

Summer in the meadow - painting the meadow with natural brushes

1	<p>Overall aims:</p> <ul style="list-style-type: none"> • Enriching knowledge about plants and insects living in the meadow • Developing communication and classification skills • Acquiring practical skills by making brushes from natural materials and painting the meadow • Creating opportunities to express emotions
2	<p>Vocabulary - keywords meadow, insects, birds, plants: dandelions, daisies, poppies, cornflowers, summer</p>
3	<p>Sustainable abilities developed</p> <ul style="list-style-type: none"> • anticipatory competency • normative competency • critical thinking
4	<p>Pillars of sustainability included</p> <ul style="list-style-type: none"> • socio-cultural • ecological
5	<p>STEAM domains S, A, T, M</p>



6

Teaching methodologies/activity outline

Introduction

Before going to the garden or the meadow, the teacher recalls the rules of behavior during outdoor activities. The teacher explains the purpose of the trip: today we go to the meadow in search of treasures.

Main part

Children receive containers with a magnifying glass and go around the meadow and collect treasures. The teacher watches over the safety and determines where the children can go.

After a few minutes, the children gather in a fixed place in a circle and arrange their treasures on the cards.

Together with children, we view, classify and name them (e.g. animate and inanimate nature; parts of plants: stems, leaves, fruits, seeds; man-made objects: bottles, glass, etc.)

Note - after the classes, we take unused, biological treasures to their place.

Using sticks, leaves, grasses, flowers collected by children or brought by the teacher, and a string, we show children how to make a brush from natural materials

<https://pasjagata.pl/magiczne-naturalne-pedzle/>

Then the children receive paints, sheets of paper and paint their meadow. (this activity can be carried out after returning to kindergarten while listening to Vivaldi's Four Seasons). Before the children start painting, they can dance to the music and express their emotions in the form of dancing.

Summary - gallery of paintings

We watch children's works.

We invite children to tell what happened in the meadow. What did they find in the meadow, and which items shouldn't be there? (e.g. garbage, why, what can happen if there are glass, paper, plastic bags in the meadow ...?)

Finish this sentence: The girl went to the meadow and ...

7

Expected learning outcomes

The child will be able to:

- name selected meadow plants
- name insects that live in the meadow
- express herself in a way that is understandable to the environment
- make a brush from natural materials
- paint a meadow



8	<p>Assessment</p> <p>The child answers the following questions:</p> <ul style="list-style-type: none"> • The treasures found in the meadow are • I can take care of the meadow by ... • What happens when there is garbage in the meadow?
9	<p>Equipment and materials to be used in learning unit (tools, ingredients etc)</p> <ul style="list-style-type: none"> • Pieces of paper, a recording of Vivaldi's Four Seasons - Summer, music player, sticks, flowers, leaves, grass, scissors, string, paints
10	<p>Kind of setting - lab, kitchen, outdoor etc.</p> <p>meadow, classroom</p>
11	<p>References - source:</p> <p>https://pasjagata.pl/magiczne-naturalne-pedzle/</p>

