

Outdoor Adventurous Activities

Lesson Plan

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 problems• Answer questions to solve simple tasks• Use 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 of 5• Lay out a line of hurdles• Place flat spot 15m beyond last hurdle• Children start by lifting<ul style="list-style-type: none">– Left leg only over hurdle– Right leg only over hurdle• After last hurdle, sprint around last spot the return to the back of the line• Continue 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 four• 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• As soon as the player returns to the group, they must try and write down / copy what they can remember on the white board• Each player will have two visits to the laminated sheet• Winning 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> All Aboard: <ul style="list-style-type: none">• In groups of six - stand on a bench• Ask them to line up in a variety of different ways• Don't allow them to communicate verbally• Children are not allowed to step of 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>	
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	<p>Children can:</p> <ul style="list-style-type: none">• Take the lead within the group and supporting their peers through a series of obstacles• Work effectively with others to achieve a common goal• Ask questions in order to complete a task whilst blindfolded	
Key Questions	What is good communication?	
Warm Up	<p>Hills or Valleys:</p> <ul style="list-style-type: none">• Two teams compete to turn over cones• Set up over three areas to allow for maximum activity• Place 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 hills• The team with the most cones turned over in a set time wins	
Main Activity	<p>Blindfolded 'Get In Line':</p> <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 order– House number order– Month of the birthday• Children will have to communicate well with each other and be able to finish still standing in a line <p>Blindfolded Trail:</p> <ul style="list-style-type: none">• In groups of two – one person is blindfolded and lead around the group by their partner• Partner must guide them through the course without touching them• They can give instructions of each step they need to take <p>Key Stage 1:</p> <ul style="list-style-type: none">• Use cones, hoops, benches or chairs as obstacles <p>Key Stage 2:</p> <ul style="list-style-type: none">• Children can guide their partner over and around the climb frame <p>PROGRESSION: The guide must now only give verbal instructions to move around the course.</p>	
Cooldown	Recap lesson and go over Success Criteria.	
Key Technical Points	<p>Good communication – clearly passing on a message while also listening to understand the other person's views to solve a problem.</p>	

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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	<p>Children can:</p> <ul style="list-style-type: none">• Understand what orienteering involves and can follow a simple map to find control points• Use 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	<p>North, South, East, West:</p> <ul style="list-style-type: none">• On the netball court (or area you are using) label the four sides North, South, East & West• Ask 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	<p>Netball Numbers:</p> <ul style="list-style-type: none">• In 3’s children, follow the map to find the clues hidden on the court• Each group is given a different starting route• Once they have an answer, they return to the teacher to check if correct• If it is correct they go and follow the next route given on their card• If incorrect, must repeat route to find correct answer• First team to find all the correct answers wins• This 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 <p>Answers for each point can be directly linked to the Maths topic each class is completing in class.</p>	
Cooldown	Recap lesson and go over Success Criteria.	
Key Technical Points	<p>Cardinal points – are North (N), East (E), South (S), West (W).</p> <p>Ordinal points – are Northeast (NE), Southeast (SE), Southwest (SW) and Northwest (NW).</p>	

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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	<p>Children can:</p> <ul style="list-style-type: none">• Move the map so the layout of the features on the map matches the those around them• Thumb a map and can use it to keep track of where they are on the map• Understand and can talk about the different features of a map and find them confidently	
Key Questions	What is orientating a map?	
Warm Up	<p>Tic Tac Toe – 3 In A Row:</p> <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 them• Run back and high five teammate who does the same• Continues until we have a winner or all bibs are used• If all bibs are used and no winner is found, players can then move one of their teams' bibs to the spare hoop• Continue until a winner is found	
Main Activity	<p>Timetable Run:</p> <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 follow• Ask the participants to follow a route in pairs• Whilst doing this they must take it in turns saying a times table your choice. (Partner One. 1 x 7 is 7 – Partner Two 2x7 is 14, etc.) <p>Progress the activity from walking, to jogging to run.</p> <p>Name The Features:</p> <ul style="list-style-type: none">• On the map of your school, blank out 'the key' so the children cannot see the symbols• Circle features on the map• Children must use the map to try and find the features• They right down what the circle is over <p>Counting Cone (see maps in OAA booklet):</p> <ul style="list-style-type: none">• Give children a copy of the map• Make sure they have it orientated• Start triangle, finish circle• Follow 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 correctly• When 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	<p>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.</p>	

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Lesson Plan

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:

- Successfully orientate and follow a map to find control points in timed conditions
- Plan a route, that is the quickest way to visit each control point
- Know the right pace to run at, depending on the distance and activity
- Run at a sustained pace over longer distances

Key Questions

What is a timed run in orienteering?

Warm Up

Follow The Instruction:

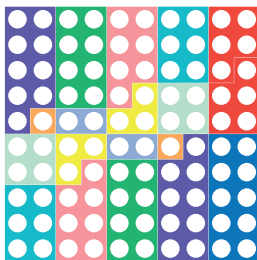
- Children move around the area, when the coach calls out "front to front" the children must get into a pair and stand 'front to front', i.e. facing each other
- Coach can call out back-to-back, elbow to elbow, side to side, toe to toe, finger to finger, knee to knee, hand to hand, shoulder to shoulder

PROGRESSION: Vary the instructions: finger to shoulder, knee to hip, front to back etc. After about five different instructions.

Main Activity

Star Relay:

- Children are in teams of two
- Each team has one map marked with all the controls and one control card
- Controls are visited one at a time
- The 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 control
- Give each group a different starting point and get them to travel in numerical order



Jigsaw Relay:

- At ten control points, place a variety of pieces of numicon
- Each group has a Numicon board, and as a team they go and collect the various pieces of numicon to completely fill the board
- They can return to any control points to collect a different piece of numicon to try and fill the board
- Children have 20 minutes to try and complete the board

Making 100 with
Adding Facts to 10

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 Plan

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