

Outdoor Learning Experience (2 to 3 years)

<p>Learning experience: Walk a Crooked Line</p>	<p>Shared by: Karen Tan and Phang Shu Ann</p>
<p>Environment: Immediate outdoor environment with green grass patch and concrete pathway</p>	<p>Estimated time: 50 to 60 minutes (with transition)</p>
<p>Children’s prior experiences: Children are:</p> <ul style="list-style-type: none"> • aware of their environment and surrounding. • able to transfer of body weight while walking. 	<p>Suitable for: 2 to 3 years old</p>
<p>What children will experience: Children will:</p> <ul style="list-style-type: none"> • develop physical coordination skills by transferring and balancing their body weight while walking on straight and wavy lines, etc. • develop the coordination skills needed when running on straight/ wavy lines and stop without falling. 	<p>EYDF Pillars:</p> <ul style="list-style-type: none"> • The Developing Child • The Intentional Programme • The Professional Educarer
<p>What you will need:</p> <ul style="list-style-type: none"> • Ropes/ string /chalk to form/draw straight, wavy, zig-zag or other types of lines (Refer to photographs). • Create lines on concrete flooring and on grass patch for different experiences when children take off their shoes. • On straight lines, can include numbers to make a number line. 	<p>Benefit - Risk Assessment:</p> <p><u>Benefit:</u> Children will:</p> <ul style="list-style-type: none"> • explore the natural environment when they are involved in the walking and running activities on the grass and concrete flooring. • develop physical coordination skills while walking and running. <p><u>Risk:</u> Children:</p> <ul style="list-style-type: none"> • may be hurt by sharp twigs or objects. • may step into uneven surfaces or holes in the grass patch while walking and running.

- may fall on hard concrete flooring.

Management:

- Conduct environment scan prior the activity and be familiar with the outdoor space.
- Define the boundaries with tall cones that the children may explore with their materials and space.
- Mark hazard spots with small cones to remind children and keep off.
- Get children to relate how the fall on concrete would be different from falling on the grass patch and explain the reason for taking care if running on concrete flooring.

How to make it happen:

Settling in: 10 minutes (settling in and scan the environment)

1. Settle the children at a central gathering spot. (May lay a piece of mat /canvas at the gathering spot)
2. One educator takes children to the cone areas and communicate where they can move in the open space. Stay within the cone boundaries.
3. Another adult will set up the various lines for children to walk and run on with bare feet. Draw/set out lines on concrete flooring and on grass patch for children to experience the differences / similarities that they may feel.
4. Walk and scan the environment with the children and alert them to avoid the hazard spots in the grass patch (if any).

Warm up exercise: 10 minutes

5. Lead the children in a warm-up exercise and some stretching (may include music or songs).

Main activity: 20 to 25 minutes

6. In 2 small groups, have children to take turns to try out walking on concrete flooring and grass patch with and without shoes on.

Photographs:



7. Interact with children using relevant language and numeracy terms. For example:
 - Let's count the number of steps you need to walk on this straight line.
 - Look at the numbers on the number line. Let's say the number as you walk on the line.
8. Next, have children to try walking on wavy lines and then run on the straight and wavy lines of their choice to challenge themselves.
9. Remind the children to keep themselves and others safe when walking and running on the different types of line. Reinforce orderliness to maintain everyone's safety.
10. Interact with the children about their experience walking and running with bare feet.

Example of key questions:

- How does it feel like without shoes on the grass / concrete?
- How many steps did you take to finish the line?
- If you run, is it faster or slower than walking? How did you know?

11. Allow cool-down time and rest.

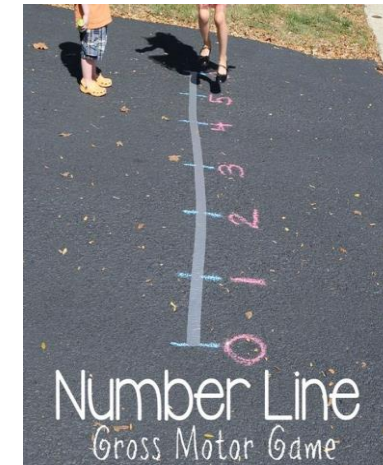
Review with children: 5 minutes

Educators pose questions to listen to a few children's sharing about their experiences.

- Which is easy for you? Why?
- What is difficult for you? Why?
- Did you enjoy walking or running on the lines? Why?
- Who did you play with and how did you feel when playing with your friends?

Packing up: 10 minutes

12. Educators tidy up the materials and return to class.



Images sources:
Google chrome
images
Pinterest.com