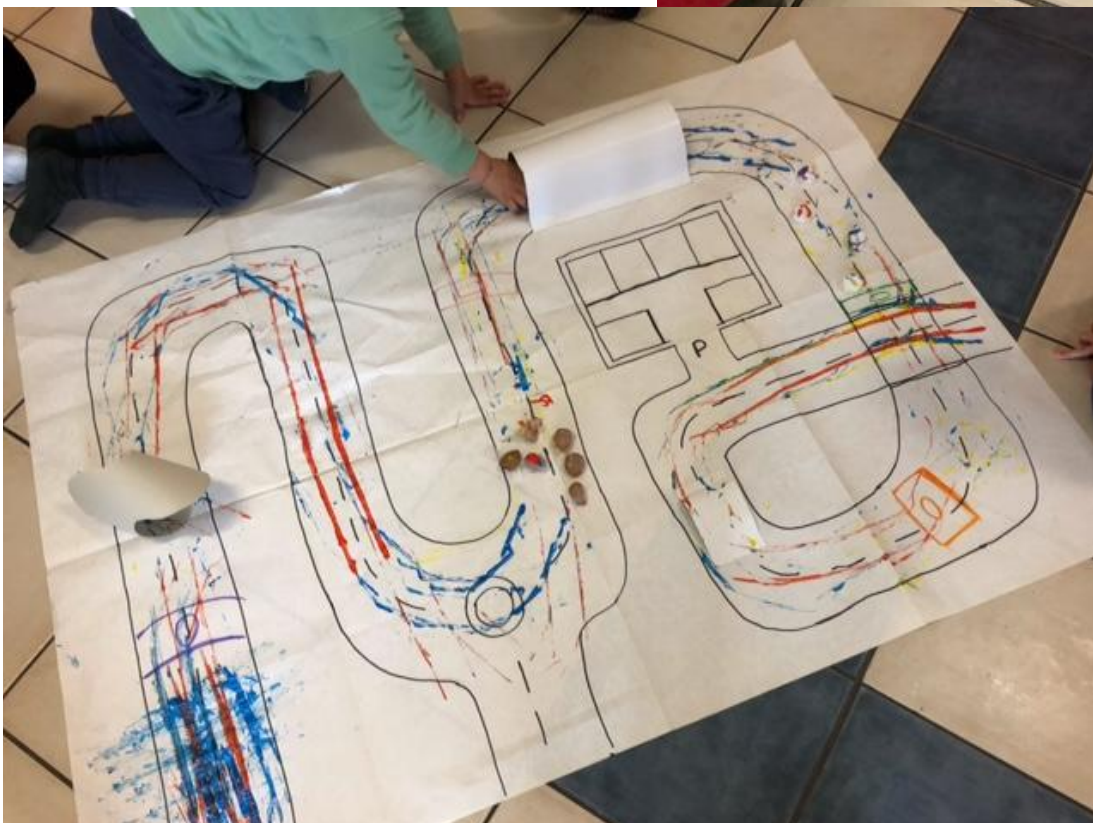# Tracks

Tracks

An idea from:

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Age: 3-4 years

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Keywords: #nature #urbanspace #movement #sound

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Key question: *Can technology help us experience the sounds and characteristics of the urban environment within school walls?*

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General objectives:

- play creatively and collaboratively with other children;
- develop problem solving strategies;
- develop logical-mathematical skills;
- stimulate the acquisition of knowledge and vocabulary related to the city, cars and the urban context in general.
- support the development of fine and gross motor skills;
- creative and active use of digital.

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Time: 7 activities with the children of 30-40 minutes each for a total of about 5h

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Materials

At school	At Home
- Ipad/tablet, smartphone - recycled material - colours (tempera/markers/pencils/wax crayons) - A4 sheets - toy vehicle	- Ipad/tablet, smartphone - recycled material - colours (tempera/markers/pencils/wax crayons) - A4 sheets - A toy vehicle

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Software/ Apps:

Google Meet	**Padlet**	**iMovie**
Objective: Group video calls	**Objective:** Photo and video sharing	**Objective:** Audio/video editing
Media: Computer; smartphone; tablet	**Media:** Computer; smartphone; tablet	**Media:** Computer; smartphone; tablet
Link: https://meet.google.com	**Link:** www.padlet.com	**Link:** https://www.apple.com/it/imovie/
Alternatives Media/Software: Zoom, Skype, Teams, Jitsi (o other platform used by the school)	**Alternatives** Task Cards	**Alternatives** VN, CapCut, InShot, windows photos tool

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Short Presentation

Children have fun building a track and a vehicle that will move on it, adding sounds, obstacles and populating the track more and more, while playing with their peers. At home with the family, children use their phones or tablets to record sounds from the street or take pictures of objects they would like to put on their track. At school, each child makes a video "on the road" using a phone's camera and the constructed vehicle to record the track from the vehicle's point of view. Sounds and obstacles that the child has collected with the family will then be edited into the video.
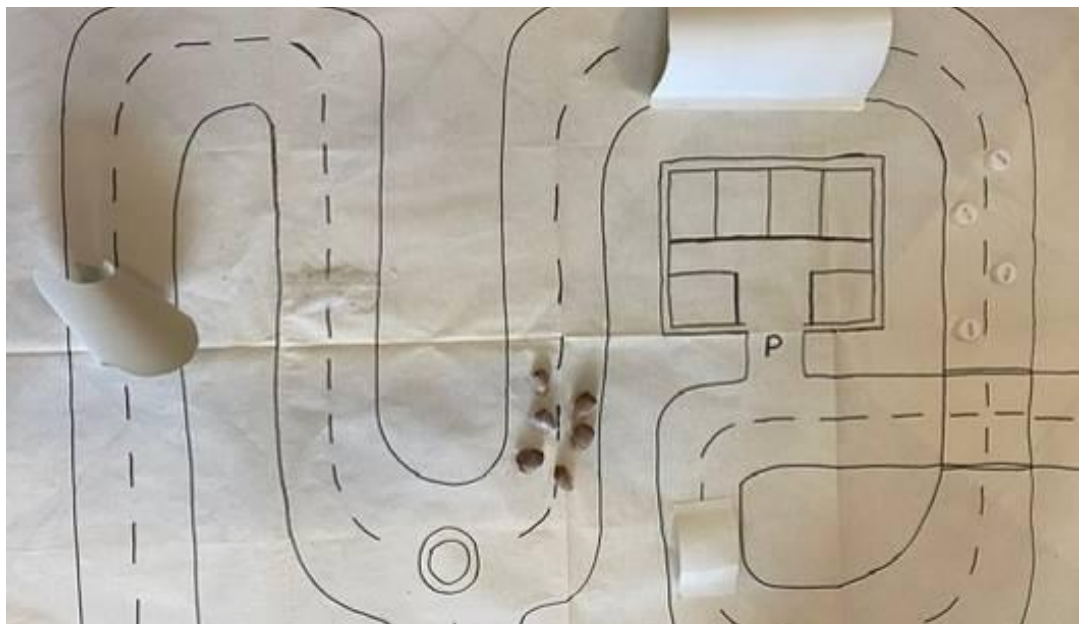
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Step by Step

Step 1 --- *At school*	Building tracks The children, working either all together or in small groups, make different tracks and create obstacles to be placed on the tracks. The tracks are made by drawing on large sheets with various types of tools. The obstacles are constructed using various types of materials. When the drawings are ready children play with different materials using them as vehicles.
	For distance learning The educators send an email to the families with a special invitation to build a track on an A3 sheet of paper and play with a toy in the house (toy car, doll, plastic animal, etc.). The track must have a defined, separate beginning and end (it must not be a circuit).

Step 2 --- *At home*	The children are invited to search for and record with a smartphone or tablet, one or more obstacles or hazards that they would like to add to the track. The obstacles/hazards collected by the children are sent to the educators.
Step 3 --- *At school*	At school children and educators do first sound research and collection: search for sounds of emergency vehicles on the internet, record natural sounds outside school and sounds created with moving materials, with their bodies using a tablet or smartphone. Children play the game: guess the sound. educators "play" the registered sounds and children have to guess the source.
	For distance learning Go to step 4
Step 4 --- *At home*	The children are invited to search for sounds that can be considered hazards or can be linked to a vehicle - in the house, from the streets or when going for a walk and to make very short recordings with a smartphone or tablet. The audio files are then sent to the educators.
Step 5 --- *At school*	The children "animate" the tracks The educator prepares the activity by uploading the previously collected hazards and sounds into mobile devices (tablets or smartphones) - 1 sound 1 device, 1 hazard 1 device, and so on. First children build a new big track using big paper sheets, colours and different materials to create different tracks and traces dumping the toy vehicles in the colours and playing.

After taking a look at the hazards and sounds that the educators display in the various devices, children locate the hazards and sounds (the devices) on the big track - depending on the availability of devices, one each child or in groups. The educators prepare the devices with the sounds or image of the chosen hazards and place them in the spots chosen by the children.

Each child plays in the track with his or her vehicle, activating the sounds and obstacles when they arrive at the chosen points.

For distance learning
The children in a video call on Google Meet present the vehicle they built, their track and the sounds/obstacles they found.
Alternatively, the educator can set up a padlet where each family can upload a photo or video of their creations.

Step 6 --- *At home*	Children and parents play together moving a toy on a new track with physical obstacles, so the track has to be built according to them. This time a telephone or digital camera is attached to the toy using a tape or rubber band to record the route 'on the road', i.e. from the point of view of the vehicle. The video is then sent to the educator.

Step 7 --- *At school*	The children play again on the giant track, encountering sounds and obstacles, but this time a telephone or digital camera is attached to the vehicle used to record the route 'on the road', i.e. from the point of view of the vehicle.
	For distance learning Go directly to the conclusion

Conclusion

Presence	Virtual
The educators edit pieces of the road courses into a video, adding the sounds and obstacles chosen by the children. Parents are invited to the school to try out the mega track created by the children and to watch the video made by the educators.	The educators edit and share a video summary of the experience with the families. The video can be shared on the school's website and social media.