

# **Wet Day Resource Package**

**COM 3400: Communications  
Bachelor of Arts (Education)**

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## 1.0 Introduction

"... Each child is unique, bringing to the learning situation an exclusive set of capabilities and predispositions". (Halliwell, G., 1977 cited in Hogben & Wasley, 1989, p.1).

By taking into account individual learning and cultural differences, the educator can facilitate children's learning and provide children with equal opportunity to develop skills, values and attitudes. These children, being unique Individuals, also require planned activities or learning experiences that benefit their acquisition of knowledge. These activities should parallel those skills which will help children to communicate as part of wider society.

In today's fast moving world children's success as individuals can also be "measured" by their performance in school based academic areas where at an early age language acquisition plays a major role in all daily activities. Children's ability to cope is also governed by their ability to acquire learning skills, through which decoding of increasingly complex information is made possible.

Society also demands that the individual act responsibly and cooperatively, communicating in a variety of ways. Combining both paradigms (school and the community) implies that education therefore, must reflect societal expectations and values, while providing learning experiences that take into account the abilities of each child. Children's learning ability or development, encompasses all domains whether social, cognitive, affective or physical. The educator must therefore pursue goals that facilitate this development. Effective programming allows these goals to be achieved with a special emphasis being placed in a number of key areas.

According to Hogben & Wasley (1989,p.15), these key areas are good student / teacher relationships, acknowledgement that the child is important, content in all curriculum areas, well planned environments, real life experiences, child participation, play, balance of activities, variety of activities, choice, flexibility and challenging activities. These key areas place emphasis on a whole school approach to learning with programmes reflecting the need to work cooperatively whether at a management or individual level.

Planning for an activity that promotes language acquisition requires careful thought given to the purpose behind such an activity. Having chosen a range of activities involving water ie: a wet day, poses the enquiry as to how these activities promote language learning and the question, "why do children need to acquire language at all?"

To answer that question, language acquisition in the early Primary years (K-2), focuses on the child's need to communicate and the need to make sense of their world. Communication is essential and children need to be surrounded by people who use different forms of language in order for the child to acquire skills for communicating. Selecting appropriate activities such as the water slide, means that children are immersed in a stimulating environment which provides them with a range of experiences and opportunities to use/acquire language.

A 'Wet Day' provides opportunities for children to develop collaborative skills and concretely reinforce the need to think, problem solve, and test their abilities. This Wet Day Package of activities provides concrete, hands-on approaches to language acquisition. The range of activities allow children to interact physically, encourages them to be receptive to other people's ideas and reinforces that learning can be fun. The reasons for selecting a Wet Day as a language based, programmed learning experience seems evident. Learning together develops children's self esteem, sense of belonging, attitudes and skills while immersing children in a language rich environment.

## **2.0 Proposal**

It is proposed that as part of the language, art and maths programmed area being implemented within' the K-2 Withers Primary School Curriculum, an inclusion be made for a Wet Day event. This event will take place on the 9th, March, 1994 in the environment of the K-2 area of Withers Primary School involving a series of water based activities for Rooms 16 & 17.

Consent has been sought and was granted from all parents on behalf of their children and adults attending this event to video record certain aspects of the day and for audio recordings to be conducted to support the teaching practice analysis.

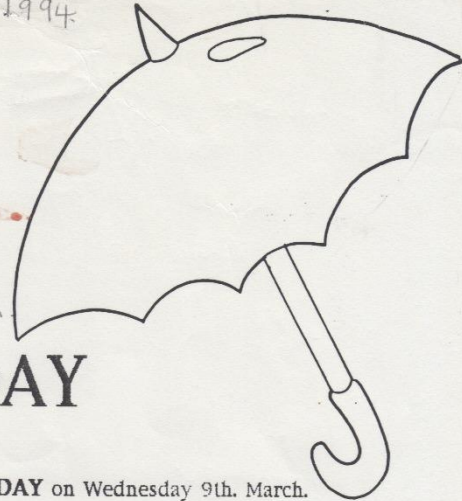
These activities are hoped to promote positive interaction between Rooms 16 & 17. It is hoped also that this occasion will provide a positive,

challenging and exciting environment for all persons involved. As part of the Wet Day proposed, parental involvement will be encouraged and members of the immediate school environment are invited to attend. A range of hands-on, manipulative, discovery based activities will be presented to the students with teachers/ parents acting as active facilitators throughout the day. These activities will run in conjunction with non structured events to be announced on the day.

Principal Notified - 17 February 1994

Note Home 3rd March

## WET DAY



Dear Parent / Guardian,

We are having a **WET DAY** on Wednesday 9th. March.

Water based activities which relate to subject areas : Maths , Science, Language and Art , will be held outdoors in our enclosed area.

1. As part of our **Wet Day** we need **Parents** to help with these activities. Please let your classroom teacher know if you are able to join us for this fun day before Wednesday, 9th March.

2. As part of our **Wet Day** we are in need of *donations*: flour (Plain)  
jelly mix  
instant cake mix  
paddle pools  
beach umbrellas

If possible, please bring these items to school before Wednesday 9th. March.

3. For your child to take part in our **Wet Day** they will need to bring to school :

- Beach towel
- T-shirt
- Bathers
- Sunscreen cream
- Hats
- Drink Containers

Sorry but without these items  
your child will not be able to  
participate for health reasons.

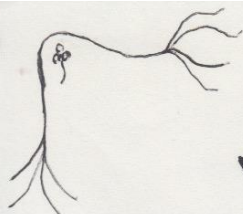
**We hope you will join us for this exciting day**

Thankyou,

Room 16  
Room 17  
Pre- Primaries.

4,

Image 1 - Wet Day Poster



## Itinerary

### Wet Day

Chr - name tags  
- Distribute. 8.45 am.

Anthony / Alex.

- Set-up / Puzzles → Chr till 9.00 am.
- Mat Session (Explain Rules) (allocate stations)
- 9.15 Start.
- 10.00 Fruit (not structured), incidental.
- 11.30 pack away some stations.  
Giant Pond, Swings.
- 12.00 PE-primary prepare for home.  
Prepare for lunch - bring out jelly.
- 12.50 restart
- 2.00 Sharing time
- 2.20 Home.

Image 2 - Itinerary



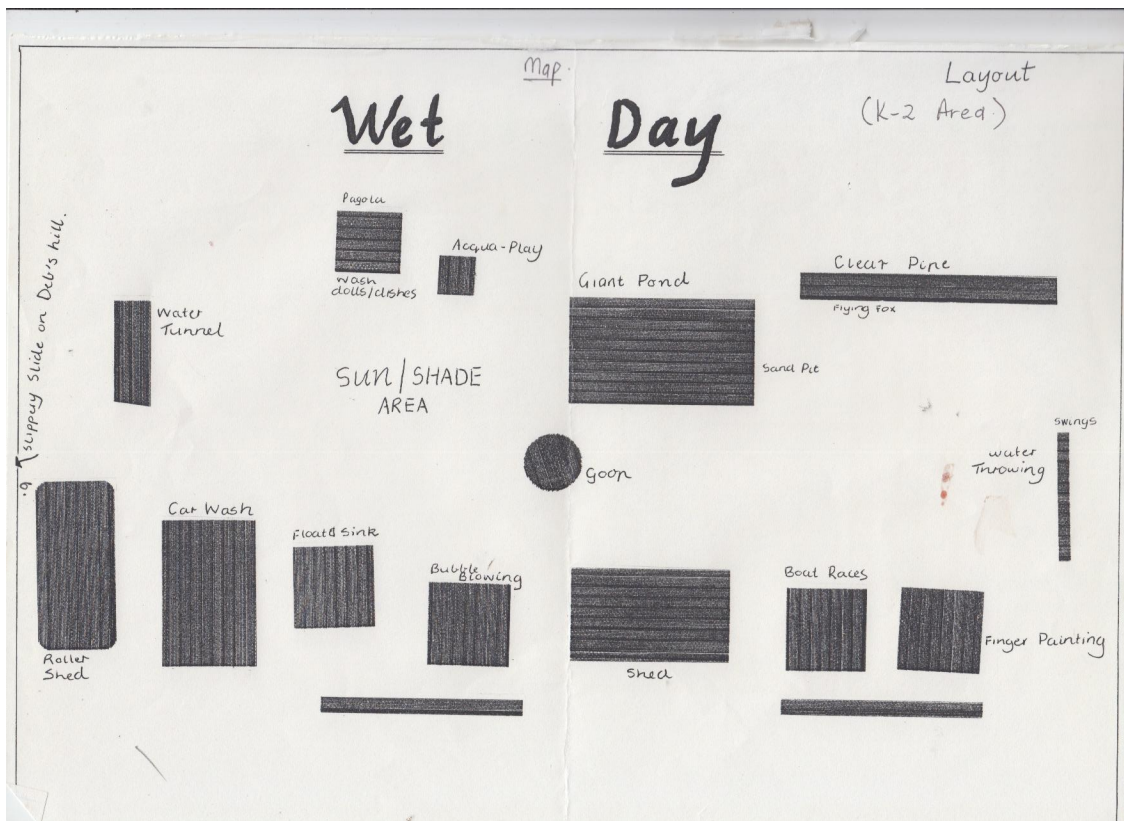


Image 3 - Activity Map



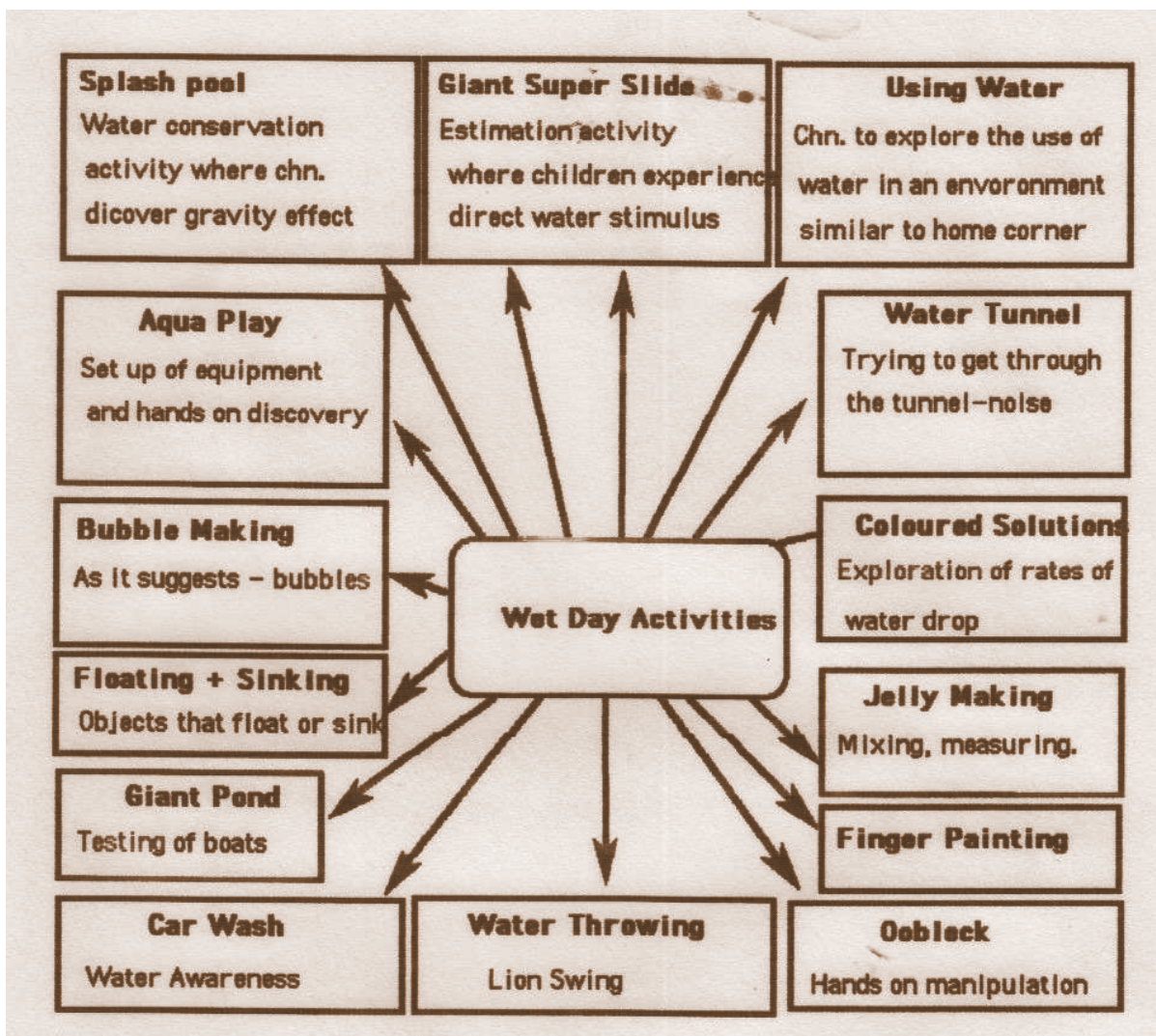


Image 3 - Wet Day Activities

### **3.0 Resource Allocation**

Prior to Wet Day activities certain resources needed to be allocated from within the school and out of school. Certain products not available in the school were allocated a budget component and presented to the school finance committee for reimbursement.

#### **3.1 Out Of School Resources Required**

1. Cake Mix for finger painting
2. Milk for cake mix I tea / coffee
3. Spoons Jelly / tea / coffee
4. Plastic Cups to put the jelly in
5. Sunscreen Spare
6. Towels Spare
7. A car for car wash (Miss O'Connells)
8. Pegs and hanging space
9. Black Plastic (5m x 2m) Giant Pond
10. Umbrellas
11. Wading Pool

#### **3.2 In School Resources Available**

1. Sponges Car
2. Scoops for jelly
3. Fridge Jelly
4. Toilet Area Kids
5. Spoons Jelly
6. Tea towels Home Corner / Kitchen
7. Medical Kit safety
8. Hoses water resource
9. Sprinkler tunnel
10. Washing up liquid home corner slide
11. Containers Plastic assorted
12. Fish Tanks & Assorted Materials floating and sinking.
13. Bubble Making kit See Erica.P
14. Water trays Wash up
15. Shovels (Plastic) Giant Pond
16. Splash Pool for hill
17. Tables (assorted) all activities.

- 18. Plastic Tubes blue door cupboard
- 19. Watering cans blue door cupboard
- 20. Edicol Dye Coloured solutions.
- 21. Childs Dolls / Aqua Play/ Umbrellas/ Tape/Video/Task Cards

## 4.0 Teachers Notes

It is noted at this point that the purpose for running such an activity based Wet Day is to promote Interaction exploration and discovery learning. This will in turn facilitate children's acquisition of language and provide a complimentary teaching method for traditional areas of the curriculum.

Each teacher's note outlines the Intent, resources needed, curriculum area and method for achieving objectives. Programmed areas and school monitoring documents objectives (time and space) were evaluated informally throughout this Wet Day range of activities and provided a major focus for task card questions presented to children.

The '**Splash Pool**' and the '**Wading**' pool is needed where set up allows children to problems solve ways to counteract the effects of gravity and measure amounts of water needed to fill the pool. Mathematical concepts, scientific problem solving and language interaction are the main objectives behind this activity.

The '**Giant Super Slide**' is an activity which promotes problem solving by allowing the children to select an appropriate area for the slide while encouraging children to mathematically work out the length of plastic needed and scientific principles of water attributes. By changing variables and communicating ideas children can see the benefits of working together as a team and sharing resources available. All that is needed is a large piece of plastic, a hill, a hose and some washing detergent.

The '**Using Water**' activity is for children to develop an awareness of the uses of water at home, and how it can be used effectively and how to conserve as much as possible. Children are encouraged to estimate how much water they will need and

measure water used, as well as problem solve. Home corner equipment is all that is needed as well as a few tubs and a few tables to put the gear onto.

The '**Water Tunnel**' activity encourages children to explore the dimensions of the tunnel and children will be encouraged to explain their experiences as activity progresses. Hands on learning is complemented with the illusion that those taking part will get wet inside the tunnel and so fuels already high levels of excitement.

The '**Water sprinkler Coloured Solutions**' activity involves pouring ready prepared edicol dye mix from funnels into suspended tubes. Children will actively take part in the observation of the properties of water and will be encouraged to explain their observations. All that is needed is a few large buckets for the water/edicol mixture, small watering cans and clear suspended plastic tube.

The '**Jelly Making**' activity as the title suggests the jelly making activity allows children to see the process by which jelly is made, how water is needed in this process and gives the children the chance to eat it too. Dialogue shared will be recorded and interaction will be noted. You will need jelly mixture, small plastic cups for each child, water, a fridge area and a table to sit the jelly on.

The '**Finger Painting Activity**' is another tactile hands on, discovery learning activity where children draw pictures(art) on the prepared table with cake mix and then are allowed to eat their drawing after describing feelings etc. This activity requires supervision and cake mix, table milk and water.

The '**Oobleck Corn Flour Activity**' is food colouring and water all combined to form a gooey mixture that children can delve into squashing it between their fingers and feeling /describing its texture. Tactile related conversations are sure to emerge and children will be encouraged to explain similar experiences with other solutions.

The '**Water Throwing Gravity Activity**' and water conservation is tested in this activity with children using tyre swing and water to explore what happens when water is given projectile energy. Children will be encouraged to share their findings with others and estimate how much water will be needed to fill the tyre each time.

The '**Car Wash Water Awareness Activity**' is where children wash a car together and share findings of best possible methods to do so. Use of different equipment will also be encouraged.

The '**Giant Pond Activity**' construction, testing and altering of foam/balloon boats will take place in a pond constructed by children in a sand pit area. Counting, measuring, and estimating will be important skills necessary for its construction. The use of black plastic and string are the only things needed for this pond besides boat making materials.

The '**Floating and Sinking Two Activity**' is fish tanks set up with objects being tested for their ability to either float or sink. Children will be encouraged to explain why.

The '**Bubble Making Activity**' is a bubble making kit set up and children will count and estimate numbers of bubbles made. Glycerin is the only major component needed for activity to work effectively.

The '**Aqua Play Hands On Activity**' involves discovery learning and cooperation promoted throughout this activity with children being encouraged to explore all ways to manipulate materials provided.

## **5.0 Methods Of Evaluation**

### **VHS Video**

A VHS video recording will be taken during the day's activities and this will provide valuable visual material for observations and post activity analysis.

### **Observation**

General observations will be made throughout the day by teachers, aides and parents alike. These observations will complement and facilitate the day's activities.

### **Audio Tape Recording**

A tape recording post will be set up for ease of recording children and adults reactions to certain semi-structured questions about the day's activities.

These will then be transcribed and used for post-activity analysis and reporting.

### **Questioning Prompts**

Anecdotal notes will be made from questioning throughout the day with questions orientated to facilitate children's own self reflection and recount of activity.

### **Parent Help / Aides**

Throughout the day parents will be encouraged to attend and take part in activities acting as supervisors and helping children with whatever aspects required. Teachers aides will also facilitate activities and monitor the needs of the group.

## **6. Evaluation & Analysis**

Each activity proved to be well appreciated and attended. It was noted that children shared resources effectively and with little fuss. The range of activities contributed to the excitement of the day and it was observed that children were keen to explore all aspects of the activity.

The learning purpose behind each activity was achieved because parents, teachers and aides were very careful to question open endedly and facilitate learning that was taking place. Certain aspects of the activities spurred children onto discover new things which had not been anticipated eg. Callan and his rocket propelled boat.

Each activity immersed children in activities where discovery took place although a greater amount of activities could have been planned to include and allow for extension if needed. Weaknesses in timetabling may have contributed to pre-school children getting restless initially but this was solved by allowing them to get on with the activities with haste. The 'Jelly Making Activity' and the 'Super Slide Activity' proved to be a real hit (refer to video) and the giant pond ended up being bigger than Ben Hur.

### **6.1 Time Tabling - A Critical Review**

The timetable proved to be a little too weighted to control in the morning where valuable activity time could have been allocated otherwise. General timing afterwards was great although special emphasis must be placed on individuals remaining seated at appropriate times for safety reasons. Overall the time allocated (5 hrs) for activities proved to be ample and this demonstrated a need to contemplate another 'wet day' or similar later in Term.

## **7.0 Preparation - Strengths and Weaknesses**

Overall the preparation allowed the activities to run smoothly considering the Wet Day was considered, proposed, implemented and evaluated over 2 weeks including;

1. Resources that were used proved adequate although more umbrellas and spare beach towels may have come in handy;
2. Task cards proved to be too close ended and originals were destroyed in activities due to the fact that they were only contact covered on one side. Future cards will be laminated but due to the prohibitive cost for now they will be contact coated;
3. Equipment setup was a little rushed and more effort could have been made by parents to help teachers set up indeed more parents attending would have helped.
4. Despite miscalculating the amount of jelly crystals needed all resources were adequate and preparation overall was satisfactory

## **8.0 Suggestions for Improvement of Resource Package**

Overall this package of hands on language based activities proved to be very successful in the early primary area although a few factors could be considered for its improvement including;

1. A parents/teachers /aides meeting prior to Wet Day activities should have been arranged so that a clear understanding of the day's events could be established;
2. Parents proved to be a valuable resource although teachers could have made better use of their presence;
3. Resources should have been 'acquired' earlier in the term and generally planning for an event sooner may have lead to less stress being placed upon the people organising such a venture;



It is interesting to note the fact that such a venture was undertaken early in student teachers practice and that the event proved to be the topic of conversation afterwards for many weeks.

More information needed to be given to those surrounding the activities in other areas and support services within the school needed more time to prepare for the event. Overall everything ran smoothly with only one child receiving medical attention for a small cut on her foot using the medical kit which is an A1 priority.

## **References**


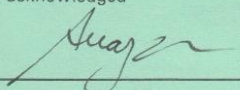
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## **Further Reading**

Forte, I. (1981) *From A to Z with Me!* Tennessee, Incentive Publications.

Flemming, R. & Hamilton. T. (1977) *Resources for Creative Teaching In Early Childhood*. Washington, Harcourt Brace Jovanivich Publishers.

# Appendix

|  |                                      |   |
|--|--------------------------------------|---|
|  <b>EDITH COWAN UNIVERSITY</b><br>PERTH WESTERN AUSTRALIA   |                                      |   |
| <b>ASSIGNMENT COVER SHEET</b>  |                                      |   |
| <b>INTERNAL COURSES</b>  |                                      |   |
| UNIT<br><b>COM 3400</b>  | NAME OF STUDENT<br><b>Alex Hayes</b> | STUDENT ID. NO.<br><b>0922723</b>               |
| NAME OF LECTURER<br><b>CAROL HOGAN</b>   |                                      | DUE DATE<br><b>29/5/94</b>                      |
| Topic of Assignment<br><b>WET DAY RESOURCE PACKAGE</b>   |                                      |   |
| Group or tutorial (if applicable)<br><b>3P2</b>  | Course<br><b>BA ED (PRIMARY)</b>     | Campus where the unit is studied<br><b>BUN.</b> |
| I certify that the attached assignment is my own work and that any material drawn from other sources has been acknowledged<br><br>Signature of student  Date <b>29/5/94</b>   |                                      | OFFICE USE ONLY                                 |
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| Reference: "University Rules for Admission, Enrolment and Academic Progress of Students", clauses 17.10 to 17.13 inclusive.  |                                      |   |
| 1. Students who wish to defer assignments must make application in writing for an extension of the date of submission. (17.10)<br>2. Students applying in advance of the date of submission for an assignment for an extension of not more than one week, must obtain approval from the lecturer in charge of the unit. (17.11)<br>3. Students applying for an extension for submission of an assignment after the due date or for a period exceeding one week, must receive the approval of the Head of Department or Associate Head of Department. (17.12)<br>4. Assignments submitted after the normal or extended date without approval shall incur a penalty of loss of marks (17.13) |                                      |   |
| <b>PLAGIARISM ETC (University Rule 12.3)</b>   |                                      |   |
| All forms of cheating, plagiarism or collusion are regarded seriously and could result in penalties including loss of marks, exclusion from the unit or cancellation of enrolment.   |                                      |   |
| <b>ASSIGNMENT RECEIPT</b>  |                                      |   |
| To be completed by the student if the receipt is required  |                                      |   |
| UNIT<br><b>COM 3400</b>  | NAME OF STUDENT<br><b>ALEX HAYES</b> | STUDENT ID. NO.<br><b>0922723</b>               |
| NAME OF LECTURER<br><b>CAROL HOGAN</b>   |                                      | RECEIVED BY                                     |
| Topic of Assignment<br><b>WET DAY RESOURCE PACKAGE.</b>  |                                      | DATE RECEIVED                                   |

Form 333/1/91

Image 4 - Assignment Coversheet

LECTURER'S COMMENTS ON THE ASSESSMENT:

Alex This was obviously a major organisational feat and a valuable source of learning across all curriculum areas. Teachers' notes and evaluation/recording materials were very well presented and show a thoughtful, practical approach.

For the purposes of this assignment, I would have liked a closer focus on the language elements of the day. Yes language is fundamental to everything, but it's important to be clear and specific about the actual language learning that will be stimulated (First Steps Oral Lang. has some useful material on oral lang. in different contexts and for different purposes.) Did you extend the children's interest into some follow-up reading and writing? (i.e. lang. experience) This would have been a valuable addition, and

LECTURER'S SIGNATURE

*[Signature]*

DATE

RESULT

34  
50

provided another mode of learning/evaluation. Similarly, evaluation involves more than collecting information about children's involvement: you need to analyse this information and suggest what can be done with it. (planning + follow-up)

Image 5 - Assignment Feedback