



# LOWER ELEMENTARY. ORGANIZATION 2021-22

*"It is necessary that teachers are coordinated on methodological and didactic strategies used at school. The school teams should provide a common and shared reflection on the effectiveness of the different methodological proposals with common and consensual criteria. This coordination and the existence of connected strategies allow to approach integrated competences with rigor and to progress towards a collaborative construction of knowledge". (Order ECD/65/2015, dated January 21, 2015, which describes the relationships among competences, contents and evaluation criteria for elementary education, compulsory secondary education and upper secondary.)*

1. Assessment of year 2020-21 and proposals for 2021-22
2. Temporal Organization

## 1. Assessment of 2020-21 and proposals for 2021-22

### **Main considerations of the end-of-course assessment:**

- Observe and accompany everyone at all times.
- Establish common rules that we all have in mind.
- Generate CONSISTENCY.
- Assembly: establish clear rules and follow them. Roles.
- Move kitchen to Upper Elementary.
- Tasks: manage them. Counting animals and board games.

- Calm Room with occasional music workshops (it would be necessary to program the use of the room).
- Agree on project steps (research, comic book,...).
- Diaries, proposals
- Common recycling program in Gándara (Xabi)

### **Main observations on the 2020-21 student survey results**

- Autonomous work is accepted by 50% of the respondents. What they liked most: projects and experiments.
- Approximately 90% of the respondents says they respect the rules.
- You can see the resistance we had with the workshops and what motivates them.
- Almost 50% of respondents understand what they learn at Gándara. We consider that with the new learning assessment tools (diaries, project structure, comic-books,...) we will solve this point.

### **Adaptation:**

- Beginning of the course: 9 September, Thursday (only last year's students).
- New admissions start on the 10th.
- Keep the structure.

### **SPECIFICATIONS FOR THESE ITEMS IN 2021-22:**

**Workshops:** based on their interests and cross-disciplinary; they generate activities for autonomous work.

Workshop proposals:

- Library organization and management
- English
- Outdoor kitchen design
- ++ Art
- Letters/Literacy
- Orchard
- Theater in English

For later:

- *Reciclaxe*: Common recycling program in Gándara (Xabi)
- Cooking (in Lower Elementary, out of teachers' break time???)

## 2. School timetable

### SCHOOL DAY

ACTIVITY	DESCRIPTION	TEACHER
8:45_ EARLY MORNING		
Early morning	Arrival, turn on lights, lift blinds, turn on heating and escort entrance. Lower chairs (on Mondays). Greet children as they arrive. Take out the material that is in quarantine.	Miguel
9:00-9:30 _ ARRIVAL AND MEETING		
Welcoming children at the entrance	Wait at the entrance in case a child is late. Check roll call in Adittio, send a message in group "check in and check out" to inform who is missing.	Miguel o Xabi
Welcome in the living room	receive, assembly, view dairies, daily schedules, activities,...	Iria y Else
Pick up material	Place the dry material in its place in the "Cósmica" bath.	Xabi
9:30 y 10:15 _ WORKSHOP TIME		
those taking part in a workshop	In the living room receiving the children. Clean the spaces at the end of the workshop. Remember to wash hands before snacking.	
those who are not in a workshop	Accompany the classroom with individual or small group activities.	
11:00-12:30. BREAKFAST AND FREE TIME (where is breakfast going to be? and free time?)		
hand washing	before going outside, remember to wash them at the end of the workshop and/or classroom activity.	
accompany breakfast and free time	First, go outside if you can or stay in the game room. If we have breakfast: Outside, how do we go outside? How do we wash our hands? What do we take outside? How do we manage waste outside? In the classrooms (only if it is raining), everyone at a table. Wash your hands also after breakfast.	Iria (L, W and F) Miguel (T and Th)
13:30-14:00. DIARIES, TASKS AND DEPARTURE		
"Mamá chicken" (13:20)	He is the last to enter from the outside. See that everyone enters. Roll call (double check)	Miguel o Xabi
space entry and accompanying journals	1st to enter, wait at the entrance of the math classroom until "mama chicken" or 2nd teacher in the math classroom and xogos arrives. Pay attention to washing hands and wet clothes.	Else



accompanying journals	In the language room with the children seated in their places, accompanying diaries and some playful-relaxing activities (puzzles, sudokus, mazes, mandalas,...).	GISENDARA INTERNATIONAL SCHOOL
accompanying tasks	to be waiting for the children to do their tasks, to help and to accompany possible conflicts.  Pull down the blinds, turn lights off (cosmic/math)	Iria (cosmic/art)  Else (math/ languages)
accompany exit	At the entrance and on the benches. Make sure they all have their belongings with them. We go out to the gate at 13:55. At 14:05 we leave the gate, those who did not come to pick us up go to the exit classroom.	Miguel or Xabi
accompany Exit Classroom	Go with the children who stay in Upper Elementary (classroom outgoing: Moaña and children in pre-school) and stay with them until 14:10.	Else or Iria (whoever finishes before accompanying tasks)
Exit	Check that everything is closed - windows, blinds, doors and lights - and collect/tidy up what has been left behind. CLOSE COSMIC DOOR and all other doors.	Else and Iria (whoever is accompanying tasks)
14:15, close	switch on the alarm and start Lower Elementary	Iago

## TEACHERS' TASKS

	WEEK 1	WEEK 2	WEEK 3	WEEK 4
REPLACE MATERIAL	Iria	Miguel	Else	Xabi
RECYCLING AND COMPOSTING	Miguel	Iria	Miguel	Else
SINK	Else	Xabi	Iria	Miguel
TEACHER'S TABLE	Xabi	Else	Xabi	Iria

**CHECK SUPPLIES:** At the stationery stand: collect paper towels and cut the missing ones. In the toilet: paper towels, toilet paper, check gel bottles. Check that the 4 "covid" points have the necessary supplies. Covid points: check that they are complete (sanitizer, gel and paper) and in place. Keep the space above the shelves tidy.

**RECYCLING AND COMPOSTING:** Take the compost to the compost bin. Remove the plastic and paper from the bin (once a week?)

**SINK:** We dry our own dishes with our personal cloth and put them away. Keep the dishwasher clean and clean.

**TEACHER'S TABLE:** Keep the table and shelves tidy and/or empty of objects.

## LEARNING SPACE MAINTENANCE

CLASSROOM	WHO'S IN CHARGE	LEARNING SPACE	WHO'S IN CHARGE
Math	Iria	Assembly and libraries	Miguel
Languages	Miguel	Locker sets and stationery	Xabi
English Language	Else	Calm	Miguel
Galician Language	Iria	Outside	Else
Social and Natural Sciences	Xabi	Entry	Xabi
Laboratory and toilet	Xabi	Storage room	Miguel
Social Sciences	Else	Creative storage??'	Iria
Art	Iria	Toilets and children's clothing	Else

### GENERAL SCHEDULE FOR THE 2021-22 ACADEMIC YEAR

9:00 - 9:20 \_ Assembly and Diaries

9:20 - 10:20 \_ Workshop/Project/Didactic sequence or autonomous work

10:20-11:20 \_ Workshop/Project/Didactic sequence or autonomous work

11:20-12:30 \_ Breakfast and free play (on Wednesdays the "NATURE" group would leave at 11:00, to arrive for a snack at an outdoor area)

12:30-13:40 \_ Workshops or work groups (on Fridays: free play)

13:10-13:40 \_ Monday assemblies

13:40-14:00 \_ Diaries and tasks

## Commitments:

- Elementary grade 1 (6 years old): 1 workshop or personal project per day. Math: once a week in the classroom. English, attend the workshop.
- Elementary grade 2 (7 years old): 2 workshops or 1 workshop and project per day. Math: twice a week. English, attend the workshop.
- Elementary grade 3 (8 years old): 3 workshops or 2 workshops and project per day. Math: twice a week. English, attend the workshop.

## WEEKLY SCHEDULE 2021-22

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	
9.05 9.20	Meeting/Journal					
9.30 10.15	WKSH.XABI	WKSH.MIGUEL	WKSH. ELSE	WKSH.MIGUEL	Natural History (Xabi)	
	CLASSROOM (Else & Iria)	CLASSROOM (Else & Iria)	CLASSROOM (Iria & Xabi) (UNTIL 11h)	CLASSROOM (Else & Iria)	CLASSROOM (Else & Iria)	
10.15 11.00	TWKSH.ELSE	WKSH. IRIA	W O R K S H O P N A T U R A L S.	WKSH. IRIA	WKSH. ELSE	
	CLASSROOM (Iria & Xabi)	CLASSROOM (Else & Miguel)		CLASSROOM (Else & Miguel)	CLASSROOM (Iria & Xabi)	
11.00 12.30	BREAKFAST/FREE PLAY			BREAKFAST/FREE PLAY		
12:00 12:30	Breaks: 11.00-11.30: Else 11.30-12.00: Iria 12.00-12.30: Xabi	Breaks: 11.00-11.30: Else 11.30-12.00: Iria 12.00-12.30: Miguel			Breaks: 11.00-11.30: Else 11.30-12.00: Iria 12.00-12.30: Miguel	Breaks: 11.00-11.30: Else 11.30-12.00: Iria 12.00-12.30: Xabi
12.30 13.10	WKSH.. XABI - SINGING/ MUSIC	WKSH.. ELSE - MOVEMENT			WKSH.. MIGUEL- SOCIAL HARMONY	FREE PLAY
	ASSEMBLY	FINISH WORK/ FREE PLAY			FINISH WORK/ FREE PLAY	SEN Sessions MIGUEL
13.10 13.20						
13.20 14.00	DIARIES AND TASKS					



	MONDAY	WEDNESDAY
15.00 16.00	<p><b>MANAGEMENT TEAM MEETING</b> (biweekly)</p> <p>Counseling and preparation of activities</p>	<p>Alternate (every 15 days, leaving one Wednesday for autonomous work and/or teacher-parent meetings).</p> <ul style="list-style-type: none"> <li>-Elementary school faculty meeting</li> <li>-Coordination teams meeting</li> </ul>
16.00 18.00	<p>Counseling/personal work</p>	<p>School stage meeting (weekly)</p> <p><i>evaluation of the day: Iria, Else e Xabi</i></p>
1h45	<p>Personal work at home</p>	

## ADAPTATION SCHEDULE

**Adaptation schedule** (for the first few days/weeks, until we get into the swing of things)

the assembly will last longer, until we make it more functional

the workshops will be introductory and playful, lasting less than 1 hour (starting later than 9:20 and finishing before 11:20).

In September (and until we meet the children, the NATURE workshop will be held in Gándara: presenting rules and resources for this workshop).

	MONDAY13	TUESADY 14	WEDNESADY 15	THURSDAY 16	FRIDAY 17
9.10 9.30	Meeting/Diary				
9.30 10.15	ART	MITHOLOGY	ORCHARD	PUPPETS	ART
	CLASSROOM (Else and Iria)	CLASSROOM (Else and Iria)	CLASSROOM (Iria and Xabi)	CLASSROOM (Else and Iria)	CLASSROOM (Else and Iria)
10.15 11.00	THEATRE	GALEGO	ART	MATH CHALLENGES	GAMES IN ENGLISH
	CLASSROOM (Iria and Xabi)	CLASSROOM (Else and Miguel)	CLASSROOM (Iria and Else)	CLASSROOM (Else and Miguel)	CLASSROOM (Iria and Xabi)
11.00 12.30	BREAKFAST/FREE PLAY				
11:00 12:30	<b>Breaks:</b> 11.00-11.30: Else 11.30-12.00: Iria 12.00-12.30: Antía	<b>Breaks:</b> 11.00-11.30: Else 11.30-12.00: Iria 12.00-12.30: Miguel	<b>Breaks:</b> 11.00-11.30: Else 11.30-12.00: Iria 12.00-12.30: Antía	<b>Breaks:</b> 11.00-11.30: Else 11.30-12.00: Iria 12.00-12.30: Miguel	<b>Breaks:</b> 11.00-11.30: Else 11.30-12.00: Iria 12.00-12.30: Antía
12.30 13.10	ASSEMBLY	MOVEMENT	NATURAL SCIENCE	COEXISTENCE	FREE PLAY
13.10 13.20	FINISH ACTIVITIES				SEN sessions MIGUEL
13.20 14.00	DIARIES AND TASKS				



## EXAMPLE SCHEDULE ADAPTATION

9.05 – 9.30 (approx) Meeting

9:30 and 10:15\_ Workshops to be offered:

Other activities and tasks:

Finish placing names, pigeonholes, clothes, etc.

Choosing personal projects (show a chart?) and having them think about what they would like to research.

Presentation of Antía.

Distribution of Diaries to those who do not have them (Ardora and Alejandra will be missing).

EMPHASIS ON THE WAITING CHAIR AND MATS!!!!

EMPHASIS ON PICKING UP BEFORE YOU PICK UP OTHER MATERIAL!!!!

GROUPING

9.20 - 10.20 Language/Math class: those who do not have a workshop accompany the class and small activities.

10.20 - 11.20 Language/Math Room: those who do not have a workshop accompany the class and small activities (math and English reading).

11.20 - Breakfast and free play

12.00/12.30 - Olivia leaves the building, tell Naia to have a pee and keep an eye on Oriol (he leaves 12:15 from Tuesday)

12.30 - Workshop

13.20 - Agendas/Diaries.

13.50 - Wash hands inside (I think it's better) and get ready to go outside.

14.00 - At the door or to the exit classroom.

TEACHERS' BREAKS:

11.20 – 11.50

11.50 – 12.20

13.10 – 13.40

# CHILDREN'S WORKSHOP PROPOSALS

MATH		LANGUAGES	GALICIAN LANGUAGE
Math Origami Roman numerals Card games		Maximum creatures of Harry Potter Fantastic animals Reading Reading and writing in lowercase Mythology Browse the library	Pirates
SOCIAL SCIENCE AND NATURAL SCIENCE		G.L.	ART
Experiments Natural History Museum Is it possible to touch the arch? dragons Engineering ardora ninjas veterinarians pets kitchen cleanliness campaign zodiac signs	PLANTS gardening vegetable garden trees  ANIMALS: tarantulas mantis SEA ANIMALS reptiles cats cans birds horses  COUNTRIES: Russia France	Dinosaurs Romans Greeks Big bang prehistory 1st humans Greek	Ballet sewing (proposals)

## WORKSHOP SCHEDULE 1ST TERM

	Monday	Tuesday	Wednesday	Thursday	Friday
9.30 10.15	EXPERIMENTS	MITHOLOGY	ORCHARD	PUPPETS	NATURAL HISTORY



10.15 11.00	<b>THEATRE</b>	<b>RECYCLING</b>	<b>NATURAL SCIENCE</b>	<b>MATH CHALLENGES AND GAMES</b>	<b>GANDARA INTERCONTINENTAL SCHOOL GAMES</b>
11:00 11:30	<b>BREAKFAST</b>			<b>BREAKFAST</b>	
11.30 12.30	<b>Woodwork</b>				<b>12:00_sewing 12:45_music</b>
12.30 13.15	<b>ASSEMBLY</b>	<b>DANCE AND MOVEMENT</b>		<b>SOCIAL HARMONY</b>	<b>GAMES</b>

## STAFF SCHEDULE

MY SCHEDULE:

	Monday	Tuesday	Wednesday	Thursday	Friday
9.30 10.15					
10.15 11.00			<b>NATURAL SCIENCE</b>		
11.00 11.30	<b>BREAKFAST</b>			<b>BREAKFAST</b>	
11:30 12:30					12:00
12.30 13.20	<b>ASSEMBLY</b>				12:45

## MY SCHEDULE:

	Monday	Tuesday	Wednesday	Thursday	Friday
9.30 10.15					
10.15 11.00					
11:00	<b>BREAKFAST</b>				
11.30 12.30					12:00
12.30 13.20	<b>ASSEMBLY</b>				12:45

### 3.Student body

1	Susann Fernández Acosta	3rd elementary	07-01-2013	Else
2	Otto Pasquetti González	3rd elementary	07-01-2013	Iria
3	Daniel Wallace Prado	3rd elementary	27-02-2013	Xabi- Else
4	Federico Amigo Rodríguez	3rd elementary	26-03-2013	Else
5	Valeria Brañas Álvarez	3rd elementary	07-04-2013	Iria
6	León Ribas Espanhol	3rd elementary	07-05-2013	Xabi-Iria
7	Jimena Trapero García	3rd elementary	09-07-2013	Iria
8	Alejandra Cadilla Pereira	3rd elementary	12-08-2013	Xabi
9	Matías Montero Morales	3rd elementary	21-08-2013	Iria
10	Leo Regueira Pan	3rd elementary	15-09-2013	Else
11	Maia Ogando Bayr	3rd elementary	11-11-2013	Else
12	Francis Luis Maxwell Buezas	3rd elementary	12-12-2013	Xabi-Iria
13	Lía Freire Trillo	2nd elementary	03-03-2013	Else
14	Sofía Brañas Álvarez	2nd elementary	08-05-2013	Iria
15	Jon Vereda Fidalgo	2nd elementary	11-06-2014	Iria
16	Uxia Collazo Fernández	2nd elementary	28-06-2014	Iria
17	Nuno Collazo Fernández	2nd elementary	28-06-2014	Iria
18	Xoel Blanco Muñiz	2nd elementary	14-10-2014	Xabi-Iria
19	Gonçalo Luís Mesquita Martins	2nd elementary	22-10-2014	Iria
20	Tiago Ibón Fernández Dopeso	2nd elementary	25-10-2014	Xabi-Else



21	Kiril Rábade Gantchev	2nd elementary	22-11-2014	GANDARA
22	Olivia Llorca Figueiredo	2nd elementary	22-11-2014	Else
23	Fabio Ferrón Paz	2nd elementary	25-11-2014	Xabi-Else
24	Gael Herrera Gómez	2nd elementary	12-12-2014	Miguel
25	Roi Losada Feijóo	1st elementary	09-01-2015	Else
26	Oriol	1st elementary	03-03-2015	Iria
27	Naia Basoco Pérez	1st elementary	25-05-2015	Else
28	Naia de Luis Escobar	1st elementary	27-08-2015	Iria
29	Orballo González Gómez	1st elementary	17-12-2015	Else
30	Ardora Álvarez Sobral	1st elementary	31-12-2015	Iria

## PERSONAL PROJECTS

NAME		PROJECTS - 1ST TERM	PROJECTS - 2ND TERM	PROJECTS - 3RD TERM
Susann	3			
Otto	3	surf		
Daniel	3			
Federico	3			
Valeria	3			
León	3	3 animals		
Jimena	3			
Alejandra	3			
Matías	3	killer whale		
Leo	3	León		
Maia	3			
Francis	3	Minerals		
Lía	2	Thunderbird		
Sofía	2			

Jon	2			
Uxia	2			
Nuno	2			
Xoel	2	Book / Owls		
Gonçalo	2			
Tiago	2	Minerals		
Kiril	2			
Olivia	2	Manatee		
Fabio	2			
Gael	2			
Roi	1			
Oriol	1			
Naia B	1			
Naia L	1			
Orballo	1			
Ardora	1			

## STUDENTS ATTENDING WORKSHOPS

	Monday	Tuesday	Wednesday	Thursday	Friday
9.20 10.20	<b>EXPERIMENTS</b> Daniel Maia O Lía Xoel Tiago Kiril Fabio Susann Otto Valeria Jimena Alejandra Matías Sofía	<b>MYTHOLOGY</b> Otto Valeria León? Jimena Matías Leo Sofía	<b>ORCHARD</b> Otto Valeria Jimena Alejandra Matías Leo Sofía Jon? Xoel Tiago Kiril Fabio Gael? Naia B? Naia L Orballo	<b>PUPPETS</b> Federico Maia Alejandra Gonçalo Gael Valeria Jimena Fabio Roi León Olivia Sofía Kiril Matías Ardora Naia B	<b>NATURAL HISTORY</b> Francis Lía Xoel Tiago Kiril Olivia Fabio Susann Valeria León Jimena Naia L ? Matías Leo Sofía



		<b>CANDARA</b> INTERNATIONAL SCHOOL			
10.20 11.20	<b>THEATRE</b> Susann Daniel Federico Valeria León Jimena Maia Lía? Sofía Jon? Nuno? Kircho Olivia Fabio? Gael? Oriol? Naia B? Orballo Ardora?	<b>RECYCLING</b> Susann Daniel Federico Jimena Matías Leo Sofía Tiago Xoel Lía Francia Kircho Naia de L. Orballo	<b>NATURAL SCIENCE</b> Susann Otto Daniel ????? Federico Valeria León Jimena Alejandra Matías Leo Maia Francis Lía Sofía Jon? Nuno Uxia Xoel Tiago Olivia Fabio Naia B Naia L Orballo Ardora  <b>MUSIC (friday 12:45)</b>	<b>MATH CHAGENLLES</b> Susann Otto Daniel Federico Valeria Jimena Alejandra Matías Leo  Maia Francis Orballo	<b>GAMES</b> Susann Otto Daniel Valeria Jimena Alejandra Matías Maia Francis? Lía? Sofía Jon? Xoel Gonçalo Tiago Kiril Fabio? Gael? Oriol? Naia B? Orballo
12.30 13.10	<b>WOODWORK</b> León Alejandra Matías Leo Francis Tiago Roi	<b>DANCE AND MOVEMENT</b> Susann Otto Valeria León Jimena Alejandra Sofía Maia		<b>SOCIAL HARMONY</b> Susann Daniel Valeria Jimena Alejandra Matías Maia Francis Sofía Jon? Uxia Xoel Fabio? Gael? Oriol? Naia B? Naia L Orballo Ardora	<b>Sewing2:00</b> Susann Otto Daniel Valeria Jimena Alejandra Matías Leo Francis Maia Sofía Uxia Xoel Tiago Kiril Roi Naia B? Orballo Ardora

## COUNSELING

	Counseling Iria (12)	Counseling Else (10)	Counseling Xabi (6)	substitutes for Xabi	Counseling Miguel (1)	Interventions Miguel
	Otto	Susann	Daniel	Else	Gael	Daniel
	Valeria	Leo	León	Iria		Alejandra
	Jimena	Maia O	Francis	Iria		Sofía
	Matías	Lía	Xoel	Iria		Francis
	Sofía	Kiril	Tiago	Else		Olivia
	Jon	Olivia	Fabio	Else		Gael
	Uxia	Roi	Alejandra	Else		Fabio
	Nuno	Naia B.				Gonçalo
	Gonçalo	Orballo				Maia O.
	Naia de L.	Federico				



	Ardora	Oriol			G	
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### In our guidance sessions:

In guidance sessions:

Record of academic activity and we establish a bond and a relationship by asking them how they feel, whether they have experienced some conflicts,...

We check the page of the diary for teacher-student guidance sessions.

We check the order of the classrooms (All the classrooms!!! Toilet inside and outside).

We accompany the tours to the SOI and we make the time line (birthdays)

Send mail to the families of presentation at the beginning of the course.

We do 1 parent-teacher conference (minimum) per term with the families. We do the same with the children during the first month.

Additio: generate the annotations of each teacher according to the sections of the report (socio-emotional development, communication, science learning and discovery, learning tools, support strategies), where it appears: date, description, reflection (several times in each section).

## BIRTHDAYS

SEPTEMBER	OCTOBER	NOVEMBER	DECEMBER	JANUARY	FEBRUARY
19. Leo	14. Xoel 22. Gonçalo 25. Tiago	11. Maia 22. Kircho 22. Olivia 25. Fabio	12. Francis 12. Gael 17. Orballo 31. Ardora	7. Susann 7. Otto 9. Roi	27. Daniel
MARCH	APRIL	MAY	JUNE	JULY	AUGUST
3. Lía 3. Oriol 26. Federico	7. Valeria	7. León 8. Sofía 25. Naia B.	11. Jon 28. Uxía 28. Nuno	9. Jimena	12. Alejandra 21. Matías 27. Naia de L.

We will celebrate on the day of the birthday, as it is special.

Look for a gluten-free alternative: FRUIT OF SEASON + rice pancakes with honey (put a table).

We let Vero know about the birthday 1 week or a few days before: we check if there are pancakes from previous occasions and we are asking for 1,5 or 2 kg of 3 seasonal fruits.

## ALLERGIES

Sofía	Octopus mites, moisture bacteria, and cat dander
Gael	Special Diet ( NO gluten)
Roi	Special Diet ( NO gluten)

Transition process  
(old, pending review), gradual.



PRE-TRANSITION, in the last year of pre-school: counseling, 1 challenge per day and workshop proposal; and introduce the diary. The future elementary teacher will be able to go down to look for his/her students to propose them to go up and do some activity. Make a record of this activity.

TRANSITION, in elementary school , we will ask them:  
 snack in elementary, counseling, agenda and notify them of the assembly.  
 arrive at 9:15 and stay for a while in elementary, doing an activity or challenge:  
 1st term (until 10, approx): 2 mandatory English sessions. They can be construction and arts and crafts activities, but they have to do some challenge per day.  
 2nd term (until 10:30h): 2 English sessions, 1 workshop per week minimum and 1 challenge per day or + workshops.  
 3rd term (until 11:00h, flexible): + individual activity and initiate a personal project.

Notify them of T1 workshops they can attend.

A transition teacher: record sheet and control of these processes. Evaluate well the process of each child, one from pre-school and one from elementary school.

Eloi, Antón (7 in Sept and Nov)\_ this reduced and flexible process.

Sussan, Daniel and Leon (7 in Jan, Feb and May)

Jimena and Maia (6 in august and nov)

Bruno (6 in April) ?

Have an elementary school child sponsor a transition child.

Process:

Pick up in pre-school

Birthday celebration in pre-school

Welcome song (in Spanish and English)

"Marina" turns 6 years old  
 in kindergarten we celebrate it  
 "Marina" turns 6 years old  
 in elementary we greet you

Welcome to elementary school  
 You are six years old  
 We are very happy!  
 Let's go!

Everyone makes the welcome tunnel.

The godparent teaches them first, they choose pigeonholes, put names on them. During the week they prepare this process in elementary school, they rehearse the song and prepare gifts, posters,...

## 4. Parents

### Initial meeting with parents (06-09-2021)

- Diary:
- Team Presentation(Iria): Teachers and their background. Xabi's paternity leave and Lucía's presentation.
- Dossier (Else)
- Arrival and departure of children. (Emphasis on punctuality) (Miguel).
- Organization of the activity:
- Meeting of preparation of the day at 9.00h.
- Change of diaries to daily tasks
- General schedule: Iria

- Workshops (6 years: 1 workshop or 1 project / 7 years: 2 workshops or 1 + 1 project / 8 years: 3 workshops or 2 + 1 project in preparation for Upper Elementary).
- Wednesday outings
- Fridays not so playful.
- Adaptation: (Iria)
- 11 new people (8 families)
- New students' adaptation start on Friday. Adaptations could be gradual and spaced out in time.

Thursday	Naia L, Sofía e Roi
9:00	Jon
9:30	Matías, Leo
10:00	Uxía, Nuno, Gael, Orballo, Ardora
10:30	Federico
12:00	Naia B

- Language implementation plan: 50% English, 25% Galician 25% Spanish. (Else)

### Attendance to meetings:

		Initial meeting with families	1st term. Ind.	meeting with families 2nd term.	2nd term. Ind.	3rd term. ind.	Final meeting with families	Other meetings
Susann Fernández Acosta	P							
	M							
Otto Pasquetti González	P							
	M							
Daniel Wallace Prado	P							
	M	yes						
Federico Amigo Rodríguez	P	yes						
	M							
Valeria y Sofía Brañas Álvarez	P							
	M	yes	yes					
León Ribas Espanhol	P							
	M	yes						
Jimena Trapero García	P	(vacation time)						
	M							
	P							

Alejandra Cadilla Pereira	M	yes						
Matías Montero Morales	P		yes					
	M	yes	yes					
Leo Regueira Pan	P	yes						
	M	yes						
Maia Ogando Bayr	P							
	M							
Francis Luis Maxwell Buezas	P							
	M							
Lía Freire Trillo	P							
	M	yes						
Jon Vereda Fidalgo	P	yes						
	M	yes						
Uxia y Nuno Collazo Fernández	P		both initial (oct)					
	M	yes						
Xoel Blanco Muñiz	P	(vacation time)						
	M							
Gonçalo Luís Mesquita Martins	P							
	M		yes					
Tiago Ibón Fernández Dopeso	M							
Kiril Rábade Gantchev	P							
	M							
Olivia Llorca Figueiredo	P							
	M	yes						
Fabio Ferrón Paz	P							
	M							
Gael Herrera Gómez	P							
	M	yes						
Roi Losada Feijóo	P							
	M	yes						
	P							

LOWER ELEMENTARY. ORGANIZATION 2021-22



GÁNDARA  
INTERNATIONAL SCHOOL

Naia Basoco Pérez	M	yes						
	P	yes						
Naia de Luis Escobar	M	yes						
	P							
Orballo González Gómez	M	yes						
	P							
Ardora Álvarez Sobral	M	yes						

## 5. LEARNING SPACES.

*“The selection and use of didactic materials and resources is an essential aspect of the methodology. Teachers should be involved in the elaboration and design of different types of materials, adapted to the different levels and to the different learning styles and rhythms of the students, in order to attend to the diversity in the classroom and to personalize the learning construction processes. The use of a variety of materials and resources should be promoted, especially considering the integration of information and communication technologies in the teaching-learning process that allow access to virtual resources” (Order ECD/65/2015, dated January 21, 2015, which describes the relationships between the competences, contents and evaluation criteria of elementary school education, compulsory secondary education and baccalaureate.)*

The GIS website lists the following pedagogical principles:

### **Prepared environments**

The creation of an environment where children can feel safe is fundamental for the development of different learning processes. For this reason, it is necessary to create a solid structure of limits and rules for maintaining social harmony, to accompany students with respect and to provide a space rich in possibilities that allows them to experiment in order to help them discover knowledge from different perspectives.

### **Respectful accompaniment**

In order for the children to develop fully, we attend to the different rhythms and individual needs. We do not put brakes on their interests, nor project adult expectations in their processes.

We use non-violent communication, active listening, positive non-manipulative discipline and conflict mediation as tools.

### **Active and experiential learning**

We believe in active learning in which children are not mere passive receivers of data, but protagonists of their learning. The accompanying adults observe, detect and create the necessary conditions so that the children can satisfy their emotional, social and intellectual needs, discovering the learning process and favoring self-knowledge.

### **Contact with the natural environment**

The natural environment is another setting for active learning that gives them the opportunity to discover and investigate. At the same time, outdoor activity allows children to acquire greater physical and emotional security, as it satisfies their needs for movement and self-discovery, strengthening the development of self-esteem, creativity and respect for the environment around us.

### **Autonomy and self-regulation**

We accompany the children so that they develop as autonomous beings in all the tasks of life and in their learning processes, respecting the different evolutionary stages and their individual rhythms. We encourage their emotional and cognitive

self-regulation, understood as the ability to control their own thoughts and actions, direct their behavior in changing situations and activate the necessary learning strategies to achieve the established objectives.

### **Social harmony**

Coexistence is regulated through a series of limits and rules that advocate a respectful and safe environment. Children are part of the decisions and responsibilities involved in school life, not only in the group of people, but also in the caring of the premises. Social conflicts are dealt with respectfully, with adult mediation, avoiding manipulation and favoring autonomy.

In addition, in the "Stages and spaces" section:

"Our objective in elementary school is to offer diverse learning environments in which children can feel comfortable and safe to let their true interests flow, while they have access to a wide range of learning proposals with manipulative or non-manipulative material, which they use according to their own interests and learning rhythms. In this process, the elementary school assistants act as guides, providing the information or material necessary for the children to carry out their learning objectives.

Many of the materials we use are Montessori, although not exclusively."

### **FOR REFLECTION:**

**Working by environments: educational proposals and experiences. (article on the web)**

**A bit of theory on learning environments:**

Learning environments are an attractive pedagogical proposal, since they allow a great autonomy of the students for the decision making that takes place in their learning process and at the same time make possible a context full of stimuli for the creation of new social relationships.

At the end of the 19th century and the beginning of the 20th century, the New School originated, a pedagogical movement that sought to develop an active education centered on the interests of children.

The driving forces of this movement were:

Montessori with the idea of building structured, safe and organized spaces based on respect for children;

Freinet who proposed workshops as a methodology for children to try, create and express themselves freely;

Dewey with the theory of "learning by doing"...

and many other authors such as Decroly, Claparede or the Agazzi sisters.

Learning environments, a strategy that goes beyond a reconversion and use of spaces, involve a new organization of time and resources to achieve richer, smaller and more homogeneous groups, with students of different ages. All of this allows for the expansion of opportunities for experimentation, research, play and relationships that favor the creation of a community of coexistence and learning.

What do learning environments consist of?



The key principles of working with environments can be summarized as follows:

- Students construct their own learning.
- The teacher takes on the role of guide and mediator of the learning process.
- It favors the intrinsic and extrinsic motivation of the students.
- Promotes interpersonal relationships.
- Uses games as a didactic resource.
- It proposes the organization of spaces and materials as the main didactic strategy.

The organization of learning environments is very varied. The environments can take place in different places such as the classroom, the playground or the passage areas and therefore it is necessary to differentiate the spaces well. The challenge of learning environments is to create spaces that are appropriate for each age group, that become generators of social relations and encounters, spaces that are dynamic and invite to act, facilitate the joint construction of knowledge and are generators of culture.

**METHODOLOGICAL PROPOSAL:** Through prepared environments and different work proposals such as workshops or research projects born from the child's interest and motivation.

**PREPARED ENVIRONMENTS** are relaxed environments that allow us to respect the rhythms of children, their needs and interests, with materials appropriate to their age depending on the stage of development in which they are. Its fundamentals show us a change in the way we look at childhood, giving children the leading role they should occupy as active subjects of their own learning.

There should be nothing on the shelves that the child cannot use for learning. The way in which the materials are placed, simplicity, order and aesthetics are necessary in these spaces.

For this design, the emotional, social and intellectual needs of the children of the stage they belong to are taken into account. According to Rebeca Wild, learning can only take place when, at each stage of development, there are loving and respectful relationships in a relaxed context, without danger, without outside demands and full of offers for concrete interactions.

With this in mind, the prepared environment must meet a series of characteristics:

- The environment must ensure respect for the developmental needs of the children.
- The environment must be safe, free of active hazards.
- It must be relaxed, relaxed. For this to happen, it is necessary to set some limits: "we do not shout in here"; "we do not run inside the rooms"... and some routines or time structures: "The time of arrival", "the time of snack", "the time of the story".
- The adequacy of the space with different materials depending on the stage of development in which they are.
- Shelves and materials that can be used must be accessible to children. All furniture must be adapted to the height and dimensions of the children who inhabit the space.



It is through interaction with the different materials and intervention in different experiences that the child learns through what is called learning by doing. That is why many of the materials are self-corrective (error control). Others will need the help of the teachers to understand how they work. For this to happen, the adult must closely observe the individuals within the group and be attentive to their needs.

These materials meet a number of principles:

- that they invite action,
- that they encourage order,
- that can meet different developmental needs,
- that they cover different interests,
- that encourage autonomy (many are self-corrective).

These spaces can be organized in different ways, i.e., there is no single way to adapt them.

### **Proposal:**

#### **Prepare spaces appropriate to the needs. The environment as a third educator. (article on the web)**

The prepared environments try to create spaces as close as possible to these individual needs. Only in this way, being aware of the particularities of each process, we will be able to adapt the spaces to the child's real needs as much as possible.

In addition to taking these principles into account, we can propose other objectives that we also consider important such as

- curricular objectives (without losing sight of a sequencing that takes into account the different stages),
- the specific and playful work of the executive functions,
- the promotion of autonomy,
- the work of self-regulation, etc.

So let us imagine a school in which the different spaces are prepared so that children can learn in an active and experiential way and from the non-directivity and intervention of the adult.

Could we start from an organization that serves different spaces distributed in areas of knowledge or another one, for example, that serves in each space the specific needs of a stage?

What we have to guarantee is to offer multiple possibilities and experiences so that the child can get to know the world around him and the possibilities offered by his own body to develop the skills of each stage.

### **Environment for Lower Elementary children:**

In the 6-9 stage they need to use concrete materials because children at this age are not yet able to reach abstract conclusions, without neglecting the improvement of acquired skills.



Children of this age need many opportunities for movement, dexterity, representational and construction games.

At this age there is a growing need to create their own rules and to participate in regulated ball games, board games, strategy games, logic games... They need many opportunities for experiments (flour, vinegar, salt, earth, baking soda...) and materials to investigate (lime, salt, baking soda...) ) and materials to investigate (magnifying glasses, magnets, scales, clocks of different types, mirrors, old electronic devices to disassemble...), materials to observe and learn about natural and animal life, materials for geography, natural sciences and history (illustrated material, maps, puzzles of continents, files with questions). Vegetable garden for planting, carpentry, a real kitchen, sewing machine for sewing... art materials. More literacy materials (books, mobile alphabet, letter games, letter tables, comprehension and spelling games: "Borobil", "The spelling bears"; "Logical cousin", "Arc", "Quick look", if possible a small printing press. A larger library with stories and illustrated and informative books, concrete math materials (many counting and measuring materials and structured materials such as: long numbers, concrete decimal material, perforated tables, abacuses of different types, taptanas, material for fractions, trinomial...), materials for measuring.

Children can be grouped to work around common interests or projects and the adult has to facilitate their organization as well as their total availability.

### **Libraries and websites:**

"Un cambio de mirada" by Esther Zarrías.

<http://aprehendere.blogspot.com/2015/04/escuelas-que-innovan-la-llacuna-del.html> An interesting article in which you can observe what learning environments are and how they are used in that center through images and accompanying explanations.

Schools:

El Pesta (Ecuador)

Alavida

CEIP Rosa dels Vents (Mallorca)

Congress Indians (Barcelona)

(photos of CEIP Rosa dels Vents, Mallorca)













Imágenes de la escuela Molí d'en Xema

<b>INPUT</b>	<b>OUTPUT</b>	<b>IMPACT</b>
<b>Actions and resources</b> What investments – time, money, people, brain power- will produce desired outputs?	<b>Programs, plans and structures</b> What do we need in place to lead to intended impacts?	What learner goals and transformations do we seek?





## Premises in Lower Elementary:

- Classrooms
  - math
  - languages
  - assembly
  - science
  - experiments
  - art
- Calm room/temporary rehearsal room
- Teachers' room
- Passage area (entrance and corridor, interior)
- Entrance (coat racks)
- Teacher's room
- Passage area (corridor and entrance)
- Games area
  - board games (task: counting the pieces of the games)
  - brain games
  - construction games
- Entrance
- Outside
- Storage (room and drawers in the teachers' room (stationery, small objects))
- Psychomotor activity hall (we don't have this course). Design future hall.

## NEEDS FOR 2021-22

- Walls:  
 cork (in assembly and art: "Creative education")  
 Whiteboard (clean)  
 Blackboard (repaint)  
 "Creative education"

- Shelters:  
 tippie  
 office table  
 play area

## 2021-22, Lower Elementary Premises

Classrooms :

-math (resources check-list: Iria)

-languages (resources check-list: Miguel)

assembly

-cushions

-psychomotor activity mattresses or mats with covers

-2 rugs (buy 1)

-cork with:



- calendar
- schedule
- attendance sheet
- assembly roles and minutes and materials (basket???)
- assembly topics
- homework (management system)
  
- science (resources check-list: Xabi and Else)
  - cut the table that is on its own?
  - change shelves
  - put microscopes on small window table
  - observation table
  - what should we do with the furniture at the entrance of the boxes?
  
- experiments
  - tables can be used for experiments without cutting?
  - cosmic toilet cabinet: latch and shelves
  - sink: drainer or extend sink. Adapt it to children's height
  - shelving under the bathroom and pull projector
  
- art (resources check-list: Else and Iria)
  - separate art and stationery (bring it into the hallway)
  - separate shelves from windows
  - put cork wall for painting
  - shelves with jars?
  - easels with canvases?
  
- "calm room"/spot rehearsal room (design: Miguel)
  - keyboard inside or outside ?
  - sensory materials (light, touch, sand,...)
  - tables that are already there and bring stools
  - bring a shelf to put some material
  
- Teacher's room (it is important to have a space only for accompanying persons) or multipurpose space (if it is not possible to bring a kitchen to Upper Elementary):
  - keep order
  - take the printers to the storage room. Copy point also with cutter and binder.
  - take the parents' library to the office, leave here the teacher ones.
  
- Passage area (hallway and entrance)
  - stationery (bring shelves)
  - use the wall fence (announcements, workshops, information,...)
  - plants (who takes care of them?)
  - personal lockers
  
- Games area
  - Ceiling fabrics for soundproofing (ask Guil)
  - Incorporate games in the rooms
  - board games (task: count the pieces of the games)
  - add games by areas (make a table: Iria)
  - brain games
  - constructions
  - keep large and small constructions in the classrooms



- Entrance
  - Coat hangers: made to measure (ask for estimate: height: 1,20m width: 20/22 cm (of gap, not counting the separating wood)
  - You have to take 36: 15 on the stone wall, 15 on the glass wall and 6/7 on the glass of the entrance.
  - (Where do we place the wet clothes?)
  - Design new space for rain boots !!!!
  
- Exterior
  - wooden shelving for materials (in a clear order) (budget)
  - kitchenette
  - large animals
  - shovels and buckets. rakes
  - pipes-pipe loops
  - stones and wooden sticks for specific use (specify sizes, small and large)
  - cut the existing pipes to fit the trunk
  - tarp on the outside back of the kitchen (budget)
  - cover the area outside the kitchen (think for the near future).
  
- Storage:
  - empty it and arrange it as a copy shop and instrument storage area
  
- Psychomotor activity hall (we don't have it this year). Design future space.

## Input learning spaces 2021

- Furniture
  - ~~cortar mesas (8 cm.) y sillas (5 cm.)~~
  - ~~anclar pizarra vileda en vertical en el salón de cósmica (quitándole el hierro de atrás, las patas)~~
  - ~~corcho pegado en una madera para la pared de la asamblea~~
  - ~~corcho en la pared de cósmica (al lado de la pizarra vileda, en artes)~~
  - ~~pestillo para armario de baño cósmica y poner 3 baldas en el de la izquierda (2 encima de las visagras y la otra en el medio de estas 2)~~
  - Lower sink to children's height and make it bigger (if possible)
  - Place a shelf under the sink (disregard this if sink is too low)
  - Place an outdoor canopy behind the kitchenette (ask for a quote)
  
- materials
  - ~~paletas de pintar~~
  - Light table
  - Fabric to soundproof play area
  - Wooden cabinet for outdoor materials (clear order) (ask for a quote)
  - Kitchenette
  - Big animals that look realistic
  - ~~2 atriles~~
  - Spades, buckets, rakes, small wheelbarrows (adapted, check Berg)
  - ~~2 relojes contadores de tiempo~~

[https://www.amazon.es/gp/product/B082YRQXW7?pf\\_rd\\_r=R528ZBA5KQSFA749NFAT&pf\\_rd\\_p=c6fa5af0-ec7c-40de-8332-](https://www.amazon.es/gp/product/B082YRQXW7?pf_rd_r=R528ZBA5KQSFA749NFAT&pf_rd_p=c6fa5af0-ec7c-40de-8332-)



[fd1421de4244&pd\\_rd\\_r=f8aa6484-f847-47d6-ba78-23fcf0403761&pd\\_rd\\_w=5Oeqm&pd\\_rd\\_wg=qwcQq&ref\\_=pd\\_gw\\_unk](https://www.amazon.es/BA78-23fcf0403761&pd_rd_w=5Oeqm&pd_rd_wg=qwcQq&ref_=pd_gw_unk)

- ~~Tazas medidoras de cocina~~  
[https://www.amazon.es/OBEST-medidora-conjunto-medidora-pl%C3%A1stico/dp/B08D623GGJ/ref=sr\\_1\\_8?\\_\\_mk\\_es\\_ES=%C3%85M%C3%85%C5%BD%C3%95%C3%91&dchild=1&keywords=measuring+cups&qid=1625123200&s=kitchen&sr=1-8](https://www.amazon.es/OBEST-medidora-conjunto-medidora-pl%C3%A1stico/dp/B08D623GGJ/ref=sr_1_8?__mk_es_ES=%C3%85M%C3%85%C5%BD%C3%95%C3%91&dchild=1&keywords=measuring+cups&qid=1625123200&s=kitchen&sr=1-8) )
- ~~Delantales Niños-~~  
[https://www.amazon.es/Children-Toddler-Painting-Supplies-Waterproof/dp/B07L4L369P/ref=sr\\_1\\_2\\_sspa?\\_\\_mk\\_es\\_ES=%C3%85M%C3%85%C5%BD%C3%95%C3%91&dchild=1&keywords=apron+for+kids&qid=1625123701&sr=8-2-spons&psc=1&spLa=ZW5jcnlwdGVkUXVhbGlmaWVyPUEyUVhKUEFIUDdVVE01JmVuY3J5cHRlZElkPUEwMTIwMjA1Uk5QRkoyV0g0NjdFJmVuY3J5cHRlZEFkSWQ9QTA1NDkzNDcyVkg0NVpNR0Y2NUo0JndpZGldE5hbWU9c3BfYXRmJmFjdGlvbj1jbGlja1JlZGlyZWNoJmRvTm90TG9nQ2xpY2s9dHJ1ZQ==](https://www.amazon.es/Children-Toddler-Painting-Supplies-Waterproof/dp/B07L4L369P/ref=sr_1_2_sspa?__mk_es_ES=%C3%85M%C3%85%C5%BD%C3%95%C3%91&dchild=1&keywords=apron+for+kids&qid=1625123701&sr=8-2-spons&psc=1&spLa=ZW5jcnlwdGVkUXVhbGlmaWVyPUEyUVhKUEFIUDdVVE01JmVuY3J5cHRlZElkPUEwMTIwMjA1Uk5QRkoyV0g0NjdFJmVuY3J5cHRlZEFkSWQ9QTA1NDkzNDcyVkg0NVpNR0Y2NUo0JndpZGldE5hbWU9c3BfYXRmJmFjdGlvbj1jbGlja1JlZGlyZWNoJmRvTm90TG9nQ2xpY2s9dHJ1ZQ==) )
- ~~2 calculadoras~~
- ~~báscula-~~  
[https://www.amazon.es/Karcher-B%C3%A1scula-cocina-mec%C3%A1nica-pl%C3%A1stico/dp/B074N33LJW/ref=sr\\_1\\_4?\\_\\_mk\\_es\\_ES=%C3%85M%C3%85%C5%BD%C3%95%C3%91&dchild=1&keywords=b%C3%A1scula+de+cocina+mec%C3%A1nica&qid=1624885042&s=kitchen&sr=1-4](https://www.amazon.es/Karcher-B%C3%A1scula-cocina-mec%C3%A1nica-pl%C3%A1stico/dp/B074N33LJW/ref=sr_1_4?__mk_es_ES=%C3%85M%C3%85%C5%BD%C3%95%C3%91&dchild=1&keywords=b%C3%A1scula+de+cocina+mec%C3%A1nica&qid=1624885042&s=kitchen&sr=1-4)

### Stationary:

- ~~2 borradores de pizarra vileda~~
- ~~1 borrador de pizarra de tiza~~
- ~~A4 cardboard in several colors~~
- ~~subcarpetas de cartulina de diferentes colores~~
- ~~tixeiras~~
- ~~Bic ballpoint pens (green, read, not many left now), (blue and black, there are two boxes of each color in each stage)~~

### Search for:

- ~~Tubes/Pipes for tube circuits (cut the tubes we have and make them available to them in the trunk)~~
- ~~stones and sticks for specific purposes (specify measurements, small and big ones)~~
- ~~fundas para colchones o colchonetas de psico (para poner en zona lectura)~~

### IKEA order for Lower Elementary:

- ~~6 bandejas grandes transparentes SMULA (2€)~~
- ~~2 rodillos de madera,~~
- ~~2 tablas de cortar de madera (medianas/grandes),~~
- ~~2 guantes horno,~~
- ~~1 espátula,~~
- ~~1 sieve~~
- ~~1 alfombra grande~~
- ~~4 peladores de cocina~~



Cooking workshops in Upper Elementary????

Outdoor workbench???  
 Woodwork workshop???  
 Cover the outdoor area outside the kitchen?  
 Shelves with wheels????

furniture

cut tables (8 cm.) and chairs (5 cm.)  
 anchor whiteboard vertically in the cosmica room (removing the back iron, legs)  
 cork glued on a wood for the assembly wall  
 cork on the Cosmic room wall (next to the whiteboard, in arts)  
 Fix cosmic room toilet cabinet to the wall and put 3 shelves on the one on the left (2 above the hinges and the other in the middle of these 2)  
 lower the sink to the children's height and extend it (if possible)  
 shelf under the sink (even if it is lowered no longer)  
 canopy on the outside back in the kitchen (ask for a quote)

materials

paint pallets  
 light table  
 canvas for soundproofing xogos area  
 wooden cabinet for outdoor materials (in a clear order) (ask for a quote)  
 kitchenette  
 large realistic animals  
 2 lecterns  
 shovels, buckets, rakes and small wheelbarrows (adapted, see Berg)  
 2 timers

[https://www.amazon.es/gp/product/B082YRQXW7?pf\\_rd\\_r=R528ZBA5KQSFA749NFAT&pf\\_rd\\_p=c6fa5af0-ec7c-40de-8332-fd1421de4244&pd\\_rd\\_r=f8aa6484-f847-47d6-ba78-23fcf0403761&pd\\_rd\\_w=5Oeqm&pd\\_rd\\_wg=qwcQq&ref\\_=pd\\_gw\\_unk](https://www.amazon.es/gp/product/B082YRQXW7?pf_rd_r=R528ZBA5KQSFA749NFAT&pf_rd_p=c6fa5af0-ec7c-40de-8332-fd1421de4244&pd_rd_r=f8aa6484-f847-47d6-ba78-23fcf0403761&pd_rd_w=5Oeqm&pd_rd_wg=qwcQq&ref_=pd_gw_unk)

Kitchen measuring cups

[https://www.amazon.es/OBEST-medidora-conjunto-medidora-pl%C3%A1stico/dp/B08D623GGJ/ref=sr\\_1\\_8?\\_\\_mk\\_es\\_ES=%C3%85M%C3%85%C5%BD%C3%95%C3%91&dchild=1&keywords=measuring+cups&qid=1625123200&s=kitchen&sr=1-8\)](https://www.amazon.es/OBEST-medidora-conjunto-medidora-pl%C3%A1stico/dp/B08D623GGJ/ref=sr_1_8?__mk_es_ES=%C3%85M%C3%85%C5%BD%C3%95%C3%91&dchild=1&keywords=measuring+cups&qid=1625123200&s=kitchen&sr=1-8)

Children's aprons

[https://www.amazon.es/Children-Toddler-Painting-Supplies-Waterproof/dp/B07L4L369P/ref=sr\\_1\\_2\\_sspa?\\_\\_mk\\_es\\_ES=%C3%85M%C3%85%C5%BD%C3%95%C3%91&dchild=1&keywords=apron+for+kids&qid=1625123701&sr=8-2-spons&psc=1&spLa=ZW5jcnlwdGVkUXVhbGlmaWVyPUEyUVhKUEFIUDdVVE01JmVuY3J5cHRlZElkPUEwMTIwMjA1Uk5QRkoyV0g0NjdFJmVuY3J5cHRlZEFkSWQ9QTA1NDkzNDcyVkg0NVpNR0Y2NUo0JndpZGldE5hbWU9c3BfYXRmJmFjdGlvbj1jbGlja1JIZGlyZWZ0JmRvTm90TG9nQ2xpY2s9dHJ1ZQ==\)](https://www.amazon.es/Children-Toddler-Painting-Supplies-Waterproof/dp/B07L4L369P/ref=sr_1_2_sspa?__mk_es_ES=%C3%85M%C3%85%C5%BD%C3%95%C3%91&dchild=1&keywords=apron+for+kids&qid=1625123701&sr=8-2-spons&psc=1&spLa=ZW5jcnlwdGVkUXVhbGlmaWVyPUEyUVhKUEFIUDdVVE01JmVuY3J5cHRlZElkPUEwMTIwMjA1Uk5QRkoyV0g0NjdFJmVuY3J5cHRlZEFkSWQ9QTA1NDkzNDcyVkg0NVpNR0Y2NUo0JndpZGldE5hbWU9c3BfYXRmJmFjdGlvbj1jbGlja1JIZGlyZWZ0JmRvTm90TG9nQ2xpY2s9dHJ1ZQ==)

2 calculators

scale

[https://www.amazon.es/Karcher-B%C3%A1scula-cocina-mec%C3%A1nica-pl%C3%A1stico/dp/B074N33LJW/ref=sr\\_1\\_4?\\_\\_mk\\_es\\_ES=%C3%85M%C3%85%C5%BD%C3%95%C3%91&dchild=1&keywords=b%C3%A1scula+de+cocina+mec%C3%A1nica&qid=1624885042&s=kitchen&sr=1-4](https://www.amazon.es/Karcher-B%C3%A1scula-cocina-mec%C3%A1nica-pl%C3%A1stico/dp/B074N33LJW/ref=sr_1_4?__mk_es_ES=%C3%85M%C3%85%C5%BD%C3%95%C3%91&dchild=1&keywords=b%C3%A1scula+de+cocina+mec%C3%A1nica&qid=1624885042&s=kitchen&sr=1-4)



stationery:

2 vileda whiteboard erasers.

1 chalk blackboard eraser

A4 cardboard of different colors

cardboard subfolders of different colors

Scissors

bic ballpoint pens (green and red, hardly any left) (blue and black, there are two boxes of each color left in each stage)

search for:

tubes-tubes-circuits of tubes (cut the tubes there are to take in the trunk).

stones and wooden sticks for specific use (specify sizes, small and large)

mattress covers or psycho mats (to put in the reading area)

Order IKEA for lower elementary:

6 large transparent SMULA trays (2€)

2 wooden rolling pins,

2 wooden cutting boards (medium/large),

2 oven gloves,

1 spatula,

1 sifter

1 large mat

4 kitchen peelers

kitchen workshops at Upper Elementary????

outdoor workbench????

carpentry workshop????

kitchen outside cover????

shelving with wheels????

### LIST OF BOARD GAMES:

	MATH	LANGUGES (Sp-Gal-Eng)	NAT &SOC SCIENCES	ART (music-art)
Ultreia, the game		gal		
You are not from here?		gal		
The Night of Meigallo (Brazolinda)		gal		
Verbolario (Brazolinda)		gal		
Aracatanga (Brazolinda)	math	gal		

## Library Orders

Books for children from 6 to 9 years old, we accept recommendations.

Math books:

- The mysterious multiplying vase. Mitsumasa Anno. Fondo de cultura económica
- EL libro de los laberintos más grande del mundo (The world's largest book of labyrinths). AAVV. Ursa Minor

Galician books:

- Prantas mediciais de Galiza. A Nosa Terra.
- Novels for 8 to 9 year-olds, recommendations.

**OUTDOORS:**



Kitchenette (ordered from a carpenter) and small cabin for tools and materials, choose among the following:

[https://www.amazon.es/Outsunny-Herramientas-Jardiner%C3%ADa-Impermeable-74x43x88cm/dp/B07JHRG4RV/ref=sr\\_1\\_12?dchild=1&keywords=caseta+jardin+madera&qid=1635059462&qsid=261-8661450-5768137&sr=8-12&sres=B0792QKHHD%2CB003EH1CC6%2CB07BKRT199%2CB01CO306ZY%2CB082PNXZLM%2CB07GT6NNX1%2CB01M0SDMOV%2CB07JHRG4RV%2CB07WRZXXDT%2CB084KY415V%2CB07R3ZZBPQ%2CB08HN1NFXX%2CB08K8R7XBP%2CB07KB56ZHH%2CB085TRFT9F](https://www.amazon.es/Outsunny-Herramientas-Jardiner%C3%ADa-Impermeable-74x43x88cm/dp/B07JHRG4RV/ref=sr_1_12?dchild=1&keywords=caseta+jardin+madera&qid=1635059462&qsid=261-8661450-5768137&sr=8-12&sres=B0792QKHHD%2CB003EH1CC6%2CB07BKRT199%2CB01CO306ZY%2CB082PNXZLM%2CB07GT6NNX1%2CB01M0SDMOV%2CB07JHRG4RV%2CB07WRZXXDT%2CB084KY415V%2CB07R3ZZBPQ%2CB08HN1NFXX%2CB08K8R7XBP%2CB07KB56ZHH%2CB085TRFT9F)



[%2CB0761XXWX1%2CB01AGW6UZK%2CB00ILTLYK2%2CB08RYD5GLF%2CB07BXKCPXB&s rpt=OUTBUILDING](#)

[https://www.amazon.es/Outsunny-Cobertizo-Almacenamiento-Interiores-87x46-5x96-5/dp/B084KY415V/ref=sr\\_1\\_14?dchild=1&keywords=caseta+jardin+madera&qid=1635059462&gsid=261-8661450-5768137&sr=8-14&sres=B0792QKHHHD%2CB003EH1CC6%2CB07BKRT199%2CB01CO306ZY%2CB082PNXZLM%2CB07GT6NNX1%2CB01M0SDMOV%2CB07JHRG4RV%2CB07WRZXXDT%2CB084KY415V%2CB07R3ZZBPQ%2CB08HN1NFXX%2CB08K8R7XBP%2CB07KB56ZHH%2CB085TRFT9F%2CB0761XXWX1%2CB01AGW6UZK%2CB00ILTLYK2%2CB08RYD5GLF%2CB07BXKCPXB&s rpt=OUTBUILDING](https://www.amazon.es/Outsunny-Cobertizo-Almacenamiento-Interiores-87x46-5x96-5/dp/B084KY415V/ref=sr_1_14?dchild=1&keywords=caseta+jardin+madera&qid=1635059462&gsid=261-8661450-5768137&sr=8-14&sres=B0792QKHHHD%2CB003EH1CC6%2CB07BKRT199%2CB01CO306ZY%2CB082PNXZLM%2CB07GT6NNX1%2CB01M0SDMOV%2CB07JHRG4RV%2CB07WRZXXDT%2CB084KY415V%2CB07R3ZZBPQ%2CB08HN1NFXX%2CB08K8R7XBP%2CB07KB56ZHH%2CB085TRFT9F%2CB0761XXWX1%2CB01AGW6UZK%2CB00ILTLYK2%2CB08RYD5GLF%2CB07BXKCPXB&s rpt=OUTBUILDING)

[https://www.amazon.es/Cobertizo-madera-carcagor-alquitran-almacenamiento/dp/B01AGW6UZK/ref=sr\\_1\\_24?dchild=1&keywords=caseta+jardin+madera&qid=1635059462&gsid=261-8661450-5768137&sr=8-24&sres=B0792QKHHHD%2CB003EH1CC6%2CB07BKRT199%2CB01CO306ZY%2CB082PNXZLM%2CB07GT6NNX1%2CB01M0SDMOV%2CB07JHRG4RV%2CB07WRZXXDT%2CB084KY415V%2CB07R3ZZBPQ%2CB08HN1NFXX%2CB08K8R7XBP%2CB07KB56ZHH%2CB085TRFT9F%2CB0761XXWX1%2CB01AGW6UZK%2CB00ILTLYK2%2CB08RYD5GLF%2CB07BXKCPXB&s rpt=OUTBUILDING](https://www.amazon.es/Cobertizo-madera-carcagor-alquitran-almacenamiento/dp/B01AGW6UZK/ref=sr_1_24?dchild=1&keywords=caseta+jardin+madera&qid=1635059462&gsid=261-8661450-5768137&sr=8-24&sres=B0792QKHHHD%2CB003EH1CC6%2CB07BKRT199%2CB01CO306ZY%2CB082PNXZLM%2CB07GT6NNX1%2CB01M0SDMOV%2CB07JHRG4RV%2CB07WRZXXDT%2CB084KY415V%2CB07R3ZZBPQ%2CB08HN1NFXX%2CB08K8R7XBP%2CB07KB56ZHH%2CB085TRFT9F%2CB0761XXWX1%2CB01AGW6UZK%2CB00ILTLYK2%2CB08RYD5GLF%2CB07BXKCPXB&s rpt=OUTBUILDING)

[https://www.amazon.es/Outsunny-Cobertizo-Herramientas-Asf%C3%A1ltico-75x56x115/dp/B08RYD5GLF/ref=sr\\_1\\_26?dchild=1&keywords=caseta+jardin+madera&qid=1635059462&gsid=261-8661450-5768137&sr=8-26&sres=B0792QKHHHD%2CB003EH1CC6%2CB07BKRT199%2CB01CO306ZY%2CB082PNXZLM%2CB07GT6NNX1%2CB01M0SDMOV%2CB07JHRG4RV%2CB07WRZXXDT%2CB084KY415V%2CB07R3ZZBPQ%2CB08HN1NFXX%2CB08K8R7XBP%2CB07KB56ZHH%2CB085TRFT9F%2CB0761XXWX1%2CB01AGW6UZK%2CB00ILTLYK2%2CB08RYD5GLF%2CB07BXKCPXB&s rpt=OUTBUILDING](https://www.amazon.es/Outsunny-Cobertizo-Herramientas-Asf%C3%A1ltico-75x56x115/dp/B08RYD5GLF/ref=sr_1_26?dchild=1&keywords=caseta+jardin+madera&qid=1635059462&gsid=261-8661450-5768137&sr=8-26&sres=B0792QKHHHD%2CB003EH1CC6%2CB07BKRT199%2CB01CO306ZY%2CB082PNXZLM%2CB07GT6NNX1%2CB01M0SDMOV%2CB07JHRG4RV%2CB07WRZXXDT%2CB084KY415V%2CB07R3ZZBPQ%2CB08HN1NFXX%2CB08K8R7XBP%2CB07KB56ZHH%2CB085TRFT9F%2CB0761XXWX1%2CB01AGW6UZK%2CB00ILTLYK2%2CB08RYD5GLF%2CB07BXKCPXB&s rpt=OUTBUILDING)

[https://www.amazon.es/Outsunny-Cobertizo-Almacenaje-Herramientas-Asf%C3%A1ltico/dp/B092C5GW29/ref=sr\\_1\\_36?dchild=1&keywords=caseta+jardin+madera&qid=1635059462&gsid=261-8661450-5768137&sr=8-36&sres=B0792QKHHHD%2CB003EH1CC6%2CB07BKRT199%2CB01CO306ZY%2CB082PNXZLM%2CB07GT6NNX1%2CB01M0SDMOV%2CB07JHRG4RV%2CB07WRZXXDT%2CB084KY415V%2CB07R3ZZBPQ%2CB08HN1NFXX%2CB08K8R7XBP%2CB07KB56ZHH%2CB085TRFT9F%2CB0761XXWX1%2CB01AGW6UZK%2CB00ILTLYK2%2CB08RYD5GLF%2CB07BXKCPXB&s rpt=OUTBUILDING](https://www.amazon.es/Outsunny-Cobertizo-Almacenaje-Herramientas-Asf%C3%A1ltico/dp/B092C5GW29/ref=sr_1_36?dchild=1&keywords=caseta+jardin+madera&qid=1635059462&gsid=261-8661450-5768137&sr=8-36&sres=B0792QKHHHD%2CB003EH1CC6%2CB07BKRT199%2CB01CO306ZY%2CB082PNXZLM%2CB07GT6NNX1%2CB01M0SDMOV%2CB07JHRG4RV%2CB07WRZXXDT%2CB084KY415V%2CB07R3ZZBPQ%2CB08HN1NFXX%2CB08K8R7XBP%2CB07KB56ZHH%2CB085TRFT9F%2CB0761XXWX1%2CB01AGW6UZK%2CB00ILTLYK2%2CB08RYD5GLF%2CB07BXKCPXB&s rpt=OUTBUILDING)

[https://www.amazon.es/tornillo-multiusos-fabricado-construcci%C3%B3n-almacenamiento/dp/B01AGW6T3I/ref=sr\\_1\\_45?dchild=1&keywords=caseta+jardin+madera&qid=1635059462&gsid=261-8661450-5768137&sr=8-45&sres=B0792QKHHHD%2CB003EH1CC6%2CB07BKRT199%2CB01CO306ZY%2CB082PNXZLM%2CB07GT6NNX1%2CB01M0SDMOV%2CB07JHRG4RV%2CB07WRZXXDT%2CB084KY415V%2CB07R3ZZBPQ%2CB08HN1NFXX%2CB08K8R7XBP%2CB07KB56ZHH%2CB085TRFT9F%2CB0761XXWX1%2CB01AGW6UZK%2CB00ILTLYK2%2CB08RYD5GLF%2CB07BXKCPXB&s rpt=OUTBUILDING](https://www.amazon.es/tornillo-multiusos-fabricado-construcci%C3%B3n-almacenamiento/dp/B01AGW6T3I/ref=sr_1_45?dchild=1&keywords=caseta+jardin+madera&qid=1635059462&gsid=261-8661450-5768137&sr=8-45&sres=B0792QKHHHD%2CB003EH1CC6%2CB07BKRT199%2CB01CO306ZY%2CB082PNXZLM%2CB07GT6NNX1%2CB01M0SDMOV%2CB07JHRG4RV%2CB07WRZXXDT%2CB084KY415V%2CB07R3ZZBPQ%2CB08HN1NFXX%2CB08K8R7XBP%2CB07KB56ZHH%2CB085TRFT9F%2CB0761XXWX1%2CB01AGW6UZK%2CB00ILTLYK2%2CB08RYD5GLF%2CB07BXKCPXB&s rpt=OUTBUILDING)

## PROJECTS in Lower Elementary

We would have to take into account the management of the following projects:

### School projects:

- Pedagogical sequences.
- Onda Gándara (radio)
- Countries

**School stage projects** (based on the students' interests, they are asked about what they want to learn and, from there, we adapt our resources).

- Models
- Explorers

**Individual projects** (based on the students' individual interests. This is where all the skills learned in the workshops and in daily life are demonstrated, especially autonomy).

- "Show & Share".
- Portfolio (portfolio or lapbook)



*For a process of teaching-learning competence, interactive strategies are the most appropriate, as they allow to share and build knowledge and dynamize the class session through the verbal and collective exchange of ideas. The methodologies that contextualize learning and allow learning by projects, centers of interest, case studies or problem-based learning favor active participation, experimentation and functional learning that will*



facilitate the development of competences, as well as the motivation of students by contributing decisively to the transferability of learning. Project work, especially relevant for competency-based learning, is based on the proposal of an action plan that seeks to achieve a certain practical result. This methodology aims to help students to organize their thinking by encouraging them to reflect, criticize, develop hypotheses and research tasks through a process in which each student assumes responsibility for his or her learning, applying his or her knowledge and skills to real projects. It favors, therefore, an action-oriented learning in which several areas or subjects are integrated: students put into play a wide range of knowledge, skills or abilities and personal attitudes, that is to say, the elements that integrate the different competences.

Likewise, it is advisable to use the portfolio, which provides extensive information about the student's learning, reinforces the continuous assessment and allows sharing learning results. The portfolio is a motivating tool for students that enhances their autonomy and develops their critical and reflective thinking". (Order ECD/65/2015, of January 21, 2015, which describes the relationships between the competences, contents and evaluation criteria for elementary education, compulsory secondary education and upper secondary).

## ¿QUÉ PRODUCTOS PUEDE CREAR NUESTRO ALUMNADO?

 ESCRITOS	 REPRESENTADOS	 DIGITALES	 VISUALES	 OTROS
<ul style="list-style-type: none"> <li>• Biografía</li> <li>• Carta</li> <li>• Crítica</li> <li>• Díptico</li> <li>• Encuesta</li> <li>• Ensayo</li> <li>• Esquema</li> <li>• Guion</li> <li>• Informe</li> <li>• Narración</li> <li>• Noticia</li> <li>• Poema</li> <li>• Reseña</li> <li>• Resumen</li> </ul>	<ul style="list-style-type: none"> <li>• Canción</li> <li>• Coreografía</li> <li>• Debate</li> <li>• Demostración</li> <li>• Dramatización</li> <li>• Espectáculo</li> <li>• Exposición</li> <li>• Informativo</li> <li>• Obra de teatro</li> <li>• Performance</li> <li>• Pieza musical</li> <li>• Presentación oral</li> <li>• Programa de radio</li> </ul>	<ul style="list-style-type: none"> <li>• App</li> <li>• Acción en RRSS</li> <li>• Blog</li> <li>• Cómic digital</li> <li>• Hoja de cálculo</li> <li>• Infografía digital</li> <li>• Línea del tiempo</li> <li>• Mapa digital</li> <li>• Mural digital</li> <li>• Periódico digital</li> <li>• Pódcast</li> <li>• Revista digital</li> <li>• Sitio web</li> <li>• Vídeo</li> </ul>	<ul style="list-style-type: none"> <li>• Álbum</li> <li>• Collage</li> <li>• Cómic</li> <li>• Cuadro</li> <li>• Diapositivas</li> <li>• Dibujo</li> <li>• Diseño</li> <li>• Lapbook</li> <li>• Mapa visual</li> <li>• Maqueta</li> <li>• Mural</li> <li>• Pop-up</li> <li>• Póster</li> </ul>	<ul style="list-style-type: none"> <li>• BreakOut</li> <li>• Campaña</li> <li>• Entrevista</li> <li>• Escape room</li> <li>• Evento</li> <li>• Experimento</li> <li>• Guía</li> <li>• Invención</li> <li>• Investigación</li> <li>• Itinerario</li> <li>• Juego</li> <li>• Meme</li> <li>• Proceso</li> <li>• Storyboard</li> </ul>

Basado en el "Manual para el aprendizaje basado en proyectos" de Buck Institute for Education

CEDEC: <https://cedec.intef.es/competencias-ahora-mas-que-nunca/>

**Thus, for example, TRANSITION PROJECTS should be more supervised by teachers and contain the following points (several or some, depending also on the subject)**

1. Home page
2. Math
3. Coloring with numbers
4. Ordering the numbers, sequencing
5. Language
6. How to write (different activities)
7. Vocabulary. New words
8. Short reading text-description
9. Cosmic
10. Parts and/or anatomy
11. Location on a map.
12. Art and artistic expression
13. Works of art
14. Mandala
15. Labyrinths

**RESEARCH PROJECT (POSSIBLE STRUCTURE):**

1. THEME: (title of the project)
2. WHAT DO I KNOW
3. WHAT DO I WANT TO LEARN? (ask questions about the topic)
4. WHAT DID I LEARN? AND WHAT WILL I CONTINUE RESEARCHING?

**EXPERIMENTS (POSSIBLE STRUCTURE):**

Scientific thinking:

- name of the experiment.
- materials:
- utensils
- products
- hypothesis (What do I think will happen?)

Conclusion (What happened and what did we learn?)

**CONSTRUCTION: ENGINEERING, MECHANICS AND ELECTRONICS (POSSIBLE STRUCTURE):**

1. resources
2. procedure

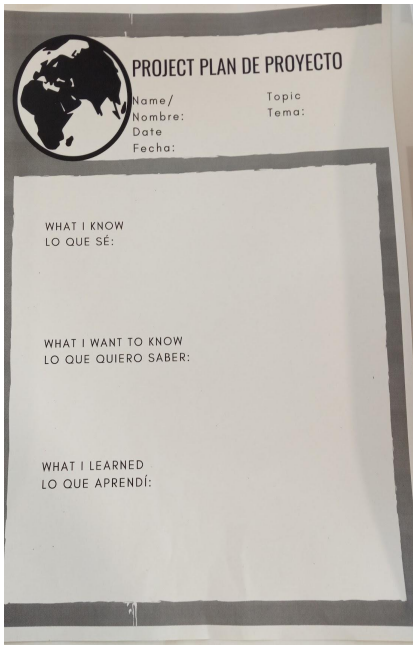
3. detailed plans
4. test and improvement proposals

## BOOK, CREATION:

- framework:
  - A. characters
  - B. landscape
- story:
  - C. beginning
  - D. development
  - E. ending

## TEMPLATES:

Research project template:



PROJECT PLAN DE PROYECTO

Name/  
Nombre:  
Date  
Fecha:

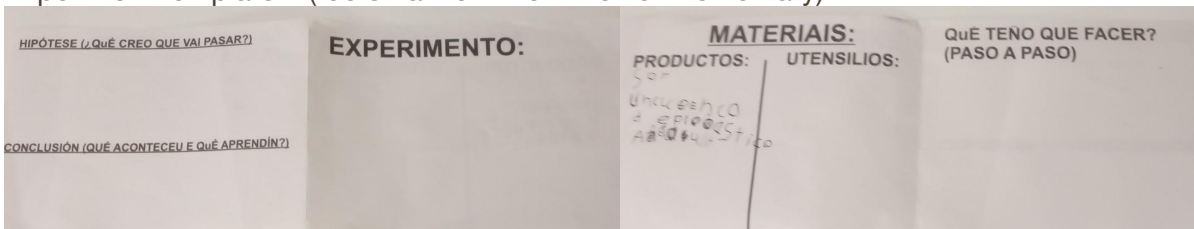
Topic  
Tema:

WHAT I KNOW  
LO QUE SE:

WHAT I WANT TO KNOW  
LO QUE QUIERO SABER:

WHAT I LEARNED  
LO QUE APRENDÍ:

Experiment template 1 (too small to write in Lower Elementary)



HIPÓTESE (¿QUÉ CREO QUE VA PASAR?)

CONCLUSIÓN (¿QUÉ ACONTECEU E QUÉ APRENDÍ?)

EXPERIMENTO:

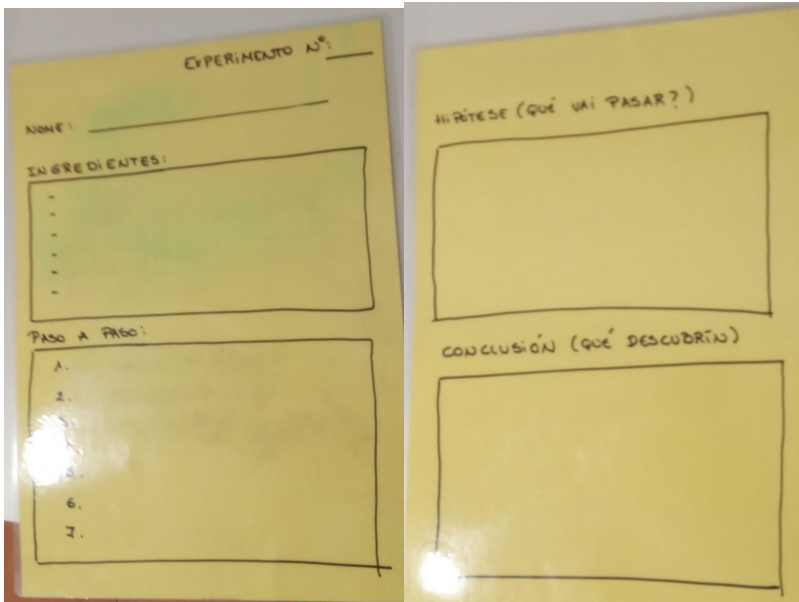
MATERIAIS:

PRODUCTOS: UTENSILIOS:

QUÉ TENO QUE FACER?  
(PASO A PASO)

Unquesho  
de projecto  
A B C D E F G H I J K L M N O P Q R S T U V W X Y Z

Experiment 2 template:



## OBSERVATION DESK

The observation desk is an important tool that enriches the learning process: different types of objects can be placed on that desk; the objects should be interesting for the students and should be accompanied and supported by an explanation or lesson. That explanation/lesson should happen once the students have had time to observe and discover by themselves, which allows them time to get to understand the subject.

Resources: choose a theme, country or region and obtain as many visual stimuli as possible about it, such as real objects, illustrations, photos (crafts, landscapes, cities, typical clothes, flags, coat of arms, food, flora, fauna, currency, transport,...).

Presentation: bring attractive things to the classroom that awaken the students' interest. This is a slow process, where on the first day you speak a little, and then you can start telling a story or relate it to a current topic. Every day you add something else, and students can also make their own contributions. With these stories or with others that they may create, students can then do theater, make experiments, art, crafts or food, among other things.

Observation table after a horticultural workshop:



# DIARIES

## Reflection (from Ellaluna American School):



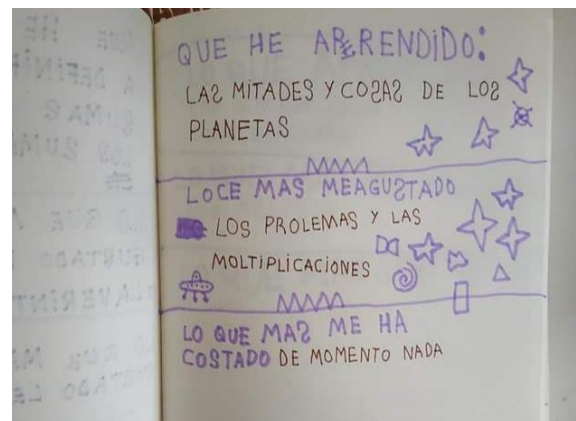
It is essential that children reflect on their own learning. It should be a daily task, having its space within each proposal.

Every Friday, one of the activities of the language curriculum is the elaboration of the Learning Diary. In it they collect and give answers to what they have learned during the week, what they have liked the most and what has taken them the most effort.

They are not perfect, beautiful, super-corrected and faultless journals. They are theirs and they are unique. They are a reflection of a very deep and costly process for them: metacognition.

And for those of us who accompany, as education professionals, children's learning processes, these diaries are a source of knowledge and assessment, because assessment is a daily, deep and structured process. It is a necessary process for the accompaniment of children and for the work of the adult. These diaries are another form of assessment. They are reflections of knowledge, emotions, desires and aspirations. They are a source of life and respect because they reflect the thoughts of our students. There are many ways to assess that can complement each other perfectly and help children reflect on their own processes.

<https://americanschoolellaluna.com/>



## 2021-22: Questions for reflection.

- Personal organization and GOAL SETTING?
- Do you use this tool to meet the proposed objectives?
- What changes can we make to improve it?

### STAPLED BLANK NOTEBOOK (ORDER NOTEBOOKS!!)

#### Points that the diary must have:

- Personal timetable for each one, per term, with bookmarks
- The cover can be personalized
- Journal: date, day of the week, number and month
  - what I want to do today (assembly reflection)
  - what I did today
- Counseling reflection:
  - what I learned
  - what I liked the most
  - what I found most difficult
  - how you feel about friends/partners/workshops
- conflicts:
  - Have you had any situation that made you feel uneasy?
  - Possible solutions



# ASSEMBLY

Reflection taken from the book "Finally Free. Democratic Education at Sudbury Valley School" by Daniel Greenberg:

*"The assembly is the heart of the school. It is the manager. Important issues and trivial matters are discussed in the assembly. Some of the most momentous issues of school life have been resolved there.*

*School rules are proposed to and approved by the School Assembly. They are set out in the Book of Laws.*

*Everyone has a vote, if he/she comes. Attendance is optional. When a matter is important to someone, that person attends.*

*The agenda is posted, visible, everyone can contribute.*

*All important proposals brought to the Assembly need at least 2 debates in consecutive assemblies, to give people time to reflect.*

*It runs smoothly and handles a staggering number of issues in a short time. Assemblies rarely last more than 2 hours, which is not a lot of time per week to manage the school."*

## Questions for reflection:

- What is approved, constituted, negotiated or granted in the Assembly?
- Establish economic bases, how much is spent and for what? Percentage of profit for the school, request expenses of a certain material.
- Charges?

## DAILY ASSEMBLY: (15 MIN)

The purpose of this assembly is to plan the day, present the schedule, and include special activities and various reminders (birthdays, celebrations, random news, excursions, special days,...).

Then students will have 5-10 min to write down their daily commitments (what they want to do that day). Structure the schedule, tasks, etc. on the cork wall.

## WEEKLY ASSEMBLY:

Diary, on the cork board, with a piece of paper.

Roles:

- Computer
- Reader
- Moderator

We all participate in the assembly, and we are in the math and language room. It will be in English and Galician.

# TASKS

In the book "Changing Education to Change the World" (p. 208), Claudio Naranjo quotes:

For Carl Rogers, groups are possibly the most significant invention of the present time. The future will tell, but in any case they are a very important resource, and I believe that every educator should acquire a repertoire of skills that include, among others, the ability to facilitate honest communication among his or her students - taking responsibility for its consequences - the ability to recognize and express one's own perceptions, both of oneself and of others, and the ability to develop one's own empathy and stay away from ego games. This process should not, however, be limited to meeting groups or others of a similar nature, but should rather contribute to the background of any educational situation. There are two kinds of groups that I would like to emphasize as powerful forms of community activity. One is the task group, which provides an ideal situation for learning to work collaboratively as well as for developing an awareness of what makes it difficult. The other is the decision-making group, which, in addition to offering participants a clear reflection of their character, is perhaps the most fundamental tool available for education for democracy.

Define and create a management system and buy the necessary materials to carry out the tasks.

PROPOSAL: a check-list on common board or a board for each area/space, with the list of groups or students that are taking part (it can be with velcro and photos).

In the check-list (for each space or in a common place) you can also put clamps with photos.

Decision to be taken in the assembly: how the groups are formed and how often they are changed.

Tasks to be carried out by the students at the end of the morning: Students will be divided into groups: (for a total of 30 people):

num of students	classroom	num of students	learning space
4	Math	3	Games
4	Languages	2	Plants and outdoors
4	Art	2	Recycling and compost
4	Nat. and Soc. Sciences	3	Entrance - coat rack
2	Nat. and Soc. Sciences Toilet	2	Calm

In these groups, they will have to decide who does the tasks each day, they will have the following check-list according to the group they belong to:

### **Maths - Languages - Natural and Social Science**

- Cleaning tables
- Sweep
- Picking up/arranging cushions
- Wipe blackboards
- Clean tables
- Dusting
- Pull up chairs
- Check work material in the space.
- Check library, order books.

### **Art**

- Sweep
- Sharpen pencils
- Dusting
- Checking material, is there anything missing?
- Check that everything is color-coded

### **Cosmic bath**

- Scrub what's left and leave to dry
- Clean the sink

### **Calm down**

- Sweep
- Place the material
- Dust

### **Games, constructions and expendable material**

- Check board games and games of wit.
- Sharpen pencils
- Sweep
- Check boxes and lids
- Checking the material, let us know if anything is missing
- Dust

### **Plants and outdoors**

- Take care of planting, see if there is anything to give away.
- Check that the material is in the trunk.

### **Recycling and compost**

- Take compost to the bin after lunch or at the end of the day?
- group paper and plastic in a common place ?

### **Enter**

- Put the boots on
- Sweep
- If there is any garment lying on the floor, look for its owner.

# NATURAL SCIENCE WORKSHOP

The basis of this workshop is that nature is the classroom. Students spend time outdoors to grow in a highly diverse environment, since it offers a wide range of possibilities to acquire the competences that are formulated in the Spanish Education Law (LOMLOE) and develop the HOS.

Nature offers a wide range of possibilities that are based on the following 3 points:

- On the one hand, the immense **VARIETY** of different terrains and landscapes and ,on the other hand, the different species of plants, animals, stones, rocks, and rocks, which are at the same time highly diverse in colors, textures, surfaces, shapes and weights.
- All these materials are in a continuous **PROCESS OF CHANGE** due to the influence of several factors, such as the weather, the seasons, life and growth, decomposition, birth and death, and solar radiation.
- These processes occur **AUTONOMOUSLY**, that is, matter and space structure themselves, (in principle) without human influence. Although there are rhythms and laws in nature - such as the rhythm of the seasons or the law of gravity - each natural process is different and non-repetitive and thus full of surprises. This is the reason why the exploration of the natural environment is so exciting and activates the curiosity of both children and teachers.

## **IMPACTS: Learning in Nature (expand?)**

1. improves attention
2. decreases stress levels
3. improves self-control
4. increases motivation and active engagement
5. promotes physical activity
6. improves the learning context and social relationships
7. facilitates play and activity

The following article expands on the above topics:

<https://escuelaconcerebro.wordpress.com/2019/12/30/beneficios-del-aprendizaje-en-contacto-con-la-naturaleza/>

## OUTPUT:

### Schedule:

	CHILDREN	TEACHERS
11:00	We get ready, put on our backpacks and shelter, and wait on the logs (if it doesn't rain) or on the benches (if it does).	Xabi is the first to leave and waits for Iria/Else to leave (they are the last ones to leave, with the last child and they are in charge of putting on the reflector vests and the backpack with the material).
11:15	If xa we all are, we count each other and leave	Xabi at the front. Else/Iria behind.
11:30	We arrived at the destination, sat down together, sang, and had a snack	Roll call to see if we are all present
11:45	Free play and observation	we observe the flow and note
13:00	We group and collect	Roll call to see if we are all present
13:05	Return to Gándara	Xabi goes in front. Else/Iria behind.
13:20	Arrival, journal and tasks	Roll call to see if we are all present

It would lack some time for directed activity (maybe not every day and not at the beginning) a final moment of representation (you can take notebooks or leave them at the entrance of Gándara and take some time there to recap and ask how they liked it).

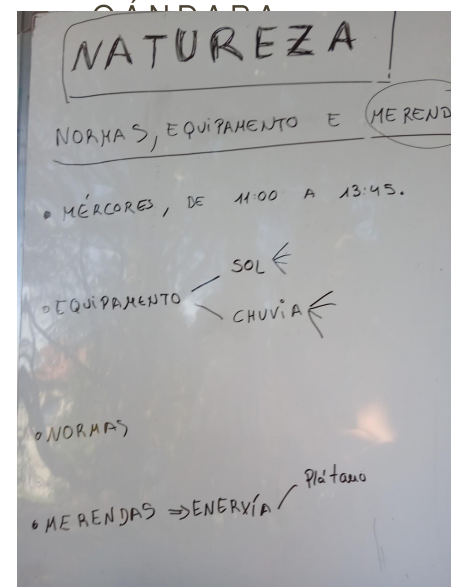
### Suggested activities:

- Team building games and big-group games
- camp songs
- mapping the school surroundings
- identification of animals and plants
- creation of animal and plant guides
- letters and numbers in nature
- curiosities

### Introduction:

We need a few days to prepare ourselves, get to know each other and understand what we are going to do.

These days will be dedicated to remembering and creating rules, preparing equipment and food. We will write a letter to the families in order to explain what we are planning to do to them - which will be a great opportunity to work on the "letter" text type "textual in a contextualized and experiential way).



The e-mail to the families will be drafted in the first sessions by the teacher in collaboration with the children, and will include:

- general information about the activity (remember to have lunch on that day).
  - link "warm up in winter":
  - <https://amphibiakids.es/consejos-equiparse-invierno/>
- ANNEXES:
- authorization for outings and excursions (Gándara)
  - list of snack food (elaborated by the students)
  - list of rules (elaborated by the teachers)
  - list of necessary equipment (elaborated by the teachers)

## SOME ASPECTS TO TAKE INTO ACCOUNT FOR THE ELABORATION OF THESE LISTS

**STANDARDS:** Take into account Gándara's rules of social harmony and the rules for outings and excursions.

**EQUIPMENT:** Check the weather and choose equipment accordingly, as it will be different for sunny and rainy days.

Attention to rucksacks !!!!!

**SNACKS:** We will ask the children what kind of food we should carry in our backpack for the hike and being in nature, taking into account the portability of these foods and how likely it is for that food to attract certain animals (such as wasps).

The basic foods that should not be lacking are water and non-perishable food. As for non-perishable foods, it indicates that it is necessary for them to be rich in nutrients and calories. In case of emergency we will have: fudge/biscuits, chocolate or cereal bars.

Some recommendations:

- **Fruit**, taking into account the weight and how easy it may be to transport it (in a container or not), it is a great source of fast-absorbing carbohydrates. Fruit can also be offered in different formats: dried fruit (dried apricots, dates, dried figs), quince jelly and fruit compotes.
- **Nuts** provide us with fats and a small proportion of vegetable proteins. They slow down the gastric process.
- **Sandwich**, with good wholemeal bread or semi-wholemeal, with some protein: skimmed fresh cheese, turkey / chicken and you can incorporate some tomato.

Optional:

- **Chocolate**, which can give us a little boost on a demanding day, as it contains a substance similar to caffeine.

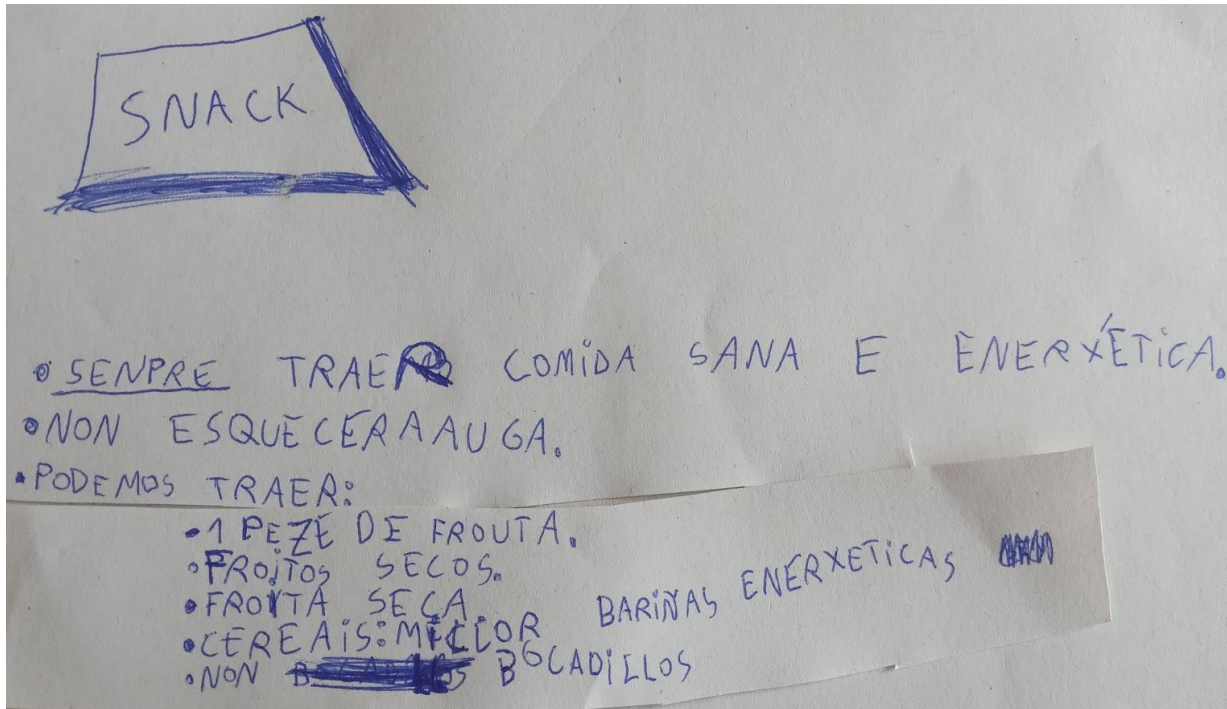
- **Cereal bars** made of cereal or oatmeal are a real contribution to your body.

They should be low in sugar content.

**HAVE A GOOD BREAKFAST:** an example would be oat flakes or oatmeal, which can be mixed with water or milk and will provide us with a large amount of slow-absorbing carbohydrates for the hike.

Search for list of snacks that Paula's mother made (PS).

**SNACK, EQUIPMENT AND RULES** decided and agreed upon by the participants at the workshop during the last few weeks:





- Equipamento**
- a Mochila tiene que ser 2 asas anchas E Pode ter un Broche no peito.
  - calzado de montaña Impermeable
  - Siempre Gorra o Gorro
  - chovasquero y pantabon de agua
- 1 MUDA COMPLETA DE REPUESTO.





# NORMAS

- I mos todos en fila cada caminamos pola estrada, polo lado Esquerda e 1 acompañante vai diante e outro detrás.
- Permárecemos sempr  
 Pro xurtos e xurtas se algen  
 Precisa sou o sod, aliso a  
 un acompañante.
- Numerámeros moitas veces.
- Tiramos o lixo na Bolsa De Basura común que lebara 1 acompañante.

## Suggested activities:



## COLORES EN LA NATURALEZA

### INPUT:

- ★ Teacher training in forest methodology
- ★ Previous excursions for adequacy of location
- ★ Outings and excursions protocol
- ★ Supplies:
  - 2 backpacks (Decahtlon)
  - first aid kit and sunscreen
  - garbage bags
  - toilet paper
  - mats to sit on (cut out, make holes and add a small string to the existing ones to carry them)
  - carabiners (Decahtlon + the ones we already had)
  - small folding shovel
  - [https://www.amazon.es/VORCOOL-pala-plegable-acampar-senderismo/dp/B08DKKMGLS/ref=sr\\_1\\_13?\\_\\_mk\\_es\\_ES=%C3%85M%C3%85%C5%BD%C3%95%C3%91&crd=1FXGDNB4CG8NJ&dchild=1&keywords=pala+plegable+para+acampar&qid=1633763091&qsid=258-6109039-0919651&srefix=pala+plegable+aca%2Cap s%2C205&sr=8-13&sres=B0895RLR8W%2CB08LKXG73K%2CB09DXZ7P7G%2CB08XLYB8Q5%2CB08LTMTXH K%2CB08SKZ5MCP%2CB09B9W5ZN1%2CB08GJPTSP5%2CB08DKKMGLS%2CB07NVJLSPM%2CB092J5Z CTK%2CB00AXQHZZO%2CB07N881SC4%2CB08WX6ZN21%2CB097P8B2HY%2CB098TDKGD3%2CB08HQT NYZ1%2CB07MBWFZK9%2CB08TTXH4WW%2CB0917M2YKG&srpt=SHOVEL\\_SPADE](https://www.amazon.es/VORCOOL-pala-plegable-acampar-senderismo/dp/B08DKKMGLS/ref=sr_1_13?__mk_es_ES=%C3%85M%C3%85%C5%BD%C3%95%C3%91&crd=1FXGDNB4CG8NJ&dchild=1&keywords=pala+plegable+para+acampar&qid=1633763091&qsid=258-6109039-0919651&srefix=pala+plegable+aca%2Cap s%2C205&sr=8-13&sres=B0895RLR8W%2CB08LKXG73K%2CB09DXZ7P7G%2CB08XLYB8Q5%2CB08LTMTXH K%2CB08SKZ5MCP%2CB09B9W5ZN1%2CB08GJPTSP5%2CB08DKKMGLS%2CB07NVJLSPM%2CB092J5Z CTK%2CB00AXQHZZO%2CB07N881SC4%2CB08WX6ZN21%2CB097P8B2HY%2CB098TDKGD3%2CB08HQT NYZ1%2CB07MBWFZK9%2CB08TTXH4WW%2CB0917M2YKG&srpt=SHOVEL_SPADE)
  - awning (see sizes)
    - [https://www.amazon.es/cubiertas-Sunshading-port%C3%A1til-impermeable-senderismo/dp/B07DFPDR3S/r\\_e\\_f\\_=s\\_r\\_1\\_5\\_1\\_?\\_\\_mk\\_es\\_ES=%C3%85M%C3%85%C5%BD%C3%95%C3%91&dchild=1&keywords=todo+para+acampar&qid](https://www.amazon.es/cubiertas-Sunshading-port%C3%A1til-impermeable-senderismo/dp/B07DFPDR3S/r_e_f_=s_r_1_5_1_?__mk_es_ES=%C3%85M%C3%85%C5%BD%C3%95%C3%91&dchild=1&keywords=todo+para+acampar&qid)

=1633763374&qsid=258-6109039-0919651&sr=8-51&sres=B07F8854P2%2CB07D79NZGN%2CB08Y1V3N13%2CB08418W5VQ%2CB08GKHH5VN%2CB08CKK9MPG%2CB08T986JPF%2CB07TZHVZ%2CB08TQ5HRB%2CB095CCQ8DR%2CB07P8KM2S7%2CB07QMLQQGZ%2CB07MCTK9J2%2CB093SYMJ6Q%2CB08Z3MTKB T%2CB08S3T6GBF%2CB01MYSM8E9%2CB08LSDFRVP%2CB074K1K996%2CB074QGKN2Q&srpt=TARP

○ rope

[https://www.amazon.es/Grenhaven-Kilogramo-Paraca%C3%ADdas-Supervivencia-Resistentes/dp/B012W06CSA/ref=sr\\_1\\_48?\\_\\_mk\\_es\\_ES=%C3%85M%C3%85%C5%BD%C3%95%C3%91&dchild=1&keywords=cuerda%2Bpara%2Bacampar&qid=1633763683&qsid=258-6109039-0919651&sr=8-48&sres=B08C7G26GW%2CB07R7Q5MZL%2CB08JQJ3SFB%2CB088FGN58N%2CB0798RDS3M%2CB084YZSZBM%2CB093GVK2RX%2CB08P19NSKW%2CB08QJ48W5G%2CB075JFPZZY%2CB079H11WW5%2CB07GNHCFR3%2CB07VM69MSG%2CB085M1JJ4F%2CB07L97YMQV%2CB07MR6SQWN%2CB088R135PL%2CB08PKL4D99%2CB0963DTBTV%2CB09FL5NMFMD&th=1](https://www.amazon.es/Grenhaven-Kilogramo-Paraca%C3%ADdas-Supervivencia-Resistentes/dp/B012W06CSA/ref=sr_1_48?__mk_es_ES=%C3%85M%C3%85%C5%BD%C3%95%C3%91&dchild=1&keywords=cuerda%2Bpara%2Bacampar&qid=1633763683&qsid=258-6109039-0919651&sr=8-48&sres=B08C7G26GW%2CB07R7Q5MZL%2CB08JQJ3SFB%2CB088FGN58N%2CB0798RDS3M%2CB084YZSZBM%2CB093GVK2RX%2CB08P19NSKW%2CB08QJ48W5G%2CB075JFPZZY%2CB079H11WW5%2CB07GNHCFR3%2CB07VM69MSG%2CB085M1JJ4F%2CB07L97YMQV%2CB07MR6SQWN%2CB088R135PL%2CB08PKL4D99%2CB0963DTBTV%2CB09FL5NMFMD&th=1)

○ pruning shears

[https://www.amazon.es/Bellota-3628-INOX-CE-recolectora-inoxidable/dp/B00F2NHFDA/ref=sr\\_1\\_10?\\_\\_mk\\_es\\_ES=%C3%85M%C3%85%C5%BD%C3%95%C3%91&crd=27XKWRSJIZ702&dchild=1&keywords=tijera+de+podar&qid=1633763928&qsid=258-6109039-0919651&sprefix=tijera+de+po%2Caps%2C210&sr=8-10&sres=B01JZFC9QS%2CB08BZ7H968%2CB083B866RY%2CB08M9MFHK9%2CB084JVVQ7Y%2CB00F2NHFDA%2CB00BFRYW2O%2CB01HHK9JG6%2CB00F2NHFOO%2CB00F2NHEJK%2CB00Z7HCZBS%2CB085XT2DZY%2CB01DBX4JYU%2CB01DBUK56Y%2CB073WWSW2H%2CB0957RH8KP%2CB086GT9MSC%2CB07HKD57YY%2CB00VVLNPT0%2CB01COZ0LGQ&srpt=GARDEN\\_SHEAR\\_SCISSORS](https://www.amazon.es/Bellota-3628-INOX-CE-recolectora-inoxidable/dp/B00F2NHFDA/ref=sr_1_10?__mk_es_ES=%C3%85M%C3%85%C5%BD%C3%95%C3%91&crd=27XKWRSJIZ702&dchild=1&keywords=tijera+de+podar&qid=1633763928&qsid=258-6109039-0919651&sprefix=tijera+de+po%2Caps%2C210&sr=8-10&sres=B01JZFC9QS%2CB08BZ7H968%2CB083B866RY%2CB08M9MFHK9%2CB084JVVQ7Y%2CB00F2NHFDA%2CB00BFRYW2O%2CB01HHK9JG6%2CB00F2NHFOO%2CB00F2NHEJK%2CB00Z7HCZBS%2CB085XT2DZY%2CB01DBX4JYU%2CB01DBUK56Y%2CB073WWSW2H%2CB0957RH8KP%2CB086GT9MSC%2CB07HKD57YY%2CB00VVLNPT0%2CB01COZ0LGQ&srpt=GARDEN_SHEAR_SCISSORS)

○ knife

[https://www.amazon.es/Opinel-Cuchillo-punta-redondeada-Buche/dp/B000ODL1BK/ref=sr\\_1\\_1?\\_\\_mk\\_es\\_ES=%C3%85M%C3%85%C5%BD%C3%95%C3%91&crd=28W7IVBGT0HP0&dchild=1&keywords=navaja+opinel+ni%C3%B1os&qid=1633764111&qsid=258-6109039-0919651&sprefix=navaja+opinel+ni%C3%B1o%2Caps%2C183&sr=8-1&sres=B000ODL1BK%2CB074TGR77J%2CB016QA0RPA%2CB000JWJE60%2CB004RTDPA2%2CB000UTIZKI%2CB08NW1VQRT%2CB00GK67P7O%2CB015HTFWCO%2CB07HG2FHQM%2CB08JQKP51N%2CB00K1I9UZW%2CB007RF63QG%2CB0948W65KW%2CB07DGH6PRG%2CB00IKOG74U%2CB0035HCLPC%2CB08JQJHJCM%2CB0052TL828%2CB08M3NMRTV&srpt=KNIFE](https://www.amazon.es/Opinel-Cuchillo-punta-redondeada-Buche/dp/B000ODL1BK/ref=sr_1_1?__mk_es_ES=%C3%85M%C3%85%C5%BD%C3%95%C3%91&crd=28W7IVBGT0HP0&dchild=1&keywords=navaja+opinel+ni%C3%B1os&qid=1633764111&qsid=258-6109039-0919651&sprefix=navaja+opinel+ni%C3%B1o%2Caps%2C183&sr=8-1&sres=B000ODL1BK%2CB074TGR77J%2CB016QA0RPA%2CB000JWJE60%2CB004RTDPA2%2CB000UTIZKI%2CB08NW1VQRT%2CB00GK67P7O%2CB015HTFWCO%2CB07HG2FHQM%2CB08JQKP51N%2CB00K1I9UZW%2CB007RF63QG%2CB0948W65KW%2CB07DGH6PRG%2CB00IKOG74U%2CB0035HCLPC%2CB08JQJHJCM%2CB0052TL828%2CB08M3NMRTV&srpt=KNIFE)

○ small folding saw

[https://www.amazon.es/GR%C3%9CNTEK-Serrucho-Plegable-Dentado-Poderosa/dp/B07GYGSL5X/ref=sr\\_1\\_1?\\_\\_mk\\_es\\_ES=%C3%85M%C3%85%C5%BD%C3%95%C3%91&dchild=1&keywords=serrucho+peque%C3%B1o+plegable+corcho&qid=1633764272&qsid=258-6109039-0919651&sr=8-1&sres=B07GYGSL5X%2CB06XSFMRV%2CB00UCEGV5C%2CB07D8HW1DH%2CB00KBQMTUC%2CB000B9RKF8%2CB00CEVFMTW%2CB07PMNQ224%2CB092ZHHDZ%2CB01MG86MKA%2CB01HRRKBIE%2CB00F2NI386%2CB088MMQZ4Q%2CB0859TZ47T%2CB0875N4MFT%2CB00GHDJHIU%2CB079TXNVHL%2CB082WRHGMT%2CB00F2NI3T0%2CB006PG7240&srpt=SAW](https://www.amazon.es/GR%C3%9CNTEK-Serrucho-Plegable-Dentado-Poderosa/dp/B07GYGSL5X/ref=sr_1_1?__mk_es_ES=%C3%85M%C3%85%C5%BD%C3%95%C3%91&dchild=1&keywords=serrucho+peque%C3%B1o+plegable+corcho&qid=1633764272&qsid=258-6109039-0919651&sr=8-1&sres=B07GYGSL5X%2CB06XSFMRV%2CB00UCEGV5C%2CB07D8HW1DH%2CB00KBQMTUC%2CB000B9RKF8%2CB00CEVFMTW%2CB07PMNQ224%2CB092ZHHDZ%2CB01MG86MKA%2CB01HRRKBIE%2CB00F2NI386%2CB088MMQZ4Q%2CB0859TZ47T%2CB0875N4MFT%2CB00GHDJHIU%2CB079TXNVHL%2CB082WRHGMT%2CB00F2NI3T0%2CB006PG7240&srpt=SAW)

○ 2-3 potato peelers

[https://www.amazon.es/Opinel-cuchillo-cocina-inoxidable-madera/dp/B01HO017VY/ref=sr\\_1\\_3?\\_\\_mk\\_es\\_ES=%C3%85M%C3%85%C5%BD%C3%95%C3%91&dchild=1&keywords=pelador+opinel+ni%C3%B1os&qid=1633764190&qsid=258-6109039-0919651&sr=8-3&sres=B00GK67P7O%2CB00GT57MXS%2CB01HO017VY%2CB01HO017Y6%2CB000OF6ST8%2CB01MQ3YEN0%2CB072M63M16%2CB01HO01818%2CB0026FCEK6%2CB077VH5MG8%2CB07B8BSQW7%2CB08G4D9718%2CB07YTLBM13%2CB097RDB5T3%2CB00004OCIU%2CB07K51YG5P%2CB017DLLFCU%2CB007VOOEB0%2CB08DQM3WGL%2CB08NYNWXDB&srpt=KITCHEN\\_KNIFE](https://www.amazon.es/Opinel-cuchillo-cocina-inoxidable-madera/dp/B01HO017VY/ref=sr_1_3?__mk_es_ES=%C3%85M%C3%85%C5%BD%C3%95%C3%91&dchild=1&keywords=pelador+opinel+ni%C3%B1os&qid=1633764190&qsid=258-6109039-0919651&sr=8-3&sres=B00GK67P7O%2CB00GT57MXS%2CB01HO017VY%2CB01HO017Y6%2CB000OF6ST8%2CB01MQ3YEN0%2CB072M63M16%2CB01HO01818%2CB0026FCEK6%2CB077VH5MG8%2CB07B8BSQW7%2CB08G4D9718%2CB07YTLBM13%2CB097RDB5T3%2CB00004OCIU%2CB07K51YG5P%2CB017DLLFCU%2CB007VOOEB0%2CB08DQM3WGL%2CB08NYNWXDB&srpt=KITCHEN_KNIFE)

mini-guide for tool use:

<https://amphibiakids.es/mini-guia-uso-de-herramientas-reales-cuchillos-ninos/>

safety in the carving of objects:

<https://talladecucharas.com/lee-antes-de-tallar-instrucciones-de-seguridad/>

tapered and coated tools:

<https://talladecucharas.com/afilado-y-cuidado-de-las-herramientas/>

tools and carving techniques:

<https://talladecucharas.com/folleto-ilustrado-sobre-talla-de-cucharas/>

# THE BIRTHDAY CELEBRATION

(pending review)

The Montessori style birthday party seeks to deepen the understanding of the passage of time and introduce little by little the concepts of months, days of the month, the earth, the sun and how the earth revolves around the sun. The objective of this birthday ritual is to help the child to recognize how they have been growing and changing since they were born.

## RESOURCES:

- A globe.
- 1 candle.
- A yellow circle and the months of the year written on cardboard. Each month separately.
- A photo per year of the child's life with a few sentences of what happened in each year. (ask the child's relatives a few days before)

## ACTIVITY DESCRIPTION

All the children stand in a circle.

In the center of the circle, put the sun (yellow circle) and the months around it.

Begin by calling for silence.

The child who is at the top of the circle lights the candle that represents the sun and places it in the center.

Explain that the candle represents the Sun: "the Sun counts as this candle, it is a sphere of light ....".

The child collects the ball of the world and places it in front of the month in which he/she was born. Explain and name the day he/she was born and where on Earth. Show the photo of his birth and say that since that day he began to live on Earth and to travel with it around the Sun. The child goes around the Sun (candle) until he/she reaches the month of the birthday, the 1st round to the Sun. (In this first turn the children can tell the passing months).

Now we teach the second picture and read the phrases written by the countries in this round to the Sun.

Continue turning around, showing photos and reading the phrases, as many times as the child has years.

Finish by saying: Today it is X years since X is with us on Earth.

The child can also make an exhibition where the following elements are important for the child: his or her favorite material and work, the world map (where he or she lives), the candle of life, a bell to ask for attention, the map of Spain or Galicia, the flag. The map of Europe, the number of his years and the number of the day he was born. The number bar that represents his age and the number of balls to represent his years in units and the letters to form his name.

Sing some birthday songs and invite the child to blow out the candle.

And now we congratulate the child.

## LIBRARY:

## LEARNING SPACES:

From workshops to environments, by Jordi Mateu: <https://www.youtube.com/watch?v=mre77tP-o>

## Projects

place to research and print info: <https://www.nationalgeographic.es/tema/o>

Isabel Vizcaíno: <https://www.isabelvizcaino.com/>

Juanjo Vergara: <https://www.juanjovergara.com/>