

Year Group: Yr 5+6

Activity: All aboard, Blindfold 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. Get some children to where some blindfolds so they have to be organised by the rest of the group and looked after to stay inside the rope.</p>	<p>Teaching Points/Class Management/Differentiation (STEP) Make sure children are taking care of their blindfolded classmates</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 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! Blindfold some of the group to perform this task as a progression from Year 3 and 4 plans</p> <p>Blindfold Line up: (SASP card, Tops or cards) Make the whole team wear blindfolds, line up holding hands. Get the team to line-up in an order without removing blindfolds. Age, name letters of alphabet etc</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...Try and beat the record which is 12.</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 5 and 6

Activity: Swamp Crossing

Lesson No. 2

<p>Learning Outcomes:</p> <ul style="list-style-type: none">• 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.	<p>Vocabulary:</p> <p>'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.</p>
<p>Warm up: <u>Ice Breakers:</u> Joined up body writing. Split the class into 3 teams (keep them in teams for following swamp crossings) Team have to spell any word they can by using all their team hands joined to make a word that it joined up. Lie down on ground if a dry day, or stood balancing if you want to challenge them or if on a wet day.</p>	<p>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.</p>
<p>Skills/Game/Group Activity Divide into 3 groups and swap over after each task. Crate Walk 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 crates before starting the task. Also get team to carry some items to the other side such as plank or sports equipment footballs etc.</p> <p>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. Get children to carry some items with them i.e. footballs etc</p> <p>Juggernaughts Using 3 crates and 2 planks children must get from a starting position to a finishing position. Make sure the children have to move their planks, at least once to get of finish otherwise the challenge will be too easy!!</p>	<p>Watch for the safety issues raised on the sheets. Accidents with falling over are common so grass is perfect for this activity.</p> <p>Ensure the blocks are smooth and free from splinters. Brief the group not to throw the blocks.</p>
<p>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.</p>	
<p>Evaluation/Post Lesson Notes :</p>	<p>Equipment/Resources 4 Tyres and start/finish markers. 2x planks 6x crates</p>

STEP Space, Task, Equipment, People



Year Group: Yr 5 and 6

Activity: NVNS/ Life Game/Electric fence

Lesson No. 3

<p>Learning Outcomes:</p> <ul style="list-style-type: none">• 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	<p>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.</p>
<p>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.</p>	<p>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.</p>
<p>Skills/Game/Group Activity Give each team 15 minutes to complete the tasks and then rotate round.</p> <p>Life Game (SASP Cards) set up task as the card describes. Although extend size of grid to 6x6 to make more challenging and give them only 2 lives each. Allow children to move diagonal. And creat your own route through. Though tell the children they will not ever stand on the same tile/pot/hoop more than once. Except if they get wrong and have to come back they way they came.</p> <p>Not Very Nice Stuff (SASP Cards) set up task as the card describes. Use a small bucket of water in the middle of the challenge instead of normal container make sure children don't spill the water, as this will be measured to see how other groups fo.</p> <p>Electric Fence Set up a hurdle or something to get over (rope between 2 trees) anything that will make a barrier of about 1.5m high. Aim: The children must get the whole of their team from one side of the fence to the other using only a plank and lifting techniques. You cannot jump over the fence or go underneath it. The plank may go underneath the fence though. Once over no one is allowed to go back to the start. If the fence is touched by any member or the plank the whole team must start again!!</p>	<p>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.</p> <p>Safety: Make sure children are lifting the plank correctly – lift with knees not back. Make sure all the children are helping lift as this will be easier.</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, use their voice well.</p>	
<p>Evaluation/Post Lesson Notes :</p>	<p>Equipment/Resources THESE TASKS NEED SOME PRIOR SET UP Rope for between trees or hurdle and plank A grid marked on the ground. 5 x 5, or 20 carpet tiles/ laminated card/ or chalked are on play ground. N.V.N.S. Roped or chalked circle, 4ropes, bungee, and 4 hoops and a bucket or bomb containing water.</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 ▪ 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 Will they listen to each other? Do you think people will keep interested? 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>



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<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 School Orienteering Mark out a map and set out control markers or cones around the school corresponding to numbers on the map. Each control marker will have a letter on. Each letter must be recorded, once all the letters have been found get the children to work out the anagram of all the letters.</p> <p>Use a map of the whole school site, divide the class into pairs or threes, set a fixed planning time, e.g. 3 minutes. The controls can be visited in any order, visit as many controls in the allocated time e.g. 15 minutes. Arrive at the finish within the time limit or before if all have been visited.</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. Requires some preparation.</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. ▪ 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: Scissors Pass Sit in a circle children need to pass a large made pair of scissors around the group stating whether they are passing it crossed or open. The scissors are just a diversion as you are passing the scissors whatever way you like but it is actually your feet that are crossed or open. Don’t tell the children this though see if anyone has played before in the group or who decides on a strategy. When children pass the scissors the receiver must say “The scissors are being passed.....crossed/open” The passer will tell them if correct or incorrect. The passing will continue around the 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 Robots (SASP cards) Divide the class in to small groups of 4. Mark out a start line and a finish line (or use markings in a hall). Place a chair for each team to start, facing away from the course this will be where the ‘transmitter’ sits) place obstacles in between the start line and finish. Cones, blocks, some where to go under or over.</p> <p>Place the teams with 2 robots stood blind folded on the start line, one ‘transmitter’ sat in the chair and the observer facing the transmitter and course. Only the Transmitter can speak, but they cannot turn to see the course. The robots must be guided to the end if they step on a mine they return to the start or freeze for 30 sec.</p> <p>Swap the roles around so every one gets a go at each role</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>



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<p>Warm up: <u>Ice Breakers:</u> Levitation Split class into 3 teams. Children make two lines opposite each other within their three teams. Each team must put only their first finger out in front of them by their mid-drift. In line with everybody’s fingers. Place the stick onto the children’s fingers. The group must try and place the stick onto the ground without it falling. This seems really easy, but take a look at what actually happens.</p>	<p>Teaching Points/Class Management/Differentiation (STEP) Use the warm up to put children into teams. Make sure children are keeping their heads up to avoid collisions</p>
<p>Skills/Game/Group Activity – 4 teams needed Night Line. Set a rope trail around the school grounds for the group to follow one group will follow the nightline course keep the group together by holding on to shoulders, give the leader a jug of water to carry, change the leader by placing bits of string on the course to show when the leader should go to the back. Set 2 teams off at similar times to complete the course though one starts from different ends of the rope. Give each team a jug of water to carry each team member must take a turn at carrying the water at least once! See which team has the most water. Team must negotiate past the other team as well to get to the end of the rope. Rubber Ducks Teams have to collect as many ducks as they can form the pond without standing over the rope. Each team will have 5 canes, and some string. They need to work out how to get the ducks from the pond without any of the equipment touching the water in the pond.</p>	<p>Make sure children cannot see through blindfolds, children are led slowly Are the children communicating to one another? 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 30m length of rope and an outside space Blindfolds Jug of water Rubber ducks with hooks on or something similar</p>

STEP Space, Task, Equipment, People



Year Group: YR 5 and 6

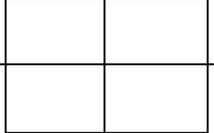
Activity: Team Building Games

Lesson No. 8 and 9

<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> Human Knot 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. Teams need to without letting go of hands untie themselves, they may change grip but not let go!! Identify a child that has taken the lead and give that child a blindfold for the next go, see if another child can take the lead,</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 Spiders web Find 2 trees or posts and place two gym mats either side, using string or bungee material or rope create a spider's web between the 2 trees, have enough space in each hole for a child to get through, make sure there are 15 spaces. Children must work together as a team to get each child through the spider's web to the other side they cannot touch the spider's web. Once one space hole through the spider's web has been used then this cannot be used again. Give children a bag of pegs so they can mark it once it has been used. If the spider's web is touched then either you can get the whole team to start again or that person may lose a life etc. Bottomless Pit Mark a space wider than a plank, this represents the pit, and put the cane on the top rung of the metal stand to represent what they need to travel over. Teams must all start at one side and get their team to the other side using 2 crates and 2 planks none of the equipment can touch the bottomless pit marked out. Children must also get all their equipment across to!!! If children fall or equipment touches pit whole group must start again Swap over activities on the Week 9.</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>Make sure children understand seesaw effects etc before you start. This needs careful supervising!!</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 Pegs 2x Planks 2x crates Cane 5ft 2x metal stands</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. ▪ 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) 4 teams Set-up playing zone of 4 grids as wide and as long as the space will let you. Each team will have their own grid 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 grid of the playing area, this maybe moved though, after each point scored. <i>Aim:</i> Children must attempt to get the one of 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 grid. They can only be caught when in one of the opponents grids 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.</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>

STEP Space, Task, Equipment, People



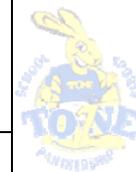
Year Group: 5&6

Activity: Crystal Maze and Wet weather

Lesson No. 11

<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: At the Races</p> <p>Children form a circle. Children are told different movements that they 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)</p> <p>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.</p> <p>Place the teams at one station and rotate the groups around after 5 mins. If they complete the challenge they can earn a crystal. Use the SASP instructions to set out the activities in a carousel to rotate around. So they must read card and understand what to do</p> <p>Crystal Maze.</p> <p>Block Balance. (Children have one less block than their group size,) Magic carpet (tarpaulin) Team Spell Traffic Jam (arrows) Sticks Cones (cones) Make ten from nine (nine sticks) Discourse (disc or cones numbers 1-5 on) Cups and Knives + other multi skill team games</p>	<p>Have Handcuffs as a filler if a group finish an activity early and are getting frustrated.</p>
<p>Cool Down/Review: Mouse escape rain storm (team building resource book pg 30)</p>	
<p>Evaluation/Post Lesson Notes :</p>	<p>Equipment/Resources</p> <p>Cards with challenges written on them. Equipment for the challenges.</p>

STEP Space, Task, Equipment, People



Year Group: 5 and 6

Activity: Tribal survival

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><u>Ice Breakers:</u></p> <p>Defender</p> <p>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)</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.</p>
<p>Skills/Game/Group Activity</p> <p>Tribal Survival/ Shelter Build. (SASP Cards) (This is could be used as a whole afternoon session.</p> <p>Use the card to set up the activities as described, place the equipment in the boxes and find three safe areas to use.</p> <p>Mark an area for trading and an area for cooking.</p> <p>Run the session as the card says.</p>	<p>Keep the groups in a close area so you can observe them easily. If you have an nature space or outside area this would be ideal.</p> <p>Risk assess the area first for, objects likely to cause injury, litter, brambles etc...</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>Take matches out of the boxes and keep safe</p>
<p>Cool Down/Review:</p> <p>Walk round viewing shelters and artwork, collect equipment in.</p>	
<p>Evaluation/Post Lesson Notes :</p>	<p>Equipment/Resources</p> <p>Poles, tarpaulin, water, stoves, spoons, Marshmallows, matches, cups, string, as on sheet....</p>

STEP Space, Task, Equipment, People



NOT FOR PUBLICATION



Year Group: 5 and 6

Activity: Gym Orienteering and Wet Weather Lesson

Lesson No. WET 1

<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> Equipment set up: Use the group to set the equipment out as shown in the map. Talk about what a map is first and then place the equipment out to match.</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 Gym Orienteering. Divide the class into pairs. Set the group of walking around the course and identifying which is which on the map. Call out objects and get the class to go and stand by that. See if they can identify which one they are stood at.</p> <p>If the group progress well identify how to keep the map SET (always matching the ground and pointing north). Now get the group to walk around with the map set so they move around the map.</p> <p>Progress on to giving the group a route to follow.</p> <p>Move on to line courses if time allows. follow the line where it touches a control marker not that one down if it doesn't touch it isn't the marker they are looking for.</p>	<p>Progress the group as you need to. Give some pairs a route to follow others just a single point might be enough.</p> <p>Prep resource before hand and have enough for the each pair.</p>
<p>Cool Down/Review: Have a game to collect all the equipment in set groups of to each point and return with the equipment.</p>	
<p>Evaluation/Post Lesson Notes :</p>	<p>Equipment/Resources Hall or outside space. Cones, benches, mats, maps and control cards, printed control points. Line course maps in case group progresses.</p>

STEP Space, Task, Equipment, People



NOT FOR SALE OR REPRODUCTION



Year Group: 5 and 6

Activity: Egg Drop

Lesson No. Wet 2

<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:</p> <p><u>Ice Breakers:</u></p> <p>There's a bomb under my chair</p> <p>The group randomly place chairs around an area at arms length from each other. The idea is to move off your chair before it explodes (3 seconds on any chair and it explodes). To do this each person must make contact with another person and quickly change places. Each person then makes contact with another person before their new chairs explodes and so on Continue until group is exhausted and warmed up. Try with non-verbal communication!!</p>	<p>Teaching Points/Class Management/Differentiation (STEP)</p> <p>Brief the class about the challenges and walk them around explaining each task first. Then divide into groups (use the icebreaker for this).</p> <p>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</p> <p>Split teams into teams</p> <p>Save The Egg</p> <p>Each team needs the following equipment</p> <p>Equipment: An egg, two balloons, a roll of selotape, some elastic bands, two straws and 4 pieces of paper</p> <p>Description: The group has 20 mins to make a vehicle to carry the egg. The vehicle should be strong enough to withstand a fifteen foot drop onto concrete. Can you save the egg from cracking?</p>	<p>Have Handcuffs as a filler if a group finish an activity early and are getting frustrated.</p>
<p>Cool Down/Review:</p> <p>Shields – Give children a shield to complete splitting the sections into best moment, worst moment, learning experience and also a motto take away</p>	
<p>Evaluation/Post Lesson Notes :</p>	<p>Equipment/Resources</p> <p>Cards with challenges written on them.</p> <p>Equipment for the challenges.</p>

STEP Space, Task, Equipment, People



St. 1 + 421 2424 Hdr 1



Year Group: 5 and 6

Activity: Group Draw

Lesson No. Wet 3

<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> Solve the Crime Contributed by Jeanne Equipment: None Description: You tell the group a series of clues to describe "the crime scene". Everyone asks yes and no questions until they solve the crime. The Crime Scene: There is a small room. There is a window in the room that is open. There is a table in the room. There is broken glass on the floor. There is also water all over the floor. There are two dead bodies on the floor. What happened? Answer: The wind blew a fish bowl off the table and the two dead bodies are fish.</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 Split teams into teams Group Drawing This activity can be presented and debriefed in a number of different ways. Examples include: teamwork; individual differences, diversity, problem solving or planning. The only equipment needed are some drawings of shapes and a large chalk board or flip chart which is visible to all. Divide the group into three small groups:</p> <ul style="list-style-type: none">• Drawers. The drawers attempt to recreate one of the predrawn designs which they cannot see. They can only draw and listen. They may not talk and they stand with their backs to the group so they cannot receive nonverbal messages.• Talkers. The talkers attempt to describe the design to the drawers. The talkers also do not see the design.• Viewers. The viewers are the only ones to see the design. They may not talk and must communicate nonverbally. The talkers may question the viewers who must respond nonverbally. The viewers may not draw the design in the air or use any other nonverbal communication which actually shows the design. <p>The initiative is complete when the viewers are satisfied with what the drawers have created.</p>	<p>Have Handcuffs as a filler if a group finish an activity early and are getting frustrated.</p>
<p>Cool Down/Review: Shields – Give children a shield to complete splitting the sections into best moment, worst moment, learning experience and also a motto take away</p>	
<p>Evaluation/Post Lesson Notes :</p>	<p>Equipment/Resources Cards with challenges written on them. Equipment for the challenges.</p>

STEP Space, Task, Equipment, People

