

Year Group: 3 & 4

Activity: All aboard, Line-up and All up

Lesson No. 1

<p>Learning Outcomes:</p> <ul style="list-style-type: none">▪ Learners will be comfortable with interacting within groups and following instruction▪ Will work effectively in small groups▪ Have confidence and trust in partners and members of the group▪ Physically support each other	<p>Vocabulary: “that’s easy...That’s not so easy...we have to balance...hold on to me...step around me...help me...I’ll help you...on the count of three... I’ll say when...It was easier in pairs...you pull on me...we have to counter balance...” these are designed to get people supporting each other , breaking down physical barriers. The challenges should show that the more people you add into a task the harder it gets, and that there is a greater need for a leader.</p>
<p>Warm up: Ice Breakers: Mingle Mingle Get the group to walk around in a small area shouting ‘Mingle Mingle’ call out a number and the class need to get into groups of that size. i.e groups of 2, 4,7 etc the first team with that number. Try some limitations such as mixed sex groups, no communicating. Non verbal communication.</p>	<p>Teaching Points/Class Management/Differentiation (STEP) Use the warm up to put the class into 3 small groups. Keep the groups separate and stay in these groups for the whole session. Brief the group about safety and holding hands and arms for ALL UP</p>
<p>Skills/Game/Group Activity All Aboard: (Tops Card) Keep the class in 3 small groups. The aim is to get all of their team stood and Balanced on the tarpaulin sheet. After each successful attempt the team should step off the sheet and it folded in half. The idea is to get the group on to the smallest sheet they can. Get children to fold without stepping off!</p> <p>Plank Game or Line up: (SASP card, Tops or cards) Line the group up and ask the group to rearrange them-selves in to height order, shoe size, name order, etc...Use a line on the floor or gym benches or crates and planks for this task depending on ability of the group.</p> <p>All Up: (SASP Card) Follow the instructions on the card. Get the group in pairs to sit down with toes touching and holding hands. The aim is to then stand up without moving their feet and without letting go of hands. When they have got competent at pairs do fours, six etc...</p> <p>Rotate groups around the challenges.</p>	<p>Set up 3 work stations and get each group to complete each of the challenges and then rotate round.</p> <p>Watch for silliness as this could result in injury on some of the tasks.</p> <p>Make sure the planks if used are stable and on even ground.</p>
<p>Cool Down/Review: Hands on shoulders review. Ask the group to put their hands on the shoulder of someone who: Helped them, made them feel safe, supported them, made them smile, was a good leader, used their voice well.</p>	
<p>Evaluation/Post Lesson Notes :</p>	<p>Equipment/Resources Tops Card SASP Cards & Team Building Resource Book 3 tarpaulins or rope to mark area. Gym benches or line on the ground, or crates and planks.</p>

STEP Space, Task, Equipment, People



Year Group: YR 3&4

Activity: Tyre walk / Stepping Stones

Lesson No. 2

Learning Outcomes:

- Learners will be comfortable with interacting within groups and following instruction
- Find their own solutions to problems.
- Listen to everyone's ideas and suggestions.
- Use good lifting and handling techniques.

Vocabulary:

'Hold on to me... we should put them there...lets stand on that one...if we move forward...Can you reach that one?' The main aim is to get the group sharing ideas. The task will throw up issues of people rushing a head, getting stuck half way. On going review and planning will be essential for completion of this task.

Warm up:

Ice Breakers:

Body circles: Divide the class into 3 teams, get the teams to stand in a circle and call out a body part. The idea is to get the teams to touch the body part of the two people next to them with their body. I.e. elbows, knees, shoulders toes. You can finish with all of the above. See which team is the quickest.

Teaching Points/Class Management/Differentiation (STEP)

Read the safety issues on the cards as they are very important on these tasks.

Position the tasks close to each other so you can watch each group, but try to face them away from each other.

Skills/Game/Group Activity

Divide into 2 groups and swap over after each task.

Tyre Walk. (SASP Cards) mark out a start and finish line. Brief the group using the cards and give them a time limit. Practice the balancing of team members on the tyres before starting the task.

Watch for the safety issues raised on the sheets. Accidents with falling over are common so grass is perfect for this activity.

Ensure the blocks are smooth and free from splinters. Brief the group not to throw the blocks.

Stepping Stones. (SASP Cards) mark out a start and finish line. Brief the group using the cards and give them a time limit. For younger groups lay the stepping stones out first to avoid having to move the stones.

Cool Down/Review:

Review circle. Sit the class in a circle and ask questions to bring out the key learning points. Planning, helping each other, co-operation.

Evaluation/Post Lesson Notes :

Equipment/Resources

4 Tyres and start/finish markers.
Stepping stones (wooden Blocks) start/finish markers.

STEP Space, Task, Equipment, People



Year Group: Yr 3&4

Activity: NVNS/ Life Game/Swamp Crossing

Lesson No. 3

Learning Outcomes:

- Learners will be comfortable with interacting within groups and following instruction
- Find their own solutions to problems.
- Listen to everyone’s ideas and suggestions.
- Will identify strengths and knowledge within the team
- Use effective communication with other team members

Vocabulary: ‘Left...right...you go next...that’s the wrong way...lets use one life each...I can lasso it...I can reach it...WE need to work together...we could tie ropes to this...pass your ropes around...up...down let go... this way...to you’ both Tasks highlight the issues of communication and cooperation. The groups will have to co-operate to get the task completed if they argue and try to work on their own they will not complete the task.

Warm up:
Ice Breakers:
Count Off

Split class into 3 groups.
 Children sit in a circle in their group, children must shout out letters of the alphabet in order and stand up, but be the only one and get from A-Z without 2 children standing up at the same time or saying more than one letter, the aim of the game is not to be the person to say Z.

Teaching Points/Class Management/Differentiation (STEP)
 Place the two challenges near to each other as you will need to be able to see both challenges. ‘game of life’ will need to be watched more closely than N.V.S. or use an assistant to identify correct sequence to allow you to watch both challenges.

Skills/Game/Group Activity

Give each team 15 minutes to complete the tasks and then rotate round.

Life Game (SASP Cards) set up task as the card describes. Although extend size of grid to 5x5 to make more challenging and give them only 2 lives each.

Not Very Nice Stuff (SASP Cards) set up task as the card describes.

Swamp crossing (SASP cards) using crates. Set up task as described on cards

Try to get in a position where you can be at the game of life but still watch the NVNS an assistant is ideal for this activity, you can use a sensible child to watch the game of life.

Cool Down/Review:

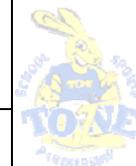
Hands on shoulders review. Ask the group to put their hands on the shoulder of someone who: Helped them, made them feel safe, supported them, made them smile, was a good leader,use their voice well.

Evaluation/Post Lesson Notes :

Equipment/Resources
THESE TASKS NEED SOME PRIOR SET UP
 A grid marked on the ground. 5 x 5, or 20 carpet tiles/ laminated card/ or chalked area on play ground.
 N.V.S. Roped or chalked circle, 4ropes, bungee, and 4 hoops and a bucket or bomb containing Not Very Nice Stuff. (See Sheet for Set up)



<p>Learning Outcomes:</p> <ul style="list-style-type: none"> ▪ Learners will be comfortable with interacting within groups and following instruction ▪ Identify what a map is. ▪ Follow a basic route ▪ Be able to set a map to the ground 	<p>Vocabulary:</p>
<p>Warm up: <u>Ice Breakers:</u> Spot the numbers (memory game/concentration) Split group into teams of 4, each team to line-up 30m from a line of spots, in line with the other teams. Each spot or cone has a number between 1-5 underneath them. One team member at a time runs out and picks up cone to see what number is underneath, they must find 1 then 2 then 3...etc. Each team member gets one go and runs back to relay next member. Cones/spots must be put back even if number is found. Children decide what strategy to communicate the number on the cone to make rest of group remember not to get their again. Move the children on to non-verbal communication.</p>	<p>Teaching Points/Class Management/Differentiation (STEP) Have enough maps for the class to have one between 2. Print out control markers and laminate.</p>
<p>Skills/Game/Group Activity <i>To aid your review ask the children to make some predictions on how they are going to work</i> <i>Will they listen to each other?</i> <i>Do you think people will keep interested?</i> <i>Will you complete the task?</i> Netball Numbers (Tops Cards) Football Numbers – If you have a football pitch marked out in you grounds</p> <p>Run activities as on the card.</p> <p>Set the cones out as on the 'teachers master Map' Set the class off in pairs with a map.</p> <p>Progress on to cardinal cones if the group are working well.</p>	<p>Make sure children are focusing on their adding multiple numbers as well as map reading. Make them redo map if they come to you with the wrong answer</p> <p>Groups of 3 with mixed abilities so they can help each other to learn.</p> <p>Mark an arrow on the ground to point north to help some groups. Make sure the area is big enough so the pairs are not following each other.</p>
<p>Cool Down/Review: Ask for the groups predictions Send the groups off to one marker and return with equipment Take a look at the predictions you made did you achieve these? What would you change next time? Give the children an item to hold so they know when to speak e.g. STONE/PEN</p>	
<p>Evaluation/Post Lesson Notes :</p>	<p>Equipment/Resources Playing field, netball court football court or sports hall with markings. Map of the field, or photocopy resources in Tops Hand book pg47. 12 Maps 2 of each course. Cones with numbers marked on. Cardinal cones rout cards Tops hand book pg 51 9 cones (with N.E.S.W.) marked on for easier groups. Requires some preparaion.</p>



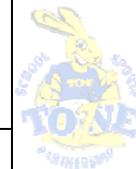
Year Group: Yr 3&4

Activity: School Orienteering

Lesson No. 5

<p>Learning Outcomes:</p> <ul style="list-style-type: none">▪ Learners will be comfortable with interacting within groups and following instruction▪ Identify what a map is.▪ Follow a basic route▪ Be able to set a map to the ground	<p>Vocabulary:</p>
<p>Warm up: Ice Breakers: Play a quick game of mingle, mingle to get children into teams of 3 or 4. Joined up Body language Children must hold hands although the two at the end will have hands free. Children must create 3 or 4 letter words with their team. Try first challenge lying down on ground think about which way you write words/letters to make them easy to read. Can you now stand up and make your words balancing now?</p>	<p>Teaching Points/Class Management/Differentiation (STEP) Have enough maps for the class to have one between 2. Print out control markers and laminate or mark cones with permanent marker pen</p>
<p>Skills/Game/Group Activity School orienteering. Using your school map (most Taunton schools will have been mapped), or simple drawn school map. (Ask older children to map as Geography lesson) Explain to children what you want them to do and how to orientate map. Make sure they can identify different markings on the map clearly so they know where they are if they get lost.</p> <p>Print out 12 orienteering control markers with letters on, and fix to points around the school make sure these are not too easy for the children to find.</p> <p>If you are feeling very creative you could create a similar activity to netball numbers lesson on previous sheet and have 6 maps and add up the numbers they find to make an answer they must check with you.</p>	<p>For younger groups concentrate on the routes not adding the numbers up.</p> <p>Pair the groups with mixed abilities so they can help each other to learn.</p> <p>Make sure the teams don't move markers or hide them</p>
<p>Cool Down/Review: Send the groups off to one marker and return with equipment</p>	
<p>Evaluation/Post Lesson Notes :</p>	<p>Equipment/Resources Playing field, netball court football court or sports hall with markings. Map of the field, or photocopy resources in Tops Hand book pg47. 12 Maps 2 of each course. Cones with numbers marked on.</p>

STEP Space, Task, Equipment, People



<p>Learning Outcomes:</p> <ul style="list-style-type: none"> ▪ Learners will be comfortable with interacting within groups and following instruction ▪ Will work effectively in small group ▪ Physically support each other ▪ Maintain focus until their individual task is completed. ▪ Work effectively with a partner 	<p>Vocabulary: “that’s a ...you need to step over...hold on to me...what is that...help me...I’ll help you...we have to go this way...” these are designed to get people supporting helping each other , breaking down physical barriers, encouraging trust etc...</p>
<p>Warm up: Ice Breakers: Chuck the towel in Children sit in a circle and throw the towel around the circle, one child in the middle tries intercept the towel by catching it. However throws the towel, must go into the middle to try and get the towel.</p>	<p>Teaching Points/Class Management/Differentiation (STEP) Use the warm up to put the class into pairs. Keep these groups for the whole session.</p>
<p>Skills/Game/Group Activity Split class in half Sheep and Shepherd Split into 2 or 3 groups of 6, there will be 5 blindfolded children (sheep) and 1 shepherd. Aim: For the shepherd to get his sheep by communicating by his voice only to move the sheep into the pen, which can be marked by cones. (Have a pen each for each group)</p> <p>Hug a Tree Children with a partner. Get children to guide their partner blindfolded to a tree or point in the school grounds and get them to feel where they are. Partner to lead back to starting point and then blindfold removed and they have to try and find their ‘hugging point’</p> <p>Swap over activities.</p>	<p>Watch the group for safety issues. Allow the group to explore how to make people feel safe by supporting, where to stand how to communicate.</p>
<p>Cool Down/Review: Children to review by producing a snapshot (statue) of their most memorable part of the lesson. Ask children some of their reasons behind their choices.</p>	
<p>Evaluation/Post Lesson Notes :</p>	<p>Equipment/Resources Blindfolds Cones Towel, or sponge ball</p>



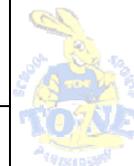
Year Group: Yr 3&4

Activity: Night line and Remote Control

Lesson No. 7

<p>Learning Outcomes:</p> <ul style="list-style-type: none">▪ Learners will be comfortable with interacting within groups and following instruction▪ Will work effectively in small group▪ Physically support each other▪ Maintain focus until their individual task is completed.▪ Work effectively with a partner	<p>Vocabulary: “that’s a ...you need to step over...hold on to me...what is that...help me...I’ll help you...we have to go this way...” these are designed to get people supporting helping each other , breaking down physical barriers, encouraging trust etc...</p>
<p>Warm up: <u>Ice Breakers:</u> Frenzy Children in 4 teams, each has a hoop in the corners of playground/area 20m from central hoop which contains 30+ balls. Teams collect the balls taking in turns to collect and return to their hoops.</p> <p>Once all the balls have been collected the can go a steal from other teams hoops one child at a time. Play for 2-3 minutes</p>	<p>Teaching Points/Class Management/Differentiation (STEP) Use the warm up to put children into teams.</p> <p>Make sure children are keeping their heads up to avoid collisions</p>
<p>Skills/Game/Group Activity In the 2 groups with TA or another child who is not doing the session or chosen from team. Teams to line-up behind each other and put the right hand on the shoulder of the person in front, all children should be blindfolded. The teacher or TA/child should have a bell or set of keys so the snake of blindfolded children follow the sound swap over the lead child in the snake.</p> <p>Night line Set-up a nightline using 30/50m rope from kit for children to follow through trees etc, Children to all have blindfolds, similar to first skill but this time children hold rope in left hand and right hand on rope to follow. Look for good leaders, change leader. Group must stay together (hands on shoulders)</p> <p>Remote Control Divide the team in to pairs. Blindfolds Mark out a start area and finish area, fill the area with obstacles, cones benches, tyres etc... Make sure the robot doesn’t speak and wears a blindfold. Children must control their robots. Controllers of the robots must communicate with their robot from the start and are not aloud into the obstacle course.</p>	<p>Make sure children cannot see through blindfolds, children are led slowly</p> <p>Are the children communicating to one another?</p> <p>Watch the group for safety issues. Allow the group to explore how to make people feel safe by supporting, where to stand how to communicate.</p>
<p>Cool Down/Review: Trust line- get children to stand along the line to assess how safe they felt 1-10. Ask children at different points their thoughts.</p>	<p>Key questions: Why did you trust your partner? How did they make you feel safe? What made a good leader?</p>
<p>Evaluation/Post Lesson Notes :</p>	<p>Equipment/Resources Tops Card 30m length of rope and an outside space Hoops Blindfolds Balls</p>

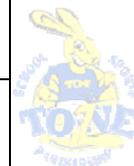
STEP Space, Task, Equipment, People



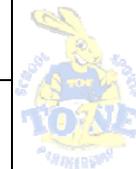
<p>Learning Outcomes:</p> <ul style="list-style-type: none"> ▪ Learners will be comfortable with interacting within groups and following instruction ▪ Will work effectively in small group ▪ Physically support each other ▪ Maintain focus until their individual task is completed. ▪ Work effectively with a partner 	<p>Vocabulary: “that’s a ...you need to step over...hold on to me...what is that...help me...I’ll help you...we have to go this way...” these are designed to get people supporting helping each other , breaking down physical barriers, encouraging trust etc...</p>
<p>Warm up: Ice Breakers: Defender Children sit in a circle and 2 children stand in the middle, one child in the middle is a defender and the other must stand in the hoop in the middle. The defender must not let the soft toy hit the child in the hoop. Children around the circle can pass to each other to trick the defender .</p>	<p>Teaching Points/Class Management/Differentiation (STEP) Use the warm up to put the class into pairs. Keep these groups for the whole session.</p>
<p>Skills/Game/Group Activity Split class in half</p> <p>Guide Dogs Children to pair up, one to be blindfolded, children are guided around their play equipment or made obstacle course consisting of tyres and crates benches.</p> <p>Blindfold square All children to put one hand on the rope which is 10 m long. Children must then put their blindfolds on and hold the rope with both hands they must keep both hands on the rope (so they cannot take off blindfolds etc) and create a square, continue with different more complex shapes.</p>	<p>Watch the group for safety issues. Allow the group to explore how to make people feel safe by supporting, where to stand how to communicate.</p>
<p>Cool Down/Review: Hands on shoulders. Ask the children questions regarding their tasks and pu their hands on children’s shoulders who best fit the answer.</p>	
<p>Evaluation/Post Lesson Notes :</p>	<p>Equipment/Resources Blindfolds Cones Towel, or sponge ball</p>



<p>Learning Outcomes:</p> <ul style="list-style-type: none"> ▪ Learners will be comfortable with interacting within groups and following instruction. ▪ Able to adapt problem solving strategies ▪ Find their own solutions to problems. ▪ Listen to everyone's ideas and suggestions. ▪ Will identify strengths and knowledge within the team ▪ Use effective communication with other team members 	<p>Vocabulary:</p> <p>`What should we do...I don't understand...we could this...have you got any ideas...What does that mean...'</p> <p>This is designed to get the class co-operating together in small groups.</p>
<p>Warm up: <u>Ice Breakers:</u> At the Races Children form a circle. Children are told different movements that the will do double jump, triple jump water jump, left hand bend, right hand bend, main grandstand hand on forehead and say "I say...I see my filly!!" in a posh voice. Then drinks ten, down a cola, act this out by imaginary drinking from a cup. Whilst all this is happening you must keep your hands beating alternately on your thighs A good warm-up for a cold day!!!</p>	<p>Teaching Points/Class Management/Differentiation (STEP) Brief the class about the challenges and walk them around explaining each task first. Then divide into groups (use the icebreaker for this). Have a signal to start and stop. (whistle) and a command to get the class to move around to the next challenge.</p>
<p>Skills/Game/Group Activity Children split into 3 teams Laser Field Set-up a course using string, use chairs to put string around so it is kept taught at sides. Randomly weave a course. Don't make the spaces too large otherwise children will find the challenge too easy. Try and make a 5m course.</p> <p>Children in their group must attempt to get their whole team through the laser (use string instead of lasers!!!) field. One player may take to the course at a time the others may help from the start (not the sides or finish!!) Each player starts with 3 lives. Each time a life is lost the whole team must start again and the player loses one of their lives. See how many of your team you can get safe.</p> <p>Hand Cuffs Children to have 2 pairs of handcuffs. One child to put a pair of handcuffs on. The other partner must pass theirs around the other persons handcuffs and then put their handcuffs on then they will be joined but still have their own handcuffs on. The children must then try and separate themselves from each other without taking the handcuffs off. This is possible.</p> <p>Order of chaos Children are blindfolded and hold onto a length of rope and then assigned a number or letter. They then must order themselves anyway possible along the rope without taking off their blindfolds.</p>	<p>Have Handcuffs as a filler if a group finish an activity early and are getting frustrated.</p> <p>Get children to come up with a strategy to make sure all their team has the chance to get safe</p>
<p>Cool Down/Review: Snap shot – children's most memorable moment from the task they just completed. Talk as their team of 4 and create statue/snap shot</p>	
<p>Evaluation/Post Lesson Notes :</p>	<p>Equipment/Resources String Chairs String handcuffs (50cm long) Blindfolds</p>



<p>Learning Outcomes:</p> <ul style="list-style-type: none"> ▪ Learners will be comfortable with interacting within groups and following instruction ▪ Will work effectively in small group ▪ Physically support each other ▪ Maintain focus until their individual task is completed. ▪ Record what they observe ▪ Work effectively with a partner 	<p>Vocabulary: that's a ...you need to step over...hold on to me...what is that...help me...I'll help you...we have to go this way..." these are designed to get people supporting helping each other , breaking down physical barriers, encouraging trust etc...</p>
<p>Warm up: Ice Breakers: Sitting circle Split class into 3 teams this will help with the main lesson activities Each team must attempt to sit on the persons, lap behind them although no bottoms are allowed to touch the ground only feet Objective: Each person should support each others weight to form a sitting circle.</p>	<p>Teaching Points/Class Management/Differentiation (STEP) Use the warm up to put the class into pairs. Keep these groups for the whole session.</p>
<p>Skills/Game/Group Activity Capture The Flag (wide game) Set-up playing zone as wide and as long as the space will let you. Mark centre line using cones or rope. Each team has a flag (Foam javelin or ball or flag if you have them), 15 m rope tied at both ends to make a loop (jail). The teams may place their flag anywhere in their end of the playing area but stay there for match. They may move their jail though which again must be placed inside their half of the playing area, this maybe moved though, after each point scored. <i>Aim:</i> Children must attempt to get the other teams flag back to their teams flag and hold one in each hand to get a point. <i>Rules:</i> Teams can not be tagged ON THE BACK in their own half. They can only be caught when in the opponents half and put into jail if caught. To be freed they must be high fived by a team mate who has not been caught Each flag has a 2m diameter ring of cones around which the defending team cannot enter. ONLY 1 attacker may go in here at a time. Where they are safe from being caught! Play until one team gets both flags. Then reset. Have 30 seconds tactics before they start again. BLT (Blind Lame Talker) Blindfold, something to bind feet together such as shoelaces, tie Minimum 3 participants. Each person will be assigned an ability: either sight, speech or locomotion, and will be made disabled in the other two abilities. For example if you were assigned sight you would then have your feet bound together and not aloud to talk to represent being paralyzed from the waist down and being unable to create any sound with the vocal cords. Object: In teams of three (one person from each ability) participants must work together to navigate their entire team from one location to another. Swap over activities. Each team will play 2 matches of Capture the flag.</p>	<p>Children must keep heads up and stay inside the area. If not they will be put in jail</p> <p>Make sure players tag on the back of other children.</p> <p>Make sure children are talking about tactics 30 seconds timeout</p>
<p>Cool Down/Review: Review on trust and support, ask questions on the topic of helping and supporting partners.</p>	
<p>Evaluation/Post Lesson Notes :</p>	<p>Equipment/Resources Blindfolds/rope to tie feet together X2 Flag - hockey stick/ball or foam javelin (different colour if possible) Rope (jail) Cones</p>



<p>Learning Outcomes:</p> <ul style="list-style-type: none"> ▪ Learners will be comfortable with interacting within groups and following instruction. ▪ Able to adapt problem solving strategies • Find their own solutions to problems. ▪ Listen to everyone’s ideas and suggestions. ▪ Will identify strengths and knowledge within the team ▪ Use effective communication with other team members 	<p>Vocabulary: `What should we do...I don’t understand...we could this...have you got any ideas...What does that mean...’ This is designed to get the class co-operating together in small groups.</p>
<p>Warm up: <u>Ice Breakers:</u> Rope shapes Children to split into two teams. Each team has a length of rope which they must hold in both hands along the length somewhere. The teams must as quickly as they can create the shape that the teacher calls and place on floor in that shape with no hands touching the rope. Must be in correct shape to win.</p>	<p>Teaching Points/Class Management/Differentiation (STEP) Brief the class about the challenges and walk them around explaining each task first. Then divide into groups (use the icebreaker for this). Have a signal to start and stop. (whistle) and a command to get the class to move around to the next challenge.</p>
<p>Skills/Game/Group Activity Put together a series of challenges for a group of 4 to complete in a 5min. Divide the class into small teams of four. Place the teams at one station and rotate the groups around after 5 mins. If they complete the challenge they can earn a crystal. Crystal Maze. All Aboard (Tops) (Rope area of carpet tile) Block Balance. (blocks of wood) Make a square in a rope. (length of rope) All Up Group Cheer (get the group to come up with a dance and cheer) Magic carpet (tarpaulin) Team Spell Traffic Jam (arrows) Reef Knot (length of rope) Cones (cones) Make ten from nine (nine sticks) Ideal wet weather activity</p>	<p>Have Handcuffs as a filler if a group finish an activity early and are getting frustrated.</p>
<p>Cool Down/Review: Snap shot – children’s most memorable moment from the task they just completed. Talk as their team of 4 and create statue/snap shot</p>	
<p>Evaluation/Post Lesson Notes :</p>	<p>Equipment/Resources Cards with challenges written on them. Equipment for the challenges. Rope</p>



Year Group: YR 3&4

Activity: Tribal Survival (Basic)

Lesson No. 12

<p>Learning Outcomes:</p> <ul style="list-style-type: none">▪ Learners will be comfortable with interacting within groups and following instruction▪ Will work effectively in small groups▪ Have confidence and trust in partners and members of the group▪ Share ideas	<p>Vocabulary:</p> <p>'I can do this... I want to be...we need to do this...you should do this...we have to have some people building some making...'</p>
<p>Warm up:</p> <p>Ice Breakers:</p> <p>Human Knot</p> <p>Split class into 3 groups, get children to form a circle in their group. Take hold of two different people's hand but not the people next to you each member of the team should hold onto one person's hand with each of their hands.</p> <p>Teams need to without letting go of hands untie themselves, they may change grip but not let go!!</p>	<p>Teaching Points/Class Management/Differentiation (STEP)</p> <p>Use the warm up to put the class into 3 small groups. Keep the groups separate and stay in these groups for the whole session. Brief the group about safety and not pulling on people's hands or stepping on wrists.</p>
<p>Skills/Game/Group Activity</p> <p>Tribal Survival/ Shelter Build. (SASP Cards)</p> <p>A basic version of Tribal survival. Set out 3 areas with canes, string and tarpaulins.</p> <p>The task is to prove which team is the best tribe, by making a shelter, producing art work out of natural materials.</p>	<p>Rope the cooking area off and don't allow any more than two from each team in the area. Supervise this when the stoves are lit, get the groups mixing the cocoa first while supervising the shelter building.</p>
<p>Cool Down/Review:</p> <p>Walk round viewing shelters and art work, collect equipment in.</p>	
<p>Evaluation/Post Lesson Notes :</p>	<p>Equipment/Resources</p> <p>Poles, tarpaulin, drinks, or stoves, water, pots and cocoa.</p>

STEP Space, Task, Equipment, People

