



<b>THROWING BALLS INTO WATER</b>	
<b>AGE RANGE</b>	0/2
<b>Activity for...</b>	Group of children without nature elements (5 members)
<b>Author</b>	
<b>DURATION / TIMING:</b>	10/15 minutes
<b>REQUIRED MATERIALS:</b>	<ul style="list-style-type: none"> <li>• Bag</li> <li>• balls</li> <li>• a pool or a bigger container</li> <li>• water.</li> </ul>
<b>PREPARATION OF THE ENVIRONMENT:</b>	Prepare bag, balls, a pool or a bigger container filled in with water.
<b>DETAILED DESCRIPTION:</b> How the activity is implemented?	<p><u>The task:</u> to collect and throw a set of balls into the container without water.</p> <p><u>Skills to be developed:</u></p> <ul style="list-style-type: none"> <li>• <i>Cognitive challenge:</i> <ul style="list-style-type: none"> <li>• Physical - To develop great motor skills: to bend down, lean on your hand, combine the actions of the hand to the eye, to maintain the balance of the body. Develop fine motor skills: grab the ball, turn it, squeeze/release your fingers. To realize the movement of balls dropped into a container (what are the sounds, are they bouncing, etc.)</li> <li>• Linguistic – To name yourself or repeat the actions and things named by the teacher (looking for, going, squatting, throwing, ball, round, one / many).</li> </ul> </li> </ul> <p>• <i>The challenge is to foster empathy and prosocial values - to trust only in</i></p>



your strength. Mimicry, gestures, voice, actions to express the feelings experienced. Choose your ways of doing things or repeat the teacher's actions. Respond to the adult's suggestions, encouragement, in case of difficulties to seek help. Initiative and Perseverance: to overcome challenges (repeat the failed action to achieve the expected result, fail, show facial expressions, gestures, words that need help, try already known ways of action or observe others to try new ways of doing things).

Learning to learn: try to repeat a successful action.

Activities:

Activities take place in the kindergarten's gym or outdoor. The teacher brings the children a bag loaded with balls, put them on the ground, offers the children to collect and throw them in the pool as the bag turns empty. Children are encouraged to look for the scattered balls and throw them into the pool in the hall, the teacher comments on the words related to the action (one ball, throw the ball into the pool, where is the other ball, how many balls). After throwing all the balls, the children and the teacher enjoy the activity. Communicates about impressions and experiences.

Expected result:

Attention, large and fine motor skills (observation, bending, recline, arm extension, standing up, walking, throwing, throwing). The children persistently pursue the goal of collecting and throwing a set of balls. Overcoming challenges (finding, carrying, throwing) tries on their own, learning from the example of friends or with the help of an adult. Interacts in joint activities. Name the means - the pool, the balls, say in a few words what you are doing, seeing, experiencing. Expresses emotions while acting.

**ROLES of the  
CHILDREN**

Learner, Motivator



	<p>Child's actions: children watch what the teacher brings, see the scattered balls in a hurry to collect them, hear the teacher's offer to throw the balls in the pool, take them closer to the pool and throw, try to throw again and again, some children seek for their own activities, others watch and copying friends or waiting for adult encouragement. When acting, they express their emotions with sounds, words, gestures, facial expressions.</p>
<p><b>ROLE of the TEACHER:</b></p>	<p>Teacher actions:</p> <p>Teacher-initiator: offering children to collect the balls and throw them into the pool. Commenting on actions taken by children. Conducting a frontal survey at the end of the activity.</p> <p>Teacher-observer: children acting independently, discovering their own ways of acting, or learning from the example of peers.</p> <p>Teacher-facilitator: Encouraging children to collect balls together, throwing them into the intended container (pool), noticing that the child fails by encouraging him orally, providing help if necessary and setting an example or encouraging attention as others do.</p>
<p><b>EXTRA RESOURCES</b></p>	
<p><b>Other remarks / Hints for the implementation</b></p>	
<p><b>References, if any</b></p>	