

Outdoor Adventurous Activities

Lesson Plan

COMPETING
EDSTART

Lesson Objective	To work on a problem-solving activity when working in small teams	Lesson 1/6
Equipment Needed	Memory Game card, cones, markers.	
Success Criteria	Children can: <ul style="list-style-type: none">Work effectively with others to solve problemsAnswer questions to solve simple tasksUse a step-by-step approach to solve problems	
Key Questions	How can we work together as a team?	
Warm Up	Hurdles: <ul style="list-style-type: none">Get children in groups of 4 or 5Lay out a line of hurdlesPlace flat spot 15m beyond last hurdleChildren start by lifting<ul style="list-style-type: none">Left leg only over hurdleRight leg only over hurdleAfter last hurdle, sprint around last spot the return to the back of the lineContinue all steps by jogging through hurdles, if time allows continue increasing speed	
Main Activity	Memory Game: <ul style="list-style-type: none">In groups of fourOne 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 sameAs soon as the player returns to the group, they must try and write down / copy what they can remember on the white boardEach player will have two visits to the laminated sheetWinning team is the one which has the most information and most accurate recording of the laminated sheet <p>Laminated Sheet can be linked to the topic in class to consolidate learning.</p> <p>All Aboard:<ul style="list-style-type: none">In groups of six - stand on a benchAsk them to line up in a variety of different waysDon't allow them to communicate verballyChildren are not allowed to step off the bench when passing another child<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></p>	
Cooldown	Recap lesson and go over Success Criteria.	
Key Technical Points	Good teamwork – is when a group of people work together to achieve a shared goal, while maximizing the strengths of everyone within the team.	

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Lesson Objective	To communicate effectively with others to complete blindfolded challenges	Lesson 2/6
Equipment Needed	Blindfolds, cones, markers, use of trim trail, benches, obstacles, etc.	
Success Criteria	Children can: <ul style="list-style-type: none">Take the lead within the group and supporting their peers through a series of obstaclesWork effectively with others to achieve a common goalAsk questions in order to complete a task whilst blindfolded	
Key Questions	What is good communication?	
Warm Up	Hills or Valleys: <ul style="list-style-type: none">Two teams compete to turn over conesSet up over three areas to allow for maximum activityPlace cones on the floor (at least one per participant)Place half the cones the normal way up (hills) and half upside down (valleys)One team turns hills into valleys and the other turns valleys into hillsThe team with the most cones turned over in a set time wins	
Main Activity	Blindfolded 'Get In Line': <ul style="list-style-type: none">Children stand in a line random order.First, they must rearrange themselves in alphabetical order, from there the coach can ask the children to rearrange by:<ul style="list-style-type: none">Age orderHouse number orderMonth of the birthdayChildren will have to communicate well with each other and be able to finish still standing in a line Blindfolded Trail: <ul style="list-style-type: none">In groups of two – one person is blindfolded and lead around the group by their partnerPartner must guide them through the course without touching themThey can give instructions of each step they need to take Key Stage 1: <ul style="list-style-type: none">Use cones, hoops, benches or chairs as obstacles Key Stage 2: <ul style="list-style-type: none">Children can guide their partner over and around the climb frame PROGRESSION: The guide must now only give verbal instructions to move around the course.	
Cooldown	Recap lesson and go over Success Criteria.	
Key Technical Points	Good communication – clearly passing on a message while also listening to understand the other person's views to solve a problem.	

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Lesson Objective	To understand what orienteering involves and be able to find different areas of the school using a map	Lesson 3/6
Equipment Needed	Compasses, netball number cards, Cardinal point markers.	
Success Criteria	Children can: <ul style="list-style-type: none">Understand what orienteering involves and can follow a simple map to find control pointsUse a map and find the eight different directions on a compass (N, NE, E, SE, S, SW, W, NW)Navigate their school setting, finding different control points along a route	
Key Questions	What are Cardinal and Ordinal points on a compass?	
Warm Up	North, South, East, West: <ul style="list-style-type: none">On the netball court (or area you are using) label the four sides North, South, East & WestAsk the children to talk about the compass points that would be represented by the corners of the area (NW, NE, SE, SW)Children to start in the middle – 'no man's land'Call out a point of the compass and ask all the children to stand in that zone. Then repeat	
Main Activity	Netball Numbers: <ul style="list-style-type: none">In 3's children, follow the map to find the clues hidden on the courtEach group is given a different starting routeOnce they have an answer, they return to the teacher to check if correctIf it is correct they go and follow the next route given on their cardIf incorrect, must repeat route to find correct answerFirst team to find all the correct answers winsThis is designed for mental maths but can be adapted to finding a series of numbers or letters <p>Each team should start at a different point and travel in order from then on.</p> <ol style="list-style-type: none">1. A C E G B F D H2. G B D C E A H F3. C H E D A B F G4. H D C B F G E A5. E G A F D B H C6. F G H B A C D E7. A H E B G F E C8. D B H G E F C A9. F A H B G E C D10. A E D G H B F C	
	Answers for each point can be directly linked to the Maths topic each class is completing in class.	
Cooldown	Recap lesson and go over Success Criteria.	
Key Technical Points	Cardinal points – are North (N), East (E), South (S), West (W). Ordinal points – are Northeast (NE), Southeast (SE), Southwest (SW) and Northwest (NW).	

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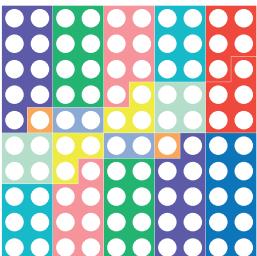
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Lesson Objective	To orientate a map and find their updated position.	Lesson 4/6
Equipment Needed	Bibs, hoops, counting cones, map of school.	
Success Criteria	Children can: <ul style="list-style-type: none">Move the map so the layout of the features on the map matches those around themThumb a map and can use it to keep track of where they are on the mapUnderstand and can talk about the different features of a map and find them confidently	
Key Questions	What is orientating a map?	
Warm Up	Tic Tac Toe – 3 In A Row: <ul style="list-style-type: none">In groups of eight - split into two teams (Repeat for rest of the class)One player from each team runs out to the hoops and place a coloured bib inside one of themRun back and high five teammate who does the sameContinues until we have a winner or all bibs are usedIf all bibs are used and no winner is found, players can then move one of their teams' bibs to the spare hoopContinue until a winner is found	
Main Activity	Timetable Run: <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">Lay out a route for the children to followAsk the participants to follow a route in pairsWhilst doing this they must take it in turns saying a times table your choice. (Partner One. 1×7 is 7 – Partner Two 2×7 is 14, etc.) <p>Progress the activity from walking, to jogging to run.</p> Name The Features: <ul style="list-style-type: none">On the map of your school, blank out 'the key' so the children cannot see the symbolsCircle features on the mapChildren must use the map to try and find the featuresThey right down what the circle is over Counting Cone (see maps in OAA booklet): <ul style="list-style-type: none">Give children a copy of the mapMake sure they have it orientatedStart triangle, finish circleFollow the route on the map from Start to Finish, adding up the numbers on the cones as they go along and keeping the map orientated correctlyWhen finished, check the answer with the Leader, then take a different map and try a different course <p>PROGRESSION: Using the blank route maps, work out the route to achieve the number.</p>	
Cooldown	Recap lesson and go over Success Criteria.	
Key Technical Points	Orientating a map – aligning the map with the landscape so that you can match what you see on the map to what you see around you.	

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Lesson Objective	To run a timed orienteering course, find each control point and completing a simple task	Lesson 5/6
Equipment Needed	Map of school, control cards, marker cards, Numicon, Numicon boards.	
Success Criteria	Children can: <ul style="list-style-type: none">Successfully orientate and follow a map to find control points in timed conditionsPlan a route, that is the quickest way to visit each control pointKnow the right pace to run at, depending on the distance and activityRun at a sustained pace over longer distances	
Key Questions	What is a timed run in orienteering?	
Warm Up	Follow The Instruction: <ul style="list-style-type: none">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 otherCoach 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 PROGRESSION: Vary the instructions: finger to shoulder, knee to hip, front to back etc. After about five different instructions.	
Main Activity	Star Relay: <ul style="list-style-type: none">Children are in teams of twoEach team has one map marked with all the controls and one control cardControls are visited one at a timeThe 1st runners all start together. They should visit the first control on their card and mark down the number/letter/flag etc. before returning to the start to hand over to the other team member(s) who visit the next controlGive each group a different starting point and get them to travel in numerical order Jigsaw Relay: <ul style="list-style-type: none">At ten control points, place a variety of pieces of numiconEach group has a Numicon board, and as a team they go and collect the various pieces of numicon to completely fill the boardThey can return to any control points to collect a different piece of numicon to try and fill the boardChildren have 20 minutes to try and complete the board	
	 <p>Making 100 with Adding Facts to 10</p>	
Cooldown	Recap lesson and go over Success Criteria.	
Key Technical Points	Timed run – orienteering is a timed run where competitors navigate to checkpoints on a map to complete a course within the short time possible.	

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Lesson Objective	To set up and complete an orienteering course challenge for their classmates	Lesson 6/6
Equipment Needed	School map, control points, Open the Box card – OAA booklet, box & combination lock.	
Success Criteria	Children can: <ul style="list-style-type: none">Produce an orienteering map with accuracy with 8 – 10 control pointsAccurately mark locations on a map for other pupils to followWork with others to put on an orienteering activity for a specified group of childrenWork with others to complete an orienteering course	
Key Questions	How do we set up an orienteering course?	
Warm Up	Coach Says: <ul style="list-style-type: none">Teacher to call out actions that support balancing, stretching, cardiovascular exercise and listening skillsIf the instruction includes 'Coach / Teacher Says' the children must complete the instruction, if the instruction is said without 'Coach Says' the children don't completeContinue the instructions at a fast pace. The children will have to listen carefully to avoid doing them incorrectly	
Main Activity	Set Up A Course: <ul style="list-style-type: none">In teams of four, each team will be asked to go out and plot their own set of markersGroups are asked to place eight control markers out across the school mapped areaThey will mark on a laminated school map with a dry wipe markerCoach / Teacher then swaps the maps, and each group must complete the course they have been given Open The Box: <ul style="list-style-type: none">Have a 'prize' locked inside a box with a combination padlockUsing the open the box template, set numbers at each control point, and work out what number to set the padlock toThe children are then given a map and the 'open the box' control cardThey will visit control points 1 – 12 in any order. Start the groups at different pointsThey find all the answers and complete the sumFirst group to find the answer and unlock the box wins	
Cooldown	Recap lesson and go over Success Criteria.	
Key Technical Points	Make a Map: <ul style="list-style-type: none">Make a map of the area where you'll be setting up the courseMark any objects that you can see (building, trees, fence) Place Markers: <ul style="list-style-type: none">Put control markers around the area, marking the checkpoints on your mapPlace control points that relate to the features on the map	