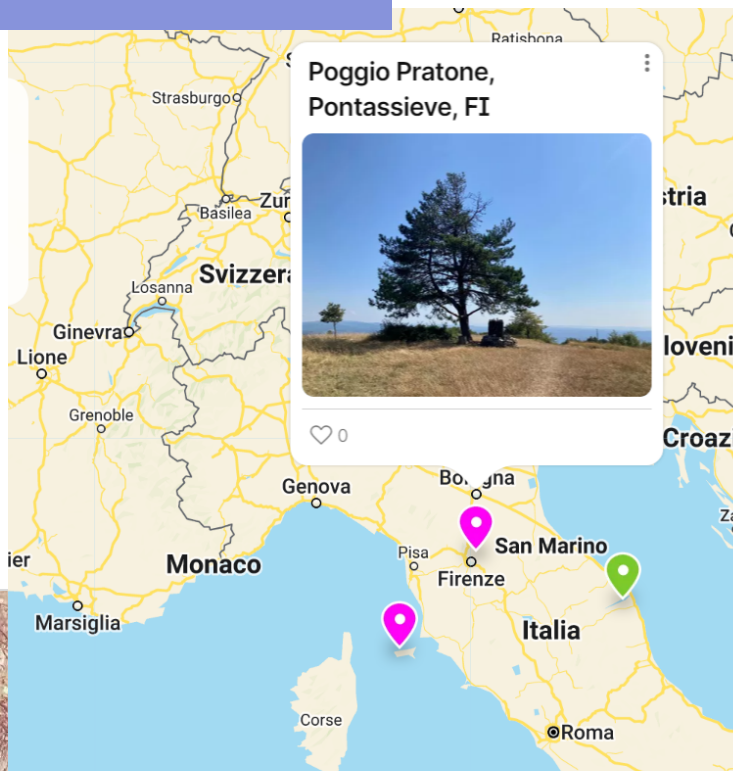


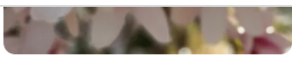
Hunting Trees



Poggio Pratone, Pontassieve, FI



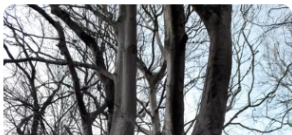
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Il fico (secco) dei vicini di casa di Bianca



Ancora alberi abbracciati (Christian)



Il fico (secco) dei vicini di Bianca



Ancora abbracci (Christian)



Il pesco del giardino di Bianca



L'albero "crotiti" (nudo) e un po'pelosino (Christian)



Gli alberi abbracciati



Hunting Trees

An idea from:

Copetti Tiziana - Giorgini Francesca - Maur Antonella - Pascolo Daniela - Picogna Francesca, ECEC educators at the Kindergarten "Rosa Simonetti", Montenars - Italy. **In co-design with Zaffiria.**

Age: 3-5 years

Keywords: #nature #emotions #openmaps #images#padlet

Key question: *How can we build emotional bonds with nature using the digital?*

General objectives:

- Fostering interest in research and curiosity about the local area.
- Reassessing the natural environment
- Building emotional bonds to certain places.
- Strengthen relations with organisations, associations and other citizens

Time: 6 activities with the children of 30 minutes each for a total of 3 hours

Materials

At school	At Home
<ul style="list-style-type: none">• Smartphone/tablet/digital camera	<ul style="list-style-type: none">• Smartphone/tablet/digital camera

Software/ Apps:

<p>Padlet</p> <p>Objective: Virtual wall where images, videos, texts, drawings can be shared.</p> <p>Media: Computer; smartphone; tablet</p> <p>Link: www.padlet.com</p> <p>Alternatives Mural</p>	<p>QR Code generator</p> <p>Objective: Linking to a QR Code</p> <p>Media: Computer; smartphone; tablet</p> <p>Link: https://it.qr-code-generator.com/</p> <p>Alternatives Integrated tool in google chrome, bit.ly</p>
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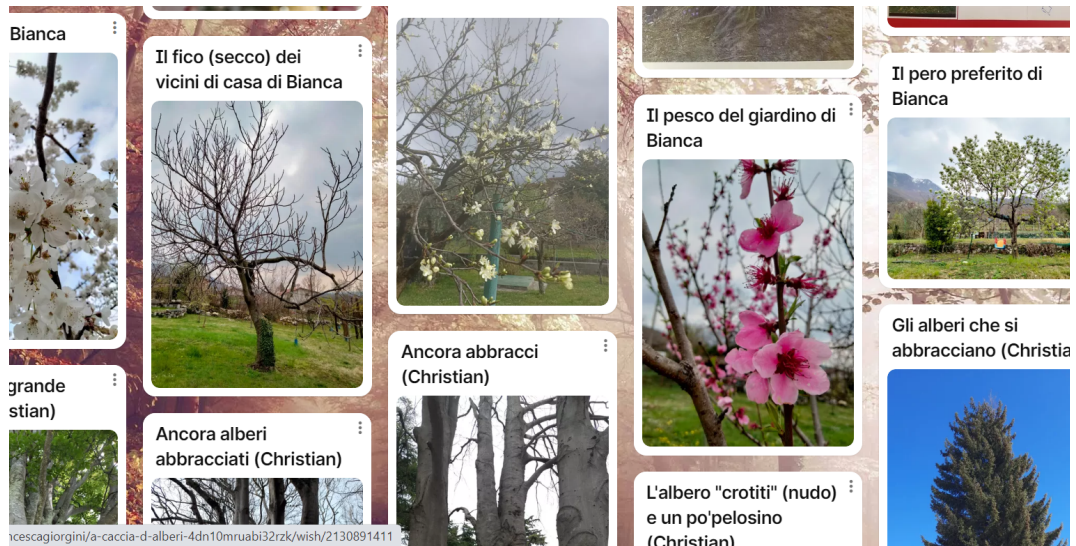
Short Presentation

The atelier is the beginning of a "Tree Hunt": children at school with educators and at home with family members search the area for trees that are significant to them in terms of shape, size or emotional ties and photograph them.

The educators will create 2 padlets, one where the children and families will share the photos of the trees they meet outside and one where they create a map open to all where everyone can point out a tree, locate it on the map and try to classify it. The map will always be active and will be shared with families, local associations and neighbouring schools so that other children can find the various trees and visit them, but also add new ones.

Step by Step

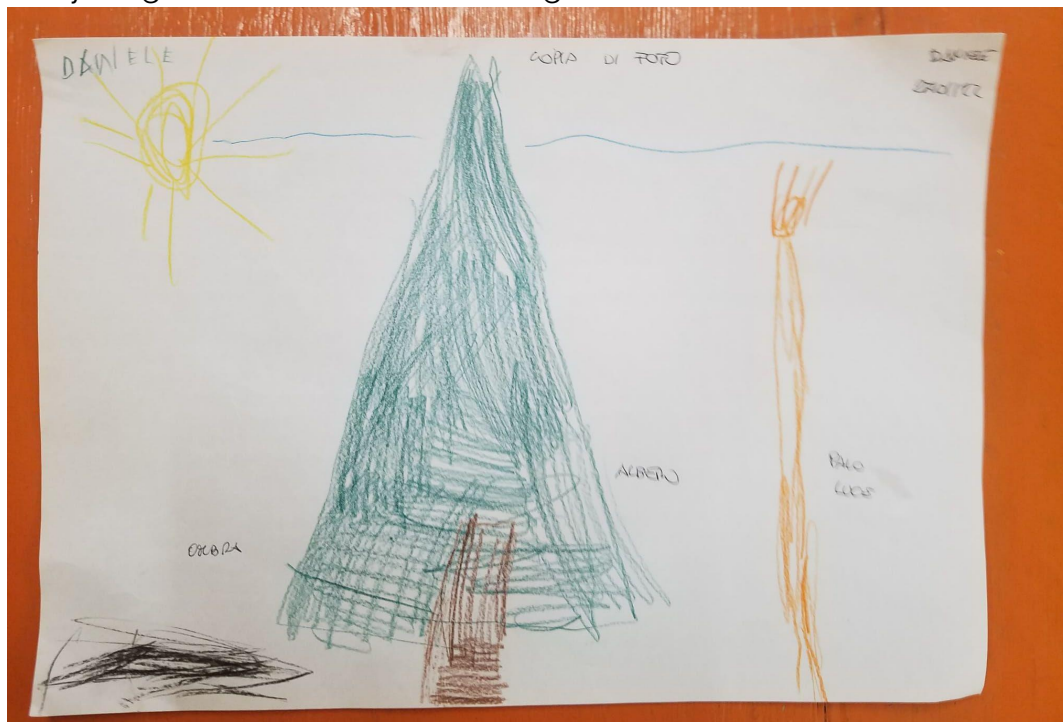
<p>Step 1 --- <i>At school</i></p>	<p>Following a series of clues created by the educators, the children will go on a special treasure hunt that will lead them to a tree in the nearby area. On the tree they find a letter inviting them to the next activity with their family. Back at school, the children draw the tree they have just visited and, with the help of the educators, make a kind of data sheet of it.</p>
	<p>For distance learning Following a series of clues created by the educators, the children will experience a special treasure hunt that will lead them to a tree in the area nearby the school. On the tree they will find a QR code which, when scanned, will display a letter inviting them to the next activity with their family.</p>
<p>Step 2 --- <i>At home</i></p>	<p>Together with the family, the children go on a photo safari of the trees that surround them in everyday life. Every time they encounter a tree they like, or that has a special emotional value, they take a photo and upload it to a padlet previously created by the educators.</p>



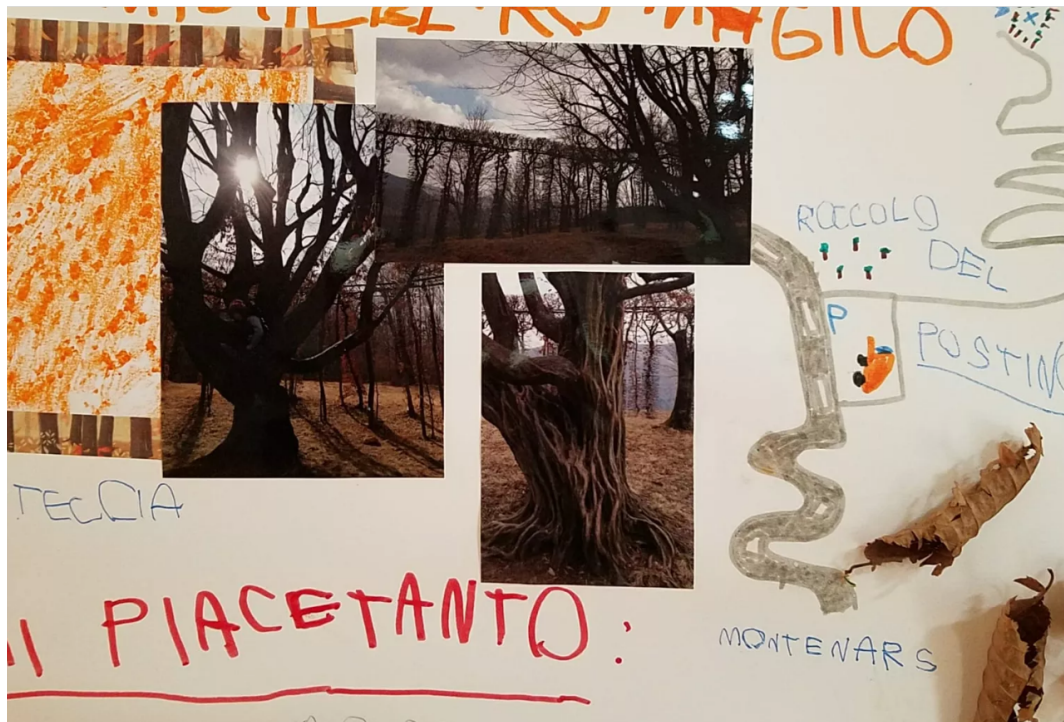
Step 3

At
school

Back at school children start with the work of cataloguing:
The younger children make a drawing of their favourite tree.



The older children, with the help of the educators, catalogue the most significant trees:



and create a map and/or directions to them.



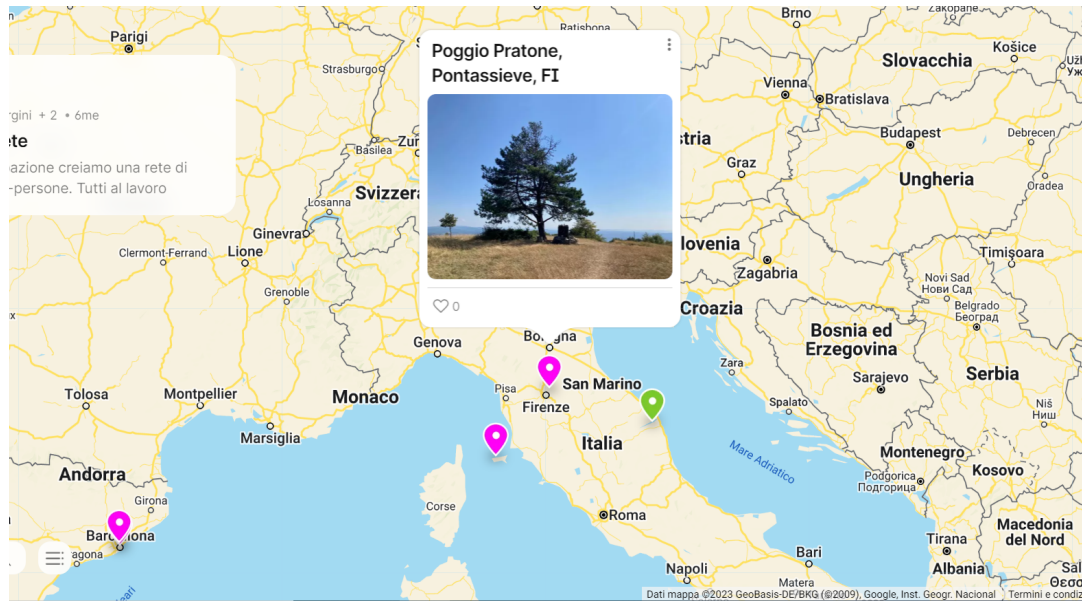
For distance learning

Educators send a video message with which they introduce the activity (either tree drawing or map) to the parents. The drawings or maps are photographed and sent to the educators.

Step 4

At
school

Using Padlet in map mode, the children, with the help of the educators, place the significant trees catalogued the previous time on the map.



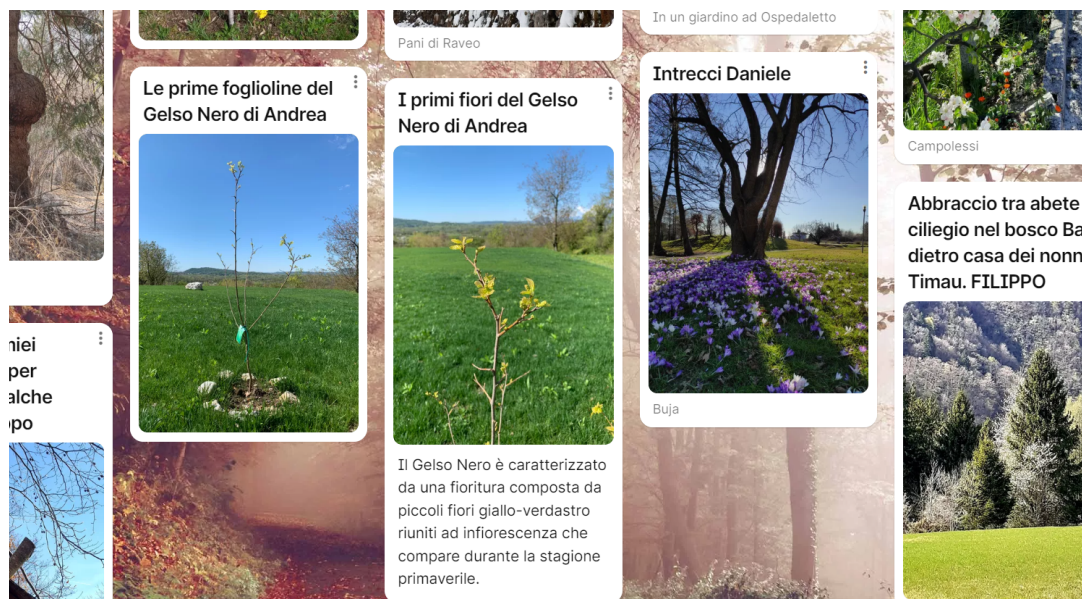
In case of Distance

Educators meet the parents in a video conference call. Educators share the Padlet in map mode and place together with the children the significant trees catalogued the previous time on the map.

Step 5

At
home

The school work continues at home with parental input to complete the mapping, adding special trees each time the family goes on a trip or excursion.



Step 6

*At
school*

The children create, with the help of the educators, a message with an invitation to use the tree map (with the QR code of the padlet) to be sent to local institutions, associations and other schools.

For distance learning

The educators invite the children to create, at home with the family, an invitation message to use the tree map. Each family creates its own invitation and sends a photo of it to the educators, who will integrate the QR code of the padlet and send the invitation to organisations, local associations and other schools.

Conclusion

Presence	Virtual
<p>The QR codes of the padlets created during the project (the one with the children's photos and the one open to all, where trees can be added) will be printed and placed around the school and hung on the significant trees closest to the school.</p>	<p>The educators invite the children to create, at home with the family, an invitation message to use the tree map. Each family creates its own invitation and sends a photo of it to the educators, who will integrate the QR code of the padlet and send the invitation to organisations, local associations and other schools.</p>

