

## Outdoor Learning Experience (6 years old)

<b>Learning Experience:</b> Water is Precious	<b>Shared by:</b> Elsie Chua
<b>Environment:</b> Neighbourhood Garden	<b>Estimated time:</b> 50 minutes
<b>Children’s prior knowledge:</b> <ul style="list-style-type: none"> <li>Children has knowledge of characteristics and uses of water</li> </ul>	
<b>What children will experience (NEL Learning Areas):</b>  Language and Literacy: <ul style="list-style-type: none"> <li>Children will respond appropriately to questions with gestures, expression or word/phrases.</li> </ul> Numeracy: <ul style="list-style-type: none"> <li>Children will count the number of days that have not been raining.</li> </ul> Discovery of the World: <ul style="list-style-type: none"> <li>Children will go outdoors to touch and observe the plants in the environment and describe the condition of the grass.</li> <li>Children will observe the outdoor environment e.g., colour of the plants and grass</li> </ul> Social Emotional Development: <ul style="list-style-type: none"> <li>Children will learn to work cooperatively in groups</li> <li>Children will think of ways to deal with real-life problems e.g., limited water supply</li> </ul>	<b>Suitable for:</b> <ul style="list-style-type: none"> <li>6 years old</li> </ul>
<b>What you will need:</b> <ul style="list-style-type: none"> <li>local newspaper articles regarding limited water supply e.g., drought, reservoirs etc.</li> <li>song lyrics “Precious Water”</li> </ul>	<b>Benefit-Risk Assessment:</b>  <u>Benefit:</u> <ul style="list-style-type: none"> <li>Children will know the importance of conserving earth’s precious resources such as water.</li> <li>Brainstorming for solutions provides opportunities for children’s</li> </ul>

development of learning dispositions such as: perseverance and inventiveness.

- Opportunities to apply learning in daily life.

Risk:

- Uneven surfaces
- Hazards along the pathways/immediate environment e.g. sharp objects, insect bites, wet weather

Management:

- Scan the venue to ensure it is free from potential hazards such as sharp objects, pot holes, broken tiles or insects
- Ensure teachers have sight of the children at all times

**How to make it happen:**

**Introduction (10 mins)**

Newspaper articles

1. Read about a dry spell in a recent newspaper article or show a picture in the following newspaper article and invite children's thoughts by saying what they see in the picture. [<https://www.tnp.sg/news/singapore/dry-spell-likely-caused-climate-phenomenon>]

**Activity (30 mins)**

1. Teacher brings children outdoor for a neighbourhood walk and asks them:
  - "Can you tell me about the grass you see?" (Possible answer: grass is brownish instead of green in colour)
  - "Why is the grass brownish in colour?" (Possible answer: the grass and plants need water)
  - "How can we help?" (Possible answer: give them water)
  - "Where can we get water?" (Possible answer: tap)

2. If there is limited supply of water, discuss with children what they would use the water for.
3. Have children to brainstorm of ways to get water for the plants. (Possible answer: ways to collect water for the grass and plants e.g., from washing hands, dishes, clothes, cars etc.)

**Closure (10 mins)**

Follow up actions

1. Continue to conserve water. Ask children to share if they have any good water saving practices at home (Possible answers: use a mug when brushing teeth) and what they can do in school. (Possible answer: Avoid letting water run onto their hands without first rubbing them so there is no water wastage)
2. Sing “Precious Water” with appropriate actions.  
Precious water, precious water  
Use it well, use it well  
Drinking, brushing, bathing  
Washing, flushing, cleaning  
Use it well, use it well