

# Welcome back, Spring!

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## Overall aims:

- Understanding the characteristics of spring;
- Understand the differences between spring and other seasons;
- Respect others, animals and nature;
- Develop the senses;
- Stimulate the imagination;
- Getting in touch with nature;
- Developing the value of patience

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## Vocabulary - keywords

Spring, Nature, Meditation.

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## Sustainable abilities developed

Systematic thinking  
Normative competency  
Critical thinking competency  
Self-awareness competency

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## Pillars of sustainability included

Environmental sustainability  
Social sustainability

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## STEAM domains

Science, Art

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## Teaching methodologies/activity outline

The activity lets children "socialize" with nature and Spring, know the differences between Spring and the other seasons, and engage with nature and Spring, discovering its restorative effects.

### Before the experiment:

It is foreseen an in-door laboratory through which explaining to children



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	<p>the characteristics of Spring (its colors, its sounds, its fragrance) and the differences between Spring and the other seasons (e.g., "According to you, what has changed compared with the winter?"). It is suggested to use supplementary materials during this preliminary activity, such as fairy tales, paintings, collages, and videos).</p> <p><b>The experiment:</b></p> <p>Take the children to the garden. First, ask them to lie down, and in turn, each child says aloud everything they see (e.g., the sky is cloudless, the trees are flowering, etc.). Afterward, children will sit down by forming a circle and ask them what they feel and what emotions Spring has enhanced in them.</p>
<b>7</b>	<p><b>Expected learning outcomes</b></p> <p>The child will be able to</p> <ul style="list-style-type: none"> <li>• Know the characteristics of Spring</li> <li>• Get in touch with nature</li> <li>• Get in touch with own's emotions and sensations</li> </ul>
<b>8</b>	<p><b>Assessment</b></p> <ul style="list-style-type: none"> <li>• <b>Initial evaluation:</b> assessing what pupils already know about the general concepts (e.g., the main characteristics of Spring).</li> <li>• <b>Middle evaluation:</b> observing children while they engage with Spring and nature;</li> <li>• <b>Final evaluation:</b> ask pupils to paint themselves during the activity, trying to let them reflect on their emotions indirectly.</li> </ul>
<b>9</b>	<p><b>Equipment and materials to be used in learning unit (tools, ingredients etc)</b></p> <p>//</p>
<b>10</b>	<p><b>Kind of setting - lab, kitchen, outdoor etc.</b></p> <p>Outdoor</p>
<b>11</b>	<p><b>References - source:</b></p> <p>Litton, J. &amp; Margan, P. (2020). Il mio pianeta: ecologia. Giunti Editore.</p>

