

Mapping project	
Goals	<p>The goal of the project: map the area from the children's perspective</p> <p>Academic justification: According to Nutti (2017), one of our most important tasks is to contribute to children's autonomy, for them to learn and become independent. The skill of orienting, that is, finding the way from one place to another, is an important skill to master. Therefore, it has been included in the framework (rammeplan) plan. Posted in the learning area (category) Nature, Environment and Technology, the kindergarten is to contribute to the children being happy in nature and gaining experience with nature that promotes the ability to orientate themselves and that the children experience nature as an arena for play and learning.</p>
Guidelines and prerequisites	<ul style="list-style-type: none"> - Inform the employees about the project (Tuesday morning) - Read the summary of the article (Staff, when possible) - Print examples of maps - Prepare a digital map of the area (Sarah) - Conversation with children about maps and mapping. - Ask children to help us map the area, for future games and placement - Three groups of 4-5 children [Group 1, school starters] [Group 2, 4 year olds] [Group 3, 3 year olds]. - Minimum of 1 staff with us on tour, that offers adult perspective/native knowledge - Camera/ipad (charged)
Content (what)	<p>Hike/walk with the children in groups where we map the surrounding area.</p> <ul style="list-style-type: none"> · Take pictures · Make/draw maps · Dialog/discuss what we see <p>(both the children and the adults works with this)</p>
Work method (how)	<p>Activity plan/schedule:</p> <ul style="list-style-type: none"> - To the group we are working with; ask the parents of the children to deliver them latest 09:00 (Joakim sends out an E-mail to the parents). [Group 1, Tuesday] [Group 2, Thursday] [Group 3, Friday] - 08.45: begin to dress the children with the correct clothing, the staff helps with this if necessary. - 09.30: leave the kindergarten with the group (remember the

	<p>camera/iPad) plus one staff member.</p> <ul style="list-style-type: none"> - One of the placement students leads the group (from the kindergarten to, and in, Broskogen) with the camera, whence the other student maps the “posts” and takes notes of what the children say and see (give names to the “posts”, and let the children explain why the “posts” interest them). <i>Ask questions as to what they see? What do they enjoy and why? Is there some places they like to hide, play or do other activities? Where can we find animal tracks? Stories? Fantasy? Etc.</i> Adults shall try to see the surrounding area through the children’s perspective. - In Broskogen: continue the work with the group and the mapping (if the children wants to stay and play). The students can continue asking the children questions individually or as a group. Observe how they use the surrounding area and map it. - We finish when the children are done finding objects/places to map. - If we have the time we can try to do this with another group as well later in the day. <p>Extra info:</p> <ul style="list-style-type: none"> · Sarah and Christoffer come everyday at 08.00. · The children who we are not working with that day continue their regular activities together with the other staff members. · The staff can help us with the project by preparing the children with mapping. F.ex; Ask questions about what they see, what do they like to do, are there hiding spots they like, where can we find potential animal tracks, are there any stories they tie to places and where can they be creative or use their imagination. · Wednesday: ped. meeting kl. 09.30-11.30 (before and after the meeting the students (Christoffer and Sarah use the time and talk with the children about the pictures they took. We will also show the pictures to the other children, so that they may be prepared for their own trip)
<p>Evaluations</p>	<ul style="list-style-type: none"> ▪ Do we need to change anything about the activity plan/schedule? ▪ How do the children react to the questions? ▪ Are there other questions we could ask/use? ▪ Do we need to delegate the other employees? ▪ What went well? What did not? What could we do different? ▪ Ask the employees what their thoughts are about the proses? ▪ Reflect around what the “posts” offer the children when it comes to possibilities for play, movement and natural wonder.