

Niamh Barry - Physical Education Resources

The Cube : Developing physical and mental capacity Making and applying decisions

About this scheme of work

In this scheme, students will focus on preparing for inter-group competitions that test pupil's strategic abilities through making and applying decisions. They will work in set groups to create their own strategic games which they will teach to another group so that they can compete against each other. Games will be risk assessed and made suitable to help reach the core task.

In games activities, players use their strategic ability along with physical and mental capacity to defeat 'The Cube' games. In other strategic games, players achieve this by strategizing ways and ideas to defeat the games whilst recording their scores as they participate.

Where the scheme fits in

This scheme may be used in JCPE, short course PE or TY PE,

This scheme supports learning in English, life skills and mathematics. It helps to provide evidence for the key skills of communication and application of number. It provides evidence for the wider key skills of working with others and developing mental capacity to enable students to assume larger responsibilities.

Expectations

After carrying out the activities and core task in this scheme

All students will: perform in various 'Strategic' games, demonstrating strategic thinking and accuracy in their execution. They will be able to improvise when required in order to achieve and defeat the 'Cube'; warm-up & other strategic games. This will occur from evaluating their own performances so they apply more accurate decisions. They will develop and strengthen their mental capacities and demonstrate their ability to succeed in *core task 1*.

Most Students will: experiment with a range of basic tactics and with guidance form a simple strategic plan; select and apply a range of techniques appropriate to the games with some consistency and accuracy; monitor progress and evaluate aspects of their own performance to help apply more accurate and consistent decisions; prioritize aspects of performance for further development; work as part of a group to discuss their ideas in preparation for creating their own strategic warm up games. They will also demonstrate the ability to succeed in *core task 2*.

Some students will have progressed further and will: lead groups to plan and develop their own 'Strategic' warm-up games; able to explain ideas clearly to others groups so they develop their understanding of the task; work effectively in teams to discuss, argue and advise any ideas; make accurate and consistent decisions when participating in games showing a continued development of their mental capacity. They demonstrate an understanding of the relationship between strategy, tactics and technique and use these to succeed in *core task 3*.

Prior learning

It is helpful if students have:

- experienced working in teams
- planned and developed their ideas in groups
- analysed their performance so they can make progress
- An understanding of the impact on physical and mental capacity

Language for learning

Through the activities in this scheme students will be able to understand, use and spell correctly words relating to:

- applying decisions, *eg ideas, discuss, evaluate, strategic, decisions*, tactics, reflect
 - Group work, *eg leadership, teamwork, participation, respect, creativity*
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Core task (see lesson 6)

The following core task could provide a focus for students' activities in this scheme.

Task

Students are to demonstrate & apply effective strategic thinking methods into a variety of conditioned problem solving courses.

They must also reflect on team performances & make adjustments to any tactics; strategies and roles within their set groups.

Adaptations and variations on the task

- Adjust the size and shape of games or vary the equipment to make the games easier or harder.
- Set differentiated conditions for all students
- Have competitions between individuals as well as between teams.

Resources

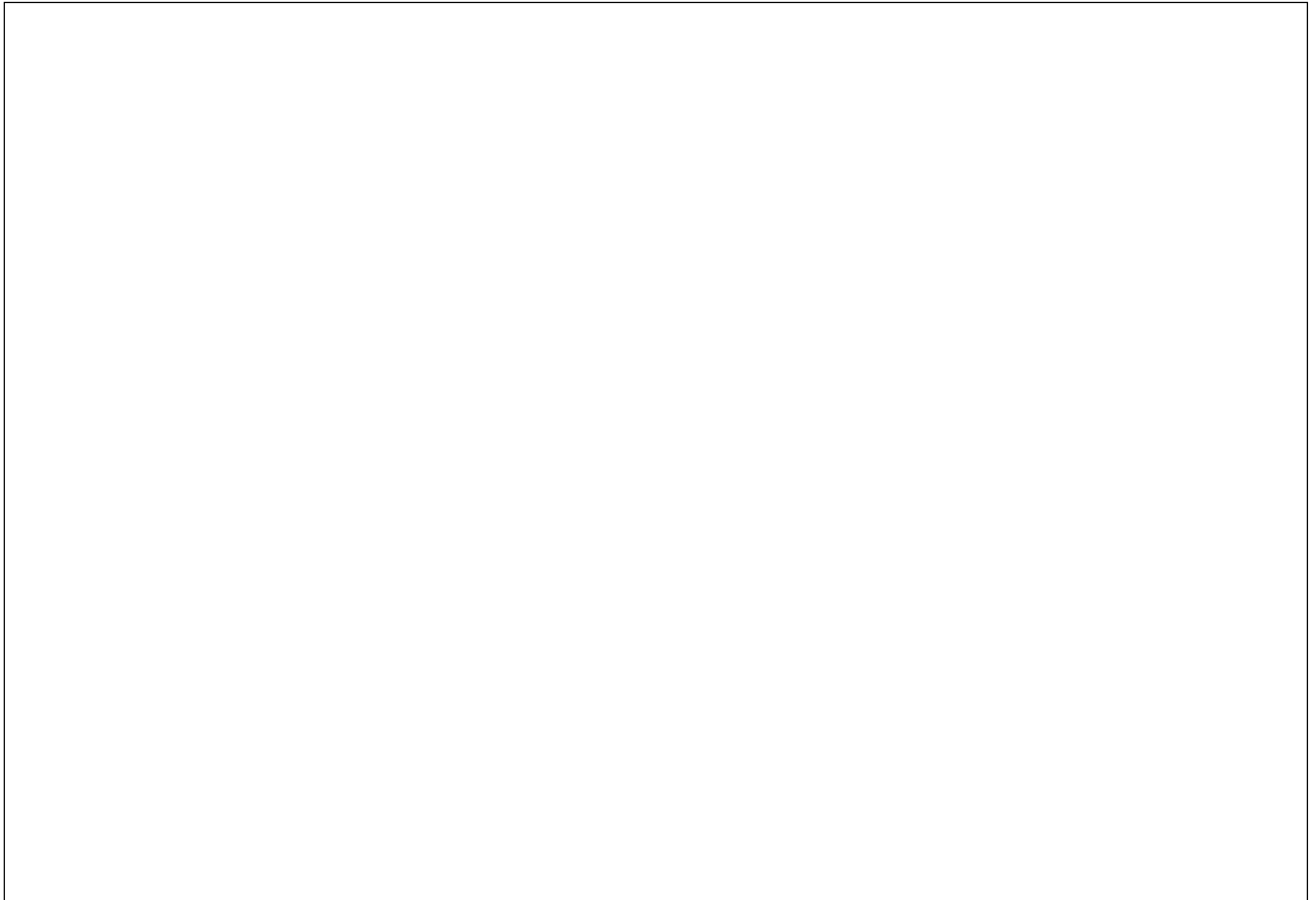
Resources include:

- Cube score sheet
- Videos
- Digital cameras/time delay
- Interactive technology/games analysis software
- Activity cards/bocchia balls/throw down lines
- Cones/ropes/containers/t-tennis balls/Tchouk frame/Tchouk ball/buckets/stopwatches
- Block out Goggles/benches/badminton nets

Extension and enrichment

Out of lessons, at home and in the commschemey, students could be encouraged to:

- take part in school sport, either competitively or socially
- join clubs in the commschemey and/or use local facilities
- develop their literacy skills, *eg reading rule books and sports reports in newspapers and magazines and on the internet*
- become involved in coaching and organising in their own schools, in primary schools and the local commschemey
- help to organise festivals or competitions in school or for local primary school



Junior Cycle PE The Cube Strategic Games	Time Allocation: 12 x 1hr lessons	Location: Sports hall
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Curriculum Opportschemeies - See above

Lesson 1	Lesson 2	Lesson 3
<p><u>Lesson Objectives:</u> To introduce and develop the understanding of the term 'Strategic' To use tactics and strategies effectively in different challenges</p> <p><u>Lesson Outcomes:</u> By the end of the lesson students will..... <u>All</u> - will understand what strategic means and understand how it affects performance <u>Most</u> - will be able to demonstrate strategic & tactical thinking <u>Some</u> - will be able to explain the link between strategic thinking and analyzing. They can use this to improve their performance</p> <p><u>Warm Up</u></p>	<p><u>Lesson Objectives:</u> To use tactics, strategies & teamwork effectively into challenges To apply strategic thinking into set 'Cube' games</p> <p><u>Lesson Outcomes:</u> By the end of the lesson students will..... <u>All</u> - will show an understanding of using tactics and using compositional ideas. They can work successfully with others. <u>Most</u> - will apply some successful tactics in defeating strategic games. They can reflect on their performance to think about other ways to defeat the strategic games <u>Some</u> - will apply successful tactics in defeating strategic games. They show confidence in putting their ideas together</p>	<p><u>Lesson Objectives:</u> To apply further strategic thinking into set 'Cube' games To reflect and analyze performance making suggestions for improvement</p> <p><u>Lesson Outcomes:</u> By the end of the lesson students will..... <u>All</u> - will demonstrate some strategic thinking in their performance <u>Most</u> - will adapt necessary strategies to improve performance <u>Some</u> - will reflectively evaluate their performance to find ways how they could improve their physical mental and technical capacities</p> <p><u>Warm Up</u> Re-cap: Begin lesson with link questions</p>

Q - What do we mean by the term 'strategic'?

Q - Every performance should be strategized, What do we think this means?

Q - Give examples of how strategies are used in sports performance?

Introduce a video clip where strategic thinking & problem solving are used.

CLIPS from: *The Cube*; *Sports matches*; *The Krypton Factor*

Then ask students from specific activities watched what they thought participants considered before they done something or how they worked together as a group.

PUT WORDS on to whiteboard as part of a KEY WORD LIST

ACTIVITY/TASK

Aim - Getting students to problem solve through different challenges

& understand what they need to do to improve their performance.

Warm up

Challenge the students to an extent that requires them to work as a group and to develop their thought processes and communication skills.

Tasks could include:

- blindfold tasks;
- moving a bench across a 'crocodile river';
- moving with items i.e. not allowed on the ground or off the bench;
- rope challenges.(rope circle)

Main Activity (Explore & apply strategic thinking)

Introduce students to a circuit of 'Strategic' games.

TEACHER set-up (5-6 stations)

1. Exchange
2. Direction
3. Time Freeze
4. Hit Rate
5. Rebound
6. Cylinder

TEACHER DEMO & EXPLANATION of

from last lesson.

Q - What is the link between strategic thinking & performance?

Q - How can we apply strategic thinking in our performance?

TEACHER lead warm-up: LEAD THE BLIND

RELAY FORMAT

- Same warm-up groups from last lesson.
- Person 1 (BLINDFOLED) must transfer a tennis ball from one cone to the other into a bucket with NO use of HANDS
- Up to 2 people from the group can VERBALLY COMMUNICATE & LEAD the BLIND up to the bucket.
- Remainder of group MUST be SAT DOWN
- When person 1 finishes, they sit down at BUCKET END.
- Same format occurs again until ALL the BLIND are lead
- **Encourage roles, planning, ideas, and communication.**

KEY Q - Were the communication skills effective, how?

- Split students into equal groups

Set students different tasks from the following:

Students are to stand on a bench in random order & correct themselves into:

Age order (Oldest from left to right)

Height order (Tallest from left to right)

Name order (A-Z from left to right)

Transfer a hoop/object from one end to the other only using certain part of the body OR

Rope challenges

AFL

Bring group in

KEY Q - What skills/strategies enabled you to be successful within your team?

Did anyone lead your team, how did they use their leadership skills? How did you use your thinking skills?

Refer back to KEY WORD list that

each games

- Students then divided into 6 equal groups
- **TASK:** You will spend 2 minutes each at 3 of the stations discussing/strategizing with groups how to defeat games.
- Don't intervene but **ENCOURAGE** them to use time wisely. (Use **WHISTLE** to rotate groups)

GROUP IN

ACTIVITY/TASK with AFL

- Students are to now have a go at each of the 3 stations today.
- Hand out differentiated **RESOURCE** A sheets with pencils & explain that this is a resource to monitor your success as they go round each station

.The aim is for students to defeat **EACH** game within their 2/3 lives
LIVES DON'T CARRY OVER

Also encourage **GROUP ROLES:**

1x performer

1x recording score

2x Timing or observing strategies used

As a non-participant who was preparing to go, how were you planning **AHEAD** to prepare?

Main Activity

Students to attempt defeating the remaining circuit of 'Strategic' games from last lesson. **TEACHER** set-up

1. Exchange
2. Direction
3. Time Freeze
4. Hit Rate
5. Rebound
6. Cylinder

REITERATE GAME RULES from last lesson

- Students to be divided back into the 6 working groups
- **TASK:** You will spend 2 minutes at each station with your groups discussing how you can defeat the game.
- **ENCOURAGE** them to use time wisely. Students will rotate round

was created at the start of the lesson.

Did your group use any of these when composing your ideas?

What didn't you use which could improve your performance?

Discuss this as a group for the next 5 minutes to reflect on how you would improve the performance if you were to carry out these tasks again.

PROGRESS ACTIVITY TASK

Students are to complete the same activities & attempt to improve their previous performances.

PLENARY

Did your performance improve, why was this?

What links are there between applying a strategy and the affect it has on your performance?

REMEMBER: Don't intervene students performing unless it becomes a safety issue

PLENARY

Did you defeat the 3 strategic games within the lives?

Were you forced to adapt any of your strategies, if so how?

If you performed these games again, what would you do differently?

remaining 3 stations. (Use WHISTLE)

PROGRESSIVE TASK (Including form of AFL)

Using resource sheet from last lesson, group can record scores as they attempt each strategic game.

Aim - To defeat each game within 2 lives (Total of 6)

DIFFERENTIATION - within 3 lives (Total of 9)

GROUP ROLES: 1x performer

1x recording score

2x Timing or observing strategies used

LIVES DON'T CARRY OVER (2/3 per game)

Cool Down

Resource sheet B to complete

Did you defeat all 6 games within the lives?

Y/N

Did you have to adapt your strategies?

(Y/N)

Explain how this helped/hindered your performance?

Analysis for each game - How could you improve your performance technically/physically & mentally?

Evaluate - How did your strategies work?
 What would I do differently next time?
 Overall - How would you grade your strategic performance? (1-5)

Assessment Opportschemeies

<ul style="list-style-type: none"> • Resource for starter activity to gain previous knowledge of the term strategic. • To work in group task to plan, explore & discuss ideas to strategize effectively • To assess own performance using a resource that records outcomes 	<ul style="list-style-type: none"> • AFL from handout sheets • Working in groups to explore & plan compositional ideas • Assessing performances & reflecting ways to improve 	<ul style="list-style-type: none"> • Resource for starter activity to gain previous knowledge of the term strategic. • To work in group task to plan, explore & discuss ideas to strategize effectively • To assess own performance using a resource that records outcomes
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Key Questions

<p>Q - What do we mean by the term 'strategic'?</p> <p>Q - Every performance should be strategized, What do we think this means?</p> <p>Q - Give examples of how strategies are used in sports performance?</p> <p>Q - What skills/strategies enabled you to be successful within your team?</p> <p>Q - Did anyone lead your team, how did</p>	<p>Q - What strategies could you apply to defeat each cube game?</p> <p>Q - Did you defeat the 3 strategic games within the lives?</p> <p>Q - Were you forced to adapt any of your strategies, if so how?</p> <p>Q - If you performed these games again, what would you do differently?</p>	<p>Q - What is the link between strategic thinking & performance?</p> <p>Q - How can we apply strategic thinking in our performance?</p> <p>Q - Were the communication skills effective, how?</p> <p>Q - As a non-participant who was preparing for their go, how were you planning AHEAD to prepare?</p> <p>Q - Did you defeat all 6 games within</p>
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<p>they use their leadership skills? How did you use your thinking skills? Q - Did your performance improve, why was this? Q - What links are there between applying a strategy and the affect it has on your performance?</p>		<p>the lives? Q - Explain how this helped/hindered your performance? Q - Explain when & how Q - How could you improve your performance technically/physically/mentally? Q - What would I do differently next time? Q - How would you grade your strategic performance?</p>
<p>Resources</p>		
<ul style="list-style-type: none"> • Laptop • Projector • Benches • Ropes 	<ul style="list-style-type: none"> • Resource A • Pen/Pencils/Whistle • Hoop/Ball/Other object • Table Tennis balls • Blindfold • Stop watch x6 • Cones • Bocchia Ball & Throw down lines • Ball & Bucket • Table 	<ul style="list-style-type: none"> • Bucket x4 • Blindfold x4 • Tennis Ball x4 • Stop watch x6 • Cones • Bocchia Ball & Throw down lines • Ball & Bucket • Table tennis balls & table • Pens/Pencils • Resource B
<p>Evaluation</p>		

Lesson 4	Lesson 5	Lesson 6
<p><u>Lesson Objectives:</u> To discuss & develop your ideas by planning a group warm-up game To reflect and adapt your warm-up game through trial and error and approach to new ideas</p> <p><u>Lesson Outcomes:</u> By the end of the lesson students will..... <u>All</u> - will be effective participators, providing ideas to the group and actively engaging with any issues of discussion. <u>Most</u> - will work confidently with others and be able to demonstrate their warm-up games. They can also reflect & adjust their warm-up game through trial and error methods. <u>Some</u> - will explore different possibilities and take responsibility to lead their groups. Can also clearly explain the rules of their game.</p> <p><u>Warm Up</u> Show video footage of the 'Cube'. http://www.youtube.com/watch?v=x7XTKCTD4hE&feature=rel</p>	<p><u>Lesson Objectives:</u> To teach a warm-up game to another group To assess & appraise a warm-up game; identifying the strengths and weaknesses of the ideas and it's delivery</p> <p><u>Lesson Outcomes:</u> By the end of the lesson students will..... <u>All</u> - will be effective group participators through demonstrating; officiating and explaining their warm-up games <u>Most</u> - will demonstrate successful self-management responsibilities by organizing & explaining their warm-up games clearly and effectively <u>Some</u> - will demonstrate effective leadership qualities & can give a clear explanation about the strengths and weaknesses of other groups warm-up games</p>	<p><u>Lesson Objectives:</u> To demonstrate & apply effective strategic thinking methods into a variety of conditioned problem solving courses To reflect on team performances & make adjustments to any tactics; strategies and roles</p> <p><u>Lesson Outcomes:</u> By the end of the lesson students will..... <u>All</u> - will have demonstrated the</p>

[ated](#)

Hand out Resource C. Students to complete whilst watching clip.

Main Activity

Deep thinking & constructive learning using knowledge from previous lessons

Objective 1

Task: Working in groups, discuss ideas to create a warm-up game that encourages strategic thinking.

CRITERIA - Using the allocated equipment (see below), your game must be:

- Inclusive
- Safe
- Clear on rules
- Problematic (to encourage strategic thinkers)

AFL. Bring groups in to reflect on aims of the

Warm Up

Students to collect their necessary equipment & set-up their group warm-up games

Once finished setting up, they can participate in their own activity as part of a warm-up

Main Activity (OBJECTIVE 1)

TASK: Each group will be given 15 minutes to show their warm-up games to another group.

KEY Q: What specific skills may you need when delivering your warm-up games? (clear explanation; confidence; team work; organization)

Explain why these are important skills?

SUCCESS CRITERIA - You will need to:

- **Demonstrate** your game to the group
- **Explain** the rules/aims of the game
- **Ensure everyone** in your group has a role throughout (explaining/officiating/demonstrating/scoreing)

Allow groups 5 minutes to discuss the following ideas in their groups

Bring group in

abilities to complete core task 1

Most - will have demonstrated the abilities to complete core task 2

Some - will have demonstrated the abilities to complete core task 3

Starter

Re-iterate importance of behavior/listening skills this lesson.

Discuss objective 1
Walk the groups round the 3 different core tasks courses
Explain that each core task is suited to different working levels

Main Activity

lesson.

Does it include the success criteria?

Key Q - What success have you had as working as part of a team?

Key Q - Give examples of how each member has been involved?

Group(s) to demonstrate/explain what they have done so far. Pick out key things that look successful and identify clear points they need to address.

Re-visit the learning outcomes & target set.

Progress - Objective 2: To refine or amend ideas.

In their groups, discuss new ideas and reflect/address what needs improving so it meets the criteria.

Continue to trial & error warm-up games

Evaluation

KEY Q: How effective were the group in explaining the rules to you?

Did the game make you think strategically, explain how?

How could the group have been more effective with:

1. Their concept of the game
2. The explaining/demonstrating

PLENARY (Allow for 15 minutes)

OBJECTIVE 2 AFL

Students complete questionnaires (RESOURCE E)

FOLLOW on TASK

2 groups that worked together to be given allocated area to sit in

Get them to feedback answers to each other (strengths/weaknesses/ways to improve etc)

TEACHER ASSESSMENT: Walk amongst the groups to ask questions probing them to reveal their answers to each other

TARGET setting: Get pupil hands up to see what LEARNING OUTCOMES they achieved this lesson

Sit class down & split students into groups of 3-4 of equal ability to make it easier when completing the core tasks. (Use your understanding of group's ability to do this)

CORE TASKS -
All are problem solving; require strategic thinking; encourages students to assign different roles based on abilities; requires reflective

KEY WORDS COMPETITION (RESOURCE D in envelope)

Students to split into pairs & demonstrate understanding of the skills applied in today's lesson

HAND OUT ENVELOPE

Pairs given 6 definitions for the following **key words**:

1. Strategize
2. Team work
3. Team leader
4. Reflective learner
5. Effective participator
6. Creative Thinker

They must **read**; **discuss** and **decide** quickly where each definition goes by searching the key words around the room and sticking their definitions to where they think it belongs.

Get students to sum up definitions & mark

thinking to improve on performance & team work.

- Hand out core task sheets & inform them that it explains each conditioned task and informs them of the assessment levels.

students scores.

Assign
students
with the
core tasks
that there
group will
be
participatin
g in

PLANNIN
G (10 min)

Groups plan
their
strategies;
discuss their
ideas and
decide on roles
for the task.

CORE TASK

- Select groups to perform core tasks
- Non-performers to observe & be silent
- Select 3 students to record timings of groups as they complete the course
- Continue sequence for all participant

s ONCE
If possible,
give groups
2-3 lives as
part of
their
attempts
at the
course

REFLECTING as
a group (AFL)
- Re-assign
core tasks
if
necessary
based on
success.
- Groups to
be given
time to
reflect on

their
performanc
& discuss
how they
could
improve in
preparation
for
completing
again. This
could mean
re-
assigning
roles/new
tactics
that stay
in condition
to the task

Complete Core
Tasks again to
see

		<p>improvements on students' reflective thinking and alternate strategies</p> <p><u>Reflect</u> To complete end of scheme self-assessment</p>
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Assessment Opportschemeies

<ul style="list-style-type: none"> • To reflect on others performance and answer set questions • Constructive learning in groups • Reflect and discuss ideas in groups 	<ul style="list-style-type: none"> • Key questioning • Learning off each other • Constructive learning • Reflecting/assessing & 	<ul style="list-style-type: none"> • To reflect on group performance • Constructive
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<ul style="list-style-type: none"> Solving problems through trial and error 	<p>evaluating performance</p>	<p>learning in groups</p> <ul style="list-style-type: none"> Set Questioning
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Key Questions

<p>Q - See Resource C</p> <p>Q - What success have you had as working as part of a team?</p> <p>Q - Give examples of how each team member has been involved?</p> <p>Q - What is creative about their ideas?</p> <p>Q - In what way could they perhaps improve it to make it more strategic/inclusive/inventive?</p>	<p>Q - What specific skills may you need when delivering your warm-up games?</p> <p>Q - Explain why these are important skills?</p> <p>Q - How effective were the group in explaining the rules to you?</p> <p>Did the game make you think strategically, explain how?</p> <p>How could the group have been more effective with:</p> <ol style="list-style-type: none"> Their concept of the game <p>The explaining/demonstrating</p>	<p>Q - If you were to do the core task again, what would you do to ensure you:</p> <ul style="list-style-type: none"> Increased your time around the course? Made it easier to communicate?
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Resources

<ul style="list-style-type: none"> Laptop Projector Resource C Plain/Lined paper 	<ul style="list-style-type: none"> EQUIPMENT - choose from <ul style="list-style-type: none"> Hoops; cones; balls; buckets; throw down lines; containers; skipping ropes; bibs; blindfolds; whistles 	<ul style="list-style-type: none"> Core Task Sheets Cones Benches
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- Pencils
- EQUIPMENT - choose from
 - Hoops; cones; balls; buckets; throw down lines; containers; skipping ropes; bibs; blindfolds; whistles
 - Resource D: 6 definitions on different colours of card
 - Bluetac & envelope

- Resource E
Pen/pencils

- Hoops
- Block out
Goggles

RESOURCE B - Evaluating & analyzing your performance

Q1: Did you defeat ALL 6 games within your set lives?

YES

NO

Q2: Did you have to adapt/change any strategies during performance? YES NO

Q3: Were the changes to your strategies helpful?

YES

NO

If you were to perform these games	To either defeat the <i>Cube/Strategic games</i> or do it using less lives you would need to
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again, how would YOU improve your performance in the following three (3) areas?

improve on your performance.
How?

Technically (The way you performed each skill)

Physically
(Strength/balance/speed/flexibility)

Mentally
(concentration/decisions/reflection)




Overall, sum up what best describes your strategic performance?

- 1.I didn't make many correct decisions. I need to reflect more and have better concentration to defeat games**
- 2.I made some correct decisions but I need to reflect more to improve my performance to defeat games**
- 3.I performed ok and made some good decisions. I had to adapt my strategies but they didn't always work**
- 4.I made more correct decisions than not. I adapted my strategies which helped me to defeat the cube**
- 5.I made consistent correct decisions and made adaptations that helped me to defeat the cube**

RESOURCE A - BOOKLET

The cube (2 lives per game)

Name of participant:

<u>Game</u>	<u>Time scored</u>	<u>Lives taken</u>	<u>Did you beat the game?</u>
DIRECTION			
Time freeze			
Cylinder	N/A		

Exchange		♥ ♥	
Rebound	N/A	♥ ♥	
Hit rate		♥ ♥	

The cube (3 lives per game)

Name of participant:

<u>Game</u>	<u>Time scored</u>	<u>Lives taken</u>	<u>Did you beat the game?</u>
DIRECTION		♥ ♥ ♥	
Time freeze		♥ ♥ ♥	
Cylinder	N/A	♥ ♥ ♥	
Exchange		♥ ♥ ♥	

Rebound	N/A	♥ ♥ ♥	
Hit rate		♥ ♥ ♥	

Using score sheets

Every rule **MUST** be followed correctly in order for the game to be completed successfully. To defeat the cube you **MUST** defeat all

the games within your lives. Lives **CANNOT** be carried over into the next game.

- If you *lose a life* then you must **CROSS** it off on the score sheet.
- There is a **TIME TAKEN** column on your score sheet. Fill this out as necessary.

GAMES & RULES

1. **Direction** - The player must walk within the path lines. However, the player **MUST** complete this game blindfolded and also **NOT** touch any of the outside lines.

2. **Time freeze** - The player sits down on the chair provided and holds the stopwatch **AWAY** from them. **PRESS** start when ready

to begin and judge (STOP) when you THINK 20 SECONDS has passed. The player has a two-second margin of error: any time between 19 and 21 SECONDS is successful.

3. Cylinder - The player MUST BOUNCE a ball from behind the line into the bucket provided. The ball MUST bounce exactly ONCE on the floor to be successful.

4. Exchange - There are two containers provided, one with 15 WHITE balls in and the other with 15 ORANGE balls. The player has 22 seconds to swap the balls from each box BUT can only pick up ONE ball in each hand at a time.

5. Rebound - The player MUST roll a *Botchier* ball along the floor. The ball MUST bounce off the wall and roll back so that it STOPS completely within the zone (throw done lines).

6.hit rate - You must collect ALL 4 RED cones provided and stack onto the top of the WHITE cone within 5 seconds. However, you can only collect 1 cone at a time.

RESOURCE C

This task will help further develop your ability to **analyze performances in strategic games.**

Watch the video clips and answer the questions.

GAME 1: REACTION

TECHNICAL - Describe his body position (Hand placement and his stance)

MENTAL - How does he appear focused?

Why do both concentration levels and reaction time help him in this strategic game?

GAME 2: VELOCITY

TECHNICAL - Describe the player's rolling technique?

PHYSICAL - Why does the weight of his roll affect the outcome of the game?

MENTAL - Explain how important it is to get the right balance between concentration and the weight of the roll

RESOURCE D - Print out each sheet in different colours to make it easier

EFFECTIVE PARTICIPATORS

You engage with issues that affect yourselves and others. You *DISCUSS* ideas; *INFLUENCE* others &

IDENTIFY improvements.

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CREATIVE THINKERS

You EXPLORE ideas, TRY DIFFERENT approaches and QUESTION your own & others assumptions and ideas.

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You EXPLORE ideas, TRY DIFFERENT approaches and QUESTION your own & others assumptions and ideas.

REFLECTIVE LEARNERS

You can EVALUATE your strengths & weaknesses to MONITOR your OWN PERFORMANCE. You can SET GOALS and deal with PRAISE and CRITICISM.

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MONITOR your OWN PERFORMANCE. You can SET GOALS and deal with PRAISE and CRITICISM.

TEAM LEADER

You provide GUIDANCE, INSTRUCTION and DIRECTION. You help YOUR team to work TOGETHER and get the BEST results.

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TOGETHER and get the **BEST** results.

You provide **GUIDANCE, INSTRUCTION** and **DIRECTION**. You help **YOUR** team to work **TOGETHER** and get the **BEST** results.

TEAM WORKER

You work **CONFIDENTLY** with **OTHERS** and **ADAPT** yourselves to help the group. You can help in **DISCUSSIONS** and show **CONFIDENCE** in providing

SUPPORT and FEDDBACK to others.

You work CONFIDENTLY with OTHERS and ADAPT yourselves to help the group. You can help in DISCUSSIONS and show CONFIDENCE in providing SUPPORT and FEDDBACK to others.

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STRATEGIZE

You **THINK** about what you are doing. You **PLAN IDEAS** to use as a strategy or course of action. It helps you in your **PERFORMANCE**.

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RESOURCE E: Name -



PUPIL QUESTIONNAIRE

Explanation

How clearly were the game rules explained to you?

VERY CLEARLY

QUITE CLEARLY

IT WAS

OK

NEEDS IMPROVING

Could they have done anything differently to make it easier to understand? Why?

.....

.....

.....

Did everyone from their group help you at some point during the activity?

YES

NO

Demonstration

Did the group give a high-quality demonstration of the

game to help you?

YES

NO

Explain what was done well/not so well when they gave their demonstration?

.....

.....

.....

Strategic Thinking

How did the game make you strategically think?

.....

.....

.....

Explain 2 things you liked about their warm-up game?

.....

.....

.....

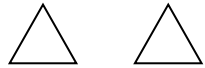
Name 1 thing to suggest how their game could be improved?

.....

.....

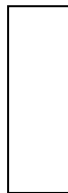
.....

CORE TASK: Level 3-4



Checkpoint 1 (start)

Checkpoint 3 (finish)



TASK

*The aim is for groups to lead/guide 1 blind folded member of their team around the course. They may only do this by using **sound signals**.
(Clapping/whistling/clicking)*



**In & out of cones
& out of cones**

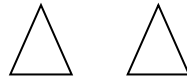
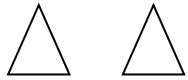
In



**Checkpoint 2
over)**

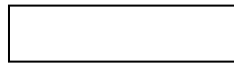
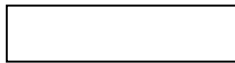
Bench (Step

CORE TASK: Level 4-5



Checkpoint 1 (start)

Checkpoint 3 (finish)

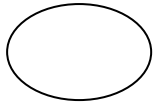
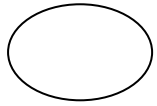


Bench (Step over)

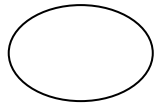
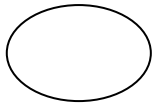
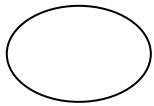
Bench (Step over)

TASK

*The aim is for groups to lead/guide 1
blind folded member of their team
around the course with a ball in hand.
They may only do this by using **touch**.*

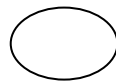
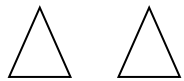


Cones (Go round each)

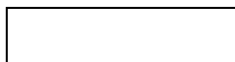
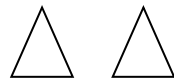


Hoops (Step into each)
Checkpoint 2

CORE TASK: Level 5-6



Checkpoint 1 (Start)
Bucket (drop object in to finish)



TASK

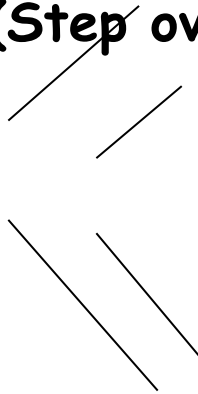
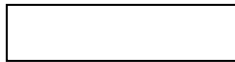
The aim is for groups to lead/guide 1 blind folded member of their team around the course.

*The person blinded must **carry** an object with them around the course and **place** it into a bucket at the end of the course.*

*The group must lead the person using **proprioception & hand signals**.*

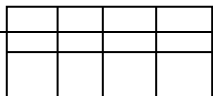
Checkpoint 3

Bench (Step over)



Bench (Step over)

Throw down line alley





Net (Go under)

Checkpoint 2

Core Task 1

Level 3

You select skills to help you complete tasks. You show an understanding of tactics and try to apply them. You can see how your work is similar to and different from others work to help improve your performance.

Level 4

You link skills; ideas and techniques to help complete activities. You show an understanding of tactics and strategies and use these to help improve your performance. You work safely to plan and lead simple tasks for yourselves and others

REMEMBER:

- You **MUST** attempt to lead the blind round the course as quickly as possible.

YOUR TASK

*As a group, you **MUST** lead 1/2 members around the course. The person blinded must wear **BLOCK OUT GOGGLES**. The groups are forbidden to talk when completing the task and **MAY ONLY** use the following **sound signals** to lead the blind around the obstacles.*

- *Clapping*
- *Whistling*
- *Clicking*

- Attempt the course with safety; control and clear understanding of the task
- Make sure you discuss; strategize and plan each person's role within the group

Core Task 2

Level 4

You link skills; ideas and techniques to help complete activities. You

show an understanding of tactics and strategies and use these to help improve your performance. You work safely to plan and lead simple tasks for yourselves and others.

Level 5

You link skills; ideas and techniques to help complete activities with consistency and accuracy. You draw on what you know about strategies and tactics to produce effective outcomes. You analyze yours and others performance to help you improve. You work safely in teams to plan; organize and lead simple tasks for yourselves and others.

REMEMBER

- You **MUST** attempt to lead the blind round the course as quickly as possible
- Attempt the course with safety; control and clear understanding of the task
- Make sure you discuss; strategize and plan each person's role within the group

YOUR TASK

*As a group, you **MUST** lead 1/2 members around the course. The person blinded must wear **BLOCK OUT GOGGLES**. The groups are forbidden to talk when completing the task and **MAY ONLY** use the following **touch signals** to lead the blind round the obstacles.*

Core Task 3

Level 5

You link skills; ideas and techniques to help complete activities with consistency accuracy. You draw on what you know about strategies and tactics to produce effective outcomes. You analyze yours and others performance to help you improve. You work safely in teams to plan; organize and lead simple tasks for yourselves and others.

Level 6

You select skills; ideas and techniques to use in a wide range of activities. This is performed with consistency and accuracy and involves using imaginative ways to solve problems. You use your knowledge about tactics and strategies to analyze and explain yours and others strengths and weaknesses. This helps to improve overall performance. You apply basic rules well and work safely for the benefit of your health and well-being.

REMEMBER

- You **MUST** attempt to lead the blind round the course as quickly as possible

TASK

*As a group, you **MUST** lead 1/2 members around the course. The person blinded must wear **BLOCK OUT GOGGLES**. The groups are forbidden to talk when completing the task and **MAY ONLY** use the following **proprioception signals** to lead the blind round the obstacles.*

*The lead explainer who **CAN** see the course **MAY ONLY** use **HAND SIGNALS** to instruct the 3rd party explainers of where the blinded individual needs to go. The 3rd party explainers **MUST** then use this knowledge and understanding to pass the information on to the blinded individual. They **CANNOT TALK** and **MUST** do this through moving the **HANDS** of the blind as a form of instruction.*

- **Attempt the course with safety; control and clear understanding of the task**
- **Make sure you discuss; strategize and plan each person's role within the group**
- **1 person to be blinded**
- **1 person to be leading explainer**
- **2 people to be 3rd party explainers**