

PE UKS2 Unit 30

Outdoor and adventurous activities 3

Lesson 7

The safest route



Lesson 7 The safest route

 **40 mins**

Learning objectives

Children should learn:

- to develop and refine problem-solving skills when working in pairs to cross a danger zone;
- to work safely and guide another person carefully;
- to decide what approach to use to meet the challenge set;
- to see the importance of a plan, and the value of collaborating with and trusting a partner;
- to improve their performance by changing or adapting their approaches as needed.

Success criteria

Children:

- successfully apply skills and approaches when guiding and being guided around obstacles;
- use physical and teamwork skills well in problem-solving activities;
- recognise similarities between challenges and choose efficient approaches to new ones;
- understand the excitement and enjoyment of completing a challenge;
- know how to prepare physically and organisationally to be safe and efficient;
- are clear about what they have to achieve and recognise the importance of planning and thinking as they go;
- identify what they have done well and suggest how they could adapt plans to be more efficient when facing similar challenges.

National Curriculum Attainment Targets

Pupils should be taught to:

- enjoy communicating, collaborating and competing with each other;
- take part in outdoor and adventurous activity challenges both individually and within a team.

Vocabulary

blindfold, challenge, cooperate, guide, improve, instructions, obstacle, plan, problem solving, roles and responsibilities, route, safety

Resources

- a suitable environment, (e.g. hall, gym or school grounds)
- blindfolds
- ropes, benches or lines to mark out the boundaries of the obstacle course
- various PE and other equipment, (e.g. cones, tables, benches, chairs, mats)
- **Interactive CD Image Gallery: page 20, Problem solving**
- **Resource sheet 7: The safest route**

Advance preparation

- In this activity, one child will guide their blindfolded partner across a danger zone full of obstacles, finding the safest route through to the other side.
- Set up the equipment in a large, open space, for example, in the gym, hall or outside, as shown in the illustration on **Resource sheet 7: The safest route**. You could mark out the boundaries with ropes or benches, or use lines already marked out on the ground. Set out obstacles in this area for the children to travel around safely. Make the course sufficiently challenging but without compromising the children's health and safety. You will need to do a risk assessment of the course before the children use it. Prepare the set-up prior to the lesson and out of the children's view, so that they arrive at the lesson fresh to the challenge.

Introduction

10 mins

- Discuss with the children the previous problem-solving challenges that they have undertaken. What made them successful or otherwise? How did they solve problems and complete the challenges?
- Tell the children that they are going to be set a challenge which will require them to work together in pairs to help each other cross a danger zone safely, avoiding the obstacles on the way. Ask the children what working like this might involve. Look for ideas such as listening to each other, cooperating with each other, trusting each other, and so on.
- Explain that one child will wear a blindfold and the other will guide them across the course by giving instructions that allow the blindfolded person to find the safest route from one side to the other.

Main activity

25 mins

- Tell the children that they will have 25 minutes for everyone to complete the challenge. Explain that the mats, tables, cones, etc. in the danger zone are obstacles that must be avoided. Ask the children to get into pairs and line up at the starting point. Explain that you will set the pairs off one at a time. Remind the children that if they are the guide, they must concentrate at all times and care for their blindfolded partner so as to avoid collisions and ensure that they complete the course safely. When a pair finishes the course they return to the start and wait for their second turn, when they swap roles and the person who was blindfolded becomes the guide. The rules are:
 - One child is blindfolded while the other is their eyes/guide.
 - The blindfolded child has to make their way with the guidance of their partner from one side of the danger zone to the other.
 - The guide must stay on one side and call out instructions to their partner; they may use only their voices to guide them away from danger.
 - The blindfolded child must not touch any of the obstacles; time penalties will incur if they bump into or step on any obstacles.
 - Nobody is to be hurt in any way.
 - The teams have 25 minutes to complete the challenge.
- Encourage the children to discuss a plan of action that ensures the safety of the blindfolded partner, for example, what sort of instructions are they going to use. Get them to consider the dangers and listen to each other's ideas. Ask the children some questions about how they can complete the challenge confidently and accurately. Make sure that they conduct themselves safely in solving the problem.

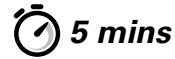
- Pairs can watch while they are waiting for their turn, to see how others are performing. Encourage them to use what they have seen to improve their own performance. Explain that you are going to time how long it takes each pair to complete the course.

Extensions

Make the challenge different by:

- including more rules;
- bringing the blindfolded children in without seeing the course;
- asking the children to carry an item or two;
- marking a particular route around the course with arrows;
- asking the children to think of their own safe route challenge for others to try.

Plenary



- Discuss with the children what they thought of the activity. Allow them the opportunity to evaluate their performance.

Key questions ?

What went well? What did you enjoy?

How easy or difficult was it?

How successful were you?

What helped you to work well with your partner?

What did you have to think about to keep your partner safe?

How did you improve when you swapped roles and repeated the course?

Name: _____ Date: _____

The safest route

