Empower the Young

Educational framework

Date deliverable	24-11-2025
lead organisation	WisMon
involved organizations	Naturalis, Go Wonder, Bamm, Centro Ciência Viva do Algarve, Studio Kabritu
Workpackage	WP4
Goal of the deliverable	Define the educational framework of the project to serve as a conceptual map for developing and revising the educational activities and training.
Target group	ETY Consortium and teachers

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2024-1-NL01-KA220-SCH-000247597

Summary

This educational framework forms the pedagogical foundation of the *Empower the Young* (ETY) project, a European collaboration aimed at engaging young children (ages 4–8) with global challenges such as climate change, sustainability, and democratic life through playful, inquiry-based learning.

The framework outlines the core values, methodologies, design principles, and contextual considerations that guide all educational materials and activities developed within the project. It ensures a coherent and inclusive approach across countries, learning environments, and partners.

Developed through close collaboration between the project partners (Naturalis Biodiversity Center, WisMon, BAMM!, Ciência Viva, GoWonder, and Studio Kabritu) it integrates insights from educational research, as well as practical input from educators in both formal and informal education contexts.

The framework serves as an internal compass to align the project's content and methods with shared pedagogical principles, supporting the creation of meaningful, accessible, and engaging learning experiences for young children across Europe.

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1. Introduction

This educational framework was developed as part of the *Empower the Young* (ETY) project, a European collaboration that aims to engage young children (ages 4–8) with global challenges, such as climate change, sustainability, and democratic life, through playful and meaningful learning experiences.

The project brings together a diverse group of partners: Naturalis Biodiversity Center (Netherlands), Educational institute WisMon (Netherlands), BAMM! (Belgium), Museu Nacional de História Natural e da Ciência (Portugal), GoWonder (Netherlands), and Studio Kabritu (Netherlands). Together, they combine expertise in both formal and informal education, design, science communication, and participatory learning.

This framework provides the pedagogical foundation for the entire project. It defines the core values, learning principles, design requirements, and contextual considerations that all materials, activities, and interventions developed within the ETY project must align with. It ensures coherence and shared direction across countries, partners, and learning environments.

The framework was created through an iterative and collaborative process, drawing on:

- The collective input and vision of all project partners;
- A review of relevant scientific and pedagogical literature;
- Contributions from educators and facilitators working with young children in schools, museums, and workshops.

It serves as an internal compass that supports the design and development of high-quality, playful, and inclusive learning experiences throughout the ETY project.

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2. Development process

Phase 1 — Exploration and Broad Brainstorming
In the first phase, partners provided comprehensive input by completing an international survey (Annex A), drawing on perspectives they gathered from educators, museum practitioners, and other local stakeholders within their own national contexts; a structured literature review; and an online brainstorm session. Together, these activities generated key insights into national contexts, pedagogical practices, and shared challenges relevant to children aged 4–8. The phase resulted in three outputs: (1) consolidated survey reports from teachers and partners (Annex B), (2) a summary of relevant literature on early childhood learning and global issues (Annex C), and (3) the digital brainstorm board capturing the initial ideas for the core values (Annex D).

Phase 2 — Deep Dive and Co-Creation
During Phase 2, partners met in the Netherlands to refine the foundations prepared ahead of the meeting. The brainstorm results had already been grouped into 11 key values and captured in a Key Value Card (Annex E), and a preliminary list of pedagogical methods had been compiled based on the literature and survey (Annex F). Over three days, partners annotated the Key Value Card and used these insights to select the five final key values. In parallel, they worked in small groups to prioritise pedagogical methods for our project, after which the consortium consolidated and voted on the five final methodologies that underpin the Educational Framework.

Phase 3 — Consolidation and Finalisation
In the third phase, the consortium refined and aligned all elements of the framework through additional review and feedback rounds. Partners collaboratively improved the wording, structure, and coherence of the framework to ensure clarity across countries and educational settings. This process led to shared insights into how the core values, methodologies, preconditions, and contextual information should be integrated into a single, coherent framework.

Phase 4 — Integration into Deliverables
In the fourth phase, the completed Educational Framework was integrated into the project's subsequent work packages, guiding the design of prototypes in WP2, the teacher training programme and non-Tellmie activities in WP3, the development of evaluation tools in WP4, and the dissemination and communication in WP5. This ensured that all activities and outputs across the project were aligned with the shared pedagogical foundations established in earlier phases.

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3. Our core values

Inclusive

We embrace each learner's uniqueness, supporting diverse styles, needs, and backgrounds in an inclusive environment that fosters growth, exploration, and social connection.

Playful

Our activities offer a dynamic learning process of fun, wonder, and multisensory experiences, sparking curiosity and playfulness while creating a flow that foster a positive, inspiring environment.

Exploratory

We foster a hands-on, science-positive learning environment that encourages curiosity, inquiry-based learning, critical thinking, and creativity through interactive, process-driven experiences, empowering learners to engage and discover.

Empowering

Our learners take ownership of their journey, building confidence, independence, and pride. With a hopeful and collaborative approach, we empower them to know they have an impact, driving their collective success through meaningful interaction.

Relevant

We make education relevant by linking global and local issues to real-world contexts, addressing challenges that matter both locally and globally, creating impact, while always ensuring educational value and fostering critical thinking and awareness.

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4. Methodologies

These shared methodologies form the foundation of our educational approach. Chosen for their overlap among partners and grounding in literature on early childhood, they support a coherent, child-centered learning experience across the project.

Constructivism

Children build their understanding and knowledge by actively constructing meaning through exploration, reflection, and collaboration, connecting new ideas to their prior experiences.

Experiential learning

Children learn through direct experience and active involvement in hands-on activities that encourage children to explore and experiment, allowing them to connect theoretical concepts to real-world situations, while pursuing their own interests and fostering 21st-century skills, like creativity, problem-solving and self-regulation.

Collaborative exploration

Children work together in groups to explore new ideas and solve problems, fostering teamwork, communication, and shared learning. Intergenerational learning—such as family learning—is a valuable form of collaborative exploration, where guidance and support from older generations contribute to deeper understanding and meaningful experiences.

Inquiry-based learning

Children learn by asking questions, investigating topics, seeking answers and forming their own conclusions through research and discussions guided by critical thinking.

Play-based learning

Children learn and develop social and emotional skills through playful activities that foster imagination, curiosity, creativity and collaboration.

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5. Preconditions

These preconditions were defined based on input from educators and relevant literature and refined through collaboration between partners. They are essential requirements that all materials must meet to ensure usability, inclusivity, and suitability for young children.

User-friendly	All products should be easy to use for educators, parents and children, requiring minimal time and effort, ensuring they're quickly embraced in the learning process.
Quality	All products should be designed, tested, and refined with the target group in mind, ensuring relevant, effective, impactful and adaptable educational experiences tailored to different learning styles, needs, resources and contexts.
Durability	All products should be durable and robust. They must be designed for repeated use by young children (toddler-proof) and implemented across various contexts for multiple years.
Learning enhancement	All products should stimulate learning through knowledge, experiences, senses, emotions, or skills, while also aligning with the curricula and relevant topics of different countries.
Global and local	All products should link global issues to local issues, to show the children the connection to their own lives. Making learning fun and relevant to what they already know.
Critical thinking	All products should focus on using open-ended questions to guide discussions and promote critical thinking, encouraging children to explore ideas and develop deeper understanding through active engagement and reflection.
Multisensorial	All products should incorporate multisensory learning by engaging two or more senses simultaneously to process and retain information. Learning happens through doing, hearing, seeing, and perhaps tasting or smelling.
Accessible language	All products should use clear, positive and supportive language and use minimal text with simple sentences, as young children have limited reading experience and varying language proficiency.
Budget friendly	All products should have kept implementation costs as low as possible, where feasible and realistic, so that as many children from diverse economic backgrounds as possible can be introduced to the themes.

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6. Educational environments

Museums

Museums participating in our project work with a range of target groups and face several practical realities. The ratio of supervisors to young children typically varies between 1:5 and 1:15.

Access to technology can be limited, and there are ongoing preservation concerns that influence the types of activities that can take place. Exhibits often change, requiring flexibility in programming and educational approaches. Materials must be child-proof and hygienic.

A variety of educational strategies is used to engage different audiences, depending on their age, background, and needs. Common activities include guided tours, workshops, (interactive) storytelling, role-playing, field trips, self-guided tools and digital guides, and conversations with experts.

Schools

The school environments involved in our project typically consist of classes with 20 to 30 children, guided by one teacher, occasionally supported by an assistant. This results in a supervisor-to-child ratio of approximately 1:10 to 1:30.

Access to technology is limited: devices are not always available, Wi-Fi can be unreliable or absent, and technical support is minimal. Observational assessment is the primary method of evaluating student progress. There is limited time and resources and teachers often work with small group or full-class activities.

Common practices include (interactive) storytelling, role-playing, dialogue and discussions, educational games, and outdoor activities.

Workshops

Workshops designed for young children participating in our project typically operate with a supervisor-to-child ratio of around 1:15.

Technical limitations are common, and workshops often vary in theme, using different materials and flexible working methods.

Activities are adapted to fit the specific goals of each session and the practical realities of the setting. Common approaches include hands-on activities, dialogue and discussions, (interactive) storytelling, role-playing, treasure hunts, and tinkering.

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7. International contexts

Portugal

In Portugal, citizenship education receives attention across schools, museums, and workshops, with a strong focus on democratic values and general inclusivity.

There is awareness of global and local issues, encouraging connections between local realities and global challenges such as climate change. Arts, including graphic and performative forms, are often used in schools to engage students creatively.

However, the heavy content load for first cycle students and sensitivities around complex global topics require careful, age-appropriate approaches.

Belgium

In Belgium, citizenship education emphasizes democratic values, inclusivity, and "glocal" awareness, focusing on both individual and collective action.

The multilingual and international context encourages diverse perspectives on citizenship and social responsibility. While society is generally tolerant, this is under pressure. Civil society organisations strengthen individual initiatives. Environmental, climate, and global consciousness differs among groups. Belgium has a strong cultural and creative sector, yet arts and culture are under pressure in formal education.

Regional differences shape how democratic responsibilities are understood, highlighting the role of context in citizenship and climate discussions.

The Netherlands

In the Netherlands, citizenship education is prioritized, with a strong emphasis on inclusivity and the awareness of "glocal" issues. There is a high level of awareness about climate change.

Interactive learning approaches are widely used to engage students in critical thinking and discussions. The educational landscape is shaped by a significant teacher shortage.

The country faces ongoing debates around the balance between freedom of speech and respectful dialogue, especially in a society that is increasingly individualistic and polarized. These dynamics influence how democratic values and social responsibility are taught and discussed within schools.

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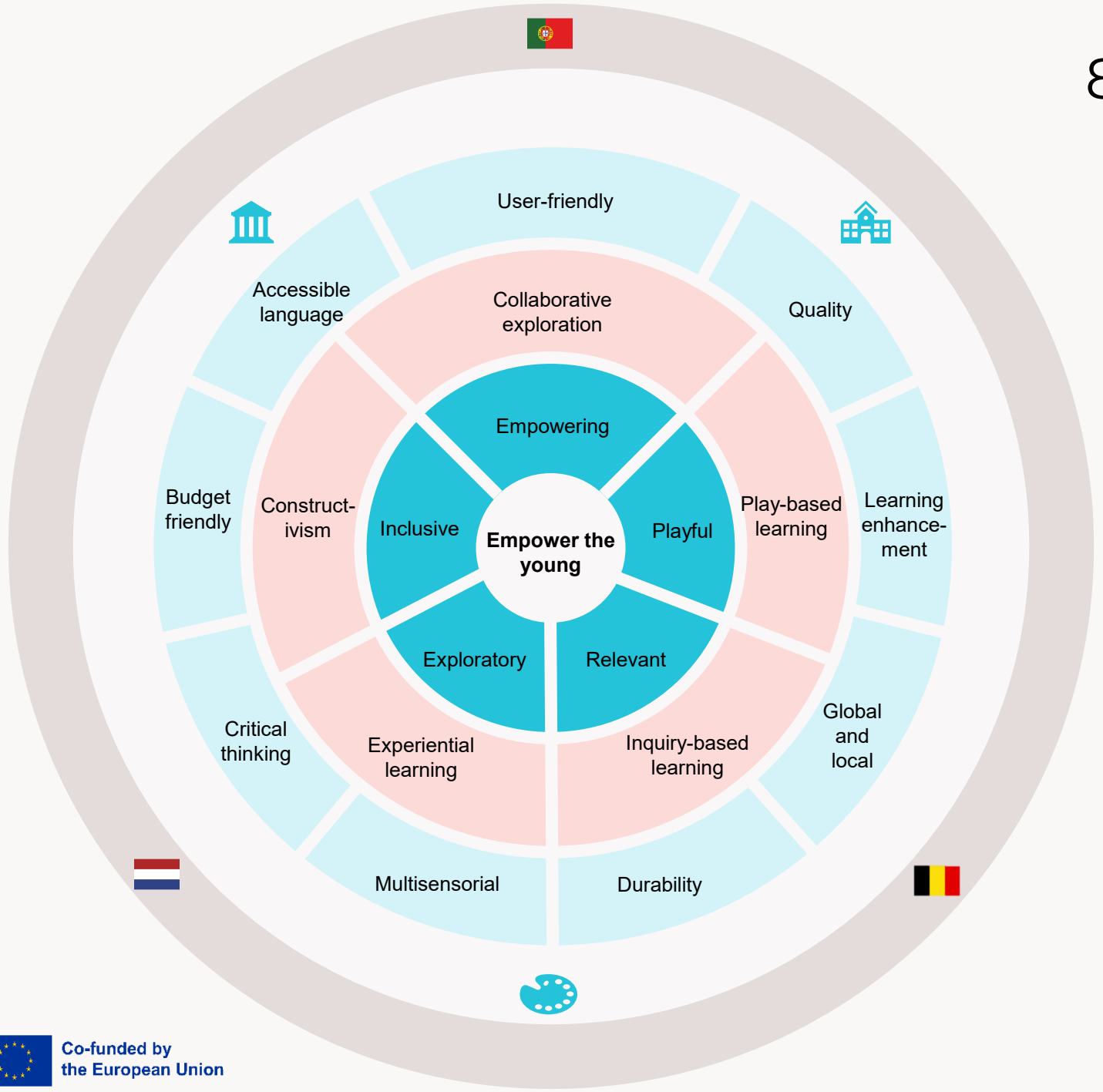
8. Visual representation



Core values

Methodologies

Preconditions

Educational environments

International contexts

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Annex A – Survey questionnaire

Section A – National Context
- How aware are children and families in your country of climate change and democratic life?
- Which cultural values or norms influence how these topics are viewed?
- Which challenges or sensitivities exist around addressing climate change and democratic issues with young children?
- Which cultural or social factors should be considered to ensure inclusivity?
- Is there anything else we should keep in mind regarding the national context?

Section B – Educational Context
- At what age do children start school in your country?
- What are the main educational stages for ages 4–8?
- What teaching strategies are commonly used with children aged 4–6 and 6–8?
- How are climate change and democratic life currently addressed in the curriculum?
- How is children's progress assessed in your country?
- Are there particular opportunities or challenges for introducing talking objects (Tellmies) in schools?
- What technological or material resources are typically available in classrooms?
- Any additional feedback for aligning the project with your country's educational context?

Section C – Museum Context
- What role do museums play in education in your country?
- Which educational formats are commonly used in museums? *(e.g., guided tours, workshops, hands-on activities, storytelling)*
- What is the typical educator-to-child or adult-to-child ratio in museum settings?
- How might talking objects be used in museum programmes?
- Which challenges might arise when using talking objects in museums?
- Any additional feedback regarding museum practices?

Section D – Workshop Context
- Which workshop formats are most appealing to children aged 4–8?
- Which methods are most engaging?
- How could talking objects support workshops?
- What challenges might occur in workshop settings?
- Additional feedback regarding workshops?

Section E – Talking Object Concept
- Imagine an ideal talking object for children:
- What does it look like?
- What does it do?
- Who is it for?
- What can children or educators do with it?
- How does it support learning or engagement?

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Annex B – Consolidated survey report

Purpose of the survey
The surveys were designed to gather insights into:
- how schools currently address climate change and democratic life to young children.
- which challenges teachers experience when introducing these topics to young children;
- how Tellmies could support conversations in classrooms and workshops;
- how educational and cultural partners (NL/BE/PT) approach these themes within their local contexts.

Respondent Profile & Reach
The survey includes input from teachers, museum educators, and project partners from the Netherlands, Belgium, and Portugal. While the sample size is modest, the respondents represent a broad mix of contexts (formal classrooms, museums, workshops), offering valuable insight into the needs, practices, and opportunities across different educational settings.

Awareness & current practice in schools
- Respondents estimate that awareness around climate change among 4–8-year-olds is generally low to moderate. Attention to climate change in the curriculum ranges from minimal to regular, but it is rarely a central theme.
- Citizenship is addressed regularly or often in all participating schools.

Suitable curriculum areas
Across all countries, the following areas were identified as most suitable:
- World orientation / Environmental studies
- Social skills & citizenship education
- Thematic or project-based learning
- Arts and expressive activities (particularly in PT and BE)
- Nature & technology (tinkering, building)

Challenges & sensitivities
- It is difficult to keep complex issues (climate, migration, democracy) age-appropriate.
- Topics must remain positive and empowering, avoiding eco-anxiety.
- Parents can be sensitive to how these topics are addressed; some want children to hear only what is taught at home (NL/BE).
- Cultural and socioeconomic diversity influence how accessible topics are.
- Political sensitivity around climate and democracy (NL/BE).
- Teachers need tools that are easy to implement with limited preparation time.
- Concern that children might use Tellmies merely as toys rather than learning tools.
- Managing large groups and maintaining focus can be a challenge.

Pedagogical approaches used in practice
- play-based learning, exploratory corners, circle-time
- storytelling, puppets, role-play
- hands-on and sensory activities
- whole-class instruction + small groups
- inquiry-based learning, making/tinkering
- collaborative tasks and creative assignments

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Annex B – Consolidated survey report

Perceived opportunities

Teachers and partners see Tellmies as promising tools for:

- deepening conversations with young children;
- repeating or extending instruction;
- engaging children through interactive storytelling;
- use in play corners (younger children) or inquiry/making tasks (older children).

Conditions & concerns

- Tellmies must be simple and intuitive to use.
- Preparation time needs to remain very low.
- Provide clear, ready-to-use examples so Tellmies do not “end up in the cupboard”.
- Risk: children may focus on playing rather than on the learning prompts.

Implications for Tellmie prototypes & activities

- Provide short, clear prompts aligned with the language development of young children.
- Integrate storytelling, role-play, and hands-on activities.
- Emphasize positive examples of climate action.
- Create versions suitable for play corners as well as whole-class activities.
- Provide ready-to-use lesson cards and concise teacher guidance.
- Include examples for classroom management with Tellmies.
- Ensure inclusivity regarding language, cultural diversity, and accessibility.

Cross-Country Insights (PT – BE – NL)

The Netherlands

- Open and direct communication, but also polarization around climate topics.
- Parental sensitivities are common.
- Education mixes play-based learning with more structured instruction.

Portugal

- Strong tradition of arts-based, participatory and interdisciplinary learning.
- Topics such as climate, migration, and economy are relevant but sensitive.
- Teachers frequently use creative, expressive, and tinkering activities.

Belgium

- Strong societal focus on sustainability.
- Sensitivities around “indoctrination,” polarization, and regional identity.
- High attention to language diversity, socioeconomic differences, and inclusion.

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Annex C – Summery of relevant literature

Methodology

- Scope: literature on early childhood learning (ages 4–8), climate change education, democratic life, critical thinking, intrinsic motivation, and suitable pedagogical approaches.
- Databases & Sources: Google Scholar, ERIC, ResearchGate, University repositories, and key policy documents (UNESCO, OECD).
- Search terms: “early childhood climate education”, “democratic education 4–8”, “critical thinking young children”, “intrinsic motivation early learners”, “play-based learning global issues”, “storytelling pedagogy children”.
- Inclusion criteria: Peer-reviewed research from the last 15 years, with the exception of a few valuable earlier publications; Studies involving children aged 4–8; Literature on pedagogical strategies suited for complex or global topics; Foundational developmental psychology theories (classic + contemporary).
- Exclusion criteria: Research focused on children older than 8; Highly domain-specific climate science without pedagogical relevance; Abstract political theory without application to early childhood.

Cognitive Development (ages 4–8)

- Key findings: Children move from intuitive to more organised reasoning but still struggle with abstractions (Piaget, 1964). Perspective-taking and theory of mind develop strongly in this age range (Wellman, 2014). Children benefit from short, varied, sensory-rich experiences due to developing attention and working memory (Gopnik, 2012). Storytelling and imaginative contexts help children link new concepts to lived experience (Nicolopoulou, 2014). Learning is socially mediated: children develop higher mental functions through guided participation and dialogue (Vygotsky, 1978; Rogoff, 2003).
- Implication: Use short, concrete, story-driven activities that connect climate- and democracy-related themes to children's everyday experiences (e.g., sharing, caring for nature, simple social actions), and integrate social interaction, guided dialogue and imaginative contexts to support learning.

Early critical thinking

- Key findings: Children can compare ideas, justify choices, and ask “why” questions when supported (Kuhn, 2015). Critical thinking develops through guided inquiry and peer dialogue (Mercer & Littleton, 2007). Young children naturally form hypotheses and test ideas (Gopnik, 2012). Reasoning scaffolds such as “How do you know?” support deeper reflection (Daniel & Auriac, 2011). Play-based inquiry strengthens imagination, exploration, problem-solving and creativity (Fleer, 2019; Whitebread et al., 2012).
- Implication: Activities should explicitly model and invite child-friendly reasoning, helping children explore different perspectives. Educators should scaffold thinking using short reflective questions and encourage children to check, compare and explain their ideas.

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Annex C – Summery of relevant literature

Effective Pedagogy for Ages 4–8

- Key findings: Play supports imagination, social reasoning and emotional expression (Fleer, 2019). Storytelling strengthens memory, empathy and conceptual learning (Nicolopoulou, 2014). Hands-on making turns abstract ideas into concrete experiences (Van Oers, 2015). Role-play supports perspective-taking and safe exploration (Rogoff, 2003). Guided inquiry works best in small steps (Kuhn, 2015). Children learn deeply through dialogue and co-construction (Mercer & Littleton, 2007; Rogoff, 2003). Adult mediation should be supportive, not controlling (Daniel & Auriac, 2011).
- Implication: Activities should use story, play, hands-on exploration and small guided inquiries, encouraging children to collaborate, negotiate and explain—while educators facilitate rather than direct..

Climate Change & Democratic Life

- Key findings: Children understand environmental and democratic ideas best through everyday, familiar contexts (Davis, 2015). Environmental learning is most effective when tied to simple, actionable behaviours (Ernst & Theimer, 2011). “Crisis narratives” can create anxiety; positive framing increases engagement (Barratt Hacking et al., 2007). Children naturally learn democratic concepts through fairness, turn-taking and shared decision-making (Rogoff, 2003).
- Implication: Introduce climate and democracy topics through local micro-scenarios (e.g., garden, classroom, playground) and emphasise small, meaningful actions children can take. Activities should highlight fairness, kindness, cooperation and caring for nature—without crisis language or abstract global framing.

Intrinsic Motivation & Autonomy

- Key findings: Children flourish when experiencing autonomy, competence and connection (Ryan & Deci, 2000). Open-ended, choice-based activities increase intrinsic motivation (Whitebread et al., 2012). External pressure or directive instruction reduces engagement (Ryan & Deci, 2017).
- Implication: Activities should offer meaningful choices and support self-directed play. Educators should sound inviting, not controlling, and encourage autonomy through open-ended questions and flexible pathways.

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Annex C – Summery of relevant literature

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Annex D – Brainstorm board initial core values

A **core value** is a fundamental belief or principle that guides behaviors, decisions, and actions within an organization, group, or individual. It represents what is considered most important and serves as a foundation for shaping culture, goals, and priorities.

Inclusivity: Everyone, regardless of age, gender, needs, or background, feels valued and included, fostering social connection and equitable learning opportunities for all.

Exchange | Ages | Inclusive - for all | Social

Fun: Our activities spark curiosity, bring happiness, and create moments of fun and wonder, inspiring a positive environment where curiosity thrives.

Suprising | Making you happy/smile/ feel good | Wondering | Fun

Empowerment: Our learners take ownership of their journey, building confidence, independence, and pride in their achievements, becoming drivers of their own success.

Gain indepence | Proud of yourself | Ownership | Personal growth | Owner of learning process | Autonomy

Personal: We recognize each learner's uniqueness, embrace diverse learning styles, foster an environment of freedom, security, and challenge for growth and exploration.

Every group/individual is different and can follow their own path | Create a space with enough freedom security and challenge for everybody | Different learning types | Constructivism | Everybody shows his own solution

Process-criven: We focus on the journey, valuing process over perfection, embracing trial and error, and integrating STEAM disciplines to cultivate creativity, resilience, and meaningful discovery.

Trial and error | Process is important | STEAM integration | Flow

Exploration: Hands-on experiences with materials that encourage discovery, experimentation, and problem-solving, fostering curiosity and deeper understanding through learning by doing..

Creating | Hands-on | Bodies-on | Learn by experience | Materials

Inquiry-based: We foster a science-positive environment that encourages exploration, questioning, and critical thinking, empowering learners to seek knowledge and challenge assumptions.

Science-positive | Inquiry-based | Critical thinking

Relevant: We make education relevant by linking global and local issues to real-world contexts, addressing challenges that matter both locally and globally, creating impact.

Impact | Relevant | Glocal | Close to home | Real

Multi-sensory: We engage multiple senses using innovative tools to create immersive learning experiences.

Innovative | Multi sensorial

Engagement: We activate curiosity and participation through interactive, minds-on experiences, fostering an environment where learners are actively involved and engaged.

Activating | Interactive | Participatory | Minds-on | Engagement

Quality: Everything is designed, tested, and refined with the target group in mind, ensuring relevant, effective, and impactful educational experiences.

everything is tested and developed with the target group | Quality

Requirements - no core values

Formal/ informal | Open schooling (Different settings school, out of school, at home) | Open ended

Multiple answers are possible | Welcome, intro, body, content, evaluation

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Annex E – Key values card

What

We are going on a quest to help us determine our common key values as a consortium. A **key value** is a fundamental belief or principle, it represents what is considered most important.

Why

Defining our common key values will help guide our behavior, decisions, and actions in the future. It will serve as a foundation for shaping culture, goals, and priorities within the project.

How

- We have grouped the key values from the kick-off session and distilled them into 11 key values.
- Keep this compass with you over the next few days. Which moments inspire you? Which key values lie beneath? Each time you come across a key value, color in one of the circles on the other side of this card.
- Are you missing a key value? Add it in the empty box.
- Focus on the essence, not the phrasing. The specific phrasing can be refined based on feedback from online reviews.
- In the session on Thursday afternoon, we will collectively decide which key values we believe fit best, aiming to further reduce the number of values and make a selection for our learning manifesto.
- If you have any doubts or would like to discuss the key values with us, feel free to reach out!

Good luck, stay inspired, and enjoy the journey!
Karlijn and Jorinde from WisMon

Curious about how we arrived at these 11 key values? View the Miro board using this QR code.

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Annex E – Key values card

Key value compass

Inclusivity
Everyone, regardless of age, gender, needs, or background, feels valued and included, fostering social connection and equitable learning opportunities for all.

Fun
Our activities spark curiosity, bring happiness, and create moments of fun and wonder, inspiring a positive environment where curiosity thrives.

Exploration
Hands-on experiences that encourage discovery, experimentation, and problem-solving, fostering curiosity and deeper understanding through learning by doing.

Process-driven
We focus on the journey, valuing process over perfection, embracing trial and error, and integrating STEAM disciplines to cultivate creativity, resilience, and meaningful discovery.

Empowerment
Our learners take ownership of their journey, building confidence, independence, and pride in their achievements, becoming drivers of their own success.

Inquiry-based
We foster a science-positive environment that encourages exploration, questioning, and critical thinking, empowering learners to seek knowledge and challenge assumptions.

Engagement
We activate curiosity and participation through interactive, minds-on experiences, fostering an environment where learners are actively involved and engaged.

Quality
Everything is designed, tested, and refined with the target group in mind, ensuring relevant, effective, and impactful educational experiences.

Personal
We recognize each learner's uniqueness, embrace diverse learning styles, foster an environment of freedom, security, and challenge for growth and exploration.

Relevant
We make education relevant by linking global and local issues to real-world contexts, addressing challenges that matter both locally and globally, creating impact.

Multi-sensorial
We engage multiple senses using innovative tools to create immersive learning experiences.

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Annex F – Preliminary list of pedagogical methodologies

- Inquiry-baed learning: Encourages questioning, exploration, and discussion to help children form their own conclusions.
- Problem-based learning: Uses real-world challenges to foster collaboration and problem-solving skills.
- Storytelling and narrative pedagogy: Children learn and make sense of the world through stories and narratives, helping them develop language, imagination, and social understanding.
- Metacognitive strategies: Teaches children to reflect on their thinking processes, enhancing reasoning skills.
- Collaborative exploration: Children work together in groups to explore new ideas and solve problems, fostering teamwork, communication, and shared learning.
- Discussion-based learning: Guided conversations where they share ideas, ask questions, and learn from each other, fostering communication and critical thinking skills.
- Role-playing and simulation: Helps children understand different ideas and situations by acting out various roles and perspectives through imaginative play.
- Active reflection through art and creative expression Children use creative activities like drawing, painting, and music to explore and express their thoughts, emotions, and experiences.
- Experiential learning: Children learn through direct experience, reflection, and active involvement in hands-on activities, helping them connect theoretical knowledge to real-world situations.
- Task-based learning: Provides short tasks with clear objectives and rewards and incorporates breaks to support sustained attention throughout tasks.
- Play-based learning: Children learn and develop key skills through playful activities that encourage exploration, creativity, and problem-solving.
- Hands-on learning: Students actively engage in practical tasks to apply and reinforce their knowledge through direct experience.
- Scaffolding: Provides support tailored to children's zone of proximal development (difference between what children can do independently and what they can achieve with guidance from a more knowledgeable person).
- STEAM education: Integrating science, technology, engineering, arts, and mathematics to foster creativity and problem-solving skills.
- Movement-based learning: Integrates physical activity with academic tasks to enhance engagement, focus, and retention of knowledge.
- Thematic learning: Students explore a central theme or topic that integrates multiple subjects, helping them make connections and understand concepts in a broader context.

Co-funded by
the European Union

2024-1-NL01-KA220-SCH-000247597