



OUTDOOR TIME



3-6



Work in plenary



HOBBIES (OUTDOOR)



40 minutes



Children should be able to:

- understand the concept of outdoor time activities;
- share their outdoor time hobbies;
- acknowledge the significance of hobbies for our well-being.



Chairs or pillows for children to sit in circles, outdoor time and indoor time images, board, sticker.



Description of the activity:

This is an in-class activity where all children are requested to sit in a circle.

Development of the activity:

1. The facilitator shares things she loves doing (hobbies) when she has some free time. S/he makes sure she mentions both type of activities, indoors activities (e.g., watching a good movie, cooking for friends, etc.) and outdoors activities (e.g., walking at the park, travelling, playing tennis, etc.).
2. Then the facilitator invites children to share what they do when they have free time and gives the floor to a number of children to share their hobbies and things that they love doing inside and outside class/ home.
3. S/he then shows some images of (indoors and outdoors) activities/ hobbies and asks children to identify/ name them.
4. As children identify/ name them the facilitator places/ sticks the images on the board, in two separated lists (i.e., outdoor time activities vs. indoors time activities). Children are requested to critically review the listing/ two lists and comment on the differences. This will lead to the main difference of these activities/ hobbies, that the first list consists of activities that happen/ take place within walls, i.e., at home and in class, whereas the second list consists of activities that happen in open spaces, outside the walls.
5. The facilitator takes the images from the board, mixes them and invites children to play the TRUE or FALSE game in plenary, where children identify whether the teacher's statement is true or false, e.g., 'Tennis is an indoors hobby', 'Knitting in the living room is an indoors hobby', 'Taking the dog out is an outdoors hobby', etc.
6. The facilitator mixes the images of the activities and gives one image to each child. Each child should make the following statement: "My hobby is.... (based on what the image shows). This is an outdoors/ indoors activity."
7. In the closure, the facilitator invites the children firstly to close their eyes and think that they are engaged in their favourite hobby (outdoor) and then to describe their feelings. Some useful questions may be the following:
 - a. How does X make you feel?
 - b. How would you feel if someone told you never to engage/ deal with X again?

It is anticipated that children will realize and acknowledge the significance of hobbies (outdoor) in humans'/ our life.