“Slow Down Education in the Nature”

-A child’s thoughts -

“*You can teach a student a lesson for a day but if you can teach him to learn by creating curiosity, he will continue the learning process as long as he lives*”

(Clay P. Bedford)

The major problem that students face in class is boredom. It starts from the fact that, often, the learning process is based strictly on the knowledge of teachers who try to transmit information in a form that is not meant to capture the interest of the students, to train them in activities that will develop their ability to find creative solutions, to broaden their horizon of knowledge, to arouse their curiosity, to interact.

 Learning through play and exploration is a pleasant way for any student, in order to acquire the knowledge and fulfil the proposed tasks.

 The activities organized within the Erasmus + Project "Slow down education in the nature", in which I recently participated, have shown that you can learn differently, much more efficiently, using experiments, teamwork, learning through discovery, that can be learned not only in the classroom, in front of a whiteboard full of tangled formulas, but also in unique spaces, such as the gym, which apparently has nothing to do with physics or math. There were activities that aroused our curiosity and interest, that motivated us to learn new things that we can use throughout life and in practice, not just theoretically. All these activities showed us that the use of Knowledge from different fields in finding creative solutions to the problems we have to solve helps us to develop our ability to think.

 The first activity I participated in was designed as a team competition. In the first stage of this contest I received a text with information about various animals. We were asked to search the text for answers to various questions that followed the ability to select information.

 In the next stage, each team chose a geometric shape. The team I was on chose the circle. We were given a mathematical relationship and based on that, my team calculated the size of the circle.

 For the practical stage of the competition we moved to the gym, where, with the help of chalk, roulette and string, we had to draw the geometric figures we chose, respecting the previously calculated dimensions.

 After each team drew the geometric shape, one of its representatives walked the dwarf's entire route. The teachers timed the time each route was taken to calculate the speed of travel.

 Finally, we returned to the classroom to apply the knowledge gained in the practical activity.

 This activity, which harmoniously combined tasks and knowledge from different fields of learning, such as Language and Communication, Science, but also Sports, had as finality, beyond the assimilation of new knowledge, the discovery of the practical side of the theoretical part.

 Another activity in which I participated in the same project took place in nature. It was based on experiments in which iodine was used to identify foods containing vitamin C and baking soda, vinegar, liquid soap and dye to observe the reaction. which occurs between an alkaline and an acidic product.

 In the first part of the activity I used several glasses, one with water, one with helas, one with water in which the potato pieces were inserted, one with water in which a slice of lamiae was inserted and another glass with water. in which the apple pieces were placed. Then iodine was added to each glass, to see if the water stained or not, to see which foods contained vitamin C. I noticed that in the glass with helas and in the glass with lemon, the iodine disappeared, which means that these two foods contain a lot of vitamin C. In the glass with apple, the water is slightly coloured, which means that this fruit contains a small amount of vitamin C. Potatoes do not contain vitamin C.

 From this experiment I learned a way to identify foods that are high in vitamin C that are so much talked about today, to strengthen the immune system.

 In the second part of the activity, I put vinegar in a container, then liquid soap, dye, and finally baking soda. I noticed that when the baking soda was added, foam formed and it came out of the glass, as if a volcano had formed. We were told that this reaction was due to a combination of an alkaline product and an acidic product, in which case the alkaline product was bicarbonate and the acidic product was vinegar.

Both activities carried out within this project were for me an opportunity to learn new things, in a very pleasant, engaging way, which aroused my curiosity, following the application in daily practice of theoretical knowledge, their ultimate goal. being the determination of the desire to learn for life.

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