LOST
LEARNING • OUTDOORS • SUPPORT • TEAM

Experience and Outcomes	Resources
I am discovering ways that I can link actions and skills to create movement patterns and sequences. This has motivated me to practise and improve my skills to develop control and flow. HWB 1-21a	• Woodland Workout - https://www.forestresearch.gov.uk/research/the-woodland-workout-teachers-guide/ (Originally designed for use in wooded area, works equally well in school grounds.)
Learning Outcome	• dry wipe boards and pens
Pupils can create a short sequence of activities (no less than 2, no more than 4) which they can demonstrate to classmates.	• chalk
	• stop watch (teacher use)
	• cones

Activity Pupils design and use an Outdoor Workout format.	Assessment
1. Pupils are asked to think of the outdoor space as a gym with limited equipment. Exercise in this gym is completed at stations where they will be expected to complete a sequence of activities.	**Peer Assessment** Pupils feedback to classmates on the ease of following the instructions and of moving from one activity to another.
2. Teacher shows an outdoor space and suggests activities (running, hopping, squats ….) that can be performed at the station in the space of 4 minutes.	
3. Pupils suggest other activities and are asked how they might make the change over from activity one to another (running to squats for example) easily.	**Teacher Assessment** As pupils workout their own sequence, teacher questioning to establish that pupils are planning for smooth transition between activities.
4. Pupils are allocated space as their station and develop activity sequence using only chalk, ropes or cones to mark out the work space (the length of a lap, the start position for a standing jump…)	
5. Once pupils have made designed their sequence they write/draw simple instructions on the dry wipe board and demonstrate to classmates.	
6. Dry wipe boards are left at each station.	
7. Pupils rotate around the stations while Teacher times and signals change overs.	