

# Outdoor Adventurous Activities Lesson Plan

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<b>Lesson Objective</b>	To work together as a team to complete a set task	<b>Lesson 1/6</b>
<b>Equipment Needed</b>	Counting cones maps (OAA booklet), ropes with loops at either end (enough for one per child).	
<b>Success Criteria</b>	<b>Children can:</b> <ul style="list-style-type: none"><li>Use a step-by-step approach to solve problems</li><li>Use different methods of communication when working as a team</li></ul>	
<b>Key Questions</b>	What is problem solving?	
<b>Warm Up</b>	<b>Hurdles:</b> <ul style="list-style-type: none"><li>Get children in groups of 4 or 5</li><li>Lay out a line of hurdles</li><li>Place flat spot 15m beyond last hurdle</li><li>Children start by lifting<ul style="list-style-type: none"><li>Left leg only over hurdle</li><li>Right leg only over hurdle</li><li>Both legs over hurdles</li><li>One foot between each hurdle</li></ul></li><li>After last hurdle, sprint around last spot the return to the back of the line</li><li>Continue all steps by jogging through hurdles, if time allows continue increasing speed</li></ul>	
<b>Main Activity</b>	<b>Locked In:</b> <ul style="list-style-type: none"><li>In 2's children pass their hands through the small loops in the rope</li><li>One person must put their rope inside their partners rope to 'lock them in'</li><li>Without taking their hands outside of the loops, players must free themselves from each other</li><li>Once children have had a try, give them the clue that its more of a puzzle than a physical task (Children will try climbing through the rope, spinning round etc.)</li><li>They will need to think about how they can uncross the rope</li></ul> <p>ANSWER: Partner 1's Hand horizontal. Partner 2's Hand Vertical. With Partner 2's Top Hand, make a loop. Pass through partner 1's loops and around hand, pull rope tight.</p> <p><b>Counting Cone (See maps in OAA booklet):</b></p> <ul style="list-style-type: none"><li>Give children a copy of the map, they then get given a number, which they must try and achieve by moving through the course and make it to the end</li><li>Each pair stands at their start, shown by the triangle on the map and must end at the circle</li></ul> <p><b>PROGRESSION:</b> Children come up with their own routes along the cones, and then swap with another group. Groups have a blank map and must work out where they need to travel in order to make the number given by the other group.</p>	
<b>Cooldown</b>	Recap lesson and go over Success Criteria.	
<b>Key Technical Points</b>	<b>Problem solving</b> – the ability to identify problems, work out the answers and come up with a plan to complete the task.	

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<b>Lesson Objective</b>	To read a map and understand the key symbols	<b>Lesson 2/6</b>
<b>Equipment Needed</b>	Coloured bean bags, school map, netball numbers cards.	
<b>Success Criteria</b>	<b>Children can:</b> <ul style="list-style-type: none"><li>• Read a map and understand the key and the symbols on it</li><li>• Work as a team to complete an orienteering course</li></ul>	
<b>Key Questions</b>	What is map reading?	
<b>Warm Up</b>	<b>The 'Checkpoint' Game:</b> <ul style="list-style-type: none"><li>• Place some coloured bean bags in different parts of your school/setting before the children arrive</li><li>• Where you have placed a pile of blue bean bags, insert a blue dot onto your map</li><li>• Set up five checkpoints to get the children ready for the main activity</li></ul>	
<b>Main Activity</b>	<b>Netball Numbers:</b> <ul style="list-style-type: none"><li>• In 3's children, follow the map to find the clues hidden on the court</li><li>• Each group is given a different starting route (1-10)</li><li>• They work out the answer as they move around</li><li>• Once they have an answer, they return to the teacher to check if correct</li><li>• If it is correct they go and follow the next route given on their card</li><li>• If incorrect, must repeat route to find correct answer</li><li>• First team to find all the correct answers wins</li><li>• This is designed for mental maths but can be adapted to finding a series of numbers or letters</li></ul> <p>Each team should start at a different point and travel in order from then on.</p> <ol style="list-style-type: none"><li>1. ACEJGBFDHI</li><li>2. GBIDCEAHFJ</li><li>3. ICHEJDJABFG</li><li>4. JHDCBIFGEA</li><li>5. EGAFIDBHJC</li><li>6. FGJHBACDIE</li><li>7. AHIEBGFECJ</li><li>8. DBHIJGEFCA</li><li>9. IFAHJBGECD</li><li>10. AJEDGHIBFC</li></ol>	
	Answers for each point can be directly linked to the Maths topic each class is completing in class.	
<b>Cooldown</b>	Recap lesson and go over Success Criteria.	
<b>Key Technical Points</b>	Map reading – the ability to recognise and read map symbols.	

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<b>Lesson Objective</b>	To orientate a map and find control points by using their surroundings	<b>Lesson 3/6</b>
<b>Equipment Needed</b>	Balls, hoops, maps, OAA booklet – control points	
<b>Success Criteria</b>	<b>Children can:</b> <ul style="list-style-type: none"><li>Read and follow a range of simple maps and support others in their map reading, such as using a key</li><li>Oriентate a map and find key landmarks from their surroundings</li><li>Know the meaning of a range of common map symbols, including some additional symbols not featured in the lesson's resources</li></ul>	
<b>Key Questions</b>	How to orientate a map?	
<b>Warm Up</b>	<b>Continuous Catch:</b> <ul style="list-style-type: none"><li>Split class in three, stood in a circle arm's length apart</li><li>Start with one ball which is to be thrown to somebody else in the circle (cannot be next to you)</li><li>As you throw the ball say the person's name</li><li>As the ball starts to move introduce a second ball. Continue throwing and catching the ball to the same person every time</li><li>Add a third ball and continue throwing and catching the ball to the same person every time</li><li>Circle can be made smaller or larger to challenge the children</li></ul> <p>PROGRESSION: As they catch the ball: - Timetables, Alphabet, Things being with ...?, Countries, Capital Cities, etc..</p>	
<b>Main Activity</b>	<b>Timetable Run:</b> <p>This activity gets the children used to running a route and communicating with their partner at the same time.</p> <ul style="list-style-type: none"><li>Lay out a route for the children to follow</li><li>Ask the participants to follow a route in pairs</li><li>Whilst doing this they must take it in turns saying a times table your choice. (Partner One. 1 x 9 is 9 – Partner Two 2x9 is 18, etc..)</li></ul> <p>Progress the activity from walking, to jogging to run.</p> <b>Spider Web Orienteering:</b> <ul style="list-style-type: none"><li>Recap how to use the map and how best to hold it</li><li>Set out at 12 – 16 Control Markers in various places in the school grounds. – Use OAA Booklet – Control Markers</li><li>Each group is given a specific Control Marker to find on their map (Give groups a different starting number)</li><li>Children return the start point with the letter from the Control point, and then get given the next number numerically (spider orienteering). REPEAT WITH ALL NUMBERS</li><li>Once all letters are collected, children must try to make a word using the letters collected</li><li>Team with the largest word, wins</li></ul>	
<b>Cooldown</b>	Recap lesson and go over Success Criteria.	
<b>Key Technical Points</b>	Oriентate a map – rotate the map to align features on the map with that of the surrounds.	

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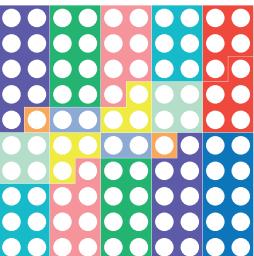
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<b>Lesson Objective</b>	To use control cards and punch markers	<b>Lesson 4/6</b>
<b>Equipment Needed</b>	Laminated sheet with at least ten symbols, letters, numbers, drawing etc. – can be linked to work being completed in class (Example in OAA booklet), control cards, punch markers.	
<b>Success Criteria</b>	<b>Children can:</b> <ul style="list-style-type: none"><li>• Know how to use a punch marker and cards</li><li>• Find control points in a set course around the school</li></ul>	
<b>Key Questions</b>	What is a punch marker?	
<b>Warm Up</b>	<b>Follow The Instruction:</b> <ul style="list-style-type: none"><li>• Children move around the area, when the coach calls out “front to front” the children must get into a pair and stand ‘front to front’, i.e. facing each other</li><li>• Coach can call out back-to-back, elbow to elbow, side to side, toe to toe, finger to finger, knee to knee, hand to hand, shoulder to shoulder</li></ul> <b>PROGRESSION:</b> Vary the instructions: finger to shoulder, knee to hip, front to back etc.. After about five different instructions.	
<b>Main Activity</b>	<b>Memory Game:</b> <ul style="list-style-type: none"><li>• In groups of four</li><li>• One team member must run out to the laminated sheet, where they get five seconds to try and remember as much of the information as they can. Once they return the next player runs out and does the same</li><li>• As soon as the player returns to the group, they must try and write down/copy what they can remember on the white board</li><li>• Each player will have two visits to the laminated sheet</li><li>• Winning team is the one which has the most information and most accurate recording of the laminated sheet</li></ul> Laminated Sheet can be linked to the topic in class to consolidate learning.  <b>Punch Marker Relay:</b> <ul style="list-style-type: none"><li>• Place markers at each control point on the school course</li><li>• Tie to fence, or if none is available, tie on to a rounders post or attach to a cone</li><li>• Children work in pairs a control card</li><li>• The first child runs to the first control point and punches the control card in the correct square. Set of each group at different control markers</li><li>• The second child then runs to the next marker and punches the card in the correct square</li><li>• Continue taking it in turns, until they have each completed the control card</li><li>• Coach to check cards are punched correctly when finished</li></ul>	
<b>Cooldown</b>	Recap lesson and go over Success Criteria.	
<b>Key Technical Points</b>	A <b>punch marker</b> – in orienteering is a tool used to mark scorecards at control points to verify that a station has been accurately located.	

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<b>Lesson Objective</b>	To set up and complete an orienteering course challenge for their classmates.	<b>Lesson 5/6</b>
<b>Equipment Needed</b>	Map of school, control cards, marker cards, Numicon, Numicon boards, cones.	
<b>Success Criteria</b>	<b>Children can:</b> <ul style="list-style-type: none"><li>Produce an orienteering map with accuracy with 8 – 10 control points</li><li>Accurately mark locations on a map for other pupils to follow</li><li>Work with others to put on an orienteering activity for a specified group of children</li><li>Work with others to complete an orienteering course</li></ul>	
<b>Key Questions</b>	How do we set up an orienteering course?	
<b>Warm Up</b>	<b>Timetable Run:</b> <p>This activity gets the children used to running a route and communicating with their partner at the same time.</p> <ul style="list-style-type: none"><li>Lay out a route for the children to follow</li><li>Ask the participants to follow a route in pairs</li><li>Whilst doing this they must take it in turns saying a times table your choice. (Partner One. <math>1 \times 9</math> is 9 – Partner Two <math>2 \times 9</math> is 18, etc..)</li></ul> <p>Progress the activity from walking, to jogging to run.</p>	
<b>Main Activity</b>	<b>Set Up A Course:</b> <ul style="list-style-type: none"><li>In teams of four, each team will be asked to go out and plot their own set of markers</li><li>Groups are asked to place ten control markers out across the school mapped area</li><li>They will mark on a laminated school map with a dry wipe marker</li><li>Coach / Teacher then swaps the maps, and each group must complete the course they have been given</li></ul> <b>Jigsaw Relay:</b> <ul style="list-style-type: none"><li>At 16 control points, place a variety of pieces of numicon</li><li>Each group has a Numicon board, and as a team they go and collect the various pieces of numicon to completely fill the board</li><li>They can return to any control points to collect a different piece of numicon to try and fill the board</li><li>Children have 20 minutes to try and complete the board</li></ul>	
	 <p>Making 100 with Adding Facts to 10</p>	
<b>Cooldown</b>	Recap lesson and go over Success Criteria.	
<b>Key Technical Points</b>	Using the map of the school, find features on the map where you can place a control marker. Highlight this on the map so that other groups can find.	

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<b>Lesson Objective</b>	To complete an orienteering course with a partner set up by their peers	<b>Lesson 6/6</b>
<b>Equipment Needed</b>	School map, control points, Open the Box card – OAA booklet, box & combination lock.	
<b>Success Criteria</b>	<b>Children can:</b> <ul style="list-style-type: none"><li>• Complete a 16-station orienteering course</li><li>• Children understand how to read a map, and follow a set</li></ul>	
<b>Warm Up</b>	<b>Coach Says:</b> <ul style="list-style-type: none"><li>• In groups of eight - split into two teams (repeat for rest of the class)</li><li>• One player from each team runs out to the hoops and place a coloured bib inside one of them</li><li>• Run back and high five a teammate who does the same</li><li>• Continues until we have a winner or all bibs are used</li><li>• If all bibs are used and no winner is found, players can then move one of their teams' bibs to the spare hoop</li><li>• Continue until a winner is found</li></ul>	
<b>Main Activity</b>	<b>Set Up A Course:</b> <ul style="list-style-type: none"><li>• In teams of four, each team will be asked to go out and plot their own set of markers</li><li>• Groups are asked to place twelve control markers out across the school mapped area</li><li>• They will mark on a laminated school map with a dry wipe marker</li><li>• Coach / Teacher then swaps the maps, and each group must complete the course they have been given</li></ul> <b>Open The Box:</b> <ul style="list-style-type: none"><li>• Have a 'prize' locked inside a box with a combination padlock</li><li>• Using the open the box template, set numbers at each control point, and work out what number to set the padlock to</li><li>• The children are then given a map and the 'open the box' control card</li><li>• They will visit control points 1 – 16 in any order. Start the groups at different points</li><li>• They find all the answers and complete the sum</li><li>• First group to find the answer and unlock the box wins</li></ul>	
<b>Cooldown</b>	Recap lesson and go over Success Criteria.	
<b>Key Technical Points</b>	Children should be able to work as a team and complete a 16-point course.	