

➤ **Let the children listen to the sounds of their surroundings on their way to the ECEC centre. Which sounds do I hear? Which ones do I find beautiful and which disturb me?**

In the "Sound puzzles" project, the children work with a recording device. Together with their parents, they discover sounds they encounter on their way to ECEC centre.

The sounds are recorded with a recording device. Later, the collected sounds are played to other children in the group. They guess what exactly they hear: e.g. a passing car or a bird.

Listening is essential for communication and language learning. Children who do not yet understand written language absorb information through listening. The project "Sound puzzles" encourages children to listen consciously and to be able to select and filter information and impressions from a variety of sounds. They learn to concentrate on their surroundings and to consciously perceive them.

## ➤ Preparation

The parents of the children should be actively involved in this project. It is a good idea to prepare a letter in which you inform the parents about your project and suggest a period (e.g. within one week) in which they, together with the child, would like to collect the sounds. This way, you know exactly which week does each child take the recording device home. Make parents aware that they should plan more time to bring their child on those days.

Prepare the children for the project "Sound puzzles" and discuss together what you have in mind. Consider together which sounds the children encounter in everyday life, e.g. clattering dishes at breakfast or the barking of the neighbour's dog. Talk about which sounds the children particularly like, which are beautiful and which they don't like so much or even find disturbing.

To know better what their task will be, they can listen to some sounds from the Internet or from a CD and guess together in their group which sounds these are.



**Age:** 3-6 years

**Group:** can be planned individually

**Level of difficulty:** ● ● ○ ○ ○

**Time and effort:** ● ● ● ● ○

### Materials:

For implementation:

- Tablets, smartphones or recording devices
- Possibly microphones

For follow-up:

- PC or laptop
- Possible programme *Audacity*

### Area of Education:

- Literacy and communication
- Body, movement and health
- Media literacy

### Media pedagogical goals:

- Strengthening auditory awareness
- Use media creatively
- Playful media-creative appropriateness of social space and nature
- Dealing with media technology



Try out the recording devices (e.g. as an app on the tablet) that you will use for the "Sound puzzles" project before they are used by the children themselves and see if everything works. Familiarise yourself with the handling of the device so that you can explain it to the children and answer questions. The children should also be allowed to test the devices beforehand. Let the children speak their names and record the first sounds from the classroom.

### Learn more:

- *Module 8 – Audio*
- *Sound database Salamisound*

## ➤ Project Implementation

In the first step of the project, give a recording device or a tablet to one or more children to take home with them and give. The task now is to collect sounds together with the parents on the children's way to the ECEC centre (it can also be on the way home from the ECEC centre). It doesn't matter whether the child is brought to the ECEC centre on foot, on a bicycle or by car. It is important that the parents accompany the child and help him/her if necessary, but the recordings should be made by the child himself/herself. In addition, the parents should write down which sounds have been recorded and in which order so that the sounds can be assigned correctly later. Limit the number of sounds to be recorded, e.g. five sounds per child.

For example, a child coming to the ECEC centre on foot can hear the sound of a passing car, a bird, a construction site, etc. A child who comes by car hears the engine of the car, the click of the seat belt and the creaking of the day care entrance door, etc. Sounds can be found in either case.

Once you have collected all sounds and their assignment from parents and children, it's time for guessing. The children's sounds are played to the group. Everyone is allowed to guess with exception of the child whose sounds are being played. Talk to the children: What do we hear here? Is it loud or quiet? Does it sound nice or do you find the sound annoying? Why?

## ➤ Postprocessing

Talk to the children again at a later date about the "Sound puzzles" and listen to the recordings from time to time. The children can explain again how they recorded the sounds, what they paid particular attention to and what they experienced on their way to the ECEC centre. It is particularly interesting to learn how the children perceived the sounds of their surroundings on that day.

**Tip:** It makes sense to merge all recordings with the Audacity programme in an orderly manner, with the assignment of the child who recorded the noise and the solution to the sound that was heard. This gives you a sound puzzle that can always be used quickly and easily.



**Tip:** Modify this project as you like. Let the children guess animal sounds or let a group of children collect sounds in the ECEC centre and another group of children guess what sounds these are and where they were recorded.



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