



Projekt współfinansowany w
ramach programu Unii Europejskiej
„Erasmus+”

“Children in action against climate change. Let children open to the world”

2020-1-PL01-KA229-081744_1



Lesson plans prepared based on the method
„ASK, COLLECT, VISUALIZE, CREATE, ACT”

SERBIA - GREECE - SPAIN - TURKEY – POLAND

Our tips for waste – SERBIA

Special aim: To increase ecological awareness of reusing waste

General aims: To develop creativity, scientific thinking, communication and collaboration, critical thinking

Children go outside and observe surroundings and waste they can find on streets , in parks. They ask questions and teacher can record them or write them.

We start with question : “What if we look at waste as something we can always reuse for another purpose?”

Students and their parents can make toys, art crafts, carnival costumes, musical instruments, handbags reusing “useless” material.

They can create a posters to raise awareness of the local community and set them on public places in their cities to send ecological messages to citizens.

ASK

Students explore which kind of waste they can find in surroundings and collect questions about the waste.

Teacher helps them to create groups according to their interests and questions.

COLLECT

Students collect data in forms which can be prepared by teacher, or older students can prepare by themselves.



VISUALIZE VISUALIZE

Students draw maps where they found various waste, what kind of waste, they draw their plan what they can do with these waste.



CREATE CREATE

Students use various waste to create various items according to their plans.



They can create various kind of transportation using old boxes for instance or recycle old newspapers and magazines. Also, parents can be included and they can work with their children at home too.

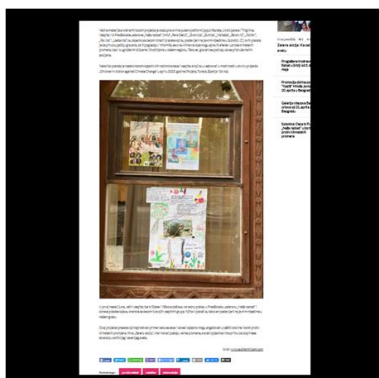
Students can work in small groups and work on different activities



Various groups can use various waste materials and create different items.

ACT

Also, groups can prepare posters which will be shared on public places of city in order to inform citizens about reusing and publish in the media about activities and actions.



Autumn leaves - SERBIA

Special aim : To initiate imagination and creative ideas

General aims: To develop creativity, scientific thinking, communication and collaboration, critical thinking

Children go outside and collect dry leaves. They ask questions and the teacher can record them or write them.

We start with the question : “What we could do with dry leaves ?”

ASK

Many questions appear, such as : Why do dry leaves have different colors ?How do leaves get red?Why do some trees have green leaves?

After returning to the classroom , students clasify leaves in different piles. Then they give their hypothesis on what they could do with dry leaves, and how leaves could be used.



COLLECT

Students experimenting with dry leaves and collecting data : If we smash leaves, we will get leaf powder. What can we do with it? Maybe we can use it to create some art using mixed techniques.



Students work in small groups according to their ideas on how to use dry leaves.



VISUALIZE VISUALIZE

Students create their group plan of what they will create using dry leaves. They found needed materials and plan their work.

CREATE



ACT

The conclusion is that we can use dry leaves in different ways and purposes. It could be used for decoration of boxes, creating birthday cake made of boxes, we can put leaves in a jar as decoration, we can prepare various art with dry leaves.





Crashed leaves and glue can be used on the same way as old paper

Students suggest that we prepare an exhibition of their work in order to give ideas to others how dry leaves could be used.

“The wind becomes the wind of change”

GRECCE

A few words about the wind project:

Our kindergarten is located upon a hill of Siros Island (Greece). The motivation of our project was:

1. The continuous gusts of wind at our school,
2. The sound of the wind in our school life,
3. The island area we live in and the ships (especially the prohibition of travelling by ship, when the wind is very strong)
4. The wind turbines that we can observe in many parts of our island.

Wind is a big part of our life on the island!

ASK

Activity goal: Experiential approach to air, activation of the senses (sight, hearing, touch), practice of observation skills, development of oral language, practice of listening and dialogue skills.

1. In the yard we listen to the wind, we feel it by closing our eyes, we look carefully at what we see when it blows.
2. We identify signs that show that it is blowing (tree leaves, hair blowing, etc.)
3. With pantomime, the children represent the wind blowing on it and become trees, plants, a poster, etc.
4. Provoking discussion about their experiences and trying to interpret the power of the wind.

COLLECT

Activity goal: To understand apnea, air, their consequences in the movement of objects, to acquire and handle new words (for example the word **wind generators**) to practice observation, the ability to compare, classify and group, to develop the ability to formulate questions - answers and to cultivate the spirit of cooperation.

1. Single out images showing air and images showing apnea.
2. We read and dramatize the folktale "*The husband of the rats daughter*", look for their images, draw it. The tale presents the elements of nature and their power. (The English version can be found here: https://readmeastoryink.com/wpcontent/uploads/stories/the_husband_of_the_rats_daughter.pdf)
3. We discuss the gradation of wind intensity and its consequences on objects and on nature in general (disasters, storms, shipwrecks, etc.)
4. We take a look on how the wind effects living on an island of the Aegean:
 - wind generators upon hills
 - sailing prohibitions due to strong winds
 - old island customs and beliefs in some Greek islands about the wind (for example "binding" the wind with a scarf, dancing and singing or other feasts to keep away the bad weather etc.)

VISUALIZE
VISUALIZE

The science talks in numbers. The assumptions we make need proofs!

- We learn about the wind power for the Hellenic Wind Energy Association (HWEA)

<https://eletaen.gr/en/home-eletaen/>

<https://ypen.gov.gr/energeia/ape/technologies/aioliki/>

- We talk about statistics and **reviews** on the subject.

<https://eletaen.gr/en/statistics/>

- We search in the internet about advantages and disadvantages on the wind power. Some of them are:

Advantages of wind energy:

- a) does not pollute the environment
- b) does not generate exhaust gases

thus it is a renewable form of energy, friendly to the environment.

Disadvantages:

- a) If birds are hit by the rotating wings they are injured or killed.
- b) As the impeller rotates it produces some noise and for this reason wind turbines are avoided near villages.
- c) The cost of building and maintaining wind turbines is still high (in relation to the electricity they produce) but with the research being done in this area, the cost is decreasing.

At the end we write down children's opinion on the subject

From our research on the subject we decide to take the side of the birds. Birds
(especially seabirds) are our great love!

And if we can use the power of the wind, let's not deprive the birds of it. Maybe the
sky and the sunsets belong to the them!

The air is their home!

CREATE

Let's be creative!!

- We make wind socks, windmills, kites and small sailboats.
- We organize a play with the story “The Reed and the wind”. It is a story about a reed that with the force of wind became a flute. This is the good aspect of the wind.

ACT

On the occasion of a video, students reflect on climate change and wind energy in simple words!

https://eletaen.gr/fysa_aeraki_fysa_me/

- We want the air we breathe to be clean. So we convince our parents to take with a bike ride in the countryside and put bikes in our lives again.
- We make posters for bird rights and become their voice. For the message to be heard, we write it on a huge kite we made for them.

“We say yes to wind energy with respect
to the NATURE that underlies it”

Water - GREECE

Work plan on the theme of Water

Why have we chosen this subject? **AIM:** The aim of the program: To make students aware of the environment and especially water, to educate them, to change the attitude of students, parents and the wider society towards environmental issues.

We always use the: Ask, Collect, Visualize, Create and Act method.

ASK

We refer to weather phenomena with a focus on rain.

Children's questions:

- How did water get into the sky and we have rainfall?
- Where we can find water in our school or in our house? Let's try to explore it.

[Let's get to know water better](#)

- How does the rain fall?
- Is there any life in the water?
- What threatens water and the life in it?

COLLECT

Collect (information, material, knowledge, experiences)

We do experiments:

- [The Oil Spill](#)
- [Snow, the curves of water, reflections and experiments](#)

Study

- [Knowledge quiz about the sea. MOM's suitcase at our school](#)
- [Life in our seas and shores.](#)

Field visit

- [TheMeadowsofPoseidonia](#)

VISUALIZE

Model construction: We can see the concepts of precipitation, concentration, evaporation, condensation, on that model.

- [The water cycle](#)

Children made a poster with ecological messages:

Water is a source of life

Use water with care

Every drop is valuable

Don't waste it.

[Tribute to World Water Day](#)

CREATE

We designed an Environmental Code of Conduct in our Kindergarten for the school community and the Environmental Committee. What measures should we take in our Kindergarten, what behaviors should we adopt so that our school and our actions are ecological and our behaviors environmentally friendly?

- [The Eco Code of our Kindergarten](#)

ACT

The children understood the importance of the rain and took action: They wrote a letter to the municipal authority. They asked to prepare a water collection system in the school. The result was amazing! Now we collect rainwater in a cistern and use it in our school . We water our plants, we filter it to make it drinkable, we wash our hands...

Poseidon and life in the water (Taking part in an Exhibition and spreading the idea to take care of the sea and the creatures who live in it. This exhibition was open and free to all habitants of the island.)

- [Participation of the students in a painting exhibition on the theme: "Poseidon"](#)
- [Knowledge quiz about the sea. MOM's suitcase at our school](#)

Life in our seas and shores:

- [The Oil Spill](#)
- [World Environment Day](#)
- [Let's get to know water better](#)

SNAILS – SPAIN

The abundant rains in May have filled our patio with snails and, by extension, our classrooms. The students of the 3-year-old classroom C, The Airplane, do not cease in their desire to transmit their day-to-day learning to their "older" neighbors in The Police Class. They often visit us to show us their achievements, experiences and discoveries. In the end they end up infecting us with their interests and enthusiasm, sharing learning situations together that enrich us all.



ASK
ASK

"Why aren't there so many snails now?"

Look, we have a snail and if we put water on it, it goes for a walk, climbs the wall and wants to escape.

Context.

How is this learning situation presented?

During the month of May there were several episodes of heavy rain (DANA) in the area and suddenly many snails appeared in the school yard.

Many children collect snails in the yard and we have them in the classroom. Since they escape, they think about putting them in closed containers. We have 1 insect houses. Questions begin to be asked:

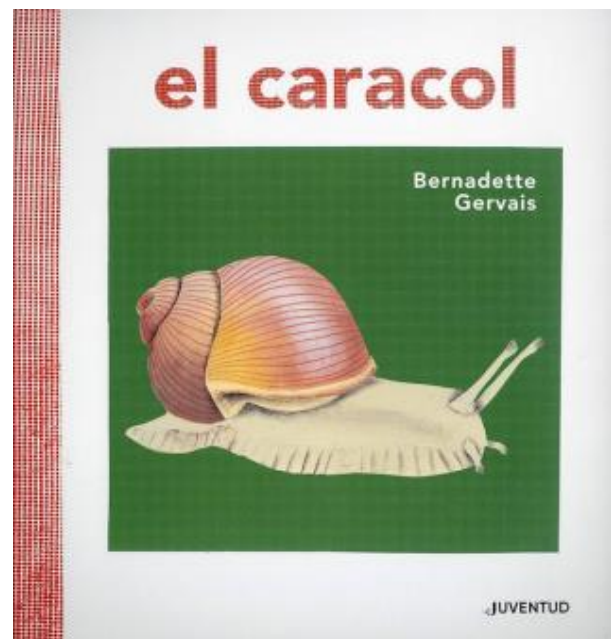
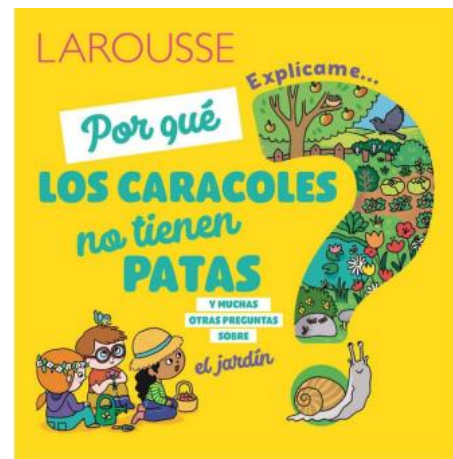
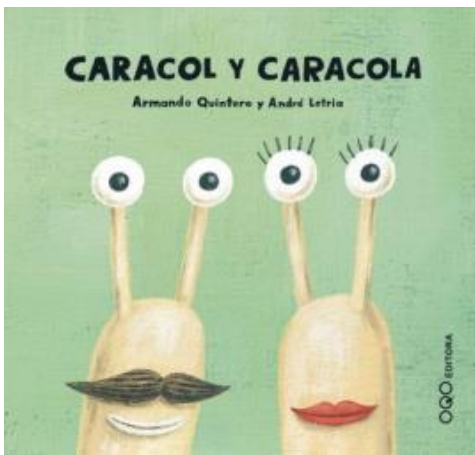
Why are there so many snails now? Where do they come from?

The next day two classmates bring a small plastic box and another shoe box with snails inside. Martín brings them with rosemary and fennel leaves but those from Nagore do not bring food.

We commented that they need food and water. They think about asking the Los Aviones class for a leaf from their table of aromatic plants (lavender, rosemary,...)

COLLECT
COLLECT

They give us related stories such as "Caracol and Caracola", "El Caracol y la Rosa", "The biggest house in the world". We look at information in our library, we find very interesting things in nature books.



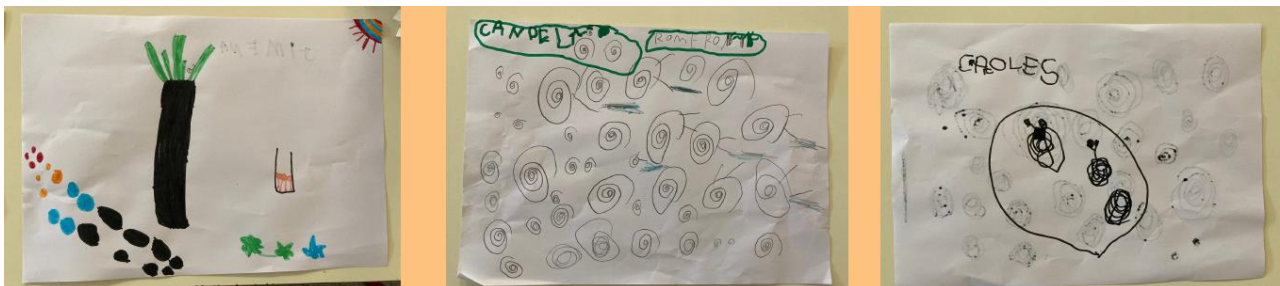
VISUALIZE

We ask families to help us find information on the topic. Between all the contributions we created a collective mural.



At the art table we leave the boxes open during proposal time. They observe that when they put green leaves on them, the snails wake up from their lethargy and begin to move around the boxes and even go out to the table.

Make a series of drawings with many details.



One of them, Manuel's, describes a snail race. Proud, when he finishes, he decides to show it in the The Planes classroom. The Planes come excitedly to offer us a race.



CREATE

We propose to create a snail race in the classrooms.



What do we need?

Goals

We show them what a goal looks like and they get to work. During free play time, we open the rendering table and they start creating.



Reflection of the particular vision of each child

Each goal reflects each child's vision of this element where a black and white grid flag marks the arrival and end of the race.



Race day arrives

We leave with our posters, goals, snails, containers with water and droppers towards The Airplane Class.

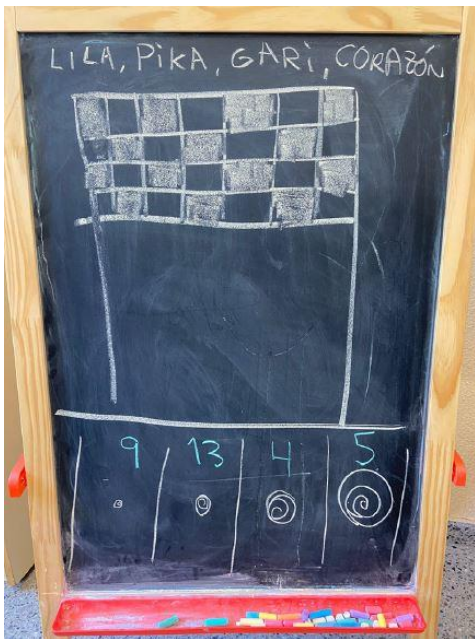


Track assembly

We place each snail in its lane, aromatic herbs at the end of each path, the goals marking the arrival, and those in charge of placing water droplets to motivate the snails.



Before starting the race, we classify the snails by size, propose names for them, and record the number of votes of each participant.



Next, we added numbers to the streets to better identify and relay the progress of each snail.

Who will win? We make hypotheses.



During the race...

Vega: My snail is going to win. because it is the greatest.

Leo: Look! The tiny one has come out of his shell.

Marcos: It's going to take a long time. It is very far!

José David: You have to bring them the rosemary that smells good. Helena: Do snails smell?

Leo: Sure! I'm sure he's hungry!

Leo: We have to give them more water so they can win.

Nagore: No, not so much, because they slip.

Martín: Mine doesn't wake up! He's not going to win!

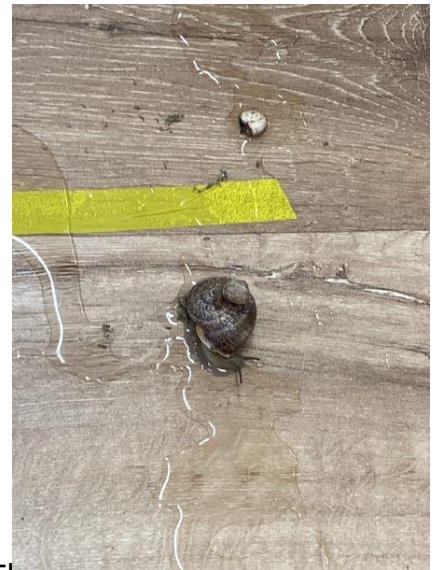
Helena: The mediator is sleeping.

Logan: Look! The little one has climbed on top of the big one. It's his mom!

Candela: "Lord, the great "it goes very slowly"

Javi: We have to give him more fennel.

Vega: No! He likes rosemary. Helena: It's turning again! That s never going to happen.



Marcos: The little one is faster. Marc: But, he's cheating. The street has changed.

María: Sir, I'm going to make you an arrow so you know the direction!

Career development

The race shows us that snails are unpredictable animals and do not respond to the expectations we had of them. Feelings of frustration, anger, grief and restlessness are generated among the children.

- They change lanes.
- They do not wake up with water, food or noise.
- They move in a circle or change course at the last moment.
- If they find another snail, they climb on top of it.

Other learnings

We make arrows to indicate the direction.

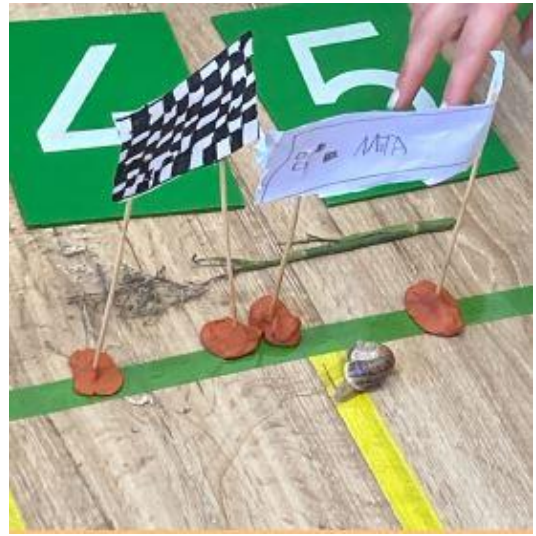


María and Marc quickly return to the classroom and make paper arrows.

Finish the race

The tiny one that starts from 3rd Street runs through several routes, crossing and advancing towards the finish line. The big one that starts from the 6th lane, when it

is close to the finish line, turns and moves in circles.



Result? Tie!

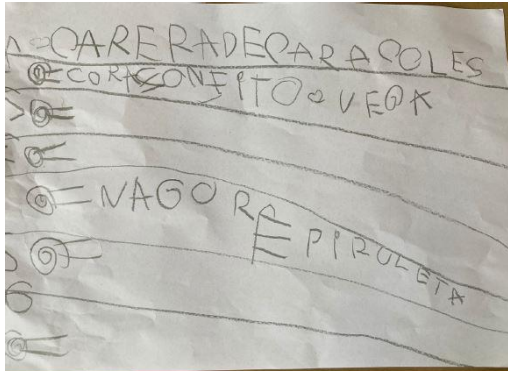
ACT

We thought about creating a newspaper to tell our colleagues what we have learned. A girl plans to make a snail house in the yard. We take advantage of our plantation of aromatic plants in tires to take our snails there.



The day after

We arrived to class with the memory of the previous day very present. On the art table they capture the details of the race.



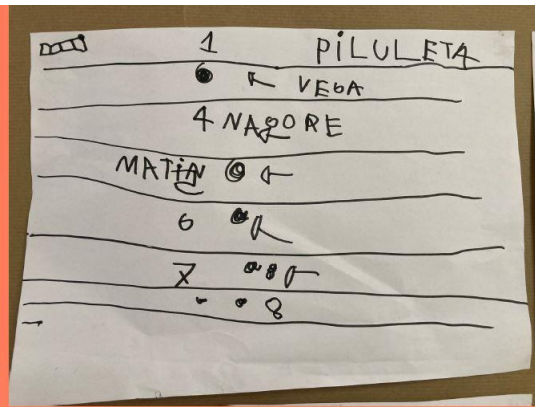
Candela



Manuel



Javi



Nagore

Eager to tell our classmates what happened, we thought about making a mural/bulletin board to tell the news.



We hung the mural in the hallway with the aim of creating a learning scenario and giving visibility to the reality of our classroom.



A girl plans to make a snail house in the yard. We take advantage of our plantation of aromatic plants in tires to take our snails there.



Other learnings

Some students establish relationships with other elements and feel motivated to contribute new creations.



Researching on the Internet, we discovered that snail races exist. Specifically, this event is held every year in a town in England, which holds a Guinness record achieved in 1995. Unlike ours, this race is carried out using a type of wet cloth with 3 concentric circles. The snails must advance 33 centimeters towards the outer ring.



What have we learned?

To put our ideas into practice:

- Take your own initiatives.

- Develop creativity.
- Experiment with the natural environment.
- To investigate by creating hypotheses.

To investigate by creating hypotheses:

- Which snail will reach the finish line first?
- Which will be the fastest?
- Will they come out of their shell?
- How can we help them?
- Do snail races exist?

Become aware of how climate change affects our immediate environment:

- Why did it not rain for much of the spring?
- Why was the rain so abundant in May?
- Why have we only seen snails in May?

To make agreements democratically:

- Voting for the winning snail.
- Name proposals.
- Take turns helping the snails.
- Values of respect and care for the environment.

To capture and represent our reality:

- Creation of goals with different materials.
- Graphic representation with drawings and elements of the environment.
- Development of artistic creations.

“Everyday things contain wonderful secrets for those who learn
to observe and talk about them. “

Loris Malaguzzi

Why flamingos didn't fly? - SPAIN

INTRODUCTION

Our students want to know why flamingos didn't fly during Autumn and beginning of Winter to warm regions.

At the end of summer flamingos didn't fly to move to warm areas because they changed their migratory flight.

A group of students of 6th of Primary asked us why flamingos didn't fly since two years ago to warm places and why they stayed at Torrevieja Salt Lakes.

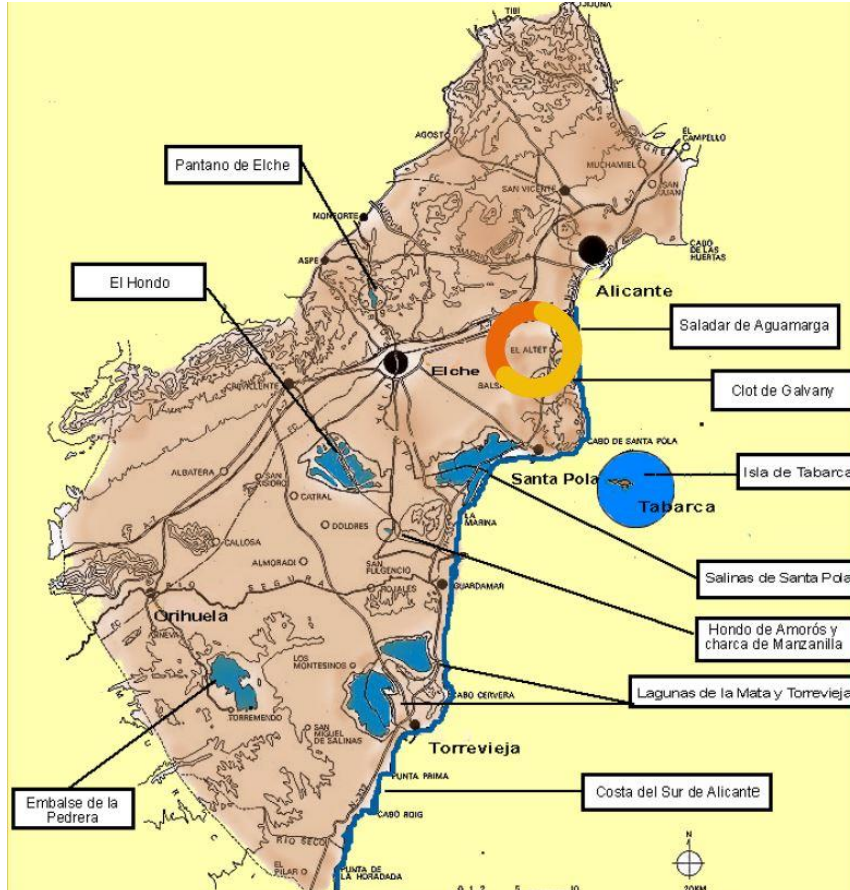
ASK

Why flamingos didn't fly through El Altet sky?

Context

Rodolfo Tomás Samper School is located close to Las Salinas de Santa Pola Nature Reserve. That allows to observe how flamingoes and other migratory birds fly over the town and consequently near our Centre. El Altet beach is only at 5 kilometers from our school. El Clot de Galvany is other Natural Reserve Scenery that is 5'6 km near here.

Balsares pond and El Hondo Site are another places where flamingoes live too. And many other places that surrounded this area.



Ideas

We have some ideas about how our students can request information in order to know everything about flamingoes life, setting and their threats.

COLLECT

- Brainstorming
- Research in internet
- Visit Salinas of Santa Pola
- Ask to family members
- Visit el Hondo Setting
- Find videos that show flamingoes flying
- Interviewing biologists from our area
- Look for newspaper articles
- Move to Public Library and ask for contents related with
- Record audios and real videos about flamingoes
- Took photos about flamingoes and their setting

We shared some flamingoes settings webs and videos:

- <https://www.visitelche.com/naturaleza/parque-natural-el-hondo/>
- <https://youtu.be/ZVv2YP0n2Gco>
- <https://www.youtube.com/watch?v=LoDaoCwdTuQ>
- <https://youtu.be/SEREKEVjy98>
- <https://youtu.be/x54VkddW3VE>



Here we find some photos of our famous flamingoes setting.





VISUALIZE

At this point we will take few photos about all process from flamingoes project

CREATE

- Make some flamingo items on Arts & Crafts to sell at the Charity Market.
- Create a corner in School where show flamingoes habitat.
- Design lapbooks and make a exposition to their school mates.
- Record some video sound audios about flamingos.

ACT

- Organize a march to pick garbage in Flamingoes Pond
- Performing the Story to Kindergarden “Un flamenco diferente”
- Participate in a Flamingoes Photo Exhibition at School

What have we learned?

- Why flamingoes belong on our ponds.
- Take care of our Protected Natural Parks.
- Flamingoes and other birds are susceptible at Climate Changes.

Sources:

<http://www.cuentoscortos.com/cuentos-originales/un-flamenco-diferente>

Añadir <https://parquesnaturales.gva.es/es/web/pn-el-fondo/el-fondo>

<https://www.visitelche.com/naturaleza/parque-natural-el-hondo>

The dance of the bees – Turkey

LEARNING OUTCOMES:

Students learn about bee's lifecycle. They can name the bee family (queen bee, worker bee, male/drone bee). They learn about their jobs. They learn how they communicate with each other. They learn how they sound when they communicate. They learn why bees are very substantial for humankind.

CONCEPT/SYMBOLS:

Bees, beehive, vibration, vibration dance, extinct

USED EDUCATIONAL TOOLS/TECHNOLOGIES

*Videos

<https://youtu.be/LEwhaMqOEKY>

<https://www.youtube.com/watch?v=-7ijl-g4jHg>

<https://www.youtube.com/watch?v=ta154f5Rp5Y>

*Code.org bee sequence game

<https://studio.code.org/s/course1/lessons/7/levels/2>

*Waste materials (toilet paper roll, coloured papers, chenille)

USED EDUCATIONAL METHODS:

-Catechize

-Learning by discovering

-Modelling

-Recording sounds

-Teamwork

SAFETY MEASURES (if there are any): Students should be warned about beehives and not get too close.

ASK

We start by asking questions about bees:

- Why bees are important?
- How can we protect them?
- Where do bees live?
- What is a beehive?
- Who is queen bee, worker bee and male/drone bee and what do they do?
- How to they make honey?
- How to they communicate with each other?
- What sound do they make? And why do they do it?

Students or teacher asks these questions and the students answer like a brainstorm. It doesn't matter if the answer is right or wrong in this point.

COLLECT

We collect information at this step. We observe the bee family poster. How queen bee is bigger and the smallest one is the worker bee. We learn about their dance with each other. They vibrate and make a buzzing sound and dance. That's how they communicate. We learn about the correct answers to the questions before, by

collecting data. We watch and listen to the video of bee dance. Student also fill a chart of the queen, worker, male bee about their food, lifetime, job.

	DRAW A PICTURE	SIZE	WHAT DO THEY EAT	HOW LONG DO THEY LIVE	WHAT DO THEY DO IN THE HIVE
QUEEN BEE					
WORKER BEE					
MALE/DRONE BEE					

VISUALIZE

We listen to the videos of bees and their life. We start planning on how to make a bee with waste materials. Students work with pairs and they make a quick to drawing as a plan. For this lesson we scheduled an activity with a beekeeper. She brings the beehives. We listen to the buzzing sounds. We record them. We visualize how bees communicate by listening and recording. The beekeeper talks about how bad it is for the world if bees go extinct and why we need the bees this much.

CREATE

We make a bee model with waste materials. We learn about their bodies by making models. We use the data we collected about bees so we know the body parts. We use coloured papers to cover the toilet paper roll. And put wings, antennas and legs. They have 2 antennas and 6 legs. Students work with pairs so they get used to teamwork. They decide together and they work in collaboration with each other.



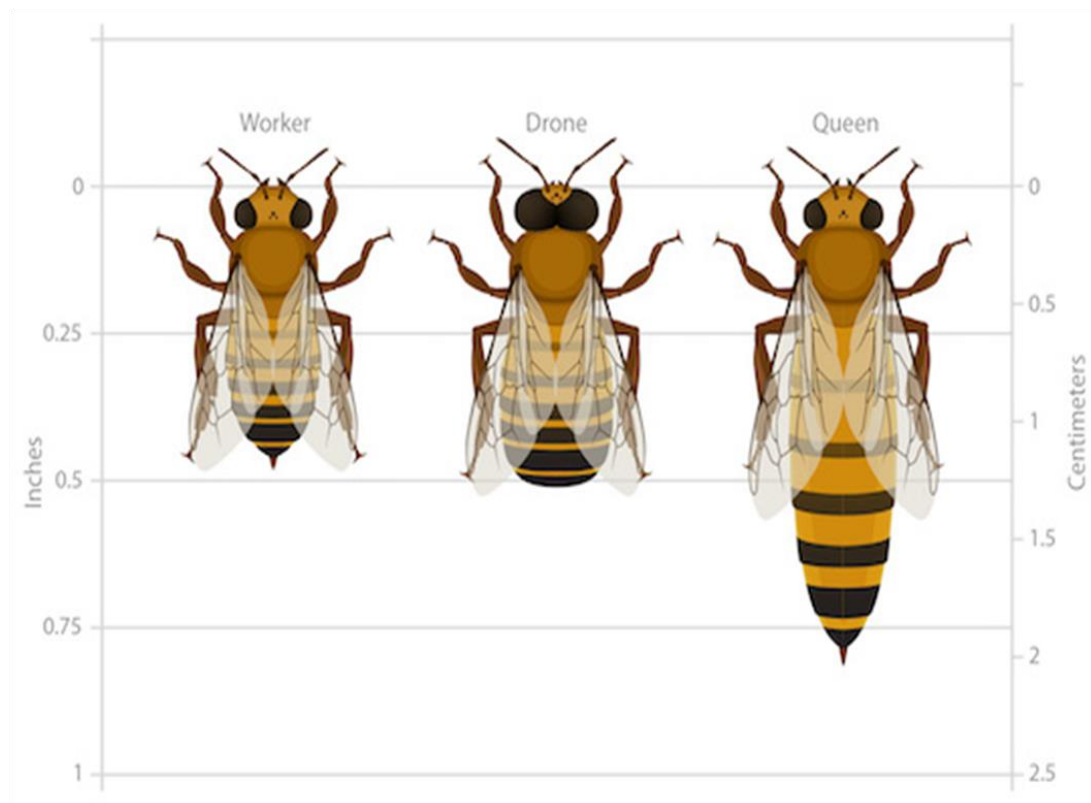
ACT

We prepare posters with the data we learned. We write about the situations that are dangerous for bees. We hang it on the hallways so that other students can learn about it.

We tell our parents that we shouldn't kill the bees and we should plant plants at home to increase nutritional value for bees. And we should also choose flowers that are particularly attractive to bees.

We could also inform the parents about supporting the creation of legal regulations at local, national and international levels to promote the conservation of bees.

APPENDIX



How the rain falls – TURKEY

LEARNING OUTCOMES:

Students learn about how it rains. They learn about the water cycle and the changes in the environment when it rains. They discover how rain fills the lakes and rivers. They also learn about acid rains due to air pollution.

CONCEPT/SYMBOLS:

Rain, water cycle, acid rain, underground water, drought

USED EDUCATIONAL TOOLS/TECHNOLOGIES

*Videos

<https://www.youtube.com/watch?v=ncORPosDrjl>

*Rain experiment tools (water, heat, glass beaker, ice)

*Poster of water cycle (appendix)

*Raindrop story (appendix)

USED EDUCATIONAL METHODS:

-Storytelling

-Learning by observing & discovering

-Experiment

-Recording sounds

SAFETY MEASURES (if there are any): Students should be warned about the heat and the ice. They shouldn't touch the ice with bare hands. And they should be aware of the heat.

ASK

We start by asking questions about the rain:

- Where does the rain come from?
- When does it rain?
- Why rain is important for the earth?
- How water cycle works?
- Why do worms come up from the soil when it rains?

Students or teacher asks these questions and the students answer like a brainstorm. It doesn't matter if the answer is right or wrong in this point.

COLLECT

We collect information at this step. We observe the water cycle poster. We learn about how water travels. We listen to the “raindrop story”. We discover how acid rain works due to air pollution. We talk about why the rain is important for humankind and the earth and what happens when it doesn't rain. We also talk about what happens in wildlife when it rains, what changes does rain bring.

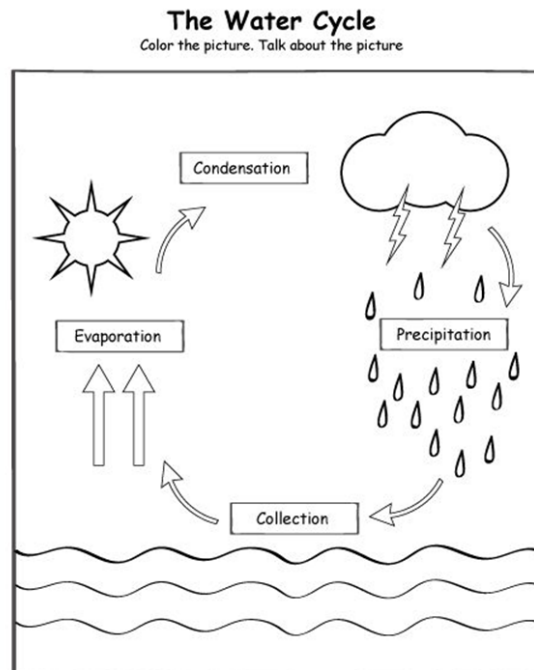


VISUALIZE

We watch the videos about rain.

<https://www.youtube.com/watch?v=ncORPosDrjl>

We try to draw the water cycle.



CREATE

We start our experiment. We put some water in the glass beaker. And then we start to heat it so it begins to evaporate. When the evaporation starts, we put a lid/plate on the glass beaker. And we add ice on the lid/plate. The water vapor condenses when it hits the lid because of the ice. It turns into liquid state from gas state which is called the “change of state” which is RAIN.



ACT

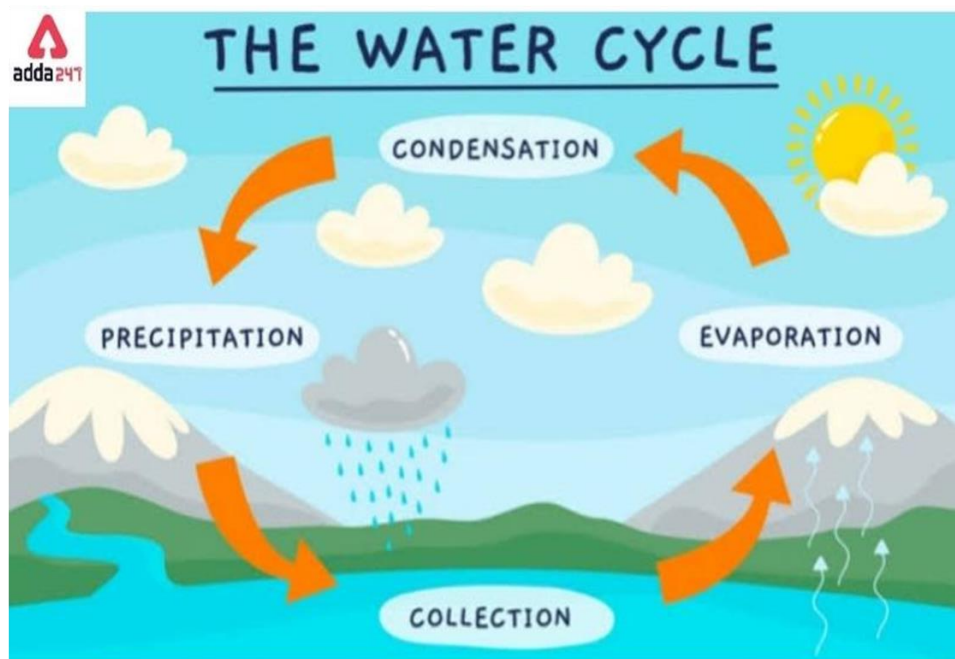
In this step, it's important that we talk about the importance of rain to everyone we know. Rain fills water resources and creates freshwater that is used in many areas such as drinking water, agriculture, industry and energy production.

We make posters about the importance of the rain and rainforests. Rainforests, which provide home to half of the world's living species, are the source of the oxygen we breathe.

The earth is becoming drier with each passing year. Increasing temperatures and decreasing rainfall make food production difficult.

We can prepare our posters according to these facts and put them in the walls of our hallways.

APPENDIX



RAINDROP STORY

There was a tiny raindrop in one of the great seas.

He always wanted to rise and reach the clouds in the sky.

One day the sun said "Hey little one! Come on, it's time to go".

The raindrop felt so much lightness in himself and became a water vapor.

It was waiting for days in the sky and finally it reached the cloud.

The cloud says "Welcome!" to his guest. "Let's unite with you. Do you want me to take you even higher?"

"Yes, I want it" said the raindrop.

"You won't believe what you see now," said the cloud. "How do you change as a raindrop rises?" he asked.

"As the water vapor rises a little, it falls to the ground as rain. When it rises a little more, it falls to the ground as snow."

The raindrop watched all these pieces with amazement.

The cloud said to the raindrop, "Come on, it's time to go. What would you like to land on the earth as?"

The raindrop said, "I don't want to change. I want to come down as rain again."

And the raindrop went towards the earth.

All the raindrops came down to the drying soil, thirsty flowers and animals on the earth. And all the living things celebrated.

By saving water, we care for nature –
POLAND

We often observed situations of "wasting water" in our kindergarten. Leaking toilet flush, loose tap, water from the tap for watering plants, pouring half-drunk water down the sink, etc.

We tried to initiate the topic by bringing various objects associated with water to kindergarten: an old tap, an umbrella, a watering can, etc. The children quickly took up the activities and asked the first question:

"What can we do about dripping water?"

ASK
ASK

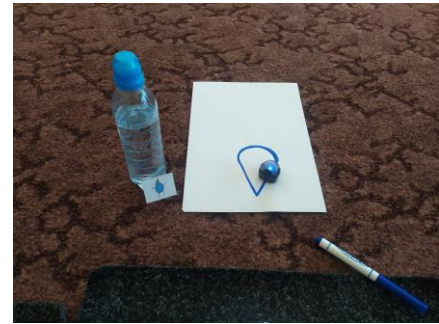
Children are naturally very curious about the world and want to know more about their surroundings, you just need to let them ask questions:

- Who needs water?
- What do you need water for?
- Where does the water come from?
- Where can we find water?
- Can we waste water?
- What types of water are there?
- Where is the water in the kindergarten?
- Why should we save water?
- How can we save water?



COLLECT
COLLECT

Collecting data on water consumption in kindergarten and at home. Ways to obtain and waste water. Noticing the problem of wasting water in the toilet (leaky flush) and taps (water not turned on).



VISUALIZE

- Listening game "Sounds of water". Listening to recordings of various water sounds: rain, a flowing stream, dripping tap water, shower, leaking flush. Dividing them into natural and man-made. (audio attached: water – Poland.mp3)
- "Water stream" activity game. The teacher gives the children a long blue rope, the children hold it in their hands like a water hose and run to the rhythm of the music. For a break in the music and the slogan "we save water", the children imitate turning off the tap and stand still.
- Didactic game "I care about water" The teacher spreads pictures on the carpet and reads recommendations that allow you to take care of water every day. Children listen and match the pictures to each piece of advice.

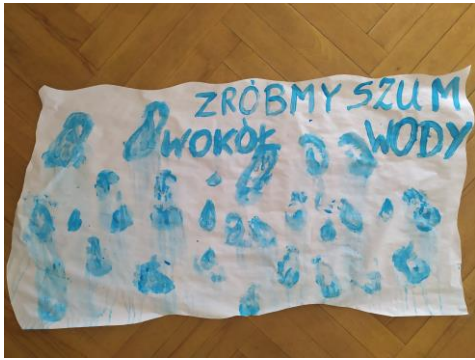
Tips:

- Watch out for a leaking faucet. Always screw it on tightly
- Turn off the tap if you are not using water temporarily, for example when brushing your teeth
- Instead of bathing in a bathtub full of water, choose a shower
- Pay attention to the leaking cistern
- Don't throw away water unnecessarily when it can be reused, for example for watering flowers or cleaning
- Do not litter the banks of rivers and lakes
- Do not throw garbage into the water
- Don't throw garbage into the toilet - you will use less water.



CREATE
CREATE

Creating posters about problems noticed in the kindergarten related to improper use of water "By saving water, we care for nature."



ACT

Exhibition of works. Invitation of parents and grandparents to a summary of the project. Discussion of water saving problems presented in children's works. Implementation of the acquired knowledge into everyday activities related to the proper use of water.



What I learned:

The children became interested in the topic of water in their surroundings and began to pay attention to how it is used. They had a real impact on replacing old taps and marked places where you should remember to turn them off.

“What do you know about me? – I'm a hedgehog! - POLAND

During an autumn walk, children meet a hedgehog. Autumn leaves are attached to its spines. Children want to satisfy their curiosity by asking questions. The starting point is the question - how did it happen that a hedgehog has leaves on its back?

ASK

Children ask a number of questions related to a natural learning situation. Examples of them:

- do hedgehogs carry apples on their backs? Do they eat apples?
- Why does a hedgehog need spines?
- What do hedgehogs feed on?
- Can I keep a hedgehog at home?
- What do hedgehogs do in winter?
- Who is the hedgehog's greatest enemy?



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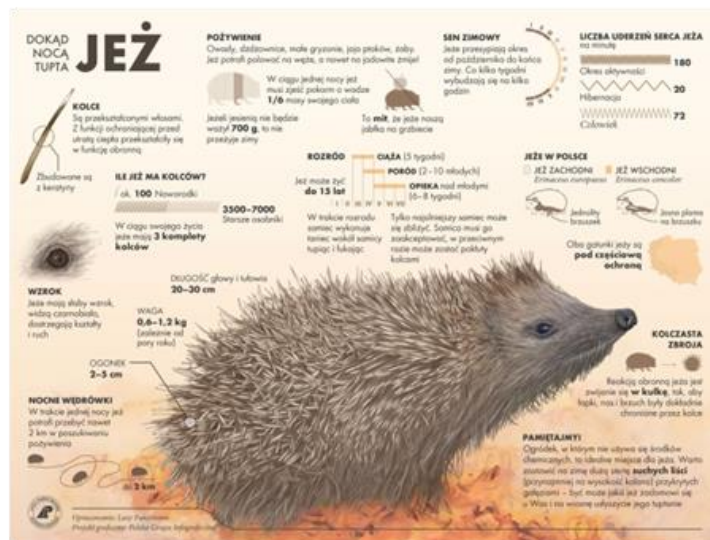
COLLECT

Students (children) collect data and information and indicate the sources of this information. They can do this with the help of notes (including graphic ones), prepared tables and forms. They also use the knowledge they previously had as a base. Children collect data:

- nature films, e.g. <https://youtu.be/906TH7b6jol?si=cK0yNn74wCobZp2B>
- albums, books about hedgehogs
- figurines and stuffed animals depicting a hedgehog
- our notes
- photos
- audio and video recordings

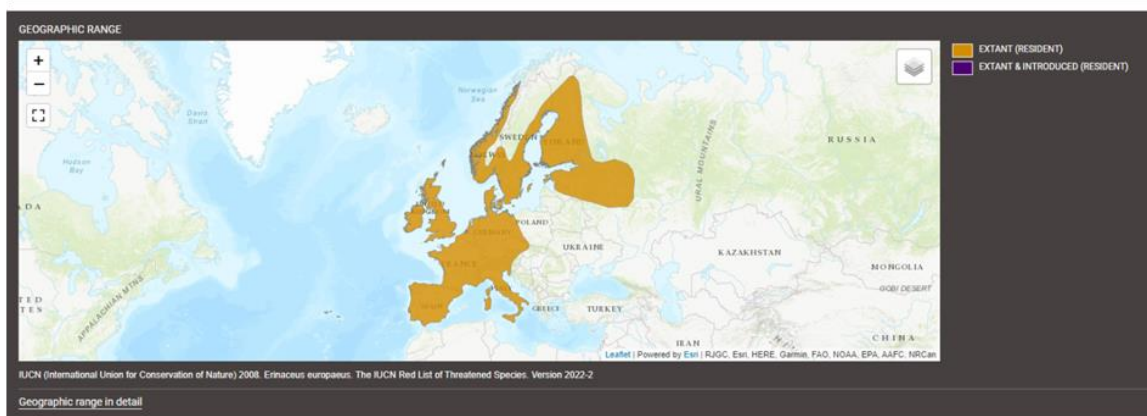
VISUALIZE

A very important element of activities is reading visual information, e.g. contained in infographics, maps, etc. We learn this using infographics:



<https://www.lasy.gov.pl/pl/informacje/infografiki/dokad-noc-a-tupta-jez>

And the area of occurrence marked on maps in the Red List of Threatened Species.



IUCN - Red List of Threatened Species, ISSN 2307-8235 <https://www.iucnredlist.org>

Then we create maps showing where hedgehogs live in our area and marking places that are dangerous for hedgehogs - streets.

CREATE CREATE

Students (children) work together to create a poster about an endangered species, the hedgehog.



They also create road signs - Beware of hedgehogs. They work as a team.



We also have a task - to make models or drawings of hedgehogs.



Creating winter houses for hedgehogs in our forest near the school.



ACT

Placement of signs Beware of hedgehogs near the school - street. Location of signs:
Hedgehog house - do not destroy in the forest near the school. Handing out posters
about hedgehogs to parents and students of our school.

