



**LEARNING BY...
DECONSTRUCTING!**



Comune
di Modena

Amendola Infant Toddler Center
1 Year Old Class

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WE BEGUN FROM HERE...



By observing children, we noticed that - while playing - they often move objects, benches, chairs... they "migrate" materials from one place to another.

The group of teachers choose to **deconstruct the environment** of the school hall and to change the position of the classroom furniture, that had remained the same for many years.

We observed how children reacted to changes and what behaviors they had in response to these changes.

THE SCHOOL HALL

In the school hall, we changed the position of the toy boxes, carpets, pillows and the little stairway.

The new school hall



Some children, after having observed the "new hall" for a while, started to run around the slide, laughing and looking at each other.



Other children went on the benches that were upside down, looking around confused.



After this first moment, they started to play with the materials in the toy boxes.



We noticed a new interest for the mirror.

Smiles, looks, grimaces... are just some of the behaviors children had, both on their own and with friends.



Children pushed the big soft blocks, and then made again the same game of the previous time: they were running around the slide, looking at each other and laughing.



THE CLASSROOM

The classroom environment was modified too, placing tables and chairs upside down.



After a first moment of experimenting the walk on the overturned tables, some children used them as a base for their games, such as taking a doll and some blankets or running around the tables.



TABLES AND CHAIRS IN THE SCHOOL HALL

Just like the other experiences of deconstructing environments, one of the main actions children did was to run around the slide using chairs, and to stoop and go under the tables.





IN THE SCHOOL HALL WITH OVERTURNED TABLES AND BIG SOFT BLOCKS

The observed behaviors were:
slithering, crawling, pushing, laying
down, walking and jumping on the
overturned table, clinging to the
table legs...





DECONSTRUCTING UNINTENTIONALLY

In the classroom, a piece of furniture was moved in order to clean and it was not moved back to its original place.

Children noticed it immediately and, as already happened in the other situations, they started to walk around it, laughing and looking at each other.





FINALLY IN THE SCHOOL GARDEN

In these first spring moments outdoor, children's interest was towards the natural elements, such as flowers, grass, bushes, trees, clouds and the birdhouse they had been observing from the classroom during winter.







After some experiences outdoor, children's interest moved also towards the structures and pieces of furniture of the garden: the music house, the labyrinth and the slide.





DISCOVERING LOGS

Pietro and Greta, two of the eldest children, without any suggestion, discovered the logs and started to walk on them, and they were able to keep themselves in balance!



LOGS AND CORTICES

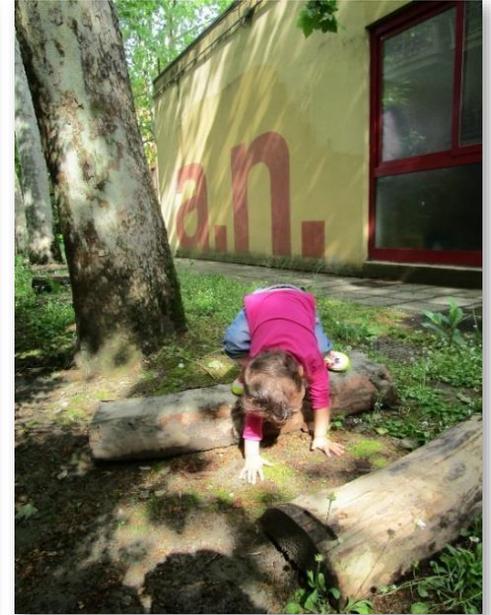


We invited children to explore and play with logs and cortices.

Children became more and more self-confident with their abilities.

They were observing and learning from each other.





In this sequence, we can notice the desire and the effort that Giulietta put in trying to stand on logs and to walk from one log to the next one.

FINAL REFLECTIONS

Children who reach a good level of awareness of the environment around them become more autonomous under the point of view of relationship and movement, even when the reference points are deconstructed.

Changing the structure of the environment helps children discover new places that they had not noticed, and children are pushed to dare new movements.

The behaviors we could observed are:

- curiosity e creativity
- ability to adapt and to problem solve
- experimentation of different motor schemes
- improvement of the relationships among children and increased desire to observe and learn from peers.

