



AROMATIC GARDEN	
AGE RANGE	0/2
Activity for...	Group of children with nature elements (group of 5 members)
Author	Greta Penzo
DURATION / TIMING:	10 Months, twice a week 30 minutes
REQUIRED MATERIALS:	<ul style="list-style-type: none"> • Cloth bags made by parents or other family members • Various seeds or fragrant flower and herbs (lavender, rosemary, mint...) • Cardboard boxes • Sensory paths
PREPARATION OF THE ENVIRONMENT:	Preparation of the aromatic garden and the small vegetable garden. Creation of natural sensory paths where children move following olfactory, visual or tactile stimuli (independently or guided by the teacher)
DETAILED DESCRIPTION: How the activity is implemented?	They discover the characteristics of aromatic herbs, flowers and plants. Organize natural elements by shape, color, scent, touch, taste. Children divided into groups take care of different plant species, compare growth and production. In a sort of fragrant labyrinth they travel along roads guided by the senses (touch, smell, sight ...).
ROLES of the CHILDREN	Inside the classroom, the presence of the "nature table" which allows them to observe, discover, experiment and study what has been collected outside and to prepare further activities. In the garden, sowing, cultivating and harvesting, also clearing avenues or flowerbeds of bad plants, sweeping away dry leaves, or pruning some branches.
ROLE of the TEACHER:	Premise: Development and enhancement of sensory integration, or the process by which the CNS receives information from the receptors of all the senses and consequently organizes this information, interprets it, categorizes it to apply it, use it in daily actions. Enhance of educational experiences outdoors to enhance tactile, olfactory, visual, gustatory, auditory and kinesthetic development. Creation of outdoor educational practices for the



	<p>enhancement of the territory. Creation of unplugged and digital coding paths for the enhancement of the previously mentioned learning.</p> <p>The teacher is a figure of help and facilitation, of organizer and observer of the psychic and cultural life of the child. The teacher shows: ability to observe children and the interactions between them and the environment; analysis and use of development material, which is always open to new and surprising novelties; respect for learning times and rhythms always linked to individual differences and variables; respect for the child's free choices as a prerequisite for a calm, tranquil, peaceful psycho-social environment; extent of direct intervention limited to the essential and necessary so that individual work is not disturbed; careful preparation of activities in view of the child's self-educational work.</p>
EXTRA RESOURCES	Nature guide, psychomotor, parents, relatives.
Other remarks / Hints for the implementation	<p>Montessori and Munari material for sensorial stimulation</p> <p>M9 – ‘900’s museum - VE</p> <p>Children’s museum – VR</p> <p>Artistic paths of Peggy Guggenheim’s collection</p>
References, if any	<p>Reggio children approach</p> <p>I cento linguaggi dei bambini (L. Malaguzzi)</p> <p>Matthew Lipman, Elfie (Adattamento, cura e traduzione di Maura Striano)</p> <p>Philosophy for children: un curriculum per imparare a pensare (a cura di Marina Santi)</p> <p>Attività Montessori all'aperto (M. Versiglia)</p> <p>Educare in natura. Strumenti psicomotori per l'educazione all'aperto (L. Carpi)</p> <p>Outdoor education. L'educazione si-cura all'aperto (R. Farnè, F. Agostini)</p> <p>http://iesbologna.it/wp-content/uploads/2019/01/Quaderno-educare-aperto-DEF-1.pdf</p> <p>Per una storia delle scuole all'aperto in Italia (M. D'Ascenzo)</p>