Blue & Green Start Statia

Practical Activity Toolkit for Early Years and After-School Education

Educator and facilitator edition

Nature	Water	Growth
hands-on outdoor learning	island awareness and care	food, soil and future skills

Table of Contents

Use this contents page as a digital overview of the toolkit structure. The document is organized into one preschool section and six after-school activity blocks.

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Block 4 – Nature as a System	8 activity cards
Block 5 – Waste → Resource	8 activity cards
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How to Use This Toolkit

1. Choose the section

Select the preschool section or one of the after-school blocks depending on the age group and activity focus.

2. Read the activity card

Each activity uses a fixed structure with goals, materials, preparation, steps, practical result and attention points.

3. Prepare simple materials

Most activities use accessible, low-cost or natural materials. Check safety and availability before the session.

4. Facilitate actively

The facilitator guides exploration, supports teamwork, keeps children safe and helps connect the activity to daily life on Statia.

5. Reflect briefly

Use the result or clean-up moment to ask a few simple questions and reinforce what children discovered.

Little Sprouts – Discovering Nature Together (0–4)

Pre-school education

This toolkit is designed for daycare, toddler groups, and childminders on Sint Eustatius (Statia).
The activities provide young children with opportunities to explore nature, food, water, movement, and sensory experiences in a safe and playful way.

The activities are intentionally non-school-like. There are no performance goals, tests, or expectations.

Core principles:
- sensory exploration
- emotional safety
- repetition and familiarity
- movement and motor development
- language development through experience
- enjoying activities together

Each activity:
- lasts approximately 20–45 minutes
- can be adapted indoors or outdoors
- uses simple materials
- allows children to participate at their own pace
- includes clear guidance for pedagogical staff

Activity 1 – Water Pouring Station

◎ **Goal**	Children explore and learn through water pouring station in a playful and sensory way.
✦ **Core Principles**	sensory and playful repetition creates confidence adults supervise, children explore
◆ **Pedagogical Foundation**	sensory exploration motor development language development emotional safety
↔ **Program Alignment**	DuurzaamDoor – connection with nature and natural materials.
◷ **Duration**	20–45 minutes
⌂ **Location**	Indoor or outdoor, depending on weather and available space.
▣ **Materials**	simple child-safe materials towels or trays if needed baskets, cups, spoons or natural materials
◇ **Preparation**	Prepare materials at child height and create a calm exploration space.
1-5 Step-by-Step	Introduce the materials calmly. Let children explore freely. Repeat simple language and actions. Allow repetition without pressure. End together with a short reflection or clean-up.
◉ **Adult Role**	supervise safely model calm behavior repeat simple words and actions encourage curiosity avoid correcting too much
✓ **What You See if it Works**	children repeat actions independently children stay engaged and focused children use simple words or gestures children show enjoyment and confidence

Activity 2 – Fruit Tasting Circle

◎ **Goal**	Children explore and learn through fruit tasting circle in a playful and sensory way.
✦ **Core Principles**	sensory and playful repetition creates confidence adults supervise, children explore
◆ **Pedagogical Foundation**	sensory exploration motor development language development emotional safety
↔ **Program Alignment**	JOGG – positive relationship with food and healthy habits.
◷ **Duration**	20–45 minutes
⌂ **Location**	Indoor or outdoor, depending on weather and available space.
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Activity 3 – Sand Scooping Play

◎ **Goal**	Children explore and learn through sand scooping play in a playful and sensory way.
✦ **Core Principles**	sensory and playful repetition creates confidence adults supervise, children explore
◆ **Pedagogical Foundation**	sensory exploration motor development language development emotional safety
↔ **Program Alignment**	LDO – learning through direct experience and practical exploration.
◷ **Duration**	20–45 minutes
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Activity 4 – Planting Seeds

◎ **Goal**	Children explore and learn through planting seeds in a playful and sensory way.
✦ **Core Principles**	sensory and playful repetition creates confidence adults supervise, children explore
◆ **Pedagogical Foundation**	sensory exploration motor development language development emotional safety
↔ **Program Alignment**	LDO – learning through direct experience and practical exploration.
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Activity 5 – Smelling Herbs

◎ **Goal**	Children explore and learn through smelling herbs in a playful and sensory way.
✦ **Core Principles**	sensory and playful repetition creates confidence adults supervise, children explore
◆ **Pedagogical Foundation**	sensory exploration motor development language development emotional safety
↔ **Program Alignment**	JOGG – positive relationship with food and healthy habits.
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Activity 6 – Barefoot Nature Walk

◎ **Goal**	Children explore and learn through barefoot nature walk in a playful and sensory way.
✦ **Core Principles**	sensory and playful repetition creates confidence adults supervise, children explore
◆ **Pedagogical Foundation**	sensory exploration motor development language development emotional safety
↔ **Program Alignment**	DuurzaamDoor – connection with nature and natural materials.
◷ **Duration**	20–45 minutes
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Activity 7 – Washing Vegetables

◎ **Goal**	Children explore and learn through washing vegetables in a playful and sensory way.
✦ **Core Principles**	sensory and playful repetition creates confidence adults supervise, children explore
◆ **Pedagogical Foundation**	sensory exploration motor development language development emotional safety
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Activity 8 – Leaf Collecting Walk

◎ **Goal**	Children explore and learn through leaf collecting walk in a playful and sensory way.
✦ **Core Principles**	sensory and playful repetition creates confidence adults supervise, children explore
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Activity 9 – Mixing Sand and Water

◎ **Goal**	Children explore and learn through mixing sand and water in a playful and sensory way.
✦ **Core Principles**	sensory and playful repetition creates confidence adults supervise, children explore
◆ **Pedagogical Foundation**	sensory exploration motor development language development emotional safety
↔ **Program Alignment**	DuurzaamDoor – connection with nature and natural materials.
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Activity 10 – Listening to Birds

◎ **Goal**	Children explore and learn through listening to birds in a playful and sensory way.
✦ **Core Principles**	sensory and playful repetition creates confidence adults supervise, children explore
◆ **Pedagogical Foundation**	sensory exploration motor development language development emotional safety
↔ **Program Alignment**	LDO – learning through direct experience and practical exploration.
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Activity 11 – Peeling Banana

◎ **Goal**	Children explore and learn through peeling banana in a playful and sensory way.
✦ **Core Principles**	sensory and playful repetition creates confidence adults supervise, children explore
◆ **Pedagogical Foundation**	sensory exploration motor development language development emotional safety
↔ **Program Alignment**	JOGG – positive relationship with food and healthy habits.
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Activity 12 – Carrying Water

◎ **Goal**	Children explore and learn through carrying water in a playful and sensory way.
✦ **Core Principles**	sensory and playful repetition creates confidence adults supervise, children explore
◆ **Pedagogical Foundation**	sensory exploration motor development language development emotional safety
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Activity 13 – Shadow Play

◎ **Goal**	Children explore and learn through shadow play in a playful and sensory way.
✦ **Core Principles**	sensory and playful repetition creates confidence adults supervise, children explore
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Activity 14 – Wind Feeling

◎ **Goal**	Children explore and learn through wind feeling in a playful and sensory way.
✦ **Core Principles**	sensory and playful repetition creates confidence adults supervise, children explore
◆ **Pedagogical Foundation**	sensory exploration motor development language development emotional safety
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Activity 15 – Sorting Objects

◎ **Goal**	Children explore and learn through sorting objects in a playful and sensory way.
✦ **Core Principles**	sensory and playful repetition creates confidence adults supervise, children explore
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Activity 16 – Stacking Stones

◎ **Goal**	Children explore and learn through stacking stones in a playful and sensory way.
✦ **Core Principles**	sensory and playful repetition creates confidence adults supervise, children explore
◆ **Pedagogical Foundation**	sensory exploration motor development language development emotional safety
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Activity 17 – Climbing Small Objects

◎ **Goal**	Children explore and learn through climbing small objects in a playful and sensory way.
✦ **Core Principles**	sensory and playful repetition creates confidence adults supervise, children explore
◆ **Pedagogical Foundation**	sensory exploration motor development language development emotional safety
↔ **Program Alignment**	LDO – learning through direct experience and practical exploration.
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Activity 18 – Pouring Beans

◎ **Goal**	Children explore and learn through pouring beans in a playful and sensory way.
✦ **Core Principles**	sensory and playful repetition creates confidence adults supervise, children explore
◆ **Pedagogical Foundation**	sensory exploration motor development language development emotional safety
↔ **Program Alignment**	LDO – learning through direct experience and practical exploration.
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Activity 19 – Simple Fruit Mix

◎ **Goal**	Children explore and learn through simple fruit mix in a playful and sensory way.
✦ **Core Principles**	sensory and playful repetition creates confidence adults supervise, children explore
◆ **Pedagogical Foundation**	sensory exploration motor development language development emotional safety
↔ **Program Alignment**	JOGG – positive relationship with food and healthy habits.
◷ **Duration**	20–45 minutes
⌂ **Location**	Indoor or outdoor, depending on weather and available space.
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Activity 20 – Picking Herbs

◎ **Goal**	Children explore and learn through picking herbs in a playful and sensory way.
✦ **Core Principles**	sensory and playful repetition creates confidence adults supervise, children explore
◆ **Pedagogical Foundation**	sensory exploration motor development language development emotional safety
↔ **Program Alignment**	JOGG – positive relationship with food and healthy habits.
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Activity 21 – Looking at Insects

◎ **Goal**	Children explore and learn through looking at insects in a playful and sensory way.
✦ **Core Principles**	sensory and playful repetition creates confidence adults supervise, children explore
◆ **Pedagogical Foundation**	sensory exploration motor development language development emotional safety
↔ **Program Alignment**	LDO – learning through direct experience and practical exploration.
◷ **Duration**	20–45 minutes
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✓ **What You See if it Works**	children repeat actions independently children stay engaged and focused children use simple words or gestures children show enjoyment and confidence

Activity 22 – Rain Watching

◎ **Goal**	Children explore and learn through rain watching in a playful and sensory way.
✦ **Core Principles**	sensory and playful repetition creates confidence adults supervise, children explore
◆ **Pedagogical Foundation**	sensory exploration motor development language development emotional safety
↔ **Program Alignment**	DuurzaamDoor – connection with nature and natural materials.
◷ **Duration**	20–45 minutes
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✓ **What You See if it Works**	children repeat actions independently children stay engaged and focused children use simple words or gestures children show enjoyment and confidence

Activity 23 – Cooling Water

◎ **Goal**	Children explore and learn through cooling water in a playful and sensory way.
✦ **Core Principles**	sensory and playful repetition creates confidence adults supervise, children explore
◆ **Pedagogical Foundation**	sensory exploration motor development language development emotional safety
↔ **Program Alignment**	DuurzaamDoor – connection with nature and natural materials.
◷ **Duration**	20–45 minutes
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Activity 24 – Texture Basket

◎ **Goal**	Children explore and learn through texture basket in a playful and sensory way.
✦ **Core Principles**	sensory and playful repetition creates confidence adults supervise, children explore
◆ **Pedagogical Foundation**	sensory exploration motor development language development emotional safety
↔ **Program Alignment**	LDO – learning through direct experience and practical exploration.
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Activity 25 – Group Naming Game

◎ **Goal**	Children explore and learn through group naming game in a playful and sensory way.
✦ **Core Principles**	sensory and playful repetition creates confidence adults supervise, children explore
◆ **Pedagogical Foundation**	sensory exploration motor development language development emotional safety
↔ **Program Alignment**	LDO – learning through direct experience and practical exploration.
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Activity 26 – Repetition Game

◎ **Goal**	Children explore and learn through repetition game in a playful and sensory way.
✦ **Core Principles**	sensory and playful repetition creates confidence adults supervise, children explore
◆ **Pedagogical Foundation**	sensory exploration motor development language development emotional safety
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Activity 27 – Filling Containers

◎ **Goal**	Children explore and learn through filling containers in a playful and sensory way.
✦ **Core Principles**	sensory and playful repetition creates confidence adults supervise, children explore
◆ **Pedagogical Foundation**	sensory exploration motor development language development emotional safety
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◷ **Duration**	20–45 minutes
⌂ **Location**	Indoor or outdoor, depending on weather and available space.
▣ **Materials**	simple child-safe materials towels or trays if needed baskets, cups, spoons or natural materials
◇ **Preparation**	Prepare materials at child height and create a calm exploration space.
1-5 Step-by-Step	Introduce the materials calmly. Let children explore freely. Repeat simple language and actions. Allow repetition without pressure. End together with a short reflection or clean-up.
◉ **Adult Role**	supervise safely model calm behavior repeat simple words and actions encourage curiosity avoid correcting too much
✓ **What You See if it Works**	children repeat actions independently children stay engaged and focused children use simple words or gestures children show enjoyment and confidence

Activity 28 – Nature Walk

◎ **Goal**	Children explore and learn through nature walk in a playful and sensory way.
✦ **Core Principles**	sensory and playful repetition creates confidence adults supervise, children explore
◆ **Pedagogical Foundation**	sensory exploration motor development language development emotional safety
↔ **Program Alignment**	DuurzaamDoor – connection with nature and natural materials.
◷ **Duration**	20–45 minutes
⌂ **Location**	Indoor or outdoor, depending on weather and available space.
▣ **Materials**	simple child-safe materials towels or trays if needed baskets, cups, spoons or natural materials
◇ **Preparation**	Prepare materials at child height and create a calm exploration space.
1-5 Step-by-Step	Introduce the materials calmly. Let children explore freely. Repeat simple language and actions. Allow repetition without pressure. End together with a short reflection or clean-up.
◉ **Adult Role**	supervise safely model calm behavior repeat simple words and actions encourage curiosity avoid correcting too much
✓ **What You See if it Works**	children repeat actions independently children stay engaged and focused children use simple words or gestures children show enjoyment and confidence

Activity 29 – Simple Cleaning

◎ **Goal**	Children explore and learn through simple cleaning in a playful and sensory way.
✦ **Core Principles**	sensory and playful repetition creates confidence adults supervise, children explore
◆ **Pedagogical Foundation**	sensory exploration motor development language development emotional safety
↔ **Program Alignment**	LDO – learning through direct experience and practical exploration.
◷ **Duration**	20–45 minutes
⌂ **Location**	Indoor or outdoor, depending on weather and available space.
▣ **Materials**	simple child-safe materials towels or trays if needed baskets, cups, spoons or natural materials
◇ **Preparation**	Prepare materials at child height and create a calm exploration space.
1-5 Step-by-Step	Introduce the materials calmly. Let children explore freely. Repeat simple language and actions. Allow repetition without pressure. End together with a short reflection or clean-up.
◉ **Adult Role**	supervise safely model calm behavior repeat simple words and actions encourage curiosity avoid correcting too much
✓ **What You See if it Works**	children repeat actions independently children stay engaged and focused children use simple words or gestures children show enjoyment and confidence

Activity 30 – Water Splashing

◎ **Goal**	Children explore and learn through water splashing in a playful and sensory way.
✦ **Core Principles**	sensory and playful repetition creates confidence adults supervise, children explore
◆ **Pedagogical Foundation**	sensory exploration motor development language development emotional safety
↔ **Program Alignment**	DuurzaamDoor – connection with nature and natural materials.
◷ **Duration**	20–45 minutes
⌂ **Location**	Indoor or outdoor, depending on weather and available space.
▣ **Materials**	simple child-safe materials towels or trays if needed baskets, cups, spoons or natural materials
◇ **Preparation**	Prepare materials at child height and create a calm exploration space.
1-5 Step-by-Step	Introduce the materials calmly. Let children explore freely. Repeat simple language and actions. Allow repetition without pressure. End together with a short reflection or clean-up.
◉ **Adult Role**	supervise safely model calm behavior repeat simple words and actions encourage curiosity avoid correcting too much
✓ **What You See if it Works**	children repeat actions independently children stay engaged and focused children use simple words or gestures children show enjoyment and confidence

Activity 31 – Watching Clouds

◎ **Goal**	Children explore and learn through watching clouds in a playful and sensory way.
✦ **Core Principles**	sensory and playful repetition creates confidence adults supervise, children explore
◆ **Pedagogical Foundation**	sensory exploration motor development language development emotional safety
↔ **Program Alignment**	DuurzaamDoor – connection with nature and natural materials.
◷ **Duration**	20–45 minutes
⌂ **Location**	Indoor or outdoor, depending on weather and available space.
▣ **Materials**	simple child-safe materials towels or trays if needed baskets, cups, spoons or natural materials
◇ **Preparation**	Prepare materials at child height and create a calm exploration space.
1-5 Step-by-Step	Introduce the materials calmly. Let children explore freely. Repeat simple language and actions. Allow repetition without pressure. End together with a short reflection or clean-up.
◉ **Adult Role**	supervise safely model calm behavior repeat simple words and actions encourage curiosity avoid correcting too much
✓ **What You See if it Works**	children repeat actions independently children stay engaged and focused children use simple words or gestures children show enjoyment and confidence

Activity 32 – Cooling Fruit

◎ **Goal**	Children explore and learn through cooling fruit in a playful and sensory way.
✦ **Core Principles**	sensory and playful repetition creates confidence adults supervise, children explore
◆ **Pedagogical Foundation**	sensory exploration motor development language development emotional safety
↔ **Program Alignment**	JOGG – positive relationship with food and healthy habits.
◷ **Duration**	20–45 minutes
⌂ **Location**	Indoor or outdoor, depending on weather and available space.
▣ **Materials**	simple child-safe materials towels or trays if needed baskets, cups, spoons or natural materials
◇ **Preparation**	Prepare materials at child height and create a calm exploration space.
1-5 Step-by-Step	Introduce the materials calmly. Let children explore freely. Repeat simple language and actions. Allow repetition without pressure. End together with a short reflection or clean-up.
◉ **Adult Role**	supervise safely model calm behavior repeat simple words and actions encourage curiosity avoid correcting too much
✓ **What You See if it Works**	children repeat actions independently children stay engaged and focused children use simple words or gestures children show enjoyment and confidence

Activity 33 – Sound Play

◎ **Goal**	Children explore and learn through sound play in a playful and sensory way.
✦ **Core Principles**	sensory and playful repetition creates confidence adults supervise, children explore
◆ **Pedagogical Foundation**	sensory exploration motor development language development emotional safety
↔ **Program Alignment**	LDO – learning through direct experience and practical exploration.
◷ **Duration**	20–45 minutes
⌂ **Location**	Indoor or outdoor, depending on weather and available space.
▣ **Materials**	simple child-safe materials towels or trays if needed baskets, cups, spoons or natural materials
◇ **Preparation**	Prepare materials at child height and create a calm exploration space.
1-5 Step-by-Step	Introduce the materials calmly. Let children explore freely. Repeat simple language and actions. Allow repetition without pressure. End together with a short reflection or clean-up.
◉ **Adult Role**	supervise safely model calm behavior repeat simple words and actions encourage curiosity avoid correcting too much
✓ **What You See if it Works**	children repeat actions independently children stay engaged and focused children use simple words or gestures children show enjoyment and confidence

Activity 34 – Scooping Water

◎ **Goal**	Children explore and learn through scooping water in a playful and sensory way.
✦ **Core Principles**	sensory and playful repetition creates confidence adults supervise, children explore
◆ **Pedagogical Foundation**	sensory exploration motor development language development emotional safety
↔ **Program Alignment**	DuurzaamDoor – connection with nature and natural materials.
◷ **Duration**	20–45 minutes
⌂ **Location**	Indoor or outdoor, depending on weather and available space.
▣ **Materials**	simple child-safe materials towels or trays if needed baskets, cups, spoons or natural materials
◇ **Preparation**	Prepare materials at child height and create a calm exploration space.
1-5 Step-by-Step	Introduce the materials calmly. Let children explore freely. Repeat simple language and actions. Allow repetition without pressure. End together with a short reflection or clean-up.
◉ **Adult Role**	supervise safely model calm behavior repeat simple words and actions encourage curiosity avoid correcting too much
✓ **What You See if it Works**	children repeat actions independently children stay engaged and focused children use simple words or gestures children show enjoyment and confidence

Activity 35 – Rolling Balls

◎ **Goal**	Children explore and learn through rolling balls in a playful and sensory way.
✦ **Core Principles**	sensory and playful repetition creates confidence adults supervise, children explore
◆ **Pedagogical Foundation**	sensory exploration motor development language development emotional safety
↔ **Program Alignment**	LDO – learning through direct experience and practical exploration.
◷ **Duration**	20–45 minutes
⌂ **Location**	Indoor or outdoor, depending on weather and available space.
▣ **Materials**	simple child-safe materials towels or trays if needed baskets, cups, spoons or natural materials
◇ **Preparation**	Prepare materials at child height and create a calm exploration space.
1-5 Step-by-Step	Introduce the materials calmly. Let children explore freely. Repeat simple language and actions. Allow repetition without pressure. End together with a short reflection or clean-up.
◉ **Adult Role**	supervise safely model calm behavior repeat simple words and actions encourage curiosity avoid correcting too much
✓ **What You See if it Works**	children repeat actions independently children stay engaged and focused children use simple words or gestures children show enjoyment and confidence

Block 1 – Getting Our Hands Dirty

Fully Practical & Differentiated Activities for Statia

This block contains 8 fully practical after-school activities designed for mixed-age groups (4–12 years old) on Statia. Activities focus on touching, building, planting, testing, observing, and creating visible results.

1. Soil Safari

◎ **Goal**	Children discover that different soils behave differently and influence plant growth.
○ **Group Size**	8–16 children Work in mixed-age groups of 4 children.
◷ **Duration**	60 minutes 10 min introduction 40 min activity 10 min reflection & clean-up
▣ **Materials**	3 buckets with different soil types (sand, dark soil, rocky soil) White trays or plates Water cups Plastic spoons Magnifying glasses Small paper labels Marker
◇ **Preparation**	Collect soil from different places around the school before the session.
? Short Introduction	Show children three soils and ask: Which one would plants like most? Which one gets muddy fastest? Which one feels hottest and driest?
1-5 Practical Activity Steps	**1. Place the three soil types in separate trays.** 4–6 years: touch and squeeze the soil with hands. 7–9 years: describe texture using words like rough, soft, dry, sticky. 10–12 years: compare soil color and amount of stones. **2. Give each group water cups.** 4–6 years: slowly pour water into soil. 7–9 years: observe which soil absorbs water fastest. 10–12 years: estimate which soil holds water longest. **3. Use spoons to mix wet soil.** 4–6 years: make mud balls. 7–9 years: compare which soil sticks together best. 10–12 years: discuss which soil may be best for okra. **4. Use magnifying glasses to inspect the soil.** 4–6 years: search for stones, roots, or insects. 7–9 years: count visible rocks or roots. 10–12 years: explain why roots matter in soil. **5. Create a mini “soil display table.”** 4–6 years: place labels and sort samples. 7–9 years: draw simple symbols for each soil.

	10–12 years: write short explanations.
✓ Practical Result	Children create a real soil comparison display.
! Attention Points	Let children get dirty. Keep water amounts small. Use shade outdoors. Encourage older children to help younger children.

2. Make Compost

◎ Goal	Children learn how food waste becomes healthy soil.
○ Group Size	8–16 children Mixed-age groups of 4.
◷ Duration	60 minutes
▣ Materials	Fruit peels Dry leaves Small branches Compost bucket or bin Gloves Water spray bottle Sticks for mixing
◇ Preparation	Prepare a compost container in advance.
? Short Introduction	Show banana peels, leaves, and plastic. Ask: What disappears naturally? What stays for many years?
1-5 Practical Activity Steps	**1. Spread all materials on a table.** 4–6 years: sort wet and dry materials. 7–9 years: separate compostable and non-compostable items. 10–12 years: explain why plastic does not belong in compost. **2. Tear leaves into small pieces.** 4–6 years: crumble leaves by hand. 7–9 years: make equal piles. 10–12 years: prepare correct compost layers. **3. Build the compost.** 4–6 years: add fruit peels. 7–9 years: add leaf layers. 10–12 years: balance green and brown material. **4. Spray water into the compost.** 4–6 years: spray carefully. 7–9 years: check if compost feels too dry. 10–12 years: explain why compost needs moisture. **5. Mix compost with sticks.** 4–6 years: help turn small sections. 7–9 years: observe smell and texture. 10–12 years: predict what compost will look like in weeks.
✓ Practical Result	Children build a real compost starter bin.
! Attention Points	Avoid meat or dairy waste.

	Wash hands afterward. Keep compost in shade. Let children smell and explore naturally.

3. Plant Okra Seeds

◎ Goal	Children plant and care for their own food crop.
○ Group Size	8–16 children
◷ Duration	60 minutes
▣ Materials	Okra seeds Pots or garden bed Soil Watering cans Plant labels Small sticks
◇ Preparation	Prepare planting area before children arrive.
? Short Introduction	Show a real okra or picture. Ask: Who has eaten okra? What does a plant need to grow?
1-5 Practical Activity Steps	**1. Fill pots with soil.** 4–6 years: scoop soil into pots. 7–9 years: level soil evenly. 10–12 years: prepare planting rows. **2. Make planting holes.** 4–6 years: poke holes with fingers. 7–9 years: measure equal depth. 10–12 years: explain why depth matters. **3. Plant seeds.** 4–6 years: place one seed carefully. 7–9 years: count planted seeds. 10–12 years: organize planting order. **4. Water the pots.** 4–6 years: lightly sprinkle water. 7–9 years: compare wet and dry soil. 10–12 years: discuss watering schedules. **5. Label the plants.** 4–6 years: decorate labels. 7–9 years: write names. 10–12 years: create a growth tracking chart.
✓ Practical Result	Children create their own okra planting area.
! Attention Points	Do not overwater, place plants in sunlight and keep extra seeds ready

4. Observe Worms

◎ Goal	Children discover how worms help healthy soil.
▣ Materials	Small shovels Plastic trays Magnifying glasses Spray bottle Dark moist soil
1-5 Practical Activity Steps	**1. Search for worms in moist soil.** 4–6 years: dig carefully with hands. 7–9 years: search near roots and leaves. 10–12 years: identify best worm locations. **2. Place worms in trays.** 4–6 years: observe movement. 7–9 years: compare worm sizes. 10–12 years: explain worm tunnels. **3. Spray trays lightly with water.** 4–6 years: spray carefully. 7–9 years: observe worm reactions. 10–12 years: discuss why worms need moisture. **4. Draw observations.** 4–6 years: draw worm shapes. 7–9 years: draw soil tunnels. 10–12 years: label worm body parts. **5. Return worms safely.** 4–6 years: place worms back gently. 7–9 years: cover worms with soil. 10–12 years: explain why worms matter for gardens.
✓ Practical Result	Children build a mini worm observation station.

5. Dry vs Wet Soil

◎ Goal	Children compare how soil behaves with water.
▣ Materials	Dry soil Wet soil Water cups Trays Plastic spoons
1-5 Practical Activity Steps	**1. Compare dry and wet soil.** 4–6 years: squeeze soil with hands. 7–9 years: describe texture differences. 10–12 years: explain which soil plants may prefer. **2. Add water to dry soil.** 4–6 years: pour water slowly. 7–9 years: watch water disappear. 10–12 years: compare absorption speed. **3. Mix the soil.** 4–6 years: make mud balls. 7–9 years: test which soil sticks best. 10–12 years: predict planting results. **4. Build shapes with soil.** 4–6 years: make small hills. 7–9 years: build simple walls. 10–12 years: test which structure stays strongest.
✓ Practical Result	Children create soil texture models.

6. Mud Paint

◎ Goal	Children create art using natural materials.
▣ Materials	Mud Water Bowls Brushes Large paper Leaves Sticks
1-5 Practical Activity Steps	**1. Mix mud and water.** 4–6 years: stir mud mixtures. 7–9 years: compare thick and thin paint. 10–12 years: create different paint textures. **2. Test painting tools.** 4–6 years: use hands and leaves. 7–9 years: test sticks and brushes. 10–12 years: create texture patterns. **3. Paint island scenes.** 4–6 years: make handprints. 7–9 years: paint plants and insects. 10–12 years: create layered paintings. **4. Add natural textures.** 4–6 years: press leaves into paint. 7–9 years: sprinkle sand. 10–12 years: combine multiple textures. **5. Create an outdoor gallery.** 4–6 years: hang paintings. 7–9 years: explain favorite parts. 10–12 years: organize display layout.
✓ Practical Result	Children produce natural mud artwork.

7. Garden Beds

◎ Goal	Children build a real planting bed.
▣ Materials	Wooden planks or stones Shovels Soil Rakes Buckets Compost
1-5 Practical Activity Steps	**1. Choose the garden location.** 4–6 years: mark corners with sticks. 7–9 years: clear leaves and rocks. 10–12 years: measure garden shape. **2. Loosen soil.** 4–6 years: scoop loose soil. 7–9 years: break hard soil chunks. 10–12 years: organize digging teams. **3. Build garden borders.** 4–6 years: carry small stones. 7–9 years: place border materials. 10–12 years: stabilize corners. **4. Add compost.** 4–6 years: sprinkle compost. 7–9 years: spread evenly. 10–12 years: explain why compost helps plants. **5. Rake and water the bed.** 4–6 years: water lightly. 7–9 years: flatten soil. 10–12 years: inspect if bed is ready for planting.
✓ Practical Result	Children build a ready-to-use garden bed.

8. Soil Growth Test

◎ Goal	Children test which soil helps plants grow best.
▣ Materials	3 pots Different soil types Bean or okra seeds Water Labels Ruler
1-5 Practical Activity Steps	**1. Fill pots with different soils.** 4–6 years: scoop soil into pots. 7–9 years: compare soil colors. 10–12 years: label soil types. **2. Plant seeds.** 4–6 years: place seeds carefully. 7–9 years: count planted seeds. 10–12 years: ensure equal planting depth. **3. Water the pots.** 4–6 years: sprinkle water. 7–9 years: compare wetness. 10–12 years: discuss fair testing. **4. Place pots in sunlight.** 4–6 years: carry pots carefully. 7–9 years: organize pot placement. 10–12 years: explain why sunlight matters. **5. Track plant growth.** 4–6 years: point to tallest plant. 7–9 years: measure height. 10–12 years: create a simple growth graph.
✓ Practical Result	Children create a real plant growth experiment.

Block 2 – Water Smart Island

Fully Practical & Differentiated Activities for Statia

This block focuses on water awareness, water saving, filtering, carrying, testing, and practical island water challenges.

1. Collect Rainwater

◎ Goal	Children discover how rainwater can be collected and reused on Statia.
○ Group Size	8–16 children Mixed-age groups of 4.
◷ Duration	60 minutes
▣ Materials	Buckets Plastic bottles Measuring cups Funnels Marker Tape
◇ Preparation	Place containers outside before rain or simulate with watering cans.
? Short Introduction	Ask children: Where does rainwater go? Why is water important on an island?
1-5 Practical Activity Steps	**1. Place buckets and bottles outside.** 4–6 years: carry buckets and place containers. 7–9 years: predict which container holds most water. 10–12 years: choose the best collection locations. **2. Collect rainwater.** 4–6 years: watch water fill containers. 7–9 years: compare water levels. 10–12 years: measure collected amounts. **3. Transfer water using funnels.** 4–6 years: pour carefully. 7–9 years: avoid spilling. 10–12 years: organize water storage. **4. Label the containers.** 4–6 years: decorate labels. 7–9 years: write water amounts. 10–12 years: compare collection results. **5. Discuss reuse ideas.** 4–6 years: point to plants needing water. 7–9 years: suggest simple uses. 10–12 years: explain why rainwater matters on Statia.
✓ Practical Result	Children build a simple rainwater collection station.
! Attention Points	Use lightweight containers, prevent slipping near water and encourage teamwork.

2. Build Water Filter

◎ Goal	Children build a working filter using natural materials.
○ Group Size	8–16 children
◷ Duration	60 minutes
▣ Materials	Plastic bottles Sand Small stones Cloth Dirty water Buckets
◇ Preparation	Cut bottles in advance if needed.
? Short Introduction	Ask: Can dirty water become cleaner? Which materials trap dirt best?
1-5 Practical Activity Steps	**1. Prepare bottle filters.** 4–6 years: place cloth inside bottles. 7–9 years: add stones carefully. 10–12 years: organize filter layers. **2. Add sand and gravel.** 4–6 years: scoop sand. 7–9 years: compare fine and rough materials. 10–12 years: predict which filter works best. **3. Pour dirty water into filters.** 4–6 years: pour slowly. 7–9 years: watch dripping water. 10–12 years: compare water clarity. **4. Test different filter designs.** 4–6 years: observe colors. 7–9 years: compare speed. 10–12 years: redesign weak filters. **5. Display all filters.** 4–6 years: line up bottles. 7–9 years: explain favorite filter. 10–12 years: discuss improvements.
✓ Practical Result	Children create real working water filters.
! Attention Points	Explain that filtered water is not for drinking, keep the activity experimental and allow children to test ideas.

3. Evaporation Test

◎ **Goal**	Children observe how heat and sunlight affect water.
○ **Group Size**	8–16 children
◷ **Duration**	60 minutes
▣ **Materials**	Shallow bowls Water Marker Sunny and shaded locations
◇ **Preparation**	Prepare equal water amounts before the session.
? Short Introduction	Ask: Why do puddles disappear? Which places dry fastest?
1-5 Practical Activity Steps	**1. Fill bowls with equal water amounts.** 4–6 years: pour water carefully. 7–9 years: compare water levels. 10–12 years: mark starting lines. **2. Place bowls in sun and shade.** 4–6 years: carry bowls. 7–9 years: predict what happens. 10–12 years: organize test setup. **3. Observe bowls over time.** 4–6 years: point to changing water levels. 7–9 years: compare differences. 10–12 years: measure evaporation. **4. Feel bowl temperatures.** 4–6 years: touch carefully. 7–9 years: compare warm and cool bowls. 10–12 years: explain sunlight effects. **5. Create a results table.** 4–6 years: use stickers. 7–9 years: draw simple symbols. 10–12 years: record measurements.
✓ **Practical Result**	Children create a real evaporation experiment.
! Attention Points	Keep bowls stable outdoors. Use visible water levels. Encourage predictions and testing.

Block 3 – Grow, Harvest & Taste

Fully Practical & Differentiated Activities for Statia

This block focuses on growing food, harvesting, tasting, cooking, and discovering local healthy ingredients through practical activities.

1. Plant Herbs

◎ **Goal**	Children plant and care for herbs used in cooking and tea.
○ **Group Size**	8–16 children Mixed-age groups of 4.
◷ **Duration**	60 minutes 10 min introduction 40 min activity 10 min reflection & clean-up
▣ **Materials**	Herb seeds (mint, basil, parsley) Pots or recycled containers Soil Watering cans Wooden sticks Marker Spoons
◇ **Preparation**	Prepare a planting table with containers, soil, and seeds ready before children arrive.
? Short Introduction	Let children smell fresh herbs and ask: Which smells strongest? Which herbs do people use at home? Which herbs grow well in hot weather?
1-5 Practical Activity Steps	**1. Fill the containers with soil.** 4–6 years: scoop soil into pots using spoons. 7–9 years: level the soil evenly. 10–12 years: organize the planting stations and help younger children. **2. Plant the herb seeds.** 4–6 years: place seeds carefully with fingers. 7–9 years: count equal amounts of seeds. 10–12 years: explain why seeds should not be planted too deep. **3. Water the herbs.** 4–6 years: sprinkle water gently. 7–9 years: compare dry and wet soil. 10–12 years: discuss how often herbs need water on Statia. **4. Create labels for the herbs.** 4–6 years: decorate labels with drawings. 7–9 years: write herb names. 10–12 years: add care instructions. **5. Build a mini herb garden display.** 4–6 years: place pots together.

	7–9 years: organize herbs by smell. 10–12 years: design a watering schedule.
✓ Practical Result	Children create a real herb-growing station.
! Attention Points	Keep plants in sunlight. Avoid overwatering. Let children smell and touch herbs often. Encourage older children to guide younger children.

2. Harvest Herbs

◎ **Goal**	Children harvest herbs and explore smell, taste, and cooking uses.
○ **Group Size**	8–16 children
◷ **Duration**	60 minutes
▣ **Materials**	Herb garden or pots Small scissors Bowls Cutting boards Cups Water
◇ **Preparation**	Check that herbs are ready to harvest before the activity.
? Short Introduction	Walk through the herb garden and ask: Which herb smells strongest? Which herbs can be used for tea or cooking?
1-5 Practical Activity Steps	**1. Walk through the herb garden.** 4–6 years: touch and smell herbs. 7–9 years: identify different herbs. 10–12 years: explain how herbs are used in cooking. **2. Harvest the herbs.** 4–6 years: pick loose leaves. 7–9 years: cut stems safely using scissors. 10–12 years: organize harvesting teams. **3. Wash the herbs.** 4–6 years: rinse herbs in bowls. 7–9 years: remove damaged leaves. 10–12 years: prepare herbs for tasting. **4. Taste and compare herbs.** 4–6 years: describe favorite smells. 7–9 years: compare flavors. 10–12 years: suggest recipe combinations. **5. Prepare herb tea or herb water.** 4–6 years: add herbs to cups. 7–9 years: mix flavors together. 10–12 years: explain healthy benefits.
✓ **Practical Result**	Children prepare fresh herb drinks and tasting plates.
! Attention Points	Use child-safe scissors, check for allergies and encourage children to taste new flavors.

3. Fruit Snack

◎ **Goal**	Children prepare healthy fruit snacks together.
○ **Group Size**	8–16 children
◷ **Duration**	60 minutes
▣ **Materials**	Banana Papaya Mango Plastic knives Bowls Cutting boards Napkins
◇ **Preparation**	Wash all fruit before children arrive.
? Short Introduction	Ask children: Which fruits grow on Statia? Which fruits are your favorites? Why is fruit healthy?
1-5 Practical Activity Steps	**1. Wash the fruits together.** 4–6 years: rinse fruits with water. 7–9 years: organize fruit bowls. 10–12 years: supervise the washing station. **2. Prepare the fruit.** 4–6 years: peel bananas. 7–9 years: cut soft fruits safely. 10–12 years: create equal snack portions. **3. Create colorful fruit mixes.** 4–6 years: combine favorite fruits. 7–9 years: compare colors and smells. 10–12 years: invent “Statia fruit mix” recipes. **4. Taste fruits separately.** 4–6 years: point to favorite fruit. 7–9 years: compare sweetness and texture. 10–12 years: discuss healthy snack choices. **5. Serve the fruit snacks.** 4–6 years: carry bowls. 7–9 years: organize serving table. 10–12 years: lead the snack presentation.
✓ **Practical Result**	Children prepare and serve healthy fruit snacks.

! Attention Points	Use child-safe knives only. Keep fruit pieces small. Encourage trying unfamiliar fruits.

4. Cook Okra

◎ **Goal**	Children cook a simple okra dish together.
○ **Group Size**	8–16 children
◷ **Duration**	60 minutes
▣ **Materials**	Fresh okra Bowls Plastic knives Portable cooker or hot plate Oil Seasoning Spoon
◇ **Preparation**	Prepare cooking station safely before children arrive.
? Short Introduction	Show real okra and ask: Who has eaten okra before? How does okra feel inside? Why is okra important on Statia?
1-5 Practical Activity Steps	**1. Wash and prepare the okra.** 4–6 years: rinse vegetables. 7–9 years: sort ingredients. 10–12 years: organize the cooking station. **2. Cut the okra.** 4–6 years: place pieces into bowls. 7–9 years: slice soft pieces safely. 10–12 years: prepare equal portions. **3. Cook the okra.** 4–6 years: observe cooking changes. 7–9 years: stir ingredients carefully. 10–12 years: supervise seasoning and timing. **4. Taste the cooked okra.** 4–6 years: describe texture. 7–9 years: compare flavors. 10–12 years: suggest recipe improvements. **5. Serve the dish together.** 4–6 years: distribute napkins. 7–9 years: organize tasting plates. 10–12 years: explain the recipe.
✓ **Practical Result**	Children cook and eat a real okra dish together.

! Attention Points	Adult supervision near heat. Keep portions small for tasting. Use safe cooking rules.

5. Compare Food

◎ **Goal**	Children compare local and imported foods.
○ **Group Size**	8–16 children
◷ **Duration**	60 minutes
▣ **Materials**	Local fruits and vegetables Imported packaged foods Table Marker Paper Stickers
◇ **Preparation**	Display foods on separate tables.
? Short Introduction	Ask: Which foods come from Statia? Which foods travel far? Which foods create more waste?
1-5 Practical Activity Steps	**1. Explore all foods.** 4–6 years: sort foods by color. 7–9 years: identify local foods. 10–12 years: read labels and origins. **2. Compare packaging.** 4–6 years: touch containers. 7–9 years: compare package sizes. 10–12 years: discuss waste and transport. **3. Taste local and imported foods.** 4–6 years: choose favorites. 7–9 years: compare flavors. 10–12 years: discuss freshness. **4. Create a food chart.** 4–6 years: place stickers. 7–9 years: draw foods. 10–12 years: organize comparison categories. **5. Present healthy food choices.** 4–6 years: point to healthiest foods. 7–9 years: explain simple reasons. 10–12 years: discuss local food benefits.
✓ **Practical Result**	Children create a local vs imported food display.
! Attention Points	Focus on practical examples, use foods children recognize and encourage tasting.

6. Solar Cooking

◎ **Goal**	Children experiment with heat from the sun.
○ **Group Size**	8–16 children
◷ **Duration**	60 minutes
▣ **Materials**	Pizza boxes Aluminum foil Black paper Plastic wrap Tape Marshmallows or crackers
◇ **Preparation**	Pre-cut difficult materials before the activity.
? Short Introduction	Ask: Can the sun cook food? Which places on Statia feel hottest?
1-5 Practical Activity Steps	**1. Build solar cookers.** 4–6 years: tape foil into boxes. 7–9 years: place black paper correctly. 10–12 years: organize cooker assembly. **2. Prepare the snacks.** 4–6 years: place marshmallows inside. 7–9 years: compare snack arrangements. 10–12 years: predict cooking speed. **3. Place cookers in sunlight.** 4–6 years: help carry boxes. 7–9 years: observe heat changes. 10–12 years: angle cookers toward sunlight. **4. Observe melting and heating.** 4–6 years: watch food melt. 7–9 years: compare temperatures. 10–12 years: improve cooker positions. **5. Taste solar-cooked snacks.** 4–6 years: describe warmth. 7–9 years: compare textures. 10–12 years: explain solar energy.
✓ **Practical Result**	Children build and test real solar cookers.
! Attention Points	Use strong sunlight, supervise hot surfaces and keep activity playful and experimental.

7. Herb Garden

◎ Goal	Children maintain and improve a shared herb garden.
○ Group Size	8–16 children
◷ Duration	60 minutes
▣ Materials	Existing herb beds Watering cans Small tools Compost Buckets
◇ Preparation	Check the garden beforehand for weeds and dry soil.
? Short Introduction	Walk through the garden and ask: Which plants look healthy? Which plants need help?
1-5 Practical Activity Steps	**1. Inspect the herb garden.** 4–6 years: point to dry plants. 7–9 years: identify weeds. 10–12 years: organize work teams. **2. Remove weeds.** 4–6 years: pull loose weeds. 7–9 years: clear around herbs. 10–12 years: explain why weeds matter. **3. Add compost.** 4–6 years: sprinkle compost. 7–9 years: spread compost evenly. 10–12 years: explain plant nutrition. **4. Water the plants.** 4–6 years: water gently. 7–9 years: compare dry and wet soil. 10–12 years: organize watering schedules. **5. Harvest herbs for display.** 4–6 years: collect leaves. 7–9 years: sort herbs. 10–12 years: prepare tasting stations.
✓ Practical Result	Children maintain and improve a real herb garden.
! Attention Points	Use small tools safely. Keep activity active and outdoors. Encourage teamwork.

8. Food Map

◎ Goal	Children connect local foods to places on Statia.
○ Group Size	8–16 children
◷ Duration	60 minutes
▣ Materials	Large island map Food pictures Markers Stickers Tape
◇ Preparation	Print or draw a large map of Statia beforehand.
? Short Introduction	Ask: Where do fruits and vegetables grow? Which foods come from the sea?
1-5 Practical Activity Steps	**1. Explore the map.** 4–6 years: point to familiar places. 7–9 years: identify farms or gardens. 10–12 years: explain food locations. **2. Sort food pictures.** 4–6 years: group foods by color. 7–9 years: match foods to places. 10–12 years: discuss where foods grow best. **3. Add foods to the map.** 4–6 years: place stickers. 7–9 years: tape pictures onto map. 10–12 years: organize map sections. **4. Create food routes.** 4–6 years: follow routes with fingers. 7–9 years: draw arrows. 10–12 years: explain transport routes. **5. Present the food map.** 4–6 years: show favorite foods. 7–9 years: explain symbols. 10–12 years: discuss local food systems.
✓ Practical Result	Children create a large interactive Statia food map.
! Attention Points	Use recognizable local foods. Keep map visual and colorful. Let children move around the map actively.

Block 4 – Nature as a System

Fully Practical & Differentiated Activities for Statia

This block focuses on ecosystems, insects, birds, pollination, food chains, and understanding how nature works together on Statia through active outdoor exploration.

1. Insect Hunt

◎ Goal	Children discover insects and learn how insects help nature and plants.
○ Group Size	8–16 children Mixed-age groups of 4.
◷ Duration	60 minutes 10 min introduction 40 min activity 10 min reflection & clean-up
▣ Materials	Small containers Magnifying glasses Clipboards Paper Pencils Insect picture cards
◇ Preparation	Choose safe outdoor areas with plants, rocks, and trees.
? Short Introduction	Ask children: Where do insects hide? Which insects help flowers grow? Which insects have you seen on Statia?
1-5 Practical Activity Steps	**1. Search for insects outdoors.** 4–6 years: lift leaves and point to insects. 7–9 years: search near flowers and rocks. 10–12 years: organize search teams. **2. Catch insects carefully in containers.** 4–6 years: observe insects moving. 7–9 years: compare insect sizes and colors. 10–12 years: identify different insect types. **3. Use magnifying glasses.** 4–6 years: look at wings and legs. 7–9 years: count body parts. 10–12 years: explain insect differences. **4. Draw or record observations.** 4–6 years: draw favorite insects. 7–9 years: describe colors and movement. 10–12 years: label insect body parts. **5. Release insects safely.** 4–6 years: gently open containers. 7–9 years: place insects near plants.

	10–12 years: explain why insects matter.
✓ Practical Result	Children create an insect observation station and insect drawings.
! Attention Points	Handle insects carefully. Avoid dangerous insects. Keep activities outdoors and active.

2. Food Chain

◎ **Goal**	Children understand how animals and plants depend on each other.
○ **Group Size**	8–16 children
◷ **Duration**	60 minutes
▣ **Materials**	Animal picture cards Rope or string Clothespins Chalk Paper
◇ **Preparation**	Print or draw local island animals and plants.
? Short Introduction	Ask: What do birds eat? What happens if insects disappear?
1-5 Practical Activity Steps	**1. Spread animal and plant cards on the ground.** 4–6 years: sort cards by size. 7–9 years: group plants and animals. 10–12 years: organize food chain order. **2. Build food chains using rope.** 4–6 years: connect simple pairs. 7–9 years: build short chains. 10–12 years: create complete food systems. **3. Act out the food chain.** 4–6 years: imitate animal movements. 7–9 years: explain who eats what. 10–12 years: lead role-play activities. **4. Remove one animal card.** 4–6 years: observe missing links. 7–9 years: discuss changes. 10–12 years: explain ecosystem balance. **5. Create a giant chalk food chain.** 4–6 years: draw animals. 7–9 years: connect food arrows. 10–12 years: organize the full chain.
✓ **Practical Result**	Children create a giant interactive island food chain.
! Attention Points	Use local examples from Statia. Keep movement active. Encourage teamwork.

3. Jar Ecosystem

◎ **Goal**	Children build a small self-contained ecosystem.
○ **Group Size**	8–16 children
◷ **Duration**	60 minutes
▣ **Materials**	Glass jars Soil Small plants Pebbles Water Small sticks
◇ **Preparation**	Collect small plants and soil beforehand.
? Short Introduction	Ask: What do plants need to survive? Can nature work inside a jar?
1-5 Practical Activity Steps	**1. Build the jar base.** 4–6 years: place pebbles inside jars. 7–9 years: add soil layers. 10–12 years: organize drainage systems. **2. Plant small plants.** 4–6 years: place plants carefully. 7–9 years: spread roots gently. 10–12 years: explain plant spacing. **3. Add water.** 4–6 years: sprinkle water lightly. 7–9 years: compare wet and dry soil. 10–12 years: discuss water cycles. **4. Decorate the ecosystem.** 4–6 years: add sticks or leaves. 7–9 years: create small landscapes. 10–12 years: organize ecosystem layout. **5. Observe the jars over time.** 4–6 years: point to growing plants. 7–9 years: compare moisture levels. 10–12 years: track ecosystem changes.
✓ **Practical Result**	Children create living mini ecosystems in jars.
! Attention Points	Do not overwater. Keep jars in sunlight.

4. Bird Count

◎ Goal	Children observe and count birds around the school.
○ Group Size	8–16 children
◷ Duration	60 minutes
▣ Materials	Bird picture cards Binoculars (optional) Clipboards Paper Pencils
◇ Preparation	Choose quiet outdoor observation spots.
? Short Introduction	Ask: Which birds live on Statia? Why are birds important?
1-5 Practical Activity Steps	**1. Walk quietly to bird areas.** 4–6 years: search for moving birds. 7–9 years: listen for bird sounds. 10–12 years: organize observation teams. **2. Observe birds carefully.** 4–6 years: point to bird colors. 7–9 years: compare bird sizes. 10–12 years: identify species. **3. Count the birds.** 4–6 years: count together aloud. 7–9 years: record numbers. 10–12 years: compare observation groups. **4. Draw or describe birds.** 4–6 years: draw wings and beaks. 7–9 years: describe movement. 10–12 years: explain bird behavior. **5. Create a bird display chart.** 4–6 years: place stickers. 7–9 years: add bird drawings. 10–12 years: organize final counts.
✓ Practical Result	Children create a school bird observation chart.
! Attention Points	Stay quiet during observations. Use shade outdoors. Encourage patience.

5. Pollination

◎ **Goal**	Children discover how insects help plants grow.
○ **Group Size**	8–16 children
◷ **Duration**	60 minutes
▣ **Materials**	Artificial flowers or paper flowers Colored powder or chalk dust Cotton balls Brushes
◇ **Preparation**	Prepare flowers with colored powder inside.
? Short Introduction	Ask: How do flowers make fruits? What do bees carry?
1-5 Practical Activity Steps	**1. Prepare the flowers.** 4–6 years: place flowers on tables. 7–9 years: add colored powder. 10–12 years: organize pollination stations. **2. Act like pollinators.** 4–6 years: move cotton balls between flowers. 7–9 years: transfer powder carefully. 10–12 years: compare pollination results. **3. Observe pollen transfer.** 4–6 years: point to color changes. 7–9 years: compare flower results. 10–12 years: explain pollination. **4. Create pollinator races.** 4–6 years: move quickly between flowers. 7–9 years: collect powder efficiently. 10–12 years: improve pollination systems. **5. Discuss why insects matter.** 4–6 years: point to fruits and flowers. 7–9 years: explain simple pollination. 10–12 years: connect pollination to food.
✓ **Practical Result**	Children complete a hands-on pollination simulation.
! Attention Points	Keep activity active and playful. Use bright flower colors. Expect powder mess.

6. Sun vs Shade

◎ **Goal**	Children compare temperature and plant growth in sun and shade.
○ **Group Size**	8–16 children
◷ **Duration**	60 minutes
▣ **Materials**	Thermometers Water Small plants Bowls Chalk
◇ **Preparation**	Choose sunny and shaded outdoor locations.
1-5 Practical Activity Steps	**1. Place plants in sun and shade.** 4–6 years: carry plants carefully. 7–9 years: compare locations. 10–12 years: organize testing areas. **2. Feel temperature differences.** 4–6 years: touch warm and cool surfaces. 7–9 years: compare soil temperature. 10–12 years: use thermometers. **3. Water both plants equally.** 4–6 years: pour water gently. 7–9 years: compare soil moisture. 10–12 years: organize fair testing. **4. Observe plant behavior.** 4–6 years: point to drooping leaves. 7–9 years: compare color changes. 10–12 years: discuss heat stress. **5. Create a results chart.** 4–6 years: use stickers. 7–9 years: draw plant symbols. 10–12 years: record temperatures.
✓ **Practical Result**	Children create a real sun vs shade experiment.
! **Attention Points**	Avoid hottest midday sun. Give water breaks. Keep tests simple and visual.

7. Role Play

◎ **Goal**	Children act out ecosystem roles and relationships.
○ **Group Size**	8–16 children
◷ **Duration**	60 minutes
▣ **Materials**	Animal cards Plant cards Rope Costume pieces (optional)
◇ **Preparation**	Prepare simple ecosystem role cards.
? Short Introduction	Ask: What jobs do animals have in nature? What happens if one disappears?
1-5 Practical Activity Steps	**1. Choose ecosystem roles.** 4–6 years: pick favorite animals. 7–9 years: explain simple roles. 10–12 years: organize the ecosystem game. **2. Act out movements.** 4–6 years: imitate animals. 7–9 years: connect feeding relationships. 10–12 years: guide interactions. **3. Build ecosystem connections.** 4–6 years: hold ropes between partners. 7–9 years: explain connections. 10–12 years: organize ecosystem webs. **4. Remove one role.** 4–6 years: notice missing parts. 7–9 years: discuss changes. 10–12 years: explain ecosystem imbalance. **5. Perform a mini ecosystem show.** 4–6 years: act out movements. 7–9 years: explain food chains. 10–12 years: narrate the ecosystem.
✓ **Practical Result**	Children perform a live ecosystem role-play.
! Attention Points	Keep activity energetic. Encourage imagination. Use movement often.

8. Scavenger Hunt

◎ **Goal**	Children explore nature and identify natural objects.
○ **Group Size**	8–16 children
◷ **Duration**	60 minutes
▣ **Materials**	Nature checklist cards Buckets Magnifying glasses Clipboards Pencils
◇ **Preparation**	Create a simple nature checklist beforehand.
? Short Introduction	Ask: What natural things can we find outside? Which things belong in nature?
1-5 Practical Activity Steps	**1. Explore the outdoor area.** 4–6 years: search for leaves and rocks. 7–9 years: identify checklist items. 10–12 years: organize search teams. **2. Collect safe natural objects.** 4–6 years: carry small objects. 7–9 years: compare textures. 10–12 years: explain where objects were found. **3. Use magnifying glasses.** 4–6 years: inspect leaves closely. 7–9 years: compare insect marks. 10–12 years: describe details. **4. Sort the collected objects.** 4–6 years: group by color. 7–9 years: group by type. 10–12 years: explain sorting systems. **5. Create a nature display.** 4–6 years: place objects on tables. 7–9 years: label collections. 10–12 years: organize final displays.
✓ **Practical Result**	Children create a real nature discovery display.
! Attention Points	Avoid dangerous plants. Keep children inside safe boundaries. Focus on exploration and movement.

Block 5 – Waste → Resource

Fully Practical & Differentiated Activities for Statia

This block focuses on recycling, composting, reusing materials, reducing waste, and turning trash into useful resources through hands-on activities.

1. Sort Waste

◎ Goal	Children learn how to separate waste correctly and understand which materials can be reused or composted.
○ Group Size	8–16 children Mixed-age groups of 4.
◷ Duration	60 minutes 10 min introduction 40 min activity 10 min reflection & clean-up
▣ Materials	Mixed waste items Buckets or bins Picture labels Gloves Tarps or mats
◇ Preparation	Prepare clean waste materials beforehand.
? Short Introduction	Ask: What happens to trash after we throw it away? Which things can be reused? Which waste disappears naturally?
1-5 Practical Activity Steps	**1. Spread mixed waste items on a tarp.** 4–6 years: point to familiar objects. 7–9 years: sort by material type. 10–12 years: organize sorting stations. **2. Sort the waste into bins.** 4–6 years: place plastic and paper separately. 7–9 years: compare compostable and non-compostable items. 10–12 years: explain why items belong in certain bins. **3. Create category labels.** 4–6 years: decorate labels with drawings. 7–9 years: write category names. 10–12 years: organize recycling instructions. **4. Check the sorting together.** 4–6 years: point to mistakes. 7–9 years: explain sorting choices. 10–12 years: correct sorting systems. **5. Build a mini recycling corner.** 4–6 years: place bins in rows. 7–9 years: organize signs.

	10–12 years: design the recycling station.
✓ Practical Result	Children create a working recycling sorting station.
! Attention Points	Use clean waste only. Wear gloves when needed. Keep the activity fast and active.

2. Compost Bin

◎ **Goal**	Children maintain and improve a compost system.
○ **Group Size**	8–16 children
◷ **Duration**	60 minutes
▣ **Materials**	Compost bin Fruit scraps Dry leaves Water spray bottle Sticks Gloves
◇ **Preparation**	Prepare compost materials in separate piles.
? Short Introduction	Ask: Why does compost help gardens? What happens to old leaves and fruit peels?
1-5 Practical Activity Steps	**1. Explore the compost materials.** 4–6 years: touch dry leaves and peels. 7–9 years: compare wet and dry materials. 10–12 years: explain compost layers. **2. Add compost materials.** 4–6 years: place fruit scraps in the bin. 7–9 years: spread dry leaves evenly. 10–12 years: organize green/brown balance. **3. Spray water into the compost.** 4–6 years: spray gently. 7–9 years: test moisture levels. 10–12 years: explain why compost needs water. **4. Mix the compost.** 4–6 years: help turn small sections. 7–9 years: compare smells and textures. 10–12 years: improve airflow inside the pile. **5. Inspect the compost system.** 4–6 years: search for worms. 7–9 years: compare warm and cool sections. 10–12 years: discuss decomposition.
✓ **Practical Result**	Children maintain a real working compost system.
! Attention Points	Avoid meat and dairy waste. Keep compost shaded.

3. Bottle Planters

◎ **Goal**	Children reuse plastic bottles as plant containers.
○ **Group Size**	8–16 children
◷ **Duration**	60 minutes
▣ **Materials**	Plastic bottles Soil Seeds or herbs String Scissors Markers
◇ **Preparation**	Wash bottles before the session.
? Short Introduction	Ask: Can trash become useful again? What can we grow inside bottles?
1-5 Practical Activity Steps	**1. Cut the bottles into planter shapes.** 4–6 years: hold bottles steady. 7–9 years: help with simple cutting. 10–12 years: safely cut drainage holes. **2. Decorate the bottles.** 4–6 years: draw shapes and colors. 7–9 years: create plant labels. 10–12 years: design hanging systems. **3. Fill bottles with soil.** 4–6 years: scoop soil into planters. 7–9 years: level the soil. 10–12 years: organize planting stations. **4. Plant seeds or herbs.** 4–6 years: place seeds carefully. 7–9 years: compare planting depth. 10–12 years: explain watering needs. **5. Hang or display the planters.** 4–6 years: carry bottles. 7–9 years: organize rows. 10–12 years: build a mini vertical garden.
✓ **Practical Result**	Children create real hanging bottle planters.
! Attention Points	Supervise cutting carefully, use strong string and place planters in sunlight.

4. Waste Art

◎ Goal	Children transform waste materials into creative artwork.
○ Group Size	8–16 children
◷ Duration	60 minutes
▣ Materials	Bottle caps Cardboard Paper rolls Glue Paint Scissors
◇ Preparation	Collect clean reusable materials beforehand.
? Short Introduction	Ask: What can trash become? Can waste become art?
1-5 Practical Activity Steps	**1. Sort reusable materials.** 4–6 years: group colors and shapes. 7–9 years: compare materials. 10–12 years: organize building stations. **2. Design artwork ideas.** 4–6 years: choose favorite objects. 7–9 years: sketch simple ideas. 10–12 years: plan larger creations. **3. Build the artwork.** 4–6 years: glue pieces together. 7–9 years: combine materials creatively. 10–12 years: stabilize large designs. **4. Paint and decorate.** 4–6 years: paint large areas. 7–9 years: add details and patterns. 10–12 years: improve textures and balance. **5. Create an art gallery.** 4–6 years: place artwork on tables. 7–9 years: explain favorite creations. 10–12 years: organize displays and titles.
✓ Practical Result	Children create a recycled art exhibition.
! Attention Points	Use washable paint, keep glue stations organized and encourage creativity over perfection.

5. Food Waste

◎ **Goal**	Children discover how much food is wasted and how waste can be reduced.
○ **Group Size**	8–16 children
◷ **Duration**	60 minutes
▣ **Materials**	Food scraps Bowls Scale (optional) Gloves Paper Marker
◇ **Preparation**	Collect safe leftover food scraps beforehand.
? Short Introduction	Ask: Why do people throw away food? Which foods are wasted most?
1-5 Practical Activity Steps	**1. Display food waste samples.** 4–6 years: identify fruits and vegetables. 7–9 years: compare fresh and wasted food. 10–12 years: organize sorting categories. **2. Sort food scraps.** 4–6 years: group fruits and vegetables. 7–9 years: separate compostable items. 10–12 years: discuss waste causes. **3. Measure or compare waste amounts.** 4–6 years: compare big and small piles. 7–9 years: estimate quantities. 10–12 years: record waste results. **4. Create food-saving ideas.** 4–6 years: draw favorite foods. 7–9 years: suggest simple solutions. 10–12 years: design waste-reduction plans. **5. Build a “save food” poster.** 4–6 years: decorate posters. 7–9 years: write short messages. 10–12 years: organize awareness campaigns.
✓ **Practical Result**	Children create food waste awareness posters.
! Attention Points	Use safe leftovers only, avoid spoiled food and keep discussions practical and positive.

6. Recycle System

◎ **Goal**	Children design a recycling system for school.
○ **Group Size**	8–16 children
◷ **Duration**	60 minutes
▣ **Materials**	Cardboard boxes Markers Tape Labels Recycled containers
◇ **Preparation**	Collect boxes and bins beforehand.
? Short Introduction	Ask: How can we recycle better at school? Where should bins be placed?
1-5 Practical Activity Steps	**1. Inspect the school area.** 4–6 years: point to trash areas. 7–9 years: identify busy locations. 10–12 years: organize planning teams. **2. Build recycling bins.** 4–6 years: decorate bins. 7–9 years: label categories. 10–12 years: organize recycling systems. **3. Choose bin locations.** 4–6 years: help carry bins. 7–9 years: compare visibility. 10–12 years: explain placement choices. **4. Test the recycling system.** 4–6 years: place items into bins. 7–9 years: compare sorting accuracy. 10–12 years: improve weak areas. **5. Present the recycling system.** 4–6 years: show favorite bins. 7–9 years: explain labels. 10–12 years: present recycling plans.
✓ **Practical Result**	Children build a real school recycling system.
! Attention Points	Keep bins lightweight. Use large visible labels. Encourage teamwork.

7. Upcycle

◎ **Goal**	Children invent new uses for old materials.
○ **Group Size**	8–16 children
◷ **Duration**	60 minutes
▣ **Materials**	Cardboard Plastic containers Bottle caps String Glue Tape
◇ **Preparation**	Collect safe reusable materials beforehand.
? Short Introduction	Ask: What useful things can old objects become? Which objects should not be thrown away?
1-5 Practical Activity Steps	**1. Explore all reusable materials.** 4–6 years: sort by color and shape. 7–9 years: compare object uses. 10–12 years: organize building stations. **2. Choose project ideas.** 4–6 years: pick favorite materials. 7–9 years: sketch simple designs. 10–12 years: plan useful inventions. **3. Build the creations.** 4–6 years: glue simple parts together. 7–9 years: combine materials creatively. 10–12 years: solve construction problems. **4. Decorate and improve.** 4–6 years: paint creations. 7–9 years: add labels and details. 10–12 years: improve function and strength. **5. Present the inventions.** 4–6 years: show creations proudly. 7–9 years: explain how they work. 10–12 years: present reuse ideas.
✓ **Practical Result**	Children build useful upcycled inventions.
! Attention Points	Focus on creativity, allow experimentation, and avoid sharp materials.

8. Trash Audit

◎ Goal	Children investigate where school waste comes from.
○ Group Size	8–16 children
◷ Duration	60 minutes
▣ Materials	Gloves Trash bags Sorting tarp Clipboards Markers Buckets
◇ Preparation	Collect clean school trash safely beforehand.
? Short Introduction	Ask: Which trash do we throw away most? Which trash could be reduced?
1-5 Practical Activity Steps	**1. Spread trash onto a tarp.** 4–6 years: identify familiar objects. 7–9 years: group trash by type. 10–12 years: organize sorting teams. **2. Sort the trash.** 4–6 years: place plastic together. 7–9 years: compare waste amounts. 10–12 years: identify biggest waste categories. **3. Count and compare materials.** 4–6 years: count simple objects. 7–9 years: estimate quantities. 10–12 years: record audit results. **4. Discuss waste reduction ideas.** 4–6 years: suggest reusing items. 7–9 years: identify unnecessary waste. 10–12 years: create reduction plans. **5. Build a waste results display.** 4–6 years: place drawings and stickers. 7–9 years: organize categories. 10–12 years: present audit conclusions.
✓ Practical Result	Children complete a real school trash investigation.
! Attention Points	Use gloves throughout, use only safe and clean waste and wash hands afterward.

Block 6 – Green Skills & Future Makers

Fully Practical & Differentiated Activities for Statia

This block focuses on teamwork, problem-solving, green careers, building, designing, presenting, and creating practical sustainability solutions for the future of Statia.

1. Build a Shade Structure

◎ **Goal**	Children design and build a simple shade structure to protect plants or people from heat.
○ **Group Size**	8–16 children Mixed-age groups of 4.
◷ **Duration**	60 minutes 10 min introduction 40 min activity 10 min reflection & clean-up
▣ **Materials**	Bamboo sticks or wooden poles Cloth sheets Rope Tape Scissors Buckets or stones for support
◇ **Preparation**	Prepare a safe outdoor building area.
? Short Introduction	Ask: Why is shade important on Statia? Which places become too hot during the day? How can we create cooler spaces?
1-5 Practical Activity Steps	**1. Explore different building materials.** 4–6 years: touch cloth and sticks. 7–9 years: compare strong and weak materials. 10–12 years: organize construction teams. **2. Build the structure frame.** 4–6 years: hold poles steady. 7–9 years: tie simple rope connections. 10–12 years: stabilize the frame. **3. Add the shade cover.** 4–6 years: spread cloth over the structure. 7–9 years: secure corners with tape or rope. 10–12 years: improve wind stability. **4. Test the structure.** 4–6 years: stand under the shade. 7–9 years: compare temperature differences. 10–12 years: improve weak construction points. **5. Present the final structure.** 4–6 years: show favorite parts. 7–9 years: explain how it works.

	10–12 years: discuss practical island uses.
✓ Practical Result	Children build a real outdoor shade structure.
! Attention Points	Avoid sharp edges. Test stability carefully. Use teamwork throughout the activity.

2. Design a Green School

◎ Goal	Children design a more sustainable school environment.
○ Group Size	8–16 children
◷ Duration	60 minutes
▣ Materials	Large paper Markers Recycled materials Glue Stickers Rulers
◇ Preparation	Prepare pictures of schools, gardens, and green spaces.
? Short Introduction	Ask: What makes a school healthy and green? What should every school have?
1-5 Practical Activity Steps	**1. Explore ideas for green schools.** 4–6 years: point to favorite outdoor spaces. 7–9 years: compare gardens and playgrounds. 10–12 years: organize design teams. **2. Sketch school ideas.** 4–6 years: draw trees and gardens. 7–9 years: design recycling areas. 10–12 years: create detailed layouts. **3. Build model sections.** 4–6 years: glue simple shapes. 7–9 years: build mini gardens. 10–12 years: organize functional school zones. **4. Add sustainability ideas.** 4–6 years: place water drawings. 7–9 years: add recycling stations. 10–12 years: design solar or rainwater systems. **5. Present the green school.** 4–6 years: point to favorite spaces. 7–9 years: explain school features. 10–12 years: present sustainability plans.
✓ Practical Result	Children create a model or drawing of a future green school.
! Attention Points	Encourage creativity, focus on practical island solutions and allow children to move and build freely.

3. Green Jobs

◎ **Goal**	Children discover green careers and practical sustainability jobs.
○ **Group Size**	8–16 children
◷ **Duration**	60 minutes
▣ **Materials**	Career cards Costume items Tools or props Paper Markers
◇ **Preparation**	Prepare role cards for green jobs.
? Short Introduction	Ask: Who helps protect nature? Which jobs help islands stay healthy?
1-5 Practical Activity Steps	**1. Explore different green jobs.** 4–6 years: choose favorite job pictures. 7–9 years: describe job tasks. 10–12 years: organize job categories. **2. Dress up or use props.** 4–6 years: wear hats or gloves. 7–9 years: match tools to jobs. 10–12 years: explain job responsibilities. **3. Act out the jobs.** 4–6 years: imitate actions. 7–9 years: role-play work situations. 10–12 years: lead role-play teams. **4. Solve a sustainability problem.** 4–6 years: suggest simple ideas. 7–9 years: explain practical solutions. 10–12 years: design improvement plans. **5. Present the green careers.** 4–6 years: show favorite jobs. 7–9 years: explain why jobs matter. 10–12 years: connect jobs to Statia.
✓ **Practical Result**	Children perform and explore real green career roles.
! Attention Points	Keep activities playful. Use practical examples. Encourage leadership.