

PRIMARY PHYSICAL EDUCATION



Outdoor and Adventure Strand
Cooperative Challenges and Orienteering

Outdoor and Adventure Activities – An Overview

Outdoor and adventure activities are facets of the physical education curriculum concerned with walking, cycling, camping and water-based activities, orienteering, and outdoor challenge activities. Orienteering is an exciting activity that combines the geographical skills of map work, the physical activity of walking or running and the adventure of exploring unfamiliar locations. It can be introduced through preliminary exercises on the school site. Outdoor challenge activities include trust or co-operative activities, group problem-solving exercises, and physical challenges such as those presented by rope courses and adventure play apparatus. Water-based activities may be included in the programme, providing opportunities for canoeing or sailing. These activities, which are mainly non-competitive, offer alternative avenues for pupil achievement and encouragement to adopt a healthy life-style based on an enjoyment and appreciation of the outdoors.

Primary School PE Curriculum, page 5.



Curriculum Objectives – Outdoor and Adventure Activities

Strand Unit - Walking

Junior & Senior Infants	1 st & 2 nd Class	3 rd & 4 th Class	5 th & 6 th Class
<ul style="list-style-type: none"> Undertake short walks within or adjacent to the school grounds Find an object in a confined area of the school site, given simple clues 	<ul style="list-style-type: none"> Undertake short walks, outside the school site where possible Find an object in a confined area of the school site, given simple clues 	<ul style="list-style-type: none"> Undertake forest walks 	<ul style="list-style-type: none"> Undertake forest walks Develop a range of cycling skills Prepare for camping or bivouacking

Strand Unit - Orienteering

Junior & Senior Infants	1 st & 2 nd Class	3 rd & 4 th Class	5 th & 6 th Class
<ul style="list-style-type: none"> Identify areas of the hall, playing field or school site 	<ul style="list-style-type: none"> Identify areas of the hall, playing-field or school site Find objects or areas by following a simple plan (set of drawings) 	<ul style="list-style-type: none"> Identify symbols for familiar features on a map of a familiar area Undertake a star orienteering activity 	<ul style="list-style-type: none"> Find controls on the school site, using a map or plan Undertake a memory star orienteering course Undertake point-to-point orienteering Undertake score orienteering

Strand Unit – Outdoor Challenges

Junior & Senior Infants	1 st & 2 nd Class	3 rd & 4 th Class	5 th & 6 th Class
<ul style="list-style-type: none"> Undertake adventure trails Undertake simple co-operative (trust) activities 	<ul style="list-style-type: none"> Undertake adventure trails Undertake simple co-operative (trust) activities 	<ul style="list-style-type: none"> Undertake an adventure trail Undertake simple co-operative (trust) activities 	<ul style="list-style-type: none"> Undertake an adventure trail Under simple co-operative (trust) activities Undertake physical challenges

Strand Unit – Understanding and Appreciation of Outdoor and Adventure Activities

Junior & Senior Infants	1 st & 2 nd Class	3 rd & 4 th Class	5 th & 6 th Class
<ul style="list-style-type: none"> Begin to develop an appreciation of and respect for the environment 	<ul style="list-style-type: none"> Begin to develop an appreciation of and respect for the environment explored Discuss the safety aspects of activities undertaken 	<ul style="list-style-type: none"> Develop positive attitudes towards caring for the environment Discuss the safety aspects of activities undertaken Plan, observe, describe and discuss activities outdoors 	<ul style="list-style-type: none"> Develop positive attitudes towards caring for the environment Discuss the safety aspects of activities undertaken Plan, observe, describe and discuss activities outdoors

Physical Literacy – an overview

Research shows that being physically active later in life depends on feeling confident in an activity setting; and that confidence, as an adult, most often comes from having learned a range of specific movement skills as a child. Physical Literacy gives pupils the tools they need to take part in physical activity and sport, both for healthy life-long enjoyment and for sporting success. The physically literate child can be described as having the motivation, confidence, movement competence, knowledge and understanding to **value** and **take part in** physical activity throughout their personal lifelong journey. Through focusing the lens on the development of FMS in the primary school, we can create an environment in which pupils can flourish physically and meet the milestones of physical literacy as they move through the school years, so that they are more likely to continue to be active outside of school and later in life. We aim to teach our pupils to move well, so that they will move often.

What are Fundamental Movement Skills?

FMS are the basic building blocks of movement and a core element of physical literacy, because enhanced movement competence enables pupils to participate in a wide range of physical activities and settings, for a variety of intensities or durations. It is only when these skills are mastered that a child can go on to develop specialised movement skills, which will allow them to reach their potential in sports-specific endeavours. FMS are divided into the following three categories:

Locomotor Skills Transporting the body in any direction from one point to another	Stability Skills Balancing the body in stillness and in motion.	Manipulative Skills Control of objects using various body parts.
<ul style="list-style-type: none"> • Walking • Running • Hopping • Skipping • Jumping for height • Jumping for distance • Dodging • Side stepping 	<ul style="list-style-type: none"> • Balancing • Landing 	<ul style="list-style-type: none"> • Catching • Throwing • Kicking • Striking with the hand • Striking with an implement

How do I teach FMS in my PE programme?

The **Move Well, Move Often** interactive resource has been designed to complement the teaching of the PE curriculum. The resource features a Teachers' Guide, three Skills and Activities books, and a suite of online resources including video clips, planning exemplars and sample lessons. More than 350 activities are presented in the resource to provide opportunities to develop FMS. Furthermore, take home activities are provided throughout the resource to enable pupils to reflect on, consolidate and share their learning outside of the PE lesson. These experiences should lead to a physically literate pupil, who has the movement competence, confidence, and understanding to continue participation in physical activity throughout their lives. It is not intended that the development of FMS replaces the PE lesson. Rather, it is intended that this **skill development is integrated into the PE lesson** in line with the overall school plan. In this way, the teacher focuses a lens on skill development within a lesson that is based on one of the six strands of the PE curriculum.



The resource is available on www.scoilnet.ie/pdst/physlit and www.pdst.ie/physlit

Developing FMS through the Outdoor and Adventure Strand

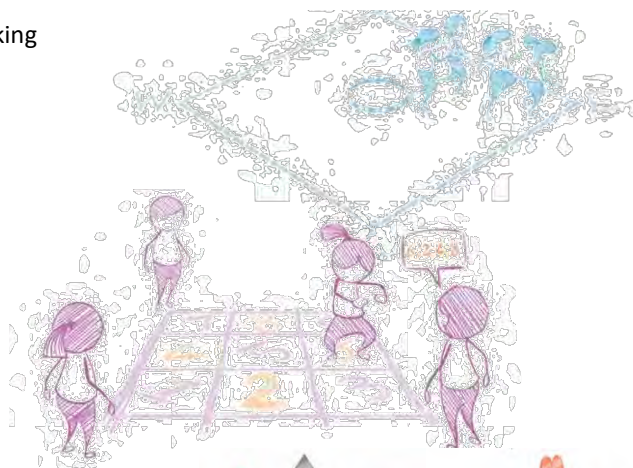
Move Well, Move Often – Activity Book 1

- Train Station, page 15 – Walking
- Line Walking, page 17 – Walking
- Move Like an Animal, page 27 – Running
- Scavenger Hunt, page 30 – Running
- Mazes, page 44 – Hopping
- Mouse in the House, page 56 – Skipping
- Rat Pack, page 57 – Skipping
- Lion Safari, page 76 – Jumping
- Creature Alley, page 78 – Jumping
- Three Blind Mice, page 89 – Dodging
- Side-step to the rescue, page 104 – Side stepping
- Cats and Birds, page 107 – Side stepping
- Jewel Thief, page 119 – Balancing
- Shadow Move, page 129 – Landing
- Litterbug, page 158 – Throwing
- Balloon Bump, page 187 – Striking with the Hand



Move Well, Move Often – Activity Book 2

- Follow the Leader, Rock Paper Scissors, page 12 – Walking
- Elephant Walk, page 14 – Walking
- Over, Under, page 15 – Walking
- I Spy, page 16 – Walking
- The Queen's Jewels, page 27 – Running
- Saucers and Domes, page 44 – Hopping
- Gathering Beanbags, page 45 – Hopping
- Compass Move, page 57 – Skipping
- Where's North? Page 76 – Jumping
- Go Get the Beanbag, page 103 – Side Stepping
- Crocs, page 132 – Landing
- Memory Mats, page 134 – Landing
- Concentration ball, page 145 – Catching
- Catch me if you can, page 147 – Catching
- Raid the Fruit Basket, page 157 – Throwing
- Wish upon a Star, pages 188, 189 – Striking with the hand



Move Well, Move Often – Activity Book 3

- Captain's Deck, page 13 – Running
- Suit Shuffle, page 17 – Running
- French Hopscotch, page 29 – Hopping
- Switch, page 33 – Hopping
- Spot, hop, add them up, page 34 – Hopping
- Memory Jumping, page 63 – Jumping
- Space Invaders, page 93 – Side Stepping
- Side step across the sea, page 94 – Side Stepping
- Reverse Pac Man, page 96 – Side Stepping
- Circle Pass Challenge, page 105 – Balancing
- Cardinal Jump Tag, page 123 – Landing
- Land around the Compass, page 125 – Landing



Cooperative Challenges for the Outdoor and Adventure Strand



1	<p>Rocket Launch</p> <p>Count how many people, including yourself, are in the group. Sitting in a circle, one child calls out the starting number, which is the number of children in the group. Anybody can stand up and call the next number and so on down to number one, but if two children stand up at the same time the countdown has to begin again. When the number one is reached, all children stand, raise their arms and shout 'we have lift off!'</p>
2	<p>Tangle Twister</p> <p>Each person in the group places their right hand into the centre of the circle at a high level and takes hold of one person's hand, but not the person next to them. They now place their left hand into the centre of the circle at a lower level and take hold of another person's hand but not the person standing next to them. The challenge is for the group to untangle and form a ring without letting go of each other's hands. Some may face outward while others face inward. Don't forget that the people whose hands you are holding should end up either side of you!</p>
3	<p>A and B</p> <p>Ask everyone to silently choose someone in the room that is their 'A' person and someone who is their 'B' person. There are no criteria on which to base their choices. Once everyone has decided, tell them that they must try to get as close as possible to their respective 'A' person as possible, while getting as far away from their 'B' as possible. Move quickly but do not touch any other body. After a few minutes, pause the game and reverse the process.</p>
4	<p>Jewel Smugglers</p> <p>Divide the children into two teams. One will be the customs officers while the other will be the jewel smugglers. There should be fewer customs officers than smugglers. Teams go to opposite ends of the play area. Smugglers go into a huddle. One of them takes the diamond and holds it in his/her hand so that it can't be seen. On a signal, all smugglers run across the playground to the other side. Each tries to fool the customs officers by pretending they have the diamond. The customs officers try to catch them. If caught, they have to open their hands to show they're not smuggling anything. The smugglers win if the child carrying the diamond gets to the other side without being caught.</p>

5	<p>Turn the Sheet</p> <p>Place a sheet flat on the ground. Each group stands on a sheet. The group tries to turn the sheet over to finish with the other side facing up, without stepping off the sheet.</p>
6	<p>Steal the treasure</p> <p>Place one hoop in the centre of the playing area and put all the beanbags inside it. Put one hoop in each corner of the area, away from boundary walls and an equal distance from the centre hoop. Divide the children into four teams and ask each team to stand by one of the hoops, this is their base. When you say Go, one member from each team runs to the centre hoop and collects a bean bag, runs back and puts it in their base hoop. Next child runs, this continues until all beanbags are gone from centre hoop. Runners can now go to other base hoops and steal beanbags from other teams. Stop the game at any time and count beanbags.</p>
7	<p>Lilypads</p> <p>Divide children into groups of 6, give each group four spot markers. Groups line up at one side of the hall. Each group has to travel from one side of the hall to the other by standing only on the spots. If you fall off the spots you have to start again. Groups have to work together to complete the tasks.</p>



8	<p>Catch the Clap</p> <p>Children stand in a circle. Begin the game by performing a simple action, for example crouch down and touch the floor. The children clap twice, then you name and point to a child. This child has to copy the action, then perform a new action. The children again clap twice and the performer names and points to another child. The children have to follow the actions around the circle as they change each time.</p>
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9	<p>Pattern Ball</p> <p>A ball is thrown from one person to another until each person in the circle has received the ball once. No one should be passed the ball more than once. The group must then remember and repeat the pattern. Two/three balls might be introduced to the circle or the pattern might be repeated backwards.</p>
10	<p>Hoop Circle</p> <p>Ask the children to hold hands in a circle with a hoop hanging on each pair of joined hands. The children try to move the hoops around the circle without releasing their hands. Older children could try this blindfolded!</p>
11	<p>Shape Detective</p> <p>The children are arranged in a circle. One child is the shape detective, and must leave the room or cover his/her eyes. One child in the circle becomes the leader and leads the children through a series of exercises on the spot. The detective enters the circle and must guess who the leader is.</p>
12	<p>Hold the rope relay</p> <p>Arrange the children into groups of 3-5. Each group has a rope, and all children in the group must have both hands on the rope. Each group face five beanbags, 10-15m away. On a signal, the children race to the beanbags, keeping all hands on the rope. They must pick up one beanbag without using hands and place it on the head of one team member, run back to the finish line, drop the bean bag and repeat for each team member. If they drop the beanbag they have to replace it without using their hands.</p>
13	<p>Bull Ring</p> <p>Divide the class into groups of four. Each group has a curtain ring, four pieces of string 1m-2m in length and a ball. Task is to transport the ball from one end of the hall to the other using the string and the curtain ring. Once moving, they can only touch the string. Allow children to come up with their own approach! (Best method: each child doubles their string around the ring, and four children hold their string equal distance away from the ring, keeping tension on the ring so it stays horizontal and the ball balances on it.</p>
14	<p>Shape Chains</p> <p>Groups of six children hold hands and are asked to change their circle to a square, a rectangle, triangle, star shape... can they change the level or size of their shape without letting go of the hands?</p>
15	<p>Hula Hut</p> <p>Each group gets 6 hula hoops and is shown how to build a hula hut. They must then create their own. The challenge is for each child to get through the structure from one side to the other without knocking it down. For younger children, how many can fit into a hula hut!</p>

16	<p>Paddle Puzzle</p> <p>Children are organised into teams of five. Each child has a paddle or tennis rackets, each group has four tennis balls. Teams line up at a starting line. First person balances a ball on their racket and runs around a designated cone and back. Second person puts racket on top of first persons balancing ball, together they run around cone and back. Third person adds their ball and paddle and joins in. Continue until all members are part of the paddle puzzle.</p>
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17	<p>Peg thieves</p> <p>One child wears a shirt onto which are clipped lots of plastic clothes-pegs. They are blind-folded, have half a swimming noodle and stand in the centre of a square marked out with cones. Children approach this child in groups of three and attempt to steal the clothes pegs. If the child hears them he/she can swipe at them with the noodle. If the noodle touches a child they have to run to the back of the line and another child enters. Children must work as a team to retrieve the clothes pegs.</p>
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18	<p>Blindfolds Mayhem</p> <p>Sort the children into teams. Each team has a noise they must make, for example, whistle for one team, baa-ing for another team, barking for another etc. Then ask them to put on blindfolds. Children have to find the other team members making the same noise so that they can get together in their teams.</p>
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19	<p>Blindfolds route re-trace</p> <p>Place a marker on a large grassed area. Stand a child at the marker wearing a blindfolds. Then give them walking instructions along the lines of 2 steps forward, 5 right etc. When they get to the end of the trail give them the reverse instructions. The goal is that they should finish as close to the start point as they can. Work in pairs, one wearing blindfolds and the other sighted to give instructions and check for safety. The second person shouldn't tell them how well they are doing until the instructions are finished.</p>
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20	<p>Bell Ball</p> <p>In teams of two, children compete to roll goals against the opposition. Two other children are the referee and the ball retriever. Children with blind-folds are in a seated position on the mat and have to listen for the sound of the ball. They dive along the mat to catch the ball and roll it to score.</p>
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Walking Challenges for the Outdoor and Adventure Strand

Memory hunt

- Stick words underneath cones, and spread the cones around the playing area. Keep a list of the words used.
- Set a time limit, e.g. two minutes.
- Allow the children to walk around in pairs looking under the space markers and trying to memorise as many words as possible.
- When the time is up they take a clipboard and paper and write down their words attempting to make as many matching pairs as they can.
- Consider allowing the children a further two minutes to attempt to find the missing words.

Word Search

- Stick words underneath cones, and spread the cones around the playing area. Keep a list of the words used.
- Set a time limit, e.g. two minutes.
- Allow the children to walk around in pairs looking under the cones, writing down as many words as possible using their clipboard.
- When the time is up they attempt to write a story using as many words as they can.
- If you wish you could allow the children a further two minutes to attempt to find more words for their story, or you could split the group in two and take turns.

Maths and Science Trail – sample questions

1. Shape Detective: Draw any shapes you see on the outside of the school.
2. Count the windows in the school.
3. Look at the school building - what is the wall made of?
4. What is the door made of?
5. Stand at the gate. Look at the spire of the church. What is on the spire?
6. What is it used for?
7. What is the number of the car nearest to the church?
8. What is the sum of / total of all the digits of the car?
9. What type of tree is beside the school gate?
10. Estimate how many giant steps from the front door to the tree?
11. Count how many giant steps from the front door to the tree?
12. Look at the leaves on the tree. Draw a picture of one leaf.
13. How many leaflets does the leaf have?
14. Find a different type of tree in the school grounds. Where is the tree?
15. How many flowerpots can you find at the front of the school?
16. What are the flower pots made of?
17. Draw the flowers you see in the pots.
18. Where can you find an even number on the school building?
19. Where can you find a triangle on the school building?
20. What birds visit our school?

Apply for the Active School Walkway Resource from The Active School Flag and create a walkway in your school grounds – www.activeschoolflag.ie

Scavenger Hunt – templates from the PSSI lesson plans (Walking Activities)

STRAND: Outdoor & Adventure Activities

STRAND UNIT: Walking Activities

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ACTIVITY CARD – ADJECTIVE HUNT

Who is the coolest scavenger around? Try to use your senses to discover the treasures. What can you see, hear, smell, feel? Find something that is:

- | | | |
|-----------|-----------|--------------|
| 1 Cold | 8 Green | 15 Rough |
| 2 Warm | 9 Brown | 16 Hard |
| 3 Fuzzy | 10 Shiny | 17 Soft |
| 4 Smooth | 11 Bright | 18 Smelly |
| 5 Prickly | 12 Dark | 19 Beautiful |
| 6 Big | 13 Wet | 20 Unusual |
| 7 Small | 14 Dry | 21 Square |

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ACTIVITY CARD – SCAVENGER HUNT

How good a scavenger are you? Can you find something interesting beginning with each of the following letters?

- | | |
|---|---|
| B | G |
| T | N |
| A | E |
| H | G |
| D | R |
| I | S |

Orienteering in the Outdoor and Adventure Strand

Introductory Activities

- ★ Funny Faces
- ★ Jigsaw Relay
- ★ Counting Cones

➤ **Tri-O Orienteering Made Easy** - *An introductory orienteering activity package for schools*

Available from: https://www.britishorienteering.org.uk/images/uploaded/downloads/schools_tri_o_resources.pdf

Introduction to control cards (PSSI Lesson Plans, Junior and Senior Infants, Lesson 1)

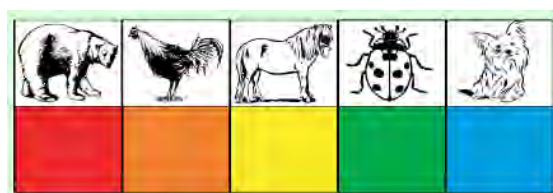
Set Up:

- Split the hall in two. Place five cones on each side. Under each cone, place a picture of an animal and a crayon making sure the crayon corresponds to the colour on the master card

Activity:

1. Show the class an enlarged control card. Talk about the pictures. Walk to any cone. Demonstrate how to look underneath and find the animal.
2. Now point to the same animal on the control card and show the empty box underneath.
3. Demonstrate how to take the crayon from the cone, colour that box and replace the crayon under the cone. Repeat as often as you feel necessary.
4. The children now work in pairs, half the class working in each side. Give each child a control card/answer sheet. Tell them to go to each cone in turn, colour the correct boxes on the control card and come back to you when finished.

Master Card:



(Red/orange/yellow/green/blue)

Snake walks 2 (PSSI Lesson Plans, 3rd & 4th Class, Lesson 2)

Set Up:

- Gather whatever equipment is available to you. Lay out equipment around the space and mark it on your blank plan. Prepare laminate copies of the plan and markers.

Activity:

1. Give each child a plan with no route marked.
2. The teacher slowly takes a route around the equipment while the children draw the route onto their plans.
3. The children can repeat this activity in groups of four or five. One child follows a marked route, i.e. snake walk and their group draws the route taken onto unmarked plans.
4. On completion they compare their plans to the original.
5. Now arrange children in pairs. One child draws a route around the equipment and their partner has to follow the route. Swap over and repeat.

Orienteering in the school grounds using Tri-O orienteering markers

Set the orienteering markers around the school grounds. Arrange pupils in pairs and allow them to recover and retrieve all of the information. Ensure there is an activity to complete on return to base!

