



Forest Alphabet

In this activity children explore the forest. They learn to name forest plants and animals and photograph them. Back in the kindergarten they try to figure out the first letter of the name and create a forest alphabet.



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Learning outcomes

Competencies

Digital and media competence: working with a camera, basics of working on a computer

Linguistic competences: new vocabulary, phonetic awareness

Visual competence: observing details

Target group

→ 5 years and up

Individual work

In groups

Required materials

Camera/phone/tablet

Photographs

bigger format paper

felt tip pens

Photographs of forest animals and plants (which start with the missing first letters if children did not find all)

Description of the activity (step by step)

Preparation:

Play a game together: children name persons and objects in the playroom and try to find out the first letter of the word.

Then, suggest to the children to take a walk in the forest together. Tell them, that you will look for animals and plants, make pictures and learn new words.

Implementation:

In the forest, divide children into groups and hand out one camera per group. Children can photograph animals, plants and objects freely; they can explore and take pictures of anything which catches their eye.

Reflection:

Upon the return to the kindergarten view the captured pictures together on the computer. Select and print photos with different motives (for example an earthworm, roots, bark, leaves, trash ...) and name the motives.

Take the larger format paper and write down the letters of the alphabet (maybe some of the children can help you). Then name a letter and help the children look for photographs of objects, which start with the same letter – for example the letter I for ivy. Glue the photos to the letter and create a forest alphabet.

Variations and additional ideas

There are many possible versions: children can for example make an animal alphabet.

Background information and didactical perspective

Spending time outdoors is very important for the health and development of children. The forest offers many opportunities for play with natural materials, fosters imagination and exploration. For a healthy development of their sensory perception it is very important for the children to have as many experiences with the natural environment as possible.

Experience from kindergarten Tezno:

During the walk, children were proudly naming plants which we have learned about in the kindergarten (for example ivy, fern) and also shared some personal experience together with the name. Children have shown great interest in exploring the forest and have noticed the smallest details while taking pictures (small flowers, a sprouting acorn etc.). Children have even “thought” plant names to their parents at home, as the parents later told us.