

Outdoor Learning Experience (3 years)

<p>Learning experience: Exploring Body and Spatial Awareness</p>	<p>Shared by: Gayatri Devi Mishra</p>
<p>Environment: The activity should be conducted outdoors on different outdoor surfaces -grass, concrete, low benches, low staircase and playground.</p>	<p>Estimated time: 20 minutes</p>
<p>Children’s prior experiences:</p> <ul style="list-style-type: none"> • The children have a daily experience of physical play and use of equipment such as slides, crawling tunnels, low balancing plank and low climbing frames. 	<p>Suitable for:</p> <ul style="list-style-type: none"> • 24 – 36 months old
<p>What children will experience:</p> <ul style="list-style-type: none"> • The children will undergo the challenge of moving through a special obstacle course by using their hands and feet. 	<p>EYDF Pillars:</p> <ul style="list-style-type: none"> • The Developing Child • The Intentional Programme
<p>What you will need:</p> <ul style="list-style-type: none"> • Papers (A-4 sized) the number should be sufficient for the number of children to make a few cut-outs of their feet and hands • A pair of scissors • Duct tape 	<p>Benefit - Risk Assessment:</p> <p><u>Benefit:</u></p> <ul style="list-style-type: none"> • This activity allows toddlers to improve their eye-body coordination and balancing skills. It also develops creativity as the toddlers explore various ways of movements. <p><u>Risk:</u></p> <ul style="list-style-type: none"> • Surface of footprint might be slippery • Uneven surfaces <p><u>Management:</u></p> <ul style="list-style-type: none"> • Make sure that the cut-outs are taped firmly to the ground • Supervise the children’s movements closely so that they would not collide into each other • Select an area that is free of trip hazards

How to make it happen:

Preparation:

- Trace the hands and feet of every child (2 or 3 per child) depending on number of children. Cut them out.

Implementation:

1. Arrange the foot in a creative formation to set out a challenging course for the children to navigate. Teacher can arrange the foot cut-outs both on the ground and at higher levels (e.g. on low benches etc) to make it difficult for the children to move through the course.
2. Teacher could arrange the cut outs on low bench, low stairs, slight slope, grass to provide the children with various routes and challenges e.g. going over, under, up, down or around objects.
3. Prompt the children to go through the course, one by one.
4. For the next level of difficulty, the teacher will intersperse hand cut-outs with the foot cut-outs so that the children will have to bend over and move with their hands and alternate them with their feet.
5. Support children in achieving the goal and teach them to ask for help when needed.
6. Observe children and how they are managing decide on level support needed (verbal suggestions or physical support):
 - “I know it difficult to balance. Would you like me to hold your hands?”.
 - “Try putting your hands out to help you balance”.
7. To add variations, teacher could also use several long-coloured ropes to design various pathways where the children can walk along the ropes in multi- directions.