



BotSTEM – Erasms+ KA2 Project

2017-1-ES01-KA201-038204

Good practice template

| | |
|--|---|
| 1. Title of the activity / practice | The wind |
| 2. Origin of the activity | This sequence is extracted from the preliminary version of a book written by teachers participating in the Chinese Learning by Doing program as part of a cooperation established with La main à la pâte in 2000. |
| 3. Age of the students | 3-5 |
| 4. Target group (type of the learners, size of the group) | General curriculum Small group of 2 -3 |
| 5. School subjects + topics concerned | Transdisciplinaire; physics, design, technology |
| 6. Educational goals of the practice | To imagine and then implement an experimental protocol for answering a problem (here, to prove the existence of the wind, to discover and prove its strength, study and determine its direction). To implement the first steps of an experimental process. |
| 7. Duration | 6 sessions |
| 8. Place | Classroom / outdoor /at home, etc. |



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| | Session | Initial question | Activities | Attitudes | Scientific method | Objectives |
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| 9. Short description of the activity | 1 | How do we know that today is windy? | Kids go outside and perceive and describe the wind | To observe and describe; to listen to others kids | To observe the wind and summarize observations | To perceive the existence of the wind To perceive the force of the wind and describe the different sensations due to winds of different forces |
| | 2 | Has the wind force? | Kids go outside and perceive the force of wind | | | |
| | 3 | Where does the wind come from? | Children look for the direction of the wind with the same methods | To propose ideas and verify by themselves | To make hypotheses and test them | To perceive the direction of the wind and test them |
| | 4 | What does the wind give us? | Children pick up documents related to the wind and exchange | To carry out the experiments to the end | To regroup documents; classify and summarize | To know the advantages and drawbacks of the wind; learn to classify and summarize |
| | 5 | Which toy can we make for playing with the wind? | Children make toys and test them | To be serious | To Project. To experiment | To make toys applying the principles of wind |
| | 6 | Can we make wind? | Children guess, look for materials and implement their experiment | To propose ideas and respects the norms of security | To make hypothesis and test | To use multiple methods to make wind. To communicate oral and written, with the supports of designs |
| 10. Evaluation | Questions, teacher's observation | | | | | |



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| <p>11. Materials / Resources / technical requirements</p> | <p>- Papers; class materials; colored pencils</p> | | | | | | | | | | | | | | | | | | | | | | | | | |
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| <p>12. Tips for educators / theoretical background (if applicable) or curriculum context</p> | <p>Source URL: http://www.fondation-lamap.org/fr/page/11403/le-vent</p> <p>This material is included in La main a la pate project"</p> <table border="1" data-bbox="435 865 1372 1421"> <caption>实验记录表(风)</caption> <thead> <tr> <th>玩具:</th> <th>材料:</th> <th>玩具:</th> <th>玩具:</th> <th>玩具:</th> </tr> </thead> <tbody> <tr> <td>材料</td> <td>材料</td> <td>材料</td> <td>材料</td> <td>材料</td> </tr> <tr> <td>结果</td> <td>结果</td> <td>结果</td> <td>结果</td> <td>结果</td> </tr> <tr> <td>材料</td> <td>材料</td> <td>材料</td> <td>材料</td> <td>材料</td> </tr> <tr> <td>结果</td> <td>结果</td> <td>结果</td> <td>结果</td> <td>结果</td> </tr> </tbody> </table> | 玩具: | 材料: | 玩具: | 玩具: | 玩具: | 材料 | 材料 | 材料 | 材料 | 材料 | 结果 | 结果 | 结果 | 结果 | 结果 | 材料 | 材料 | 材料 | 材料 | 材料 | 结果 | 结果 | 结果 | 结果 | 结果 |
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