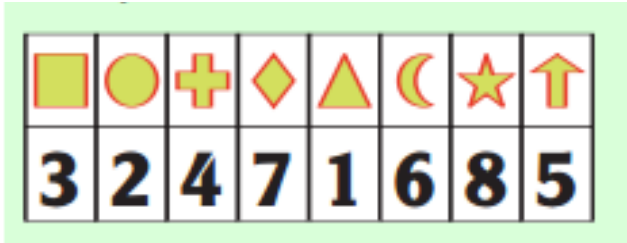


**Teaching ideas for developing the skill of walking within the Outdoor and Adventure Strand for First and Second Class**  
(based on the PSSl Lesson Plans)

Activity #	Activities that include walking for the Outdoor and Adventure Strand	Teaching Points
1	<p><b>Use of control cards</b></p> <p>Show the class a control card and discuss the shapes on it. Walk to a cone and point out the number on it. Lift the cone to reveal the shape underneath. Point to the same shape on the control card and demonstrate how to fill in the number from the cone in the box under that shape. Repeat as often as you feel is necessary. Place the pupils in pairs. Give each pupil a control card and a pencil. They continue to work until all boxes are filled in. Using your master copy, check on the pupils progress from time to time.</p> <p><b>Variation:</b></p> <p>Repeat the activity outdoors with controls hanging at a suitable height. Half the pupils receive control cards with letters and they must find and record the correct shapes. The other half is given control cards with shapes and they must find and record the correct letters.</p> 	<p>Teaching points for Walking:</p> <ul style="list-style-type: none"> <li>● maintain good posture with body straight, walk tall, head in line with the spine and looking forward</li> <li>● arms swing in a small natural arc in opposition to the feet</li> <li>● step with toes facing forward</li> <li>● when planting the foot use a heel-to-toe action</li> <li>● knees should bend slightly when the foot makes contact with the ground</li> </ul> <p><i>Resources:</i> cones, crayons, control cards, images of shapes to match the control cards. <b>Templates available in the PSSl lesson plans for First and Second Class, lesson 1</b> .</p> <p>Walk the boundaries of the area before you begin. It is important to demonstrate this activity before allowing the pupils to begin. The teacher places a shape under each cone (refer to your master copy for correct arrangement, i.e. placing the correct shape under the correct number).</p>

2

**Word Hunt:**

Give the pupils the cones and ask them to spread them out well, all around the area. Working in pairs, with a clipboard and paper per pair, they then move around the area, one pupil lifting each cone and reading/spelling the word before replacing the marker while their partner records it. When they have recorded all twenty words they have to make a list of the ten matching pairs.

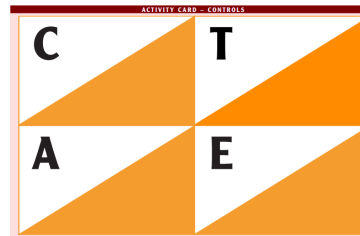
Variations: Alternatively set a time limit and see how many words the pupils can collect. Then allow an agreed time to match the words into pairs, or write sentences or a story using the words.

*Resources:* cones with matching words stuck on the underside (using sticky labels).  
Examples might include cow/calf, or white/christmas etc.

3

**Photostar orienteering**

The pupils gather in pairs at the central base point. Show the pupils a photograph indicating the number on the back of it. Walk the pupils to the item in the photograph. Show them the control hanging there. Demonstrate how to fill in the letter from the control in the correct box on their control card, i.e. photograph Number



2: write the letter from the control in box Number 2. Return to base and replace the photograph in the correct box. Give each pupil a control card, and divide them into pairs. Give each of the first eight pairs a different photograph. They decide where the control is and go to it. 20-30 seconds later start the next eight pairs. At the control, they fill in the letter from the control in the box corresponding to the number on the back of their photograph. The pair returns to base, replaces the card in the correct box, takes another card, swaps roles and repeats until all the boxes are filled in. On completion of the activity, ask the pupils to see how many words they can make with the letters they have gathered. See who can make the longest word.

*Resources:*

Take six photographs of easily identifiable objects in a confined area, e.g. playground. Make four copies of each one. Number each set of photographs on the back. Laminate them. Place each set of photographs in a numbered box, i.e. all copies of Number 1 in box Number 1. Complete your master control card as illustrated in the sample. Laminate controls. Make sure you hang the correct colour crayon from each one. Hang a control at the site of each photograph in advance of the lesson.

***Templates available in the PSSI lesson plans for First and Second class, Lesson 2.***