

LESSON PLAN: **OUTDOOR ADVENTUROUS ACTIVITY:** YEAR 6: WEEK 2

LESSON OBJECTIVE: To develop strategies when working as a team to overcome challenges.

WARM UP (10 MINS)

In groups of 5, pupils have to lead their own warm up which includes activities to increase the pulse rate, followed by stretches.

MAIN LESSON (20 MINS)

Blind Square: In a group of 5, students work together to try and create a square out of a rope (tie 4 skipping ropes together). This is under blindfolded conditions, however, one leader is allowed to watch and give instructions. When they think they are done the pupils need to place the rope on the floor and take their blindfolds off to see how they did.

Pupils are to feedback how it felt to be blind. What they would do to help the blind person to be fully integrated. Can they try to imagine what it would be like to be blind and to try and live a normal life?

Develop: The group can attempt more difficult shapes.

GAME/COMPETITION (15 MINS)

Gate game with directions: Lay out several cones 2m apart, in an area. These are 'gates'. Student's then need to guide their blindfolded partner through the different gates in a specific order. Once they have completed a course they switch over and try again. Once they have done this you can get 2 pairs having a race against each other.

EQUIPMENT

- Blindfolds
- Skipping ropes
- Cones

KEYWORDS

- Teamwork
- Communication
- Organisation
- Planning

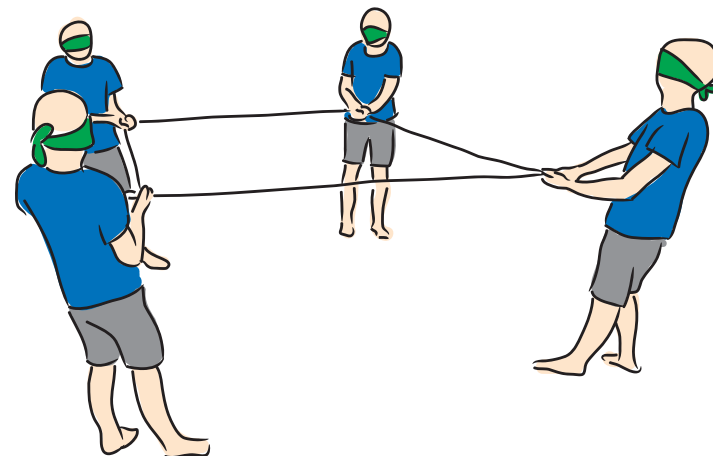
DIFFERENTIATION

LESS ABLE

- Use smaller groups.
- Fewer blindfolds.
- Shorter ropes.

MORE ABLE

- Get them to work in larger groups.



ASSESSMENT FOR LEARNING

CRITERIA		SKILLS
Fundamental skills and movement	8	Performs whilst blindfolded to a high ability.
	7	Performs whilst blindfolded with a certain degree of control.
	6	Performs whilst blindfolded, but to a low ability.
Tactics, rules and teamwork	8	Works in a team, shows good leadership qualities, and has a clear understanding of the rules and tactics to be successful.
	7	Demonstrates an understanding of simple tactics and communicates with others to achieve the task.
	6	Starts to work together to communicate ideas to the team.
Show and link	8	Links various movements to complete the tasks with ease.
	7	Shows and links the movements needed to complete the task to a good ability.
	6	Shows how to perform some of the necessary movement to complete the tasks.
Describe ways to improve	8	Is able to describe their strengths and weaknesses and suggest ways they can improve.
	7	Is able to describe their strengths and weaknesses.
	6	Is able to compare their performance to others.
Fitness and health	8	Shows a solid understanding of why physical activity has health benefits.
	7	Has some knowledge of why physical activity has health benefits.
	6	Has little knowledge of why physical activity has health benefits.