

### **Outdoor Learning Experience (5 to 6 years old)**

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| <b>Learning Experience:</b> Texture Walk   | <b>Shared by:</b> Liyana Kamsani  |
| <b>Environment:</b><br>Green space around the school ground which have different textural elements (e.g. different group surfaces, bark on trees, leaves etc)  | <b>Estimated time:</b> 45 to 60 minutes   |
| <b>Children's prior knowledge:</b><br>Children are able to describe how things feel to the touch—smooth, bumpy, prickly, hot, cold etc.  |   |
| <b>What children will experience (NEL Learning Areas):</b><br>Language and Literacy: <ul style="list-style-type: none"><li>• Children will talk about personal experiences with others (e.g. tell his/her friends about what they saw outdoor).</li><li>• Children will ask simple questions (e.g. 'who', 'what', 'where', 'how', 'when', 'why').</li><li>• Children will use drawing, mark making, symbols and writing with invented and conventional spelling to communicate ideas and information.</li></ul> Aesthetic and Creative Expression: <ul style="list-style-type: none"><li>• Children will recognise element of art – textures (e.g. smooth, rough, hard, soft, hairy, prickly).</li><li>• Children will observe elements of arts in the environments.</li></ul> Discovery of the World: <ul style="list-style-type: none"><li>• Children will use the five senses, simple tools/technology (e.g. magnifying glass, camera) to explore the world they live in.</li><li>• Children will talk about their observations and findings.</li></ul> Social Emotional Development: <ul style="list-style-type: none"><li>• Children will build relationship with others-use positive ways to manage disagreement/ unhappiness.</li><li>• Children will work and play cooperatively in a group - work with other children to complete a group task with guidance.</li></ul> | <b>Suitable for:</b> <ul style="list-style-type: none"><li>• 5 to 6 years old</li></ul> |

**What you will need:**

- Clipboards (enough for each child or group)
- Magnifying glasses (enough for each child or group)
- A4 paper or drawing paper (enough for each child or group)
- Activity sheet with descriptions of possible textures (enough for each child or group)
- Pencils (enough for each child or group)
- Cameras or iPad

**Benefit-Risk Assessment:**Benefits:

- Children are more aware of patterns and textures around their environment e.g. leaves have different textures and patterns, the pathways have different textures and patterns too.

Risk:

- Be aware of those who are allergic to plants. To provide alternative material to children who have such allergy.
- Hazards along the pathways/immediate environment e.g. sharp objects, insect bites, wet weather.

Management:

- Teachers to scan the environment beforehand before bringing children to the intended outdoor space.
- Children are not to pluck or destroy any natural things around the outdoor area.
- Children to stay within teachers' sight; deploy manpower and station teachers at various places to ensure children's safety.
- Inform children that if they get bitten by ants or insects, they are to call teacher for help.
- Ensure children use mosquito patch on insect repellent before heading outdoors.

**How to make it happen:**

1. Take your class on a texture walk around the school grounds, local green space or any outside environment. There are textures everywhere! Children can do this individually or in small groups.
2. Their challenge is to find something that matches each possible textures given in the activity sheet. They can record what they find that matches each texture by drawing the item for example, leaves with hairy textures, pathways with dotted tiles and maybe even bring back an item (smooth twigs and rough twigs) to show the class. Children are encouraged to take pictures too.
3. Give children an opportunity to share what they found. Encourage them to classify some of the textures. For example, which were pleasing? Surprising? Curious? Unusual? They can identify additional categories.