

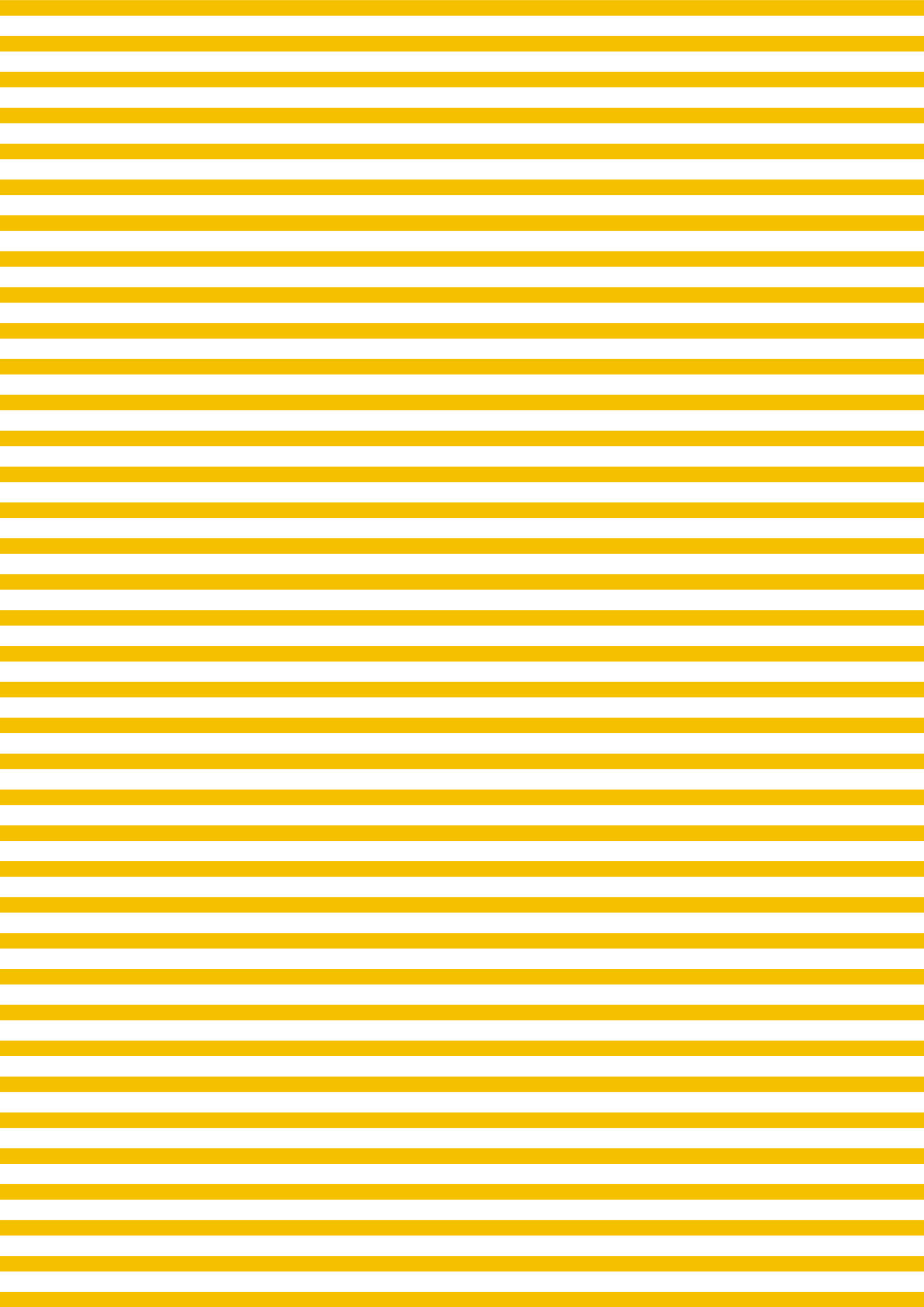
# The *Keep in Touch* Toolkit



40 digital  
ateliers for  
kindergarten



Co-funded by the  
Erasmus+ Programme  
of the European Union



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# Introduction

Keep In Touch (KIT) is an European project, co-financed by the Erasmus Plus Programme of the European Union, with the aim to promote innovative methods and tools for building digital education readiness in Early Childhood Education. Here for a partnership of 5 partners from different European countries - Italy, Germany, France, Belgium and Portugal –involving 4 media and cultural education institutions, 1 school and 29 associated school institutions was built to work together for 2 years. The project proposes the introduction of innovative approaches to the digital in ECEC, that rework the needs that the COVID crises highlighted, approaching the digital in a critical and creative way and above all using the digital for maintaining emotional bonds and social nearness.

The pandemic has had, and is still having, a significant worldwide impact on education and children's lives. The sudden shift of our lives to an "online modality" accelerated the need for modernisation , digital transformation and above all digital inclusion in education – the need to be more flexible and digitally ready, and the need to maintain emotional bonds between children and their educators, especially when confronted with situations of physical distance and virtual relationships. Children today grow into a digital world as a matter of fact and the pandemic has exponentially accelerated a process that was already on the going. It became even more urgent and there for essential to strengthen the competences of children from an early age in a manner that is appropriate to their development, for dealing creatively, critically and safely with digital media. Though in order to be able to answer to the needs of the educational community as a whole, it is important to include parents and educators in the process. Digital tools are great supports not only for sharing and developing creativity but also to maintain emotional bonds, but only if access is granted and if they are properly mastered and understood by educators, parents and children.

This project developed and implemented activities that involved the educational community as a whole, using creativity and inspiration of pedagogical innovators not only to respond to very practical and daily matters such as the high opportunities (and risks) of the digital or the need of developing distance learning settings due to the pandemic, but also to provide for methodologies and tools that are useful in the post-pandemic reality of ECEC Education. The developed activities and tools include the digital as a pedagogical value and place children as co-authors at the center of their learning, stimulating children's curiosity and imagination and developing together with other competences, creativity and critical thinking as drivers of improvement in life long learning. Digital media are hereby understood as complementary tools that do not displace other tools and experiences in everyday pedagogical work, but that can enrich learning. We

propose the concept of the digital atelier, which is the result of an ongoing reflection on the pedagogical and didactic approach of the pedagogist Alberto Manzi and the work of the artist Bruno Munari<sup>[1]</sup>. And which we think can give you valuable tools to approach the digital in kindergarten to strengthen the competences of children from an early age in a manner that is appropriate to their development, for dealing creatively, critically and safely with digital media, and for supporting them in finding their way in the complex world of media. Accompanying children to discover the world by creatively using technology can also be an exciting experience for educators. Then, as the great pedagogist Alberto Manzi urged us: it is a matter of building together a new technological culture that has at its center the child's experience, his desire to discover and understand the world. Educators, teachers, and atelierists need to go back to the craftsmen's workshop to discover that there are many tools, but that it is the mastery of use and the wisdom of gesture that makes the difference<sup>1</sup>.

1

You can find an introduction to the concept in module 2 of the KIT e-learning course: [www.keepintouch-project.eu/module-2-the-digital-atelier-in-the-kindergarten/](http://www.keepintouch-project.eu/module-2-the-digital-atelier-in-the-kindergarten/)

# Where we started from

A starting point of the project was the collection and sharing of good practices developed by media educators and ECEC educators during the pandemic with focus on the creative use of affordable and accessible media, either in the development of digital activities as well as in the use of the digital to maintain emotional bonds with the children and their families.

These first collections built the basis for the training of 219 ECEC educators in the 5 countries of the project, 175 of which actively continued to participate in the project contributing with their feedbacks and experience to the development of the *KIT* E- learning Course.

The course is made of 5 modules containing lessons, materials, video tutorials and good practice examples, building the methodological and inspirational basis of our work, available in 5 languages from the website of the project.: [www.keepintouch-project.eu/e-learning-modules](http://www.keepintouch-project.eu/e-learning-modules)



**Introduzione:**  
Educazione ai media digitali –  
orientamento e opportunità



**Modulo 1:**  
Come usare i media digitali



**Modulo 2:**  
L'Atelier digitale nella scuola  
dell'infanzia



**Modulo 3:**  
Approccio al digitale in modo  
analogico



**Modulo 4:**  
L'educazione ai media attraverso la  
co-educazione scuola-famiglie



**Modulo 5:**  
Strumenti digitali nella  
comunicazione tra scuola e famiglia

# The *Keep in Touch* experimentation

A further aim of our project was to support those trained educators in becoming facilitators of innovative educational paths and media practices through the design and development of digital ateliers that were experimented from February 2022 until July 2022, involving more than 1.800 children (3-6 years old) and their families in the 5 countries of the project. The experimentation, as well as the involvement of the educators was differently articulated in the single countries:

**In Italy**, the digital was the main tool for training, mentoring and active co-design between Zaffiria and the educational institutions, which gave the possibility to train over 120 ECEC educators from 7 different regions, with focus on using media in a creative and divergent way. After a first training phase that went from October to December 2021, the educators developed 26 digital atelier ideas that were experimented from January to June 2022 by 108 educators in 28 kindergartens (47 sections), with 842 children and their parents. The design and experimentation process was closely accompanied by Zaffiria through regular online meetings, giving all educators the possibility to share ideas, exchange experience and feedbacks, and above all to give space to the development of creativity. In this toolkit you can find a selection of 20 of these digital ateliers created by the educators in co-design with Zaffiria. Zaffiria would like to thank each one of these teachers, that were the backbone and heart of the Keep In Touch project in Italy with their experience and passionate dedication.

**In Belgium**, Media Animation took the opportunity of the *Keep in Touch* project to train 40 kindergarten teachers on how to include digital media education in the kindergarten classroom. At the end of the training, each teacher had the challenge of imagining a digital atelier to set up with his or her own pupils. Enthusiastic, the teachers proposed 9 innovative and promising workshops in January 2022. These workshops were tested in 9 schools and with more than 170 children in total in spring 2022. During the coaching phases, Media Animation supported the teachers in their process of co-creating these workshops. All of them managed to get out of their comfort zone, to propose novelties and to be enthusiastic about educating their young pupils in media, while collaborating with their parents. Media Animation would like to congratulate and thank each of them for having taken part in this great project, which has allowed them to develop new ideas in their way of teaching. In this toolkit, you will find a selection of 5 digital ateliers created by these Belgian teachers in co-design with Media Animation.

**In France**, the *Keep in Touch* project was seen as a chance to train kindergarten teachers on creative media technologies and give them simple knowledge to start dealing with the digital in school. Teachers were trained from November 2021 to January 2023. After the training sessions, the teachers started testing 5 digital ateliers that were designed by La Fabulterie with their group of children. In total around 200 children from 3 to 6 have been enrolled in a digital ateliers alongside with their parents.

**In Portugal**, the Keep In Touch project found its implementation in the framework of the School Digital Development Action Plan (PADDE), as a response to the pandemic, implemented by the Ministry of Education, which became a strategic instrument where information was gathered about the existing technological means, the degree of digital skills of the educational community, oriented to a better management and use of technological resources of educational institutions. Through the acquisition of digital equipment, the school was able to develop several resources that have proven to be extremely important in creating closer ties in the School-Family relationship and in Distance Learning processes. Between March 2020 and December 2022, the kindergarten educators received (on line) training on Media, and built and implemented 5 Digital Ateliers which, in turn, were disseminated to the families, either in synchronous sessions or in person. 11 educators, 4 kindergartens, 250 children and their families were involved in this project.

**In Germany**, five digital ateliers have been put to practise with three kindergarten in Munich and Augsburg from May to July 2022. The digital ateliers have been preplanned by JFF and are based on JFF-experiences in the practical field as well as on experiences from the pilot project „Strengthening of media literacy in early childhood education“. Those digital ateliers have been carried out by 10 educators on site and partially been adapted to various age groups in the kindergarten. In this experimental phase for the digital ateliers 100 children and 84 parents have learned about and practised different digital educational possibilities. A special focus has been the inclusion of parents and the strengthening of the educational partnership between parents and educators in kindergarten. Thus the digital ateliers have offered a great opportunity to bring children, parents and educators closer to the creative potential of media, to look with a fresh eye at media usage within families as well as in the kindergarten and to talk together about it.

# The *Keep in Touch* Toolkit

This Toolkit is the result of the co-design work between of project partners and the ECEC educators, children and parents. It presents **40 digital ateliers to be made with children 3-6 years** around 5 main topics: emotions, nature, language/storytelling, numeracy and physical activity. From the short descriptions you can access via link or QR code to the **full activity suggestions step-by-step** of each atelier, containing also links and multimedia materials that were produced during the experimentation. The keywords listed in each atelier will give you an indication of the topics and media used in the activities. One important aspect of the proposed ateliers is the articulation between activities be done at school and at home, implying the active involvement of the families in the proposed itineraries, which we consider an important aspect of the co-education process, that needs to be actively cultivated in order to create a solid educational bridge between school and the bigger educational family, essential not only in times of emergency situations. As the project was thought to answer to a still ongoing pandemical situation you will find an alternative proposal to each activity that is to be done at school proposed as “for distance learning” – which can be though relevant also in situations that are not only linked with quarantine, but also for situations such as : when a child is sick, the kindergarten closes for any reason, the educator is sick; or as a proposal for creative activities during vacation. A second important aspect and focus lays in the accessibility and affordability of the proposed technology and digital tools, choosing low threshold technologies, free apps and softwares and proposing alternatives that can be used for the same objectives.

We invite you to be flexible and creative also in the usage of different tools, as well as in the interpretation of the proposed itineraries, to use only single activities or mix between them, to experiment, and above all to have fun with your children!



# Before you begin

Vademecum for the teacher or the facilitator who wants to experiment with digital ateliers.

Make sure all your digital devices are charged, updated and connected to the internet (if needed) before starting any activity.

Explore the digital atelier before using them with the group of children.

Practice the suggested digital apps beforehand.

Make sure that every child is included in the activity.

If there are steps that have not been completed at home for some children, make sure that you include them in the process by offering to complete the task at school.

Support the child in doing the activity and respect their rhythm and choices.

When carrying out activities and sharing materials be aware of the personal rights of the child.

Have fun including the parents in the co-education process and don't put any pressure on both of you.

Be aware of the equipment at home and accessibility to the digital

Take the digital as an opportunity to avoid printing when not necessary.

**Feel free to improvise!**

**40  
DIGITAL  
ATELIERS  
FOR  
KINDERGARTEN**

## The Mascot's Trip

Read the full description:

[www.keepintouch-project.eu/da1-the-mascots-trip/](http://www.keepintouch-project.eu/da1-the-mascots-trip/)



<b>An idea from</b>	<b>Kareen Krief</b> , Belgrade municipal school - Belgium, in co-design with <b>Média Animation ASBL</b>
<b>Keywords</b>	#emotions #language #photography #selfie #mediaeducation
<b>Age</b>	3-5 years
<b>Time</b>	7 activities at school for a total of 5 hours and 4 activities at home.
<b>Objectives</b>	<ol style="list-style-type: none"> <li>1. Use a transitional object (mascot) to encourage speech and language within the group and to develop an emotional link between the classroom and the home</li> <li>2. Understand that the content of a photograph is the result of a specific intention of the photographer</li> <li>3. Taking self-portraits and develop creative autonomy through the use of a camera</li> </ol>

**Key question:** *How can we convey a message using a photograph?*

Building on the journey of a class mascot between school and home, this workshop explores an educational approach to photography. Specifically, it consists in preparing and documenting through photos the adventures of the mascot travelling from family to family. Through this approach, the children handle the photo media both in terms of production (shooting) and of reception (analysis, impact of the point of view, etc.) to sharpen their perspective.



## Emotion Memory Game

Read the full description:

[www.keepintouch-project.eu/da2-emotion-memory-game/](http://www.keepintouch-project.eu/da2-emotion-memory-game/)



An idea from	La Fabulerie, Marseilles, France, Tested with: La T, Marseilles, France ribu Meinado
Keywords	#emotions #portrait #images #photography #theselfandtheothers
Age	3-5 years
Time	3 activities for a total of 2 hours.
Objectives	<ol style="list-style-type: none"> <li>1. Learn to recognize emotions</li> <li>2. Understand your own emotions and feelings</li> <li>3. Mime &amp; act</li> </ol>

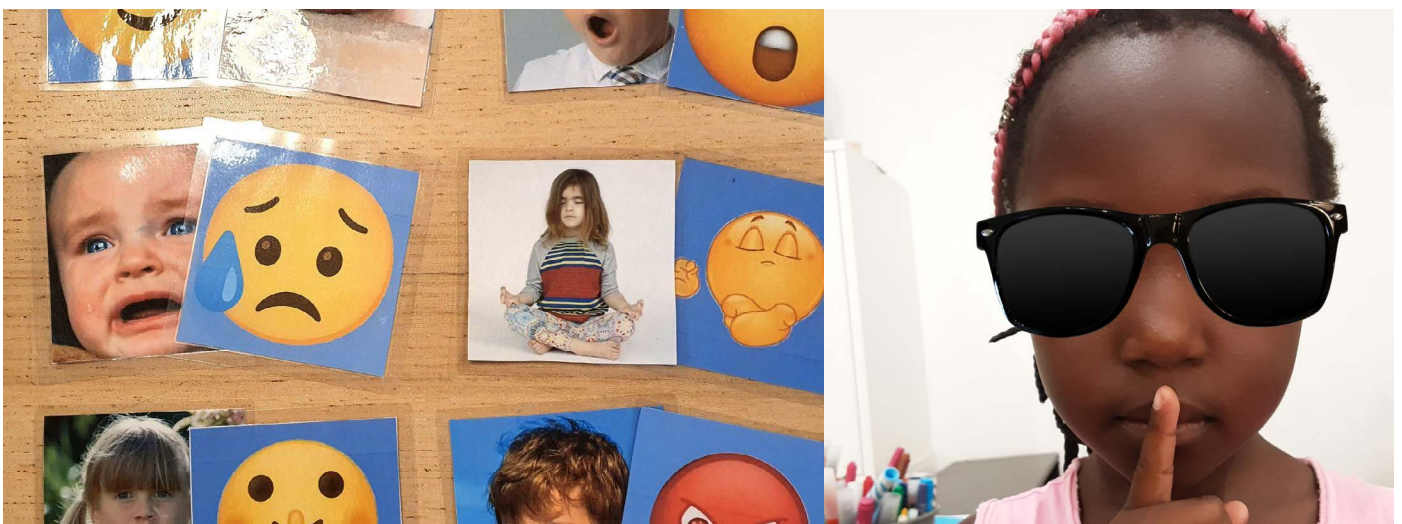
**Key question:** *Can you recognize and imitate simple emotions ?*

In a social environment, it's important to be able to recognize emotions (yours and those of your peers) to communicate. This Atelier helps children recognize emotions using a milestone of the digital culture : **the smileys** 😊

In the first part, children will discover emotions and mimic them. They **play a memory game** to associate smileys and faces.

In the second part, the children take pictures **and use Learning Apps** to create in school their own memory game with pictures taken at home with their family. This game will then be played at school with all the pupils so they get to know their classmates' family members in a playful way.

Watch the video trailer here : <https://tube.tchncs.de/w/f568YZTmHmLytmTgaRQydX>



## Explore Emotions with 5-picture-method

Read the full description:

[www.keepintouch-project.eu/da3-explore-emotions-with-5-picture-method/](http://www.keepintouch-project.eu/da3-explore-emotions-with-5-picture-method/)



<b>An idea from</b>	<b>JFF – Institut für Medienpädagogik</b> , tested with <b>Familienzentrum Peter und Paul, Augsburg, Germany</b>
<b>Keywords</b>	#emotions #photography #images #art #digitalcamera
<b>Age</b>	5-7 years
<b>Time</b>	3 activities (30-40 minutes each)
<b>Objectives</b>	<ol style="list-style-type: none"> <li>1. Using the camera for taking pictures and exploring emotions and how they can be identified and captured through a camera</li> <li>2. Identifying mechanisms and established view habits regarding emotional responses to photos in an active way</li> <li>3. Learn to use photos to change perspective and create a little story. Acquire knowledge about storytelling and transitions from photo to film</li> </ol>

**Key question:** *Which emotions do you know and how can you catch them within a photo?*

Children go on a photo safari and use the camera to explore their surroundings and their personal connection with it. By using a digital tool, children see their environment through different eyes, explore its meaning and change the perception. At home and in kindergarten children learn to review photos with categories and to identify and name personal viewpoints and emotions as well as to use a collaborative tool like an online bulletin board to share content and recap experiences with others. The children can also use the photo material to work together as a group, invent ideas and create a little story together.





## Faces & Places

Read the full description:

[www.keepintouch-project.eu/da4-faces-places/](http://www.keepintouch-project.eu/da4-faces-places/)



An idea from	<b>Romina Copetti - Sillitto Maria Teresa - Veljacà Sara - Paolini Cristiana</b> , ECEC educators at the Kindergarten "Non ti scordar di me-Grisulute-Avasinis", Alesso di Trasaghis - Italy. <b>In co-design with Elena Iodice and Zaffria</b>
Keywords	#nature #emotions #movement #art #mediaeducation
Age	4-5 years
Time	5 activities (1 hour each)
Objectives	<ol style="list-style-type: none"> <li>1. Recognising and reproducing facial expressions</li> <li>2. Exploring social and natural environment</li> <li>3. Interpreting and reworking images and photographs</li> </ol>

**Key question:** *Can a face become a landscape?*

**Yes!**

**With a tablet, a transparent sheet, a marker and a lot of creativity!** At home with their parents and at school with their educators, children observe and photograph their territory, the surrounding nature and the faces of their grandparents.

The photos taken become the starting point for the creation of two worlds that intersect and exchange: **grandparents' facial lines are transformed into landscapes that** in the end are combined to create a large wall piece.



## A Grown' ups Game

Read the full description:

[www.keepintouch-project.eu/da5-a-grown-ups-game/](http://www.keepintouch-project.eu/da5-a-grown-ups-game/)



<b>An idea from</b>	<b>Cataldi Francesca - Geraci Caterina - Lisa Spazzoli</b> , ECEC educators at the Kindergarten "Don Teofrasto Pasini", Sala di Cesenatico - Italy. <b>In co-design with Zaffiria.</b>
<b>Keywords</b>	#emotions #storytelling #photography #mediaeducation
<b>Age</b>	3-5 years
<b>Time</b>	8 activities (approx. 40 min. each)
<b>Objectives</b>	<ol style="list-style-type: none"> <li>1. Exploring photography and communication through images</li> <li>2. Enhancing the child's creative, imaginative and expressive abilities</li> </ol>

**Key question:** *How can we help children develop a critical sense of the images shared online?*

In this digital atelier the **children's natural curiosity** for photos and cameras is the starting point for an in-depth experience in the world of **photography and communication through images**. The child develops skills and abilities by making his or her first technological experiments; **explores reality** and learns to **reflect on his or her experiences** by describing them, representing and reorganising them using different criteria and methods.



## Meet My Soft Toy

Read the full description:

[www.keepintouch-project.eu/da6-meet-my-soft-toy/](http://www.keepintouch-project.eu/da6-meet-my-soft-toy/)



<b>An idea from</b>	<b>Romina Copetti, Maria Teresa Sillitto, Sara Veljacà, Cristiana Paolini</b> , ECEC educators at the Kindergarten "Non ti scordar di me - Grisulute - Avasinis", Alesso di Trasaghis - Italy. <b>In co-design with Zaffiria.</b>
<b>Keywords</b>	#emotions #language #podcast #QRcode #photography
<b>Age</b>	3 years
<b>Time</b>	4 activities (30 min. each)
<b>Objectives</b>	<ol style="list-style-type: none"> <li>1. expressing emotions and feelings</li> <li>2. listening and dialogue skills</li> <li>3. psycho-physical well-being of the child</li> </ol>

**Key question:** *Can toys encourage children to talk about themselves?*

**Children's favourite toys become a valuable opportunity to talk about themselves and discover new things about each other.** At home children (with the help of the parents) will take a picture of their favourite soft toy. At school, then, with the educators, children will tell what they like and why they chose that toy in various episodes of a podcast. Each photo will be then linked to a Qr code to create an "art" exhibition with the toys and their "stories" in Kindergarten.





## An Emotional Letter

Read the full description:

[www.keepintouch-project.eu/da7-an-emotional-letter/](http://www.keepintouch-project.eu/da7-an-emotional-letter/)



<b>An idea from</b>	<b>Nadia Matassoni - Raffaella Batino - Nisi Olga Lucia</b> , ECEC educators at the Kindergarten "Scuola dell'infanzia Arcobaleno", Novafeltria - Italy. <b>In co-design with Zaffiria.</b>
<b>Keywords</b>	#emotions #storytelling #QR Code #podcast #christmas
<b>Age</b>	3-5 years
<b>Time</b>	5 activities (30 min each)
<b>Objectives</b>	<ol style="list-style-type: none"> <li>1. building and strengthening emotional ties</li> <li>2. promoting listening skills, and verbal and graphical elaboration</li> </ol>

**Key question:** *Can the common realisation of an advent calendar become an opportunity to strengthen family ties?*

Waiting for Christmas has never been more fun! Each parent is invited to send and share with the educators a Christmas memory related to their childhood. All memories, both physical and digital, will be organised into an advent calendar. During the time of Advent, the children listen to a memory each day, discovering the children's stories of their parents.



## A Tangle of Emotions

Read the full description:

[www.keepintouch-project.eu/da8-a-tangle-of-emotions/](http://www.keepintouch-project.eu/da8-a-tangle-of-emotions/)



<b>An idea from</b>	<b>Stefania Mela - Batelli Roberta - Anelli Antonella - Menghini Silvia, Reali Angela</b> , ECEC educators at the Kindergarten "Scuola dell'Infanzia di Secchiano", Secchiano - Italy. <b>In co-design with Zaffria</b>
<b>Keywords</b>	#emotions #images #GIF #movement #QR Code
<b>Age</b>	3-4 years
<b>Time</b>	4 activities (2 hours total)
<b>Objectives</b>	<ol style="list-style-type: none"> <li>1. foster children's understanding of their own feelings and those of others</li> <li>2. learning to manage one's emotions</li> </ol>

**Key question:** *Can digital media help us 'capture' our emotions?*

Children experience, learn to recognise and manage their anger with the help of images.



After the introduction to the topic of emotions (here in particular anger) with the help of a picture book, children interview their parents and are interviewed on the subject of anger. Both produce drawings after the interviews which are uploaded and shared in a common padlet. In a second round both children and parents use their faces to express their feelings. The photos of parents and childrens angry and calm faces are then combined together to create GIFs. The last step is dedicated to a physical and artistic expression of anger with a physical/ artistic activity where children in movement create a collective "tangle".

## Gentle Pebbles

Read the full description:

[www.keepintouch-project.eu/dag-gentle-pebbles/](http://www.keepintouch-project.eu/dag-gentle-pebbles/)



<b>An idea from</b>	<b>Cabiria Manca</b> , ECEC educator at the Kindergarten "Scuola dell'Infanzia Bosco Incantato", Bellaria-Igea-Marina - Italy. <b>In co-design with Zaffiria.</b>
<b>Keywords</b>	#emotions #nature #art #media education
<b>Age</b>	4-5 years
<b>Time</b>	7 activities (30-40 min each)
<b>Objectives</b>	<ol style="list-style-type: none"> <li>1. Reflect on the dissemination and impact of the messages we share online and offline;</li> <li>2. Fostering a sense of belonging to a wider community;</li> </ol>

**Key question:** *How can we make small children experience, in a direct and fun way, the impact of messages shared online?*

While exploring the topic of minerals and their possible transformations, **children reflect on how the messages we share online, both positive and negative, spread and have an impact on others.**

**Children, educators and parents go on a pebble hunt**, exploring natural environments such as rivers and small streams but also mountain paths, city parks, etc. The collected pebbles will be 'transformed' by the children's creativity into tools for **spreading positive messages in public spaces.**





## Playing with Emotions

Read the full description:

[www.keepintouch-project.eu/da10-playing-with-emotions/](http://www.keepintouch-project.eu/da10-playing-with-emotions/)



<b>An idea from</b>	Educators team from AESA - Barreiro, Portugal
<b>Keywords</b>	#emotions #colors #photography#Padlet
<b>Age</b>	3-6 years
<b>Time</b>	7 sessions (20 minutes each)
<b>Objectives</b>	<ol style="list-style-type: none"> <li>1. Create opportunities for children to express their emotions through digital tools.</li> <li>2. Helping children to recognize and respect their emotions and the emotions of others using digital tools.</li> <li>3. Using digital tools to strengthen ties between school and families.</li> </ol>

**Key question:** *Can digital tools help children to express their emotions ?*

**YES!**

With the support of some digital applications (Paint), a digital camera, a smartphone, recycled materials and a lot of creativity, we can identify, show and share our emotions.

At school with teachers and classmates and at home with their families, children **visualize and listen** to the story "The Monsters of Colors" and the respective song. Each child **creates** their favorite Color Monster. Using digital equipment, they design a situation that triggers one of the emotions mentioned in the story, in their favorite monster. They **take a picture** of family members mimicking their favorite Monster's facial expression. They **play** the "Color Monster" games in the apps. Photographs of activities carried out are **shared** on Padlet.



## Nature in the City

Read the full description:

[www.keepintouch-project.eu/da11-nature-in-the-city/](http://www.keepintouch-project.eu/da11-nature-in-the-city/)



<b>An idea from</b>	<b>Christine Gerards</b> , Roton nursery school, Charleroi – Belgium, in co-design with <b>Média Animation ASBL</b>
<b>Keywords</b>	#nature #photography #sound #environment #mediaeducation
<b>Age</b>	4-5 years
<b>Time</b>	Around 4 hours, 4 activities in school and 3 activities at home.
<b>Objectives</b>	<ol style="list-style-type: none"> <li>1. Observe one's environment, recognise sounds and sound effects and associate them with a photo/a corresponding image</li> <li>2. Take, sort and choose photos for a specific goal</li> <li>3. Identify sounds and record them</li> </ol>

**Key question:** *How to convey a sound and visual environment?*

During this workshop, pupils explore the themes of sound and image. They are encouraged to observe their immediate environment: their school or home neighbourhood. Is this environment rather urban or natural? What elements are associated with the city? And with nature? What do they see? What do they hear? What does a sound say? How can sound and images complete one another? Walking through different places together, the children capture these environments in sounds and images using a camera and a Dictaphone. At the end of the workshop, the children make a "sound bingo" to be played with the family and other classes.



# Nature through Seasons

Read the full description:

[www.keepintouch-project.eu/  
da12-nature-through-seasons/](http://www.keepintouch-project.eu/da12-nature-through-seasons/)



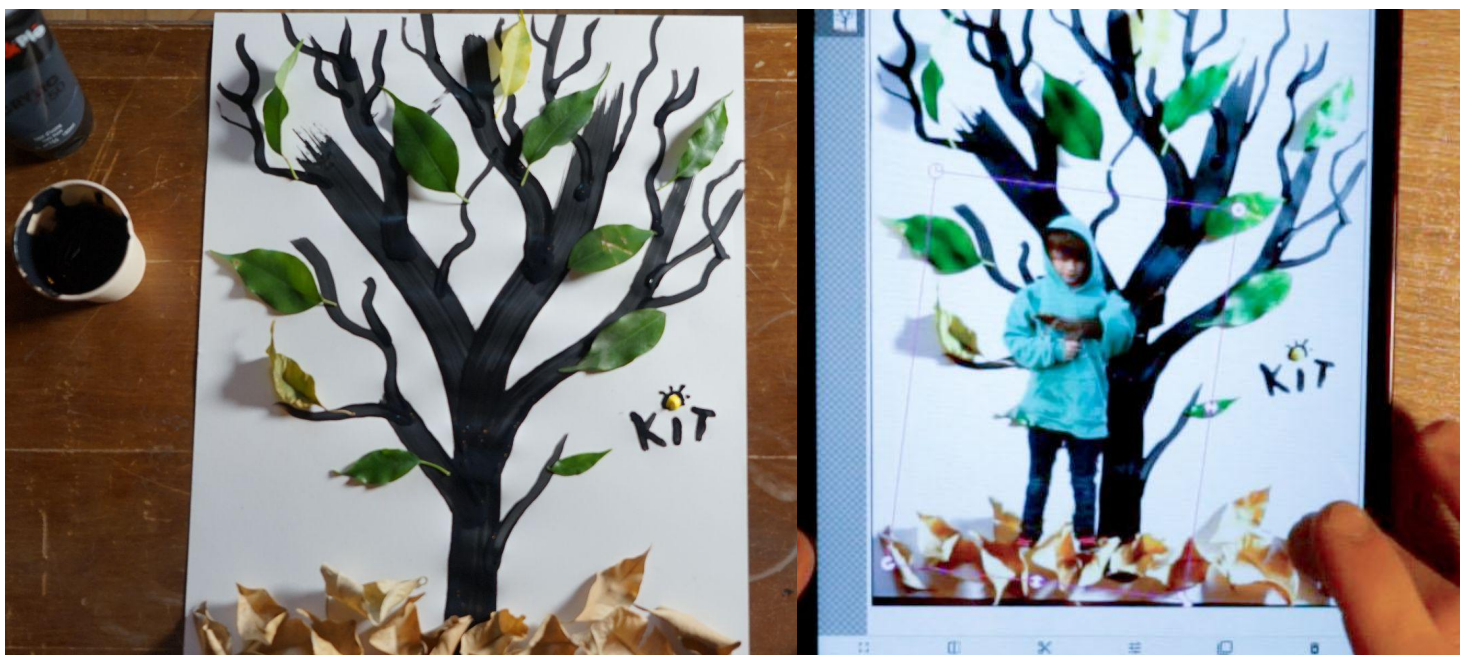
<b>An idea from</b>	<i>La Fabulerie, Marseilles, France, Tested with: Ecole Maternelle Pommier, Marseilles, France</i>
<b>Keywords</b>	#nature #portrait #advertising #photography #mediaeducation
<b>Age</b>	5-6 years old
<b>Time</b>	5 activities (around 20 minutes each)
<b>Objectives</b>	<ol style="list-style-type: none"> <li>1. Discovering photo editing apps.</li> <li>2. Walk outside, exercise.</li> <li>3. Create your first digital art.</li> </ol>

**Key question:** *How does nature change through the seasons ?*

In this atelier, children discover the differences between the four seasons. They walk outside and seek for clues to find out what season it is.

Creating digital images is an important skill for the new generation. Using a simple app, they will learn to remove a background from a photograph : a technique used in the media industry. This atelier will raise awareness towards media and how advertisements are created.

Watch the video trailer here : <https://tube.tchncs.de/w/iCc2fwZc4onPrWTdm8AG8j>





## Photo-Safari with Flowers

Read the full description:

[www.keepintouch-project.eu/da13-photo-safari-with-flowers/](http://www.keepintouch-project.eu/da13-photo-safari-with-flowers/)



<b>An idea from</b>	<b>JFF-Institut für Medienpädagogik</b> tested with <b>Integrationskindergarten Westendstrasse, Munich, Germany</b>
<b>Keywords</b>	#nature #photography #images #environment #colours #art
<b>Age</b>	4-6 years
<b>Time</b>	3 activities (30 minutes each)
<b>Objectives</b>	<ol style="list-style-type: none"> <li>1. Learn to use photography as a design, expression, communication, and presentation medium</li> <li>2. Express own perspectives on the world and certain topics using photography</li> <li>3. Explore and express feelings. Be inspired by artists and create artwork yourself</li> </ol>

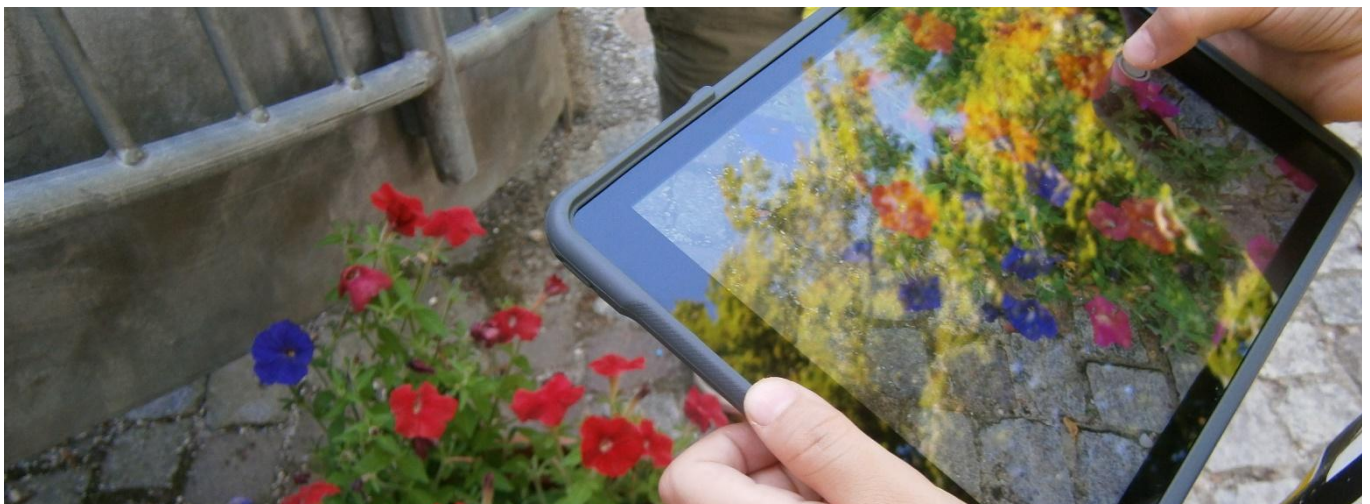
**Key question:** *Is there a change of perspective to the world when you look at nature through a camera?*

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Taking photos with the tablet is very easy and children can use the device independently after a quick tutorial with the teacher. But children should not just snap pictures on a photo safari. They learn to take and select photos consciously. They can review photos, reflect on the content, and learn that beauty is seen subjectively.

Young children who cannot read are able to distinguish different plants through photos and can use an app for plant identification together with adults. This way teachers, parents and children can spend time together in nature and learn about flora and fauna.

Nature has always been a great inspiration for artists. Through the close observation of flowers and plants, creativity is stimulated, and feelings can be expressed. To explore and learn more about famous paintings, children accompanied by adults can use children's search engines on the Internet and have their first experience of safe image search.



## Nature in Projection

Read the full description:

[www.keepintouch-project.eu/da14-nature-in-projection/](http://www.keepintouch-project.eu/da14-nature-in-projection/)



<b>An idea from</b>	<b>Sara Battistel - Cristina Zecchin</b> , ECEC educators at the Kindergarten "Tre Piere", Oderzo - Italy. In co-design with <b>Zaffiria</b> .
<b>Keywords</b>	#nature #sciences #mediaeducation #projection #digitalmicroscope
<b>Age</b>	4-5 years
<b>Time</b>	8 activities (30 min each)
<b>Objectives</b>	<ol style="list-style-type: none"> <li>1. Knowledge of the projector, as a technological tool</li> <li>2. discovery and exploration of shadows</li> <li>3. peer collaboration</li> </ol>

**Key question:** *How are shadows generated and what lays behind (or in front of) them?*

Children discover the nature of shadows and the properties of projection through a series of experimentation activities with different light sources and materials. At school, in a dark room, they will first experiment **what happens when the light from the projector passes through natural materials** (leaves, flowers, branches, stones), **through coloured transparent materials**, to afterwards discover what the materials look like if they give a "closer look", through the lenses of a **digital microscope**. At home, children and parents will go for a **"shadow hunt"** and experiment with different light sources and materials, also thanks to a "transition" box, which the children take home from school and vice versa.



## Like a Tree

Read the full description:

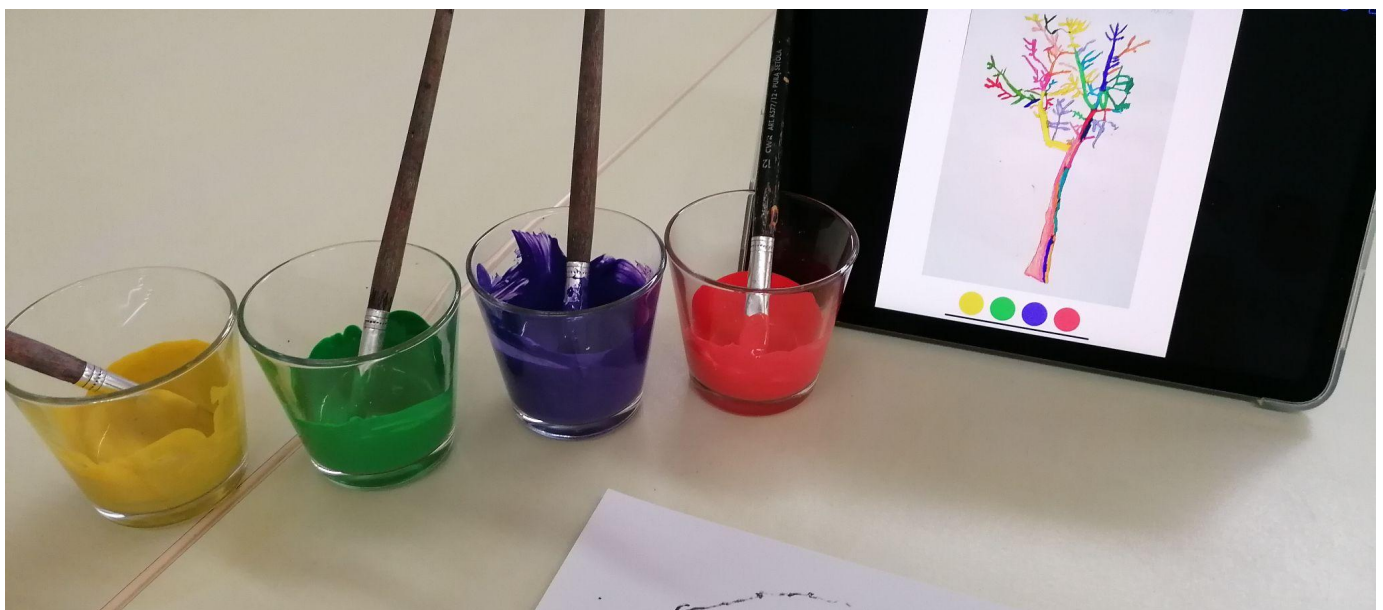
[www.keepintouch-project.eu/da15-like-a-tree/](http://www.keepintouch-project.eu/da15-like-a-tree/)



<b>An idea from</b>	<b>Attardo Lucia - Borgolotto Maria Chiara - Buso Emanuela - Forner Roberta - Tonon Sabrina - Vedovelli Giuliana - Vidotto Chiara</b> , ECEC educators at the Kindergarten "Tre Piere", Oderzo - Italy. In co-design with <b>Zaffria</b> .
<b>Keywords</b>	#nature #art #colours #images
<b>Age</b>	5 years
<b>Time</b>	7 activities (about 40 min each)
<b>Objectives</b>	<ol style="list-style-type: none"> <li>1. Identify natural transformations</li> <li>2. development of expressive, artistic, visual and multimedia languages</li> </ol>

### Key question: *What if I change like a tree?*

In this atelier children experience how trees are all different and how they change according to the seasons. Then they discover that they too, like trees, are all different, even though they have many things in common. Each child follows a tree near home and observes it changing over the course of the seasons, the photos of the trees are transformed into silhouettes to be decorated as desired. A main colour palette will be extracted and used by the children to create beautiful self-portraits, where the colours of the trees become the colours of their face, creating a deep connection between the child and the tree.





## Creative Paint Brushes

Read the full description:

[www.keepintouch-project.eu/da16-creative-paint-brushes/](http://www.keepintouch-project.eu/da16-creative-paint-brushes/)



<b>An idea from</b>	<b>Mina Marianna, Vandi Ludovica, Innocenti Stefania</b> , ECEC educators at the Kindergarten "Scuola dell'infanzia Arcobaleno", Coriano - Italy. In co-design with <b>Zaffiria</b> .
<b>Keywords</b>	#nature #art #QRCode #images
<b>Age</b>	3-5 years
<b>Time</b>	7 activities (30 min each)
<b>Objectives</b>	<ol style="list-style-type: none"> <li>1. Exploring natural tools elements and tools.</li> <li>2. Strengthening emotional ties within the family</li> </ol>

**Key question:** *Can the leaves or needles of a tree become a paint brush?*

**How does a paint brush work? Can a paint brush be made using natural materials?** In this atelier children try to find the answers to these questions by **exploring natural environments and doing creative experiments** both in the classroom and at home with their families. The materials will be transformed by the children into special craft brushes with which they will enjoy painting canvases of various shapes and colours either in Kindergarten as well as at home. At the end of the atelier, the **children collaborate on the creation of an installation containing all their works and special QrCodes**.



# Hunting Trees

Read the full description:

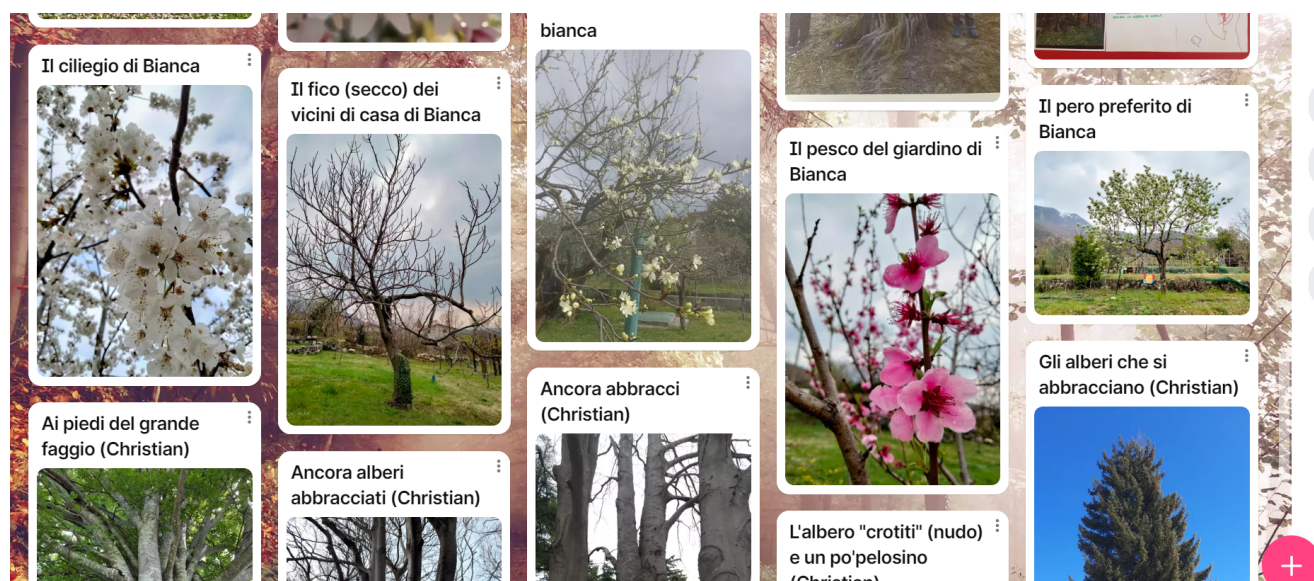
[www.keepintouch-project.eu/da17-hunting-trees/](http://www.keepintouch-project.eu/da17-hunting-trees/)



<b>An idea from</b>	<b>Copetti Tiziana - Giorgini Francesca - Maur Antonella - Pascolo Daniela - Picogna Francesca</b> , ECEC educators at the Kindergarten "Rosa Simonetti", Montenars - Italy. In co-design with Zaffiria.
<b>Keywords</b>	#nature #emotions #openmaps #images#padlet
<b>Age</b>	3-5 years
<b>Time</b>	6 activities (30-45 min each)
<b>Objectives</b>	<ol style="list-style-type: none"> <li>1. Reassessing the natural environment</li> <li>2. Building emotional bonds with nature</li> </ol>

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

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.



# Tracks

Read the full description:

[www.keepintouch-project.eu/da18-tracks/](http://www.keepintouch-project.eu/da18-tracks/)



<b>An idea from</b>	<b>Vincenza Rocco - Rosanna Tacchini</b> , ECEC educators at the Kindergarten "Scuola Materna Parrocchiale di Bolzone", Bolzone - Italy. In co-design with <b>Zaffria</b> .
<b>Keywords</b>	#nature #urbanspace #movement #sound
<b>Age</b>	3-4 years
<b>Time</b>	7 activities (30 - 40 min each)
<b>Objectives</b>	<ol style="list-style-type: none"> <li>1. play collaboratively with other children;</li> <li>2. develop problem solving strategies</li> <li>3. creative and active use of digital.</li> </ol>

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

Children will have fun building tracks and vehicles with various materials, to then add sounds, obstacles and populate the track more and more, while playing with their peers. At home with the family, the children will use their phones or tablets to record sounds from the street or take pictures of possible hazards they would like to put on their track. The tracks are then "animated" at school with the audio and video materials that children activate on a device when passing a possible hazard or sound position. At the end, each child will make a video "on the road" using the phone's camera and the constructed vehicle to record the track from the vehicle's point of view.





## A Magical Forest

Read the full description:

[www.keepintouch-project.eu/da19-a-magical-forest/](http://www.keepintouch-project.eu/da19-a-magical-forest/)



<b>An idea from</b>	<b>Ciulla Letizia - Maria Domenica - Floriddia Corrada - Benini Roberta - Catanese Liliana - Giorgetti Cinzia - Zavalloni Stefania</b> , ECEC educators at the Kindergarten "Scuola dell'Infanzia di Villamarina", Cesenatico - Italy. <b>In co-design with Zaffiria.</b>
<b>Keywords</b>	#nature #art #movement #immersiveenvironments #blacklight
<b>Age</b>	3-5 years
<b>Time</b>	5 activities (1 hour each)
<b>Objectives</b>	<ol style="list-style-type: none"> <li>1. Exploring nature</li> <li>2. emotional experiences through awe and wonder</li> <li>3. enhancing creative skills</li> </ol>

**Key question:** *How can we create a (magical) forest inside the classroom?*

In this atelier **the forest as a natural environment is explored and its magically interpreted**. First children are accompanied to an **exploration in nature to observe and explore** a forest, a park, a garden. Trees, leaves, branches, gathering fruit, leaves or pine cones will ignite curiosity, and become the starting point for a creative experience at home with the family. At school, **children create a magical forest through a collaborative immersive set-up**. The forest is composed of natural elements, children's drawings that become luminescent in the dark, projections and a personalized forest soundtrack that they



## Creative Land Art

Read the full description:

[www.keepintouch-project.eu/da20-creative-land-art/](http://www.keepintouch-project.eu/da20-creative-land-art/)



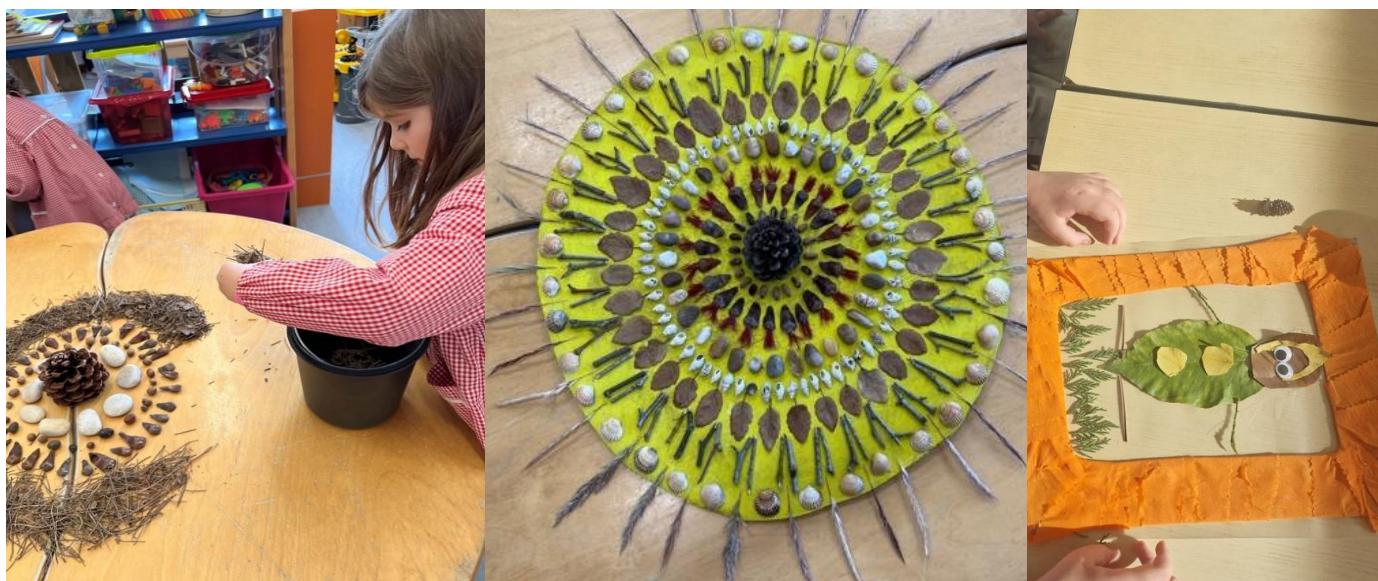
<b>An idea from</b>	Educators team- AESA- Barreiro/Portugal
<b>Keywords</b>	#nature #art #emotions #photography#sounds#Landart#audiorecorder
<b>Age</b>	3-5 Years
<b>Time</b>	5 activities (20 minutes each)
<b>Objectives</b>	<ol style="list-style-type: none"> <li>1. Identify and describe different sounds of nature</li> <li>2. Use different digital tools to support the pedagogical activities carried out daily and learn to respect safety rules when using them</li> <li>3. Develop aesthetic sense from an artistic composition using different elements of nature</li> </ol>

**Key Question:** *Does nature influence our emotions?*

**Yes!**

We just have to look for the sounds that involve us in our daily routine and associate them at what each one feels.

In the kindergarten or at home with the families: we listen to the sound that surrounds us and we record the ones that awaken us some emotions. We observe and collect nature elements to build land art. The pictures taken from the land art will be shared in the ClassDojo app.





## Stop Motion Film

Read the full description:

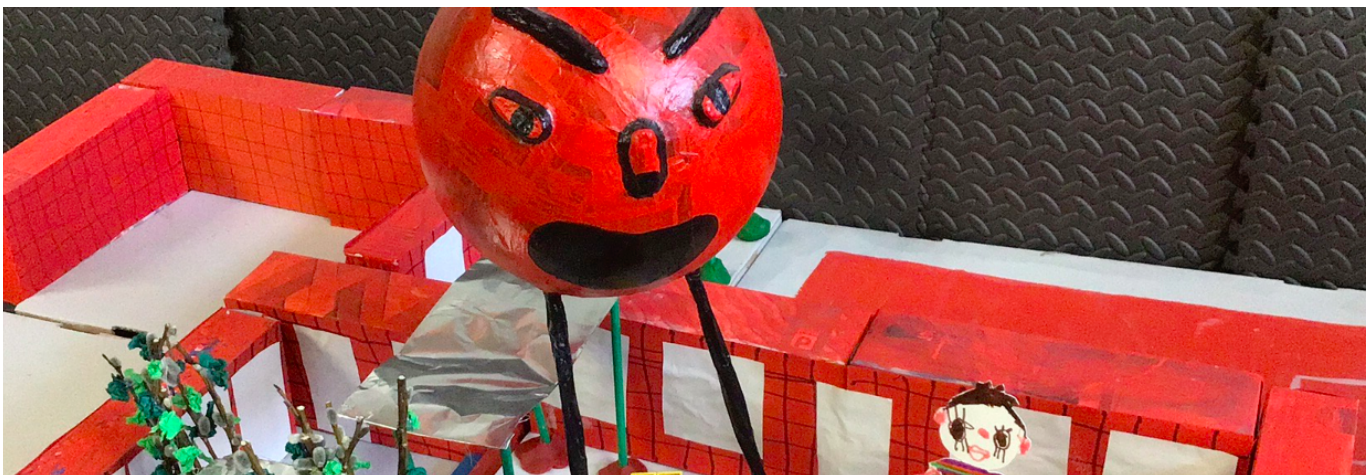
[www.keepintouch-project.eu/da21-a-stop-motion-film/](http://www.keepintouch-project.eu/da21-a-stop-motion-film/)



<b>An idea from</b>	<b>Florence Fery</b> , Belgrade municipal school – Belgium, in co-design with <b>Média Animation ASBL</b>
<b>Keywords</b>	#language #photography #movement #stopmotion #sound #animatedmovie #mediaeducation
<b>Age</b>	5-6 years
<b>Time</b>	10 activities for a total of 10 hours in school, and 3 activities at home.
<b>Objectives</b>	<ol style="list-style-type: none"> <li>1. Distinguish between a still and an animated image</li> <li>2. Illustrate the milestones of a story</li> <li>3. Discover and understand the stages involved in making a small object animation movie</li> </ol>

**Key question:** *How can animated images become a film?*

Is it possible to make a film using pictures taken in class? The answer is yes! In this workshop, children will first learn how to distinguish still images from animated images and play with moving images by creating a folioscope and a thaumatrope. After learning how to take photos, the children will be invited to make a small stop motion animation film. The scenario of this small film can build on a story the class knows and appreciates, such as a children's album. In class or at home with their family, the children will imagine a scenario and make the characters (modelling clay, toys, paper) and the set. With the educator's help, the children will photograph the images that make up the story, put these photos in a sequence and animate their film.



## Speaking Portraits

Read the full description:

[www.keepintouch-project.eu/da22-speaking-portraits/](http://www.keepintouch-project.eu/da22-speaking-portraits/)



<b>An idea from</b>	<i>La Fabulerie, Marseilles, France, Tested with: Ecole Maternelle Pommier, Marseilles, France</i>
<b>Keywords</b>	#storytelling #language #art #portrait #stillandmovingimage #acting
<b>Time</b>	3 activities of 30 minutes each
<b>Objectives</b>	<ol style="list-style-type: none"> <li>1. Learn to tell a story</li> <li>2. Improving language skills</li> <li>3. Discover special effects</li> </ol>

**Key question:** *What would my favorite book's character say, my grand-grandma's pictures or my pokemon cards if they could speak ?*

In this atelier, kids will learn to use apps **to make still pictures speak**. They will need to take pictures with digital devices and import them in the apps. Then they record themselves speaking to create the character's voice.

With their parents, they can **make their old family pictures speak**. At the end, all this work can be edited by the teacher/educator and exhibited in school.

Discover the activation trailer here : <https://tube.tchncs.de/w/oWydQKJSTbQgBgVLIANGCB>



## Audio Experimentation with Water

Read the full description:

[www.keepintouch-project.eu/da23-audio-experimentation-with-watermusic/](http://www.keepintouch-project.eu/da23-audio-experimentation-with-watermusic/)



<b>An idea from</b>	<b>JFF-Institut für Medienpädagogik</b> tested with <b>Inklusives Luise-Kiesselbach-Haus, Munich, Germany</b>
<b>Keywords</b>	#language #storytelling #sound #environment #art
<b>Age</b>	3-5 years
<b>Time</b>	3 activities (30 minutes each)
<b>Objectives</b>	<ol style="list-style-type: none"> <li>1. Get to know auditory design and expression possibilities</li> <li>2. Implement own ideas in audio and music recordings (e.g., sound stories).</li> <li>3. Expand personal skills like auditory perception of the environment and auditory training</li> </ol>

**Key question:** *Is it possible to make your own version of Händel's water music with water sounds?*

Audio puzzles and sound experimentations are suitable for children from the age of 3 and a lot of fun. First, children can search for random sounds in the environment and record them with a simple recording app. While listening, the children can guess together what they hear.

At home, parents and children look for special water sounds, create and record them. In kindergarten, children can talk about their experiences with water sounds and listen to Händel's original "water music". Inspired by classical music, children can mix live water sounds in the kindergarten with the recording of the classical music. In the end they create their own version of Händel's masterpiece.





## In the Snow Covered Valley

Read the full description:

[www.keepintouch-project.eu/da24-in-the-snow-covered-valley/](http://www.keepintouch-project.eu/da24-in-the-snow-covered-valley/)



<b>An idea from</b>	<b>Giulia Benvenuto - Loredana di Rubbo - Vuerich Gigliola - Vidoni Michela - Monica Blasotti - Valentina Martina</b> , ECEC educators at the Kindergartens "Costantino Cologna", Tarvisio - "Gianni Rodari", Tarvisio - "C.Collodi", Ugovizza - "Scuola dell'Infanzia di Chiusaforte" - Italy. In co-design with <b>Zaffria</b> .
<b>Keywords</b>	#storytelling #nature #language #stopmotion #images
<b>Age</b>	5 years
<b>Time</b>	7 activities (20 to 50 min each)
<b>Objectives</b>	<ol style="list-style-type: none"> <li>1. Exploring nature</li> <li>2. Developing the ability to read images</li> <li>3. Use vocabulary related to lived experiences</li> </ol>

**Key question:** *Can the natural environment inspire the creation of digital stories and characters?*

**Nature is the protagonist and muse of collaborative digital storytelling.** Children explore a natural environment with the family and play at creating characters using the materials they find there. Starting from the created characters, the children at school collaborate on the conception of a story and animate the various parts using the stop motion technique. The children also act as the narrators in the story, using in some parts all the languages present in class or in the family.



## Little Stick

Read the full description:

[www.keepintouch-project.eu/da25-little-stick/](http://www.keepintouch-project.eu/da25-little-stick/)



<b>An idea from</b>	<b>Barbara Tosi - Giorgia Balducci - Annalisa Straccini - Annica Celli - Morena Montanari - Antonella Iafisco</b> , ECEC educators at the Kindergartens "La Gabbianella" and "L'albero dei bambini", Rimini - Italy. In co-design with <b>Zaffiria</b> .
<b>Keywords</b>	#storytelling #nature #art #photography #animatedmovies
<b>Age</b>	4-5 years
<b>Time</b>	6 activities (50 min - 2 hours each)
<b>Objectives</b>	<ol style="list-style-type: none"> <li>1. motivational learning</li> <li>2. creative use of ICT</li> <li>3. creative approach in reading reality</li> </ol>

**Key question:** *Can the use of the digital and its declination in various expressive modalities develop competences in the reading and translating of real and fantastic worlds?*

Inspired by the book "Stick Man" by J. Donaldson and A. Scheffler, children invent and create small photographic stories, short films and plays inspired by their experiences and reflections during excursions with *Little Stick*, a character created by the children using wooden sticks collected in nature. Little Stick will follow the children on family and school excursions and help them find polluted places and reflect on their environment.





## The 5 Misfits

Read the full description:

[www.keepintouch-project.eu/da26-the-5-misfits/](http://www.keepintouch-project.eu/da26-the-5-misfits/)



<b>An idea from</b>	<b>Caterina Fabbri - Catia Podeschi</b> , ECEC educators at the Kindergarten "Gli amici di Ulisse", Pietracuta - Italy. In co-design with <b>Zaffiria</b> .
<b>Keywords</b>	#storytelling #movement #images #bookcreator
<b>Age</b>	3-5 years
<b>Time</b>	7 activities (40 min each)
<b>Objectives</b>	<ol style="list-style-type: none"> <li>1. Enhance communication channels, verbal and non-verbal</li> <li>2. Fostering self-esteem and participation</li> <li>3. Increasing attention and listening skills</li> </ol>

**Key question:** *How can we make the characters of a book become the driver for self-esteem and participation using digital and analogical expression techniques?*

Starting with the illustrated book "The Five Misfits" by Beatrice Alemagna, children take an artistic and emotional journey in which they discover that people's flaws are also what makes them special. Children listen to the story and create their own misfits using simple materials, bringing them "to life" with a simple app, and inventing a different ending for the story. At school, the children transform themselves into the characters of the story through a series of psychomotor and theater experiences. The stories invented by the children and all their experiments are collected to create an ebook.



## Nature's Storytelling

Read the full description:

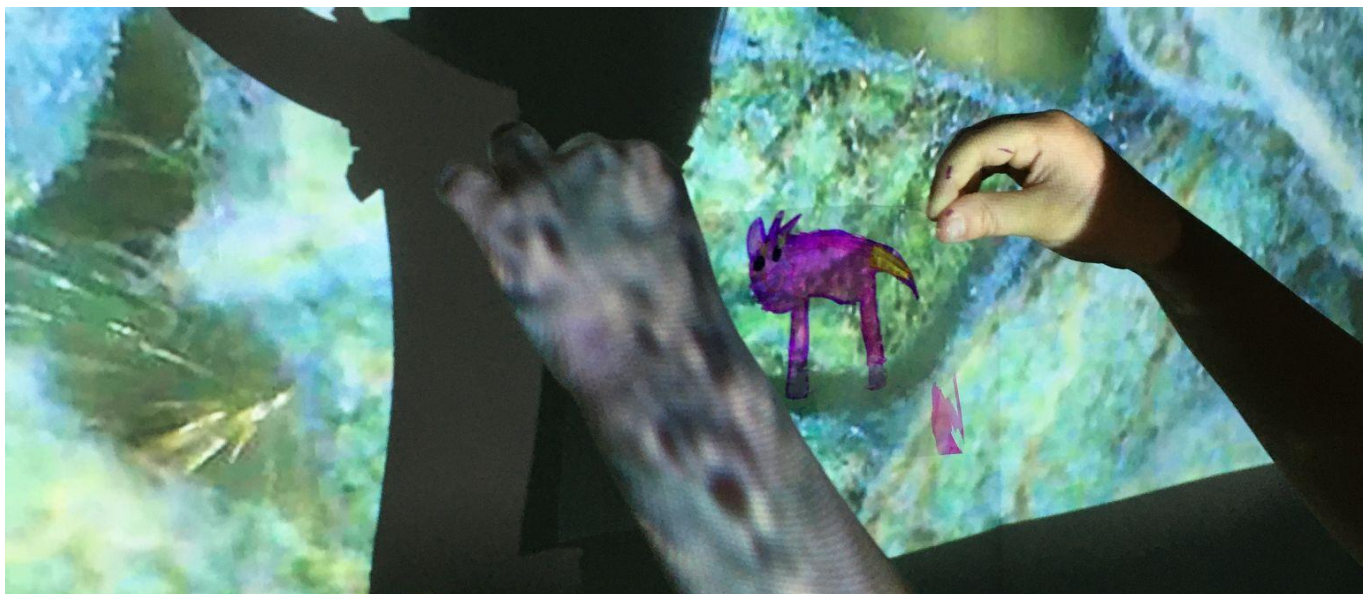
[www.keepintouch-project.eu/da27-natures-storytelling/](http://www.keepintouch-project.eu/da27-natures-storytelling/)



<b>An idea from</b>	<b>Sara Battistel - Cristina Zecchin</b> , ECEC educators at the Kindergarten "Scuola dell'Infanzia Tre Piere", Oderzo - Italy. In co-design with <b>Zaffria</b> .
<b>Keywords</b>	#storytelling #art #science #immersiveenvironments #digitalmicroscope
<b>Age</b>	4-5 years
<b>Time</b>	6 activities (30-45 min each)
<b>Objectives</b>	<ol style="list-style-type: none"> <li>1. experimentation of different tools and materials;</li> <li>2. Peer collaboration</li> <li>3. development of language and narrative skills;</li> </ol>

**Key question:** *How many stories can we find in the enlarged and projected image of nature?*

The projection of enlarged nature becomes the backdrop for games and the invention of **fantastic stories**....After collecting natural materials in their surroundings and collecting them in a **box, that will be the transitional object** that will enable children to continue experimentations started at school to be continued at home and vice versa, children will **discover new properties of these materials through their observation with a digital microscope**. Attaching the microscope to the projector, **the enlargements give rise to imaginative and evocative environments**, with which the children can play, interact and develop **a character that will be brought home for the development of a common chain story**.



## Building Stories

Read the full description:

[www.keepintouch-project.eu/da28-building-stories/](http://www.keepintouch-project.eu/da28-building-stories/)



<b>An idea from</b>	AESA educators- Barreiro-Portugal
<b>Keywords</b>	#language #storytelling #emotions #theselfandtheother#Bookcreator#digitalbook#
<b>Age</b>	3-6 years
<b>Time</b>	4 activities (20 to 30 minutes each)
<b>Objectives</b>	<ol style="list-style-type: none"> <li>1. Establish a relationship between writing and oral message</li> <li>2. Use digital tools to help the child develop language.</li> </ol>

**Key question:** *Can digital tools help children to develop language?*

**Yes!**

By listening to the story and the song using technological resources (Tablet, PC and Smartphone), children develop language, above all by retelling the story, recording the song and the stories made with the families using the different digital applications.

In the end, using the App Book Creator, you can built a book, with the stories elaborated in collaboration with the families and create a theater performed by the children.





## The Photo Hunt

Read the full description:

[www.keepintouch-project.eu/da29-the-photo-hunt/](http://www.keepintouch-project.eu/da29-the-photo-hunt/)



<b>An idea from</b>	<b>Aurélie Modave</b> , teacher at the Sainte Julienne Haut school in Fléron - Belgium, in co-design with <b>Média Animation ASBL</b>
<b>Keywords</b>	#numeracy #photography #geolocation #environment #map #code #mediaeducation
<b>Age</b>	5-6 years
<b>Time</b>	8 activities for a total of 5 hours, and 3 activities at home
<b>Objectives</b>	<ol style="list-style-type: none"> <li>1. Recognise one's environment and finding one's bearings by observing photos</li> <li>2. Discover the notions of image framing and point of view</li> <li>3. Introduce to the concepts of coding and sequencing</li> </ol>

**Key question:** *How to find one's way in space using photos?*

How can photos help us recognise our environment and find our bearings? During this workshop, children discover different levels of the representation of a geographic place (satellite view, maps, photos), they identify landmarks and learn how to find their bearings. By creating a treasure hunt, they trace an understandable itinerary on a map. Several photos placed one after the other become a sequence of movements, thus introducing the notions of coding and sequencing.



## Find the Shape!

Read the full description:

[www.keepintouch-project.eu/da30-find-the-shape/](http://www.keepintouch-project.eu/da30-find-the-shape/)



<b>An idea from</b>	<i>La Fabulerie, Marseilles, France, tested with: Ecole Maternelle Extérieur, Marseilles, France</i>
<b>Keywords</b>	#numeracy #projector #colours #shapes #photography
<b>Time</b>	3 activities of 25 minutes each for a total of 1h10
<b>Objectives</b>	<ol style="list-style-type: none"> <li>1. Recognizing shapes</li> <li>2. Take pictures</li> <li>3. Create interactive content</li> </ol>

### Key question: *What is this shape ?*

In this atelier children learn to recognise geometric shapes and to find occurrences of these shapes in their environment. The ateliers is based on the use of a free online quiz platform : **Kahoot**. This workshop trains children to use a tablet : navigate, take pictures, create and play interactive content.

Have a look here to discover the activation trailer :

<https://tube.tchncs.de/w/o4kd5ESgoQev4A4yXFXGPh>





# Analog & Digital Coding Games

Read the full description:

[www.keepintouch-project.eu/da31-analog-digital-coding-games/](http://www.keepintouch-project.eu/da31-analog-digital-coding-games/)



<b>An idea from</b>	<b>JFF-Institut für Medienpädagogik, Germany,</b> tested with <b>Integrationskindergarten Westendstrasse, Munich, Germany</b>
<b>Keywords</b>	#numeracy #coding #computationalthinking #sound
<b>Age</b>	5-6 years
<b>Time</b>	3 activities (30-40 minutes each)
<b>Objectives</b>	<ol style="list-style-type: none"> <li>1. Learn to use "visual programming language"</li> <li>2. Building basic cognitive and mathematical skills through problem-solving learning</li> <li>3. Train orientation and structuring skills: systems of order, ability to classify also seriate, comprehension of position, shapes, and proportions</li> </ol>

**Key question:** *Is it possible to program a robot yourself and use an easy programming language?*

There are various games and exercises to introduce children to the topic of coding, to promote their mathematical skills and expand knowledge about computers.

First, the children deal with simple commands that can control a robot to achieve a goal. A simple set of paper-cards can be used for this purpose. To train the movement of the body in a room, to estimate distances and to plan actions in advance, children can play a fun offline robot game with their parents or siblings at home. As a third step, children can learn about apps that use visual programming language and can be used to control a robot or an animated character in a game. The apps include logic puzzles and allow children to create music and dance moves.



## The Art of Geometry

Read the full description:

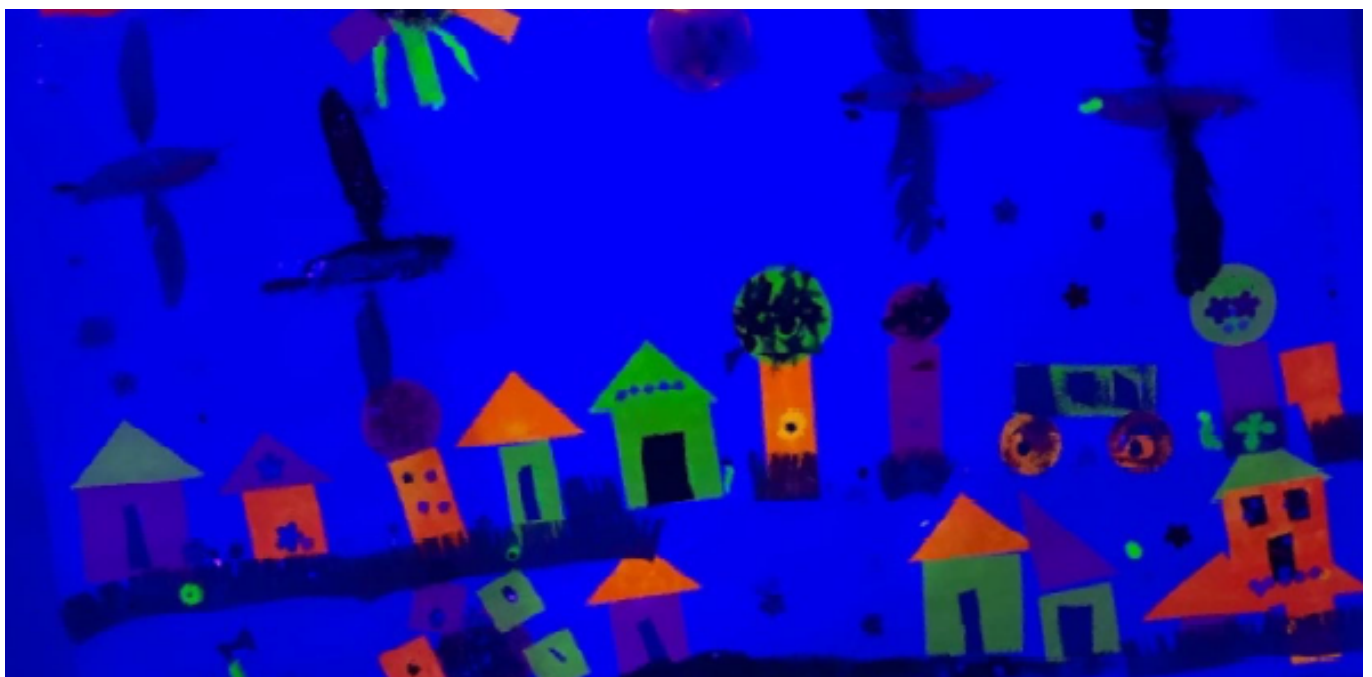
[www.keepintouch-project.eu/da32-the-art-of-geometry/](http://www.keepintouch-project.eu/da32-the-art-of-geometry/)



<b>An idea from</b>	<b>Ciulla Letizia - Maria Domenica - Floriddia Corrada - Benini Roberta - Catanese Liliana - Giorgetti Cinzia - Zavalloni Stefania</b> , ECEC educators at the Kindergarten "Scuola dell'Infanzia di Villamarina", Cesenatico - Italy. <b>In co-design with Zaffiria.</b>
<b>Keywords</b>	#numeracy #art #immersiveenvironments #blacklight
<b>Age</b>	3-4 years
<b>Time</b>	5 activities (40 min each)
<b>Objectives</b>	<ol style="list-style-type: none"> <li>1. Enhancing creative and expressive abilities;</li> <li>2. Introducing geometry in a playful way;</li> <li>3. Involve families through the use of simple and playful apps.</li> </ol>

**Key question:** *Can geometry be introduced as a form of expression?*

Digit is a character who introduces children to geometric shapes that become the basic elements for a photo safari at home and the composition of fluorescent drawings and landscapes. At home, using the app Oh! created by designers Louis Rigaud and Anouck Boisrobert, children continue the creative experience by using the geometric shapes to populate a cityscape of animals, characters and other interactive elements. Oh! will be used again at school to create a collective landscape.



## The Adventures of Bee-Bot

Read the full description:

[www.keepintouch-project.eu/da33-the-adventures-of-bee-bot/](http://www.keepintouch-project.eu/da33-the-adventures-of-bee-bot/)



<b>An idea from</b>	<b>Russo Santa - Lessi Valentina - Pavan Giorgia - Mancinelli Angela - Ragusa Rossella - Modolo Doris</b> , ECEC educators at the Kindergarten "Scuola dell'Infanzia di Piavon", Oderzo - Italy. In co-design with <b>Zaffiria</b> .
<b>Keywords</b>	#numeracy #coding #nature #storytelling
<b>Age</b>	4-5 years
<b>Time</b>	10 activities (50 min each)
<b>Objectives</b>	<ol style="list-style-type: none"> <li>1. First knowledge of coding</li> <li>2. Awareness on environmental issues</li> <li>3. Developing transversal skills</li> </ol>

**Key question:** *How can coding help to understand nature and the wonderful world of bees?*

Children are introduced to problem solving and the logic of computational thinking through the adventures of a little bee, who is the protagonist of each activity, either as a mascot in the unplugged coding games, as well as a programmable robot that the children will have to help find their way back to its hive. Families are involved with coding games and through creative recycling activities with the aim of enriching the world of the little bee with friends and natural elements.





# Counting Monsters

Read the full description:

[www.keepintouch-project.eu/da34-counting-monsters/](http://www.keepintouch-project.eu/da34-counting-monsters/)



<b>An idea from</b>	Educators from <b>Agrupamento de Escolas de Santo António</b> , Barreiro, <b>Portugal</b>
<b>Keywords</b>	#numeracy #colors#quantities#counting#numbers#Learningapps#
<b>Age</b>	3-6 years
<b>Time</b>	6 activities of 50 minutes
<b>Objectives</b>	<ol style="list-style-type: none"> <li>1. Help children identify quantities through different forms of representation.</li> <li>2. Solve everyday problems involving small quantities using counting and mathematical operations.</li> <li>3. Use digital tools to strengthen ties between school and family.</li> </ol>

**Key-Question:** *Can digital tools help children develop mathematical thinking?*

**Yes!** By listening to the story through the technological resources (Tablet, PC and Smartphone), children develop mathematical thinking through the games we propose them to play, learning to observe, investigate, count, helping the child to identify quantities through different forms of representation and to solve everyday problems that involve small quantities, using counting and mathematical operations, always with a playful character mixed in.





# The Mysterious Friend

Read the full description:

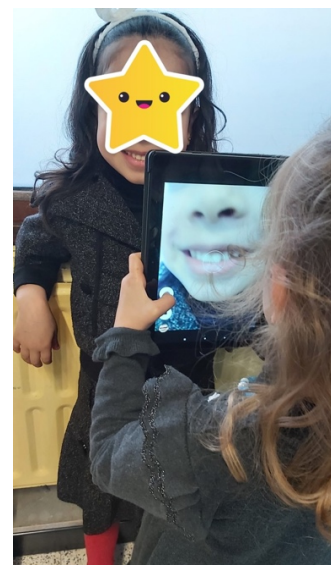
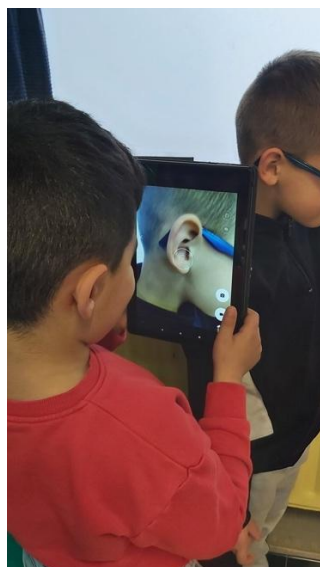
[www.keepintouch-project.eu/da35-the-mysterious-friend/](http://www.keepintouch-project.eu/da35-the-mysterious-friend/)



<b>An idea from</b>	<b>Laurence Vannerum</b> , Gosselies Providence Fondamental School, Gosselies – Belgium and <b>Laurence Marchal</b> , École libre des 3 vallées, Viroinval – Belgium, in co-design with <b>Média Animation ASBL</b>
<b>Keywords</b>	#physicalactivity #photography #portrait #sport #mediaeducation
<b>Age</b>	5-6 years
<b>Time</b>	3 hours at school split over 7 activities, 4 activities with the family
<b>Objectives</b>	<ol style="list-style-type: none"> <li>1. Understand that the content of a photograph is the result of a specific intention of the photographer</li> <li>2. Discover the notions of image framing, point of view and focus</li> <li>3. Foster creativity through the invention of psychomotor exercises</li> </ol>

## Key question: *How can photography convey different messages?*

This workshop provides an introduction to photography and to the concepts of point of view and framing. The children shall start by observing the photos in class and at home, then they will be given opportunities to learn how to take photos on their own. They will practice portrayal by taking pictures of their classmates, from an overall portrait to a single small detail, before visually preparing a psychomotricity exercise to be carried out in class.



# Animate Yourself

Read the full description:

[www.keepintouch-project.eu/da36-animate-yourself/](http://www.keepintouch-project.eu/da36-animate-yourself/)



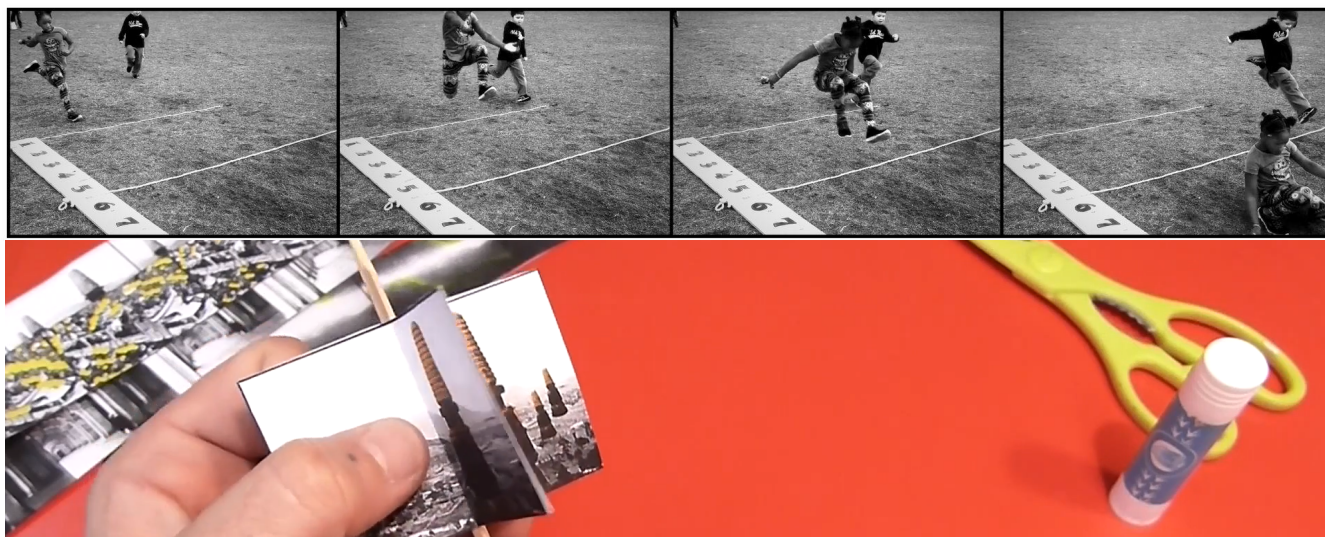
<b>An idea from</b>	<i>La Fabulerie, Marseilles, France, tested with: Ecole Maternelle Pommier, Marseilles, France</i>
<b>Keywords</b>	#physicalactivity #art #stopmotion #sport
<b>Age</b>	5 - 6 years
<b>Time</b>	3 activities of 30 minutes each
<b>Objectives</b>	<ol style="list-style-type: none"> <li>1. Understanding how movies are made.</li> <li>2. Discovering the technique of stop motion.</li> <li>3. Discovering physical exercises children can do at home in a creative way.</li> </ol>

**Key question:** *How do we create moving frames (in cinema and animated movies) ?*

Have you ever thought about how a movie is made ? It's very simple actually, it's just still images, one after another, played back very fast (*25 images per second*). Even before filming, people already invented ways to create moving pictures. In this atelier, you will discover one way to create mini-animation and discover the art of stop-motion.

The activity is thought to be performed in quarantine. It will encourage physical activity at home and give ideas to parents on how to make their pre-school kids move more. It also encourages kids to use tablets and smartphones in a creative way. It gives knowledge about cinema and animated movies.

Watch the activation video here <https://tube.tchncs.de/w/5Vhr245jpkPEGJgv1QqHqC> to discover more !



## Create & Play Actionbound

Read the full description:

[www.keepintouch-project.eu/  
da37-create-play-actionbound/](http://www.keepintouch-project.eu/da37-create-play-actionbound/)



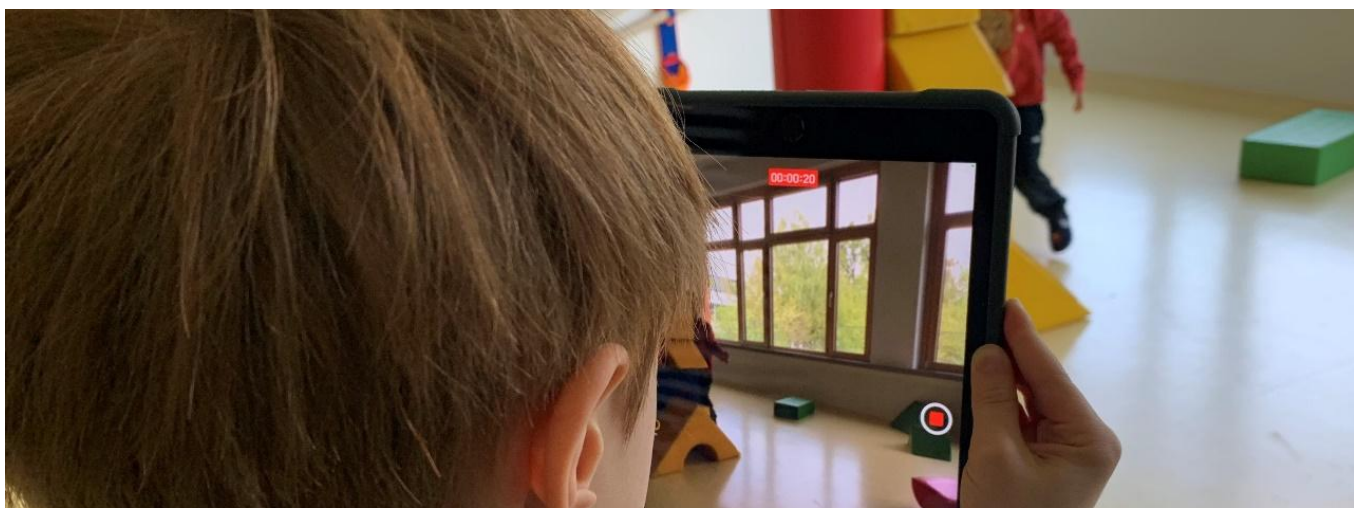
<b>An idea from</b>	<b>JFF-Institut für Medienpädagogik</b> tested with <b>Inklusives Luise-Kiesselbach-Haus Munich, Germany</b>
<b>Keywords</b>	#physicalactivity #qrcode #images #sound #video #movement #environment
<b>Age</b>	5-6 years
<b>Time</b>	3 activities (30-40 minutes each)
<b>Objectives</b>	<ol style="list-style-type: none"> <li>1. Be active and explore your surroundings</li> <li>2. Develop your own ideas and be creative</li> <li>3. Get to know a digital tool with which you can create your own quiz games</li> </ol>

**Key question:** *Can physical tasks for an interactive quiz game be developed in kindergarten?*

The concept of Actionbound literally augments the reality by enhancing real-life interaction whilst using smartphones and tablets. Children and teacher can create app-based DIY digital timelines of events with the use of GPS coordinates or pre-placed codes and tasks.

First children can try out Actionbound by playing a short testing version created by the teacher. To extend the game children use their own ideas for quizzes, challenges including photo, audio and video and tournaments. When the teacher finishes the design of the game parents can play the Actionbound at home with the children.

After being familiar with Actionbound, a new outdoor treasure hunt can be created in the kindergarten. During an excursion the children and the educator can find interesting places and develop ideas for new physical tasks. When the creation process is done the game can be played by children and parents together with the Actionbound app.





## Holding Hands with the Shadow

Read the full description:

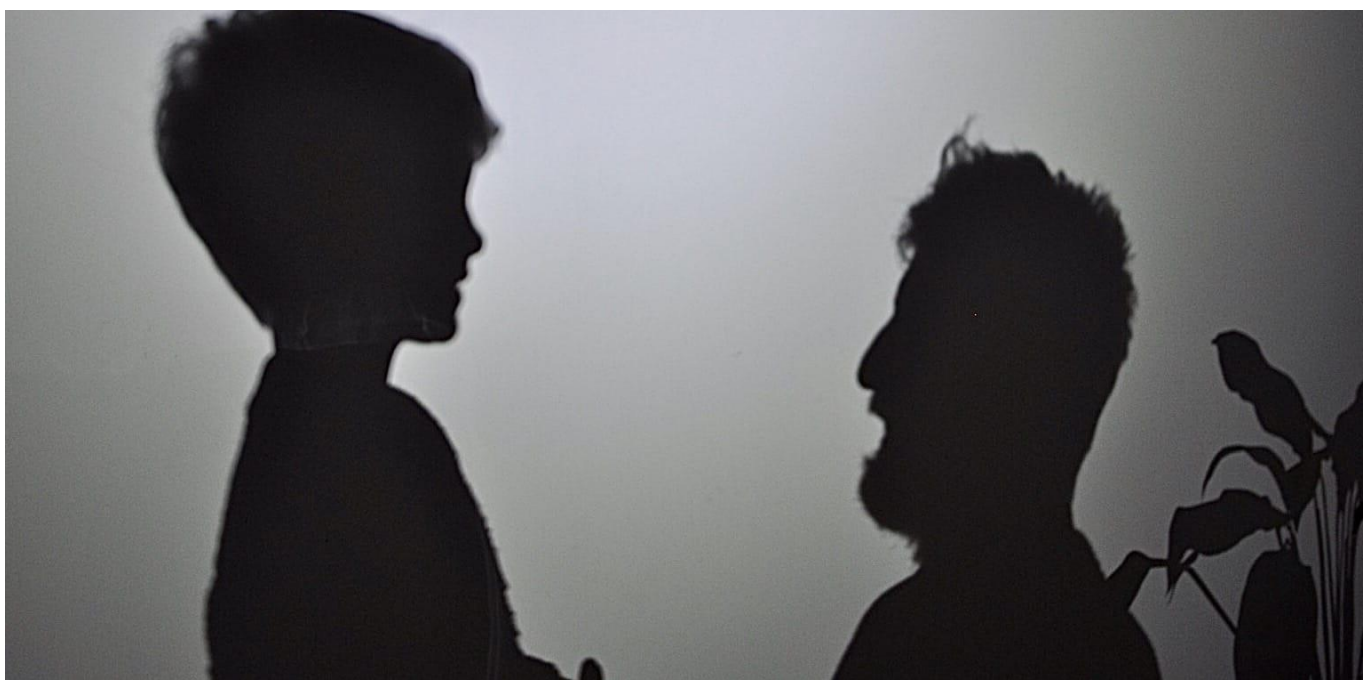
[www.keepintouch-project.eu/da38-holding-hands-with-the-shadow/](http://www.keepintouch-project.eu/da38-holding-hands-with-the-shadow/)



An idea from	<b>Daniela Idili - Barbara Collu - Claudia Ripamonti - Sara Mameli</b> , ECEC educators at the Kindergarten "SS. Giorgio e Caterina", Cagliari - Italy. In co-design with <b>Zaffria</b> .
Keywords	#physicalactivity #sciences #photography #theselfandothers
Age	5 years
Time	6 activities (40 min each)
Objectives	<ol style="list-style-type: none"> <li>1. discover the own body and movement through shadows</li> <li>2. make scientific experiments with artistic tools</li> </ol>

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

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**.



## You Are Music

Read the full description:

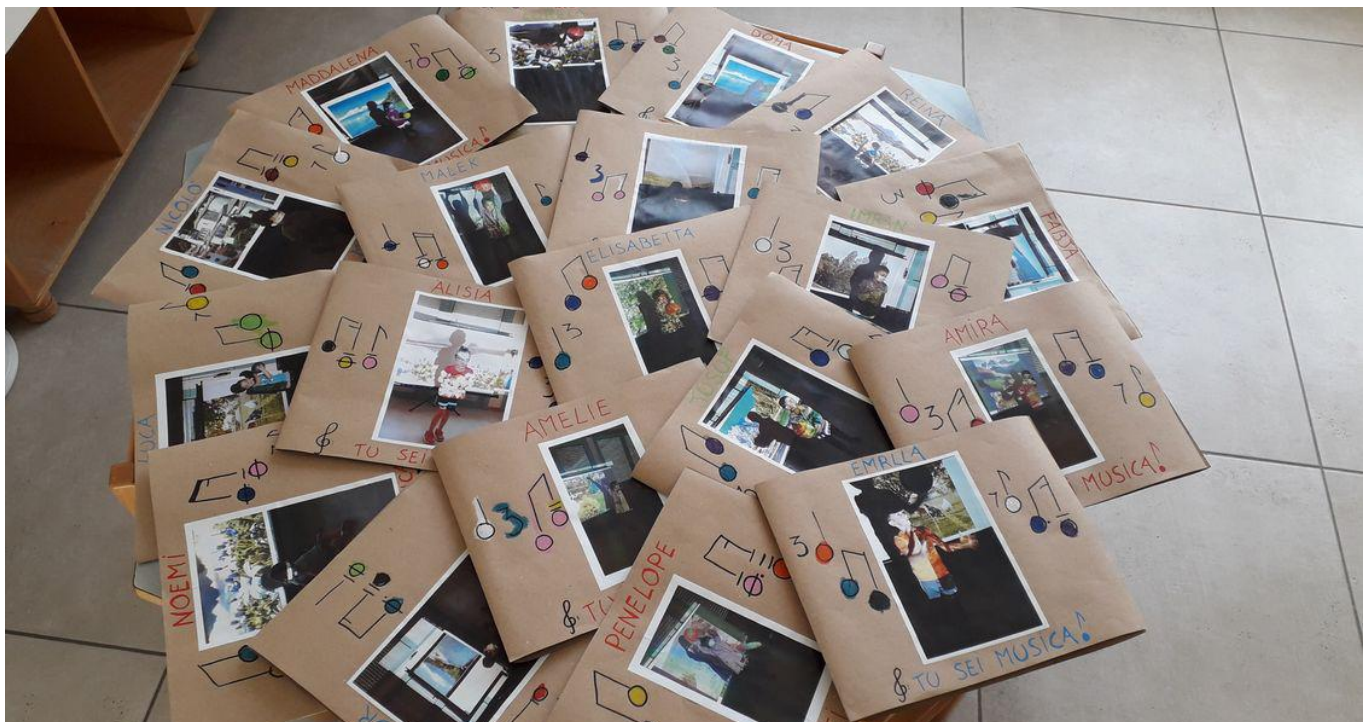
[www.keepintouch-project.eu/da39-you-are-music/](http://www.keepintouch-project.eu/da39-you-are-music/)



<b>An idea from</b>	<b>Caterina Fabbri - Catia Podeschi</b> , ECEC educators at the Kindergarten "Gli amici di Ulisse", Pietracuta - Italy. In co-design with Zaffria.
<b>Keywords</b>	#physicalactivity #emotions #bookcreator #sounds
<b>Age</b>	4-5 years
<b>Time</b>	8 activities (40 min each)
<b>Objectives</b>	<ol style="list-style-type: none"> <li>1. Improving basic motor patterns and coordination</li> <li>2. Enhance communication channels, verbal and non-verbal</li> <li>3. Fostering self-esteem and participation</li> </ol>

**Key question:** *How can music and movement become a book?*

A book that is linked to **music and rhythms** becomes the **inspiration for motoric and artistic experiments**. Following a shared playlist children move and dance in the various environments and settings, get **inspired for personal and collective paintings that will then merge into personal analogical and digital books**.



# Jumping with Monsters

Read the full description:

[www.keepintouch-project.eu/da40-jumping-with-monsters/](http://www.keepintouch-project.eu/da40-jumping-with-monsters/)



<b>An idea from</b>	Educators from <b>Agrupamento de Escolas de Santo António</b> ; Barreiro, <b>Portugal</b>
<b>Keywords</b>	#physicalactivity #sport #movement #outdoorgames #boardgame #Genially
<b>Age</b>	3-6 years
<b>Time</b>	: 5 activities with the children of 30 minutes each
<b>Objectives</b>	<ol style="list-style-type: none"> <li>1. Using digital tools as facilitators of children's physical development.</li> <li>2. Learning to respect group rules, to cooperate as a team (cooperate in game situations, learn to follow instructions and respect social rules)..</li> <li>3. Use different digital tools to support the pedagogical activities carried out daily and learn to respect safety rules when using them.</li> </ol>

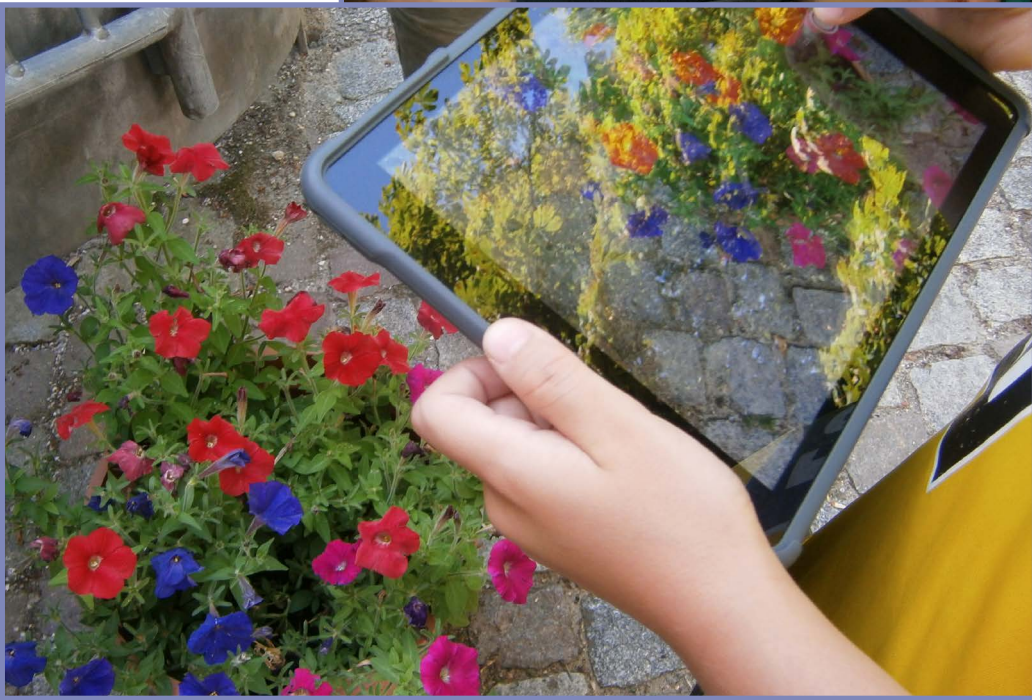
**Key question:** *Can digital tools influence children's physical development?*

**Yes!**

Digital tools stimulate children, as they are an instrument that attracts them, leading them to develop and conquer new learnings. In kindergarten, they collaborate in the construction of the game "Monsters race" with the Genially app and later explore it on the school playground, in the classroom and at home with their families.











*Keep in Touch*

Innovative Tools to build digital education readiness  
in Early Childhood Education

Project code:

2020-1-IT02-KA226-SCH-094945

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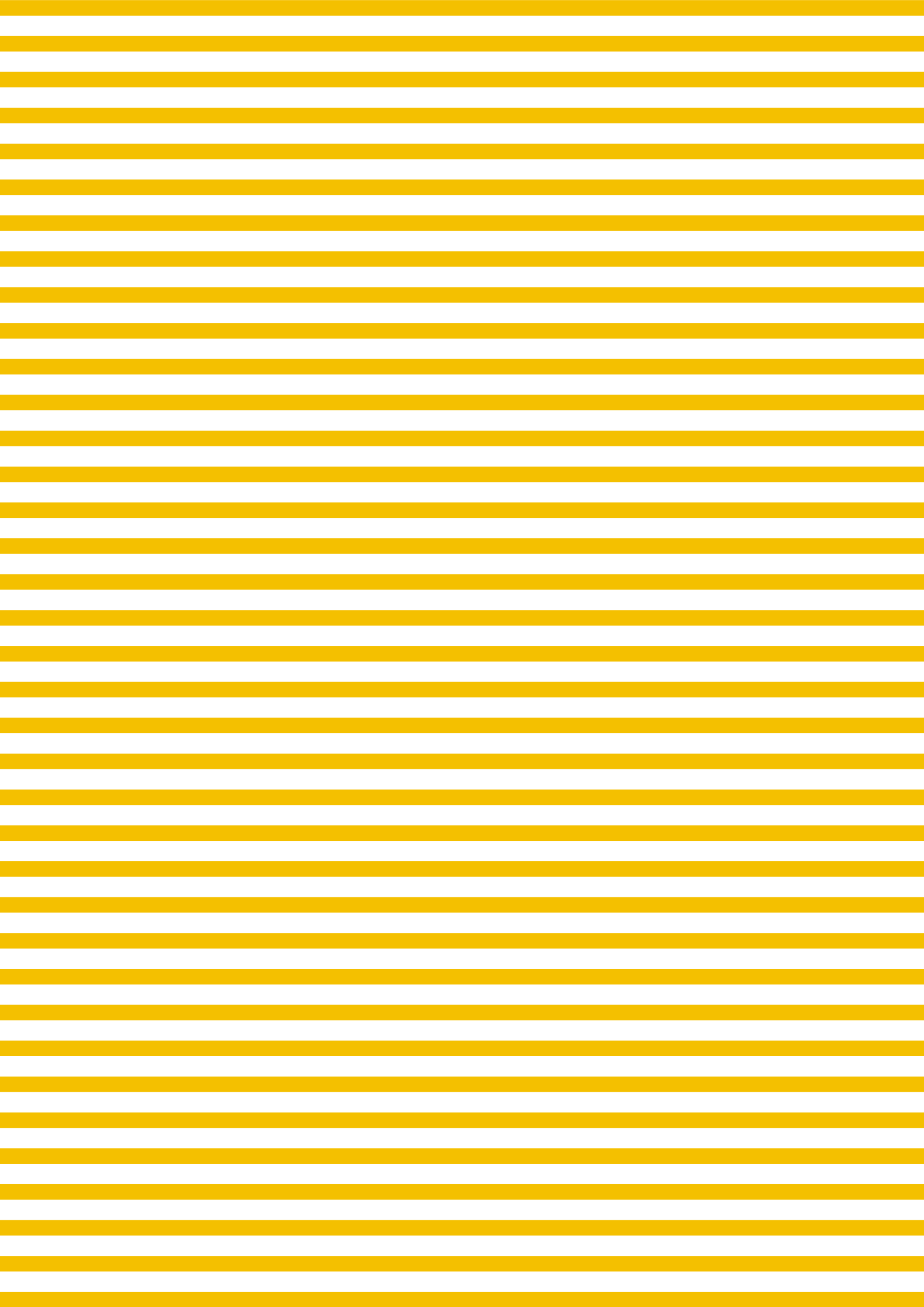
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