

LESSON PLAN: **OUTDOOR ADVENTUROUS ACTIVITY:** YEAR 5: WEEK 2

LESSON OBJECTIVE: How to use communication and leadership to develop directions.

WARM UP (10 MINS)

In groups of 3, pupils have to plan and then perform a warm up. They need to show a 'Gross Motor Activity' followed by stretches. Teacher to highlight any good warm up plans! Emphasis is on leadership of the activities.

MAIN LESSON (20 MINS)

Five blind mice: In the same groups of 6 from last lesson, one leader is to get the group to follow them around a hall set up with random objects laid out such as benches, chairs, mats etc. Now get one member to wear a blindfold and continue to move around the room in a line. Start to add more blindfolds to the group until just the leader is left without a blindfold. Now change the leader and tell them they are only allowed to use one hand to be connected to other people. The leader is to ensure a safe route for the group to follow.

Develop: Supply students with skipping ropes and tell them they have to move without touching each other, but they can use skipping ropes to help them.

Tell students that they are not allowed any physical contact with other group members or with the skipping rope. See if they can come up with a way of moving about just through verbal communication.

GAME/COMPETITION (15 MINS)

Five blind mice race: Get all teams to start at one end of the hall. They have to come up with a plan to cross the mine field as quickly as possible. Five pupils will be blindfolded and the leader can take the whole group across or as individuals. They can do this with or without physical contact.

EQUIPMENT

- Blindfolds or bibs
- Obstacles / benches / cones / mats / chairs

KEYWORDS

- Teamwork
- Verbal communication
- Non-verbal communication

DIFFERENTIATION

LESS ABLE

- Only cover up one eye.
- Allow two leaders.
- Have smaller groups.
- Pair with more able student.

MORE ABLE

- Make the group larger.
- Add more objects and tasks.



ASSESSMENT FOR LEARNING

CRITERIA		SKILLS
Fundamental skills and movement	7	Performs their movement skills to a high ability.
	6	Performs their movement skills with a certain degree of control.
	5	Performs their movement skills, but to a low ability.
Tactics, rules and teamwork	7	Works in a team or demonstrate fantastic leadership skills. Has a clear understanding of the rules and tactics to be successful.
	6	Demonstrates an understanding of simple tactics that can be used to lead the team around the obstacle course.
	5	Starts to lead or work together to achieve the task.
Show and link	7	Links various movements and tactics to complete the task effectively.
	6	Shows and links two different techniques to be successful.
	5	Shows how to perform a simple action to help the group.
Describe ways to improve	7	Is able to describe their strengths and weaknesses and suggest ways they can improve.
	6	Is able to describe their strengths and weaknesses.
	5	Is able to compare their performance to others.
Fitness and health	7	Shows a solid understanding of why physical activity has health benefits.
	6	Has some knowledge of why physical activity has health benefits.
	5	Has little knowledge of why physical activity has health benefits.