

# MOTHER EARTH EXTENSION ACTIVITIES

These activities can be used to extend the six learning experiences in the *Mother Earth* Early Childhood resource.

## **Learning Experience One: *Mother Earth is ... Loving***

- Explore weather conditions in mountainous areas. Learn about clouds and the role they play in the water cycle. Go outside to observe and draw clouds.
- Re-enact some aspects Hilda's day. For example, walk for five minutes outdoors to match Hilda's walk to school. Start a stopwatch and ask the children to guess when they think that they have been walking for five minutes.

## **Learning Experience Two: *Mother Earth is ... Growing***

- Discuss different sources of water and different methods for transporting water. Talk about how Hilda uses a hose to get water from the nearby stream, and then uses a basin to bring water into the kitchen. How is this different from how your family gets their water? Can you spot some plastic water bottles in the photo? How do you think Hilda's family uses/reuses these bottles?
- Talk about the flowers that Hilda is watering. Go outside and pick some wild flowers. Inside, use a magnifying glass to look very closely at the flowers. If the flowers are damp, pat dry with kitchen paper, and then press them between the pages of a heavy book. After two to three weeks, go back and look at the flowers. How have they changed? Use the dried flowers as part of an art piece.
- For more activities about growing maize in Latin America, see Trócaire's 2019 resource for Early Childhood, *Our Land*, available at [trocaire.org/education/landrights/earlychildhood](http://trocaire.org/education/landrights/earlychildhood)

## **Learning Experience Three: *Mother Earth is ... Sharing***

- Learn more about goats and talk about why goats are valuable animals to have on a family farm. If appropriate, do a blind taste test comparing milk or cheese from a goat to milk or cheese from a cow.
  - Talk about all the different sizes and shapes of animals that live on Planet Earth. Use descriptions such as heavy/light, large/small to compare and contrast animals. Make a size chart of animals, from very small to very large. Discuss where a child of their age would fit on the chart.
  - Discuss caring for animals. Share stories about looking after animals. Invite a vet or someone from an animal shelter to come to the setting/school to talk about their work, or if this is not possible, share a storybook or video about working with animals.
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### **Learning Experience Four: *Mother Earth is ... Protecting***

- Look at Jeannie Baker's storybook-without-words, *Window*. This beautiful book is a series of collages depicting how the view from a window changes during a boy's childhood, with trees and birds gradually replaced by roads, shops and houses. Available in Big Book format from some libraries. There are some interesting slideshows and animations based on *Window* available online, such as: [youtube.com/watch?v=j4MMzPOV8yl](https://www.youtube.com/watch?v=j4MMzPOV8yl)
- Watch and discuss this video on trees and deforestation. Some of the narration is aimed at older children but the visual content will engage younger viewers: <https://youtu.be/5I7u5FMQxHA>
- Make birds from paper plates, feathers and coloured paper. For instructions, see: [youtube.com/watch?v=wj3oxoR6s18](https://www.youtube.com/watch?v=wj3oxoR6s18). Make a big tree from cardboard and paper and display the children's birds in and around the tree.

### **Learning Experience Five: *Mother Earth is ... Exploring***

- Explore the sounds that can be made with the items you found outdoors when playing Jocsan's game. Experiment with volume, combinations, sequencing, etc.
- Prepare a typical Central American meal. A recipe for tortillas and beans is available at: [trocaire.org/sites/default/files/tortilla\\_recipe.pdf](http://trocaire.org/sites/default/files/tortilla_recipe.pdf).

### **Learning Experience Six: *Mother Earth is ... Enjoying***

- Discuss the jobs that Jocsan does outside to help his family. Make a chart of outdoor jobs that the children can do at the setting/school.
- Talk about routines at different times of the day. Reflect on what life would be like at different times of year if we woke at sunrise and went to bed at sunset.
- After reflecting on what we have learned about Hilda, Jocsan and their families, what else would we like to learn about life in Honduras? Make a plan for further exploration.

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