Outdoor Learning Experience (4 to 6 years old)

Learning Experience: Point, Step and Throw	**Shared by:** Miriam Lee, Lim Tong Hai
Environment: Open grass area/Open area under the void deck	**Estimated time:** 30 to 45 minutes
Children's prior knowledge: • Children have basic experience in underarm rolling and overarm throw.	
What children will experience (NEL Learning Areas): Motor Skills Development (Gross Motor Skills): • Children will explore a variety of ways to throw objects of different shapes, sizes and weight as far as they can. They will also learn to throw overarm for distance. Discovery of the World: • Children will learn to classify objects that are found in the natural environment and identify items that do not belong there. Numeracy: • Children will learn to categorise objects according to weight.	**Suitable for:** • 4 to 6 years old
What you will need: • Cones • If the surrounding area does not have suitable objects for children to throw, material from the classroom may also be brought out. Suggested items include bean bags, crushed paper balls, rolled up socks/towels and folded paper aeroplanes.	**Benefit-Risk Assessment:** Benefit: • Children will learn to throw an object for distance using a variety of objects found in the environment. Risk: • Children may pick up objects which are hazardous, such as sharp or breakable items • Injuries may arise from accidents such as objects hitting children if they are in the throwing zone

	Management:
	- Visit the site prior to activity and remove any objects that may potentially be hazardous; teach children how to identify hazardous objects and tell them not to touch those. - Enforce safety rule that all children must stand in the Safe Zone at all times. Children are only allowed to enter the throwing zone when teacher gives the signal to pick up objects.

How to make it happen:

Part 1

1. Mark out a boundary for the activity to take place.
2. Get children to look for three (or more) items within the given boundary and bring it back to the teacher.
3. Get children to lay objects on the ground and identify if the object is supposed to be found in the natural environment or if it should belong somewhere else.
   - Examples of objects that belong in the natural environment: leaves, feather, twigs fallen branches, pebbles, stones. Examples of objects that do not belong in the natural environment: plastic bags, plastic bottles, drink cans, plastic containers.
4. Next, combine all the objects found by the class and get children to categorise objects into light, medium and heavy/heavier weight (teacher may need to provide a benchmark object for each category for children to take reference).

Part 2

5. Set up:
   - Use cones to mark out a starting line. Behind the starting line is the Safe Zone.
   - In front of the starting line, use cones to define throwing zones at different intervals (the zones can be used for children to gauge how far they have thrown)
6. Emphasise to children that they are supposed to remain in the safe zone at all times. Children are only allowed to enter the throwing zone when teacher gives the signal to pick up objects.
7. Get children to choose an object from the "light" category.
8. On command "Throw", children to throw the object as far as possible. Children may explore different ways of throwing to get their object further.
9. Next, get children to throw the medium-weight object, followed by the heavier object.
10. After children have thrown a few times, demonstrate to children the overarm throw (Refer to verbal cues below).

11. Then get children to throw a light, medium and heavier object respectively.
12. On command "Point, Step and Throw", children to throw the object as far as possible.
13. Ask children to notice the following:
- How does the weight of the object affect the distance thrown?
- How does the type of throw affect the distance thrown?
- How does the strength of throw affect the distance thrown?

- Key verbal cues:
  - ➤ "Stand Sideways to Target"
  - ➤ "Point to target" (with hand not holding object)
  - ➤ "Ball/Object to Ear" (elbow bent)
  - ➤ "Step Forward" (with opposite foot)
  - ➤ "Follow Through"