


The image shows a display of children's artwork. In the foreground, there is a large, colorful cardboard telescope on the left and a large, colorful cardboard pyramid on the right. The background wall is covered with many small, colorful drawings of people's faces. The text "Getting to know, discovering and learning together through science" is overlaid in the center of the image.

**“Getting to know, discovering and learning together through science”**

El roure gros school  
Santa Eulàlia de Riuprimer,  
Barcelona - Spain





From the  
moment they  
are born,  
children learn  
through  
investigation. It  
is the natural  
way to learn.





kind

WURTH

TERESA  
GIBBAU

WURTH

















































We believe that the school has to motivate this children's innate aptitude towards the investigation and, at the same time, make the process more conscious, richer, more systematic and more objective...









02/07/2005 22:08





06/15/2007 01:28





















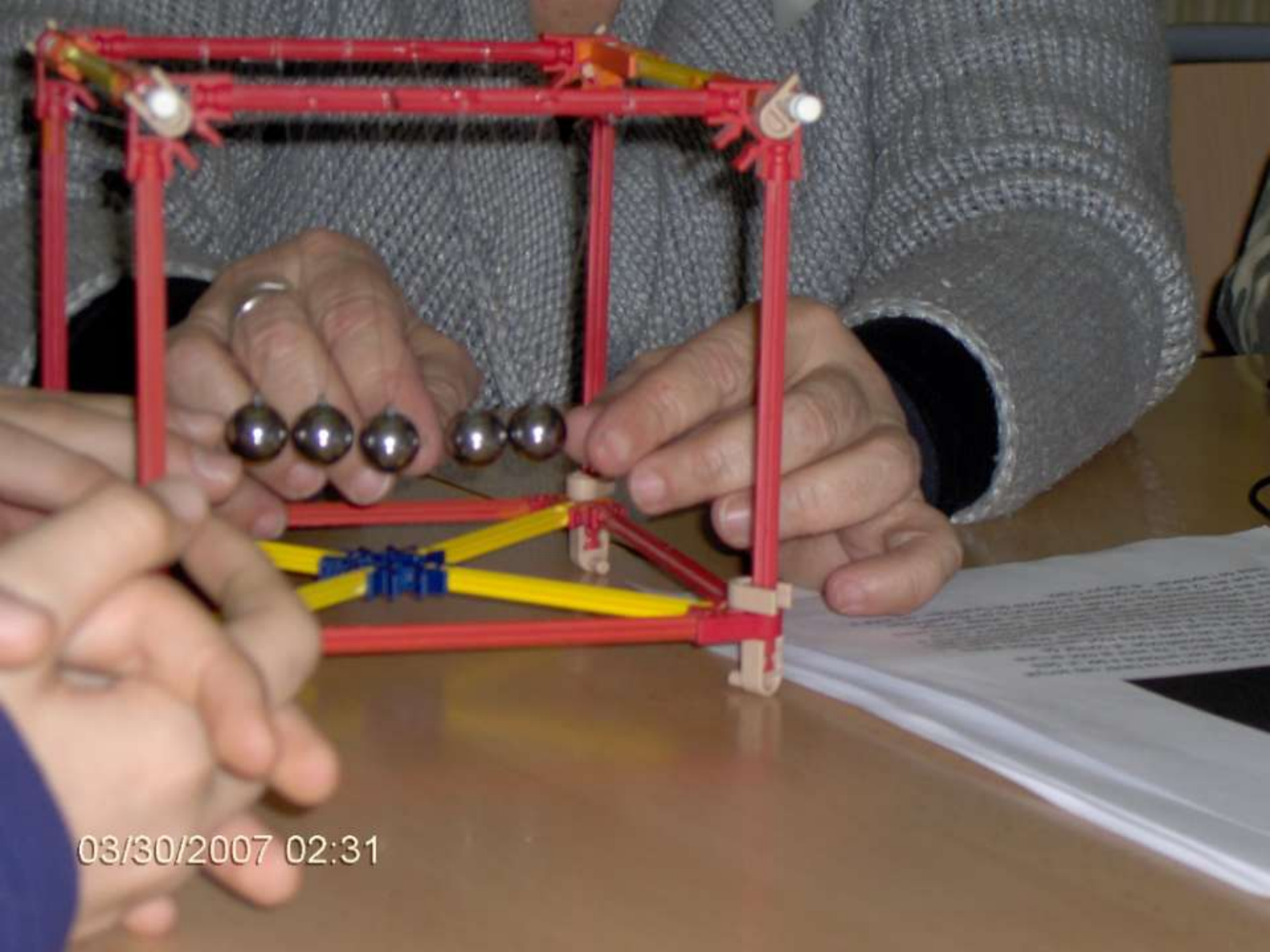




Make materials reachable so it becomes easier for the children to ask themselves questions, give meaning to their observations, allowing them to create mental images which can help them to build further knowledge.







03/30/2007 02:31



















$$10^2 = 100$$

$$2^2 = 4$$

$$6^2 = 36$$

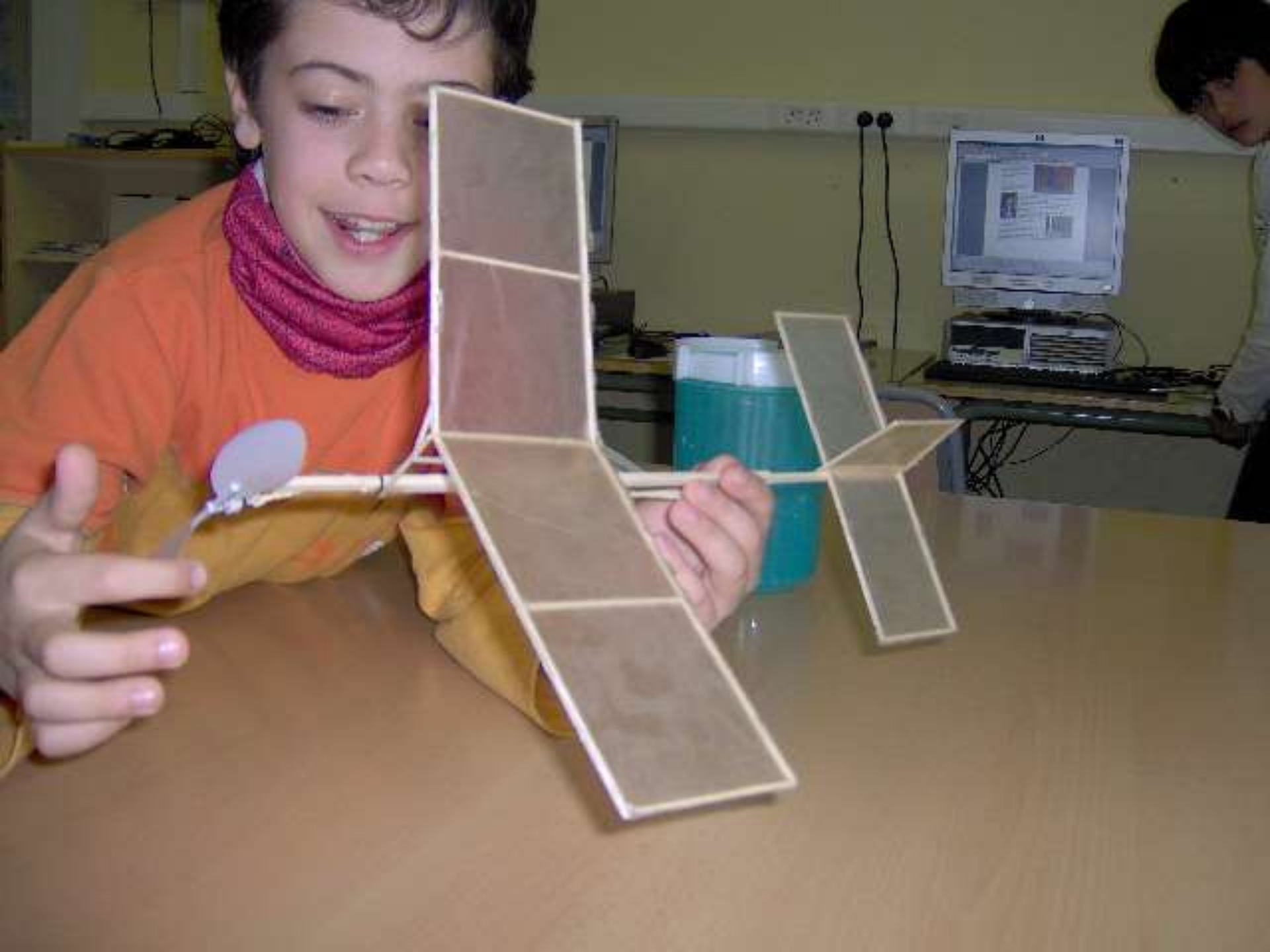
















03/31/2007 04:04

















- Generally speaking, children have great interest to know and understand the world surrounding them. The school has to take advantage of this to help them:
- To ask themselves questions.
- To anticipate possible answers.
- To make investigations.







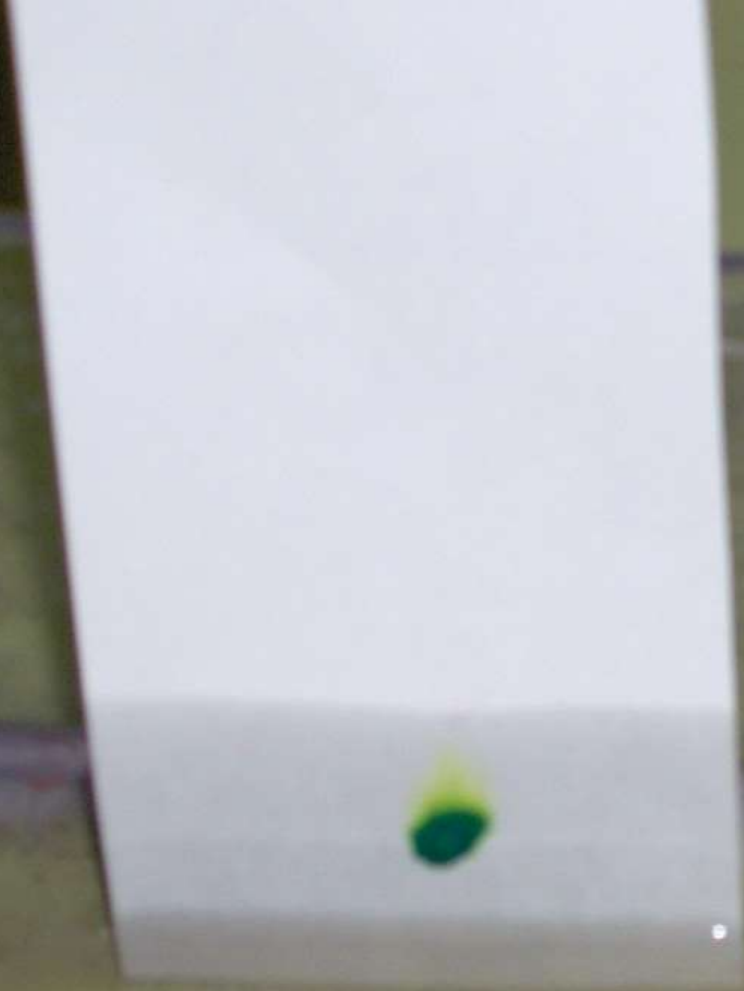




























Help them to discover and build models that explain complex processes.



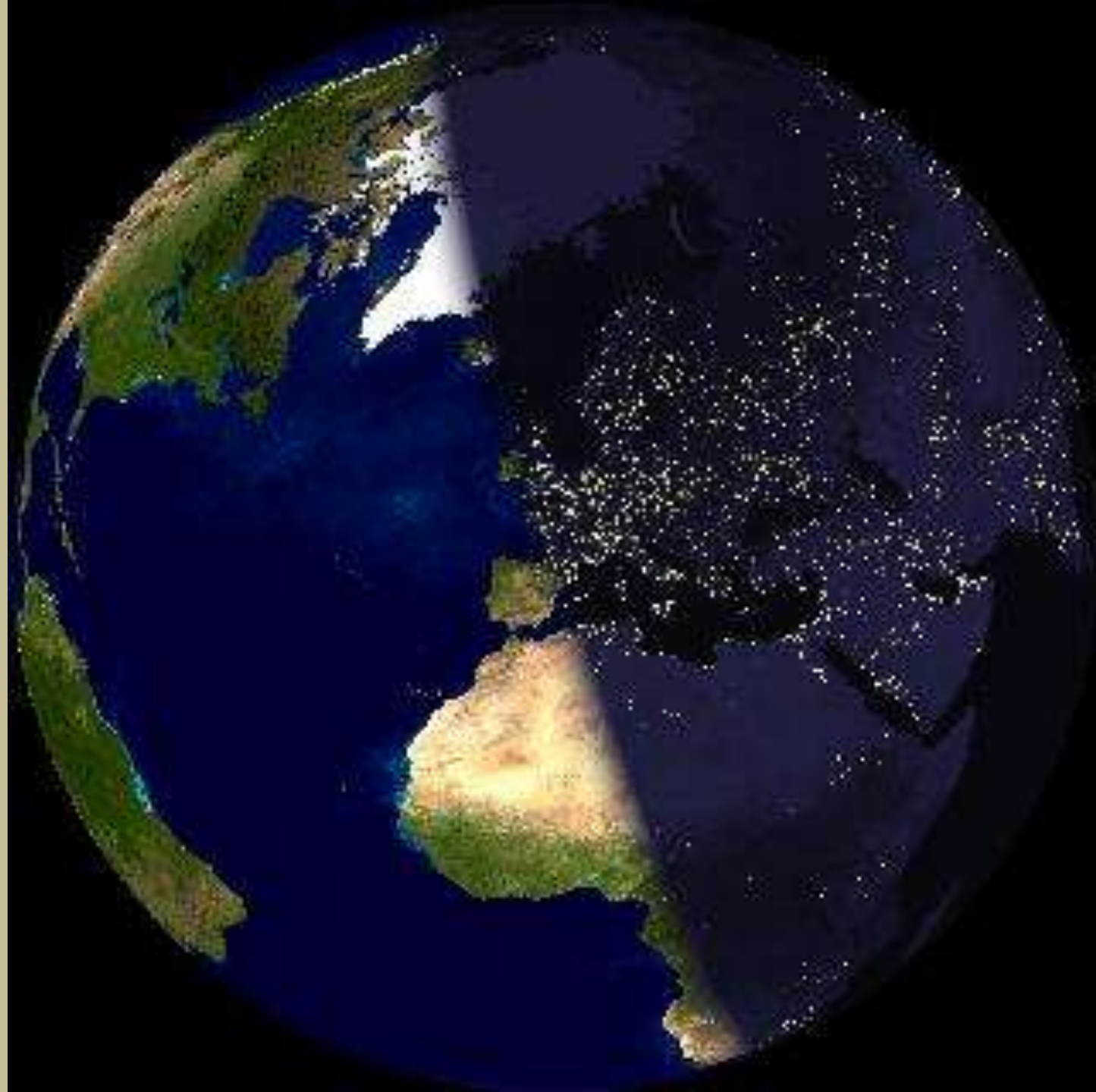




Intervet































To propose solutions and strategies without fear of being censored in case of error.

To use the error as a rich source of learning.



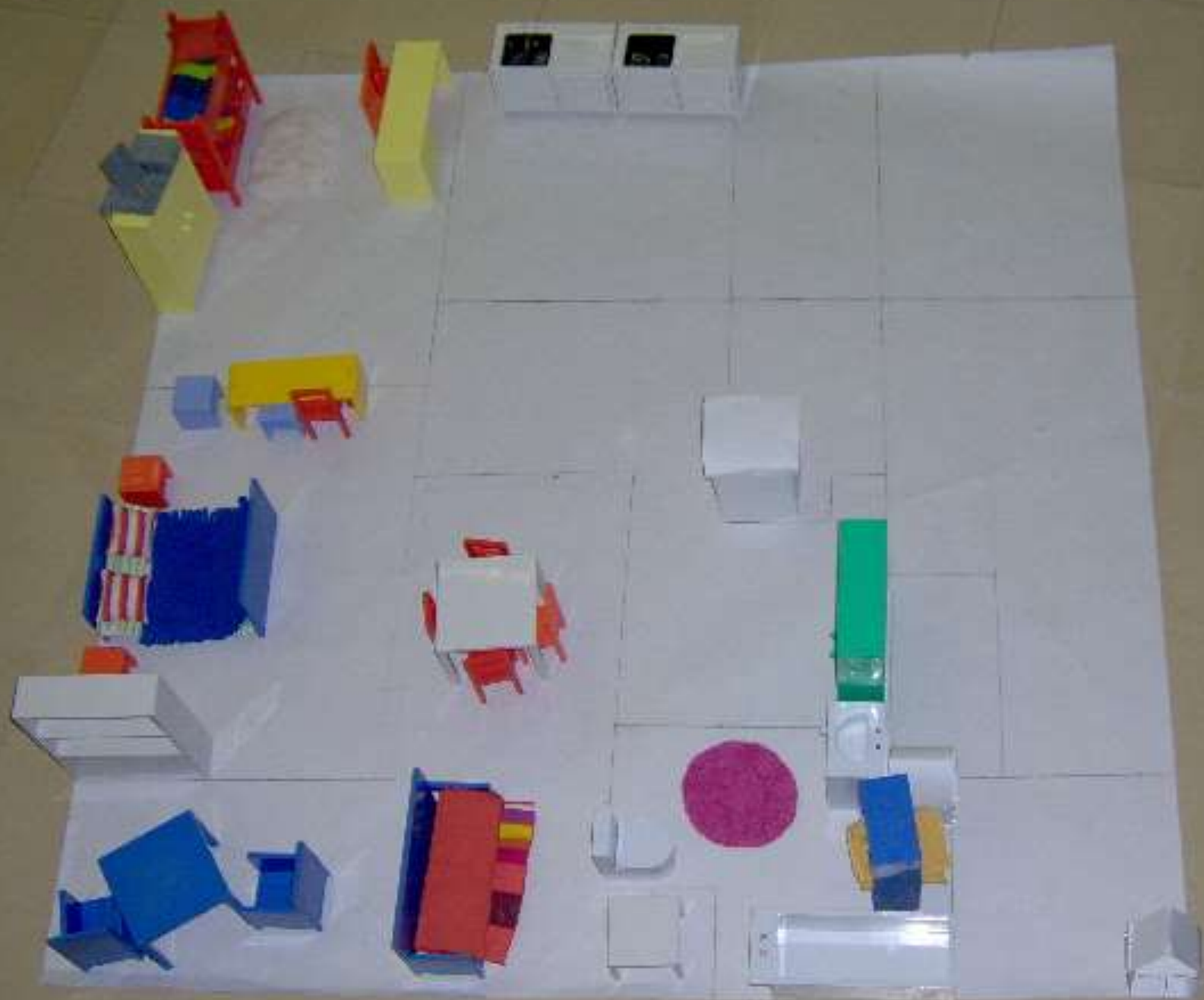


















To apply the concepts and procedures learnt.  
To look for information in different sources.  
To compare and contract different information found.  
To extract conclusions.













To express orally, in written form, with signs, with symbols, with photographs, videos, schemes, graphs, ... the conclusions of their work.



















12:00



3:15



4:30



10:15

1:15



### Observem l'edifici projectant la imatge del telescopi en un paper.

Quan veieu un edifici a l'entorn vostre, com a la classe i una representació en  
un grup de treball. Alguna cosa sobre el pati i una altra pel telègraf i  
també una cosa de l'edifici i alguna cosa sobre el seu altre edifici i quan veieu  
també sobre una imatge de l'edifici i el pati i en un paper gràfic.



### Mirem amb les ulleres

Primer de tot veieu amb les ulleres el nostre grup i veieu l'edifici  
amb les ulleres.

Després veieu amb les ulleres el pati i veieu una altra imatge  
del pati. Després veieu amb les ulleres una altra imatge i veieu una  
altra imatge.

Al final de l'edifici veieu la imatge amb les ulleres  
per tots els nens i nenes i per tots els nens i nenes  
també per tots els nens i nenes.

Cap a les 11:00 veieu amb les ulleres el nostre grup de  
l'edifici.



Ulleres

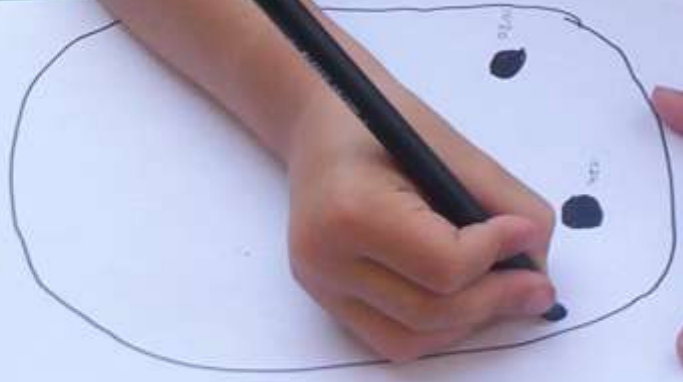








dimarts 8 de juny de 2004  
el trànsit de Venus





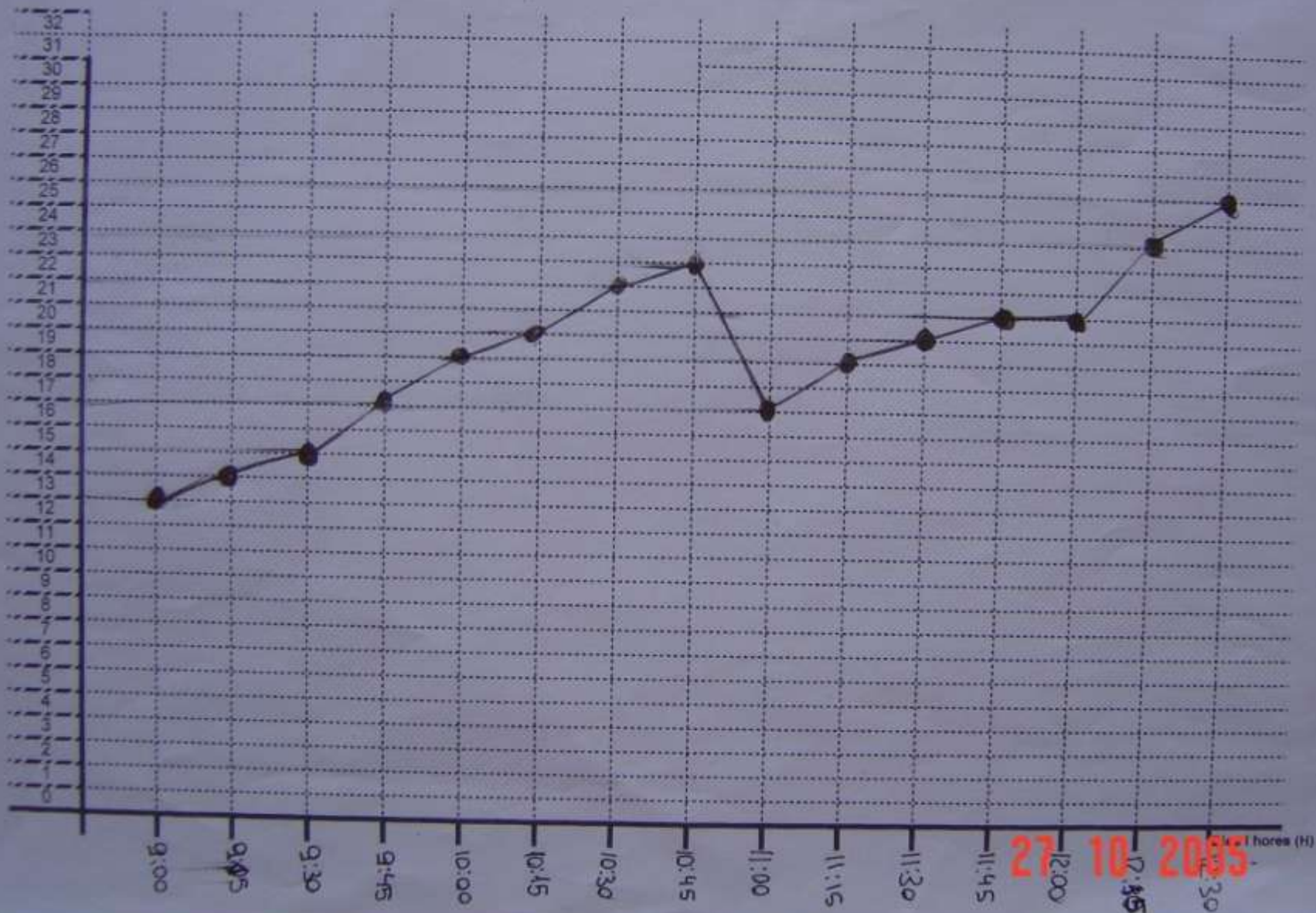




# GRÀFICA DE L'EVOLUCIÓ DE LA TEMPERATURA

Dilluns 3 d'octubre de 2.005

Temperatura (°C)



27 10 2005





Al matí, quan vàrem arribar, a les 9:00h a col·le, com cada dia, al cap d'una estona d'haver-ho preparat tot, vàrem anar a buscar la mula i els guarimunts.

Els guarimunts que portava eren: l'albanta, que està feta de palla, per dintre, ha posada, tota en una mateixa direcció i per sobre de la palla la roba i per sobre de la roba el cuir, que s'adapta a l'esquena de l'animal. També portava la sàrnia que està feta d'export i s'adapta sobre l'albanta. També el collar que té picarots que quan camina van pentzoroll, així es coneixia d'on era l'animal perquè cada casa tenia un so diferent. També hi havia el sabasso que serveix per tapar-li un tros de visió perquè estigui al cas del que fa. A la sàrnia, que semblen dos castells, hi vàrem posar un garraiguer, el blat, el hampolador segant, el marn, l'abnegat de la mula...

Marc Rius



Dance hall  
juice and cake  
brat's cake





13 de verres



5 de gecs



12 de verres



4 de verres



11 de masons



8 de blancs



6 de trange

# A pas de traginer



Ens preparem per marcar.



Arribem a l'Om i fem un descans.



Mesurem les sitges de l'Om.



Anem caminant a pas de traginer.



Descansant sota els arbres de "Can Perich."



Mesurem els roures de "la Carrera."



Estudiem elements del paisatge: els turans testimonis.



Aquestes són les pedres del molí.



De la farina en fem galetes.



Dormim a terra al magatzem de "Serra Rica".



Observem els camps.



Mesurem el riu: l'emplada, la velocitat de l'aigua, la fondària...



Fi del trajecte.





We believe that we need to bring the children closer to the environment, so they can discover it deeply.































































































06/29/2009 11:37





06/29/2009 10:42





































To communicate their discoveries and progress to the others...



Algunes baldufes  
rodan sobre si  
mateixes i a la  
vegada es mouen  
fent cercles.



Quan gira la baldufa  
totes les formes i  
dibuixos de dins es  
tornen circulars























15  
La Terra parla alla  
voce delle donne  
e delle ragazze che si  
sono unite per  
difendere la loro  
terra e la loro  
cultura.  
C'era un tempo  
quando le donne  
erano le uniche  
a parlare della  
terra e della  
cultura.

16  
La Terra parla alla  
voce delle donne  
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Not only the interest, enthusiasm and willingness for learning need to be kept up in the children, they need to be kept up in the Teachers as well. .











During the learning process it is also very important to count on the support and help of the classmates, the collective progress has an starting point in the rights and wrongs of all the individuals and dialogue and confrontation of experiences are enriching components to make progress happen.







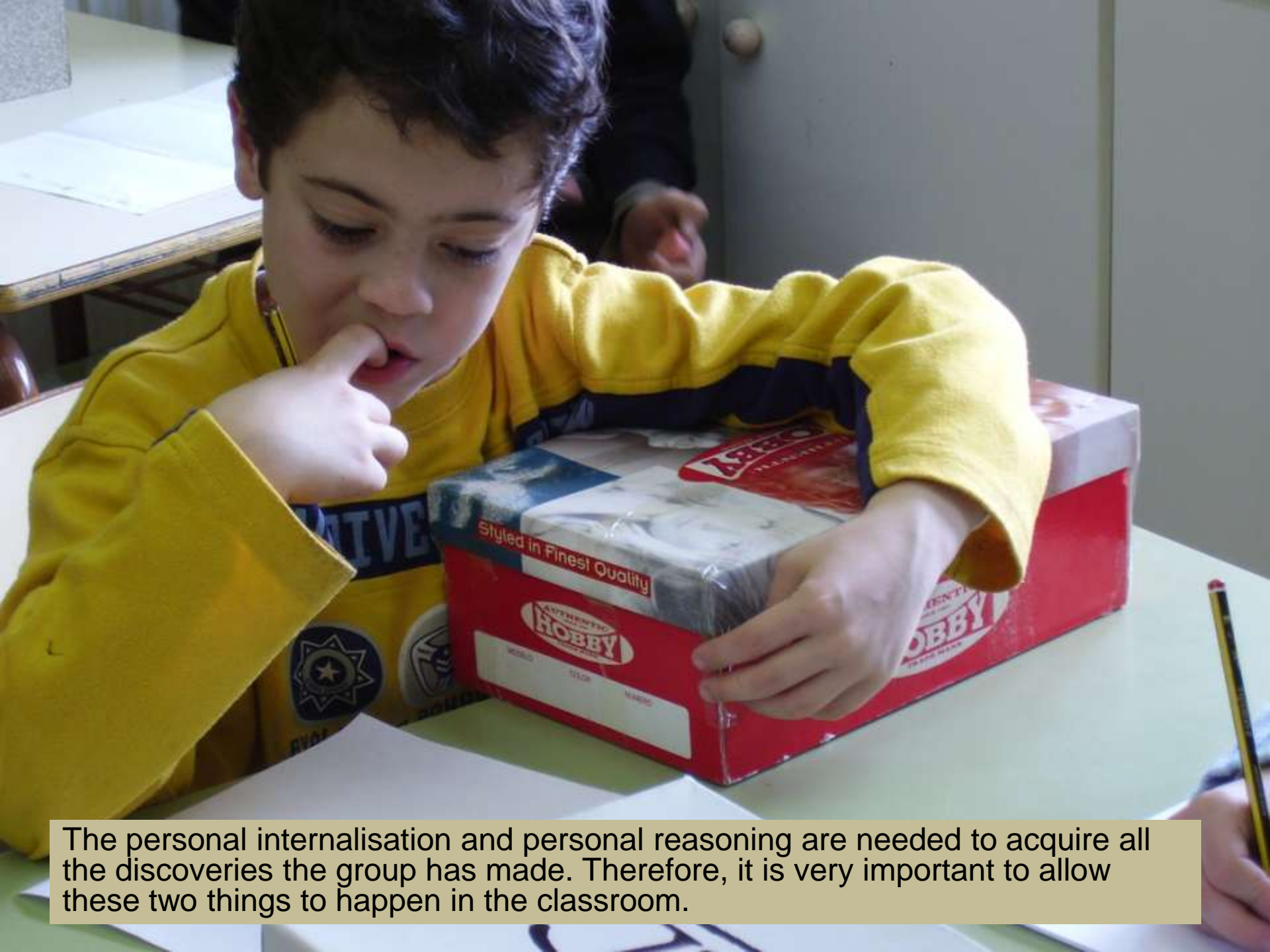






Berta B	2-1
Marina	2-5
Gina	14-12
Núria	12-6
Biel	23-12
Maria	19-6
Xavier	6-2
Berta C	23-11
Laura	22-9
Iker	6-10

A la matxilla hi fiquem



The personal internalisation and personal reasoning are needed to acquire all the discoveries the group has made. Therefore, it is very important to allow these two things to happen in the classroom.













The teacher has to closely observe the activities the students are carrying out and be a guide, he or she is the first aid the students have but has to allow the children to find their own answers.





The teacher needs to pay attention to the group so that he or she can take advantage of all the things he or she thinks are convenient to review content, to introduce new content which could be used in the future to build further knowledge.



Our implication in the project will determine the success of the experience.



- Values in the education need to be always present in all the school work.
- We need to help the children:
- to respect and be respected.
- To understand diversity as a positive fact.
- To value the dialogue as a mean to solve a conflict.

- The form of knowledge suggested by our propose implies to take responsibility of what is being thought, what is being said, and the initiatives and the actions to carry them out.





**Contemplate with  
bright eyes the world  
that surrounds you,  
because the biggest  
secrets hide where  
least expected.”**

**-Roald Dahl-**