





| Lesson Topic : Wild Thing - Outdoor Classroom | |
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| Year Group : Year 3-4 | |
| Learning Outcome | <ul style="list-style-type: none"> • Students choose from a range of 'wild thing' outdoor classroom based activities. • Students Share their experiences from their outdoor classroom learning. • Students discuss with each other and the teacher how learning activities can relate to Te Whare Tapa Wha (and other curriculum areas). |
| Links with the New Zealand Curriculum  | <p>Although we will use the Health and PE Curriculum as a basis for this session, each of the activities can relate to a variety of other curriculum areas. Some of these are explained in more detail within the video</p> <p>Healthy Communities Societal attitudes and values • Explore how people's attitudes, values, and actions contribute to healthy physical and social environments. Community resources • Identify and use local community resources and explain how these contribute to a healthy community.</p> <p>Relationships with others Interpersonal skills • Express their ideas, needs, wants, and feelings appropriately and listen sensitively to other people and affirm them.</p> <p>Movement Concepts and Motor Skills Positive attitudes • Participate in and create a variety of games and activities and discuss the enjoyment that these activities can bring to them and others.</p> <p>Personal Health and Physical Development Safety management • Identify risk and use safe practices in a range of contexts. Personal identity • Identify personal qualities that contribute to a sense of self-worth.</p> |
| Key Competencies  | <p>Thinking Students think of ways to complete activities for the WILD THINGS Outdoor Classroom day. Students will also think as they complete them how it relates to Te Whare Tapa Wha and the other curriculum areas.</p> <p>Relating to others Students relate to others (especially those in their family bubble) by including them in their activities and also by asking them for support and advice. Students also relate to others outside their bubble during the google meet and by popping back into the google meet to ask and share what they are doing.</p> <p>Using language, symbols, and texts Students use language, symbols and texts to help share their designs and their ideas throughout this process.</p> <p>Managing self</p> |

| | <p>Students manage themselves to complete tasks within this Outdoor Classroom Day. Students need to also manage themselves by collecting resources and by trying new things. They also need to show Resilience in managing themselves by continuing even when they do not succeed the first time.</p> <p>Participating and contributing</p> <p>Students participate and contribute to online discussions both within the class morning meet and when they pop back in during the day.</p> | | | | | | | | |
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| <p>Prior knowledge</p>  | <p>Students have been studying Te Whare Tapa Wha at school as a key focus across our school this year. Students know about the 4 main elements and how they sit on top of Whenua (Land and roots).</p> <p>This will be the students second Outdoor classroom day but this will be a little different to what we had originally planned due to this falling within a COVID Level 4 Lockdown.</p> <p>The Outdoor classroom is based round the book 'Where the Wild Things Are' as this is a book our class is performing within our school production late in term 3. Students have learned songs and dances from this book and as it is relevant to their production students are motivated by this text.</p> | | | | | | | | |
| <p>Lesson Sequence</p>  | <table border="1"> <tr> <th colspan="2">Session Outline</th></tr> <tr> <td colspan="2"> <p>This Lockdown Session starts with a teacher within a hut talking about our outdoor classroom overview for the day. This session outlines how the activities relate both to Te Whare Tapa Wha and other curriculum areas, and encourages/supports students to think and talk about ways in which activities they compete relate to their learning as a whole.</p> <p>This session is especially important in that it highlights how learning across the curriculum can occur in a variety of context and highlights the importance of getting outdoors while we learn as it is such a rich and inspiring learning environment/context</p> </td></tr> <tr> <th>Student Activity</th><th>Teacher Activity</th></tr> <tr> <td> <p>Learn:</p> <p>Students will learn and participate in a rich outdoor classroom context by completing a range of tasks related to the book 'Where the Wild Things Are'.</p> <p>Students will learn to relate their learning activities to both Te Whare Tapa Wha and other curriculum areas by talking about what it is they feel they are learning.</p> </td><td> <p>Teacher builds a hut prior to the google meet hangout so students can see her participating in the activities alongside them.</p> <p>Teacher shares and overview of the tasks and talks about Te Whare Tapa Wha to refresh this in student minds.</p> <p>Teacher then elaborates on the activities, giving examples of this activity as well as talking about how each one might relate to Te Whare Tapa Wha and the wider learning they might be doing as they complete each activity.</p> <p>Teacher constantly remind students to take photographs and videos to share their learning with</p> </td></tr> </table> | Session Outline | | <p>This Lockdown Session starts with a teacher within a hut talking about our outdoor classroom overview for the day. This session outlines how the activities relate both to Te Whare Tapa Wha and other curriculum areas, and encourages/supports students to think and talk about ways in which activities they compete relate to their learning as a whole.</p> <p>This session is especially important in that it highlights how learning across the curriculum can occur in a variety of context and highlights the importance of getting outdoors while we learn as it is such a rich and inspiring learning environment/context</p> | | Student Activity | Teacher Activity | <p>Learn:</p> <p>Students will learn and participate in a rich outdoor classroom context by completing a range of tasks related to the book 'Where the Wild Things Are'.</p> <p>Students will learn to relate their learning activities to both Te Whare Tapa Wha and other curriculum areas by talking about what it is they feel they are learning.</p> | <p>Teacher builds a hut prior to the google meet hangout so students can see her participating in the activities alongside them.</p> <p>Teacher shares and overview of the tasks and talks about Te Whare Tapa Wha to refresh this in student minds.</p> <p>Teacher then elaborates on the activities, giving examples of this activity as well as talking about how each one might relate to Te Whare Tapa Wha and the wider learning they might be doing as they complete each activity.</p> <p>Teacher constantly remind students to take photographs and videos to share their learning with</p> |
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| | <div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <p>Create: Students will create artifacts that relate to 'outdoor classroom' and the context of 'Where the Wild Things Are'.</p> <p>They will create something to share their outdoor classroom experience with others around them.</p> </div> <div style="width: 50%;"> <p>others.</p> <p>Examples are shown of what students have already begun doing (some of our students start their learning prior to the hangout starting).</p> <p>Students can then get on with their learning independently or with their whanau bubble (this we encouraged) and just pop back in as and when they need to.</p> </div> </div> <div style="margin-top: 10px;"> <p>Share Students will share their work on their blog and with teachers as they go.</p> </div> |
| Resources | <ul style="list-style-type: none"> • Outdoor Classroom Slide • A wide range of outdoor resources to build, make, create, refine and share the activities they choose to complete. • Something to photograph/record their finished products. |
| Reflection and Analysis | |
| | <p>Students were so motivated by these learning activities being able to have an outdoor classroom day again. They were excited on Monday when they saw that we had included this in the weekly program and their excitement grew as we got closer and closer.</p> <p>As per normal many students had begun their daily learning before our scheduled google meet which was great as we were able to discuss and share examples of what students had been doing and this helped others to get ideas.</p> <p>HOWEVER - The day was very very wet and wild and most of the activities needed to be moved indoors. This did not deter students in the slightest.</p> <p>A number of students came up with their own activities including making tools and weapons for the wild things, this was encouraged but students were also encouraged to think and talk about how these related to Te Whare Tapa Wha and to talk about what they felt they were learning as they created these artefacts.</p> <p>The downsides to this session was that our outdoor classroom day ended up being the day we had to return to school to set up our classrooms spaces so we were unable to follow up on this as much as we would have liked. We were also only online to support students until 11:30am because of this. On returning to school the following day we were busy re-establishing Level 2 Procedures so we were unable to revisit this learning until the following week.</p> |

