

Rebuild the pictures (A2)



<p><u>Target group</u></p>	<p>Age : 5-6</p>
<p><u>Material</u></p>	<p>Cameras (manipulated by teachers): to take the realisations of children The pictures (taken in advance) Elements that the children pick up in the nature</p>
<p><u>Procedure</u></p>	<ul style="list-style-type: none"> - The teacher goes with children in the nature - Children make groups of two or three children. The group can be made by affinity, or the teachers can decide how to make a group - The teacher gives one picture to each group. <p>Instructions Reproduce the movement, form which you see in the picture</p> <p>The teacher reminds the children of security rules for the activities. Children have to stay within a delimited space where they have to work. There are clear and visible marks (this tree, the border of the garden). The children go to research the elements which can help</p>

	<p>them to reproduce the pictures. They are free to choose what they want for their productions.</p> <p>When the teacher looks at the children's works, he can mention the correct and precise vocabulary for each form. E.g. 'This is a very nice spiral!'</p> <p>After 20 minutes, the teacher stops the activities. The children put the pictures next to their productions, and go next to the teacher.</p> <ul style="list-style-type: none"> - The teacher and all children see all productions of all groups. The groups who realized the productions can explain what they wanted to do, what it meant for them (sun, stars, ...). The others can ask questions, and make commentaries. - The teacher takes pictures of all productions. And he puts the pictures in classroom.
<p><u>Variations</u></p>	<p>Photograph hunt</p> <ul style="list-style-type: none"> - At the end of the activity, the children go back to the teacher with their pictures. They give it back to the teacher. - The teacher mixes the pictures. Each group of children picks up one picture (different from what they had before). <p>The group remain the same as for the first activity.</p> <ul style="list-style-type: none"> - The children look for the representation of the picture they have picked up and they stay next to the representation. - The teacher goes to each group to see if they have really found the good representation. - The teacher asks how they have found the good representation. Which details helped them, if it was difficult or easy to find the good representation, ...
<p><u>Aims</u></p>	<ul style="list-style-type: none"> - Get to know others, establish relationships - cooperation - Refine one's tactile perceptions: learn to distinguish different characteristics of different materials

	<ul style="list-style-type: none"> - Observe precisely - <u>Art</u>: act and create to observe, compare and discover
<u>Comments</u>	All the things we take in nature have to be taken with respect. We have to respect the nature: pay attention not to destroy, not to kill an insect, and to respect the growing plants, ...

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