

**Outdoor Education**

**Teacher resource pack**

**University of Chichester**

**2012 Programme**

1. **Warm up**

In a coned area 15m by 15m students to move around following your commands.

* Change to mode of travel used – hopping, skipping, skipping backwards, two footed jumping etc
* Introduce a group number – ‘get into groups of 3’
* Create a shape – group of 4 create a triangle
* Aim to challenge the students with unusual shapes. Strive for quality students fully involved

Equipment – cones for corners of playing area

**2. Points of contact**

Students arranged into groups of 6, elect 1 leader to listen and communicate effectively with the group and teacher. Teacher to explain the task to the elected leader. ‘You and your team must have the number specified and specific body parts ONLY in contact with the floor, you must hold your position for 5 seconds’

* Start easy to gain immediate success
* Gradually build up the challenge
* Question the group individually – self set challenge ‘we think we can achieve’ – this will offer self-ownership and team work

Equipment - NONE

**3. Tight loop**

Explain to all the students the task – in teams of 6 they have to fit into the smallest circle possible and maintain their position for 5 seconds

* Place the rope on the floor students to step in hold for 5 seconds, completed
* Encourage creative thinking and praise good inventive problem solving ideas
* Encourage self-refereeing no cheating excepted

Equipment – Length of old rope / skipping rope

**4. Human Knot**

 Students arranged into groups of 6+ stood in circle facing inwards, all to hold their right hand in the air and then place into the middle of the circle and hold any other persons hand. Next students to raise their left hand and place into the middle of the circle holding a DIFFERENT persons hand.

* The aim is to untangle themselves without ever breaking the circle made by holding hands
* Looking for effective communication between team members to complete the task
* Progressions – nominate only one speaker, nominate a doctor to untangle everyone from outside the knot, introduce code words ‘up = sky’ ‘down=floor’

Equipment – NONE

**5. Bench games**

Students arranged along the top of two benches in any order without moving they must rearrange themselves into to desired orders without stepping of the benches

* Height order to start simply all students can talk
* Number of siblings no talking
* House number students this time cannot talk they must sign the numbers
* Elect one student to become the controller off the bench they can ask questions but those on the bench cannot talk their answer
* Split the benches and have competitions

Equipment – Gymnastic benches

**6. Human Seat**

Students arranged in teams 8+ arranged in a circle students stood shoulder to shoulder all turn to the left, aim to sit on the person behind you lap.

* Firstly let them self-discover how to overcome the problem set – ensure you explain the safety aspects of not to fall onto the person behind but gently lower your self
* Encourage students to reorder themselves to increase success
* Challenge them to sit down and hold for 5 seconds, arms out, more advanced students start walking

Equipment – NONE

**7. Pass the hoop**

Students arranged in circle teams of 6+ holding hands arms out stretched. Place a plastic hoop over the hands of two students and make them re-join their hands. The aim of the game is to move the hoop around the circle as quick as they can without breaking the circle

* Let the students practice gage strategies to complete the task firstly
* Challenge competition against other groups
* Blind fold students to increase difficulty

Equipment – plastic hoops (progression blind folds)

**8. Cone placement**

In teams of 6+ students aim to place a cone as far from a start line as possible, one condition being they must remain in physical contact with each other as soon as they pass the start line.

* Encourage team talks and thinking time don’t rush them to start
* Quality – students must place the cone it cannot be thrown
* They may lay outstretched, hop over the line holding hands
* Encourage creative thinking and effective use of team work

Equipment – cones

**9. Shepherds and Sheep**

Place four cones in the middle of a large playing area 5m by 5m creating 4 sheep pens. Students placed into teams of 6+ differentiated by bibs colours with a blind fold each. Nominate 1 shepherd from each team, their team mates have to spread themselves around the outside of the sheep pens in a designated area of about 50m by 50m. Call the shepherds over and clearly identify a sheep pen to each of them. The aim of the task is to direct the blindfolded sheep into the nominated sheep pens with only the shepherd calling instructions.

* Start by shepherds aloud to stand by their sheep and verbally direct them into the pen
* Shepherds now have to be stood behind a line and all have to call to their sheep – encourage clean concise instructions
* Shepherds and their flock have to come up with a code to direct each other from a distance
* Shepherds and their flock to create a tapping system on the shoulder to direct their sheep into the correct pens.
* The main focus should be placed on effective communication being clear and concise
* Sheep are allowed to move slowly around the designated area to increase difficulty for shepherds

 50 metres

 50 metres

 Shepherds

Equipment – Bibs, cones and blindfolds

**10. Building blocks**

Split into two teams 6-8 players, 1 fielding team and 1 throwing/building team. Throwing team aiming to knock 4 blocks over from a throwing distance 5m away. Throwing team have 3 attempts in which to knock the blocks over before the roles reverse and they become the fielders. If the throwing team successfully knock the blocks over they aim to re-build the blocks in 1-4 order without being hit by a tennis ball thrown at them by the fielding team. The fielders aim to hit the throwers to get them out of the game to decrease their chances of success.

* Team members to be labelled 1-8 them must throw in this order each time to make sure everyone can throw
* Emphasis on team work from the fielding team passing the ball around to catch throwers
* Throws not allowed in the square increase the square size for difficulty
* Ball must bounce better each pass on fielding team
* Zone off area to prevent fielding team intruding on the blocks
* Time constraints on the ball

Equipment – Cones, 1,2,3,4 blocks 1cm by 1 cm and tennis ball

**11. Pulse**

Students arranged in two teams sat down in two lines and metre apart but facing each other. Teacher or nominated student to sit at the end of the two lines. Hold your teams mates hands sat next to you and each team to hold one hand of the teacher/nominated student. Students are to close their eyes and feel the squeeze of the pulse as it travels down the line when their hands has been squeezed. Students at the end of the line to pick up and item to indicate finishing first

* Teacher/nominated pulse starter to vary the start time to encourage fair play
* Calming game to round of an energetic session

**12. Running warm up**

Students to be split into teams of 6ish and sat behind a starter cone, 10metres away on the floor a finished simple picture, another 10m on the same picture with lines missing. Students have to relay in their team one at a time drawing only 1 line each and complete the picture when they think the picture is done they are to sit down.

* Fun warm up activity increasing the heart rate through running
* Praise team work and positive encouragement
* Question students on strategies they used



Equipment – cones, pens and pictures both plain / complex

**13. Crane**

Students arranged behind a starting line the aim in individually they are to lean over the start line and place the cone as far away as possible without touching the floor with any part of their body. Cone has to be placed on the floor not thrown. Determine a winning distance and leave that cone where it is as a marker to beat. Students to now pair up and following the same instructions but working together to beat the individually winning score, allow students time to discuss and practice a variety of ideas. Determine a winning distance from the pair category and mark with a cone. Students to now get into groups of 4. Following the same instructions repeat working as a team can they place the cone further than on their own? Final challenge in a group of 8, nominate 1 leader. The leaders are to lease with the teacher on the crane technique.

* Give student plenty of self-discovery time
* Identify students working well as a team
* If students come up with inventive ideas showcase to the rest of the class
* Leadership skills and communication

Equipment – board pens / cones

**14. The farmer and the river?**

Students arranged in groups of 4. Using laminated sheets students to solve the problem outlined. If there are 3 chickens, 1 Fox, 1 sack of rice, a boat and a man:

* The man must cross all animals and the sack of rice using his boat to the other side of the river without the CHICKENS being eaten by the FOX, and the SACK OF RICE being eaten by the CHICKENS.
* The man can only carry 2 things/animals per cross
* The fox will eat the chicken if they stay on one side and the same for the sack to be eaten by the chicken
* First trip: Takes the fox and the rice...returns empty!
Second trip: Takes two chickens and returns with fox and rice!
Third trip: Takes third chicken...returns empty!
Fourth trip: Takes fox and rice!

Equipment – Laminated sheets (3x chicken, 1x fox, 1xboat, 1xman, 1xriver and 1x rice) include writing and picture

**15. Blind Square**

To start this activity has the whole class form a circle and putting the blindfolds on. Then each person picks up the rope, which has been tied into a circle. Everyone should be standing on the outside of the rope. The object is for the blindfolded group to form a square, triangle, pentagon, or any shape the players want to try.

* Get students to think of their own challenges
* Progression – split the class into 2 or 3 and call out shapes creating a competition between teams

Equipment – Rope 50 – 100m long and blind folds

**16. Spiders web**

A spiderweb will need to be built between two trees with about one hole in the web for each person in the group. Holes should be of varying sizes and heights. Nylon cord works well in constructing the web. The group is to pass people through the web without anyone touching it. If a person does touch the web, you must restart that player.

* Challenge students to build spiders webs for other teams visit a variety of different spider webs
* Progression – no two people are aloud through the same hole

Equipment – nylon cord / skipping ropes / rope

**17. Quick Sand**

Place the mat or coned area about six giant steps away from a boundary line (coned area). The goal is to get everyone from behind the boundary line across the open area onto the mat or coned area without touching the ground. The disks can be used to cross the area, but once they are put on the ground they cannot be moved. Also, someone’s foot must be on the disk at all times until the last person crosses.

* Allow student to repeat but increasing the distance from the boundary line
* Give adequate time in order to complete task

Equipment – flat spots or discs, mat or coned area and cones

**Warm up orienteering**

Students arranged in an area 15m by 15m, teacher to identify North, South, East and West. Students are to run to that direction when indicated by the teacher. Last student to arrive has a forfeit to complete.

* Introduce ideas to challenge the students memory keeping with the theme of orienteering. Deer in head lights – students to freeze in their position, tree branch – students to pretend to trip over, navigate – students to pretend to hold and map and turn 360, quick sand – stand with leg still but trying to riggle away and trig point – students to stand tall and look around.

North

 West East

 South

1. **Understanding the basics Orienteering**

Students split into pairs and to label themselves A and B. They are to line up facing their partner A’s on one side B’s on the other side on 3m gap. Partner A is given a coded stick (A234) they show partner B and they are both to remember this number. Stepping back into their lines partner A’s are to hide the coded stick, they have 15 seconds for run and hide the stick and return to their original line. Whilst partner A is hiding the stick partner B’s are to close their eyes. When all the partner A’s have returned they are to verbally direct their partner as quickly as they can to their coded stick without pointing or head nodding whilst standing in their line. Swap so now partner B hide the stick and verbally direct partner A. Repeat process but cannot talk to direct their partner (non-verbal communication)

* Important that students only collect their coded stick and leave others where they are
* Safety identify areas out of bounds
* Verbal communication techniques (direction left and right, paces, clock numbers 12o’clock, compass direction (N,S,E,W)
* Nonverbal communication (pointing, waving, paces on fingers)
* Differentiate coded sticks for More able and Less able students (MA – A34RT, LA – A3)

A

B

* Progression – all students to be given a coded stick each, on a piece of paper at the top they are to write their name and stick code. They have 4 minutes to create a map of their choice (all with the same designated starting place) to hide the coded stick and return to the starting position. Teacher to collect all the maps and redistribute to different students. First person back with the correct stick wins. Discuss what makes a good map landmarks, pases, scale, direction and clear. Repeat if required.
* Students to get into groups of 4, now using 4 coded sticks they are to create a map that clearly identifies the codes on the top. Encourage inventive and enjoyable courses to challenge others map reading skills.

Equipment – coded sticks enough for one each, paper, pencils

1. **Photo Orienteering**

This takes a little pre organisation however is a valuable tool to be used with a variety of classes. The aim is to take close up shots of objects around the school (x15) print these on A4 paper and laminate. On the reverse side of the photos students will see a question written, they will only be able to answer the question when they are stood in the correct place. Example – close up of the corner of the schools welcome sign, Question on the back could be name the security devise brand on the wall in front of you. Students are to return to a central point give you their team name and answer and collect a new photo. First team with all 15 photos and 15 correct answers win.

**Assault course**

Three eggs are places around an assault course and need retrieving back to the start. Each egg must take less than 30 seconds from when it is first touched to when it reaches the start, and must travel along the obstacles.

* Entry to the course is only from the starts (no walking along the side)
* The route to be takes is the same as you did previously without the egg.
* People may move forward or backwards along the course
* Coming off a piece of apparatus means that the person returns to the beginning of that section.

Equipment – eggs, apparatus to create an assault course

**Trolley**

Your full team is required to participate to earn points

Three cones are placed on the field. 10 points for retrieving each cone. The grass is contaminated and can only be walked on using the equipment supplied. A touch of the grass will require the whole team to return to the start. Any cone held must be left where the touch of the grass was made.

Equipment – cones, flat spots, mats

**Human Ludo**

Six team members must move from their starting positions (four blues: 1,2,3 and 6 two reds: 4 and 5) via the middle, to the finish F in numerical order.

A move is from one circle to another circle

Team members may only move along one of their colour coded arrows

Only one person may move at a time

Nobody may make consecutive moves, with the exception of the last two moves for number six

Only one start of the exercise is allowed

**Giants finger**

30 points awards for raising the tyre off the pole, touching it on the ground, and returning it onto the pole.

Students have to work together in order to not touch the pole with anything

Equipment – tyres and pole in the ground or stake

**Blind folded square**

Team of 6 plus. All participants will be blindfolded and holding onto a large length of rope. The team must create a perfect square whilst blindfolded, students awarded points according the square created.

Differentiate the shape to make easier or harder tasks

Equipment – length of rope and blindfold

**Problem solving puzzle**

Either in groups or individually student have to arrange the first 8 letters of the alphabet in the circles below.

A,B,C,D,E,F,G,H – letters cannot be joined to following or previous letters of the alphabet

(Blank problem card)

(Completed problem card)

Equipment – laminated sheets of problem and white board pens

**Cane game**

Students arranged in teams of 6+ with their index finger out and stood up place a cane lying across their outstretched finger. Students to be arranged alternately both sides of the cane facing each other. Aim of the game is to lower the cane to the floor without it dropping.

Increase team numbers to increase difficulty of the task

Equipment – canes