

Outdoor and adventurous activities – unit 1

ABOUT THE UNIT

In this unit children take part in simple orientation activities using maps and diagrams. They are set physical challenges and problems to solve, and work on their own and in small groups.

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 activities units, in which children will develop problem-solving skills and learn to use simple maps and follow simple trails. This unit could be used in key stage 1.

Like other curriculum areas that involve practical investigation, outdoor and adventurous activity units demand good organisation and safe practice.

VOCABULARY

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

- listen
- explore, plan and do
- maps, diagrams
- pictures, symbols
- follow a trail
- seek and find
- challenges
- problem solving
- plan, do and talk about

RESOURCES

- a choice of different environments; some familiar, some less so, eg *table top, classroom, hall, playground*
- simple diagrams or maps of each area to be explored
- simple activity resources, eg *cones, elastic, rope, string, PE equipment, 'pairing' cards (if used)*
- resource cards with simple problems and challenges

EXPECTATIONS

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

most children will be able to:

identify where they are by using simple plans and diagrams of familiar environments; use simple plans and diagrams to help them follow a short trail and go from one place to another; respond to a challenge or problem they are set; begin to work and behave safely; work increasingly cooperatively with others, discussing how to follow trails and solve problems; recognise that different tasks make their body work in different ways; comment on how they went about tackling tasks

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

follow simple marked trails in familiar environments and, with help, identify where they are on the trails; help others to solve problems they have been set, taking an active part in the work; follow others' suggestions; know that they need to be careful so that they are safe; recognise when they have been energetic; describe what they did when following a trail or solving a problem

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

use more detailed plans and diagrams that take them from familiar to less familiar areas, eg *from hall to playground*; find their way and recognise where they are on a plan or diagram; solve problems using a range of approaches; use ideas they have learned in one problem or task to help them solve another; work and behave safely, when working on their own and in small groups; explain why different activities make their bodies work in different ways; explain reasons for choosing the approach used to solve a problem; recognise other possible approaches

LEARNING OBJECTIVES	POSSIBLE TEACHING ACTIVITIES	LEARNING OUTCOMES	POINTS TO NOTE
CHILDREN SHOULD LEARN		CHILDREN	
ACQUIRING AND DEVELOPING SKILLS			
<ul style="list-style-type: none"> to recognise their own space to explore finding different places 	<ul style="list-style-type: none"> Ask the children to draw around known objects. Teach them how to recognise these shapes when they are placed among others on a hall floor or playground. Ask the children to look at a large-scale diagram or plan, <i>eg of a classroom, hall or playground markings</i>. Help them to recognise the drawing as a symbol or plan, and to see different shapes, <i>eg squares, circles</i>, in different areas, <i>eg PE apparatus</i>. Help them to observe, recognise and move around large shapes, and to link them to a diagram or map. Teach them how to find objects on a drawing or diagram by recognising symbols. Teach them how to hold or orientate their diagram or map. Ask the children to lift and move a variety of equipment using ropes, bats and sticks. Teach them how to work with a partner to achieve this. Help them to recognise what they can and cannot do in problem-solving tasks. Teach them how to interpret rules that they are set. 	<ul style="list-style-type: none"> recognise where they are on a plan or diagram travel successfully to and from objects and locations on the ground recognise symbols and pictures and relate them to a diagram use a range of skills to lift and carry equipment 	<ul style="list-style-type: none"> 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. To help develop the children's understanding, you need to: <ul style="list-style-type: none"> show, support and explain observe their actions and question their approaches intervene to suggest ideas and teach new skills Make sure the children have plenty of opportunity to practise and to solve problems more than once. When presenting the same problem or activity, introduce changes to the rules to get the children thinking. Give the children regular feedback on how they are getting on. Make sure the children review what went well and think about what they will do next time. Give the children an opportunity to evaluate, and perhaps record, their work after each task or lesson. Their ability to think of a route or 'plan' is important. They could use simple ICT map-making software to record where they went. Give the children an opportunity to watch others working and to talk to them about their approaches and solutions. The planning framework in <i>Teaching speaking and listening in key stages 1 and 2</i> (QCA/99/391) identifies the vocabulary of reflection and evaluation that would support the children's work in this unit.
SELECTING AND APPLYING SKILLS, TACTICS AND COMPOSITIONAL IDEAS			
<ul style="list-style-type: none"> to follow simple routes and trails, orientating themselves successfully to solve simple challenges and problems successfully 	<ul style="list-style-type: none"> Ask the children to travel from a base to an object and back again. Teach them to follow a route and to recognise where they are. Teach the children to 'collect' or record what they find along the way, <i>eg objects on a string, large features in obvious locations</i>. Teach them where to start, what to record or collect, and how to check their answers. Talk to them about the different areas they must work in and how to get from one place to another. Help the children to explain the rules for a problem they have been set. Encourage them to talk about ways to solve the problem. Help them to describe a plan and allocate roles in the group or pair. Stop the children as they work and ask them to think about what they are doing. Help them to compare their ideas with others. Remind them of the rules for the activity. 	<ul style="list-style-type: none"> understand the purpose of an activity and plan their actions so that they are successful choose simple approaches to solve the problems they are set work cooperatively with others on tasks 	<ul style="list-style-type: none"> Give the children an opportunity to evaluate, and perhaps record, their work after each task or lesson. Their ability to think of a route or 'plan' is important. They could use simple ICT map-making software to record where they went. Give the children an opportunity to watch others working and to talk to them about their approaches and solutions. The planning framework in <i>Teaching speaking and listening in key stages 1 and 2</i> (QCA/99/391) identifies the vocabulary of reflection and evaluation that would support the children's work in this unit.
KNOWLEDGE AND UNDERSTANDING OF FITNESS AND HEALTH			
<ul style="list-style-type: none"> to recognise and describe how their body feels during exercise 	<ul style="list-style-type: none"> Teach the children to follow and understand guidance on safe practice. Teach them how to work safely together. Help the children to explain how their bodies felt when they were working. Help them to identify which activities made them puffed out and which needed control or strength. Talk to the children about how they can keep moving and concentrating for longer periods. Encourage them to keep moving at a steady pace. 	<ul style="list-style-type: none"> recognise and describe the different physical demands of the tasks and challenges show an awareness of how to keep safe 	<p>Health and safety</p> <ul style="list-style-type: none"> 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 the children clear about the tasks and the rules?
EVALUATING AND IMPROVING PERFORMANCE			
<ul style="list-style-type: none"> to observe what they and others have done and use their observations to improve their performance 	<ul style="list-style-type: none"> Listen to the children to see whether they recognise symbols and can explain what they are doing. Encourage them to work out simple problems. Talk to the children about how they decided to tackle the tasks. Talk to them about how successful they were, what went well, and how activities could have been completed using different approaches. Encourage the children to watch and learn from others, and to copy actions that are successful. Teach them to describe what their role was and what others in their group did. Help them to recognise how they worked together. 	<ul style="list-style-type: none"> describe their own and others' roles in activities identify what was completed well and what different approaches could have been used work cooperatively with others 	

PRIOR LEARNING

It is helpful if children have:

- developed general awareness of movement, *eg travelling, stopping and turning*
- copied, explored and planned simple movements
- followed simple instructions successfully
- responded promptly to tasks
- worked cooperatively with other children

CORE TASKS

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

Task 1

See if you can follow a trail marked by arrows, or a long piece of string that goes round the classroom or hall. When you find an object, picture or shape on the trail, match these up to the pictures on your check sheet.

Adaptations and variations on the task

Ask the children to:

- carry out the activities in the playground, or a wild area in the school grounds
- see how many objects, pictures or shapes they can find in a particular time, *eg 5 minutes, 10 minutes*
- follow a shorter trail, or work in pairs or small groups (this will make the task easier)
- follow a longer trail, or work on their own (this will make the task harder)
- follow a trail which includes some objects or pictures that are not on the check sheet (this will make the task harder)
- follow a simple map in the hall, with apparatus marked as key features
- follow a trail where each clue or checkpoint has a picture or word that describes the next one
- find one object at a time at first, and then two or three objects before having them checked

Task 2

See how many things you can rescue from the 'river' without putting any part of your body, including your hands, into the river area. The river is marked by two lines (rope or benches). You can only use the equipment you find on the river bank to help you, *eg skipping ropes, plastic hockey sticks, small bats*. Work as a team to get everything out.

Adaptations and variations on the task

Ask the children to:

- fish things out of a 'pond' (a bucket or bin), using lines and hooks that are safe
- work in pairs or small groups
- carry out the task within a time limit, to make the challenge harder
- give different pieces of equipment in the 'river' points, so that they get a score for what they retrieve
- solve similar problems that involve working cooperatively, *eg travel as a group across a room, using only special 'stepping-stones' and carrying equipment that they must not drop*
- follow written rules and use a diagram of the challenge, rather than a verbal explanation

EXTENSION AND ENRICHMENT

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

- follow simple trails at playtime and lunchtime
- take part in treasure hunts organised by older children
- follow orienteering trails around the school (schools could have their grounds mapped and create trails by putting markers around)
- join a local orienteering club – many clubs now welcome the whole family to a range of different events

CROSS-CURRICULAR LINKS

This unit could be linked to:

- geography – investigating scale, early use of maps

It also develops a range of skills that are useful across the curriculum, including:

- tackling problem-solving challenges
- following guidelines for movement and behaviour
- cooperating with each other

