

One morning with the children (A1)



<u>Target group</u>	Age: 4-5
<u>Material</u>	<ul style="list-style-type: none">- Jar- Water- Label- Bags, boxes, ...- Special glasses- Book- Photo- Pencil
<u>Procedure</u>	<p>1) <u>Blindfolding</u></p> <p>a) The children are put in pairs, one of them closes his eyes, the other gives him something special from the wood and the blind one has to feel and taste the special thing. Afterwards the blind one should tell the other one what he thinks it was.</p> <p>b) The children are in pairs, one of them closes his eyes,</p>



the other leads him around to a special point in the area. The blind one has to feel, to smell the special point, then they come back to the starting place, the blind one opens his eyes and has to search for the special place in the area. As clues he only has memories of smells and what he felt.

This part could be done step by step :

- First choose a thing in front of you, the blind one closes his eyes and feels, opens his eyes and feels again by seeing the thing in front of him.

Then you increase the distance step by step. You could take the same or different things.

For the last step, see description above

- c) The children are in pairs, one of them closes his eyes, the other leads him around the area. The blind one tries to learn about and get to know the area by his other senses.

Example : under the earth it's really dark but if you don't see anything, you use your other senses more intensively, e.g. your smell.

2) CD-listening

- a) The children collect special things in order to make sounds. They put the things in the middle of the circle. All the children sit in the circle and close their eyes. Only one child keeps his eyes open, chooses an instrument, makes a sound and they others have to say what it sounds like.
- b) Every child gets one special thing from the collection of instruments (elements from the nature) and tries to find out if there is another identical 'instrument'. They have to compare their sounds.
- c) Build a big circle and sit down all together. Close your eyes and concentrate on the different sounds from the woods. After listening the children can tell you what they are have heard. If you want you could make it more challenging by telling the children : "Could be

so quiet that no one knows that we are here." You can also introduce the children to other sounds by saying "Oh listen to the bird, where does it come from."

Example : it depends on our story. We chose "A tree without end" and the children all sat down all together and listened the sounds of the animals.

3) Perfume

- a) Every child has to search for one thing that smells. They come back in the circle. Every one shows what he has found. All the children have to close their eyes. We take all the smells and put one smell under each child's nose and they have to find their own one. (to recognize smells)
- b) All the children have to search for special smelling things (things they like or don't like). After collecting different things they all meet together at the starting place. Every child can explain what he has collected and why and how it smells, crushing it between his fingers. Then the children put all their things in the jar and mix them up with water. To save the smell of the perfume they close the jar. You can do this in combination with the story.

Example : the children have to collect special things which only grow up next to 'the tree without end'.

4) Collection

Every child gets special glasses to search for the secrets in the woods. They all go around the area to collect things they like. The children could show their secrets and special things to each other. Then we put the collected things away, so they are safe because we don't need them yet.

Example : the special secrets the children have to search

	<p>for are the things lost by Hipollène and her in the story.</p> <p>5) <u>Story</u> Choose a story for example this work was based on 'L'arbre sans fin'.</p> <p>6) <u>Land-art work for the story</u> At the end the children take the things they have collected and their special secrets to make a present e.g. for the people from the story.</p> <p>Example : All what the children have collected can come from this special place, it depends on the book. We don't want to take it with us, in our world but we are happy to spend some time in Hipollène's world and arrange the objects as a present for Hipollène and her friends.</p>
<u>Variations</u>	/
<u>Aims</u>	<ul style="list-style-type: none"> - Get to know yourself and become self-confident by making new experiences in the nature. - Refine your tactile perceptions and also learn to distinguish tastes and smells. - Listen to the silence and sounds. - Become aware of kinesthetic information, e.g. being blindfolded. - Looking at things from another perspective. - Learn to observe in details.
<u>Comments</u>	<ul style="list-style-type: none"> - We all start in the class, pick up the children go with them in the park and when we enter the wood we tell them : "Now we are going into Hipollène's world. Please be quiet and careful with your steps, don't destroy anything and enjoy Hipollène's place and her friends. " - When we have finished the lesson with the children we



say: "Now we have to go, thank you for playing with us and now we are leaving Hippolène's world. Our presents will stay here and maybe if you are quiet you can see Hippolène and her friends again when you go to the woods.

- Every activity is explained by one native speaker in French.
- It could be possible to have some activities explained in another language using a lot of non-verbal communication at the same time.