



School, Earth and Imagination

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Geology needs to be explained and narrated to the people, focusing on the goal of making that big change of mindset that will allow individuals and the entire community to tune into the timing and the ways in which the Earth evolves.

In order to achieve these important goals it is necessary to educate children from an early age so that they learn to live an environmentally friendly life.

With the project "School, Earth and imagination" we introduce, with a fun and new way, notions and topics in geological and environmental sciences in schools at all levels with the final goal of improving both knowledge and sensibility for these topics into the community.

Through this project we start from the children (kindergarten and primary school, ages between 3 and 8 years) because they are the foundation of our society, and without foundations nothing can be built.

The "School, Earth and imagination" project wants to give the children a real opportunity to approach reality and in general the surrounding environment, for the first time even before the traditional scholastic experience, with a scientific point of view, experimenting some basic physical concepts like temperature, weight, hardness and so on directly through their body.

The project is structured and developed in modules that provide a high flexibility in order to meet needs and requirements of different schools in different situations.

Each module is part of the journey of Mariolino, a character that represents a very curious child who introduces basic concepts associating them to geological processes.

The Journey of Mariolino, as each module, follows an insistent scheme that starts from the presentation of the problem, follows with its discussion through direct questions and ends with experimentation of the hypotheses that children have proposed to validate the solution of the problem.

Each module is independent and never ends without giving children a solution and is always structured with a practical activity that uses most of the five senses to approach materials of the Earth. In this way children discover the different spheres of the Earth materials, like water, soils, minerals, rocks. In the second part of each module children discover that knowledge can be applied acting on the geological objects. So they learn how to clean water using different kinds of soils or how to separate garbage according to the materials of which objects are made and not to other more showy characteristics like shape, size or color.

The reiteration in time of the same scheme through the different modules is fundamental to give children a solid method of approach to the problems that children have to face, giving the basics to start the scholastic experience in the best possible way. Indeed, following structured modules activity, children will become accustomed with various situations inside and outside school with this analytical and experimental approach, overcoming sensory preconceptions and building their own perception based on an empirical method.