



Medium Term Unit Planning

PE - Outdoor and Adventurous Activities (OAA)

Taken from OAA Handbook from Worcestershire Outdoor Education Services

Lesson title and learning Intention	Threshold concepts (success criteria)	Milestones (success criteria)	Lesson structure/differentiation
<p>1. Cooperation – Using physical and thinking skills to solve a problem</p>	<p>Develop practical skills in order to participate, compete and lead a healthy lifestyle</p>	<p>Select appropriate equipment for outdoor and adventurous activity.</p> <ul style="list-style-type: none"> • Embrace both leadership and team roles and gain the commitment and respect of a team. • Empathise with others and offer support without being asked. Seek support from the team and the experts if in any doubt. • Remain positive even in the most challenging circumstances, rallying others if need be. 	<p>Introductory task – Get Knotted 6 children in a circle holding one end of a rope in their right hand. Hold out the rope into the middle of the circle and then hold on to someone else's rope with your left hand. Can the group work together to untangle themselves without letting go of the ropes? Repeat the task with only one member of the group allowed to talk.</p> <p>Main task: Unexploded bomb Mark a circular area on the floor that denotes the danger area into which children are not allowed to enter. In the centre of this there will be some form of 'bomb' that needs to be lifted out of the circle. If it is dropped, it will explode. Children are given a variety of equipment such as rope, bungee cords etc to try to devise and plan and safely remove the bomb.</p>
<p>2. Communication – Using and developing accurate ways of communicating other</p>	<p>Develop practical skills in order to participate, compete and lead a healthy lifestyle</p>	<p>Select appropriate equipment for outdoor and adventurous activity.</p>	<p>Introductory task – Group juggle Start with 8-10 children in a circle. One person, with a ball, calls out the name of someone opposite them and gently tosses the ball for them to catch. Repeat until everybody has received the ball.</p>



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<p>than verbal in order to solve a problem</p>		<ul style="list-style-type: none"> • Identify possible risks and ways to manage them, asking for and listening carefully to expert advice. • Embrace both leadership and team roles and gain the commitment and respect of a team. • Empathise with others and offer support without being asked. Seek support from the team and the experts if in any doubt. • Remain positive even in the most challenging circumstances, rallying others if need be. 	<p>Once complete, the aim is to get the ball around in the same order in the quickest possible time. Emphasise that the name must be called before the ball is thrown. If successful, try the task in silence, relying more on communication through eye-contact.</p> <p>Main task – Sheepdog Everyone in groups of roughly 10, with one person as sheepdog and others as sheep. The sheepdog must herd all of the other children around the course and into a coned area by using verbal commands. The sheepdog must not enter the area and the sheep are blindfolded and not allowed to talk. If successful, the groups are set the challenge of coming up with a system whereby the sheepdog communicates with claps or a whistle.</p>
<p>3. Leadership – Seeing the importance of reviewing during a challenge and making decisions in order to be successful</p>	<p>Develop practical skills in order to participate, compete and lead a healthy lifestyle</p>	<ul style="list-style-type: none"> • Quickly assess changing conditions and adapt plans to ensure safety comes first. • Embrace both leadership and team roles and gain the commitment and respect of a team. 	<p>Introductory task – Teach the game Children to split into groups of around 6, with one leader for each group. The leader gets given a card with instructions on for how to teach a game (see OAA handbook) They have 5-10 minutes to teach the game to their group in order for them to play successfully. Give opportunities to swap leaders and games, and discuss strategies for gaining attention, sharing instructions etc.</p>



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		<ul style="list-style-type: none"> • Empathise with others and offer support without being asked. Seek support from the team and the experts if in any doubt. • Remain positive even in the most challenging circumstances, rallying others if need be. 	<p>Main task – Leap Frog Arrange 8 to 10 spots on the floor in a given pattern. The group need to begin by standing on the spots, facing towards the empty spots. The aim is for all of the players on the left to end up on the right and vice-versa in the same order that they started in. Players can only move either forward to an empty spot or jump over one player from the opposite side to the empty spot behind them. They cannot go backwards or reverse a move. The trick is to think of the consequence for every single move before it is carried out.</p>
<p>4. Organisation – using teamwork skills and prior knowledge to overcome a challenge</p>	<p>Develop practical skills in order to participate, compete and lead a healthy lifestyle</p>	<ul style="list-style-type: none"> • Embrace both leadership and team roles and gain the commitment and respect of a team. • Remain positive even in the most challenging circumstances, rallying others if need be. 	<p>Introductory task – Rope Run Two children to swing large skipping rope. Every other child to try to pass under the rope from one side to the other. Explore variations, such as stopping to jump in the middle, passing with a partner, passing from the other side etc.</p> <p>Main task – Team skipping Working in teams of around 10. Using a large skipping rope as above. Begin with one person skipping. Children join one at a time, until the rope is trodden on, and then the next person in line starts at one again. How many people can successfully skip at once? What organisational skills and tactics would be good to consider? How could we work as a team to coordinate jumps?</p>



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<p>5. Trust – To trust others in order to keep each other safe</p>	<p>Develop practical skills in order to participate, compete and lead a healthy lifestyle</p>	<ul style="list-style-type: none"> • Identify possible risks and ways to manage them, asking for and listening carefully to expert advice. • Remain positive even in the most challenging circumstances, rallying others if need be. 	<p>Introductory task – Trust run Standing the children in two parallel lines, facing each other, arm's length apart. Every pair should hold their arms out in front of them ready for one pupil to run down the middle of the line. As the runner approaches, the first people lift their arms to let them pass and then lower arms as they pass through. Build up speed confidence increases.</p> <p>Main task – Trust dive Discuss the link between trust and responsibility, and why this is so important for everybody's safety. Working in groups of 11. Stand as above but with forearms horizontal, palms up and all interlocked – between each person's hands should be the hands of two different people. One child acts as a 'diver'. The task is to jump off a bench or platform into the arms of the group. Other children to take their turn.</p>
<p>6. Orienteering – decision making and planning routes</p>	<p>Develop practical skills in order to participate, compete and lead a healthy lifestyle</p>	<ul style="list-style-type: none"> • Remain positive even in the most challenging circumstances, rallying others if need be. • Use a range of devices in order to orientate themselves. 	<p>Introductory task – 'Scorienteering' Children working individually with time limit of 5 minutes and a map of the school grounds with markers identified on. No set route, but variety of control markers spread out around school grounds. All unique (using teaching stampers?). Those closest to the start are worth less marks than those further away, so the decision making is on the children.</p> <p>Main task – Short course orienteering</p>



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			<p>Working in teams of 3-4. Using the same map of the school grounds, children are set the challenge of creating a route where one member at a time goes to retrieve a stamp, to end up with a total score that has been given. Eg, if children were set the challenge of scoring 14, then they might plan to visit a marker worth 5, then 4, then 3 then 2. They need to complete one challenge successfully before being given another. Looking for teamwork, strategy and changes based on practise.</p>
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