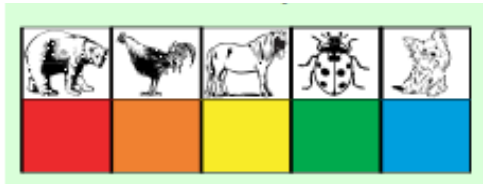


Teaching ideas for developing the skill of walking within the Outdoor and Adventure Strand for Junior and Senior Infants
(based on the PSSl Lesson Plans)

Activity #	Activities that include walking for the Outdoor and Adventure Strand	Teaching Points
1	<p>Follow directions (indoors)</p> <p>Put up the sign and explain that XXX marks the front of the room. Ask the pupils to walk to the front, touch the wall and walk back to base. Introduce forwards and backwards, and add other locomotor skills, e.g. Skip forwards to touch the front wall, walk backwards to return to base.</p> <p><i>Resources:</i> Large XXX sign.</p>	<p>Teaching points for Walking:</p> <ul style="list-style-type: none"> ● maintain good posture with body straight, walk tall, head in line with the spine and looking forward ● arms swing in a small natural arc in opposition to the feet ● step with toes facing forward ● when planting the foot use a heel-to-toe action ● knees should bend slightly when the foot makes contact with the ground <p><i>Resources:</i> cones, crayons, control cards, images of animals to match the control cards.</p> <p>Colour your teacher's master control card, as illustrated in the example. Teacher hides an animal picture under each cone. Refer to your master control card to get colours right, i.e. if the box under the cat on your master control card is blue, make sure you put the cat under the cone with the blue crayons.</p>
2	<p>Introduce control cards (indoors)</p> <p>Show the class an enlarged control card. Talk about the pictures. Walk to any cone. Demonstrate how to look underneath and find the animal. Now point to the same animal on the control card and show the empty box underneath. Demonstrate how to take the crayon from the cone, colour that box and replace the crayon on the cone. Repeat as often as you feel necessary. The pupils now work in pairs, half the class working in each side. Give each pupil a control card. Tell them to go to each cone in turn, colour the correct boxes on the control card and come back to you when finished. It will be necessary to have an activity at the base for those who finish first. Suggestions for an activity would be as follows: laminate the pictures provided onto different coloured cards and cut them up as jigsaws, or provide a picture to be coloured using a different communal box of crayons.</p>	



<p>3</p>	<p>Colour Charts</p> <p>Give each pupil/pair a colour card and a small bag. Pupils are asked to find an item to match each colour. On returning to the classroom pupils may be given a selection of paints and asked to match the colour, or to use the items collected to make a collage.</p> <p>Variations:</p> <p>For junior classes use a smaller selection of primary colours. For senior classes try to collect different shades of green, yellow, brown etc. Autumn can be a good time for this activity if you have trees close by. On returning to class pupils are asked to mix colours to obtain the required shade.</p>	<p>Walk the boundaries of the area before you begin. It is important to demonstrate this activity before allowing the pupils to begin, emphasising that they pick only one of each item and stressing the importance of caring for the environment, e.g. choosing items which are already on the ground instead of pulling them off trees.</p> <p><i>Resources:</i> Colour cards, one per pupil/per pair – cut up some paint colour charts (available from hardware shops), or pieces of wool and stick about six colour samples on each card. Allow the pupils to work in pairs.</p>
<p>4</p>	<p>Scavenger Hunt</p> <p>This is a very good activity to help develop visual memory. Give each pupil a small bag. Show the lid to the pupils for a short time, then send them off in pairs to find one sample of each (they may come back for a second look if necessary).</p>	<p><i>Resources:</i> Stick several items on a box lid, e.g. stick, leaf, pebble etc. Chose items which are easily available in your environment. Allow the pupils to work in pairs, but give each pupil their own bag. If your environment does not provide these items, improvise! Plant elastic bands, paper clips, etc. in an enclosed area.</p>
<p>5</p>	<p>Scavenger Bags</p> <p>Photocopy some outline drawings of items onto a page and stick this onto the outside of a “scavenger bag”, either items available in your environment such as seeds or leaves, or items which you have “planted” in advance. Allow the pupils to work in pairs, but give each pupil their own bag. When they find the item, they place it inside the bag. The items collected could be used to make a collage or for sketching. Variations: This activity can be adapted for use with older pupils by giving them a written list. The pupils are asked to list something they see, hear, smell or feel opposite each letter on their list, within a given time.</p>	<p>As this activity is particularly suited to younger pupils, it is essential to demonstrate the activity first.</p> <p><i>Resources:</i></p> <p>Photocopied outlines of items and scavenger bags for each pupil.</p>

