

## OUTSTE(A)M Learning Scenario:

# Boxes and Foxes

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2-3 year old children



# Boxes and Foxes

## Summary

Children embark on a journey of discovery and creativity! They deal with real-life problems and enhance their spatial awareness with activities inspired by a story about a fox and some boxes. This happens through a lively interactive song, and fun-filled activities focused on prepositions. By building and decorating boxes, children boost their fine motor skills and use their creativity, while sorting natural materials sharpens their early math skills. Outdoor learning also promotes sensory exploration and teamwork.

## Keywords

*Geometry, Prepositions, Spatial Awareness, Proprioception*

## Aim

Children will practise essential STE(A)M skills by playing with objects and using prepositions of place. They will also practice cognitive, language, literacy and socio-emotional skills.

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## Overview

|                           |                                                                                                                                                                                                            |
|---------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Subjects</b>           | Science, Engineering, Arts, Mathematics, Language, Outdoor Education, Social studies                                                                                                                       |
| <b>Topics</b>             | Holistic learning by playing with objects and using prepositions of place                                                                                                                                  |
| <b>Age of children</b>    | 2-3 years old                                                                                                                                                                                              |
| <b>Preparation time</b>   | 2 hours                                                                                                                                                                                                    |
| <b>Teaching time</b>      | 1 hour and 50 minutes                                                                                                                                                                                      |
| <b>Teaching materials</b> | <p><b>Online materials and resources</b></p> <p><b>Activity 1 “Fox on a Box”</b></p> <ul style="list-style-type: none"> <li>A book about prepositions such as the “Fox on a Box” by Phil Roxbee</li> </ul> |

|                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
|--------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                | <p>Cox &amp; Stephen Cartwright   Usborne Phonics Readers:<br/> <a href="https://www.youtube.com/watch?v=hfdqhOvYuvE">https://www.youtube.com/watch?v=hfdqhOvYuvE</a></p> <ul style="list-style-type: none"> <li>A song about prepositions (e.g., <a href="https://www.youtube.com/watch?v=DHb4-CCif7U">https://www.youtube.com/watch?v=DHb4-CCif7U</a>) The song can be adapted for the activity by changing the words "Spider" to "Fox"</li> </ul> <p><b>Physical materials</b></p> <p><b>Activity 1 "Fox on a Box"</b></p> <ul style="list-style-type: none"> <li>"Fox on a Box" by Phil Roxbee Cox &amp; Stephen Cartwright   Usborne Storybook (or another book about the same topic)</li> <li>Fox puppet "Stick Puppet Fox" (<a href="#">Annex 2</a>), and a small box</li> <li>Template for the fox crown with fox ears (<a href="#">Annex 4</a>)</li> </ul> <p><b>Activity 2 "Un-boxing"</b></p> <ul style="list-style-type: none"> <li>Cardboard boxes of various sizes that can fit in one another "Preparation Materials" (<a href="#">Annex 1</a>)</li> </ul> <p><b>Activity 3 "Boxes in Boxes out"</b></p> <ul style="list-style-type: none"> <li>Poster "Fun Play with Boxes" (<a href="#">Annex 3</a>)</li> </ul> <p><b>Activity 4 "Treasure hunt and sorting"</b></p> <ul style="list-style-type: none"> <li>Natural materials (e.g., leaves, cones, chestnuts and acorns, branches, pebbles)</li> </ul> <p><b>Activity 5 "Time to decorate"</b></p> <ul style="list-style-type: none"> <li>Crayons/felt pen</li> </ul> <p><b>Feedback activity</b></p> <ul style="list-style-type: none"> <li>Emotion stickers for children to provide feedback about the activities (<a href="#">Annex 5</a>)</li> </ul> |
| <p><b>Guiding comments</b></p> | <p>1. The Learning Scenario is intended to serve as a <b>guide and framework</b> for your own planning. Based on your context and the interests and needs of your children, you may choose to adjust this Learning Scenario accordingly. You are free to extend, repeat, adapt, rearrange some activities or spend more time in them as you</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |

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2. **The core activities** in this Learning Scenario would be **Activity 1** “Fox on a Box”, **Activity 3** “Boxes in, Boxes out” and **Activity 4** “Treasure Hunt and Sorting”. All other activities are complementary and lead to deeper understanding of the topic.
3. **The materials and resources** mentioned above are suggestions. You may choose to use different ones based on yours and your children’s needs or use them in different activities than the ones they are introduced in.

## Aim of the lesson

- **Develop spatial awareness** through the right use of place prepositions (e.g., on, in, under, by) and other adjectives to describe objects (e.g., big, small, the same as). Children will also use adjectives’ comparative forms (e.g., bigger, smaller).
- **Improve self-image, proprioception and body self-awareness** by entering in the boxes of various sizes. By exploring how many children can fit in each box, children also practice their own impact on their immediate physical and social environment.
- **Express creativity and practice fine motor skills** by building structures, unpacking, decorating boxes and handling natural materials.
- **Practice early math skills** by counting and comparing natural materials as they sort them into boxes and by estimating their quantities and sizes.
- **Practice comparison of relations and estimations of volumes** with playing with a variety of box sizes.
- **Practise early literacy skills** by participating in storytelling and using vocabulary related to spatial relationships and prepositions.
- **Benefit from outdoor learning** by participating in outdoor activities that allow them to explore the environment and stimulate curiosity about the natural world.

## Lesson Plan

| Name of activity                                                                                                   | Procedure                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Duration | STEM Criteria Code |
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| <b>Activity 1 “Fox on a Box”</b><br><br><b>Language (Literacy and communication)</b><br><b>Arts (Music, Drama)</b> | <p>Gather the children in a circle and tell them that today they will explore the adventures of a little fox! “Once upon a time, there was one hungry fox, let’s see what happened with this fox and her adventures...”.</p> <p>For this activity read the <a href="#">storybook</a> “Fox on a Box” by Phil Roxbee Cox &amp; Stephen Cartwright, or alternatively, let them benefit from a <a href="#">read-aloud version</a> of the story.</p> <p>After reading the story, sing a few times an adapted version of the “On, In, Under, By” <a href="#">song</a> by Maple Leaf Learning. Instead of saying “Spider” use the word “Fox”.</p> <p>Then, use a “Stick Puppet Fox” (<a href="#">Annex 2</a>) and a little box with one open side to illustrate the prepositions of space mentioned in the song. At the end of each verse of the song ask children “Where is the fox?”. Encourage them to say the preposition.</p> <p>Before the lesson, you may want to prepare the “Fox Crowns” (<a href="#">Annex 4</a>) and put them inside some closed cardboard boxes. When this is done, invite children to open the boxes and role-play as foxes by saying “Would you like to be a fox? I have a surprise for you! We have also a mystery box. Let’s see what’s inside.” When children open the box, encourage them to start a role-play game by saying “Now we can be foxes. Let’s go out to explore the world. Maybe we can find something interesting there”.</p> <p>By working as a “wow” moment this activity sets the stage for the upcoming outdoor learning experiences. Children also get motivated and excited for what will follow.</p> <p><b>Adaptation:</b></p> <ul style="list-style-type: none"> <li>• When necessary you can ask support staff or older children for their help. They can act as role models for the young children.</li> <li>• Additionally, count more on the box and the stick puppet fox to demonstrate each</li> </ul> | 20'      | A1, A3, B3, G1, G2 |

|                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |     |                        |
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|                                                                                     | <p>preposition. This visual help will for enhance children understanding even if there are any “English as an Additional Language (EAL) needs”.</p> <p><b>Note:</b></p> <p>To make most of the time allocated for this activity you can choose to already prepare the fox crowns in advance. Alternatively you can allocate more time on this activity and create them with children.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |     |                        |
| <p><b>Activity 2 “Un-boxing”</b></p> <p>Arts (Drama), Maths (spatial awareness)</p> | <p>Prior to this activity, get a big box and place inside lots of other little boxes (you may want to ensure there's 1 box per child, and some extra ones just in case). Place each box inside the other. When it is ready, take the big box to the playground so children can get surprised when they spot it (<a href="#">Annex 1</a>). When they find the “Mystery Box” ask them “There's a Mystery Box, I wonder what's inside? Can you guess?”. In this way, you can trigger their imagination and invite them to verbalise their ideas.</p> <p>Then support children to take the little boxes outside of the big one. The activity is important for gross motor skills development and encourages problem-solving. When children get to the smallest boxes tell them to wait before opening them, as they contain natural materials (<a href="#">Annex 1</a>). When ready, encourage them to unwrap the boxes by saying: “Again, more mystery boxes, these are smaller. Try to shake them. Can you guess what's inside?”.</p> <p>After they try to guess the content of the boxes, help children to open them. When they discover the natural materials inside, they can continue exploring using the materials as they wish for free play. This acts as a bridge for the “Treasure Hunt and Sorting” activity (i.e., Activity 4).</p> <p><b>Adaptation:</b></p> <p>The author used their school's playground as outdoor learning environment. Alternatively, you can take your children to forest school or to a park. This will enhance deeper connections with the outdoors.</p> | 30' | A1, A3, B1, B2, B3, G2 |
| <p><b>Activity 3 “Boxes in, Boxes out”</b></p>                                      | <p>While still being in an outdoor learning environment, prompt children to enter the various sizes of boxes in</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | 20' | A1, A2, A3, B1,        |

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| <p>Maths (spatial awareness), Social Studies (collaboration and mindfulness), Engineering (building things with boxes)</p> | <p>order to test how many of them can fit in larger boxes. This will enhance proprioception and self-awareness as well as spatial awareness. It is also a good practice for collaboration and mindfulness of others.</p> <p>Encourage children to put some boxes inside bigger ones so they can estimate the size of the boxes and practice spatial awareness by checking how many boxes can fit in another.</p> <p>Then prompt children to use the boxes in various ways by asking: "What else can you do with the box?" or more directive questions like "Can you build something with the box (e.g., a tower, a house...)?". As children start presenting their own ideas for playing with boxes, put up the poster "Fun Play with Boxes" (<a href="#">Annex 3</a>), on the biggest box. This will help them brainstorm further with the examples the poster depicts.</p> <p>Next, allow children to play with boxes in the ways that they choose. Additionally, encourage them with indirective questions to use the place prepositions and talk about the boxes' size (e.g., on, in, under, by, onto, into, high, low, big, small, bigger, smaller, up, down, higher, lower, more, less). In this way, children communicate between them, exchange ideas, collaborate and find solutions together that will enhance their engineering skills.</p> <p><b>Adaptation:</b></p> <ul style="list-style-type: none"> <li>You may choose to present interesting facts about boxes and facilitate an inquiry-based learning that will deepen children's conceptual understanding and make further connections with Science as a discipline.</li> <li>If there are children with mobility difficulties, they will be responsible for telling whom should go first or where to stand exactly, acting as team leaders.</li> </ul> |            | <p>B2, B3, C1, C2, E5</p>     |
| <p><b>Activity 4 "Treasure Hunt and Sorting"</b></p> <p>Maths (sorting, spatial awareness),</p>                            | <p>For this activity, some support staff might be needed. While some children are still playing with the bigger boxes, invite a smaller group to go for a scavenger hunt for materials similar to the natural ones that were stored in the smallest boxes in Activity 2 "Un-boxing" (e.g., leaves, cones,</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | <p>20'</p> | <p>A3, B1, B2, B3, G1, G2</p> |

|                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |     |                        |
|------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----|------------------------|
| Science (Senses)                                                             | <p>chestnuts, acorns, branches etc.). Motivate them by saying "Can we find more of these materials? Let's go on a treasure hunt and find some more!".</p> <p>As children bring in their contributions tell them to start sorting them in boxes. Guide them with questions about quantities, volumes, sizes, shapes, colours and smells. By bringing in all senses in this activity, children will be able to deepen their conceptual understanding of what they have learned so far.</p> <p>The activity opens children's curiosity about nature, explore, observe and allows them to use their senses, combined with early math skills.</p> <p><b>Adaptation:</b></p> <p>Depending on the nature of the outdoor environment that you have chosen and your children's interests, you may choose to expand the activity using the OUTSTE(A)M Game "AREcoRescue" (<a href="http://files.eun.org/scientix/OUTSTE(A)M-AREcoRescue.pdf">http://files.eun.org/scientix/OUTSTE(A)M-AREcoRescue.pdf</a>). The game invites children to go outdoors and explore and collect more information about different plant species using an application. This OUTSTE(A)M game is meant to be played by older children but you can adjust the content as needed (i.e. use the app yourself and mention only the names of certain plants as you describe them).</p> |     |                        |
| <p><b>Activity 5 "Time to decorate"</b></p> <p>Arts (Arts and Crafts)</p>    | <p>While still being outdoors, provide children with crayons and felt pens and prompt them to decorate the boxes they used in the previous activities and create their own designs.</p> <p>You may allow children to take some boxes home with the condition that they will return them (so we can continue exploring at school/learning setting!). This will make great connection with their parents and guardians as they will pass everything they have learned to them.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | 20' | B1, B2, B3, C1, C2, F2 |
| <p><b>Activity 6 "Tidying Up"</b></p> <p>Social Studies (responsibility,</p> | <p>Encourage children to tidy up together and store the boxes, and the natural materials so they can use them another day. This allows children to practice responsibility, awareness and enhances lifelong skills of caring about the nature, their environment and</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | 10' | A1                     |

|                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |           |                                |
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| collaboration, planning)                          | themselves.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |           |                                |
| <b>Provision for free play (Outdoor activity)</b> | <p>Organise and adjust the activities' duration according to children's interests. In this Learning Scenario children are using the playground as their main learning environment, but indoor settings can be chosen as well. Additionally, the mentioned activities are occurring one after the other throughout the school day. However, this is flexible, and you can carry it out throughout the week instead, depending on children's needs, or even expand it over a longer period of time.</p> <p>It is important to record all the activities so that children can provide feedback and recall their play and what they have learnt at the end of each day. For that purpose, use a camera or tablet to record children's play (see more tips below in <a href="#">Assessment</a>).</p> | As needed | A1, A3, B1, B2, B3, C1, C2, G1 |

## Assessment

Assessment helps you track children's progress, identifies strengths and weaknesses, and informs instruction. In this Learning Scenario mainly **Formative and Continuous Assessment** is proposed, given the young age of the children and the nature of the activities.

As a teacher, you can make meaningful conclusions about the success of the Learning Scenario and plan possible revisions by observing children's engagement, the right use of prepositions, sorting skills, monitoring children's interest, the follow-up activities they choose using the materials as well as by observing if children are using the vocabulary learnt independently. Also, you can use the activity with photos and a paper poster (see [Feedback](#)) to assess the right use of prepositions by asking the children to describe what they have done. That way children will also practice their communication skills and get exposed to technology.

## Feedback from children

Ask children regularly if they want to play "Boxes and Foxes" again; a positive response indicates the Learning Scenario was successful. You can also use printed photos of their play to create a large poster together, where children glue the photos and add emotion stickers ([Annex 5](#)) next to each one to express their feelings. This validates the activities and supports emotional expression. Alternatively, you may skip the stickers and rely on children's verbal responses.

The feedback activity can take place the next day, allowing children time to reflect, or immediately after the Learning Scenario while the experience is still fresh.

### Teachers' remarks

The "Boxes & Foxes" activity is a great opportunity for very young children to enjoy outdoor learning, explore proprioception, manipulate materials of different sizes, test their strength and agility skills, resolve spatial problems with their peers and sort out natural materials.

The activities can be used over and over, each time with the focus on some different element. For example, playing with boxes and natural materials can grow to an art activity like creating "land art, cooking, counting and sorting by sizes or colours. Children love boxes and to play in nature, so using such simple and easily available materials can enrich childrens' learning experiences.

By providing children with the fox ears, they get more curious and engaged in the exploration due to this role-play situation. Additionally, the storytelling created an environment full with imagination.

### Reflection on practice

## STEM Strategy Criteria

This Learning Scenario contributes on a broader scale to the development of a STEM School strategy: <https://www.stemschoollabel.eu/criteria>.

### A. Introduction

- ☒ [A1] Personalisation of learning
- ☒ [A2] Problem and project-based learning (PBL)
- ☒ [A3] Inquiry based Science Education (IBSE)

Instructional approaches are adjusted according to the age, needs and interests of this specific group of children. Also, the teacher will listen and adapt the activities according to children's questions, interests, and feedback.

The Learning Scenario is based on the pupil-centred pedagogy and project-based learning, in which children learn about a subject by solving open-ended problems either individually or

collaboratively through activities. Children are also exposed to questions, problems, scenarios and investigations. In this way children are practising both PBL and IBSE skills.

## **B. Curriculum implementation**

- ☒ [B1] Emphasis on STEM topics and competencies
- ☒ [B2] Interdisciplinary instruction
- ☒ [B3] Contextualisation of STEM teaching

The teaching methodology (STE(A)M) aims at giving instruction across different curricular disciplines (STEM subjects, Arts and Crafts, Communication, Drama and Music). Additionally, the activities in connect lessons in the classroom to real-world experiences and motivate children to practice lifelong learning skills.

## **C. Assessment**

- ☒ [C1] Continuous assessment
- ☒ [C2] Personalised assessment

Continuous assessment is used by observing the duration of activities and the way that children use the materials provided in the activities. Teachers in this way gain a deeper understanding regarding the Learning Scenario's successful implementation and can make suitable adjustments to ensure that children will meet the learning objectives. Personalized assessment happens when the teacher is observing the involvement of each child during activities. By doing that, the teacher gets to understand more about what each of them needs and provides the necessary incentives and guidance when needed.

## **D. Professionalisation of staff**

- ☒ [D1] Highly qualified professionals
- ☒ [D2] Existence of supporting (pedagogical) staff
- ☒ [D3] Professional development

The teaching staff is specialised in early childhood education and care (ECEC), and are aware of early childhood developmental stages. This allows them to adjust their teaching according

to children's needs. Professional associates in the school/kindergarten collaborate on the planning and delivery of the activities. Proper STE(A)M professional development of staff is also taking place at school level. This ensures that teaching staff are qualified to implement the Learning Scenario successfully.

## **E. School leadership and culture**

- ☐ [E1] School leadership
- ☒ [E2] High level of cooperation among staff
- ☒ [E3] Inclusive culture

The preparation of the activities is done in collaboration with school/kindergarten staff. Proper accomodations are made so that children with Special Education Needs and additional support needs can benefit from the activities of this Learning Scenario.

## **F. Connections**

- ☐ [F1] with industry
- ☒ [F2] with parents/guardians
- ☐ [F3] with other schools and/or educational platforms
- ☐ [F4] with universities and/or research centers
- ☒ [F5] with local communities

Parents contribute to the preparation and gathering of resources for the activities and will be able to see the outcomes of this Learning Scenario.

## **G. School infrastructure**

- ☒ [G1] Access to technology and equipment
- ☒ [G2] High quality instruction and classroom materials

Technology required for the preparation of the activities: computer, printer, camera or tablet. School provides high-quality instruction materials, and the staff is encouraged to create personalised resources for the children.

## About OUTSTE(A)M

OUTSTE(A)M is a project funded by the European Union's (EU) Erasmus+ programme under the Grant Agreement (101133868), running from 1 January 2024 to 31 December 2026. Coordinated by European Partnership aisl (EUN), a network of 30+ education ministries, OUTSTE(A)M brings together four partners to develop a toolkit that will help teachers and educators promote high quality outdoor learning experiences using a STE(A)M approach.

## About Scientix

Scientix®, is the number one community for science education in Europe. It aims to promote and support a Europe-wide collaboration among STEM teachers, education researchers, policymakers and other educational stakeholders to inspire students to pursue careers in the field of Science, Technology, Engineering and Mathematics (STEM).

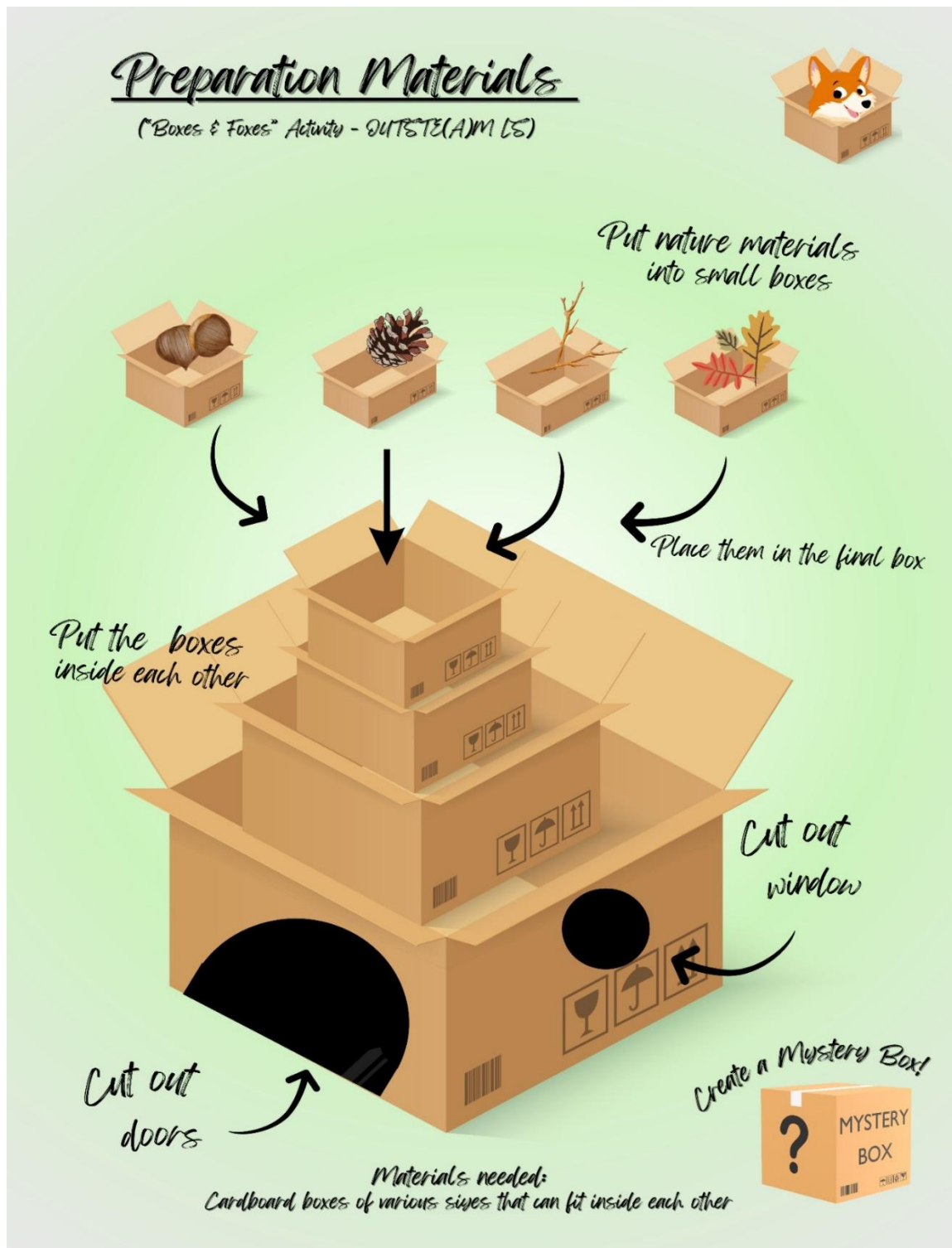
## Annexes

All visuals in the Annexes 1, 2, 3, 4 and 5 were created by the teacher/author using a free online design tool (i.e., Canva: <https://www.canva.com>) for teaching purposes. Nevertheless, creating own resources and other alternatives is encouraged to reduce the harmful effects to the environment from excessive printing.

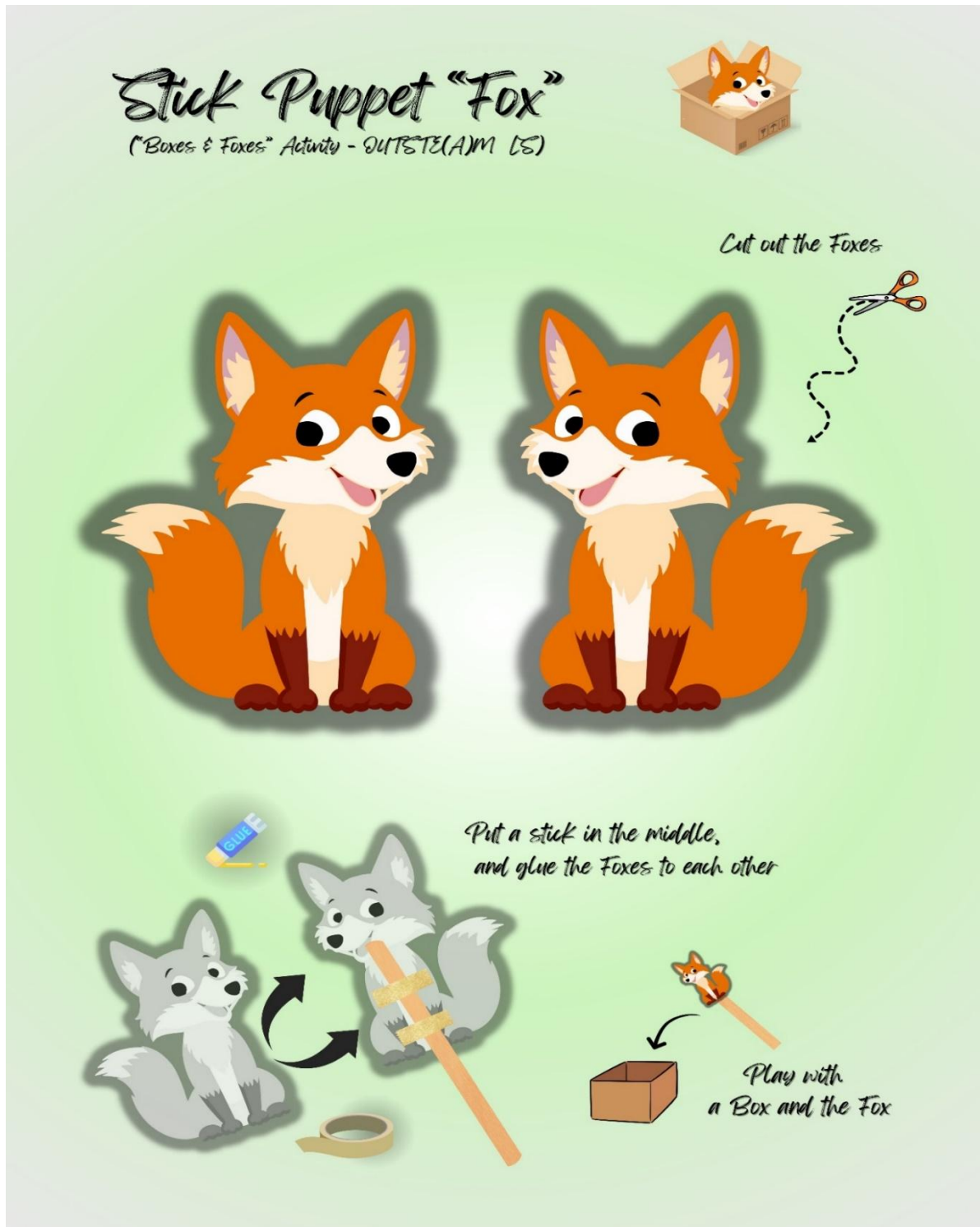
Teachers can use this link to download and print the visuals (larger size than the ones presented in the Annexes): [http://files.eun.org/scientix/OUTSTE\(A\)M-Learning-Scenario-Boxes-and-Foxes-printing-materials.pdf](http://files.eun.org/scientix/OUTSTE(A)M-Learning-Scenario-Boxes-and-Foxes-printing-materials.pdf)

The photographs in Annex 6 highlight various snapshots of children's activities from the implementation of this Learning Scenario. The photographs were taken by the author of this Learning Scenario, and are reproduced with permission and explicit approval from the author.

## Annex 1. Cardboard boxes of various sizes that can fit to one another “Preparation Materials”



## Annex 2. "Stick Puppet Fox" Template



### Annex 3. "Fun Play with Boxes" Poster



## Annex 4. Template for the fox crown - paper crown with fox ears “Ears for the Fox Crown”



## Annex 5. Emotion stickers for the “Assessment” activity

Emotion stickers “Fox” (“Boxes & Foxes” Assessment - OUTSTE(A)M LS)



Cut out the stickers and use them for the assessment of “Boxes & Foxes” activity

## Annex 6. Implementation snapshots

The photographs below highlight various snapshots of children's activities from the implementation of this Learning Scenario. The photographs were taken by the author of this Learning Scenario. Reproduced with permission and explicit approval from the author.

### PREPARATION:



**Natural materials in small boxes**  
(Pack some natural materials in the boxes, and spread the rest across the playground)



**Smaller boxes in bigger boxes**



**The biggest box**



**Surprise box with the "Fox Crowns"**



## THE ACTIVITY:



Surprise box with the fox crowns.



Unboxing the biggest box



Unboxing all the boxes



How many foxes can fit in the biggest box?



How many foxes can fit in smaller boxes?



We need a box to collect the "treasure"



We used a box to make a cart.  
Now, collecting materials will be easier.



Sorting materials.



Sticking labels on packed boxes.



Artists decorate the box.



Reflection on the activity .



Lots of "Happy foxes",  
but the "Tidying Up" activity  
wasn't so appreciated,  
and got two "Sad Foxes"!

