

Student Number: 1901537

Module code: EAEE5005

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Activity Plan		
Activity: Floor is lava		
Number of children: 8	Age of children: 6	Number of adults: 2
Location: Outside in the school playground	Preparation time: 15 minutes	Activity time: 45 minutes
Resources: 3- Planks of wood, 5- large rocks, 2- ropes, 1- Hola hoop, 1- small bench, 8 pieces of cardboard of variant sizes, 1- tire, 1 skipping rope, 3 buckets, chalk. 10 bottles of water, first aid kit, knowledge of any medical conditions or allergies.		
Aim/s of activity: Aim of the Activity is for the children to have an opportunity to work together collectively in order to get from one end of the playground to the other, working as a team and using different skills to succeed. Giving them an opportunity to explore and use a range of physical and mental skills.		
Links to outcomes: They will be using physical skills as they lift the different resources and move them around, as well as when they balance themselves on the objects and pull themselves onto the different resources. Communication skills will be used to help each other out and language skills will be used to get order so that they can all work together well as a team. They will need to use their imagination and thinking skills to discover how to get to the other side successfully using a logical approach, this may require a trial-and-error approach, which will teach them the importance of being consistent and having resilience as some of the parts may be loose, making it more difficult for them to hold or stand on. They will be using sustained shared thinking to tackle the activity successfully and sharing ideas interlinking their creative ideas to solve problems. They will need mathematical skills to establish how many of them can fit on certain objects and how many of them it will require to lift objects successfully, this will give them an opportunity to solve problems building their curiosity. They may use fine motor skills if they choose to tie objects together or stack items and will use gross motor skills when climbing and reaching out for the objects. This activity will also teach them the importance of spatial awareness and self-awareness as well as being mindful of their surroundings to make sure that they do not push the other children off. They will also experience different emotions during the activity as it will lead certain children to take charge and they may boss the other children around making them feel less superior, it is important for them to learn how to communicate efficiently whilst considering their peers feelings. This activity will give the children confidence and a sense of achievement, showing them if they work hard as a team, they can accomplish the task given. They will learn about ESDGC and will get the opportunity to make choices and decisions when choosing the resources and how they wish to use them. They will also learn about recycling and reusing materials and about consumption and waste as they will be using materials and resources that no longer have a use such as old buckets in order to save money and support ESDGC learning.		

Differentiation:

There will be flat recourses in order for wheelchair access so that all children can participate. And should any child feel uncomfortable doing the activity there will be an option for them to do some chalk drawing on the concrete, to make sure every child feels included.

Health and safety:

It is important to make sure there are no splinters, nails, screws, or anything that may cut the child in the planks of wood given as a resource, as well as making sure the objects are not sharp. Adults should warn the children before the activity to be careful when lifting objects and climbing on to them being aware of special awareness in order for them to be careful not to hurt one another. As the activity will be in the school playground it will be in a safe environment without strangers and traffic, which reduces the risk for children.

Role of adult/adults:

The Adults role will be to observe the children and guide them should they need it and to join in if they are invited in to play. However, they should not interrupt and take over the children's learning. They will also need to set up the resources and make sure that there are a range of objects to stimulate the children's learning and to challenge them to use their imagination. The Adult will also be the decision maker for the recourses the children will be allowed to use and will shape what they would like the children to learn. The adult will be there to support and state rules for the children to follow, However, this should be flexible, and children should have an opportunity to learn on their own. Adults should also assess any risks to the children and make sure the activity is safe to enable the children to play without worry and gain valuable experiences.

The activity:

1. Adult to clear the playground and set up the recourses needed
2. Collect the children from the classroom ensuring that all the children are in suitable clothing and footwear
3. Sit the children down outside and explain the activity and rules to them, making sure they understand to only push themselves to their ability, and if anybody does not feel comfortable with the activity to let an adult know so that they can do an alternative activity.
4. Let the children pick the recourses and place them where they think will work.
5. When the children are happy with how they have set up the recourses allow them to then try and complete the task of getting from one end of the playground to the other using the different recourses without touching the floor. They will do this by using the recourses given to them, they will only succeed if they ALL make it to the other side together without anyone touching the floor (Lava).
6. After the activity is complete, clear all recourses away to their appropriate storage and recycle any materials that can be reused.

This will hopefully build their confidence and give them an opportunity to grow as learners by trailing different methods and ideas.

They will need to work together collectively and be creative to get the best use out of the recourses in order to get a successful approach to allow them to complete the activity.

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RISK BENEFIT ASSESSMENT

Location / Activity:	School Playground - outdoor activity exploring a range of materials and equipment.	Date:	10/05/21
Assessor:	Stephanie Lucas	Review date:	10/05/22

ACTIVITY	How will young people BENEFIT from this activity?	Possible hazards	Who is at risk?	PRECAUTIONS in place to reduce the risk of injury	Overall risk RATING: L/M/H
Children Picking what recourses they would like to use and examining them to see if they will be useful.	Supports decision making skills as they would need to consider what recourses will work and what approach will be best to complete the task. Provide an opportunity to communicated and use language skills when having discussions about how they will go about completing the task.	Splinters, nails, or sharp objects in the recourses given, which if cut could lead to infection. Other Pupils, getting overexcitement and not following the rules.	Children/ Adult	Ensure all resources and equipment are checked beforehand and after the activity by a responsible adult. Ensure that all participants understand the rules and that there is clear communication should the activity be stopped, e.g., when the leader shouts stop, everyone must instantly stop what they are doing and listen. Have at least two leaders: one to control the activity and the other to monitor the playground.	Low
Children lifting and placing recourses in the playground	Support their physical skills when lifting objects and placing them. An opportunity to work collectively as a team as well as an opportunity to support emotional development when they consider other participants ideas.	Not being aware of their surroundings and colliding with another participant or accidentally hitting them with an object e.g., plank of wood	Children/ Adult	Talk to the children before the activity reminding them to be aware of their surrounding and to look before they place objects down. Make sure there is a first aid kit nearby and that the adult in charge is first aid trained.	Low

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ACTIVITY	How will young people BENEFIT from this activity?	Possible hazards	Who is at risk?	PRECAUTIONS in place to reduce the risk of injury	Overall risk RATING: L/M/H
Building and putting recourses together e.g., tying boards together using ropes.	An opportunity to use fine motor skills should they choose to tie objects together or stack items. Support their creativity skills as they will need to decide what they think will work to hold objects together. Give an opportunity for participants to use their imagination when looking at recourses e.g., wood could make a bridge. An opportunity to develop mathematical and science skills when discovering how many individuals can fit on the recourses chosen.	Bruises and cuts if they drop heavy equipment. Blisters or burns from ropes. Possible chance of pulling a muscle when lifting objects. Other objects getting in the way and causing children to trip e.g., football, twigs.	Children/ Adults	Use lighter materials and guide the children on how to place them down carefully. Whilst making sure all the children are aware that materials can be heavy and to only lift what they feel comfortable with. Ensure all equipment not used in the activity is stored away in the appropriate place to avoid possible trip hazards. Use tested and compliant equipment prior to use, and make sure all equipment stays on the floor and not upright balancing against something as this would increase the risk of children falling from a height.	low
Get from one side of the playground to the other using the recourses chosen by the children, such as boards, tires, buckets.	An opportunity for children to learn about gross motor skills when climbing and reaching for objects. An opportunity to learn about balance, and coordination. Help children discover different materials and surfaces and that some materials can be slippery or difficult to balance on. Enable children to identify risks and develop confidence to take risks during play	Unsafe Conditions making surfaces wet which could lead to Slipping or falling causing cuts, grazes, or bruises. Resulting in children getting hurt Children falling from the recourses and twisting an ankle or hurting themselves.	Children/ Adults	Ensure children are aware that surfaces may be slippy and to be careful when climbing. Adults to observe and intervene should the surfaces get too dangerous, or should the children climb too high that they may hurt themselves if they fall. Children to wear appropriate clothing which enables them to move freely and protect them should they fall. Make sure the children are only completing activities that they can do and is within their capability. Ensure that at least one staff member involved is first aid trained.	low
Doing the activity in the school playground	Feel safe to explore in an environment they are comfortable with without having to worry about traffic or strangers.	Gates left open, meaning children could get out and leave the school site or strangers could get in.	children	Make sure the adult in charge closes all the gates with a key ensuring all the children are safe from harm.	low

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<i>Issue / environmental feature</i>	<i>Damage that could occur</i>	<i>How to lessen negative impact</i>	<i>Resources needed</i>	<i>Who is responsible</i>
Using recourses that have some weight to them	Damage natural surroundings within the playground e.g., grass.	Guide the children away from the grass and onto the concrete surface that cannot be damaged.	N/A	Leaders in charge and any other Adult to reinforce rules.
Trampling bugs during activity	Squashing or damaging insect life.	Remind the children to be careful and keep an eye out for any bugs crawling along the ground. And if possible, move the bugs to safety, reminding the children to be gentle whilst doing so.	N/A	Leaders to educate the children and other adults that they must be careful.
Leaving Rubbish or materials behind (loose parts)	Rubbish will be left and will not break down damaging the environment.	Make sure all materials and recourses used are removed or stored away after the activity is done in the appropriate way e.g., recycled or upcycled, and that the children understand how to sustainably use the materials. Ensure that the playground is left in the same condition that it was prior to the activity.	Rubbish bags for any materials. Recycle bags for appropriate materials. Keys for the storage cupboard/shed to store bigger loose recourses such as planks of wood, tires, or buckets.	Leaders to give instructions and clean up after the activity is done, ensuring they recycle and store away the recourse in the correct place. Children to help the adults to clear up any rubbish that they have.
Vandalism	Children may vandalize materials or objects in the playground.	Remind the children that they are only to move and change the recourses given to them and to leave other objects in the playground alone	N/A	Leaders to remind the children of the rules and the importance of looking after the environment. The children to make sure they listen and behave respecting the recourses given to them.

The experience in part 1 of the portfolio involved children participating in a physical activity with a number of different loose parts, the activity took place in the playground in an outdoor environment. The aim of the activity was to allow children to develop in a child-led, stimulating, and creative environment encouraging physical movement and sustained shared thinking.

Doing the activity in the playground allows children to learn in an open environment. The activity in the plan allowed children to explore the outdoors and the different surfaces that they will use. According to the Froebel Trust, (no date), children learn from real life experiences they need to be able to see things for themselves in order to understand, for example they need to be able to feel what a flower feels like not just see an image of one in a classroom. The Froebel Trust believe that it is vital that adults take a step back to allow children to explore the environment for themselves. Froebelian educators facilitate and guide, rather than instruct, allowing children freedom of play and encouraging their creative thinking. Gibson, J. Cornell, M and Gill, T. (2017) agree with the Froebel trust highlighting that when adults take a step back it gives children an opportunity to have unstructured play where they can choose and create their own activities and make more independent decisions. Furthermore White, J (2013) believes that the quality of the play environment influences the enjoyment and benefits that children can get from playtime, believing that learning outdoors helps children engaged and builds confidence.

The reason I choose to do my activity outside was because I was influenced by Denmark's approach where a majority of children attend forest school, In a YouTube video by SBS Dateline, (2016) I saw how children had the freedom to explore the outdoors, you could see how intrigued the children were by nature for example when looking at the bugs under the bark the children were fixed on the insects and were asking interesting questions. There can be challenges when partaking in outdoor activities such as the weather, Playboard Northern Ireland (no date) found that the rain or bad weather is the main problem that stops children playing outside, however as Jane Williams explains in the YouTube video (2016) children in Denmark learn that it is okay to get wet and they will survive that, showing children that you can still learn no matter the weather, they just need to be open to learning, which is a huge benefit for children as it teaches them determination and how to overcome challenges. Suttie, J. (2018), discovered in a study she held that when children learned outdoors it helped them focus once they returned to the classroom, as well as this it motivated the children and increased their willingness to learn and helped them retain information for longer. I gave the children plenty of time to complete the activity and freedom to do so under article 31 of the UNCRC which states that children have a right to engage in play. Research by the welsh government foundation phase shows that a well-planned and resourced environment can support child-led activities, my activity allowed the children to gain plenty of play opportunities. After looking at the areas of learning within the foundation phase I think my activity for the children in part one covered a range of them. Early Education (no date) looks at Froebel and how he "considered the whole child's, health, physical development, the environment, emotional well-being, mental ability, social relationships and spiritual aspects of development as important". Froebel believed that children needed freedom and that symbolic and imaginative play should be at the heart of our curriculum as children need real-life hands-on experiences and an opportunity to learn through engaging with nature, by having this experience they will learn and get to grips with the natural environment giving them an opportunity to discover more about ESDGC.

There are huge health benefits to participating in physical activities, In a YouTube video by Akron Childrens (2019), Susan DeLeo discusses the importance of physical activity for development with Michelle Levitt, Michelle discusses how physical activity has a huge impact on children's gross motor skills this can be things like running, jumping, balancing and so on, but physical activity also helps

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resilience to physical and emotional challenges, better confidence and self-esteem, improves sleep which in turn improves moods and boosts immunity, as well as preventing diseases. Michelle recommends structured activities similar to my activity in helping children develop these important senses.

The role of the adult within the activity is to allow the children to take these risks and accept the challenges that comes with that. Tim Gill's Rethinking childhood website has an interview with Tim Gill (2019) discussing risk and the benefits of allowing children to take them, He believes that children have a hunger to figure things out for themselves, to learn new skills, and to build their self-confidence and their sense of what they are capable of. Tim stands by Risk being about seeing the possibilities and seizing the opportunities and children will learn from mistakes and be better because of them, the benefits children will have from feeling like they have succeeded is worth the worry that practitioners and parents may feel when children take risk. Most of the time children will be completely fine and sometimes parents and practitioners should look at the statistics for example did you know according to Stanford children's health (2021) Reports show "falls kill about 100 children ages 14 and under every year", whereas a report by accident doctor (2018) shows children are more likely to die from a vehicle related incident with 663 Children dying in a car accident in 2015, that is a staggering 563 more children dying because of a vehicle accident, which is not even down to them taking risk. Parents tend to over protect their children which results in children growing to be incapable, and irresponsible people with high anxiety levels.

During the activity that I planned I decided to give the children plenty of opportunities to get physical and take risks within their environment, challenging themselves and pushing their bodies by using fine and gross motor skills. I made sure there was plenty of space to explore and a number of different materials for the children to experiment with. I encouraged them to cooperate and help each other by working together. I used a Reggio Emilia approach, in a video by Sprouts (2019), they discuss how the Reggio Emilia approach uses hands on experiences rather than a set curriculum approach which helps children discover, find themselves and respect others. This approach looks at how the environment is the 3rd teacher and how having a rich environment nurtures their learning, I wanted to give the children a rich, sensory experience which is why I chose a physical activity. This approach puts the child at the center of learning, it links heavily with Froebel's approach to learning where adults take a step back and allow the children to learn for themselves giving them valuable experiences, many theorists agree on this approach and use it to allow children to get creative and use their imaginations. Estyn (2018), have set out a new curriculum for practitioners to follow which creates an environment that recognizes the importance of the experiences and breadth of curriculum offered to pupils.

Estyn (2006) look at schools to see if they are providing adequate education sustainable development and global citizenship in schools. ESDGC is about education that will prepare young individuals for the future. ESDGC has 7 themes that they follow these are: choice and decision, the natural environment, wealth and poverty, health, identity and culture, climate change and consumption and waste, Estyn challenges schools to look at these interlinking themes and face them fairly and equally. It is important during my activity that the children learn about ESDGC and the importance of taking care of our environment through recycling and reusing materials they have an opportunity to do this as they will be using old, natural materials which supports consumption waste.

I supplied loose parts for my activity but gave the children freedom to pick which loose parts they would like to use under the ESDGC so that they could make the decision, these loose parts were things like tires, planks of wood, buckets and so on, I chose to do this as I was influenced by Simon Nicholson (1971) who realized that children did not get an opportunity to problem solve as they did not have an opportunity to play and use loose parts. Loose parts do not fit together they are something that children

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need to transport and put together themselves, because these materials do not have a fixed use, it gives children an opportunity to get creative and experiment teaching them the importance of trial and error, something I feel that my activity focuses on. Simon Nicholson believes play has been stolen from children as places like schools, nurseries and playgrounds have built in areas made out of real materials, stealing all the creativity and opportunities for children to feel inspired and get creative. He believes “children should get an opportunity to invent and be creative with ideas” Gibson (1966) agrees with Simon Nicholson, in the way that he believed children should be allowed to use their imagination and use objects however they wish. In an article by Early years educators (2016) they discuss play affordance and Gibson’s theory, Where Gibson said, ‘The world is perceived not only in terms of object shapes and spatial relationships but also in terms of object possibilities for action (affordances) — perception drives action’. Meaning that individuals may look at objects differently for example a sofa’s purpose to an adult may be for them to sit on however to a child that sofa’s purpose may be that it is bouncy castle, or another example is that a child may look at a banana and imagine it as a telephone. Children will use affordances spontaneously as they are always looking for play experiences. Furthermore, Bruner also similarly looks at how children use their imagination, in an article by Simply psychology (2019), Mcleod, S describes how Bruner (1961), believed children should discover things for themselves rather than being told by a teacher. Despite this Bruner also agrees with Vygotsky and his theory of scaffolding and the MKO where they limit the freedom the child has in order for that child to concentrate on the difficult skills at hand.

I used open ended materials during my activity things like ribbon, rope and so on which benefited the children as they got to practice fine motor skills as well as being able to use their imagination to use the resources however, they wanted. In a video by learning through landscapes (2013) you see how a school in Scotland use loose parts and open-ended resources to get creative and have freedom to build whatever they like, one thing I noticed was how happy and excited the children looked they could not wait to get started and collect resources needed to build. They used natural materials things like, mud, water, wood, that do not cost money and that is safe for the environment. Before going outside and building their dens the children learned about the environment and the animals and insects living in it and were made aware that they needed to be careful to protect them, whilst doing my activity it was important for the children to be careful not to damage nature or the animals and insects living there.

Most of the resources and materials I used in part one of the portfolio were recyclable. Children are told to recycle the materials in a correct manner, in a progress report by Estyn, (2014) It looks at children and their knowledge and understanding of recycling, climate change and the environment, almost all pupils in the schools visited understood what it meant to recycle, however a minority of them understood the difference between ‘standard of living’ and ‘quality of life. It is important that all schools have a ESDGC policy and that all children understand what it means. It is vital that my activity chosen ensured that the environment was left in the same condition it was in before the activity began and that any materials used were disposed of or stored away correctly, I purposely choose non damaging materials in order to protect the environment and the surroundings.

To improve on my activity, in the future I would look at doing a bug hunt or collecting rubbish before the activity and using what was collected as materials, as I feel the children would learn more about the environment, and the importance of recycling and protecting all living things, leading to them gaining more knowledge and having better valuable experiences such as feeling empathy and gaining respect towards the planet, hopefully learning about the importance of global warming, climate change and the environment early on in childhood will give them the correct attitude and tools to take them into adulthood.

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