

# LESSON PLAN: **OUTDOOR ADVENTUROUS ACTIVITY:** YEAR 4: WEEK 6

**LESSON OBJECTIVE:** To develop team work and trust with partners whilst exploring all their senses.

## **WARM UP (10 MINS)**

Ball Tag: Students move around a specific area. Two taggers carrying a ball each have to try tagging people in the group. Once someone is tagged, they stop until they are untagged by another pupil.

## **MAIN LESSON (20 MINS)**

In pairs one person is blindfolded, the other takes them round a set route avoiding obstacles and other pairs. Along the route place objects for example, books, pencils, balls, javelins, shoes, cups, or rackets that the blindfolded person has to touch or pick up. They then have to call out what they think the object is.

Now introduce a non-contact rule which makes them rely on communication rather than physical guidance. Pupils to ensure they both have a go at being blindfolded.

**Develop:** Change the object and instead of calling them out, they have to remember them in order and repeat them back to their partner at the end. To make it even harder don't allow them to communicate with words.

## **GAME/COMPETITION (15 MINS)**

One pair against another pair and they have to do the development task above. See which team can remember the most objects in the correct order. One point for each they remember and one bonus point for getting each one in the correct order.

## **EQUIPMENT**

- Mats
- Blindfolds
- Cones
- Random objects

## **KEYWORDS**

- Teamwork
- Communication
- Memory

## **DIFFERENTIATION**

### **LESS ABLE**

- Pair with a more able student.
- Cover one eye only.

### **MORE ABLE**

- Give them a time limit.
- Put into groups of three, with two of them blindfolded.



# ASSESSMENT FOR LEARNING

| CRITERIA                        |   | SKILLS   |
|---------------------------------|---|--|
| Fundamental skills and movement | 6 | Performs the blindfolded movement skills to a high ability.  |
|                                 | 5 | Performs the blindfolded movement skills with a certain degree of control.   |
|                                 | 4 | Performs the blindfolded movement skills, but to a low ability.  |
| Tactics, rules and teamwork     | 6 | Demonstrates good leadership qualities, communicates verbally and non-verbally, and has a clear understanding of the rules and tactics to be successful. |
|                                 | 5 | Demonstrates an understanding of simple tactics and communicates verbally and non-verbally with their partner to achieve the task.                       |
|                                 | 4 | Starts to work together to communicate ideas with their partner.   |
| Show and link                   | 6 | Links communication and tactics to complete the task with the added rules and obstacles.   |
|                                 | 5 | Shows and links basic blindfolded movement and good communication skills and is often successful.  |
|                                 | 4 | Shows how to perform basic blindfolded movement within the task, attempting to guess objects.  |
| Describe ways to improve        | 6 | Is able to describe their strengths and weaknesses and suggest ways they can improve.  |
|                                 | 5 | Is able to describe their strengths and weaknesses.  |
|                                 | 4 | Is able to compare their performance to others.  |
| Fitness and health              | 6 | Shows a solid understanding of why physical activity has health benefits.  |
|                                 | 5 | Has some knowledge of why physical activity has health benefits.   |
|                                 | 4 | Has little knowledge of why physical activity has health benefits.   |