

Holding Hands with the Shadow



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An idea from:

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Age: 5 years

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Key question: How can I keep trace of the shadow?

General objectives:

- Learn to observe scientific facts and phenomena by distinguishing the various elements, hypothesising their function, relationships, similarities and differences
 - Offering children opportunities to express themselves and leave a trace of themselves through the use of different languages, tools and techniques.
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Time: 6 activities with the children of 40 minutes each for a total of approximately 4 hours.

Materials

At school	At Home
<ul style="list-style-type: none">● Shadow-themed illustrated books (Shadow by Suzy Lee, Holding the Shadow by Maria Lai, The Shadow Game by Hervé Tullet.....)● Coloured cardboard● White paper● Colours (pencils, pastels, markers)● Smartphone/tablet● Projector	<ul style="list-style-type: none">● Smartphone/tablet/digital camera

Software/ Apps:

Padlet Objective: Virtual wall where images, videos, texts, drawings can be shared. Media: Computer; smartphone; tablet Link: www.padlet.com Alternatives Mural	Sketchbook Objective: Drawing on images Media: Computer; smartphone; tablet Link: Android , IOS Alternatives Tayasui Sketches	iMovie Objective: Audio/video editing Media: Computer; smartphone; tablet Link: https://www.apple.com/it/imovie/ Alternatives VN, CapCut, InShot, windows photos tool
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Short Presentation

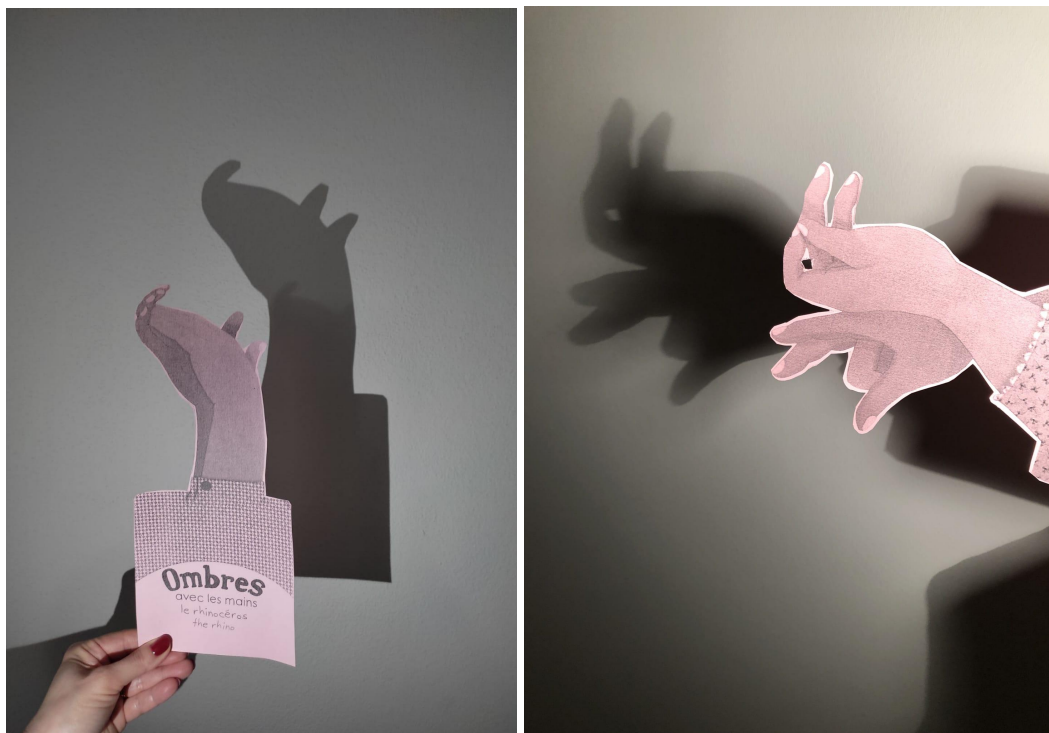
This atelier is dedicated to the scientific phenomenon of shadows. The children, both at school and at home, play with the shadows of their bodies and hands, and experiment with how shadows change as they move through space and time. At home children produce 'family shadows' and go on a shadow hunt to build the basis for in-depth artistic studies and the creation of imaginary characters and stories.

Step by Step

Step 1

At
home

Educators share a padlet with photos of hand positions and their shadows, and invite families to play 'shadow puppets' with an artificial light source (smartphone torch) to create shadow characters, experimenting with various finger positions but also various distances from the light and observing what happens.



The most interesting shadows are photographed and uploaded to a padlet previously created by the educators.



Step 2

At
school

Educators start the activity with the “reading” of a silent book about shadows (e.g. Shadow by Suzy Lee). Then the children are invited to play and experiment with their shadows through 2 playful-scientific experiences:

- in the interior spaces of the school where, using the light of the projector, the children can experience the shadows of their own bodies in movement.
- in outdoor spaces (e.g. garden) where, using natural sunlight, children can discover how objects, plants, etc. have a shadow that shifts during the course of the day by placing a white sheet of paper under the chosen object and tracing its shadow at various times of the day. If possible the shadow can also be traced on the floor using chalks. The educator documents the children's experiments and encourages them to try new things.

For distance learning

The educators produce an episode of a podcast in which they “read” the chosen book and invite the families to continue the experiment through an outdoor activity.

Using natural sunlight, the children, with the help of their parents, can discover how objects, plants, etc. have a shadow that moves over the course of the day, placing a sheet of paper and tracing the shadow of the object at various times of the day or using chalks to trace it directly on the floor, if possible.

Step 3

At
home

Parents and children are invited to play with the shadows generated by their bodies, trying to see what shadow comes out if we all hold hands, hug each other, etc. The most beautiful shadows are photographed and sent to the educators.



Step 4

At
school

The pictures of the shadows are printed in black and white and cut out by the educators. The children glue the shadow onto a coloured card so that the feet of the shadow touch the edge of the card. The children draw on a white sheet of paper themselves with the parent while producing the shadow, making sure that the feet of the drawing touch the edges of the sheet.



For distance learning

In a call on meet, the children, with the help of their educators, invent stories inspired by the Chinese shadows produced by playing with their parents. Alternatively, each family sends the educators a video in which the child tells a story inspired by the shadow and a photo of the shadow.

Step 5

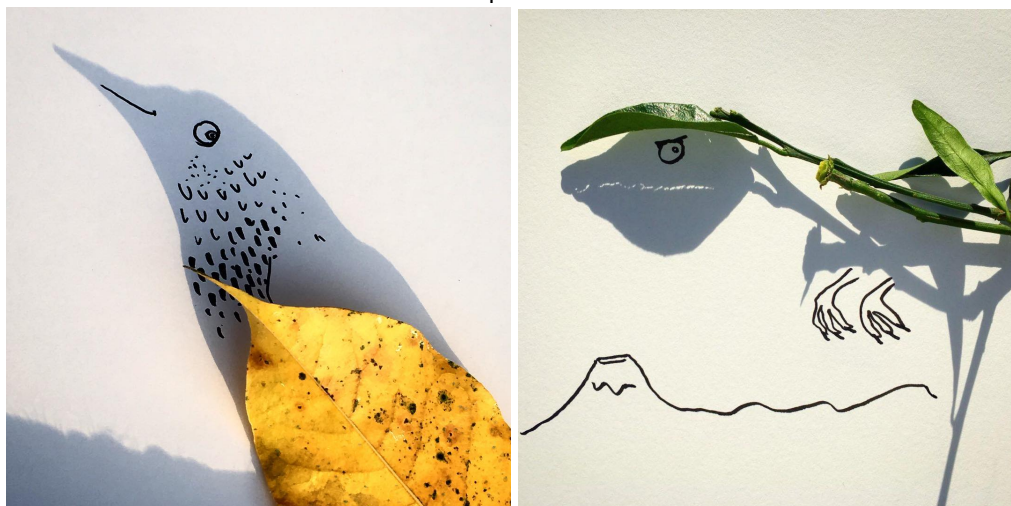
At
home

Shadow hunting!!! Families are invited to capture interesting shadows they find both inside and outside the house with their phone camera. Shadows of leaves, fruits, the most varied objects. The photos which are more interesting are sent to the educators.

Step 6

At
school

The educators show the children some works by artist Vincent Bal and how the artist is inspired by the shape of the shadow to imagine stories and characters. Here some examples:



Inspired by the examples of Bal's drawings, the educators show the pictures sent in by the children and invite them to fantasise and imagine a character to each shadow.

Using SketchBook, children can unleash their imagination and draw on the shadow picture that inspires them most.

Depending on the technology available at school, this activity can be done individually, in small groups or in large groups.

For distance learning

The educators send a video tutorial in which they show the children some of Vincent Bal's works and tell how the artist is inspired by the shape of the shadow to imagine stories and characters.

In the video, educators show how to use the 'edit image' function found on all mobile phones to draw on the photo of the chosen shadow and transform it as desired.

Conclusion

Presence	Virtual
The educators set up an exhibition with the children's works at a dedicated event or the school's end-of-year party.	The educators take a photo of the work created by the children and, putting together all the photos of the various experiments, create a video for each child to send to their families.