

# Outdoor Adventurous Activities

## Lesson Plan

MOVING  
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<b>Lesson Objective</b>	To introduce outdoor and adventurous activities, both individually and as a team	<b>Lesson 1/6</b>
<b>Equipment Needed</b>	String with a loop, tennis balls, tall cone.	
<b>Success Criteria</b>	<b>Children can:</b> <ul style="list-style-type: none"><li>• Complete OAA tasks on their own</li><li>• Solve challenges working cooperatively</li><li>• Communicate with their peers and solve problems quickly</li></ul>	
<b>Key Questions</b>	How can we work together as a team?	
<b>Warm Up</b>	<b>North, South, East, West:</b> In the square you are using name all four sides as North, South, East & West. Ask the children to move around in the middle. Call out a point of the compass, the children then move and stand in that side of the area. <b>PROGRESSION:</b> Using the corners of the square, call out NW, SW, NE, SE as well as N, S, E, W.	
<b>Main Activity</b>	<b>Unbroken Chain:</b> <ul style="list-style-type: none"><li>• Split class in two – stood in a circle holding hands</li><li>• The chain is broken momentarily whilst the hoop is rested on one person's arm</li><li>• The hoop then passes around the circle</li><li>• Race other group to get the hoop back to the start</li><li>• As the hoop passes each person get them to say their name or count</li></ul> <b>Get In Line:</b> <ul style="list-style-type: none"><li>• Children stand on bench/line/mats</li><li>• They must rearrange themselves in alphabetical order:<ul style="list-style-type: none"><li>- Age order</li><li>- Height order</li><li>- House number order</li><li>- Month of the birthday</li></ul></li></ul> <b>PROGRESSION:</b> Children work without talking, the must use other forms of communication to complete the task.  <b>Ball On A Loop:</b> <ul style="list-style-type: none"><li>• In groups of 5, each holding a piece of sting attached to the loop</li><li>• Place the tennis ball on the loop and transport across to a cone on the other side of the area</li><li>• Team must work together not to drop the tennis ball</li><li>• If the tennis ball drops, group must return to the start and go again</li><li>• First group to place ball on top of their cone wins</li></ul>	
<b>Cooldown</b>	Recap lesson and go over Success Criteria.	
<b>Key Technical Points</b>	Teamwork – the collaborative effort of a group to achieve a common goal.	

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<b>Lesson Objective</b>	To introduce activities where cooperation and listening skills are required	<b>Lesson 2/6</b>
<b>Equipment Needed</b>	Benches, cones, markers.	
<b>Success Criteria</b>	<b>Children can:</b> <ul style="list-style-type: none"><li>Explain what teamwork involves and demonstrate some teamwork skills to help achieve the goal</li><li>Understand what effective communication involves and demonstrate verbal and non-verbal methods of communication with some success during team activities.</li></ul>	
<b>Key Questions</b>	What is good communication?	
<b>Warm Up</b>	<b>Cat &amp; Mice:</b> <ul style="list-style-type: none"><li>Split group into two teams. Stand arm's length away from a partner on the opposite team</li><li>Each team has a line in which they need to race towards without being caught off their partner</li><li>If the teachers call 'CATS' they must run to the set line before the 'MICE' catch them</li><li>If the teachers call 'MICE' they must run to the set line before the 'CATS' catch them</li><li>The distance to the line can vary depending on the age of the group</li><li>If changing the format of the game<ul style="list-style-type: none"><li>Players must work out the question in their head and run towards their line</li><li>Group children with similar abilities for each to be able to work out what is being asked</li></ul></li></ul>	
<b>Main Activity</b>	<b>Make A Letter:</b> <p>Start off by asking children to make the shape of a letter on their own using their bodies (use letters such as l, t, o, p, k, l x). Ask the children to move around the area, when you ask the children to get in groups of 2's, 3's, 4's, 5's, you say a letter, and the group must make it use their bodies as quickly as possible.</p> <p>PROGRESSION: Working in groups of 4 or 5, ask the children to make a word.</p> <b>All Aboard:</b> <ul style="list-style-type: none"><li>In groups of six - stand on a bench</li><li>Ask them to line up in a variety of different ways</li><li>Don't allow them to communicate verbally</li><li>Children are not allowed to step off the bench when passing another child</li></ul> <p>PROGRESSION: Only one team member is allowed to speak, children must now list to the instructions given by the 'leader' to complete the task.</p>	
<b>Cooldown</b>	Recap lesson and go over Success Criteria.	
<b>Key Technical Points</b>	<b>Communication</b> – exchanging ideas, thoughts, opinions & knowledge so that the message is received and understood.	

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<b>Lesson Objective</b>	To introduce activities that require instructions to be followed step by step	<b>Lesson 3/6</b>
<b>Equipment Needed</b>	Hoops, bibs, cones, markers.	
<b>Success Criteria</b>	<b>Children can:</b> <ul style="list-style-type: none"><li>Follow multi-step instructions with support when necessary</li><li>Identify problems and come up with ways to overcome them</li><li>Cooperate with others to solve problem</li></ul>	
<b>Key Questions</b>	What is problem solving?	
<b>Warm Up</b>	<b>Noughts &amp; Crosses:</b> <ul style="list-style-type: none"><li>In groups of eight – split in to two teams</li><li>One player from each team runs out to the hoops and places a coloured bib inside one of them</li><li>Run back and high five teammate who does the same</li><li>Continues until we have a winner, or all bibs are used. To win, three of the same-coloured bibs need to be in a row (horizontally, vertically or diagonally)</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></ul>	
<b>Main Activity</b>	<b>Crossing The Swamp:</b> <ul style="list-style-type: none"><li>In groups of five – with three Hula hoops per group</li><li>All members must cross the swamp (Astro Turf) without touching the floor</li><li>They are only allowed to stand inside the hoop</li><li>Each team must work their way across the 'area' by standing in the hoops and passing them along as they go</li><li>First team to the other end wins</li><li>If at any point a child steps out of the hoop, all team members must start again from the beginning</li></ul> <b>Balanced As A Team:</b> <ul style="list-style-type: none"><li>In groups of six, they place a hoop on the ground. The children must see how many of their group they can get in a hoop and remain balanced</li><li>Change the size of the hoop for each group. Does this change the outcome? Different solutions?</li></ul>	
<b>Cooldown</b>	Recap lesson and go over Success Criteria.	
<b>Key Technical Points</b>	<b>Problem Solving</b> – is the process of achieving a goal by overcoming obstacles.	

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<b>Lesson Objective</b>	To introduce orienteering and know what it entails	<b>Lesson 4/6</b>
<b>Equipment Needed</b>	Hoops, cones, beanbags, quoits, 'Make the Coach' cards.	
<b>Success Criteria</b>	<b>Children can:</b> <ul style="list-style-type: none"><li>Understand the concept of a map</li><li>Understand that a map is like a picture</li><li>Understand the use of symbols and a key</li></ul>	
<b>Key Questions</b>	What is a map symbol?	
<b>Warm Up</b>	<b>Pairs:</b> <ul style="list-style-type: none"><li>In small groups, split into two teams</li><li>Set up a small race up to 24 (12 pairs) playing cards turned upside down</li><li>Children take it in turns to run up to the cards and turn over two cards. If they select a pair they can stay face up, if not they must be turned back over</li><li>The next player then takes their turn to run up to the playing cards</li><li>The race continues until all pairs are found</li></ul> <b>PROGRESSION:</b> Use the map symbols cards in the OAA Booklet.	
<b>Main Activity</b>	<b>Make The Coach:</b> <ul style="list-style-type: none"><li>Place equipment out for children to run to collect easily</li><li>Explain to children the concept of the word 'symbol'</li><li>Place children in groups of four</li><li>First child in each pair is given a Make the Coach map, runs to their pile of equipment, selects the right piece for No. 1 on their map, then places it in appropriate place in their hoop</li><li>The child then runs back, and hands map to another person. Continue till Coach is complete</li><li>Each group will collect eight items, placing each item in the correct number order as shown on the map</li></ul> <b>Create A Map:</b> <ul style="list-style-type: none"><li>Using the equipment from 'Make the Coach'</li><li>Children produce a map using the symbol provided and create a 'make the coach' for the opposite team to complete</li><li>Ask each group to draw the symbols on the blank face template (in the OAA Booklet)</li></ul>	
<b>Cooldown</b>	Recap lesson and go over Success Criteria.	
<b>Key Technical Points</b>	A map symbol is used to represent and distinguish features on a map.	

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<b>Lesson Objective</b>	To read, follow and understand maps	<b>Lesson 5/6</b>
<b>Equipment Needed</b>	Pairs cards (OAA booklet), cones, markers, 'Following the Path' maps (OAA booklet).	
<b>Success Criteria</b>	<b>Children can:</b> <ul style="list-style-type: none"><li>Begin to learn the basic orienteering symbols</li><li>Follow a map and understand the basic symbols</li><li>Use a map and point out where they are in relation not the school</li></ul>	
<b>Key Questions</b>	How do we orientate a map?	
<b>Warm Up</b>	<b>North, South, East, West:</b> Ask the children to start in the middle – 'no man's land'. Call out a point on the compass and ask all of the children to stand in that zone.	
<b>Main Activity</b>	<b>Pairs:</b> <ul style="list-style-type: none"><li>In small groups, split into two teams</li><li>Set up a small race up to the playing cards turned upside down</li><li>Children take it in turns to run up to the cards and turn over two cards. If they select a pair they can stay face up, if not they must be turned back over</li><li>The next player then takes their turn to run up to the playing cards</li></ul> <b>Following The Path:</b> <ul style="list-style-type: none"><li>Split the class into small groups (2/3's – depending on how much space you have)</li><li>Lay out cones in rows (See 'Following the Path' in OAA booklet)</li><li>Triangles mark where the children must start and circles mark where the must finish</li><li>Children must navigate the path from start to finish</li></ul>	
<b>Cooldown</b>	Recap lesson and go over Success Criteria.	
<b>Key Technical Points</b>	<b>Orientate a map</b> – moving the map around so that the features on the map match those of the surrounding.	

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<b>Lesson Objective</b>	To introduce simple map skills	<b>Lesson 6/6</b>
<b>Equipment Needed</b>	Colour run cards, netball numbers cards (OAA booklet).	
<b>Success Criteria</b>	<b>Children can:</b> <ul style="list-style-type: none"><li>Introduce a competitive element</li><li>Encourage team support</li><li>Demonstrate all the physical skills needed for orienteering: agility, balance, co-ordination whilst holding or looking at the map</li></ul>	
<b>Key Questions</b>	What is orienteering?	
<b>Warm Up</b>	<b>Tangled:</b> <ul style="list-style-type: none"><li>In groups of ten – stood in a circle</li><li>All members put their left hand into the circle and join hands with somebody who is not next to them</li><li>Now join their right hand with somebody different and not next to them</li><li>As a team they must work together and try and untangle the chain</li><li>Children are not allowed to let go of their partners hand</li><li>Can solve with everybody facing in, facing out or a mixture of both</li><li>Must be an even number in each group for this to work</li></ul>	
<b>Main Activity</b>	<b>Colour Run:</b> <ul style="list-style-type: none"><li>Split into groups of 3-4</li><li>Each group has a card with a route of colours (i.e. – Green, Red, Yellow, Blue)</li><li>They must collect a number card from each checkpoint in that order</li><li>Once they have completed the course, they add together the number to get a total score</li><li>They check the answer is correct with the teacher, before collecting a different route card</li></ul> <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</li><li>Each group must use the numbers they find to complete the sum</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> Each team should start at a different point and travel in order from then on: <ol style="list-style-type: none"><li>1. D B A C</li><li>2. A C B D</li><li>3. B A C D</li><li>4. C D B A</li><li>5. A B C D</li><li>6. D C A B</li><li>7. B C A B</li><li>8. C A B D</li></ol>	
<b>Cooldown</b>	Recap lesson and go over Success Criteria.	
<b>Key Technical Points</b>	Orienteering – to navigate, in sequence, to different control points that are located on a special course, using a specially drawn map.	