. They think about how they could use them and finally they decide to build a circle. In small groups accompanied by a teacher, they go out in the school yard and search for a perfect place for the stones circle to be built.

After they have carefully watched the different materials of the park, they recognize an analogy between the shape of the circle and the pool one: the circle is round, the pool is round, so, if they want to build a circle with the stones, it would be sufficient to put

them around the pool. They pick the stones up and surround the pool with them.

#### Suggested steps to organize the activity

1. To go out and watch the park in the previous days, discuss about the characteristics and the pools' shape with the children.
2. To collect the river stones, approx. same size and shape.
3. To bring the stones to school and observe with the children during the assembly.
4. To decide the shape they want to realize.
5. To go out in the park.
6. To make children think about the shape of the different materials.
7. To help them thinking, using logical thinking and analogies among different elements.
8. To build the chosen shape.
9. To report the activity.

#### Role of the teachers

To bring children every day in the park, to discuss the characteristics and shapes of the pools; to collect river stones and share them with the children during the assembly; to listen to the children, asking them questions that can stimulate creativity, problem solving, listening abilities, discussion, cooperation; to "guide" them with an "enquiring" approach, posing "good questions" but not giving them too much information, but promoting the children's active and logical research.

#### Role of the children

To observe the natural materials and their features, make hypothesis, compare, listen to the others, connect the knowledge acquired in past experiences with the present ones, to build.

#### Added value for the children

While playing children approach logical-mathematical concepts in a very spontaneous way, without any explanation from adults, but making direct experience. Thinking about these issues, children train their logical thinking, memory skills, the ability of connecting different experiences, cooperation attitude and knowledge about surrounding world. Experimenting logical-mathematical and physical concepts through play and direct experience, they have the chance to get the real essence of them without theoretical explanations.

**How has the activity been monitored / evaluated?**  
*eg. Observation and data recording*

Notes, camera, visual reports (paper format).

## CLEAN AND PREPARE A HOME CORNER IN THE CUBBY HOUSE



**PRESENTED BY**  
Motala (Sweden)

**AREA OF DEVELOPMENT**  
Cognitive learning and learning and skills

**TYPE OF ACTIVITY**  
Formal

imagination; develop their ability to discover and explore everyday technologies, and the ability to build, create and construct using various techniques, materials and tools. Children get to explore and develop their imagination, try different everyday techniques and how to use them.

Develop their fine motor skills but also interaction with other children (cooperation) for all this, after all, they have done together.

### Description of the activity

The activity will take place during the morning. The children and educators will gather outside the playhouse where the activity will take place.

We educators should tell the children what is inside the playhouse and then ask if it should look like that. We want the playhouse to look different and we will do that together with the children. We will bring some material that will be helpful for this activity.

We start by taking out all the materials that are in the playhouse, sweeps, and took the material back in to the playhouse.

After that, the children take pictures in the different areas of the playhouse and laminate and set up Inside the playhouse so that when other children will come and be I the playhouse, they should know what it should look like when they leaves the place.

### Remarks Issues to pay attention to when implementing the activity

What do we need to use to sweep the floor? How should we measure size one? What do we need to put up the light loops? How are we going to put up the light loops?

### Role of the teachers

The teacher's role is to lead the teaching, show how to do and be there as help and support.

### Role of the children

Children get to explore different techniques, interact with each other, come up with different solutions together with other children and educators.

### Added value for the children

Children get to explore and develop their imagination, try different everyday techniques and how to use them. Develop their fine motor skills but also interaction with other children (cooperation) for all this, after all, they have done together.

## PRE-TEACHING PREPARATION

**DATE** Spring.

**GROUP / NUMBER OF CHILDREN** A group of 5 children (3-5 years old).

**TEACHING ASSISTANT(S)** There is need for teaching assistance.

**IS THE LESSON INQUIRY-BASED?** Yes.

**TIME REQUIRED** 40-50 minutes.

**MAIN TASK / QUESTION FOR THE CHILDREN** How do we create an inviting playhouse?

**POSSIBLE CHALLENGES FOR THE PUPILS** To try different techniques, reuse materials, count and measure.

**MATERIALS TO BE USED** Two garbage brushes, two shovels, battery-powered light loops for lighting, nails and hammer are needed to be able to put up the light loops, furniture (tables, chairs etc). Accessories for kitchen (doll's kitchen) and two doll wagons with accessories.

## IMPLEMENTATION

**General goals and learning objectives of the activity**  
*Why I do this activity and what will children learn/improve?*

The purpose of this activity is to allow the children to participate and decorate a learning environment from scratch. Among other things that children can: develop their curiosity, creativity and desire to play and learn; develop their ability to listen to and reflect on other people's opinions and to reflect and express their own opinions; develop his fantasy and



## SECRET HUT BUILDERS



**PRESENTED BY**  
27<sup>th</sup> Pre-School Daugavpils (Latvia)

**AREA OF DEVELOPMENT**  
Self-empowerment and skills

**TYPE OF ACTIVITY**  
Informal

### PRE-TEACHING PREPARATION

**DATE** Spring-summer.

**GROUP / NUMBER OF CHILDREN** Small group (8-12 children).

**TEACHING ASSISTANT(S)** There is need for teaching assistance and parents.

**IS THE LESSON INQUIRY-BASED?** Yes.

**TIME REQUIRED** It takes approx. two days to carry out the activity. Find a proper place for the hut, develop an action plan, purchase, and collect necessary materials, prepare the place for construction, and build a hut.

**MAIN TASK / QUESTION FOR THE CHILDREN** How to design a secret hut so that it would be a creative playground and an amazing element of summer area's territory.

**POSSIBLE CHALLENGES FOR THE PUPILS** To build a secret meeting place, using various accessories and materials.

**MATERIALS TO BE USED:** Reeds, wooden slats and posts, climbing plants, twigs, ropes, shovels, spades, flashlights etc.

### IMPLEMENTATION

**General goals and learning objectives of the activity**  
*Why I do this activity and what will children learn/improve?*

The goal of this activity is to implement the project so that children could choose where and how to work, but at the same time take responsibility for it. Children are motivated to spend more time outdoors, practicing skills. The teacher's task is to lay the foundations for children's education, which would encourage creative thinking in a knowledge-rich and safe environment. Let children play in this secret hut to develop their imagination, fantasy. Allow children rest and dream in the secret hut. The child gets a mysterious corner, where he or she can dream, play, read, relax from others, communicate with friends.

#### Description of the activity

To implement the project so that children could choose where and how to work, but at the same time take responsibility for it. Children are motivated to spend more time outdoors, practicing skills. The teacher's task is to lay the foundations for children's education, which

would encourage creative thinking in a knowledge-rich and safe environment. Let children play in this secret hut to develop their imagination, fantasy. Allow children rest and dream in the secret hut. The child gets a mysterious corner, where he or she can dream, play, read, relax from others, communicate with friends.

#### Suggested steps to organize the activity

1. Development of an action plan.
2. Purchasing of necessary materials and collecting in the surrounding area.
3. Preparation of the place in the pre-school outdoor area.
4. Building of a secret hut.

#### Remarks *Issues to pay attention to when implementing the activity*

To build a secret hut in a safe, shaded, quiet place so that it would not interfere with other activities performed in the territory of pre-school institution. The place is chosen to prevent damage of a hut from high winds.

#### Role of the teachers

The teacher encourages children to become curious about in exploring the area of pre-school institution to find a suitable place for a secret corner. The teacher offers opportunities for children to research, experiment with different accessories, materials, discuss in detail the process and design of a secret hut.

#### Role of the children

Children choose a place in the open-air area of pre-school institution, where in their opinion it would be possible to set up a secret place.

At the beginning, everyone creates a drawing - a plan to see how this great place for relaxation will look like. They discuss which material is needed to build a hut. During the activity, children are the main initiators of their activities, they take responsibility, participate in the building process of the hut actively.

#### Added value for the children

The child gets a mysterious corner, where he or she can dream, play, read, relax from others, communicate with friends.

#### How has the activity been monitored / evaluated? *eg. Observation and data recording*

The safety and durability of the constructed building is assessed, and the planted climbing plants are marked on the observation sheets so that the further plant development can be observed and recorded. The teacher notes children's cooperation skills, the peculiarities of children's practical experience. Can be used notes, camera, video camera.

## THE BUG HOTEL

**PRESENTED BY**  
Scandiano (Italy)

**AREA OF DEVELOPMENT**  
Skills



### PRE-TEACHING PREPARATION

**DATE** June, end of school party.

**GROUP / NUMBER OF CHILDREN** Children and parents.

**TEACHING ASSISTANT(S)** There is need for teaching assistance, parents, and environmental education expert.

**IS THE LESSON INQUIRY-BASED?** No.

**TIME REQUIRED** During the June party, 2 hours of play to build shelters for insects.

**MAIN TASK / QUESTION FOR THE CHILDREN** How can we bring back the animals to enrich both the food forest and the schoolyard?

**POSSIBLE CHALLENGES FOR THE PUPILS** Research, observation, more comprehension of biodiversity, manipulation of natural materials.

**MATERIALS TO BE USED** Recycled plastic pots, straw, small sticks, rope, dried fruit shells; woods, 5 mm net, spot welder for wood, nails, hammers.

### IMPLEMENTATION

**General goals and learning objectives of the activity**  
*Why I do this activity and what will children learn/improve?*

The goal of this activity is to make the schoolyard more heterogeneous, aiming to support biodiversity; to enrich the knowledge of teachers and children.

Possible challengers for the pupils: research, observation, more comprehension of biodiversity, manipulation of natural materials.

#### Description of the activity

The activity is proposed to children and parents to create shelters for insects during the winter season; in Spring we will observe if the shelters were used from the bugs or other insects.

#### Suggested steps to organize the activity

1. Plan the practice in a meeting between teachers and experts possibly involving the families Management Committee in the organization too.
2. Prepare, collect and check materials, included those for breakfast (it depends from the activity chosen).
3. Go outside.
4. Document the activity.

#### Role of the teachers

To reunite the group for a short introduction and farewell, keep the morning schedule trying to maintain the rituals of the closing time (i.e., collective photos), prepare the documentation, encourage families and children to play together. With children support the construction of flower bombs, support the observation of the birth of flowers. Inform parents about the importance of animals for the food forest and the school park, in particular insects and earthworms.

#### Role of the children

To observe the school park and its inhabitants, understanding the importance of living things to keep the food forest and plants of the school alive; to do something effective to bring back animals and insects; to watch and wait for the changes of nature, respecting and knowing its time; do research on biodiversity.

#### Added value for the children

To manipulate and combine natural materials with the anthropic ones, to share the method we use at school with families and teachers, to experiment the effects of one's action on the surrounding context, to increase knowledge about biodiversity, to observe changes in time and the complexity of the natural world: everything is interconnect.

#### How has the activity been monitored / evaluated? *eg. Observation and data recording*

Notes, camera, video camera, visual report (sfoglio).



## GROW TOMATO SLICE



**PRESENTED BY**  
Motala (Sweden)

**AREA OF DEVELOPMENT**  
Cognitive, self-empowerment and skills

**TYPE OF ACTIVITY**  
Formal

in nature and the different cycles in nature and how people, nature and society affect each other.

### Description of the activity

We're going to grow tomato slices. They should be allowed to follow the whole process from planting and discovering what happens if it grows. Water and nurture the plant.

Then hopefully harvest and taste as they themselves have been involved in planting.

### Suggested steps to organize the activity

1. Bring out the "water table" used as a planting table.
2. We have collected flour boxes to be used.
3. A small greenhouse that we will put indoors until the heat comes (foresaid).
4. Various loose materials to choose from to make the bug hotel eg. Sticks, straws, boxes, cans.

### Remarks Issues to pay attention to when implementing the activity

For the activity to be successful, kids must feel empathy for the insects, collaborate, activity needs to spark the curiosity of children.

### Role of the teachers

To mentor the children and show and tell us what to do.

### Role of the children

Children are active and participating. That we need to work with each other and listen to instructions.

### Added value for the children

That the children get a pre-understanding of the process from the seeds in a tomato slice to a ready-made tomato takes a long time and needs to be taken care of.

## PRE-TEACHING PREPARATION

**DATE:** Spring.

**GROUP / NUMBER OF CHILDREN:** A group of 3 children 2 years old.

**TEACHING ASSISTANT(S):** There is no need for teaching assistance.

**IS THE LESSON INQUIRY-BASED?** Yes.

**TIME REQUIRED:** A work in progress. But the actual planting of tomato slices in the morning at the pre-school yard about 20 minutes.

**MAIN TASK / QUESTION FOR THE CHILDREN:** Can we grow our own tomatoes?

**POSSIBLE CHALLENGES FOR THE PUPILS:** Can you plant a tomato slice?

**MATERIALS TO BE USED:** Milk cartons, soil, shovels, plastic tomato discs to cover or a small indoor greenhouse.

## IMPLEMENTATION

### General goals and learning objectives of the activity

*Why I do this activity and what will children learn/improve?*

The goal of this activity is to give children the opportunity to gain an understanding of the connection



## HANDMADE CANDELSTICKS



**PRESENTED BY**  
27<sup>th</sup> Pre-School Daugavpils (Latvia)

**AREA OF DEVELOPMENT**  
Emotional development

**TYPE OF ACTIVITY**  
Informal

### PRE-TEACHING PREPARATION

**DATE** May-August.

**GROUP / NUMBER OF CHILDREN** Small group (8-12 children).

**TEACHING ASSISTANT(S)** There is need for teaching assistance.

**IS THE LESSON INQUIRY-BASED?** Yes.

**TIME REQUIRED** It takes 30-40 minutes.

**MAIN TASK / QUESTION FOR THE CHILDREN** To collect appropriate plants with different aromas for candlestick, make candlesticks, using collected natural materials, and practice identifying children's senses outdoors.

**POSSIBLE CHALLENGES FOR THE PUPILS** With their eyes closed, identify plants by their scent.

**MATERIALS TO BE USED** Plants of various herbs and flowering plants from aroma garden: mint, thyme, rosemary, tarragon, lavender, dill, sage, chamomile, rye, as well as currant, blackcurrant shrubs, tree leaves, grass, flowers petals and others. Special bags for collecting natural materials, small glass jars, glue, small flat or floating decorative candles, matches, cushions for relaxation.

### IMPLEMENTATION

**General goals and learning objectives of the activity**  
*Why I do this activity and what will children learn/improve?*

The goal of this activity is to stimulate children's senses with the help of various methods: hearing, sight, touch, taste, smell.

To develop mutual interaction between analytical systems (movement, tactile sensations etc.).

To promote children's ability to discover, experiment, develop fantasy and creativity.

#### Description of the activity

By walking around the preschool, children collect mint, lemon balm, basil and other aromatic plants from the Aroma Garden. Children also can gather tree leaves, grass, bird feathers, flowers, berries.

They put natural materials in special bags.

Then they glue the collected natural materials to the jar. Put candles inside the jar.

Children place aroma candlestick under the Sensory tree or in the Area of relax zone.

During burning of the candle, the jar becomes warm and children, sitting or sleeping in the recreation area, enjoy the aroma of flowers and herbs, share their thoughts.

Each plant has its own specific aroma and children try to identify plants by their scent.

#### Suggested steps to organize the activity

1. Collecting plants, natural materials.
2. Making candlesticks.
3. Enjoy different aromas and relaxation.
4. Telling others about the peculiarities of their candlesticks, which materials were used and why.

#### Remarks *Issues to pay attention to when implementing the activity*

Teacher should think about fire safety rules, when using candles.

#### Role of the teachers

The teacher carefully observes, asks stimulating questions, trying to involve all children. Stimulates the exchange of views. Encourages others to express their thoughts on the possibility of using different materials.

#### Role of the children

To collect plants and other natural materials, to create their own candlestick, to distinguish different aromas in nature.

Children learn from each other, learn together, work in small groups, observe, ask questions, solve practical issues.

Children take advantage of the opportunity to practice and express themselves, which provides quality leisure time with positive emotions.

#### Added value for the children

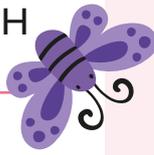
Children develop all senses, get knowledge about plants from Aroma garden and from other territory of preschool.

#### How has the activity been monitored / evaluated? *eg. Observation and data recording*

Notes, camera, video camera, children can show their candlesticks to other children and their parents. It can be a small exhibition.

Children can write or draw in the observation table: plant name, flower colour, smell, taste characteristics.

## FOOD FOREST - RESEARCH AND EXPLORATION



**PRESENTED BY**  
Scandiano (Italy)

**AREA OF DEVELOPMENT**  
Skills

and natural knowledge); support analytical thinking, concentration, and fine motor skills even with the help of digital technologies (microscope, light pen etc.).

### Description of the activity

During the year, the children observe the changes of the food forest with a teacher. They check if there are any changes to notice. They can carry some elements they recognize from the forest into the class, also by taking pictures of them, observe them better in details with pc or microscope and finally share their knowledge with their friends.

### Suggested steps to organize the activity

1. Plan the practice in the morning to decide which group will be involved.
2. Check materials (camera, pc, magnifying glasses, light pen); go outside.
3. Gather to communicate with friends.
4. Document the activity (with 5-year-old children) and reflect in team on how to continue the knowledge process.

### Role of the teachers

To assist children with questions designed to explore the concepts that they sketched; to support children with questions to amplify and support analytical thinking; strengthen the findings and assumptions and ask others creative, imaginative kinds of questions and support the search for strategies to find answers with the entire peer group.

### Role of the children

To self-regulate that anyone could operate outside the food forest; to decide how long to stay and what to observe; decide whether to make an observational path alone or with other fellows; to share tools; to reflect afterwards about the type of findings and how to relate these changes to the section's group.

### Added value for the children

To wonder about the surrounding world, to formulate provisional theories to share with peers and family; to raise concentration time; to experiment a critical and scientific approach about knowledge building, to approach the world and the experiences by "tries and mistakes".

### How has the activity been monitored / evaluated?

*eg. Observation and data recording*

Notes, camera, video camera, visual report (sfoglio vivo).

## PRE-TEACHING PREPARATION

**DATE** During the school year.

**GROUP / NUMBER OF CHILDREN** Little group of children from different classes.

**TEACHING ASSISTANT(S)** There is no need for teaching assistance.

**IS THE LESSON INQUIRY-BASED?** No.

**TIME REQUIRED** 30-45 minutes in the morning.

**MAIN TASK / QUESTION FOR THE CHILDREN** What do we notice from the food forest? What kind of changing are visible? What about animals? What about plants?

**POSSIBLE CHALLENGES FOR THE PUPILS** Observation, research, comparison, dialogue, care taking, concentration time, perseverance.

**MATERIALS TO BE USED** Camera, pc, magnifying glasses, light pen, transparent boxes for collecting things.

## IMPLEMENTATION

### General goals and learning objectives of the activity

*Why I do this activity and what will children learn/improve?*

The goal of this activity is to support children's research with respect to observations, general knowledge, aspects of what they notice in the food forest; enhance the learning of shapes, names (lexical skills for personal enrichment), plant growing and their products (ecological



## BUILDING A LEARNING PATHWAY TOGETHER



**PRESENTED BY**  
Motala (Sweden)

**AREA OF DEVELOPMENT**  
All areas

**TYPE OF ACTIVITY**  
Informal

### PRE-TEACHING PREPARATION

**DATE** Sometime in October.

**GROUP / NUMBER OF CHILDREN** A group of many children age (1 to 6 years old).

**TEACHING ASSISTANT(S)** There is the need for teaching assistance.

**IS THE LESSON INQUIRY-BASED?** Yes.

**TIME REQUIRED** Between 30 minutes and 1 hour.

**MAIN TASK / QUESTION FOR THE CHILDREN** To collect all the equipment needed.

**POSSIBLE CHALLENGES FOR THE PUPILS** To balance and some of the equipment is placed to far apart for the youngest.

**MATERIALS TO BE USED** Cones, sticks, balance boards and ropes.

### IMPLEMENTATION

**General goals and learning objectives of the activity**  
*Why I do this activity and what will children learn/improve?*

An activity where we will create a motor skills path, using pathways that already are present in our yard and add cones, sticks, balance boards and ropes. The intension is to stimulate the children's motor skills as well as their fantasy and wish to create while playing outdoors.

#### Description of the activity

We start with collecting the children and tell them about the activity, ask them to think about different things we will need and come with suggestions about how to build.

The children are then involved in the creation of the pathway.

When it's built we once again gather the children to give instructions about how to stand in line and understand that they will have to be considerate and respect each other, wait for each other.

After one or two rounds gather the children again to question them about the experience.



#### Suggested steps to organize the activity

1. Prepare items you need, for example balance board.
2. Consider how many children and teacher assistant that is needed.
3. Gather the children and introduce them.
4. Take help from the children with ideas.
5. Carry on with the activity.
6. Have the children help with putting things back where they belong.
7. Have a follow up with the children and assistants.

#### Role of the teachers

Lead and listen to the children's own ideas.

#### Role of the children

Inspiration to think about how they can make their own learning pathways.

#### Role of the children

Inspiration to think about how they can make their own learning pathways.

#### How has the activity been monitored / evaluated? *eg. Observation and data recording*

One of the assistants was using the I-pad and the other took pictures.

After the activity the children looked at the pictures. We also asked the children if they found it exciting and which parts that was difficult – they showed joy and found creeping through the ring was difficult.

## PATHWAYS ON WALLS AND SIDEWALKS



**PRESENTED BY**  
Casalgrande (Italy)

**AREA OF DEVELOPMENT**  
Self-empowerment and skills

### Description of the activity

The activity takes place every time the children go out and approach the sidewalk or the wall that delimits an area. In small groups they begin to walk, to jump, to measure with their feet or with other natural objects and not that area which becomes for them a path in continuous transformation. Children can create paths on the pavement or on the wall itself that lead them not only to create and recreate new obstacles but also to invent new rules and new modes of action and interaction. Balance, flexibility, fine motor skills, coordination, listening, concentration are just some skills that are enhanced.

### Suggested steps to organize the activity

It is important to identify an orderly and clear space, such as the sidewalk, or a small difference in height, such as a wall, which allows you to move more clearly with some motor limits.

### Role of the teachers

The teachers are in careful observation but involved in the actions they perform, they try to ask stimulating questions without anticipating knowledge, they do not limit the actions of children, but they support them continuously.

### Role of the children

Children are active protagonists of their research.

### Added value for the children

Immersion in the natural context supports and strengthens the evolutions related to the motor development of children. In this way, the child can build awareness, to define his own identity, to know his own potential and his limits, constraints, and resources. Furthermore, by entering relationship with nature and with the other children, the latter cooperate, intensify bonds and share emotions and reasoning.

### How has the activity been monitored / evaluated? *eg. Observation and data recording*

Notes, camera, video camera, fogli visivi.

## PRE-TEACHING PREPARATION

**DATE** everyday.

**GROUP / NUMBER OF CHILDREN** Little group (3-5 children) of a class.

**TEACHING ASSISTANT(S)** There is need for teaching assistance.

**IS THE LESSON INQUIRY-BASED?** No.

**TIME REQUIRED** 30 minutes-one hour and half.

**MAIN TASK / QUESTION FOR THE CHILDREN** What meanings will they attribute to the gestures and actions put in place during their search for balance? How will they manage to expand their motor skills?

**POSSIBLE CHALLENGES FOR THE PUPILS** Autonomous exploration, awareness of one's actions, sense of freedom and expansion of one's self-esteem.

**MATERIALS TO BE USED** Their body and any other informal material or natural element present in the garden.

## IMPLEMENTATION

### General goals and learning objectives of the activity

*Why I do this activity and what will children learn/improve?*

The goal of this activity is to increase the familiarity with the space and at the same time decrease the perception of the danger, increase the awareness of one's own gestures and of one's own body, create fantastic playful experiences.



## SOUND LEAVES



**PRESENTED BY**  
Casalgrande (Italy)

**AREA OF DEVELOPMENT**  
Skills

**TYPE OF ACTIVITY**  
Informal

### PRE-TEACHING PREPARATION

**DATE** Autumn and winter.

**GROUP / NUMBER OF CHILDREN** Little group (5-8 children) of a class.

**TEACHING ASSISTANT(S)** There is need for teaching assistance.

**IS THE LESSON INQUIRY-BASED?** No.

**TIME REQUIRED** 30 minutes-one hour and half.

**MAIN TASK / QUESTION FOR THE CHILDREN** How can exploring the outer space encourage children to get to know other living beings and the new environment? What knowledge, sensations and emotions, memories can be born in children when searching for children in natural contexts?

**POSSIBLE CHALLENGES FOR THE PUPILS** Research, awareness of one's actions, listen and tell.

**MATERIALS TO BE USED** Containers of various shapes and sizes, cardboard cones, blackout net that delimits the space for the collection of the leaves.

### IMPLEMENTATION

**General goals and learning objectives of the activity**  
*Why I do this activity and what will children learn/improve?*

The goal of this activity is to increase familiarity with space, create new ways of listening and awareness of one's own body, cooperation between children, bring out elements and situations that can be the focus of design intent. Children have the opportunity to enter into deep empathy with the places that welcome them, to get to know them in depth, to perceive some of their characteristics (shapes, textures, smells, tactile sensations), refine their manipulative skills, enrich their explorative alphabets, they cooperate, collaborate and share experiences.

#### Description of the activity

The garden space offers many unique and unrepeatable exploration opportunities, which each child, in his own way, puts into action, with extreme naturalness and attention. Leaves that fall to the ground and create a carpet on which to lie down, roll, crumble in your hands and listen to the rustle that is produced. It is necessary to collect the leaves in a well-defined



position and make sure that children can access them without any wall or boundary.

#### Suggested steps to organize the activity

It is necessary to identify a small group of children who can go to that space. One can go very calmly and with extreme attention to grasp the noises that the trampling or crumbling in the hands of the leaves produces. You can take off your shoes, use sticks, rakes or any other element that can amplify the noise produced by the leaves.

#### Role of the teachers

The adult has the role of attentive observer and solicitor of questions, questions and relaunches with respect to the experience that children are experiencing.

#### Role of the children

Children are active protagonists of their actions, their experiments, their thoughts and dialogues.

#### Added value for the children

Children have the opportunity to enter into deep empathy with the places that welcome them, to get to know them in depth, to perceive some of their characteristics (shapes, textures, smells, tactile sensations), refine their manipulative skills, enrich their explorative alphabets, they cooperate, collaborate and share experiences.

**How has the activity been monitored / evaluated?**  
*eg. Observation and data recording*

Notes, camera, videocamera and sfogli visivi.

## TWISTER



**PRESENTED BY**  
Cardet (Cyprus)

**AREA OF DEVELOPMENT**  
Cognitive

**TYPE OF ACTIVITY**  
Informal

### PRE-TEACHING PREPARATION

**DATE** Anytime in the year.

**GROUP / NUMBER OF CHILDREN** 4- 6 years old; 8-10 children.

**TEACHING ASSISTANT(S)** There is the need for teaching assistance.

**IS THE LESSON INQUIRY-BASED?** No.

**TIME REQUIRED** 1 hour.

**MAIN TASK / QUESTION FOR THE CHILDREN** To feel natural materials through their senses, recognise and describe the sensation to the other students so they can recognize them too.

**POSSIBLE CHALLENGES FOR THE PUPILS** Difficulties in describing using words the feeling they get when they touch the materials.

**MATERIALS TO BE USED** Opaque bag with natural materials present in the sensory path, Handmade clock.

### IMPLEMENTATION

**General goals and learning objectives of the activity**

**Why I do this activity and what will children learn/improve?**

The goal of this activity is children to use all their senses to observe natural materials, so that they can collect information about the environment.

Their aim is to describe appropriately the natural materials, so the rest of the children can recognise/identify them.



This way children develop observation skills through their senses, enrich their language/vocabulary, use appropriate and precise language to describe natural materials and collaborate with peers to reach a common target.

#### Description of the activity

The teacher takes the children in the area (sensory path). Children feel (through their senses) various natural materials that are present in the sensory path and describe their sensation.

Then the teacher explains the activity to the children: six children close their eyes and another child describes one of the materials.

The rest of the children have to guess what the material is. For increased difficulty: children put their hand in a non-transparent bag and have to take in their hands the same material as the one described. In the area there is a handmade clock with bullets.

Every time a child takes a right guess, the clock moves one bullet clockwise.

When the clock makes a full circle they can play the "Twister game" using the sensory path as a board, following instructions from the teacher.

#### Suggested steps to organize the activity

1. Play twister game in classroom.
2. Prepare the natural materials in the bag.
3. Handmade clock.

#### Remarks Issues to pay attention to when implementing the activity

For the activity to be successful, kids must be able to describe various objects and use their senses to observe.

#### Role of the teachers

The teacher's role during this activity is to encourage and guide children to give appropriate description.

#### Role of the children

To be physically and mentally involved in the activity, to have fun.

#### Added value for the children

Children collaborate to a common cause, mindfulness: they have to be focus, present.

#### How has the activity been monitored / evaluated? eg. Observation and data recording

The activity will be evaluated by the handmade clock activity-if children manage to turn the clock a full circle and play the Twister game. Also if their descriptions are precise.

## RELAX TIME- LAUGHTER YOGA



**PRESENTED BY**  
Cardet (Cyprus)

**AREA OF DEVELOPMENT**  
Personal and social awareness  
(ethical-spiritual development, social identity)

**TYPE OF ACTIVITY**  
Informal



### PRE-TEACHING PREPARATION

**DATE** Sometime in March.

**GROUP / NUMBER OF CHILDREN** 4-6 years old; 8 children.

**TEACHING ASSISTANT(S)** There is no need for teaching assistance.

**IS THE LESSON INQUIRY-BASED?** No.

**TIME REQUIRED** The time needed for this activity is approximately 40 minutes and it would be preferable to take place in the morning so that they have the chance to use the relax zone during the play time.

**MAIN TASK / QUESTION FOR THE CHILDREN** Use of alternative ways of relaxation.

**POSSIBLE CHALLENGES FOR THE PUPILS** Not to respect the need of others to relax.

**MATERIALS TO BE USED** Cd player, Relaxed music, Pillows, Laughter yoga cards.

### IMPLEMENTATION

#### General goals and learning objectives of the activity

*Why I do this activity and what will children learn/improve?*

The goal of this activity is the child to respect the needs of other people-the need to relax-and reconcile his/her own need to serve the needs of others. Also children must try to smoothly coexist with other children in the context where they are.

#### Description of the activity

The teacher puts on the CD player for some relaxing music. Children sit down on pillows in a circle.

Then each child opens his/her legs for the other to sit in between, so that each child sits between somebody else's legs. With the signal of the teacher the children lean forward, close their eyes and relax on the back of the child in front and v.v.

Then each child massages the one in front of him/her and thus everybody gets a massage.

The children turn to see the centre of the circle. In the centre of the circle there are some illustrated cards with laughter yoga instructions.

Each child in turn picks one card and everybody follows instructions, until everybody picks a card.

#### Suggested steps to organize the activity

1. Find appropriate relaxing music.
2. Pillows in a circle.
3. Prepare laughter yoga cards.

#### Remarks Issues to pay attention to when implementing the activity

In order for the activity to be successful, kids must understand the need for relaxing and also feel empathy for the other so that they would want to help him/her relax.

#### Role of the teachers

The teacher's role during this activity is to help children recognise the need for relaxing and its importance.

#### Role of the children

To find an appropriate way to him/herself help his/her peer to relax.

#### Added value for the children

This activity gives children the opportunity to recognise the need and the importance of relaxing.

#### How has the activity been monitored / evaluated? eg. Observation and data recording

The activity will be successful if children use the relax zone to relax with the help and support of their peers.



## RELAX UNDER THE TREE



**PRESENTED BY**  
27<sup>th</sup> Pre-School Daugavpils (Latvia)

**AREA OF DEVELOPMENT**  
Self-empowerment and skills

**TYPE OF ACTIVITY**  
Informal

### PRE-TEACHING PREPARATION

**DATE** Spring-summer.

**GROUP / NUMBER OF CHILDREN** Small group (8/15 children)  
Teaching assistant(s): There is need for teaching assistance.

**IS THE LESSON INQUIRY-BASED?** No.

**TIME REQUIRED** Children can make “sun catchers” in one day and make lemonade and relax under the tree in another day. The time of relaxation under the tree depends on children wishes.

**MAIN TASK / QUESTION FOR THE CHILDREN** Exploring, observing, feeling nature, allow children recognize and express their emotions, relax or invent fantasy stories.

**POSSIBLE CHALLENGES FOR THE PUPILS** An opportunity to recognize and express emotions and allow children to freely imagine and fantasize.

**MATERIALS TO BE USED** A comfortable place, for example, a large bench around the “Sensory tree”, can be also on the grass under a large tree, soft pillows.

Sound objects hanging on the tree: bells, keys, shell compositions, button crafts, CD compositions, cans of coca cola, “Sun catchers”.

Lemons, oranges, mint leaves, strawberries, water, a large jug, glasses with straws, knives and boards for making summer lemonade.

Relaxing music, music player.

Exciting fairy-tale and stories about nature.

### IMPLEMENTATION

**General goals and learning objectives of the activity**  
*Why I do this activity and what will children learn/improve?*

The goal of this activity is children to improve children’s understanding and respect for their own and other people’s needs - the need to relax, take care of their own and other people’s health and well-being; to give children the opportunity to feel their emotions, when they hear bird songs, wind, silence, sea sounds, rain sounds, insect sounds, sounds of rustling leaves; to allow children to fantasize, talk about their dreams, about personal life experiences; to supplement the knowledge about the existing elements of nature; to develop all senses (hearing, sight, touch, taste, smell).

#### Description of the activity

The activity takes place when children lie down or sit down on soft pillows on the bench around the “Sensory tree” (it can be also any tree without any bench around. Children can sit on the grass).

While laying or sitting, they can talk about interesting events from their lives, about their dreams, listen to exciting tales and stories.



The teacher switches on CD-player to play relaxing music, sea sounds, water sounds, bird songs, insect sounds.

Children fantasize, relax, imagine.

You can make a summer drink (a lemonade) together with children. Ingredients: water, lemon, oranges, strawberries, mint leaves.

Children can independently cut a lemon, put berries, pour water, pick peppermint leaves from Aroma garden.

This summer drink is refreshing on a hot day.

Children enjoy the taste and freshness of the drink while relaxing in the shade of the tree.

Also, children can make "Sun catchers" ("sun catchers" can be made beforehand; first, children collect meadow flowers from the preschool area, and then make compositions out of flowers and petals on laminating sheets.

The finished compositions are laminated.

Children hang them on tree branches with the help of adults.

Children observed what was happening to the flowers. The flowers became more transparent.

They also observed the rays of the sun.

Children can hear the sound of small and big bells,



wind bells (it can be any other thing making sound). Children can say pleasant words to each other and express their feeling during relaxation.

#### **Suggested steps to organize the activity**

1. Making "Sun catchers" and preparing summer lemonade (at the wish).
2. Sitting or lying on the pillows under the tree.
3. Listening to relaxing music and nature sounds.
4. Children thoughts and emotion expression.

#### **Remarks Issues to pay attention to when implementing the activity**

The activity should have a calm mood, to give the opportunity to feel relaxed and happy.

#### **Role of the teachers**

The teacher carefully observes, participates in the reflections that arise. The role of the teacher is to ask stimulating questions that can involve all children, to stimulate the exchange of views. After relaxation, offer children to say good words to each other. The teacher encourages children to perform breathing and relaxing exercises

#### **Role of the children**

Children relax and observe. Children are active participants of thought and dialogue.

#### **Added value for the children**

In this way, children can relax, express and recognize their emotions, enrich their vocabulary, and new reflections that have arisen from the reflections of other children.

#### **How has the activity been monitored / evaluated? eg. Observation and data recording**

The teacher makes notes about children's feelings, thoughts, and dreams. Can be used notes, camera, video camera.



## MUD KITCHEN

**PRESENTED BY**  
Casalgrande (Italy)

**AREA OF DEVELOPMENT**  
Skills



### PRE-TEACHING PREPARATION

**DATE** Everyday.

**GROUP / NUMBER OF CHILDREN** Small group (8/10 children) of a class.

**TEACHING ASSISTANT(S)** There is need for teaching assistance.

**IS THE LESSON INQUIRY-BASED?** No.

**TIME REQUIRED** One hour/ one hour and half.

**MAIN TASK / QUESTION FOR THE CHILDREN** Can the intertwining of different elements create new knowledge and new learning? How can the game of cooking bring out experiences, evocations and stories among children?

**POSSIBLE CHALLENGES FOR THE PUPILS** Exploration, manipulation, research, awareness of one's actions, imagining and telling.

**MATERIALS TO BE USED** Bowls, pots, containers, bowls, plastic pots, bowls, jugs, funnels, baking dishes, molds, wooden spoons, metal spoons, scoops.

### IMPLEMENTATION

**General goals and learning objectives of the activity**  
*Why I do this activity and what will children learn/improve?*

The goal of this activity is children to increase familiarity with the natural elements present in the garden, increase manipulative skills, bring out imaginary narratives and possible contaminations between what is structured and what is not.

#### Description of the activity

The activity takes place when the children approach the space dedicated to the kitchen in the garden, composed of different work surfaces, enriched with different dishes of different shapes, sizes and materials and various utensils available to children.

A small group or the whole section group comes out and starts to manipulate, fill, pour, empty, transfer, mix, mix, collect, portion, crush, spread, grind, measure, remove, add, grate, sift, filter, separate.

Having direct experience and being able to explore physical transformations offers an important stimulus, allowing children to create mental transformations.

It is what children get by mixing the various ingredients can become a coffee with sugar, a soup, but also lotions, creams, drinks, potions.

This work is full of emotions and has great value for everyone, both personally and socially.

Here the children do continuous and different research, they experiment in symbolic and imaginative games.

#### Suggested steps to organize the activity

The teachers are attentively observing but participating in the actions they perform; they try to ask intelligent and stimulating questions without anticipating knowledge; they stimulate the sharing of opinions and the contamination of learning

#### Role of the teachers

The teachers are attentively observing but participating in the actions they perform; they try to ask intelligent and stimulating questions without anticipating knowledge; they stimulate the sharing of opinions and the contamination of learning

#### Role of the children

Children are active protagonists of their gestures, their experiments, their thoughts and dialogues.

#### Added value for the children

The process of making mixtures connects the scientific world and that of art, educating children as much as possible.

The growth of imagination and creativity occurs through the direct experience of cause / effect processes that put the child in a position to ask himself what is going on.

The experience of making mixtures brings the child into a fantasy reality.

**How has the activity been monitored / evaluated?**  
*eg. Observation and data recording*

Notes, camera, video camera, fogli visivi.

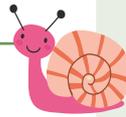


## THE MUSIC WALL

**PRESENTED BY**  
27<sup>th</sup> Pre-School Daugavpils (Latvia)

**AREA OF DEVELOPMENT**  
Emotional development

**TYPE OF ACTIVITY**  
Informal



### PRE-TEACHING PREPARATION

**DATE** Spring-Autumn.

**GROUP / NUMBER OF CHILDREN** Small group (6/8 children)

**TEACHING ASSISTANT(S)** There is need for teaching assistance.

**IS THE LESSON INQUIRY-BASED?** Yes.

**TIME REQUIRED** It is possible to use it almost every day, 20-30 minutes is enough. Children can be creative and offer new ideas for playing with the music wall.

**MAIN TASK / QUESTION FOR THE CHILDREN** What determines the volume of a sound?

**POSSIBLE CHALLENGES FOR THE PUPILS** To exercise auditory perception outdoors.

**MATERIALS TO BE USED** The music wall with different used metal objects: spoons, casseroles, colanders, saucepans, pot lids, measuring cups, teapots, graters and others.

### IMPLEMENTATION

**General goals and learning objectives of the activity**  
*Why I do this activity and what will children learn/improve?*

The goal of this activity is children to stimulate children's auditory perception. Promote counting skills. To develop mutual interaction between analysing systems (movement, listening). To promote children's ability to discover, experiment, develop fantasy and creativity.

#### Description of the activity

Children are given the opportunity to explore objects on the music wall. In the research process, children determine what material these items are made of, what size and thickness they have, how many people can play in the area.

Then the teacher asks children to determine how the volume of the sound will depend on the number of children playing. One child name the numbers in turn, the other children start making sounds one by one (1 - one child starts playing; 2 - the other joins and they play in pairs; 3 - in threes, etc.).

Children conclude that as the number of musicians increases, then the volume also increases. At the end

of the activity, children are given the opportunity to invent their own rhythmic melody independently, in pairs and in a team.

Children conclude that a more beautiful melody is obtained when the team works together, each participant listens to others and waits for their own team.

#### Suggested steps to organize the activity

1. Name the music wall components.
2. Try out the sounds of the music wall components in different ways.
3. Try out different activities that children offer to implement. Be creative, think what other materials can be used for this wall.
4. Try to write a melody, make an orchestra.

#### Remarks Issues to pay attention to when implementing the activity

To create a cosy, safe and comfortable environment, which helps develop listening and cooperation skills. Place all objects on the music wall at a suitable height and fasten them well, so that children can touch them safely.

#### Role of the teachers

The teacher provides a favourable environment for the development of listening skills and the promotion of cooperation by working on the music wall. Encourages interest in sound and desire to work with group members.

Allows children to gain the necessary experience by playing.

#### Role of the children

To gain practical experience, to practice learning through the senses in a natural, relaxed way. To develop creativity, interest to musical sounds. To collaborate and work in one team (orchestra).

#### Added value for the children

Children are free to operate without fear of producing loud sounds.

#### How has the activity been monitored / evaluated? eg. *Observation and data recording*

Notes, camera, video camera, sound recorder.

## TREASURE HUNT



**PRESENTED BY**  
Cardet (Cyprus)

**AREA OF DEVELOPMENT**  
Personal and social awareness (independence and confidence, social development, personal health and safety)

**TYPE OF ACTIVITY**  
Informal

### PRE-TEACHING PREPARATION

**DATE** Sometime in September.

**GROUP / NUMBER OF CHILDREN** 4- 6 years old; 12 children (3 groups of 4 children).

**TEACHING ASSISTANT(S)** There is need for teaching assistance.

**IS THE LESSON INQUIRY-BASED?** No.

**TIME REQUIRED** The time needed for this activity is approximately 40 minutes. It would be preferable to take place in the morning so that children have the chance to use the playground after completing the activity.

**MAIN TASK / QUESTION FOR THE CHILDREN** To get to the treasure box.

**POSSIBLE CHALLENGES FOR THE PUPILS** Getting upset for not completing a task.

**MATERIALS TO BE USED** Treasure box, Natural materials (e.g. leaves, shells, stones, wooden sticks, cork), Twine, Task list, Cards in different colors, Printer.

### IMPLEMENTATION

**General goals and learning objectives of the activity**  
*Why I do this activity and what will children learn/improve?*

The goal of this activity is to help children to get to know the area and the way the playground can be



used. The aim is to get children to collaborate to complete the tasks, follow the instructions and insist –not giving up- if not successful until they complete the task, follow the rules /restrictions of the correct and safe use of the playground.

#### Description of the activity

The teacher splits children in 3 groups of 4. Each group is given a colored task list which have to be completed in certain sequence.

They follow instructions that have to do with using the playground, until they complete all tasks (number of tasks has to do with number of different areas in the playground).

Then children can open the treasure box which includes natural materials that can be used to create jewelry.

#### Suggested steps to organize the activity

1. Pay attention to the playground e.g. How many areas, different areas (slight, seesaw etc).
2. Write illustrated instructions for each area.
3. Task form (colors of the tasks cards in certain sequence-different sequence for each group).
4. Prepare the materials in the treasure box.
5. Different color cards.

#### Remarks Issues to pay attention to when implementing the activity

In order for the activity to be successful, instructions must be well illustrated and explained.

Kids must follow their task form sequence and every time, one different kid should try to implement the task .

#### Role of the teachers

The teacher's role during this activity is to help children follow the instructions and complete the tasks.

#### Role of the children

To follow carefully the instructions and complete the tasks correctly and safely.

#### Added value for the children

This activity gives to children the opportunity to get to know better their playground and how each play area can be used.

They also have the chance to be physically active.

#### How has the activity been monitored / evaluated? eg. Observation and data recording

The activity will be successful if children manage respect the rules, get to the treasure box and create jewelry.

Teacher has to observe their actions throughout the activity.

## NEW PERSPECTIVE



**PRESENTED BY**  
Cardet (Cyprus)

**AREA OF DEVELOPMENT**  
Arts, interaction with material and ideas  
(exploration of material and means)

**TYPE OF ACTIVITY**  
Informal



### PRE-TEACHING PREPARATION

**DATE** Anytime in the year.

**GROUP / NUMBER OF CHILDREN** 5- 6 years old; 1-2 children

**TEACHING ASSISTANT(S)** There is no need for teaching assistance.

**IS THE LESSON INQUIRY-BASED?** No.

**TIME REQUIRED** 20 minute.

**MAIN TASK / QUESTION FOR THE CHILDREN** To observe the environment and create a new landscape based on both reality and imagination.

**POSSIBLE CHALLENGES FOR THE PUPILS** Not to take the appropriate time to create their picture.

**MATERIALS TO BE USED** Photographs of various landscapes, black markers, camera/tablet, printer, paper.

### IMPLEMENTATION

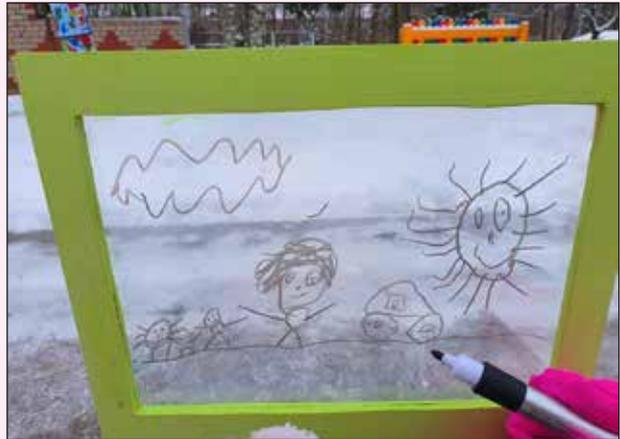
#### General goals and learning objectives of the activity

*Why I do this activity and what will children learn/improve?*

The goal of this activity is children to explore space and ideas and connect them with the environment around them. The aim of this activity is children to use observation, imagination and creativity to make art.

#### Description of the activity

The teacher takes the children in the area (outdoor atelier). At the area of the outdoor atelier, there is a frame with Perspex that rotates from its base. Children have to rotate the frame to choose the view they prefer and observe what is there (e.g. trees, plants, sky, buildings, shadows etc.). The teacher asks the children to add any feature they would like to have in the existing view, using black markers. That could be something real e.g. a cat or something imaginary (e.g. a dragon). When the children have the outcome they like, the teacher takes a picture of the art they created. Children can work individually or in pairs. When enough children go through the activity, they can make an exhibition of the 'pictures'. Teacher can encourage children to choose the same view more than once so that they can create different pictures to make a series of artwork (different shadows, light according to different time/seasons etc).



#### Suggested steps to organize the activity

1. Children work with colored photographs and must add features using black marker.
2. Place a frame with Perspex on a rotated axis in outdoor atelier area.
3. Available camera or tablet in outdoor atelier area.

#### Remarks Issues to pay attention to when implementing the activity

For the activity to be successful, children must be able to observe carefully and be sure for the selection of their view and if in collaboration, to respect the work of each other.

#### Role of the teachers

The teacher's role during this activity is to make questions on the selected area and generally on what they see around them so she/he can help them to create a well-balanced picture.

#### Role of the children

To be physically and mentally involved in the activity. Pay attention to the details.

#### Added value for the children

Children use their imagination and become more creative.

#### How has the activity been monitored / evaluated? eg. Observation and data recording

The activity will be evaluated by the printed picture of the outcome of the student.

## DRAWING WITH THE EARTH



**PRESENTED BY**  
Casalgrande (Italy)

**AREA OF DEVELOPMENT**  
Skills

### Description of the activity

The activity takes place once a week with a small group of children.

### Suggested steps to organize the activity

1. In the first place it is necessary to define within the working group who lives that space that day to avoid that the whole nest is present.
2. Prepare easels, sheets of various sizes, brushes or sticks that can be used by children to create their graphics.
3. Children can freely choose to use any type of graphic support (brushes, sticks, fingers... or sheet, floor, wall...) and to do whatever they want.
4. The earth is an easily malleable material that adapts to many shapes and that does not need any processing or preparation.

### Role of the teachers

The adult has the role of attentive observer and solicitor of questions, questions and relaunches with respect to the experience that children are experiencing.

### Role of the children

Children are active protagonists of their research, their movements, and their thoughts.

### Added value for the children

In this way, children not only expand and deepen their graphic skills, but rework concepts and work methods in a completely unusual way. By drawing in a group, they transfer ideas, theories and experiences to others, enter into relationships with nature, with other children and with teachers: they intensify ties and share reasoning.

### How has the activity been monitored / evaluated? *eg. Observation and data recording*

Notes, camera, video camera, folio visivo.

## PRE-TEACHING PREPARATION

**DATE** Once a week.

**GROUP / NUMBER OF CHILDREN** Little group (3 or 4 children) of a class.

**TEACHING ASSISTANT(S)** There is need for teaching assistance.

**IS THE LESSON INQUIRY-BASED?** No.

**TIME REQUIRED** One hour and half.

**MAIN TASK / QUESTION FOR THE CHILDREN** Can the exploration of the earth in different ways and techniques arouse new skills and new learning?

**POSSIBLE CHALLENGES FOR THE PUPILS** Research, awareness of one's actions, representing and narrating.

**MATERIALS TO BE USED** Sheets of various sizes, brushes, sticks, easel, table top.

## IMPLEMENTATION

### General goals and learning objectives of the activity *Why I do this activity and what will children learn/improve?*

The goal of this activity is increase familiarity with space, create new graphic and body awareness modes, cooperation between children, bring out elements and situations that can be the focus of design purposes.



## EXPLORATION OF INFORMAL MATERIALS



**PRESENTED BY**  
Casalgrande (Italy)

**AREA OF DEVELOPMENT**  
Cognitive and skills

**TYPE OF ACTIVITY**  
Informal



### PRE-TEACHING PREPARATION

**DATE** Everyday.

**GROUP / NUMBER OF CHILDREN** Big group (20 children) or small group (3/5 children) of a section.

**TEACHING ASSISTANT(S)** There is need for teaching assistance.

**IS THE LESSON INQUIRY-BASED?** No.

**TIME REQUIRED** 30 minutes-an hour and a half.

**MAIN TASK / QUESTION FOR THE CHILDREN** What kind of knowledge, feelings and emotions, memories can raise the exploration of informal materials within natural contexts in the children? Can the mix of different elements stimulate new awareness and learnings in the children?

**POSSIBLE CHALLENGES FOR THE PUPILS** Exploration, research, self-awareness, self-confidence.

**MATERIALS TO BE USED** Shoulder bags, baskets, containers of different sizes and shapes, magnifying glasses, camera, binoculars, paper notebooks, trowels, rakes, cones, cylinders, boxes, baskets, hoops, small plastic and metal objects, etc.

### IMPLEMENTATION

#### General goals and learning objectives of the activity

*Why I do this activity and what will children learn/improve?*

The goal of this activity is children to increase spaces familiarity and reduce danger perception at the same time, create new recreational and exploration backgrounds through the mix between the informal materials of the outdoor spaces of the nursery school and the natural elements; observe and develop elements and situations of interest for the project intent.

#### Description of the activity

The activity takes place every time the children go outdoors, into the nursery school garden or paved areas. They go out in small groups or all together and start to explore, research and investigate natural elements through informal materials. In the nursery school area the contexts necessarily have to communicate between each other, each material should be mixed and improved every time it comes in contact

with different materials, thanks to the thought and the action of the children. In the outdoor the children can find different informal materials, like plastic or paper cones, boxes, plastic cases, plastic poles, cylinders, hoops, bowls, containers, etc.

The children continuously attribute a sentimental value and symbolic and creative meaning to the objects, enriching games time after time.

#### Suggested steps to organize the activity

At first, it is necessary to define a calendar of the place occupation within the working group, in order to avoid the overlapping of groups.

Then, during the morning assembly with the children of the section it is essential to decide how to search for natural elements, what kind of informal materials it is necessary to add or to choose among those to find outside, which paths to investigate and what kind of instruments to use (shoulder bags or baskets, magnifying glasses, binoculars, paper or digital notebooks, etc.).

#### Role of the teachers

Adults let the children use different materials any time they want and according to their creativity, in order to employ them as instruments for investigating the natural elements all around from a different point of view.

#### Role of the children

The children are active players of their natural research.

#### Added value for the children

The children can interpret the reality that surrounds us, avoiding shallowness and habits, enhancing the differences by highlighting them.

This way, children are not only able to explore interesting details for them, but they can also get in touch with each other and with nature, cooperating and increasing relationships by sharing feelings and thoughts.

**How has the activity been monitored / evaluated?**  
*eg. Observation and data recording*

Notes, camera, videocamera, visual handouts.

## SOAP BUBBLES



**PRESENTED BY**  
Motala (Sweden)

**AREA OF DEVELOPMENT**  
Cognitive and skills

**TYPE OF ACTIVITY**  
Informal

### PRE-TEACHING PREPARATION

**DATE** Regularly once a week.

**GROUP / NUMBER OF CHILDREN** 5 to 25 children.

**TEACHING ASSISTANT(S)** There is need for teaching assistance.

**IS THE LESSON INQUIRY-BASED?** No.

**TIME REQUIRED** 15 to 30 minutes.

**MAIN TASK / QUESTION FOR THE CHILDREN** To experience different physical and chemical phenomenon.

**POSSIBLE CHALLENGES FOR THE PUPILS** To find Inspiration for new knowledge and curiosity to learn more.

**MATERIALS TO BE USED** 6 cups water (distilled is best but tap water is fine), 1/2 cup blue Dawn dish detergent I used "ultra concentrated", but Dawn original is even better. 1/2 cup corn starch (corn flour in the UK) 1 tbsp baking powder (not baking soda) 1 tbsp Glycerine (or personal lubricant). In addition, Bucket, string between two pegs, pipe cleaners, straws, small containers.

### IMPLEMENTATION

#### General goals and learning objectives of the activity

*Why I do this activity and what will children learn/improve?*

The goal of this activity is children that the children learn more about physical and chemical phenomenon. Joyful experience together with their friends

#### Description of the activity

To show the children how you create big bubbles, then let them blow their own.

#### Suggested steps to organize the activity

1. Take out the box and check that all material is there.
2. Collect all children and tell them about the activity.
3. Show how the big bubbles are made.
4. Take out the equipment used to blow bubbles.
5. Let the children blow / try to blow their own bubbles.
6. Wash everyone's hands.

#### Remarks Issues to pay attention to when implementing the activity

Help the youngest ones to hold their bottles.

#### Role of the teachers

Show what happens, explain what the fluid is made from, enjoy with the children.

#### Role of the children

Watch and later enjoy blowing and chasing bubbles in the yard

#### Added value for the children

Apart from joy from the experience it's also good for the children to succeed with making bubbles and good for their oral motor and speech.

#### How has the activity been monitored / evaluated? eg. Observation and data recording

We communicated with the children about the different steps, first watch when a teacher made large bubbles, try to country them and after that they all had the chance to try.

We found that many children of all ages were interested both in watching and trying to blow their own bubbles. The easiest way for the youngest children to succeed with blowing was to used straws cut in two (approx. 10 cm. Long). All teachers and teaching assistants helped and took responsibility for a small container and of a smaller group of children. That worked well, and we had the opportunity to evaluate shortly when we had finished the activity.



## LEMONADE



**PRESENTED BY**  
Cardet (Cyprus)

**AREA OF DEVELOPMENT**  
Personal and social awareness, motoric skills

**TYPE OF ACTIVITY**  
Informal

### PRE-TEACHING PREPARATION

**DATE** Sometime in February.

**GROUP / NUMBER OF CHILDREN** 4-6 years old; 5 children.

**TEACHING ASSISTANT(S)** There is need for teaching assistance.

**IS THE LESSON INQUIRY-BASED?** No.

**TIME REQUIRED** The time needed for this activity is approximately 1 hour (60 minutes) and it would be preferable to take place near the end of the school day.

**MAIN TASK / QUESTION FOR THE CHILDREN** To make lemonade to treat their classmates.

**POSSIBLE CHALLENGES FOR THE PUPILS** To get dirty.

**MATERIALS TO BE USED** Basket for the lemons, aprons, glasses for all the children, illustrated lemonade recipe, bottles for the lemonade, pots.



### IMPLEMENTATION

**General goals and learning objectives of the activity**  
*Why I do this activity and what will children learn/improve?*

The goal of this activity is children to enjoy interaction and communication among them that leads to happy moments and develops friendships. Also, this activity helps children to organize their work, follow instructions, recognize and react accordingly to the needs of others in order to support the common target.

#### Description of the activity

Children collect lemons from the garden of their school yard and after discussion of how they can use them, they decide to make lemonade and treat their classmates. They search the internet/recipe books for a recipe and find out what they need to make lemonade. Children collect the ingredients and with the help of their teacher and the teacher-assistant they perform the recipe in the meeting place/kiosk and treat the rest of their classmates with a glass of lemonade.

#### Suggested steps to organize the activity

1. The activity must take place at fruiting season for lemon trees.
2. Prepare the ingredients needed to perform the recipe.
3. Supply the appliances and houseware needed to perform the recipe.

#### Remarks *Issues to pay attention to when implementing the activity*

Make sure there are enough lemons on the trees to make enough lemonade for all children and all ingredients needed for the recipe are available at school. Also make sure the tools needed to perform the recipe are available e.g. juicer, bottles for the lemonade etc.

#### Role of the teachers

The teacher's role during this activity is to coordinate the kids so that they can successfully perform the recipe.

#### Role of the children

To collaborate so that they successfully perform the recipe.

#### Added value for the children

This activity gives children the opportunity to share happy moments with their classmates and enjoy treating others.

#### How has the activity been monitored / evaluated? *eg. Observation and data recording*

The teacher will observe children while performing the recipe-if they collaborate without arguments, if they respect the opinion of others, if they enjoy the process.

## INSECT PARTY



### PRESENTED BY

27<sup>th</sup> Pre-School Daugavpils (Latvia)

### AREA OF DEVELOPMENT

All three areas

### TYPE OF ACTIVITY

Informal



## PRE-TEACHING PREPARATION

**DATE** Spring-summer.

**GROUP / NUMBER OF CHILDREN** Small group (8/12 children).

**TEACHING ASSISTANT(S)** There is need for teaching assistance.

**IS THE LESSON INQUIRY-BASED?** No.

**TIME REQUIRED** 1 hour.

**MAIN TASK / QUESTION FOR THE CHILDREN** To find natural materials and make dragonflies, butterflies, bees and other insect models. Tell others about your unique insect model.

**POSSIBLE CHALLENGES FOR THE PUPILS** Children can make some unusual insect models, which do not exist in real nature.

**MATERIALS TO BE USED** Pictures, models of insects, magnifying glasses, bags for collecting natural materials, different natural materials: flowers, stones, twigs, bird's feathers, mirrors for making pounds, cameras.

## IMPLEMENTATION

### General goals and learning objectives of the activity

*Why I do this activity and what will children learn/improve?*

The goal of this activity is children to deepen knowledge of children about insects and their structure; to observe insects in nature; to collect natural materials and make your own insect from them; to tell others about your insect by describing its appearance; to develop skills to observe, study, analyse the results, and communicate with others.

### Description of the activity

At first children come to the meeting place, they discuss insect diversity, watch presentation pictures of insect models, observe insects in the preschool territory using magnifying glasses, and supplement their knowledge about the world of insects. The teacher asks children about insects they observed, children talk about physical appearance of insects. The teacher offers children to think about insect models they would like to make out of natural materials, plants and flowers needed for activity implementation. Children gather parts of flowering plants, stones, twigs, and bird feathers. Later

on together with the teacher, children discuss details about making different insect models out of collected materials.

Children with their insect models return to the meeting place to discuss and show the created insects to other children, tell about the material they used and why.

### Suggested steps to organize the activity

1. Discussion of the topic "Insects" in the Meeting place, children's ideas and propositions.
2. Insects observation, collecting natural materials in the territory of pre-school.
3. Gather in the Meeting place, make insect models out of collected materials.
4. Make presentation of insects for other children, discussion.

### Remarks *Issues to pay attention to when implementing the activity*

Children can make any insect; teacher should give maximum freedom for children imagination and creativity.

### Role of the teachers

Motivates, encourages and provides new, practical knowledge, puts into practice various outdoor nature exploration. Provides an opportunity to choose a variety of materials, inspires children to act according to their imagination, encourages them to spend their free time creatively and interestingly, acquiring new skills. Pays attention to child's social skill development.

### Role of the children

Children participate in discussions, investigate and observe insects in nature, gather natural materials, make insect models out of collected materials. Make a short presentation about insects to others.

### Added value for the children

Get knowledge about insect physical characteristics and body structure.

### How has the activity been monitored / evaluated? *eg. Observation and data recording*

The teacher notes children's collaboration skills, creativity and interesting ideas. Can be used notes, camera, or video camera.





**BOOKLET  
OF THE GOOD  
PRACTICES**