



## CURIOSITY



0-3



2 and Up



## EXPLORING



15-20  
per activity



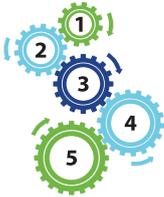
Curiosity can be defined as the desire to see, to know and to understand. Curiosity is indispensable to scientific thought, and, always, in the base of all questions asked by a scholar or a talented man there is great curiosity to find the answers of the surrounding world.

General goal -for these 4 activities- is to explore/discover the world. Specific objectives are as follows:

- To develop in the children notions on curiosity.
- To wake up in the children the eagerness to know and to understand
- To reinforce the utility of positive curiosity.
- To teach the children another kind of curiosity.
- To develop creative thinking in the children



- Magnifying glass, one per child
- Mirror
- Objects as treasures
- Pencil, papers, colorpen...
- Boxes
- Lentils, chickpeas, cotton, macaroni, ...



In order to motivate the children, at the moment in which we carry out these activities we will give them a magnifying glass. We will explain that the magnifying glass serves to observe things in detail and that observation is the basis of exploration.



#### 1) MIRROR MIRROR.

Game recommended especially for the stage of early childhood where children learn to recognize themselves in images or mirrors. - "Where is your nose?" Through this game the little ones can identify the parts of their body while also gain coordination.

#### 2) LOOK FOR TREASURE HIDDEN.

Hide some toy and make a treasure map where clues are given: examples of clues can be:

- Behind something round and big (behind a ball)
- In a square object with letters and drawings (inside a book)
- He embraces me and gives me warmth (next to the coats and jackets)
- a place where I find clothes to play the stories (in the costume box)
- behind an animal with a very long nose (behind a drawing of an elephant)

The facilitator can create as many clues as you want, depending on the age of the children.

#### 3) EXPLORE TO DISCOVER.

In cardboard boxes we will put different items such as cotton, lentils, chickpeas, macaroni, leaves, colors, forest objects such as pineapples or pieces of wood, objects from the sea as different types of shells and sand from the beach, etc. Children should touch what is inside each box and explain, depending on their maturity, what is in each box and what it is used for. We can also put in plastic containers different types of fluids such as water, oil, hand paint.

This activity can be done blindfolded. We can also explore with scents using different types of air fresheners and/or eau de cologne.

The exploration can also be carried out with food.

For these activities we recommend using a smock to avoid staining.

Life is more fun when they get dirty!

Favoring curiosity is necessary, not only for the child to explore and know the physical world around but also to learn how to establish social relationships.

#### 4) BABY-EXPLORER

To help develop the visual tracking of the little ones we can:

- Show stimuli and move them slowly within the baby's visual field. During the first months, the distance from the eyes of the baby to the object can be 20 to 30 centimeters and increase progressively.
- Place crib mobiles with movement and lamps that project moving images on the wall and ceiling.
- Shooting balls of bright colors before the attentive look of the child. We can use balls tied to a rope by moving the rope to get short movements and show the child how to get himself to move the ball.
- To also develop the permanence of the object, we can slowly move the objects until they disappear from their visual field to appear again. Cover objects in movement with a handkerchief and show them the way to discover them.
- Play with cars that move through a circuit going in and out of a tunnel.