



# DISCOVERING AND THINKING THE WORLD AROUND US



Comune  
di Modena

Forghieri Preschool  
*5 years old class*

*Teacher*  
Bianca Tartarini



This project starts from the observation of children during the **walks** through the **neighborhood** to reach the **post office**, the **park** and the **supermarket**.

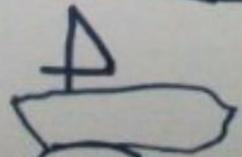
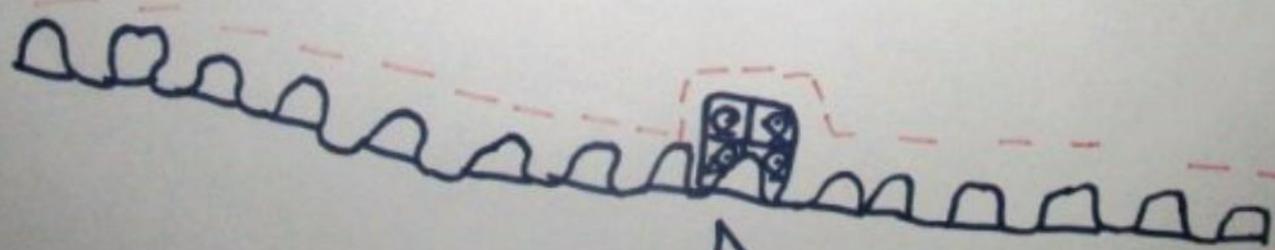
We realized that children were following the instructions of the adults without realizing the chosen route, but just thinking about the duration of the walk and about what they would do once arrived to the final destination.

So we chose to stimulate children to **observe more carefully** what surrounds them and to make them experience the fact that walking is not just reaching a place but it is itself a chance to explore, learn, be amazed by nature, by traffic, by buildings, by people.

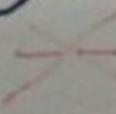
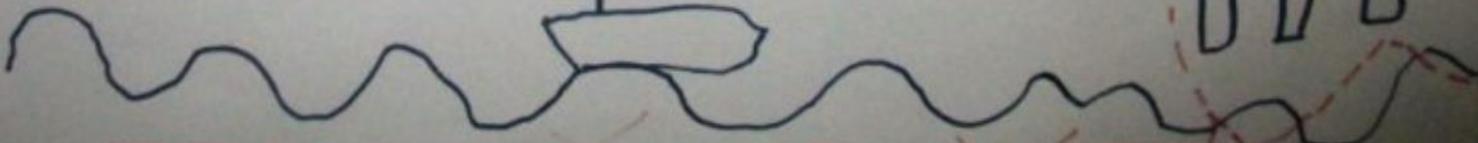
That's why we chose to eliminate completely the word: "Hurry up".

This process started with the **trip to the seaside**..

RODRIGO



PPPP



ILARIA

After the trip to the seaside, we showed some pictures of the day to the children and we asked them to think again about the route that we had walked there from the beach to the harbor and back, and we asked them to try to **explain** it with words; then children were asked to **represent graphically** this route and also what they observed around them.

After that, we asked to each child to **tell** the route that he/she had drawn to the rest of the group.

While listening, the group of children was wondering about:

- Is there anything missing?
- Is the path clear to understand?
- Could I walk that same path again just by looking at the drawing?

Children said that: “The **map** helps you see, helps you finding things and finding the route”. This reflection made by the children stimulated us (the teachers) to deepen this educational project about the topic of the map.

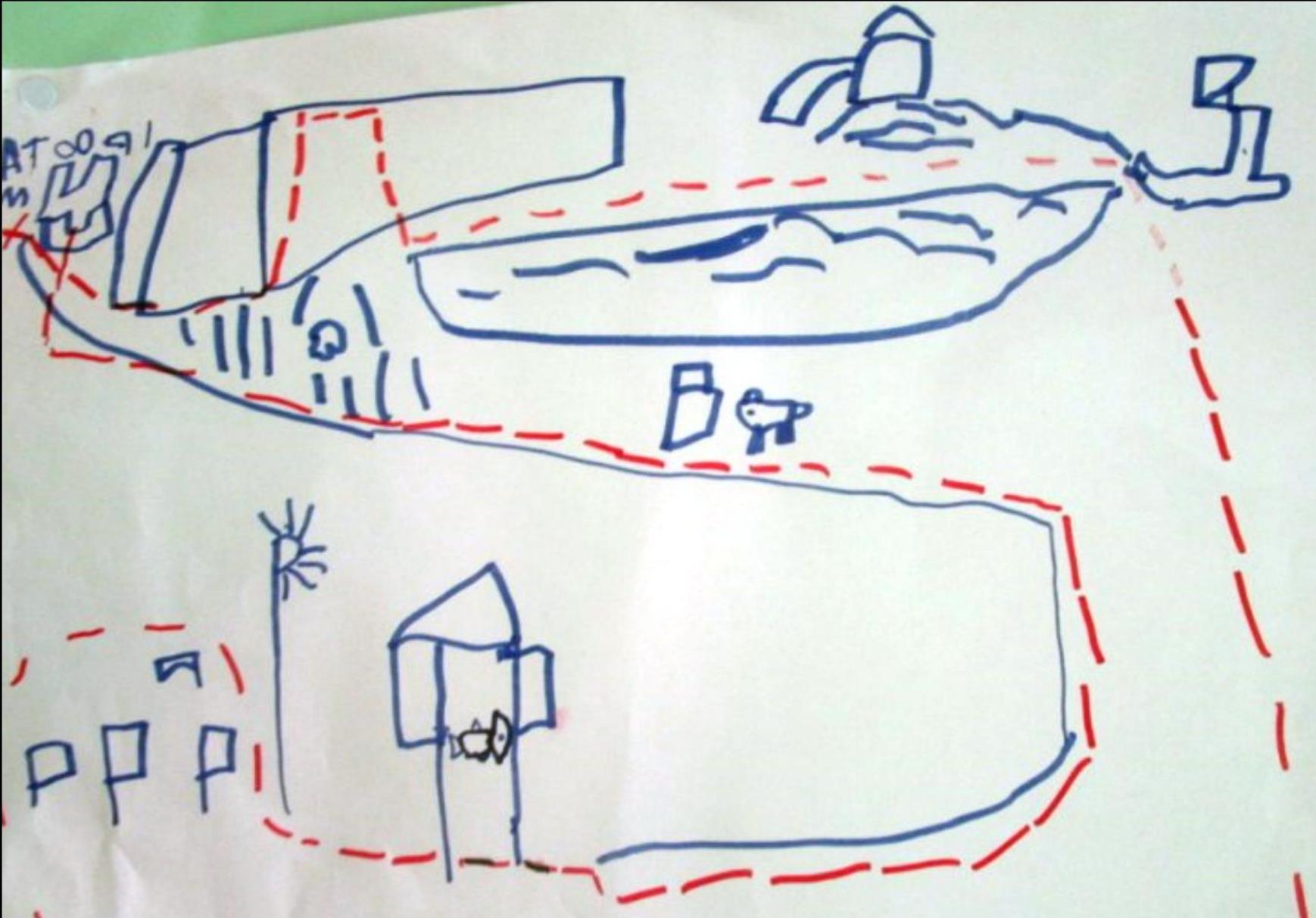


MA  
FEDERVO

We asked children to draw the route from the beach to the harbor with the help of some photos that we had ordered chronologically.

The request was to draw the route using **red** and the things they observed using **blue**.

These drawings show children choices of the points of reference and their personal attention to particulars.



AT 0091  
1500  
W

FEDERIO  
MO

FEDERICO MO

GABRIEL G.





# Pedibus ('feetbus')

Pedibus is an activity promoted by the school in collaboration with the district. Every Thursday morning, children meet in Piazza delle Palle and then they walk towards the school.

This activity is for preschool and primary school children and for their parents, and it involves all the teachers.

We asked children to **observe carefully what surrounds them** during the route, and to tell it to their mates and then to represent it with a drawing.

# Drawings of the route







# **Fieldtrip to Verona**



GLIETTE CKETS

ALL

We decided to go to Verona on a fieldtrip and we tried to decide together **what we need to take with us**, besides the backpack, the hat and the rain poncho.

TEACHER: Can we also bring a map of the city in order to find the museum?  
Do you know what a **map** is?

CHILDREN: No

TEACHER: (showing it) Try to tell what you see

CHILDREN: It is a map... The map of the city... Like the pirates one!

TEACHER: What is it useful for?

CHILDREN: To show the route... Where to go... If you get lost... To find what you want



While observing the map, children realize that there are drawings:

CHILDREN: What are these?

TEACHER: It is the map of the city with monuments, as for example Ghirlandina in Modena, and all the interesting things to visit

CHILDREN: And the blue line?

TEACHER: It is the river that flows around the city of Verona. How do you read a map?

CHILDREN: You read in with your eyes and you need to know where you want to go

TEACHER: Let's try to read it together and put a **blue dot** for the parking area and a **red dot** for the places we are going to visit (museum, arena...).



epoca medievale (1355)  
museo d'arte medievale  
e moderna  
Carlo Scarpa 1958-1964

Il Museo di Arte Medievale e Moderna  
è un museo di arte medievale e moderna  
che ospita opere di arte medievale e moderna  
dal 1355 al 1964

PASSO  
CAROZZI

# Through Verona with the map in our hands...

During the route we recognized and photographed the monuments we were meeting, reaching the various **destinations** (museum, food court...)

Giulia is representing her own map with the help of the map of Verona



# At school...

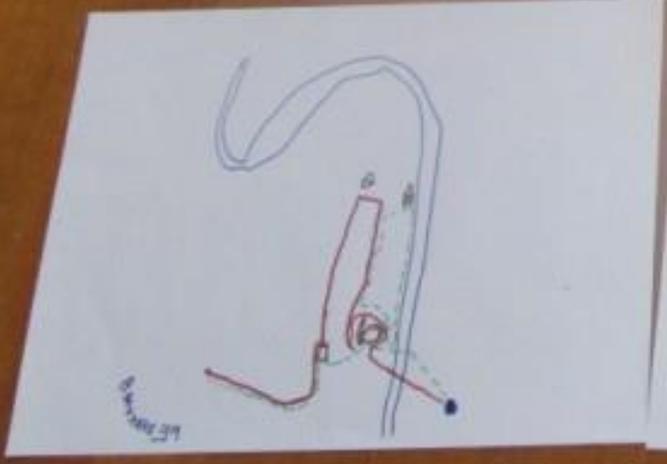
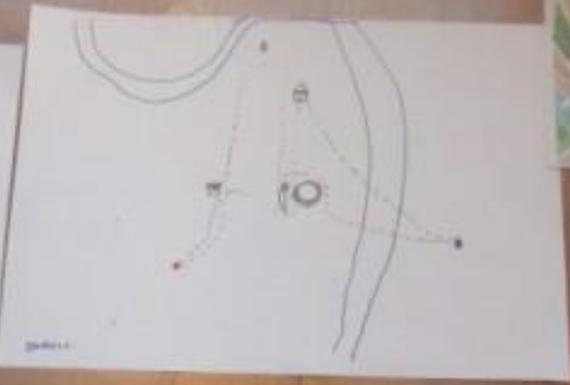
The class reads the map again and, with the help of some photos. We outlined the route we had done and created a legend.

Some children tried to draw their own map, with the help of the map of the city.

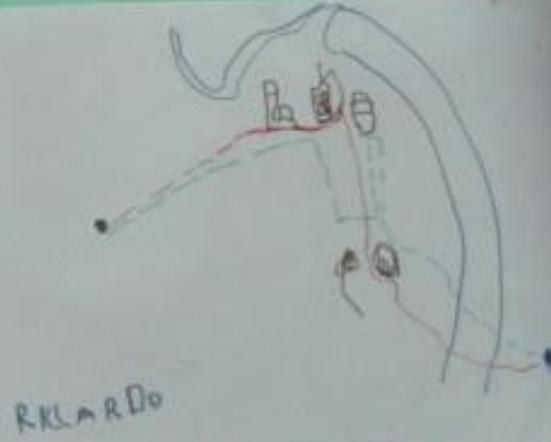
We tried to **read together some of these maps drawn by the children** reconstructing all together the route we had done.

Children noticed that:

- Giulia didn't draw the museum
- Gabriel G. made a longer route
- Daniel made a mistake with a bridge...



...E' UN COMPLEXO NUDO DI  
 ...PER RICARICARE DA UN PUNTO  
 ...PER ESPLODERE,  
 ...PERCHÉ LUNGO LA STRADA  
 ...E SULLE TRACCE DI NATURA  
 ...UN PICCOLO PRATO PER  
 ...PALAZZO, UN'ISOLA AL CENTRO  
 ...SOTTILE... TANTE PERSONE  
 ...E CONOSCERE, SAMPINARO  
 ...SARDELLA, MA ANCHE CON GLI  
 ...E LI INTERESSA TORNAVO  
 ...LA LORO SENSIBILITÀ  
 ...LA "MEDITAZIONE", SPOTARMI  
 ...E AD ORIENTARMI, A COSTRUIRE  
 ...SOTTO, AD ANDARE CON LA  
 ...UNA DIVENTARE BRANEL  
 ...





GABRIEL

F E D E R I D W O





RKLARDO



RKLARDO

FEDERICO

Federico's map - enlarged version

A GRANDE GRUPPO KEBIARO POI  
PROVATE VO' INDICARE LA MAPPA  
DI FEDERICO MARILLANI



Everyone agreed that Federico's map is the most **reliable and accurate**.

That's why we decided to represent it again on a big piece of paper.

In salone



# RELAUNCH

Starting from the maps and the roads drawn by the children, we decided to propose the construction of **movement paths** in the hall.

Children were used to play with paths built together with the teachers, so the new proposal is that the children themselves **build the paths on their own**, just by following some suggestions.

So we divided the children in 5 groups.

The proposal was the same for every group:

We gave them just some colored bricks and we let them the possibility to take other tools from the cart. They had 10 minutes to do that.

We asked children: “What could we do with these tools?”

We observed which solutions children could find, and whether they could collaborate in order to realize a common project.



Every group found their own strategy.

## 1° GROUP

Children could collaborate, and they didn't take other tools from the cart.

The called their path **CONSTRUCTION** and they said the **one can play to change the construction.**



## 2° GROUP

They talked to each other, they added other tools, working individually and talking to each other and respecting the other's work. They did not manage to finish it because it was too difficult, so they talked to each other again.

They defined it **PATH THAT IS NOT SAFE.**



## 3° GROUP

They repeated the same methodology used by the second group, and tried to make it: it was not clear to understand, you could go through it in two ways, it was not easy to understand...

They decided to call it **BROKEN PATH**.



## 4° GROUP

They placed the bricks together, then without talking to each other they added other tools.

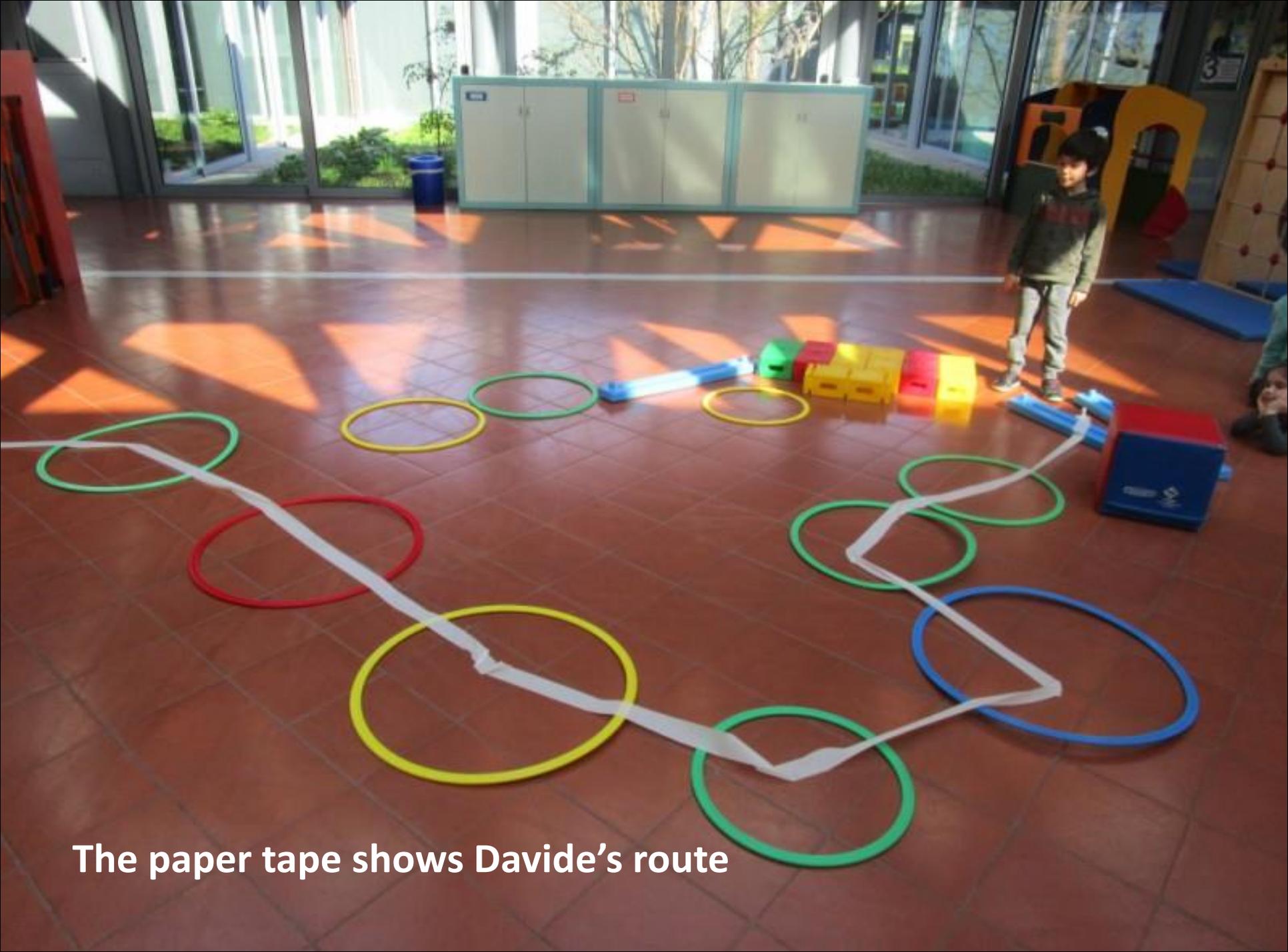
Davide – while looking at it – called it **MAGICAL LABIRINTH**, the other ones agreed but they still had to decide where the entrance and the exit were. After having discussed it for a while, they decided that the two blue lines were the entrance and the green circle the exit.

Everyone tried it: not everybody followed the path, but they all respect the entrance and the exit.

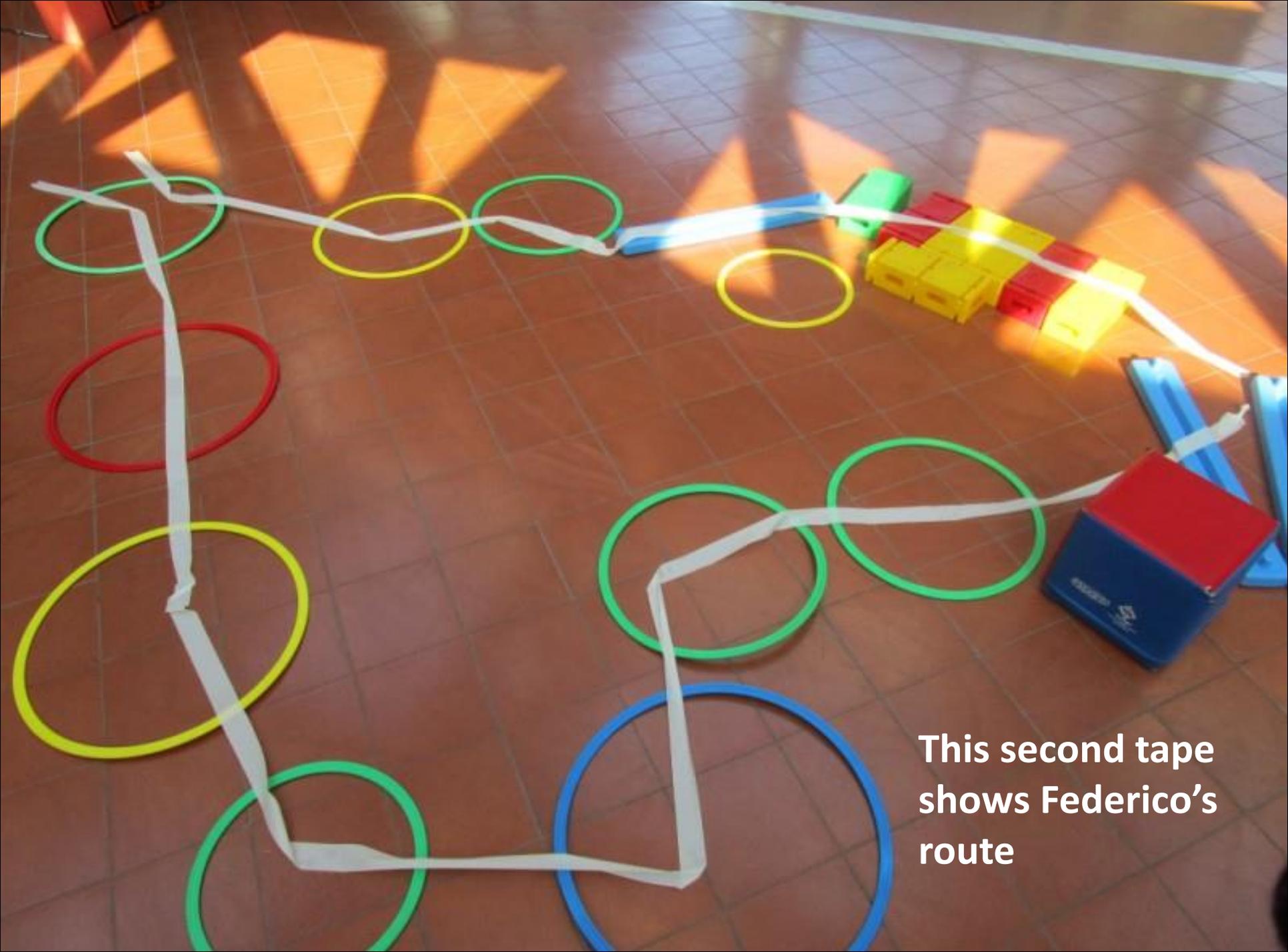
DAVIDE: I found the **faster** way

FEDERICO: It was me who found the faster one, it took little time to me.

We proposed to Davide and Federico to do it again, while we put **paper tape** on their routes. This way, we discovered that the faster way to get out of the labyrinth was Federico's.



The paper tape shows Davide's route



**This second tape shows Federico's route**



## 5° gruppo

The children placed the bricks, then took other tools and created a path, they talked to each other and decided to put a ball for the start and a rock for the end.

They called it **COLORFUL PATH**.

Sebastian chose the left path, Sofia the right one.

TEACHER: Did you do the same route?

SOFIA: No, there are different routes

SEBASTIAN: Mine is faster and everyone should try it

The rest of the children decided that both routes were fast.

SEBASTIAN: it's a nice path, you can choose two routes, and you get out anyway.

Children decided to call it: "**A PERFECT AND FAST PATH**".



We wanted to relaunch the idea of the magical labyrinth that came up by the children while playing in the hall, so we proposed to create a **GIANT LABYRINTH** in the garden.

Everyone liked the idea.

We asked to the group who brought up the idea of the labyrinth to explain to the others what a labyrinth is.

DAVIDE: It is a sort of path

MIA: It is a place where there is an entrance and an exit for everyone

FEDERICO: You have to find the exit by passing through the path. If you don't find the exit you start again, there are tricks.



Children had often tried the experience of entering and going out from a labyrinth as in the school garden there is a structure that has some characteristics that make it similar to a labyrinth, so they had confidence with it; but only now – thanks to all these thoughts – they understand that this structure is actually a **real labyrinth with an entrance and an exit.**

Children had fun trying to find the faster ways to find the exit.







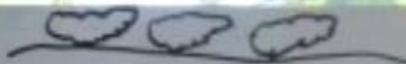
# Planning our GIANT LABYRINTH

A group of children decided to try.

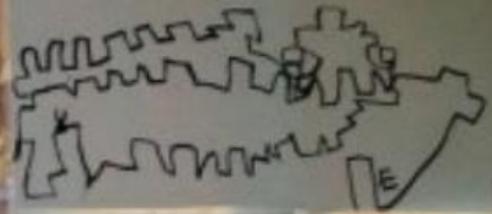
Children draw various labyrinths by leaving a black **trace** on white pieces of paper.



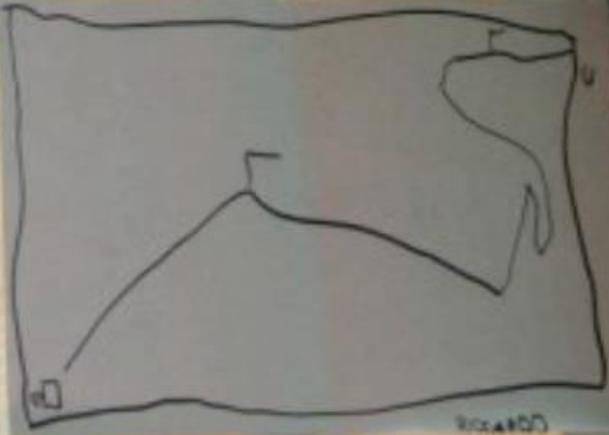
DANELE



FEDERICO M



MIA



COACH



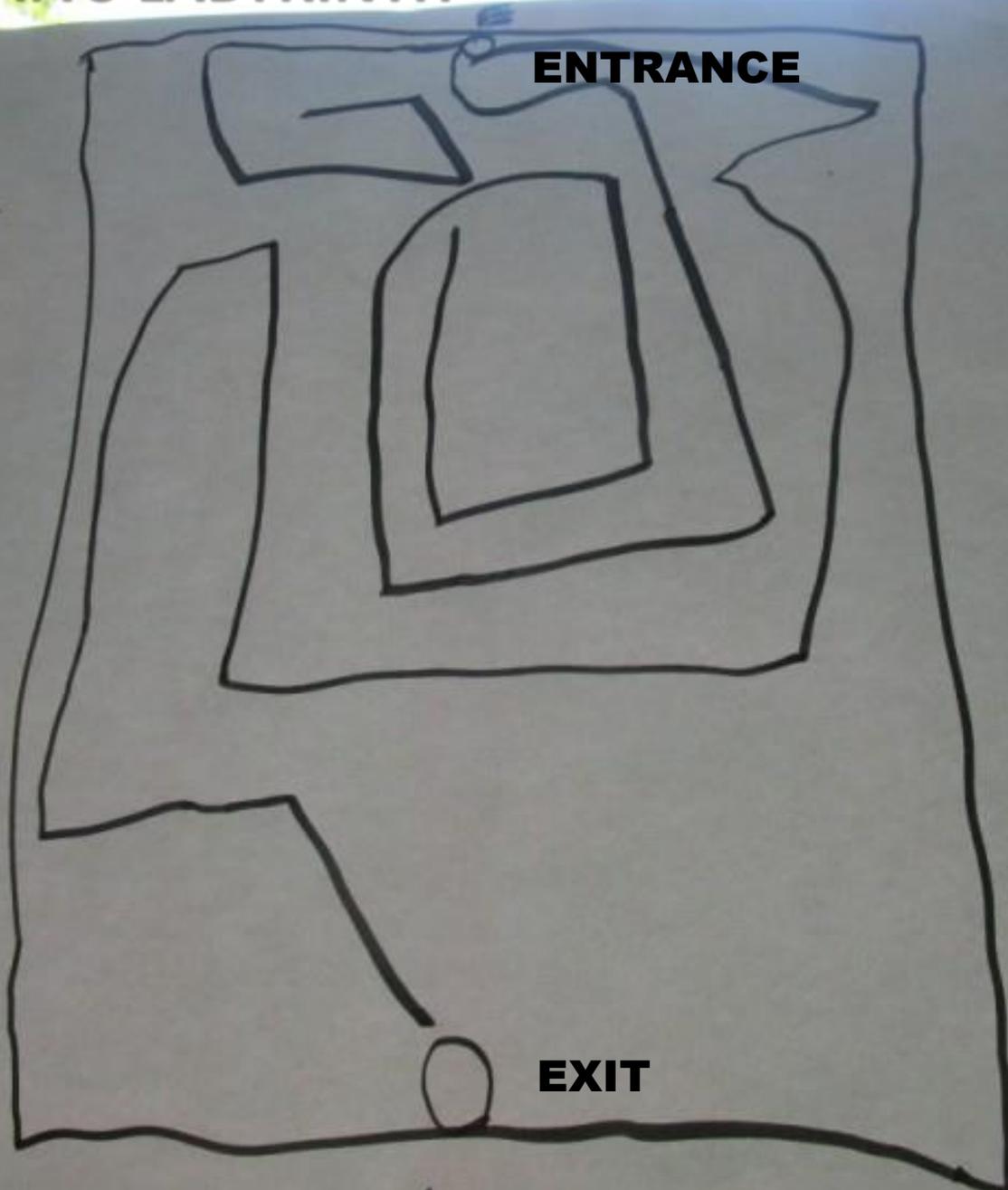
BRIELG



FEDERICO

Children observed and compared the projects and arrived at the conclusion that some of them were **too complicated**, other ones were **impossible to do**

# CARLOTTA'S LABYRINTH



**ENTRANCE**

**EXIT**

Carlotta's labyrinth was defined as “**simple but not too much**”, because after getting in there are three possibilities: two of them leading to a blind alley, the third one to the exit.

**Carlotta beating the chalk, that the teacher had put**



We discussed with the children about the possibility to build Carlotta's labyrinth with the cardboard that we use in the garden to play, but the labyrinth was too big and we did not have enough cardboard.

Carlotta, together with the teacher, drew her labyrinth in the garden using the **chalk** (the one that is used for football fields), following her drawing.

Carlotta's reflections:

*"I liked to make the labyrinth, I was beating the path with my and, I tried to do it but I was doing it wrong, because it's hard to do it so big. I chose the second route which has a stop, also the first route has a stop. But I made only one mistake, then I found the right route which is the third one"*



We went out in the garden with all the class and we observed the labyrinth.

Carlotta **went through it again** and then, one by one, all the other children tried.



Only few of them could find the exit at their first try, many children had to try multiple times. No one discouraged, **they were not perceiving the mistake as a defeat**, because all the group was cheering for everyone.



We organized a **group game**, where everyone was trying the labyrinth, also backwards.



## Children's thoughts after the game

DAVIDE: Nice, because you choose and if you're wrong you start again

DORA: It seems easy but you need to study, you try and then you manage

VIVIANA: I was lucky, I found the right route immediately

GIORGIA: I looked at the others, one route was a bit curved, another one a bit more, the one to get out was curved and very long

DANIELE: There are three routes: two wrong and then with the third one you arrive at the exit

AURORA: Even if you're wrong you have fun

FEDERICO A.: If you walk next to the border you find immediately the right way

DAVIDE: But you cheated

FEDERICO A.: I wanted to be faster

FEDERICO M.: It wasn't a competition

For the children of Forghieri  
Infant-Toddler Center

PER I BAMBINI  
SEZ GRANDI  
NIDO FORGHIERI

3 MARZO 2017  
VI INVITIAMO  
MERCOLEDÌ 8 MARZO  
NELLA NOSTRA SEZIONE A  
LEGGERE UNA  
STORIA  
I BAMBINI DI 5 ANNI  
SC. INF. FORGHIERI  
SEGUITE LA MAPPA



Map  
Infant-Toddler Center  
Table  
Toys cupboard  
4 yrs old door  
Corridor  
5 yrs old class

3 March 2017

We invite you Wednesday 8 March in our class to read a story.  
The 5 years old children of Forghieri Preschool  
Follow the map

## Continuity project with the infant-toddler center

For the continuity project with the infant-toddler center, we wrote a **letter** to invite the children of the infant-toddler center to play with us.

In the envelope we put the **map of the route** that goes from our class to the infant-toddler center.

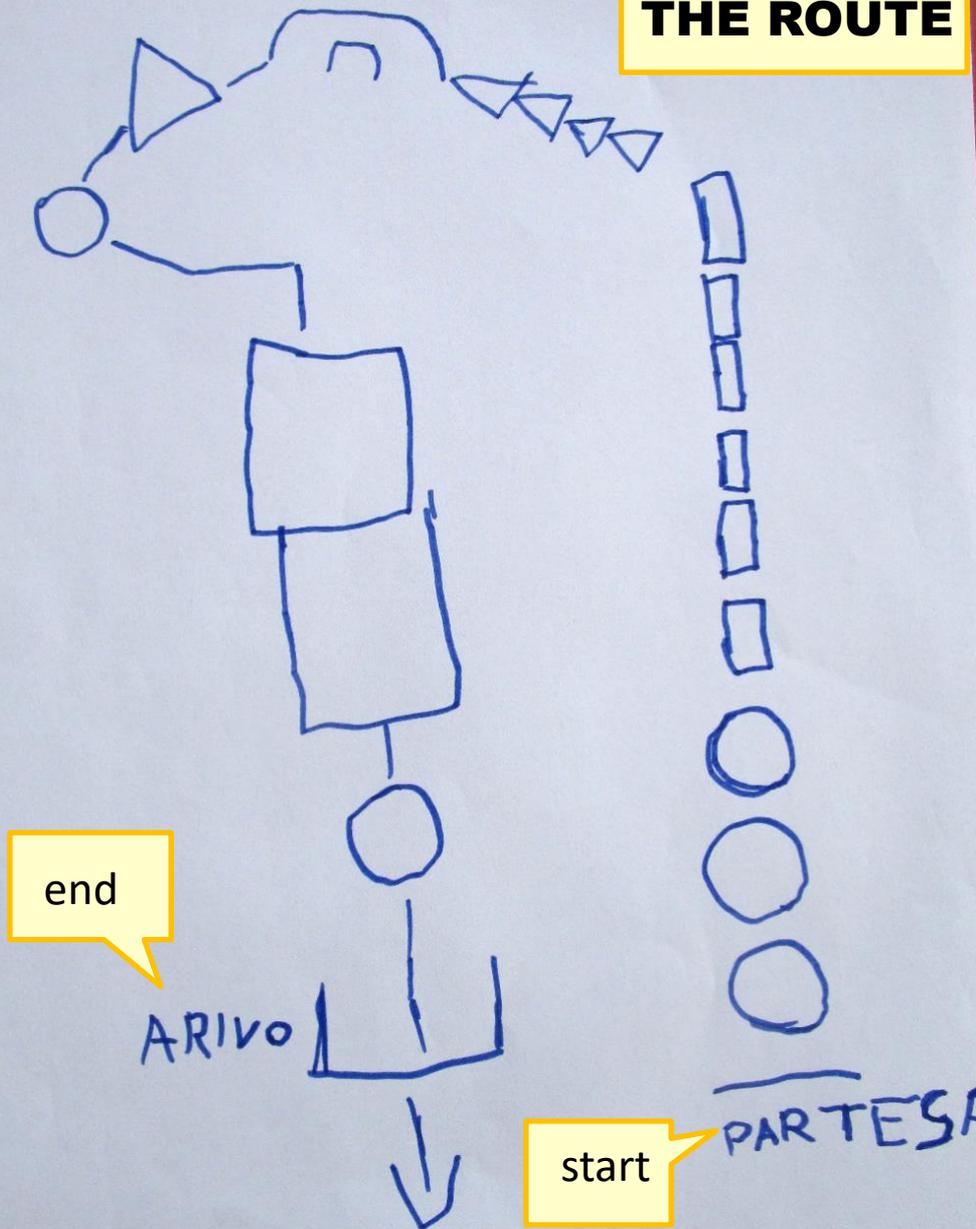
Before drawing it, we tried the route, finding some reference points for the younger children.

Map  
Infant-toddler center  
Table  
Toys cupboard  
4 yrs old door  
Corridor  
5 yrs old class



# DANIELE IL PERCORSO

**THE ROUTE**



At the end of this interesting and enriching project of labyrinths and pathways, we thought about **how to welcome the younger children**: three meetings on Wednesday, during which the older children prepared movement paths that Daniele planned.

Children decided to link the area between the tools with some tape, in order to **help** the younger children, and they decided that each of the old children would help one of the young ones during the movement path.



# The meeting





**One of the older children shows the  
how to go through the pathway**









**And at the end: free play in the hall!**

