

The following lesson grids exemplify some outdoor games which could be used to supplement or start PE lessons outdoors. They also link in with nature and wildlife topics which may be being studied in the class. The games can be adapted and changed to suit any level of learner, size of group or playground space. Most activities have a first level outcome displayed here, but could be changed to suit other levels.

The games can also, of course, be played as standalone activities, without linking to other classroom topics.

Further information about these games and other ideas can be found here:

<https://blogs.glowscotland.org.uk/ea/public/learningoutdoorsupportteam/uploads/sites/11891/2020/08/25101216/Environmentalgamesandactivitiesbookletforkids.pdf>

Links with Science - Senses

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| <p><u>Experience and Outcomes</u></p> <p>Within and beyond my place of learning I am enjoying daily opportunities to participate in physical activities and sport, making use of available indoor and outdoor space. HWB 1-25a</p> <p>I have explored my senses and can discuss their reliability and limitations in responding to the environment. SCN 1-12b</p> <p>I can identify my senses and use them explore the world around me. SCN 0-12a</p> <p><u>Learning Outcome</u></p> <p>To enjoy taking part in physical activity outdoors. To use hearing to detect information around them. To discuss how reliable their hearing has been.</p> | <p><u>Resources</u></p> <ul style="list-style-type: none"> • Outdoor space <p>Optional: Paper or maps of the school, pencils/pens, clipboard</p> |
| <p><u>Activity</u></p> <p>Game: 1, 2, 3 Where are you Linked to learning on senses <i>This game is also good for establishing boundaries and areas which can be accessed when you first go outside.</i></p> <p>What to do: Decide on boundaries in the outdoor area with the pupils. Have a discussion about the areas chosen and why. Split the class into two teams – hiders and seekers. The hiders go off as one big group and hide somewhere within the boundaries. The seekers stay and count to a number you choose. When they have finished counting the seekers shout “1, 2, 3, where are you?” and the hiders shout “1, 2, 3, we are here!” – They MUST shout back. The seekers use their hearing and work together to find the hiders. They can repeat the calls if they need to. Continue the game by swapping teams as much as you want.</p> | <p><u>Assessment</u></p> <p>Observation of pupils using their hearing Discussion with pupils Map work (if extension activity completed)</p> <p>Follow Up Activity/Homework – Pupils are blindfolded in the grounds with a partner standing only a little bit away. They use their hearing to work the direction of their partner's voice. Pupils note down anything they hear on their journey to school in the morning or their journey home at the end of the day.</p> |



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Potential extensions: Teams can use a map of the school to pick out good hiding places and to pinpoint places that they think the sound is coming from.

Teams can be made smaller or pupils can hide and seek in pairs
Pupils can talk about how their hearing helped them in this activity and anything that made it difficult

Links to Science – Biodiversity and Interdependence

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| <p><u>Experience and Outcomes</u></p> <p>Within and beyond my place of learning I am enjoying daily opportunities to participate in physical activities and sport, making use of available indoor and outdoor space. HWB 1-25a</p> <p>I can explore examples of food chains and show an appreciation of how animals and plants depend on each other for food. SCN 1-02a</p> <p>I can use my knowledge of the interactions and energy flow between plants and animals in ecosystems, food chains and webs. I have contributed to the design or conservation of a wildlife area. SCN 2-02a</p> <p><u>Learning Outcome</u></p> <p>To enjoy taking part in physical activity outdoors. To identify the different roles in food chains – 'predator', 'producer', 'consumer' and 'prey'</p> | <p><u>Resources</u></p> <ul style="list-style-type: none"> • Outdoor space • 'Nuts' or any objects that can be hidden and collected |
| <p><u>Activity</u></p> <p>Game: Robber's game Linked to learning on food chains and wildlife</p> <p><i>There are lots of robberies in the woods. The squirrel hides some nuts and the other animals steal, or the squirrel cannot find his hide out any more and is starving.</i></p> <p>What to do: Split the class into two teams: squirrels and robbers. You could change the names to link with class topics if you want and link this to the vocabulary mentioned in the learning outcomes. Give the squirrels some 'nuts' (could be beanbags, balls etc) and they go and hide them in the grounds. Decide on boundaries before they hide them. The robbers are allowed to watch where they are hiding them. The squirrels then return to the base and as a class, decide on the minimum number of 'nuts' the pupils need to collect in a given time</p> | <p><u>Assessment</u></p> <p>Observation of pupils running around Discussion with pupils</p> <p>Follow Up Activity/Homework – You could limit the amount of nuts that there are to hide, to make it more difficult for all to collect the right amount. This could link to climate change or human impact on nature, causing a lack of food for different animals. Pupils could then conduct some research about this.</p> |



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frame. This could be the amount of nuts they need to survive. The squirrels and the robbers then run to try to collect the minimum number in the time frame before returning to base. Any who do not collect the minimum number are out. You can swap the teams about to give everyone a chance at hiding the nuts.

Potential extensions: Teams can use a map of the school to pick out good hiding places and to pinpoint places that they could hide the nuts.

Talk about the impact of animals stealing the food of other animals – how does this impact the food chain etc?



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Links to learning across the curriculum



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Experience and Outcomes

Within and beyond my place of learning I am enjoying daily opportunities to participate in physical activities and sport, making use of available indoor and outdoor space. HWB 1-25a

Learning Outcome

To enjoy taking part in physical activity outdoors.
To recall information learned on a particular topic

Resources

- Outdoor space
- Optional – chalk to draw lines in the playground, metre sticks to measure

Activity

Game: Fox and the Hare

Linked to learning across curricular areas

What to do: Split the class into two teams: foxes and hares. The two teams stand opposite each other in a line of around five metres long. Behind each team, at a distance of 30 metres away, is the finishing line. A statement is read out loud – this could be related to any area of learning that the pupils have been covering. If the statement is true, the hares chase the foxes. If the statement is false, the foxes chase the hares. Whoever makes it over the finishing line has saved themselves and stays in the game. Whoever doesn't make it is caught and is out. They could also join the opposite team, instead of being out.

Notes: Before you start, you could make some sort of mark to show where pupils should run if they think that the statement is true. You

Assessment

Observation of pupils running around – do they choose to run the correct way
Discussion with pupils – talk about their thought processes, ask them to explain how they knew the correct answer

Follow Up Activity/Homework –
Choosing a particular topic that they have been learning about, pupils could make up their own true or false question set to test their peers.



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could also start by saying some very easy statements to allow for some practice.

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| <p><u>Experience and Outcomes</u></p> <p>Within and beyond my place of learning I am enjoying daily opportunities to participate in physical activities and sport, making use of available indoor and outdoor space. HWB 1-25a</p> <p>I am discovering ways that I can link actions and skills to create movement patterns and sequences. This has motivated me to practice and improve my skills to develop control and flow. HWB 1-21a</p> <p><u>Learning Outcome</u></p> <p>To enjoy taking part in physical activity outdoors. To show awareness of space and use this to control movements To show control over movement, including adapting to changes in speed, direction and travel</p> | <p><u>Resources</u></p> <ul style="list-style-type: none"> • Outdoor space • Trees or other landmarks to be visited – cones, hoops etc • Optional – paper, pencils, elastic bands, maps of school grounds |
| <p><u>Activity</u></p> <p>Game: The Shortest Path</p> <p>What to do: In an outdoor space with around 10-30 landmarks (these could be natural, e.g. trees, bushes or man-made e.g. hoops, cones, toys etc) spread out across the space, pupils plan a route between each landmark using as few steps as possible. Who can find the best and shortest path between the landmarks or who can jump the furthest? Do they need to visit any landmarks twice? You can make sure all landmarks are visited by ask pupils to mark a piece of paper at each landmark or collect an elastic band from each when they visit it. You could also pair pupils up to have a referee counting their steps and checking they visit all landmarks.</p> | <p><u>Assessment</u></p> <p>Observation of pupils working and moving Discussion with pupils of their planning process</p> <p>Follow Up Activity/Homework – Pupils create a layout of landmarks for their peers or another class to try travelling to via 'The Shortest Path'</p> |

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Potential extensions: If using trees as landmarks, support pupils to identify the trees and use this in their planning of their route "I will go to the oak tree first..."

Pupils could use a map of the school to mark on the landmarks to be visited and their potential routes.

Links to Science – Biodiversity and Interdependence

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| <p><u>Experience and Outcomes</u></p> <p>Within and beyond my place of learning I am enjoying daily opportunities to participate in physical activities and sport, making use of available indoor and outdoor space. HWB 1-25a</p> <p>I can use my knowledge of the interactions and energy flow between plants and animals in ecosystems, food chains and webs. I have contributed to the design or conservation of a wildlife area. SCN 2-02a</p> <p><u>Learning Outcome</u></p> <p>To enjoy taking part in physical activity outdoors. To identify the different roles of interaction between animals in nature</p> | <p><u>Resources</u></p> <ul style="list-style-type: none"> • Outdoor space • Scarves or pieces of cloth • Paper • Pencils • Watch |
| <p><u>Activity</u></p> <p>Game: Foxes, rabbits and leaves</p> <p>Linked to learning biodiversity and interdependence – talking about the ‘balances’ in nature</p> <p>What to do: Split the class into 3 roughly even groups – foxes, rabbit and leaves. The foxes form a circle. The rabbits get a scarf or piece of materials to tuck inside their belt or waist band as a ‘tail’ and they stand inside the circle. The leaves stand outside the circle and they can’t move. Decide on a length of time for each round and how many rounds you are going to play e.g. 6 rounds of 2 to 3 minutes each. During each round, the rabbits have to try to get past the foxes to ‘tag’ the leaves – they can catch as many leaves as they are able to. The foxes try to catch the rabbits by pulling their tails; the rabbits are safe when they are in the crouching position, but, they can’t move or tug a leaf if they are crouching. The foxes can only catch one rabbit</p> | <p><u>Assessment</u></p> <p>Observation of pupils Discussion with pupils between and after rounds of the game</p> <p>Follow Up Activity/Homework – Begin to look at the balances in nature and link to food chains and food webs.</p> |

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per round. When the time is up, end the round. Any rabbit that has been caught by the foxes, becomes a fox too. If the fox fails to catch any rabbits, it becomes a leaf. If the rabbit fails to tig any leaves, it becomes a leaf too. When the rabbit gets a leaf, the leaf joins the rabbits team.

Potential extensions: At the end of each round, note how many there are in each group. When the game is over, discuss how the numbers varied - if there are too many rabbits there isn't enough food, so some of the rabbits die; it is also easier for the foxes to get rabbits, so the number of foxes temporarily increases.

However, if there are too many foxes, they can't all get rabbits, so some die - therefore it becomes easier for the rabbits to get food, and their numbers increase!