

Outdoor Learning Experience (5 years old)

Learning Experience: Painting on Walls	Shared by: Catherine Liew
Environment: Space with wide wall surfaces, e.g. at the void deck	Estimated time: 30 minutes
Children’s prior knowledge: <ul style="list-style-type: none"> • Children are familiar with the external structure of the blocks of flat or public spaces around the centre’s vicinity through a neighbourhood walk prior to this activity. • Children have shared about the colours they have seen on the external walls of HDB flats or public spaces and what they know about the job of a painter (washing walls, repairing holes, mixing and matching paint, etc.). 	
What children will experience (NEL Learning Areas): Language and Literacy: <ul style="list-style-type: none"> • Children will talk about their prior knowledge and feelings of their experience of painting with the teacher and peers. Aesthetics and Creative Expression: <ul style="list-style-type: none"> • Children will explore lines through vertical and horizontal movements. Motor Skills Development: <ul style="list-style-type: none"> • Children will coordinate their gross motor movements. Discovery of the World: <ul style="list-style-type: none"> • Children will show an interest in the environment they live in such as observing the different types of public spaces in the vicinity. Social and Emotional Development: <ul style="list-style-type: none"> • Children will work in pairs or groups to complete an assignment by working cooperatively. 	Suitable for: <ul style="list-style-type: none"> • 5 years old
What you will need: <ul style="list-style-type: none"> • Roller brushes (enough for half of the class) • Different types of paint brushes (enough for half of the class) • Boundary tape (Red and white tape) 	Benefit-Risk Assessment: <u>Benefit:</u>

- 4 pails half filled with water
- Anti-slip mats
- Towels to dry wet children

- Children become more motivated and self-directed to explore and appreciate their surroundings.

Risk:

- Wet and slippery floor due to the use of water in the activity.

Management:

- Check the ground to be clear of debris or hazardous materials.
- Scan the venue to ensure it is free from potential hazards such as sharp objects, pot holes, broken tiles or insects.
- Before going out, brief the children about the place they are going and the activity that they will be doing. Emphasise safety when working on wet floor.

How to make it happen:

1. Review the job of a painter and the tools that he/she uses by getting children to share their prior knowledge. Discuss ways to paint or repaint an area such as painting vertically (top to bottom) and horizontally (left to right).
2. Assemble children at the space with wide wall surfaces, such as the void deck, announce that they are going to wash and partially paint the wall and pillars with water using the various paint brushes and rollers. Set boundary by cordoning the area with red and white tape.
3. Encourage children to work in pairs or small groups to wash/paint the wall/pillar.
4. While children are painting, talk about the strokes and lines (e.g. straight, zig zag, wavy, curly) that they create using the paint brush. Highlight the process of evaporation taking place when water dries up.
5. Conduct a learning experience approach (LEA) back in class for children to share and document their feelings and thoughts about the wall painting activity. Get children to think of and share the reasons for painting the walls/pillars of buildings and public spaces. Emphasise the need for us to do our part to keep the environment clean and appreciate the hard work of the painters.