

## Outdoor and adventurous activities – unit 2

### ABOUT THE UNIT

In this unit children learn how to read and follow different maps and symbol trails. They also take part in a range of trust and communication activities, and in some adventure games.

In outdoor and adventurous activities as a whole, children follow maps and trails, try to solve physical problems and challenges, and learn how to work safely in a range of situations.

### WHERE THE UNIT FITS IN

This unit lays the foundations for the next outdoor and adventurous activity unit, in which children will work with more complicated maps, follow more demanding trails, and, in some cases, undertake short journeys in less familiar environments. The problem-solving tasks they tackle will require more teamwork, with clearly defined roles and responsibilities.

Many of the physical skills that children develop in this unit will help them to meet the demands of other physical education units. The planning and evaluating that is central to outdoor and adventurous activities will help children in games and when carrying out gymnastic activities in pairs and groups.

### VOCABULARY

In this unit children will have an opportunity to use a range of words and phrases, such as:

- maps, diagrams
- symbols, scale
- orienteering
- controls
- challenges, problem solving
- plan alone, plan in pairs and groups
- do – try, think about and try again
- review – talk about an activity and decide how to do better

### RESOURCES

- resource cards with rules and diagrams of problems to solve
- a choice of different environments; some familiar, some less so
- maps and diagrams of different areas of the building and school
- a range of PE equipment to be used in problem-solving activities, *eg beanbags, cones, ropes, benches, bats, sticks*
- recording equipment such as pencils
- blindfolds

### EXPECTATIONS

#### When carrying out the type of activities and tasks in this unit

*most children will be able to:*

use maps and diagrams to orientate themselves and to travel around a simple course; respond when the task or environment changes and the challenge increases; start to plan sensible responses to physical challenges or problems, talking and working with others in their group; recognise some of the physical demands that activities make on them; identify parts of the work that were successful; respond to feedback on how to go about their work differently

*some children will not have made so much progress. They will be able to:*

complete simple tasks with support and guidance; use some physical skills well; follow other people's plans and approaches; recognise alternative approaches when others suggest them; cooperate in putting these approaches into practice; help prepare for activities; make some comments on how well activities were completed

*some children will have progressed further. They will be able to:*

move confidently through familiar and less familiar environments; use and adapt their skills and strategies as the situation demands; prepare well for challenges, showing an awareness of safety and of others; show initiative when working in a group; respond to problems in a well thought-out, planned way; identify ways to prepare physically for activities; identify strengths and weaknesses in the way challenges were approached; suggest alternative solutions

LEARNING OBJECTIVES

POSSIBLE TEACHING ACTIVITIES

LEARNING OUTCOMES

POINTS TO NOTE

CHILDREN SHOULD LEARN

CHILDREN

ACQUIRING AND DEVELOPING SKILLS

- to develop the range and consistency of their skills and work with others to solve challenges
- Ask the children to complete some simple introductory team problem-solving activities, *eg form circles of six to eight joining hands, get a hoop around the circle without letting go; bridge the gap between two lines using the whole group (sitting, standing, lying).*
  - Ask the children to close their eyes and then point to where they think specific places or features are. Teach them how to listen to a voice and other noises, and how to follow instructions.
  - Talk to the children about the symbols they will use. Teach them which way up to hold their map and how it relates to the area they are working in. Talk to them about how to find their way around the course.

- orientate themselves and move with increasing confidence and accuracy when following trails and simple orienteering courses
- use skills with control in problem-solving activities

- In every lesson, most of the children’s learning should take place through physical activity relating to the core tasks.**
- Most lessons should start with short warm-up activities that help the children remember what they did in the last lesson and prepare them for what they will learn next. Most lessons should end with cool-down activities.
- Children could be introduced to a map-making ICT programme. They could reinforce their planning skills through computer simulations.
- Give children the time to plan and to talk about their plans before they undertake a task or challenge. Make them think while they are working by asking them important, relevant questions.
- Make sure children have the opportunity to solve problems more than once. Encourage them to work in different groups and with different partners.
- After each task or lesson, give children the opportunity to evaluate their work. They should use writing and drawing to help them plan, record and evaluate.
- Give children opportunities to watch others working. Encourage them to talk about what they see, and to change the rules or nature of the challenge.

SELECTING AND APPLYING SKILLS, TACTICS AND COMPOSITIONAL IDEAS

- to choose and apply strategies and skills to meet the requirements of a task or challenge
- Ask the children to follow simple treasure hunts or trails, working on their own, in pairs and in small groups.
  - Help the children to understand what they have to do and how they might approach the task. Help them to understand the rules of the activity or event.
  - Teach the children to plan what they are going to do. Ask them to explain to each other what they are doing. Encourage them to think of alternative ways of approaching the task.
  - Teach the children how to record the information at the controls and to check their results.

- realise that activities need thinking through, and recognise that planning is useful
- choose sensible skills and approaches for the challenges set
- meet the challenges effectively in teams

KNOWLEDGE AND UNDERSTANDING OF FITNESS AND HEALTH

- to recognise the effect of different activities on the body and to prepare for them physically
  - to work safely
- Ask the children to identify how the different tasks made their bodies work. Help them to recognise the ways their bodies work when they are running, and how this affects their thinking. Teach them how to conserve energy and keep their concentration during different tasks.
  - Help the children to understand how to work safely in each environment and with each other. Teach them how to follow and use guidance on safe practice. Teach them how to lift, carry and use equipment safely.

- identify how their bodies work in the different challenges set
- conserve their efforts and keep their concentration during tasks
- prepare themselves effectively and follow safety procedures

- Health and safety**
- Have school and local authority safety guidelines been followed, including guidelines on child protection issues?
  - Is the space for activities safe?
  - Do the children’s clothing and footwear keep them safe and help their learning?
  - Have all the children warmed up and cooled down properly?
  - Are they clear about the tasks and the rules?
  - Are they in appropriate pairs or groups?
  - Do they know where the ‘home base’ is that they move from and come back to?

EVALUATING AND IMPROVING PERFORMANCE

- to describe and evaluate their own and others’ performances, and identify areas that need improving
- Ask the children critical questions as they work and after they have finished the tasks, *eg Did you understand the task? What do you have to remember to stay safe? Did you choose the best plan?* Encourage the children to try to improve by using alternative strategies.
  - Talk to the children about learning from their own and others’ performances, and about what went well and what they enjoyed. Talk about how they worked with each other. Encourage them to think about whether each member of the group contributed.
  - Help them to watch each other working and discuss different performances.

- learn from watching others and use what they have seen to improve their own performance
- use the repeated trials, courses and challenges to develop and change the approaches they use

## PRIOR LEARNING

It is helpful if children have:

- used simple diagrams or maps that show objectives as symbols or pictures
- taken part in a range of practical physical education activities in a familiar environment
- followed simple instructions and responded promptly to the teacher and each other
- taken part in practical problem-solving activities

## CORE TASKS

Following are core tasks the children could be asked to carry out.

### Task 1: orienteering activities

Use a simple map of the playground or school fields to complete a course with eight to 12 controls. Check three or four controls and then return to base before finding the next ones.

#### **Adaptations and variations on the task**

Ask the children to:

- follow simple maps using photo trails, with simple markers made of clay or other materials. Start off by using easily recognisable features, making them progressively harder or smaller
- use a 'grid' map, instead of a map with trails. Set out cones around a playground, netball court or football pitch. Under some of the cones, put clues such as words that have to be matched up. Give the children a map that represents the rectangle divided into 4 x 4 or 5 x 4 grids. Ask the children to identify the position of the cones with the markers by their grid number, and to match grid numbers with matching words
- take it in turns to find markers or controls, working in pairs. Ask them to set out simple equipment and courses, and ask other children to check them. Consider placing permanent controls around the site
- check answers often, so that they get more support
- follow a trail that takes them from a familiar environment to a less familiar one, *eg from the school grounds to a local park* (this will make the task harder)

### Task 2: physical challenge and problem-solving activities

Carry out this task with a partner. One of you put on a blindfold. The person without the blindfold should then lead his or her partner around a safe area given by the teacher. You can only use voice and fingertip contact to lead your partner (without pushing or pulling). When you have both had a go, repeat the task without using your voice and using your own signal system.

#### **Adaptations and variations on the task**

Ask the children to:

- take part in a range of introductory trust and adventure games, then solve a sequence of problems, *eg move around a space or across PE or play equipment; use a 'Crystal Maze'-style structure; create their own adventure*
- start blindfolded activities by leading their partners over short distances in open ground, then introduce a few small obstacles for them to negotiate by going under, through or over
- work in groups, with one or two sighted children leading groups of three or four blindfolded children. Link them together by asking them all to hold a rope
- carry out the task over more difficult terrain or a harder route

### Task 3: physical challenge and problem-solving activities

Take part in some adventure games, *eg cross a barrier or space using a floating bridge (two large, easily moved objects such as hoops or mats); cross a swamp using small cones or discs as stepping stones.*

#### **Adaptations and variations on the task**

Ask the children to:

- work in pairs or small groups
- take part in the games indoors, or in rougher areas outside
- make up their own challenges for others to solve
- solve the challenge within a time limit

## EXTENSION AND ENRICHMENT

Out of lessons, at home and in the community, children could be encouraged to:

- follow trails and orienteering challenges at playtime
- join a school orienteering club (schools could get someone to map the grounds and set up permanent symbols and markers)
- join a problem-solving activities club (this could include some outdoor problems)
- join a local orienteering or ramblers club, or follow set courses in local parks

## CROSS-CURRICULAR LINKS

This unit could be linked to:

- geography – using mapping, scale and symbols
- language – watching and talking about activities
- PSHE – developing a range of skills that are useful across the curriculum and in interpersonal contexts, including using strategies for problem solving, and planning and organising
- language – working together in groups to review and evaluate is highlighted in the 'discussion and group interaction' strand of the framework for planning in *Teaching speaking and listening in key stages 1 and 2* (QCA/99/391)



## Outdoor and adventurous activities – unit 3

### ABOUT THE UNIT

In this unit children develop their orienteering and problem-solving skills in familiar and unfamiliar situations and environments. Throughout, there is an emphasis on building trust and working as a team.

In outdoor and adventurous activities as a whole, children follow maps and trails, try to solve physical problems and challenges, and learn how to work safely in a range of situations.

### WHERE THE UNIT FITS IN

This unit lays the foundations for future outdoor and adventurous units, in which children will take part in more complex orienteering events. They will learn to read maps more accurately, and to adapt their skills to meet challenges set in new environments. They will research and undertake a journey safely, and will develop the skills and understanding to become more self-reliant. The physical challenge and problem solving involved in outdoor and adventurous activities will also help the children to develop personal and interpersonal skills. They will take on more demanding leadership roles and will learn to take the initiative more often.

### VOCABULARY

In this unit children will have an opportunity to use a range of words and phrases, such as:

- maps, diagrams
- orienteering
- planning a journey
- challenges, problem solving
- plan – strategies and approaches
- do – try, review and try again or improve
- review – talk about and agree good ways of working
- team work – collaborate and take on roles and responsibilities

### RESOURCES

- a choice of different environments; some familiar, some less so (possibly another school or off-site)
- maps and diagrams of the different areas
- 'research' information needed to complete the journey
- simple activity resources, *eg cones, markers*
- some special items, *eg blindfolds*
- various PE and other equipment to be used in problem-solving challenges, *eg ropes, mats, markers, cones*

### EXPECTATIONS

#### When carrying out the type of activities and tasks in this unit

*most children will be able to:*

choose and perform skills and strategies effectively; find solutions to problems and challenges; plan, implement and refine the strategies they use; adapt the strategies as necessary; work increasingly well in a group or in a team where roles and responsibilities are understood; prepare physically and organisationally for challenges they are set, taking into account the group's safety; identify what they do well, as individuals and as a group; suggest ways to improve

*some children will not have made so much progress. They will be able to:*

solve some of the challenges and problems set in familiar environments, with help and guidance; work cooperatively to put strategies and solutions into action; take on roles given to them; show some understanding of problem-solving strategies planned by others; follow instructions when preparing physically for challenges; follow safety rules; recognise when a solution has been successful; describe what happened

*some children will have progressed further. They will be able to:*

work confidently in familiar and changing environments; adapt quickly to new situations; devise and put into practice a range of solutions to problems and challenges; understand clearly the nature of a challenge or problem and what they want to achieve; take a leading role when working with others; prepare efficiently and safely; identify and respond to events as they happen; identify effective performances and solutions; take the lead in planning to improve weaknesses

LEARNING OBJECTIVES

POSSIBLE TEACHING ACTIVITIES

LEARNING OUTCOMES

POINTS TO NOTE

CHILDREN SHOULD LEARN

CHILDREN

ACQUIRING AND DEVELOPING SKILLS

- to develop and refine orienteering and problem-solving skills when working in groups and on their own
- Ask the children to follow simple routes in the school grounds using basic maps. Help them to set courses for others using instructions, symbols and maps they have made. Teach them how to recognise symbols and features on the maps used for orienteering tasks. Teach them how to orientate the maps and make sure they understand some basic navigation techniques. Teach them how to research, record and check information for a journey.
  - Ask the children to take part in some simple cooperative group activities, *eg tying hand knots (in circles of six or eight, ask the children to shake hands with two others and keep hold, then to unwind); finding a way past a skipping rope (swing a long skipping rope slowly and ask first individuals and then small groups to find a way through without being touched. The rope will need to be longer than 8 metres); writing a message by forming letters, working on their own, in pairs and in groups.*

- read a variety of maps and plans accurately, recognising symbols and features
- use physical and teamwork skills well in a variety of different challenges

- In every lesson, most of the children’s learning should take place through physical activity relating to the core tasks.**
- Most lessons should start with short warm-up activities that help the children remember what they did in the last lesson and prepare them for what they will learn next. Most lessons should end with cool-down activities.
- Give the children the opportunity to plan and to talk about their plans before they undertake a task or challenge. They could use a word-processing package to support their planning and could reinforce their planning skills through computer simulations.
- Make them think while they work by asking them important, relevant questions.
- Make sure the children have the opportunity to solve problems more than once. When presenting the same problem or activity, introduce changes to the rules to get the children thinking.
- Encourage them to work in different groups and with different partners, and to take on different roles and responsibilities in their teams and groups.
- Give the children an opportunity to watch others working and to talk about their approaches and solutions with them.
- After each task or lesson, give the children the opportunity to evaluate their work. Set up a clear review process that identifies key issues. Encourage the children to record some of their plans and evaluations.
- Children could use the *Logo* program to practise getting their bearings, following directions and understanding angles. They could use specific route-planning programs and could be introduced to a map-making ICT programme.
- Children could also use the internet and CD-ROMs to help them research, record and check information for their journey.

SELECTING AND APPLYING SKILLS, TACTICS AND COMPOSITIONAL IDEAS

- to decide what approach to use to meet the challenge set
  - to adapt their skills and understanding as they move from familiar to unfamiliar environments
- Help the children to understand the conditions, rules and regulations for a task. Ask the children to practise and discuss strategies with others. Help them to use their experience of similar challenges when deciding what strategies, skills and equipment they need to use.
  - Teach the children how to plan their strategies and approaches carefully, considering a range of factors, *eg the route, time constraints and fitness of group members.* Talk to them about how to work cooperatively and allocate and share roles and responsibilities.

- successfully apply their skills and understanding to new challenges and environments
- recognise similarities between challenges and choose efficient approaches to new ones

KNOWLEDGE AND UNDERSTANDING OF FITNESS AND HEALTH

- to understand how the challenge of outdoor and adventurous activities can help their fitness, health and wellbeing
- Help the children to identify what equipment, clothing and physical preparation they need before taking part in a challenge.
  - Teach the children to be aware of risks and to follow safety procedures. Teach them how to lift, carry and use equipment safely.
  - Help them to see the relevance of outdoor and adventurous activities in their own lives. Talk to them about the nature of the physical challenge and how to sustain their efforts.

- understand the excitement and enjoyment of completing a challenge
- know how to prepare physically and organisationally to be safe and efficient

EVALUATING AND IMPROVING PERFORMANCE

- to see the importance of a group or team plan, and the value of pooling ideas
  - to improve their performance by changing or adapting their approaches as needed
- Help the children to be clear about expected outcomes. Encourage them to change their plans as necessary.
  - Help them to review their performance as they work through a task, asking a range of questions, *eg How do they make sure that everyone gets a chance to contribute, plan and lead? Do they understand the roles and responsibilities (who is doing what, where and when)? Are they making progress with solving the problem?*
  - Help them to identify strategies and skills that have worked well. Encourage them to recognise different approaches to solving a problem. Help them to recognise when how strong or tired they are feeling at a particular time has changed the way they approach a challenge.

- are clear about what they have to achieve and recognise the importance of planning and thinking as they go
- identify what they have done well and adapt plans to be more efficient when facing similar challenges

Health and safety

- Have school and local authority safety guidelines been followed, including guidelines on child protection issues?
- Is the space for activities safe?
- Do the children’s clothing and footwear keep them safe and help their learning?
- When working away from school, are the children in appropriate groups?
- Have all the children warmed up and cooled down properly?
- Do they all know where the base is, and how to get there?
- Are they clear about the safety procedures?

## PRIOR LEARNING

It is helpful if children have:

- taken part in simple orienteering activities, using maps, diagrams or pictures to find their way around
- taken part in some form of problem-solving activity requiring both planning and action
- worked collaboratively in pairs and small groups

## CORE TASKS

Following are core tasks the children could be asked to carry out.

### Task 1: orienteering activities and journeying

Working in pairs or small groups, complete an orienteering course using a map. Your challenge is to find between eight and 12 controls in under 45 minutes. The course will be in your school grounds, or in a local park that you know.

#### **Adaptations and variations on the task**

Ask the children to:

- use photographs, clues and different forms of trail instead of maps. Set up problem-solving activities at key points of the trail
- visit more controls; visit controls that are spread out over a greater distance; or work in an area that they are not familiar with, possibly as part of a journey (this will make the task harder)
- work in pairs or groups with a good mixture of ability; work in relay with a partner, so that each partner returns after finding one control and can be given more direct help; follow descriptions, as well as symbols or map references (this will make the task easier)
- make up and set courses as part of the activity. Consider placing permanent controls around the site, as they are more flexible and allow you to vary the course to be followed while still using one basic map. Make sure that the number of controls is greater than the number to be visited

### Task 2: physical challenge and problem-solving activities

Take part in a range of activities that involve working with, and trusting, others in your class. Your teacher will suggest activities, such as:

- one person who can see leading their blindfolded partner over difficult ground (this might include obstacles), or helping their partner to carry out some simple tasks
- one person who can see, but is not allowed to move, helping a group of blindfolded people to complete a task, *eg making a square from a line or rope*
- a blindfolded group following a 'night line' – a line or rope around, over or through a safe course

#### **Adaptations and variations on the task**

Ask the children to:

- communicate only in certain ways, *eg without talking, clapping signals, without physical contact*

### Task 3: physical challenge and problem-solving activities

In teams, complete a range of problem-solving adventure games, *eg cross an 'electric fence' made from elastic, without any of the team or the equipment you are carrying touching it; cross a divide using stepping stones, while carrying 'precious' materials.*

#### **Adaptations and variations on the task**

Ask the children to:

- follow more rules; carry more or different equipment; work in larger or smaller groups; complete the task within a time limit (this will make the task harder)
- follow fewer rules; use equipment that is easier to work with; work in a smaller space; complete the task in more time (this will make the task easier)
- devise their own problems and challenge others to solve them

## EXTENSION AND ENRICHMENT

Out of lessons, at home and in the community, children could be encouraged to:

- follow trails or treasure hunts that are set up for them to follow during playtime or after school
- join an orienteering club or take part in local events
- join a school orienteering club or take part in visits to local park orienteering trails
- take part in extension classes on maps, offered to a variety of groups
- visit and use outdoor activity centres

## CROSS-CURRICULAR ACTIVITIES

This unit could be linked to:

- geography – using mapping, scale and symbols
- language – discussing actions with others and deciding what to do. Talking is critical to these activities, and opportunities to solve problems provide links to the framework for planning in *Teaching speaking and listening in key stages 1 and 2* (QCA/99/391)
- PSHE – developing a range of skills that are useful across the curriculum and in interpersonal contexts, including using strategies for problem solving, and planning and organising

