

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

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

- 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.

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

