



2021-1-ES01-KA220-SCH-000034503

Project Result 2 - EN version

DIDACTIC UNITS

- 2022 / 2023 -



OUTLEARN IT!



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AUTHORSHIP:



amiga.eco



Western Norway
University of
Applied Sciences



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OUTLINE

ABOUT US

What will you find?

ABOUT OUR PROJECT

Objectives

Overview

I.C. FREGENE PASSOSCURO

Context

Neighborhoods

Surroundings and resources

C.E.I.P. ELEUTERIO PÉREZ

Neighborhood

Context

Resources

Surroundings

CURRICULUMS PRIMARY

General curriculum

INCLUDING ACTIVE AND GREEN PEDAGOGIES IN DIDACTIC UNITS

I.C. Fregene-Passoscuro

C.E.I.P. Eleuterio Pérez

ABOUT US

This document is a guide to help, inspire and motivate teachers in the first cycle of primary school (6 to 8 years old) to include different methods for teaching and learning in their classrooms, or outside of them.



What will you find?

Here you will find a short guide for how to take into account the inclusion of green pedagogies, learning by doing or experiential learning, the emotional accompanying of children and how to transfer the school learning outside the classroom.

Additionally, to have a more practical and holistic approach, you will find a general didactic unit, with the common points of several countries when designing a didactic unit. This information has been extracted from the plans created in two public schools with different contexts that are part of the OUTLEARN IT! Project, one from Spain and one from Italy.



ABOUT OUR PROJECT

This project addresses the needs for schools to focus on multiple intelligences, learning how to create more active classrooms but using outdoor spaces, in which children have more freedom.

Active and green pedagogies place children at the centre of the education and learning process, taking care of their feelings and creating a more fluid communication that can be also used in virtual scenarios.

OBJECTIVES

- Create inclusive schools to allow the equal learning of children having into account multiple intelligences.
 - Implement outdoor learning through active and green pedagogies in primary schools.
 - Support the professional development of teachers, educators and facilitators.
 - Improve the relation between children and the environment.
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2021-1-ES01-KA220-SCH-000034503

Project Result 2 - Didactic Units

OVERVIEW

In this project there are three different schools participating. In order to make sure that the material they have created has a direct impact on their students, here is a brief description of the characteristics of each school.

This information may be helpful for other schools with similar characteristics, that can make use of the specific didactic units instead of the general one.

NEIGHBOURHOODS

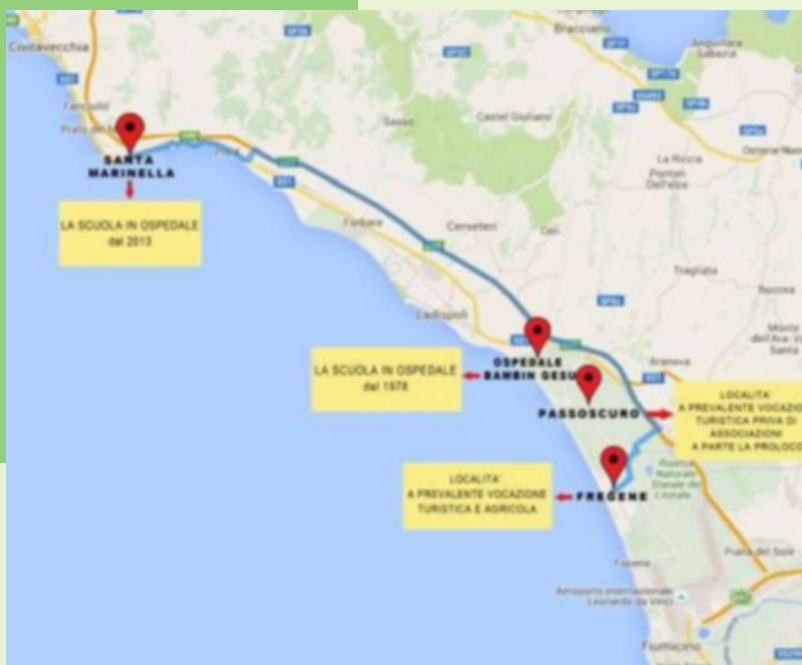


Fregene is a sea town resort and in summer it is crowded with tourists coming to the beach from Rome. It is famous all over Italy because since the 1960s it has been the favourite place of famous actors, writers and directors. There are a lot of bathhouses and a big pinewood (over the years our students have worked on projects to protect the green environment around them, both the sea and the pinewood).

Some facilities are available for our students: a sports centre, a natural reserve, an adventure park, a library and some meeting points that children can get by bike, because Fregene is also known as 'the town of Bikes'. There's a new and useful bike-line too, of course! There is also a church that often organises activities for children.

Passoscuro has a poorer background, but over the last years the municipality of Fiumicino has tried to give the town new facilities. For example, the beach has been cleaned and reorganised to attract tourists. Unfortunately, except for the church, there aren't many facilities either for adults or for children.





The administrative offices and the headteacher's office are in Fregene, also the school headquarters. Both the complexes are very close to the beach and they are divided into three different grades: kindergarten with children from 3 to 5, primary school with children from 6 to 10 and secondary school with students from 11 to 14.

I.C. FREGENE-PASSOSCURO

I.C. Fregene-Passoscuro is a comprehensive school located in Fregene and in Passoscuro, two small towns in the municipality of Fiumicino and very close to Rome, in Italy.

The current structure of the school was set after a change in 2012. At that moment, the school was divided into two school complexes, the main one in Fregene and the branch in Passoscuro. The school also includes the so-called 'school in hospital' focused on teaching children in a children's hospital in Passoscuro and another in Santa Marinella.

Context

Although the complexes are only a few kilometres away one from the other, they are very different in their historical and social background and this difference highly affects the school policy. The school population is mainly of Italian origin, even though over the last 15 years more and more kids coming from eastern Europe have attended both the complexes, but above all the one in Passoscuro.

The school has different levels of education:
kindergarten with children from 3 to 5, primary school with children from 6 to 10,
and secondary school with students from 11 to 14.

Surroundings and resources – Il Fregene – Passoscuro

The schools are surrounded by a big garden used by all children and recently outside a green classroom has been arranged and it is used by primary school children when the weather is fine. There is a big gym in both complexes and the one in Passoscuro is also used by a professional female basketball team.

Inside the buildings there is an auditorium, used for school and extra school activities, the canteen for younger children that stay at school from 8.00 to 4.00, the art, music and informatic labs, a teachers' room for each grade, a small library (the one in Passoscuro has been reorganised thanks to a school project involving also children), a support room for children and teachers that need special learning-teaching activities and a science lab that is being organised at the moment. All the 42 classes of the school, 16 in Passoscuro and 26 in Fregene, have interactive boards.

C.E.I.P. ELEUTERIO PÉREZ

The CEIP Eleuterio Pérez is located in the city of La Vall d'Uixó, in the province of Castelló, specifically in the region of La Plana Baixa.

The centre was inaugurated in 1976 and, therefore, the facilities show the passage of time. However, the advantages of this fact must be highlighted as the classrooms are large, the corridors wide, there are many rooms, the courtyards are spacious and consist of different spaces and natural elements.

The school has a double line, although over the last years there have been levels with three groups. In addition to the classrooms, there are other facilities such as the gymnasium with changing rooms and material storage, the computer room, English, music and religion classrooms, four tutorials (one per cycle), concierge office, secretary-head of studies-director's office, meeting room, teachers' room, listening and language classroom, therapeutic pedagogy classroom, guidance service office, etc.

The school also has the provision of digital resources for all classrooms (interactive digital board, projector and computer), as well as new furniture (cupboards, shelves, whiteboards...).



NEIGHBOURHOOD

The school is placed in a quite new neighbourhood called Polígon 3 or Area 3, quite close to the city centre. At this area there are two institutes and many shops and supermarkets, as well as sports facilities and a bus and taxi station. It is a very busy and constantly growing area.

Context

In order to make an analysis of the socio-economic level surrounding our school, we will take into account the ISEC (socio-economic and cultural index) being placed at level four (scale from one to five).

It is important to note that from the City Council's Department of Education, La Vall d'Uixó was registered in the network of Educating Cities, a project that has placed this town in the spotlight of the educational community, and which has focused on the following actions:

1. LA VALL INNOVA group, which aims to work on educational innovation, and which is made up of teachers from all the educational centres in the municipality, and which coordinates common actions.
2. LA VALL VOLUNTÀRIA group, which facilitates, thanks to an agreement with the Universitat Jaume I (UJI), the carrying out of educational volunteering activities in schools and HEIs, thus promoting the practice of Educational Activities Success.
3. New PLAN AGAINST ABSENTEEISM, where the educational nature of it is at its paramount.
4. MIRA QUE XULO, a space in the local newspaper CRÒNICA, which shows the activities organised in the centres, and which makes visible all the work carried out in the classrooms. In the same vein, a section has been created within the Cafe de Pipa radio program (CAFÉ DE MESTRES) broadcast by the SER La Vall d'Uixó, which broadcasts educational experiences weekly.



RESOURCES

Human resources (academic year 2022/2023):

- 8 Kindergarten teachers attached to the Second Cycle of Kindergarten Education
- 14 Primary teachers assigned to the Primary Education stage
- 2 Physical Education teachers
- 3 English teachers
- 1 Music teacher
- 1 Religion teacher
- 1 teacher of Therapeutic Pedagogy
- ½ Master of Therapeutic Pedagogy
- 1 Hearing and Language teacher
- UECIL: 1 PT teacher, 1 AL teacher and 1 special education teacher
- 1 School Counsellor attached to the Borriana SPE
- 1 caretaker
- 1 administrative assistant
- School canteen: head chef, 2 kitchen assistants, 1 supervisor and 17 canteen supervisors
- Cleaning staff



Cantine

Located on the ground floor of the building, three shifts are currently made to feed approximately three-quarters of the total number of children. To carry out this service, the company Servalia hires enough cooks, waiters and monitors to serve the students.

CIL Classroom

The CIL classroom at CEIP Eleuterio Pérez has been enabled since the 2008/2009 academic year, to provide a more appropriate response to the needs of a group of students with serious communication and relationship difficulties. This means experiencing within our school a commitment to inclusion.

Inclusive education aims to provide educational attention capable of promoting the maximum possible development of all students and the cohesion of all members of the community.

2021-1-ES01-KA220-SCH-000034503

Project Result 2 - Didactic Units



SURROUNDINGS

Inside the primary school building

- 13 primary regular classrooms
- Music room
- 2 computer rooms (one with tablets). The school made an investment in digital tablets, about thirty, so that all the students could use them.
- Religion room
- 3 SENs room (PT, AL and CIL)



Outside

- Our vegetable patch, where families and most of the groups participate.
- The school garden, which children take care of.
- The "forest room", a natural space with trees where students observe, investigate and draw conclusions.
- 2 huge sports courts
- A playground, full equipped with slides, swings, climbing nets and sandboxes
- 2 outdoors agora, placed under the trees, perfect for assembly or reading activities.

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Project Result 2 - Didactic Units

CURRICULUMS PRIMARY

(6-8 years old)



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CURRICULAR SUBJECTS

Italy – Lazio Region

Italian (Italiano)

English (Lingua inglese)

Religion or alternative
(religione cattolica o
materia alternativa)

Technology (Tecnologia)

Maths (Matematica)

Physical education
(Educazione fisica)

Music (Musica)

Art (Arte e immagine)

Science (Scienze)

History (Storia)

Geography (Geografia)

Spain – Valencian C.

Spanish language and
literature (Lengua
Castellana y Literatura)

Valencian language and
literature (Valenciano:
Lengua y Literatura)

Foreign Language
(Lengua Extranjera)

Religion or civic values
(Religión o Valores cívicos)

Maths (Matemáticas)

Physical education
(Educación Física)

Music and Dance (Música
y Danza)

Visual and plastic arts
education (Plástica y
visual)

Knowledge of the
Natural, Social, and
Cultural Environment
(conocimiento del
Medio Natural, Social y
Cultural)

GENERAL CURRICULUM

In Spain, the subjects included in the previous page are common for the whole first cycle of primary education, meaning the two first years of elementary school (1º primaria and 2º primaria). Even though the curriculum is pretty similar, in higher courses other subjects are added or broken down into different disciplines. Additionally, according to the DECREE 106/2022, of August 5th, of the Consell, on the organisation and curriculum of the Primary Education stage, schools have some specific teaching time for the development of interdisciplinary projects and time for tutoring.

Meanwhile, in Italy the subjects are common in all primary school courses, also including as mandatory the introduction of the cross-sectional discipline of civic education from kindergarten to secondary education (law n.92 of 2019). Besides, it includes more specific subjects related to the topics of Science, History and Geography that are all combined in one in the Spanish curriculum (Knowledge of the Natural, Social, and Cultural Environment).



Both in Spain and Italy primary education starts at 6 years old, and it marks the start of mandatory education. As in Europe, the most common age to start full-time compulsory education is 6 years old ([EECEA, 2022](#)), the didactic units can help imagine or guide other teachers that would like to introduce innovative pedagogies in the classroom in this first stage, highly connected to kindergarten, where usually students have more freedom.

The following didactic units are elaborated in the context of the OUTLEARN IT! project and with the involvement of the teachers that have participated in it.

The Italian school has decided to focus on the language department, while in the case of the Spanish school the activities comprehend the interdisciplinary project of the school, involving different subjects and disciplines.



INCLUDING ACTIVE AND GREEN PEDAGOGIES IN DIDACTIC UNITS



The activities mentioned in the following pages are presented as alternative methodologies within the framework of active and green pedagogies.

The activities are not intended to be implemented in a rigid or standardised manner. Instead, they serve as source of inspiration for educators seeking to incorporate more active pedagogies into their teaching practices, and fostering the use of different scenarios and student-centred methods.

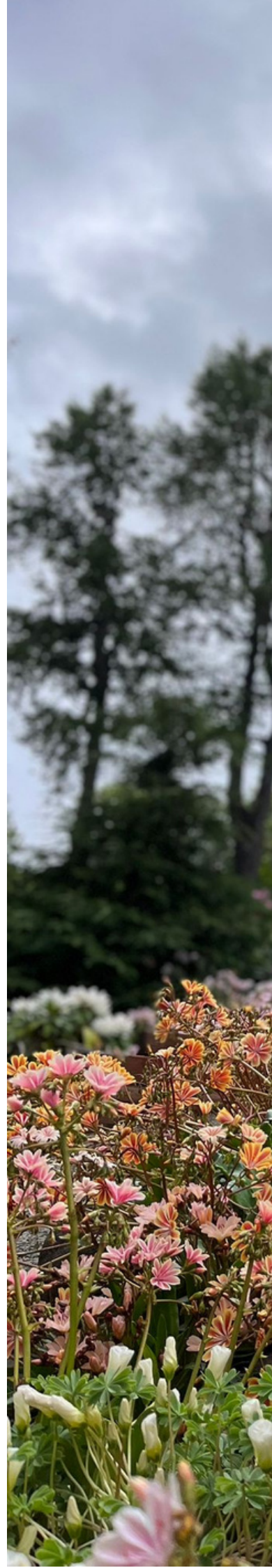
Teachers are encouraged to adapt and modify the activities according to the specific needs and characteristics of their students, subject matter, and learning environment. Flexibility in implementation allows educators to tailor the activities to best suit their teaching style, curriculum requirements, and available resources. This approach acknowledges the unique expertise and creativity of teachers, empowering them to design and deliver engaging and effective learning experiences.

Educators have the freedom to blend elements of different methodologies to create a customized approach that meets the specific needs of their students and maximizes learning outcomes.

This project result is complementary to the e-book called "Challenging Education: Feelings and Nature in Active Pedagogy", created in the frame of the same project.

Filip Fuentevie Pérez

Spain



GENERAL INFORMATION

The mountains as a natural environment of our town: La Vall d'Uixó

DESCRIPTION

This learning situation focuses on the acquisition of competences and learning objectives of the first cycle of primary education, according to the general curriculum. The activities include different disciplines around the topic of the mountains. It is intended that children:

- Discover characteristics of mountain ecosystems.
- Learn the names of our mountains.
- Manipulate, organise and classify different materials in plastic craft
- Hypothesise about the formation of the mountains and learn about it.
- Enjoy and value numerous situations in the natural environment.
- Achieve an attitude of responsibility and care for our natural environment
- Disseminate what was learned and share it with friends from other levels of the school, as well as with families.
- Develop emotional benefits of being outdoors.

JUSTIFICATION

It arises from the interest of children in various outings on foot around the municipality. Creating this interdisciplinary project with outdoor education and active pedagogies allows us to:

- Integrate a holistic learning: students to learn about topics in an immersive and hands-on way, providing a more complete understanding of the subject matter.
- Improve academic performance: encouraging critical thinking and problem-solving skills by providing real-world examples and experiences .
- Health benefits: promote physical activity.
- Environmental awareness: promotes environmental awareness and a sense of responsibility towards the natural world, leading to environmentally conscious behavior.
- Increase engagement: when students are actively involved in their learning and have the opportunity to explore and discover, they are more likely to be motivated and interested in the subject matter.

Being exposed to the benefits of nature allows to increase the feeling of well-being and to build a healthier self-esteem.

OBJECTIVES

1. Get to know features of the topography that surrounds us.
2. Carry out simple investigations on the formation of mountains
3. Use different tools to search for information.
4. Get to know the different ecosystems in our environment.
5. Value nature; produce behavioural changes that respect nature
6. Raise awareness about how human actions affect nature
7. Introduce active and green pedagogies
8. Understand ecosystems are interconnected
9. Wellbeing

Experience in first person how nature helps us release tension and reduce anxiety making us feel happier and more focused when it is practised regularly.



Active learning methods encourage students to engage in problem-solving, critical thinking, and decision-making, but also generates a space for developing creativity, communication and resilience.

KEY COMPETENCES

- Competence in linguistic communication
- Competence in science
- Citizen competence
- Entrepreneurial competence
- Personal, social and learning-to-learn competence

TIMING

Distributed in 2 months, during 2 weekly sessions.

Third trimester: end of April-beginning of June.

AREAS

- Knowledge of the Natural, Social, and Cultural Environment
- Visual and plastic arts education
- Valencian language and literature
- Spanish language and literature
- Civic education
- Physical education

SUSTAINABLE DEVELOPMENT GOALS



ACTIVITY 1

Title: The environment we live in

Time: 50m



DESCRIPTION

1. Watch a video (i.e., national geographic) to see the different **ecosystems and landscapes** of the Earth.
2. Hold an **assembly** to see what the environment is like where we live.
3. Reflect **how we feel** when discussing this topic. How?
 - a. Use the monster of colours, matching colours with a feeling.
 - b. Create a class mindmap with keywords about "how we feel here where we live?" - make one before and after the activity and have the pupils compare them and reflect on: do we feel different about where we live after we learned more about the ecosystems here?

SUBJECT(S)

Knowledge of the Natural, Social, and Cultural Environment

CURRICULAR GOALS

Know the characteristics of living beings, identify, analyse, and propose solutions to the problems generated by human action in the environment

STAFF INVOLVED

1. Tutor
2. Support teacher
3. Teacher of therapeutic pedagogy

METHODOLOGY & GROUPS

Green pedagogies (environmental education, active pedagogies (reflection). As a whole classroom

MATERIAL, RESOURCES & SPACES

1. Computer with projector or Digital Board
2. (Optional) Book of The Monster of Colors

In the computer classroom or in the students usual classroom.



Other inspiring suggestions:

It is possible to engage families in these activities. i.e., have pupils ask their families the same question and report back.

Allow pupils to have agency (meaning that they have a real influence and some measure of control on their learning, and facing the consequences of their choices).

A good starting point to open up a discussion about human beings' impact on nature, and therefore our wellbeing could be the book 'El Bosque de los Hermanos, Coco Books / Due fratelli, una foresta. Ediz. a colori (Acchiappastorie)' de Yukiko Noritake. It's a tale with very few words about how two brothers interact with their natural surroundings in very different ways and how in the long term the landscape is affected. The fact that the story does not have an inbuilt morality gives a good starting point for meaningful, non-judgemental discussion.

ACTIVITY 2

Title: Story Time "The Giant Pegabrams"

Time: 1h 40m



DESCRIPTION

Outdoor activity in a large group in the natural space of the forest classroom (the school has a space in the playground surrounded by different trees and plants that offers a cozy environment in which several activities can be performed).

1. **Read** the story of the giant Pegabrams,
2. Request the students to use **natural objects** in the playground to remember some of the elements that appear in the story.
3. Make a collection of **visual supports** and ask the students to do **dramatisations** in small groups of the different scenes with those objects.

CURRICULAR GOALS

Interact in simple everyday situations, ask and answer questions about everyday life issues, Identify, analyse and propose solutions to the problems generated by human action in the environment

METHODOLOGY & GROUPS

Active pedagogies & Green pedagogies (active reflection, experiential learning and collaborative learning). As a whole classroom.

MATERIAL, RESOURCES & SPACES

1. Mats (optional)
 2. The Pegabrams story with illustrated sheets A3
- Forest classroom (schoolyard with natural elements)

SUBJECT(S)

Valencian/Spanish language and literature; Visual and plastic arts education; and Knowledge of the Natural, Social, and Cultural Environment

STAFF INVOLVED

1. Tutor
2. Support teacher
3. Teacher of therapeutic pedagogy



Active pedagogies engage students in the learning process by promoting their active participation and interaction with the subject matter. By incorporating elements such as collaborative learning, problem-based learning, experiential learning, active reflection, inquiry-based learning, technology integration, and differentiated instruction, teachers can create a more engaging and effective learning environment.

ACTIVITY 3

Title: Sensory Natural Maze

Time: 2h 30m



DESCRIPTION

1. Divide the students into small groups of 3-4.
2. Create a **maze** using **natural elements** such as rocks, sticks, leaves, soil, and pinecones. The maze should be designed to represent the different elements of the mountains, such as rocky terrain, a flowing stream....
3. Explain to the students that they will be exploring the sensory maze using their **sense of touch, smell, and hearing**. You can also provide blindfolds to some students to enhance their sensory experience.
4. Each group will take turns to navigate the maze. One member of the group will be blindfolded and guided by the other group members, who will give them instructions on where to step and what to touch.
5. Once the student reaches the end, allow them a few minutes to explore and touch the natural elements in that section of the maze.
6. Switch roles among all the members of the group.
7. Ask the teams to **describe the sensory experiences** they have had after all the teams have finished.

METHODOLOGY & GROUPS

Experiential learning, collaborative learning, and gamification
In teams of small groups (3-4 students)

MATERIAL, RESOURCES & SPACES

1. Corrugated cardboard
2. Natural elements found in mountains (stones, soil, aromatic plants...)
3. Blindfolds
4. Classroom

SUBJECT(S)

Visual and plastic arts education; and Knowledge of the Natural, Social, and Cultural Environment

CURRICULAR GOALS

Develop limited cooperative projects and carry out simple investigations of an interdisciplinary nature with the guidance and help of the teacher

STAFF INVOLVED

1. Tutor
2. Support teacher
3. Teacher of therapeutic pedagogy



ACTIVITY 4

Title: The wish of the Giant Pegabrams

Time: 40m



DESCRIPTION

1. Leave the letter of the Giant Pegabram in several tables within the classroom, where those can be easily found.
2. When the students arrive, if nobody mentions it, you can ask "What is that?" From there, encourage **curiosity** and support them with questions.
 - a. What does it say?; Can anyone help me reading it?; How can we help the Giant?, etc.
3. Accompany the students in order for them to communicate the message and to **foster the dialogue** among the students on **how we can help** the Giant to take care of the mountains and why this is so important.

STAFF INVOLVED

1. Tutor
2. Support teacher

METHODOLOGY & GROUPS

Inquiry-based learning.
As a whole classroom, and with interactive groups during the discussion.

MATERIAL, RESOURCES & SPACES

1. Letter of the Giant Pegabrams.

*As this is a really specific story, you can create your own letter from a different character with the common topic to encourage the care of the mountains because it is the home of the character and it is the environment where we all live in.

SUBJECT(S)

Valencian/Spanish language and literature; and Knowledge of the Natural, Social, and Cultural Environment

CURRICULAR GOALS

Identify the topic and main ideas of oral speeches in communicative situations known and from the school environment, in different registers (colloquial and formal) and having account for the non-verbal elements. Interact in simple everyday situations using basic strategies for participation: asking for and fulfilling the speaking turn, as well as knowing how to listen. Apply reading comprehension strategies.



ACTIVITY 5

Title: The formation of the mountains

Time: 1h 15m



DESCRIPTION

1. Introduce the concept of mountains to the students. Use photos or videos of mountains to illustrate this point.
2. Go **outdoors** and ask "Can you show me what a mountain looks like?" The pupils will have different tools at hand, such as sand, rocks, sticks...
 - a. Continue asking different questions such as "what do the different mountains have in common?", in order to foster the curiosity on how the formations of the mountains.
3. Divide the students into small groups of 3-4.
4. Each group will be given a pile of **natural materials** such as sand, rocks, and soil. They will use these materials to create their own mountain range.
5. Encourage the students to work together as a **team** to build their **mountain range**. They should think about different types of mountains and to create a variety of mountain types in their range.
6. Then, the groups can take turns presenting their creation to the class. They should explain the different types of mountains they included and how they think their mountain range was formed.

METHODOLOGY & GROUPS

Cooperative learning, environmental education, active reflection, inquiry-based learning

In teams of small groups (3-4 students)

MATERIAL, RESOURCES & SPACES

1. Natural elements found in mountains (stones, soil, sticks...)
2. Photos, videos, or books about mountains

Classroom and schoolyard with natural elements

SUBJECT(S)

Valencian/Spanish language and literature; Plastic arts education; and Knowledge of the Natural, Social, and Cultural Environment

CURRICULAR GOALS

Develop limited cooperative projects and carry out simple investigations of an interdisciplinary nature with the guidance and help of the teacher.

Ask and answer questions about everyday life issues relating to the natural, social, and cultural environment.

Identify, analyse, and propose solutions to the problems generated by human action in the environment, both locally and globally.

STAFF INVOLVED

1. Tutor



For a fun twist, you can have the students switch groups and try to identify the different features of each other's mountain models.



ACTIVITY 6

Title: Naming our mountains

Time: 40m



DESCRIPTION

In this activity we will focus on our surroundings, getting to know our mountains.

- 1.Explain to the students that we are explorers that need to know the location beforehand. If not, we will get lost exploring.
- 2.The students decide from where they can **observe** the mountain in the schoolyard.
- 3.The teacher will ask the students to create names for specific points in the mountains that can be observed from the school (for example a name for a tree that is visible).
- 4.When explaining those objects, during the first descriptions, the teacher will **identify** which **mountains** are located, using their names.

STAFF INVOLVED

- 1.Tutor
- 2.Support teacher

MATERIAL, RESOURCES & SPACES

- 1.Binoculars
- Schoolyard

METHODOLOGY & GROUPS

Problem-based learning; active reflection.

As a whole classroom, and with interactive groups during the discussion.

SUBJECT(S)

Valencian/Spanish language and literature; and Knowledge of the Natural, Social, and Cultural Environment

CURRICULAR GOALS

Ask and answer questions about everyday life issues relating to the natural, social and cultural environment.



ACTIVITY 7

Title: Mountain Mapping Art

Time: 40m



DESCRIPTION

1. After exploring and observing the mountains, we need to create a **map**.
2. Ask the students to draw the **skyline of the mountains**, where the name of each mountain will be written down.
3. Then, each group can provide additional information in their design about the formation of the mountains,
 - a. focusing on what they remember
 - b. or what has impressed them more
 - c. or even add natural elements to show certain characteristics
4. Finally, allow them to have a discussion on what they have created and why they have highlighted specific things. This can contribute to creating **memories and anecdotes** that will support the learning process.

*This material can be reused in different activities such as 8 or , 12, 14, 15 and 16.

STAFF INVOLVED

1. Tutor
2. Support teacher



METHODOLOGY & GROUPS

Active reflection, active participation.
In teams of small groups (3-4 students)

MATERIAL, RESOURCES & SPACES

1. Natural elements found in mountains (stones, sand, soil, sticks...)
 2. Photos, videos or books about mountains
- Classroom and schoolyard with natural elements

SUBJECT(S)

Valencian/Spanish language and literature; Visual and plastic arts education; and Knowledge of the Natural, Social, and Cultural Environment

CURRICULAR GOALS

Value different natural and urban environments as contexts of motor practice, interacting with them and understanding the importance of their conservation from a sustainable approach, adopting measures of individual responsibility during the practice of games and physical-sports activities, to perform an efficient and respectful practice with the environment and participate in its care and improvement.

Discover artistic proposals of different genres, styles, periods, and cultures, through active reception, to develop curiosity and respect for diversity.

ACTIVITY 8

Title: The play setting

Time: 2h 20m



DESCRIPTION

The purpose is to dramatise the Giant Pegabrams, creating also the **scenery of the theater**.

1. The students will decide different parts of the play related to the scenery, such as materials, forms and design of the scenery of the mountains.
2. Once the main elements have been decided, there will be two groups with different **roles**:
 - a. Find the perfect location for the play and take measurements
 - b. Find the materials and create the basic design
3. **Improvisation** of the Giant Pegabrams. Create teams and allow them to improvise creating their own story.

The teacher will be guiding the students, asking questions for the students to reflect, but also to be creative and find their way of doing it.

STAFF INVOLVED

1. Tutor
2. Support teacher

METHODOLOGY & GROUPS

Active participation.
Large group

MATERIAL, RESOURCES & SPACES

1. Previous designs for inspiration (optional)
 2. Large cardboard boxes
 3. Scissors
 4. Natural elements of the playground
 5. Rule/Meter (optional, it can be done using their body or other elements)
- Schoolyard and the classroom

SUBJECT(S)

Valencian/Spanish language and literature; Visual and plastic arts education; Maths, and Knowledge of the Natural, Social, and Cultural Environment

CURRICULAR GOALS

Identify the topic and main ideas of oral speeches in communicative situations known and from the school environment, in different registers (colloquial and formal) and having account for the non-verbal elements. Develop limited cooperative projects and carry out simple investigations of an interdisciplinary nature with the guidance and teacher's help.



ACTIVITY 9

Title: The habitat in the mountains

Time: 50 minutes



DESCRIPTION

This activity is focused on studying the **fauna** of the local mountains.

1. During this activity the students will search for the animals and flora in the schoolyard, identifying them around the area. The teacher can ask questions about 'why birds are in the trees?', 'why there are so many ants?' (or why there are not).
2. After observation, gather together to reflect on what animals they have seen and the role of those animals in the ecosystem.
3. Ask the students to choose a natural element (plants, rocks, sticks, a tree, etc.)
4. Ask them how those elements interact with the animals.
 - a. the teacher can also introduce other elements, such as the sun,

*Activity 6 can also promote the development of this activity.

To make sure the specific animals and flora are included in the curriculum, the teacher can add pictures of other animals that cannot be seen in the surrounding. Students can ask questions about what they eat, where they live, so the students know where to place them in the chain. It's possible to continue adding different scenarios, such as a tree being cut down, or the pollution. And students can even add solutions to those.

MATERIAL, RESOURCES & SPACES

1. Binoculars
 2. Magnifying glasses
 3. Natural elements of the playground
- Schoolyard and the classroom

SUBJECT(S)

Knowledge of the Natural, Social, and Cultural Environment

STAFF INVOLVED

1. Tutor
2. Support teacher

METHODOLOGY & GROUPS

Cooperative learning, learning by doing, inquiry-based learning
Small groups (4/5)

CURRICULAR GOALS

Develop limited cooperative projects and carry out simple investigations of an interdisciplinary nature with the guidance and help of the teacher. Ask and answer questions about everyday life issues relating to the natural, social and cultural environment. Interact in simple everyday situations using basic strategies for participation.



ACTIVITY 10

Title: Mediterranean forests

Time: 1h 50m



DESCRIPTION

Time to learn about the typical **flora** of the Mediterranean forest.

1. Divide the class in small groups of 4/5 students.
2. Share pictures of typical flora with the name among the students (more than one picture per group, not repeated). Most of them could be found in their schoolyard, but some other no.
3. Ask the students to identify those plants, flowers or trees in the school surroundings and create a map to know where they are.
4. Ask the groups to show the class their plants and guide us with their map.
5. What happened with the plants that were not found? Ask them to describe them and if they have seen those plants in other locations, or different aspects about the need of those plants (sun, water, connection with other plants, etc.)

From here, a possible trip could be plan to identify other plants.

STAFF INVOLVED

1. Tutor
2. Support teacher
3. Physical education teacher

MATERIAL, RESOURCES & SPACES

1. Pictures of the mediterranean flora with their names on it.

Schoolyard, (mountain trip)

SUBJECT(S)

Physical Education and Knowledge of the Natural, Social, and Cultural Environment

CURRICULAR GOALS

Raise and answer simple scientific questions, using different techniques, tools and models of scientific thinking, to interpret and explain facts and phenomena that occur in the natural, social and cultural environment.

METHODOLOGY & GROUPS

Active participation.

Large group



ACTIVITY 11

Title: Let's take care of our mountains! (I)

Time: 2h



DESCRIPTION

During this activity we aim to sensitise the students about forest fires.

1. Watch the video of the fire in Bejis and ask: "what have we just watched?" "How can this happen?" "What happens when there is a fire?" etc.
2. Go to the schoolyard for a real-life experiment. Leave a glass bottle and aluminium foil in a visible spot being warm-up by the sun. Ask 'what will happen if the glass is too long in the sun?' 'and the aluminium?'
3. Ask them to touch different objects being warm-up by the sun carefully around the place, and identify those that are hotter.
4. Now, sense the heat of the glass and aluminium and ask the students what is the difference and why.
5. If you feel comfortable with the group, experiment how easily fires can be created with a magnifying glass. If not, the teacher can do the experiment and the students will be observing.
6. (Optional) When finished, remove the materials used and identify in which recycle bin should be placed.
7. Reflect about how a simple action can cause devastation in our environment and how to prevent it.
8. Write a decalogue on how to take care to prevent a fire: what things can we do?

MATERIAL, RESOURCES & SPACES

1. Video about a fire
 2. Computer, projector, or digital board
 3. Glass bottle
 4. aluminium
 5. Paper and pen
- Schoolyard and the classroom

SUBJECT(S)

Valencian/Spanish language and literature; and Knowledge of the Natural, Social, and Cultural Environment

CURRICULAR GOALS

Identify the causes and consequences of human intervention in the environment, from the social, economic, cultural, technological and environmental points of view, to improve the ability to face problems, seek solutions and act individually and cooperatively in their resolution, and to implement sustainable lifestyles and consistent with the respect, care and protection of people and the planet.

STAFF INVOLVED

1. Tutor
2. Support teacher

METHODOLOGY & GROUPS

Active participation, problem-based learning, experiential learning.
Large group



ACTIVITY 12

Title: Let's take care of our mountains! (II)

Time: 1h 20m



DESCRIPTION

1. Firstly, we need to introduce the topic of ecosystems in balance. You can use activity 9 or the game called the Migration Hopscotch.

a. This part can also be done in other subjects, such as English. Here there is an online game that can help you follow up the same topic in a different subject simultaneously:
<https://www.pbslearningmedia.org/resource/plum14.sci.life.feeddingo/feed-the-dingo-an-ecosystem-game/>

2. Afterwards, the students will collaborate to elaborate a **mural** using different materials found in the schoolyard to explain all the human actions that affect the mountain's ecosystem (this activity is perfect to be performed after the school morning break).

It is possible to use this activity to introduce recycling or to help clean the playground. The teacher can introduce questions, or comments about this while looking for different elements, and a student initiative might appear about this topic.

STAFF INVOLVED

1. Tutor
2. Support teacher

MATERIAL, RESOURCES & SPACES

1. Cardboard
2. Natural elements
3. Colours
4. Glue

Schoolyard with sand

SUBJECT(S)

Visual and plastic arts education; and Knowledge of the Natural, Social, and Cultural Environment

CURRICULAR GOALS

To pose and give answers to simple scientific questions, using different techniques, instruments and models of scientific thought, to interpret and explain facts and phenomena that occur in the natural, social and cultural environment.

Solve problems through design projects and the application of computational thinking, to cooperatively generate a creative and innovative product that responds to specific needs.

METHODOLOGY & GROUPS

Gamification, inquiry-based learning, cooperative learning
Large group



ACTIVITY 13

Title: In touch with nature

Time: full day



DESCRIPTION

Organise a trip to a nearby mountain in order to keep researching different fauna and flora, and allow children to have a different scenario more in touch with nature and deepening the relationship between the pupils and the mountain. To prepare the trip:

1. Discuss with the children different scenarios to establish rules and limitations (the teacher can decide some points which are necessary for him/her to feel comfortable in the outing).
 - a. How far can the students be from the teacher?
 - b. What happens if one child does not follow the instructions?
2. Other parts can be agreed together:
 - a. What happens if that day rains?
3. Prepare the teacher's outdoor kit. It should include:
 - a. Basic first aid kit: band-aids, antiseptic wipes, gauze, tweezers, and other basic medical supplies for minor cuts, scrapes, or injuries.
 - b. Trash bags
4. Send the information to parents with the main elements for the students to bring to the outing.

SUBJECT(S)

Physical education; and Knowledge of the Natural, Social, and Cultural Environment

MATERIAL, RESOURCES & SPACES

- Sun protection: sunscreen with at least SPF30 and a hat.
- Insect repellent.
- Water bottle: staying hydrated is essential when spending time outdoors. Encourage the use of reusable water bottles.
- Snacks: healthy snacks such as trail mix, fruit, and granola bars to keep the children fueled and energised.
- Ziplock bags: to store any items that need to stay dry, to collect treasures found during their outdoor adventures, or to keep the waste materials in case there is no place to throw it.

STAFF INVOLVED

1. Tutor
2. Support teacher
3. Physical education teacher

METHODOLOGY & GROUPS

Experiential learning
Large group (25 students)

CURRICULAR GOALS

Value different natural environments as contexts of motor practice, interacting with them and understanding the importance of their conservation from a sustainable approach, adopting measures of individual responsibility.



ACTIVITY 14

Title: Photocall

Time: 1h 30m



DESCRIPTION

We are going to prepare a photocall (a thematic decorative element built where people can take photos with complements and create memories of the event).

1. To decide the location around the school, the students, as protagonists, will decide where to place it. For this, we will go to the assembly to generate the proposals, allowing the children to identify several locations.
2. After, a voting will proceed and the Photocall commission will be created. One team will go to request permission from the administrative staff of the school, with the guidance of the teacher, another team will go to measure the location, and a third team will go to collect all the material needed.
3. Then, the whole commission will collaborate in creating the final Photocall space.

STAFF INVOLVED

1. Tutor
2. School carataker

METHODOLOGY & GROUPS

Collaborative learning, learning by doing.

Large group (25 students) and 8/9 students in the Commission.

MATERIAL, RESOURCES & SPACES

- Material elaborated in previous activities
- Natural elements
- Cardboard
- Recycled materials
- Glue
- Colours
- Classroom

SUBJECT(S)

Visual and plastic arts education; and Knowledge of the Natural, Social, and Cultural Environment

CURRICULAR GOALS

Creatively express and communicate ideas, feelings, and emotions, experimenting with the possibilities of sound, image, body, and digital media, to produce their own works. Participate in the design, elaboration and diffusion of individual or collective cultural and artistic productions, valuing the process and assuming different roles in the achievement of a final result, in order to develop creativity, the notion of authorship and the sense of belonging.



ACTIVITY 15

Title: Peer learning

Time: 2h 45m



DESCRIPTION

The students have been creating places, stories, and materials and now it's time to raise awareness to the youngest.

1. Suggest to the students the possibility of telling other children about the important part of taking care of the environment and identify how to do it.
2. Identify how we feel about performing the activity chose in front of others (i.e., monster of colors). Identify different roles (all the students can participate in all the activities, but it is possible that a student have a negative feeling about performing one of several activities):
 - a. Selection main speakers
 - b. Selection of the students who will work on the main ideas to share with the other students
 - c. Selection of the students who will be in charge of selecting and carrying the visual elements
3. Performance of the activity. If the students are feeling shy, the teacher will introduce the story in an open sentence. The students could continue the narration of the story based on what they already know.
4. Reflection after the activity to reflect about the achievement and how they have felt.

MATERIAL, RESOURCES & SPACES

- Paper
- markers
- glitter
- colors
- natural elements
- glue
- cardboard
- book of the monster of colors

The classroom and playground, or kindergarten classroom

STAFF INVOLVED

1. Tutor
2. Kindergarten teachers

METHODOLOGY & GROUPS

Collaborative learning, learning by doing

Large group (25 students) and 8/9 students in the Commission.

SUBJECT(S)

Visual and plastic arts education; and Knowledge of the Natural, Social, and Cultural Environment

CURRICULAR GOALS

Produce oral and multimodal texts, with coherence, clarity and appropriate register, to express ideas, feelings, and concepts; to construct knowledge; to establish personal links; and to participate with autonomy and a cooperative and empathetic attitude.



ACTIVITY 16

Title: Peer learning

Time: 3h



DESCRIPTION

1. The children will exhibit their work, together with other classrooms in the halls of the school.
2. A thank you session for all the learning will be done, for example, for the learnings from handling the collected plants.
3. Afterwards, a council of infants will be created, with a representative from each classroom (volunteer or chosen by agreement).
4. They will present a formal proposal for improvement and future plans of possible actions that they would like to carry out. This discussion will be performed by each classroom, and as a group they will write the initiatives.
5. Each classroom representative will present the initiatives in a joint session to all participating teachers.



MATERIAL, RESOURCES & SPACES

- All the elements created during the interdisciplinary project
- Paper and pen

School hall and agora

STAFF INVOLVED

1. Tutors of the different classes that have participated in the interdisciplinary project of the school

METHODOLOGY & GROUPS

Collaborative learning, learning by doing

Large group (25 students)

SUBJECT(S)

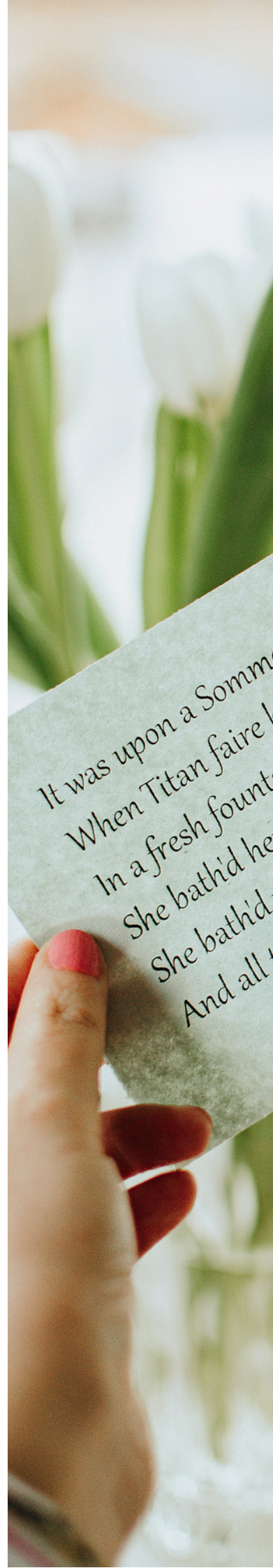
Visual and plastic arts education; and Spanish/Valencian language and literature

CURRICULAR GOALS

Reflect in a guided way on language from processes of production and comprehension of texts in meaningful contexts, using the appropriate elementary terminology, to initiate the development of linguistic awareness and to improve the skills of oral and written production and comprehension.

LIRIGENTINO PASSOSCURO

Italy



GENERAL INFORMATION



Title: Learning in connection with nature

Timing: Third trimester: end of April-beginning of June. Twice a week.

DESCRIPTION

These activities are intended for allowing children to be in connection with nature, using different types of spaces and the real world in order to create learning situations.

The pupils for which the activities are described are in 2nd and 3rd grades of primary school and it includes indoor and outdoor classes, combining different types of pedagogies.

It focuses on letting the children act in freedom, moving in the surrounding space, connecting with nature, using more student-centred pedagogies and activities that allow them to arrive at adequate solutions guided by the teachers.

KEY COMPETENCES

- Multilingual
- Literacy
- Science
- Personal, social, and learning

COMPETENCY-BASED OBJECTIVES

- Putting pupils in contact with a new way of learning whose study environment is the school courtyard where a classroom called "green room" has been set up.
- Focus on the importance of learning by doing and through discovery using natural surroundings
- Learning the phonemes in English through the aid of natural sounds to improve reading and writing in a foreign language.
- Listening to natural sounds to stimulate the sense of hearing and be a tool for creative writing in the Italian language.
- Foster imagination
- Foster autonomy
- Increase the relation with the students to the environment



JUSTIFICATION

In order to connect the learnings with the real world, the following activities will focus on allowing the children to be at the centre of the learning, focusing on what motivates them and listening to them.

The lessons in the outdoor environment are part of Environmental Education and promote awareness of the interrelationships between man and nature and stimulate respect and care for the natural environment, and also stimulate its autonomy.

SUSTAINABLE DEVELOPMENT GOALS



AREA(S)

English language and Italian language
*It is possible to involve other teachers in the school, such as teachers of science, art or geography.

ACTIVITY 1 (I)

Title: In Nature Between Words and Sounds



DESCRIPTION

Willing to be outdoors, children will perceive the various sounds around them by comparing them with the phonemes. In this case the pupils dedicate themselves to silence, listen to the various sounds around them and will produce short poems or nursery rhymes reporting the onomatopoeic sounds.

*As far as English is concerned, listening to surrounding sounds is connected with learning phonemes and related graphemes.

INDOORS

1. Present the various phonemes through cards and textbooks.
2. Tell illustrated stories for each phoneme by presenting words that refer to the corresponding phoneme/grapheme.

OUTDOORS

The function of the teacher during the outdoor learning activity is very different from when you work in the classroom. Observation is the main aspect. Observe the pupils making minimal interventions and only if necessary. In this way, a way of doing didactics has been implemented where the children manage the learning methods. The children are invited to devote themselves to listening to the surrounding sounds as a starting point for our activities.

1. Listen to the sounds of the surrounding nature and connect them with the phonemes, leaving the pupils free in turn to "produce" a sound with the elements around them and close at hand.
2. Recognise the natural elements around the phonemes learned within the words. Example: recognize the phoneme /p/ or /n/ in the English word "pine".
3. Join the various phonemes to form words.
4. Reproduce the words without using the school supplies: parts of pine cones, pine needles, pebbles and twigs.

IMPORTANT

The material the children use is mainly with the natural elements they find around them. It's important to emphasise this because it's in a completely different context in which the pupils are not used to.

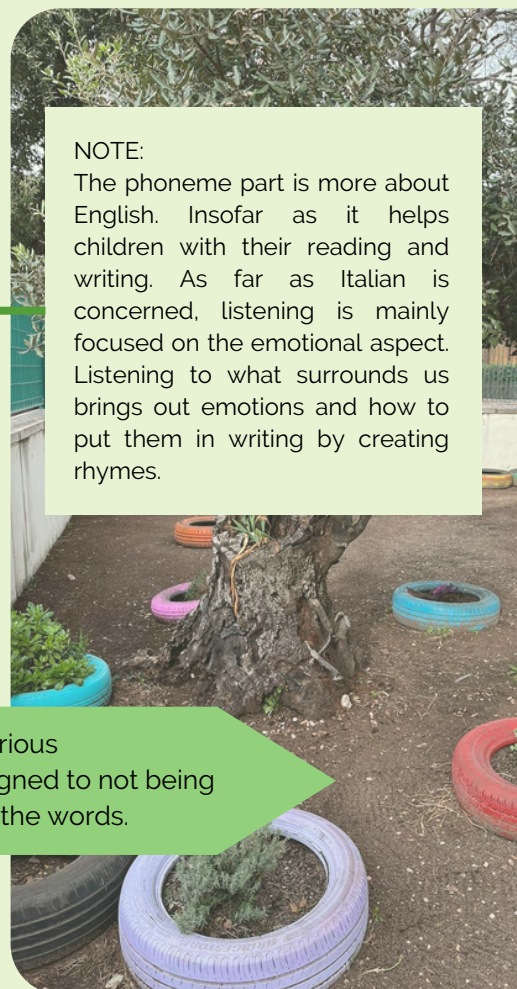
The teacher needs to be keen to encourage the students not to use the material they are used to but to look around and find the material with which to write the words.

Of course in class it is possible to use the usual material. combining both learning situations.

NOTE:

The phoneme part is more about English. Insofar as it helps children with their reading and writing. As far as Italian is concerned, listening is mainly focused on the emotional aspect. Listening to what surrounds us brings out emotions and how to put them in writing by creating rhymes.

When the teachers ask the question "How do we write words by putting the various sounds/phonemes together?", the students may request school supplies. Resigned to not being able to use it, they devised different ways to produce the letters and therefore the words.



ACTIVITY 1 (II)

Title: In Nature Between Words and Sounds



SUBJECT(S)

Spanish/Valencian and Knowledge of the Natural, Social and Cultural Environment

METHODOLOGY & GROUPS

A whole classroom. Students can work individually or by groups. Even working individually, they can interact with each other (sometimes being part of one group and the changing into another).

INDOOR: Teacher-led and gamification

OUTDOOR: Active and green pedagogies

MATERIAL, RESOURCES & SPACES

INDOOR: Cards with the phonemes, illustrate stories, cards with words and phonemes, examples of poetic texts, paper sheets, pens and pencils

OUTDOOR (schoolyard): natural elements found in the schoolyards (i.e., parts of pine cones, pine needles, pebbles, etc.)

STAFF INVOLVED

Italian teacher

English teacher

*Other teachers can be involved, such as the Science or Geography teacher

CURRICULUM GOALS

Participate in the design, elaboration and dissemination of individual or collective cultural and artistic productions, valuing the process and assuming different roles in the achievement of a final result, to develop creativity, the notion of authorship and the sense of belonging.

SDG

SDG 15: Protect, restore, and promote sustainable use of terrestrial ecosystems, sustainably manage forests, combat desertification, and halt and reverse land degradation and halt biodiversity loss.

While listening to the sounds and being in an outdoor environment, the teacher can guide the students through different questions that makes them reflect on this SDG.



2021-1-ES01-KA220-SCH-000034503

Project Result 2 - Didactic Units

ACTIVITY 1 - SUGGESTIONS (I)

Title: In Nature Between Words and Sounds



PART 2 - OUTDOOR

Remember you can add loose objects to the school yard (ideally recycled materials). Also, it is possible to play with the elements in the search of sounds. For example:

- Shaking a branch with dried leaves: "shhhhhh"
- Blowing air across a hollow stick (like a music instrument!): "ooooohhh"
- Hitting two sticks together: "clack"
- Pouring sand down a board: "sssss"
- Running a stick along the fence: "rrrrrr"



PART 3 - OUTDOOR

Create the alphabet using your body parts (very often they cannot do it on their own and need another person, a great opportunity for team building!) Once they have found a way of reproducing all letters, you can ask them to represent a letter and the others have to look around to find a word that begins or includes that sound.

To make the activity more complex, you can go into diphthongs and represent with different letter combinations an equivalent sound aw=au / ew=oo / etc. then you can ask them to think / find words that sound the same even though they are written differently (straw = haul).

ACTIVITY 1 - SUGGESTIONS (II)

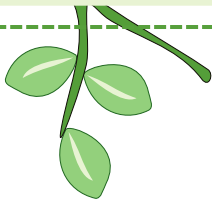
Title: In Nature Between Words and Sounds



PART 4 - OUTDOOR

Create small groups and each of them has to find an object to represent each letter of the alphabet. I. e. B>branch... Students bring the object to the circle and after all letters are covered (some letters will be difficult to find and they will have to come up with an agreement by which, for example, Z will be represented by a stone that we agree looks like a zebra). Once all the letters are covered, we can write 'secret messages' (using the objects) that only our class will understand.

If the expectation is created, you can display the 'alphabet' in a specific space and make it dynamic, i.e., leaving a box with the objects and inviting another class to leave us a message using the secret code.



ADDITIONAL RESOURCES

Take a look to the e-book "[Challenging Education: Feelings and Nature in Active Pedagogy](#)".

This book aims to inspire educators to think differently about education and how to organise lessons. It draws on both theoretical perspectives and the authors' extensive personal experiences from active -, green pedagogy, and outdoor education.

This book is meant as an inspirational companion to think differently about education and educational practice, complementary to these didactic units.



ACTIVITY 2

Title: Reflection about "In Nature Between Words and Sounds"



DESCRIPTION

At the end of the previous activity, children are asked a question about their satisfaction with the activity carried out in an outdoor environment. The answers can be given in different ways or methods such as:

- drawings;
- words or sentences written on post-its;
- objects;
- verbally.



METHODOLOGY & GROUPS

Individually, large group
Active pedagogies, emotional learning

SUBJECT(S)

Spanish/Valencian

STAFF INVOLVED

English teacher
Italian teacher

The proposed activities generally favour the development of self-esteem, self-awareness and risk assessment. The attitude of teachers in outdoor learning activities has encouraged pupils to act freely, to choose their own strategies and learning methods. As a result, children feel more responsible.

CURRICULUM GOALS

To place one's own communicative practices at the service of democratic coexistence by using non-discriminatory language and by detecting and rejecting abuses of power through words, in order to favoUr not only an effective but also an ethical use of language.

MATERIAL, RESOURCES & SPACES

Depending on the method chose, it can be done in an indoor classroom or in a circle space (in chairs, sitting outdoors, etc.); Paper, pens and pencils, post-its (any element in which students can describe their feelings).

On this occasion, the children express their feelings, what they liked most, what changes to make, suggest new proposals to improve learning and make outdoor activities more and more engaging.



ACTIVITY 3

Title: Poems in Nature



DESCRIPTION

The following activities will continue to complement the previous activities learning about poems. In this part, students will deepen their knowledge.

INDOOR

1. Inquiry based-learning using the following questions: "What comes to mind when you think of poetry?"; "How is poetry different from a persuasive essay? An expository essay?"
2. Present the characteristic elements of a poetic text.
3. Analyse the main poetic techniques/figures of speech.

OUTDOOR

1. Go outdoors and ask the students to get inspired by their surroundings.
2. Take some time to use different senses, allowing students to smell, observe, and listen to their surroundings.
3. Production of invented poems with the elements they have written down.

CURRICULUM GOALS

Recognise literature as an artistic manifestation and source of pleasure, knowledge and inspiration to create texts of literary intention.

MATERIAL, RESOURCES & SPACES

Indoor classroom and schoolyard
Poem book, class book, paper, pens & pencils

METHODOLOGY & GROUPS

Whole classroom with time to work individually, and as a group

RECOMMENDATIONS

Gianni Rodari's books. 'Chi sonno io?' (for the Spanish colleagues 'Qui sóc jo? Primers jocs de fantasia') which can help you approach the different text typologies in a playful manner. The book has plenty of specific short proposals, including some to work on poems.

STAFF INVOLVED

Italian teacher

The teacher invites pupils to focus on:

- the importance of silence with the aim of listening to the sounds that come from the surrounding environment;
- the beauty of a plant;
- the blue sky of a cloudless day;
- the unfolding of the petals of a flower;

By giving these inputs, the children are asked to be able to put to use what they have learned and what has inspired them. They can develop poems that might convey the sensations, the emotions that the children experienced in the greenery of nature. For each verse the children confront each other:

- on the position of the words in the verse;
- which element/natural sound to be inspired by;
- on the length of the verse.

After careful comparison, the children produce the first verse and so on for all the others.

The final product will be the result of a collective effort. The children will create a basic drawing explaining the meaning of the poem and above it will be the poem the children invented.



2021-1-ES01-KA220-SCH-000034503

Project Result 2 - Didactic Units

ACTIVITY 4

Title: Care for nature (interdisciplinary project)



DESCRIPTION

The students will discuss which plants can be cultivated in the school garden. They can suggest plants, use different resources to see the maintenance they need and decide with the teacher if the students want to include them in the garden. I.e., Poinsettias (*Euphorbia pulcherrima*) are high maintenance, and students will need to think of the periods in which they aren't at the school, the temperatures, etc.

Then, they will create a drawing of their plants and future garden, with instructions on how to take care of them, as well as material needed.

Once the material is bought and/or created, the students will be able to experience the growing of plants. It is possible to point leaders for each week in charge of the plants.

After using the seeds, the students can suggest how to identify them.



MATERIAL, RESOURCES & SPACES

Computers, tablets, books, paper, pens and pencils

Seeds (or plants), fertiliser, pots (if needed), watering cans. etc

In terms of the material needed, the teacher will promote the students to get creative, using materials that can be reused or recycled.

CURRICULUM GOALS

Identify the causes and consequences of human intervention in the environment, to improve the ability to face problems, seek solutions and act individually and cooperatively in their resolution, and to implement sustainable lifestyles and consistent with respect, care and protection of people and the planet.

Focusing on English and Italian subjects, it contributes to learning terms in gardening and nature simultaneously, as well as facilitating the introduction of cross-sectional disciplines such as environmental education in those two subjects.

METHODOLOGY & GROUPS

Whole class, working individually or in groups

Active & Green pedagogies through outdoor education, experiential learning and fostering the critical thinking

STAFF INVOLVED

English teacher

Italian teacher

*It can involve other teachers in the school, such as teachers of science, art, or geography



ACTIVITY 4 (SUGGESTIONS)

Title: Care for nature (interdisciplinary project)



RESOURCES

You can create pots with recycled paper for the garden!
There are many technics to do it, with corn starch or just by using 'origami' technics.



You can use this opportunity to introduce some principles of organic farming related to the association of plants; i.e, "what plant do I need to plant next to the strawberries so that they grow happily with a lower risk of plagues?" Students can investigate and use this opportunity to talk about the damage that pesticides have in our soils.

OTHER IDEAS

For interdisciplinary projects

ACTIVITIES

- collect rubbish that the wind can sometimes blow;
- collect acorns to be able to carry out creative chores;
- collect the leaves and classify them according to the shape, the species;
- build an "insect hotel";
- make a small pond where birds can drink water;
- composting station (maybe vermicompost).



After performing some activities, starting to open the conversations, the actions and allowing children to have more freedom, the teacher may feel more comfortable with giving more freedom to the students in terms of choosing the activity.

It can be guided based on a topic such as the seasons, animals you meet, to allow the students to share ideas and motivations.

TEMPLATES



2021-1-ES01-KA220-SCH-000034503
Project Result 2 - Didactic Units



Co-funded by
the European Union

GENERAL INFORMATION

Title: _____

Timing: _____



COMPETENCY-BASED OBJECTIVES

KEY COMPETENCES

DESCRIPTION

JUSTIFICATION

SUSTAINABLE DEVELOPMENT GOALS

☐ _____

☐ _____

☐ _____

AREA(S)



ACTIVITY

Title: _____



DESCRIPTION

STAFF INVOLVED

METHODOLOGY & GROUPS

MATERIAL, RESOURCES & SPACES

S
D
G

