



Early Childhood ESD Center
"Nature and Us"

ESD PROJECT

WHAT DO WE KNOW ABOUT BREAD?

At the crossroads of social, ecological and economical issues

Kindergarten № 15 "Sun ", Mikhailovka, Volgograd, Russia

The kindergarten uses the program "Our Home Is Nature"

1. Main idea of the project

What do our kids know about bread? What attitude do they have towards it?

We, the teachers of kindergarten, decided to awaken children's interest in bread, to help them discover the secrets of bread and help understand its value in human life.

One day in the senior group at the dinner table there was no bread. The kindergarten teacher asked children "What's the most delicious thing in the world?" The children replied that it's difficult to live without sweets but without bread it's impossible.

"What would you like to know about bread?" Children excitedly asked questions:

- Why does everyone like bread?
- How is it that it is different – it can be puffy, thin, sweet and salty?
- How to get grain from field?
- How many fairy tales, songs, poems have been composed about bread?

Yes, it matters a lot! Where can we find the answers? Children are free to decide: you

can read in the books! And, you can ask adults for help. Children call the names of teachers who have, from their point of view, the necessary knowledge. Now, without a doubt, all the secrets of bread will be disclosed.

For the answer to the question "How does a grain become an ear?" the children go to the agronomic laboratory. Independently in their labeled containers young researchers sow corn seeds, create the necessary conditions for their growth - water, heat and light. Journal of observation lets to learn when appear the first sprouts and grown shoots.

And while the seeds germinate, the children become familiar with the multifaceted world of bread.



Anya, 6 years old:

"I baked the bun myself.

Baker's work is'nt easy, but people really need it.

When I grow up, I too want to learn to bake pies, cakes, pizzas and buns."



2. Approaches, methods and materials

During the project we used the following pedagogical approaches.

Holistic sensory approach

Children employed various sensory channels - auditory, visual, motor, etc. Matched educational materials are available for children of preschool age, the subjects are logically interrelated and understandable, tasks are relevant to the child. In the project vivid and precise notions are used, diagrams, drawings, examples, games.

Gradual formation of mental actions and concepts

This approach is implemented through a description of the outcome of a process of experimentation and simulation, precise manner an implementation of all actions, timely correction of errors and self-organization at every stage of action.

Task-oriented approach

It provides the child the opportunity to complete the implementation of creative, independent cognitive activity. During the project teachers have created such conditions for children, that a child uses her or his own experience and knowledge to research the problem in theory and in practice, leading to active solutions. The child wonders and compares new knowledge to the things already known to her or him, overcomes difficulties, builds logical connection between the received pieces of knowledge.

Pedagogical methods used in the project

- observation;
- excursion;
- conversation;
- story;
- reading fiction;
- familiarity with the book designer;

- surveys;
- elementary experiments;
- simulation;
- game;
- labor.

3. Some results

Children learned about:

- the history of bread (while making handwritten journal);
- how wheat was grown in the old days (reading fiction, viewing illustrations);
- germination and development of plants depends on the amount of light, heat, moisture (children sowed cereals in the ground, tracked and noted in the diaries when shoots start appearing depending on the complex environment all conditions);
- difficult path of bread from grain to loaf (series of studies, including complex, theatrical, artistic - musical);
- that rich bread appears due to the presence of yeast culture (experiments with cultures of yeast and yeast dough in Environmental Laboratory);
- labor of people who raise and bake bread (tours, making the family album "Bread professions" in families);
- the images of bread in various genres of fine art;
- the images of bread in folklore, fiction;
- folk calendar tradition, for example, the celebration of the Carnival;
- recipes of their favorite homemade cakes.
- the history of bread-making, the process of cultivation and production of bread;

Children learned how to:

- create the conditions necessary for germination of grasses, to grow them;

- model the process of preparing dough;
- play educational, theatrical and outdoor games;
- guess variety of baked goods by their smell;
- make from salted dough different bread products for games in the store;
- make simple toys of straw;
- sing songs, read poems about the value of bread.

Children became aware of the value of bread in human life, and now every piece of the remaining bread is used-for baking apple pie, animal feeding, etc.

Children communicated with many different people from our town and worked in a close contact with their families.