



## Presentation of good practice from Kindergarten Bolzone, Italy

Title of good practice: ***In distance we find a new closeness***

**Thematic area:** Colours and nature.

**General setting:** Following the suspension of activities in March 2021, we educators asked ourselves how we could stay close to the children and families. From this need came the idea of creating a kit with different materials. The choice of objects has been careful. We wanted to donate objects known to the children and useful for continuing at home the explorations begun at school. Next to the kit, a padlet has been created and a virtual noticeboard to facilitate exchange and the school-family sharing. In this way, thematic readings conducted by the educators and proposals for activities to be carried out with parents were sent, e.g., the recipe for Play-Doh and the recipe for Easter biscuits conducted by our cook/helper. In this way, all school staff were involved. At the same time, the materials shared by the parents on the school email were organised in the padlet, so that they became an asset for all. At the same time, thanks to the google Meet application, short online activities were carried out, divided into groups, linked to the proposals already started at school.

To support the families, it was also decided to share a pdf with a summary of what was being done at school before the interruption, on the theme of colours, with operational invitations to resume at home. The invitations were not intended to be "compulsory tasks", so that families in difficulty were not pressured with additional tasks. Also during the period of suspension, with the group of older children, starting from the idea of a child who had shared some short stories he had invented, we proposed the idea of inventing a group story for Easter with a wolf as the protagonist. The ten older children participated by inventing part of the story. The parents collaborated by sending each other parts of the story, like a chain. Before returning to school, a video was shared with the families which represented the synthesis of the path built up during the distance period. The thread of proximity took this form to give continuity to the path.

### **What is considered innovative:**

The creation of the kit with materials well known by the children and the padlet allowed us to maintain a link with the families and children and share materials.

**Use of technologies:** usefulness in maintaining relations with children and families, and in giving continuity to the pedagogical plan in case of closure or quarantine.

PCs, tablets and padlets made it possible to create connections between children, parents and educators.

### **Relevance of media education addressed in the workshop/project:**





Through this project, the use of the media emerged as an element to facilitate and foster school-family communication and exchange.

### **How does the practice contribute to easier accessibility and integration?**

The way of offering both concrete tools, operational starting point and opportunities online and offline allowed all families to find times and ways to participate in the proposals, according to their needs and possibilities.

### **Added value:**

Both the kit and the creation of the padlet are easily adaptable to different realities.

### **Documentation:**

Picture of the KIT provided to the children/families:



Activities on colors:

