



NATURE AND ITS CONSERVATION

EDUCATIONAL AND
ACTIVITY GUIDE

REF. 30265

Technical Management:

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Total or partial reproduction prohibited.

Not recommended for children under the age of 36 months as it contains items that could come loose and be swallowed. Retain this information and the manufacturer's details.

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1. CONTENTS

- **A METAL PANEL** depicting a country scene
- More than **100 CUT-OUT FIGURES**
- **A BAG OF SELF-ADHESIVE MAGNETS**
- **AN EDUCATIONAL AND ACTIVITY GUIDE**
- **4 PLASTIC BAGS**

2. INSTRUCTIONS FOR PREPARING AND USING THE GAME

A) METAL PANEL

This should be placed in a position with good visibility at a height that allows it to be used by the students. The reverse side can be used for other games involving magnetic figures.

NOTE: this METAL PANEL cannot be used for writing on with any kind of felt-tip pen.

B) CUT-OUT FIGURES

These should be detached from the cardboard surround.

C) SELF-ADHESIVE MAGNETS

Remove the protective paper and stick them on the white patches reserved for this purpose on the back of the figures.

D) STORING THE PIECES

The pieces should be stored in the plastic bags provided for this purpose.

3. AGE

This material can be used with children OVER THE AGE OF THREE for straightforward oral activities, making them more complex as the children develop and using it as a motivational tool in graphic, linguistic, cognitive and perceptive activities.

The game is highly suitable for children with SPECIAL EDUCATIONAL NEEDS who, because of their particular characteristics, have difficulties in expressing themselves graphically during activities, as it allows them to work with numerous contents by simply manipulating the figures on the panel and using oral language.

4. PSYCHO-PEDAGOGICAL OBJECTIVES

One of the fundamental OBJECTIVES of education is instilling a **KNOWLEDGE OF NATURE AND HOW TO RESPECT AND CARE FOR HER**. There is a need to inspire these HABITS in students. Knowledge of Nature's different aspects and phenomena and the resources we obtain from her will instil an awareness of the need to care for her.

In this respect, the main OBJECTIVES it is hoped will be achieved through the use of this material are as follows:

-INSPIRING THE HABIT OF CARE AND CONSERVATION OF NATURE

- Not throwing litter around
- Becoming aware of the danger of lighting fires in wooded areas and how they can start forest fires
- Becoming aware of the damage caused by forest fires
- Respect for animals
- Respect for trees and plants
- Not wasting water from springs
- Collaborating in replanting trees
- Collaborating in rubbish collection

-OBSERVING AND UNDERSTANDING THE DIFFERENT ASPECTS AND PHENOMENA OF NATURE

- Woodland animals
- River animals
- Birds
- Insects
- Trees and plants
- Geographical features: rivers, mountains, etc.
- Atmospheric phenomena

-UNDERSTANDING AND APPRECIATING THE RESOURCES THAT NATURE GIVES US

- Domestic animals
- Crops from the fields and orchards
- Other natural products: honey, milk, bread...

-LEARNING TO ENJOY NATURE WITHOUT DAMAGING HER

-DEVELOPING ORAL LANGUAGE in various aspects

- Acquiring vocabulary
- Forming sentences and telling stories
- Improving speech

-ENCOURAGING VISUAL AND AURAL DISCRIMINATION

-ACQUIRING SPATIAL AND TEMPORAL CONCEPTS

-DEVELOPING LOGICAL/MATHEMATICAL THOUGHT in various aspects:

- Ordering and classifying
- Concepts of Quantity and Numbering
- Initiation into adding and subtracting
- Solving problems

-DEVELOPING ATTENTION AND MEMORY SKILLS

This material can be used to **LEARN A SECOND LANGUAGE AT AN ORAL LEVEL.**

5. EDUCATIONAL GUIDELINES

A) GAME COMPONENTS

1) METAL PANEL

The METAL PANEL is illustrated with a COUNTRY SCENE on which you can affix the magnetic pieces to form numerous different SCENARIOS.

2) MAGNETIC FIGURES AND THEMES

The game consists of more than 100 FIGURES that can be used to develop multiple THEMES on the board relating to the care, conservation and knowledge of Nature:

- **FOREST FIRES**
Trees: firs (2). Snowy fir. Holm oaks (2). Oaks (2). Pines (2)
Burnt trees (4). Smoke (3). "Fires prohibited" sign. Campfire without stones. Smouldering cigarette ends. Broken glass. Flames (2).
- **REPLANTING WOODLAND**
Little boy digging a hole. Little girl carrying a sapling. Sapling nursery. Small planted trees (6). Girl watering. Felled trees (4).
- **POLLUTION**
Pile of rubbish. Cans. Litter and food remains. Glass. Rubbish bags. Factory emitting waste. Floating rubbish.
- **CARE AND CLEANING HABITS**
Full litter bin. Empty litter bin. Filling a watering-can from a spring. Dried-up spring with cracked, shattered earth (DROUGHT). Container for glass.
- **PRODUCTS FROM THE FIELDS**
Onion. Pepper. Lettuce. Tomato. Potato. Apples (2). Oranges (2). Pears (2). Vine with grapes. Sheaf of wheat. Fruit tree.
- **DOMESTIC ANIMALS**
Horse. Pig. Rabbit. Duck. Hen. Cow. Eggs. Pitcher of milk. Chickens. Sheep. Dog.
- **SEA OR RIVER CREATURES**
Crab. Frog. Fish (2).
- **BIRDS**
Eagle. Swallow (1). Sparrow (1). Stork. Crow. Nest.
- **WOODLAND ANIMALS**
Squirrel. Deer. Bear. Wild boar.
- **INSECTS**
Snail. Ladybird. Beehive and bees. Butterfly.
- **PLANTS AND FLOWERS**
Different sets of plants and flowers (4).
- **WEATHER PHENOMENA. SEASONS OF THE YEAR**
Rain (2). Snow (2) (for affixing to mountains). White clouds (2). Grey clouds (2). Lightning. Sun.
- **WORKING AND HAVING FUN WITH NATURE:**
- **Characters:**
Little boy eating and throwing litter aside. Little boy running. Little girl running. Little boy taking a photo. Little boy crouching down with his hand out. Farmhand.

Objects:

Barbecue pit with fire and meat cooking. Tent. Ball. Bag of food. Collection of houses. Farm.

B) TELLING TALES AND STORIES

This material can be used to create numerous TALES and STORIES based around the themes proposed or others. At the end of this guide we suggest a method for creating stories.

C) LEARNING A SECOND LANGUAGE

The best METHOD for using this material for LEARNING A SECOND LANGUAGE is by narration in the form of TELLING STORIES which are motivating and stimulating to the students. In doing so, the following STORY TELLING METHODOLOGY should be followed:

1. Create a comfortable atmosphere that makes it easier for the student to familiarise him or herself with an unknown language
2. Organise the classroom in such a way that the students can interact amongst themselves
3. Speak clearly, using short sentences and paying attention to pronunciation
4. Use gestures to accompany the words and make them easier to understand
5. Use the present tense when teaching the youngest children
6. Allow the student to use his/her first language until he/she has become familiar with what you want to communicate
7. Respect the child's form of expression in the second language and make an effort to understand what he/she is trying to communicate

At the end of the following section, some more specific guidelines relating to the methodology for working orally in a second language are given.

6. ACTIVITIES**A) ACTIVITIES BY THEME**

To make the teacher's task easier, we have selected some of the themes that can be developed using this material. The teacher can generalise these activities to other themes. Each theme will address the following aspects:

- **CENTRAL OBJECTIVE** of the theme
- **DESCRIPTION OF THE SCENE** or SEQUENCE OF SCENES, including the principal pieces to be used. The teacher or students can give life to the scene by moving the different pieces around during dialogue.
- **DIALOGUE**, during which the most important aspects to be dealt with in each SCENE will be covered. In his/her presentation of the SCENE, the teacher should provide a **narrative structure** that is easy for the child to understand. After this narration, the teacher should pose different questions on its content.
- **DRAMATISATION**, which, where possible, should include corporal expression activities.

1. FOREST FIRES

OBJECTIVE: To take the necessary precautions to prevent forest fires, and to understand their impact on Nature. **SEQUENCE OF SCENES:**

SCENE 1**- DESCRIPTION**

Woodland scene with the following pieces:

- . Trees and plants. Wild animals
- . Spring emitting water. Birds

- DIALOGUE

- * Aspects of Nature that have not been damaged by Man.
- * Wild animals.
- * Clearing the land.

SCENE 2**- DESCRIPTION**

Previous landscape reflecting the damage caused by Man: cigarette butts, rubbish bags, litter, cans, glass, campfire.

- DIALOGUE

- * The impact on Nature of the litter that people discard.
- * Contamination of the landscape; the rubbish appearing in it.
- * Risk of fires.
- * The dangers involved in woodland fires.

SCENE 3

- DESCRIPTION

Previous landscape, to which the fire and smoke pieces have been affixed, which can be placed next to the pieces depicting the rubbish, campfire, trees, etc.

- DIALOGUE

- * The influence that rubbish and campfires have on starting forest fires.

SCENE 4

- DESCRIPTION

Landscape after a fire:

- . Burnt trees.
- . Smoke.
- . Death or absence of animals (placed on their backs).
- . A dried-up spring.

- DIALOGUE

- * Consequences of forest fires:
- * Devastation of woodlands.
- * Absence of animals.
- * Air pollution from smoke.
- * Reduction or disappearance of rainfall. Drought.
- * Loss of vegetation cover. Soil erosion.
- * Desertisation.

2. REPLANTING WOODLANDS

OBJECTIVE: To make the students aware of the importance of replanting woodlands, encouraging them to participate in this activity. SEQUENCE OF SCENES:

SCENE 1

- DESCRIPTION

Woodland scene after a forest fire.

- DIALOGUE

Consequences of forest fires.

SCENE 2

- DESCRIPTION

Group of children taking part in a replanting activity:

- . Digging the holes.
- . Planting the trees.
- . Watering them.

Other pieces:

- . Saplings for replanting.
- . Spring with a watering can.
- . Remains of burnt trees.

- DIALOGUE

- * The importance of replanting woodland.
- * The steps to follow when planting a tree.
 - * digging, planting, covering, watering.

- DRAMATISATION

- * The students can mimic the different actions that need to be carried out when planting a tree

SCENE 3

- DESCRIPTION

Landscape after replanting:

- . Saplings. Spring with water
- . Animals and insects. Plants and flowers

- DIALOGUE

- * Landscape after replanting.
 - Benefits of replanting.

3. GOOD HABITS FOR CLEARING UP AND TAKING CARE OF NATURE

OBJECTIVE: To make students aware of good habits with regard to clearing up and taking care of Nature.
SEQUENCE OF SCENES:

SCENE 1

- DESCRIPTION

Landscape featuring different types of rubbish and an empty litter bin.

- DIALOGUE

- * The effects of discarding rubbish in a natural environment: dirtying the landscape, polluting the earth and water...

SCENE 2

- DESCRIPTION

Group of children collecting rubbish:

- . Little boy crouched down picking something up from the ground.
- . Little boy throwing paper into a litter bin.
- . Little boy/girl carrying a rubbish bag

- DIALOGUE

- * Highlight the different activities that the children are undertaking.
- * Ensure students understand the purpose of litter bins.

SCENE 3

- DESCRIPTION

A landscape free from rubbish with a full litter bin.

- DIALOGUE

- * Highlight the cleanliness of the landscape.
- * Make the students see the benefits of the proper use of litter bins.
- * Encourage students to use litter bins for throwing away rubbish.

- DRAMATISATION

- * Either in the schoolroom or playground, reproduce the sequence of the scenes, with rubbish on the ground, picking up papers, etc.

4. PRODUCTS FROM THE FIELDS

OBJECTIVE: Finding out about the different products that can be obtained from Nature and their importance in our diet.

- DESCRIPTION

Countryside scene of crop fields comprising the following pieces:

- . Farm.
- . Fruit tree on which different fruits can be affixed: pear, orange, apple.
- . Vine with grapes.
- . Various vegetables that can be affixed to the area representing a crop field:
 - . Tomato, lettuce, pepper, potato.
 - . Beehive.
 - . Farmhand.

- DIALOGUE

- * Different products from the fields: fruits, vegetables.
- * The need for water for irrigation.
- * The importance of products from the fields in our diet.
- * Derivative products from field crops: flour (bread, cakes, etc.)
- * Products that can be obtained from bees: honey, pollen, royal jelly, wax.

5. DOMESTIC ANIMALS

OBJECTIVE: Finding out about domestic animals and their importance in terms of our diets and other derivative products.

- DESCRIPTION

Country scene featuring the farm, the farmhand and various domestic animals: horse, duck, rabbit, cow, sheep, pig, hen, chickens, eggs.

- DIALOGUE

- * The different domestic animals.
- * The importance of domestic animals in our diet.
- * The different products that can be obtained from domestic animals: milk and its derivatives, eggs, wool.

6. DIVERSITY IN NATURE: A DAY IN THE COUNTRY

OBJECTIVE: Learning to enjoy Nature without damaging the environment.

- DESCRIPTION

Members of a family are spending a day in the country and taking part in various activities:

- . Roasting meat on a barbecue, preparing food, eating.
- . Playing ball, running, taking photographs.
- . Picking up litter and/or putting litter in the bin.

As well as the characters, other elements can be added:

- . barbecue, spring, litter bins, trees.

- DIALOGUE

While the teacher affixes the pieces, he/she should narrate the scene to the students, highlighting:

- * The type of activities and tasks that the people are taking part in, without damaging the environment.
- * The use of litter bins.
- * The absence of rubbish.
- * Using the right spot to light a fire.
- * The impact on Nature of inappropriate habits.
- * The proper use of springs, without wasting water

- DRAMATISATION

- * The students perform the scene by imitating the people in it, trying to highlight all the positive aspects and habits that are geared towards the proper care and enjoyment of Nature.

B) ACTIVITIES BY AREA

The activities suggested below can be related to any of the themes mentioned above, simply using the necessary figures. As a general criterion, they should be set forth as a game, establishing turns, setting rules, allowing the students to incorporate elements they have invented themselves and to take an active part in the game's development.

These rules should ensure that students with difficulties do **not feel discriminated against** and are able to participate fully in the game.

The majority of these activities can be used to LEARN A SECOND LANGUAGE AT ORAL LEVEL.

The recommended age for each activity is given as a guideline.

AGE

1. ORAL LANGUAGE

VOCABULARY

3-7

- * Distribute the figures on the panel; each child should say the name of one of them aloud and can pick it up if he/she does so correctly. Next, turns should be established whereby each child, after saying the name of his or her figure aloud, puts it back on the panel wherever he/she decides.

ACTIONS

3-7

- * The teacher affixes various different characters or animals involved in different activities on the panel: after observing these activities, the student should answer the question "what is he/she/it doing?" with the relevant verb.

FORMING SENTENCES

4-8

- * In relation to a scene depicted on the panel, the teacher will ask various questions about the different characters or animals: who/what is it? what is he/she/it doing? etc. Following on from these questions, the students should form sentences with a subject + verb + object structure.

DESCRIPTIONS

5-8

- * Having observed the different details of a figure affixed to the panel, encourage the student to describe it, with an emphasis on its shape, colour, characteristics, etc.

NARRATION

3-8

- * The students should tell a story, based on the distribution of various figures affixed on the panel by the teacher or other students.

- 3-8 * The teacher or a student should relate a story while affixing the figures to the panel. Once they have all been placed, he/she can continue the story while moving the figures around and relating the story to the actions.
- 4-8 * The figures can then be distributed between the students who should put them back on the panel while relating the relevant part of the story.
- 5-10 * With a group of figures distributed amongst the students, they should place them on the panel while each inventing a section of story.
- 4-6 * Placing a small number of figures on the panel, one after the other, the students should construct a story following the order from left to right.

GUESSING GAMES

- 5-8 * One student has a figure; the others don't know what it is. They need to guess what it is by asking questions. The one who guesses right will then hold the mystery figure
- 4-8 * A student should imitate or copy the actions of animals, people or objects that appear on the panel; the other students should try to guess what it is. The one who guesses right will then become the actor.

2. CORPORAL EXPRESSION

- 4-8 * After narrating a story, the students should dramatise it by each taking the role of one of the figures.
- 3-6 * The students should imitate the sounds of animals, atmospheric phenomena, etc.

3. VISUAL DISCRIMINATION

- 3-6 * By observing several different figures, the student should choose the one/s that have a specific feature (shape, colour, etc.).

4. AURAL DISCRIMINATION

- 4-6 * Having observed the different figures on the panel, the student should say the name of the one/s that contain a specific phoneme aloud.
- 5-7 * The students should look for the figure/s whose name/s contain a phoneme in a specific position (at the beginning, in the middle, at the end).
- 5-7 * The students should classify the figures according to the phonemes in their names, grouping them in different areas of the panel.
- 5-7 * The students should enunciate words that start with the same letter as the name of a particular figure.
- 4-6 * The students should say the name of one or various figures aloud, giving a handclap for each syllable.
- 5-7 * With a group of figures affixed to the panel, the students should look for those whose name has a particular number of syllables (with knocks or handclaps).
- 5-7 * The students should classify the figures according to the number of syllables in their names.

5. TEMPORAL CONCEPTS

- + 3 * When carrying out the different activities, the teacher should try to introduce different temporal concepts (before, now, later, afterwards),
- 4-6 * The teacher should tell a student to affix two or three figures following a specific order: first, then, after.
- 4-6 * The student should affix two or three figures on the panel and another student should say the order in which they were affixed, using the relevant adverbs: first, then, afterwards.

6. SPATIAL RELATIONSHIPS

- 3-6 * Looking at the panel, the teacher should get the students to observe the positioning of the figures by asking different questions: what is next to..., above ..., underneath ...?.
- 3-6 * Giving one of the figures to a child, he/she should be asked to affix it in a specific place on the panel, directing him/her to put it: next to..., above... etc.
- 4-6 * Using several figures, various concepts can be developed, such as: between, in the middle of, around, together, separate, in front, behind, near, far.
- 5-7 * With the figures distributed around the panel, the child can be asked to hand us the one that is next to, to the right of, to the left of, etc.
- 5-7 * One of the students is blindfolded and stood in front of the panel. A piece is affixed to the panel and the other students guide the blindfolded one until he/she locates the figure, telling him/her to go to the right, lower down, etc.
- 5-7 * Various figures are given to a child and he/she should affix them to the panel following the instructions from other students: the cow to the right of the tree, the sheep above the cow, etc.
- 4-6 * With the child standing in front of the panel, having observed it closely, he/she should be told where to affix a specific figure, which must be done with his/her eyes closed.
- 4-6 * After having closely studied a figure on the panel, the student should close his/her eyes and pick it up.

7. PLASTIC CREATION

- 5-10 * Having studied a composition of figures on the panel, the student should do a drawing reproducing that scene.

8. LOGICAL MATHEMATICAL REASONING

PUTTING INTO ORDER

- 3-6 * Using various figures that are clearly different in size, the child should be encouraged to categorise them from largest to smallest and vice versa.

CLASSIFYING

Using different groups of figures either distributed on the panel or divided between the students, different classifications can be made in accordance with a range of criteria:

- 3-6 * Families:
- Animals, either domestic or wild, birds, fish. With or without wings. With two or four legs, etc.
 - Plants, flowers, trees.
- 3-6 * Equal-different:
- Group together figures that are the same as a given figure.
 - Group together identical figures.
 - Group together figures that are different from a given figure.
- 4-6 * Similarity:
- Group together figures that are similar in shape.
- 3-6 * Colour:
- Group together figures that have a particular colour.
 - Make groups of figures according to their colours.
- 3-6 * Size.
- Put large figures on one side and small ones on the other.
 - Make three groups: large, medium and small.

SOLVING LOGICAL PROBLEMS

- 3-6 * The teacher should affix a figure on the panel in a place that is evidently incorrect (e.g. a fish on a mountain) and invite the students to search for the figure that is in the wrong position.
- 4-7 * The teacher should affix various figures that are related to each other on the panel together with one that is not related. The students should indicate which one this is.
- 4-7 * The teacher should affix two groups of figures on the panel. One group will contain related figures and the other various figures that have no relationship with each other, although one of them will be related to the first group. The students should discover which one this is.

QUANTITY CONCEPTS

- 4-6 * Forming two or three groups of one or more figures on the panel, quantity concepts can be dealt with by establishing relationships between the groups: few-many, more-less, as many as, double-half.

NUMBERING

- 4-6 * Put two groups with the same number of figures on the panel.
- 4-6 * Put a specific number of figures on the panel or hold them.
- 4-6 * Count the number of figures appearing on the panel.
- 4-6 * Compare groups of figures to see if one has the same amount, more or less elements, inviting the students to count the figures.

INITIATION TO ADDING AND SUBTRACTING

- 4-7 * With a group of figures affixed to the panel, the teacher should ask the students how many there would be if we were to add 1, 2, 3. He/she should then affix that number of figures on the panel to check the answer.
- 4-7 * With a group of figures affixed to the panel, the teacher should ask the students how many there would be if we were to subtract 1, 2, 3, or how many to take away for there to be 5, 6, 7.

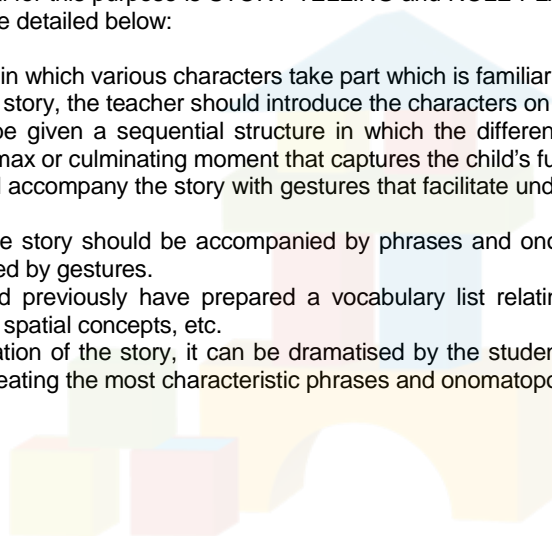
9. ATTENTION AND MEMORY SKILLS

- 3-6 * Having observed the figures on the panel, a child should remove one of them. The other students should try to guess which one is the missing figure.
- 3-6 * With numerous figures affixed to the panel, a child should place one of them in the reverse position. The others should guess quickly which figure it is.
- 3-6 * With a large number of figures on the panel, the students should seek out one specific figure.

10. LEARNING A SECOND LANGUAGE

In teaching a second language, the teacher can implement any of the activities mentioned above, but one of the best ways of using this material for this purpose is STORY TELLING and ROLE PLAYING. In preparing these stories, the teacher should follow the procedure detailed below:

1. Choose a situation in which various characters take part which is familiar and appealing to the child.
2. Prior to starting the story, the teacher should introduce the characters on the panel, stating their names aloud.
3. The story should be given a sequential structure in which the different characters gradually appear and in which there is a climax or culminating moment that captures the child's full attention.
4. The teacher should accompany the story with gestures that facilitate understanding and can be imitated by the students.
5. The narration of the story should be accompanied by phrases and onomatopoeias that the students should repeat, accompanied by gestures.
6. The teacher should previously have prepared a vocabulary list relating to the story that includes names, actions, adjectives, spatial concepts, etc.
7. Following the narration of the story, it can be dramatised by the students taking on the roles of the different characters and repeating the most characteristic phrases and onomatopoeias.



Παιχνιδούπολη

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