

Teaching ideas for developing the skill of walking within the Outdoor and Adventure Strand for Third and Fourth Class
(based on the PSSI Lesson Plans)

Activity #	Activities that include walking for the Outdoor and Adventure Strand	Teaching Points
1	<p>Indoor orienteering</p> <p>Pupils draw a plan of the room, identifying key features using an agreed key. Give each pupil a control card. Hang 10 controls around the room. Give a control description as you hang each one, e.g. left side of hoop or handle of hockey stick. As the controls are being hung the pupils mark and number them on their plans. When all the controls are marked ask an equal number of pupils to stand at each control. They mark the place where they are standing with \triangle (symbol for starting point). Ask each pupil to plan their route by linking the controls in any order. Explain that this is score orienteering and their aim is to get to as many controls as possible in a given time (five or ten minutes). Starting at their own starting point, the pupils now follow the route they have marked and visit as many as possible recording symbols found at each control in the corresponding boxes on their control card.</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></p> <p>Templates available in the PSSI lesson plans for Third and Fourth class, Lesson 1.</p> <p><i>Teach the thinking sequence:</i> · Where am I? (place a finger on the spot) · Where am I going? (orientate the plan) · How do I get there?</p>
2	<p>Memory hunt</p> <p>Give the pupils the cones and ask them to spread them out well, all around the area. Set a time limit. Working in pairs, pupils to walk around in pairs looking under the cones 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. If you wish you could allow the pupils a further two minutes to attempt to find the missing words.</p>	<p>Demonstrate the activity before allowing the pupils to begin. Make sure they leave their clipboards at the start!</p> <p><i>Resources:</i> cones with words stuck on the underside, clipboards, pencils</p>

3

Snake Walks

Set out equipment around the space. A) Give each pupil a plan with a snake walk marked on and ask them to follow it. Swap plans and repeat as often as necessary. B) Give each pupil a plan with no route marked. The teacher slowly takes a route around the equipment while the pupils draw the route onto their plans. The pupils then draw the route followed onto their plan. The pupils discuss and correct their plans. The pupils can repeat this activity in groups of four or five. One pupil follows a marked route, i.e. snake walk and their group draws the route taken onto unmarked plans.

4

Variation: Memory Snake Walk

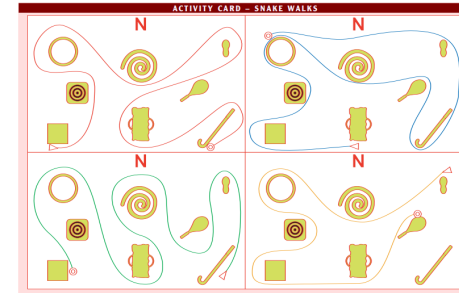
To help train visual memory repeat the activity with the teacher only walking a route slowly and the pupils attempting to memorise it. Do not allow the pupils to begin drawing until you have finished walking. Walk the route twice if you feel it is necessary. Allow the pupils to continue the activity in groups.

5

Marking controls

Arrange the pupils into pairs. Give each pair a blank map and one photograph. The pairs must go to the item in the photograph and mark its location on the map. They place the number which is on the back of the photograph beside the control on the map. Return the photograph, take another and continue until all controls have been marked.

Templates for Snake Walks are included in PSSI lesson plans for Third and Fourth Class, lesson 2.



Resources: paper, clipboards, pencils, selection of equipment, ready-made snake walk plans.

Resources:

Take photographs of 10 permanent objects on the school site. Try to take items which are identical except for their backgrounds e.g. two basketball posts, three drainpipes, so that pupils begin to develop attention to detail, looking more closely at what surrounds the item in the photograph. This is an important map reading skill. Place the photographs in numbered boxes i.e. all of set one in box number one etc. Hang a control on each of the items in the photographs in advance of the lesson.

