

OUTDOOR LEARNING FOR SCHOOLS, BY

SUBJECT: PE, Science **DATE:** March **DURATION OF LESSON:** 1 hr

ASSUMED PREVIOUS KNOWLEDGE:

Understanding of simple directional instructions (up, down, left, right, over, under)

LEARNING OBJECTIVE:

To understand how the five senses work. Developing Communication, Listening, Patience, Resilience, Confidence

SUCCESS CRITERIA:

- Make it to the end of the course without leaving others behind
- Use listening as a component in navigating the course
- To help others around the course with clear instructions

INTRODUCTION:

You're lost in the woods and need all your senses to get yourself and your class out of there pronto!

Use 'We're Going on a Bear Hunt' to help younger children understand the concept of going over, under, around etc. **(EYFS)**

Turn the course into an adventure challenge for older children. **(Key Stage 1+2)**

MAIN TEACHING INPUT:

Introduce the five senses; sight, hearing, touch, taste and smell. Start with sight, it's our strongest sense. Sight sometimes overwhelms our other senses because it gives us so much information at once. If we close our eyes, our next strongest sense will be hearing.

(Key Stage 2) Stand your class shoulder to shoulder and tell them they need to keep in line. Give them simple directions (one step forward, turn left etc). Once complete, do it again, but this time with their eyes closed and see if they can stay in line. What can they do to keep in line if their eyes are closed? (hold onto one another).

(Key Stage 1) Stand your class in a line, one behind the other. Have them place their hands on the shoulders of the person in front of them with you as their leader. Have them follow simple directions without letting go of the person in front of them. Is it easier to follow instructions if they're going fast or slow?

INDEPENDENT TASK:

Set up a puzzle walk using a rope or string. Send your class through as many obstacles as you'd like, make it as easy or difficult as you'd like. Make sure your class can follow the line by holding onto it with either their left or right hand at all times. Challenge them to make it through your obstacle course without leaving anybody behind.

(EYFS) Can they follow the line and look after each other?

(Key Stage 1 & 2) Split into pairs and name them A or B. Blindfold A and have B lead them around the course using only verbal communication. Once they reach the end, swap over.

PLENARY: How challenging was the course? Did they make it out of the 'woods'? If they had the chance to do it again, would they do anything different?

WE'D LOVE TO SEE HOW THIS LESSON WORKED FOR YOU

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