

# LESSON PLAN: OAA-PROBLEM SOLVING: YEAR 3: WEEK 1

**LESSON OBJECTIVE: Team Building. Learning to work in teams to decide what approach to use to meet the challenges. To support and lead others.**

## WARM UP (10/15 MINS) Run through the jungle (whole class)

- Children are running through the 'jungle' and run into many animals, etc. that they need to get away from. The teacher can give commands and the children carry out a suitable action;
- The pupils imagine they are running through the 'jungle' while avoiding the obstacles/animals that are given by the teacher's appropriate commands: (e.g. jump over logs, duck under branches, high knees through quicksand, run from the tiger, tip toe past the snake, talk to the monkeys (ooh, ooh, aah, aah), etc.).

## TASK ONE (15/20 MINS) Walk the Rim!

In groups of five, six hoops in a straight line:

- Pupils take turns to walk along the rim of the hula hoops from one end to the next without touching the floor.
- Can they walk faster?
- Can they walk backwards?

See link after one minute thirty five seconds

<https://www.youtube.com/watch?v=99CawfVf4p0>

## TASK TWO (15/20 MINS) Ships at Sea:

- Pupils must work together to move across the gym without stepping off the mats. To start with they can move across the gym without blindfolds to understand the activity. After that they must complete the challenge while leading 2 teammates through the course without their vision.

<https://www.youtube.com/watch?v=flPmPXwnqn0>

## EVALUATION (5/10 MINS)

- Each pair/group discuss what strategies could be used to improve their performance.

## EQUIPMENT

- Hula hoops
- Mats
- Blindfolds

## KEYWORDS/PHRASES

- Focus on the teacher's commands
- Movement into space
- Tactics & strategies to work together
- Clear voice

## DIFFERENTIATION

### MORE ABLE

Use more complex commands.

Use more blindfolds in group.

### LESS ABLE

The pairs can speak while attempting to stand up.

Use less or no blindfolds in group.

**INCLUSION:** Make the commands easier, get them to walk on lines instead of hula hoops, Use large mats.

# LESSON PLAN: OAA-PROBLEM SOLVING: YEAR 3: WEEK 2

**LESSON OBJECTIVE: Co-operative Learning and working together in a team. Learn to trust in each other. Develop both verbal and non-verbal communication between peers.**

## WARM UP (10/15 MINS) Domes and Dishes:

- Place cones all around the playground some upside down and some the right way up (15 of each). Split the class into 2 groups. One group must get the cones upside down and the other team must get them the right way up. After 1 minute count to see which team have won.
- Play again but team does the opposite of what they did previously.

## TASK ONE (15/20 MINS) In groups of 6, bibs tied around your ankles and attached to others in your group

- The team travels from one imaginary space ship to another through five hula hoops placed together in a zig zag line.
- Complete with at least one person blindfolded.

## TASK TWO (15/20 MINS) Complex course: Blindfold, complex course (8 cones scattered around the hall)

- Place the cones in different positions and player guides each other on the course.
- The cones will be scattered around the hall to make a swamp and the players must guide each other and they are not allowed to touch the cones, if they touch they go back to the beginning.

## EVALUATION (5/10 MINS)

- Each pair discuss what strategies could be used to improve their performance.

## EQUIPMENT

- Cones
- Blindfolds (or bibs)
- Bibs
- Hoola hoops

## KEYWORDS/PHRASES

- Awareness of others
- Keep head up
- Movement into space
- Tactics & strategies to complete the course
- Trust and team work

## DIFFERENTIATION

### MORE ABLE

Use larger area.

Place more cones in zig zag to make more difficult course.

### LESS ABLE

Place less cones or make the course easier to follow.

Work in smaller square.

**INCLUSION:** Have the more able pupils helping the less able on the more complex tasks.

# LESSON PLAN: OAA-PROBLEM SOLVING: YEAR 3: WEEK 3

**LESSON OBJECTIVE:** To orientate themselves and move with increasing confidence, knowledge and accuracy. To think quickly in order to create different actions.

## WARM UP (10/15 MINS) Fox and Hounds

- Set a distance, then send one athlete off and after a few seconds all the other athletes try to tag their partner as quickly as possible.
- Keep changing the leader/tagger and change their partners.

## TASK ONE (15/20 MINS) Titanic

- Students are told they are aboard a sinking ship (the Titanic) and they need to get everyone off and to the shore safely using only the 3-4 "life boats" (hula hoops) provided.
- Students may only step in the hoops and may pick up hoops, but only those that are empty. Hula hoops cannot be dragged or tossed. Teams may take any number of passengers on the lifeboats but if any passenger steps out of the hoops, everyone must return to the ship.
- Passengers may step out of the lifeboat only when they have reached land, but they may not throw the hoops back to the boat.

## TASK TWO (15/20 MINS) Hot Potato!

Equipment: Tennis balls, music

- Divide the pupils into group of four or more, give each group a tennis ball.
- The activity works by passing the potato clockwise around the group until the music stops. Once the music stops the person left holding the tennis ball is asked to stand up and do an action (star jump, hop, animal figures, etc.). Once they have done this task they can sit down.
- The music starts again and they continue to pass the tennis ball. The catch is that the person who has been given the action must stand up and perform this action every time they get hold of the tennis ball.
- Can they do it whilst standing up?
- Can they complete the task whilst moving?

## EVALUATION (5/10 MINS)

- Each group discuss what strategies could be used to improve their performance.

## EQUIPMENT

- Hula Hoops 9x4
- Tennis Balls
- Music

## KEYWORDS/PHRASES

- Eyes focused hoops
- Ready position
- Team Work
- Quick Movement
- Tactics & strategies

## DIFFERENTIATION

MORE ABLE	LESS ABLE
Use larger area.	Do it in Pairs.
Select more complex actions during task two.	Work in smaller square Work with bigger balls.

**INCLUSION:** Use bigger hoops. Allow them to run to hoops from a closer distance.

# LESSON PLAN: OAA-PROBLEM SOLVING: YEAR 3: WEEK 4

**LESSON OBJECTIVE:** Work quickly with a partner to regain items from various places. Use memory to identify and record simple road signs.

## WARM UP (10/15 MINS) Hello My name is...

- Hello...My name is \_\_\_\_\_ OAA warm up to get pupils talking and moving around. Pupil's swap their names with the first person they pair up with. They sit down when they get their own name back from somebody else.
- Repeat the same but give each pupil a number instead of using their name, when you stop the game, the pupil with the highest or lowest number wins.

## TASK ONE (15/20 MINS) Bag the beans!

- Working in groups of two using three hoops.
- Bean bags are scattered around the designated working area. Each pair has to move around the working area collecting up the bean bags.
- Pupils can only stand inside the hoops and move from one hoop to the next hoop by either stepping/jumping (hoops cannot be dragged or walked along).
- The collected bean bags must also be transported from hoop to hoop. How many bean bags can you collect and transport successfully?

## TASK TWO (15/20 MINS) Highway Code sign matching:

- Set out highway that are each numbered from 1 to 14 on one side of the hall and the other side set out the same signs but with each having a letter from A to N (in random matching order e.g. 1 matching K etc.).
- Working in pairs, can you write down all the matching numbered road signs with the matching lettered ones?
- Pupils are not allowed to touch/move any of the signs off the floor.

## EVALUATION (5/10 MINS)

- Each group discuss what strategies could be used to improve their performance. Discuss safety issues, trust and responsibility.

## EQUIPMENT

- Highway code signs (see additional resources)
- Paper
- Pens
- Beanbags

## KEYWORDS/PHRASES

- Tactics & strategies to complete the course
- Trust and team work
- Problem solving
- Remembering

## DIFFERENTIATION

### MORE ABLE

Work by themselves.

Set a time limit to find all the matching road signs.

### LESS ABLE

Work in larger groups.

Allow more time to complete the tasks.

**INCLUSION:** Use simpler maps and have the more able pupils helping the less able to practice leadership skills and team work.

# LESSON PLAN: OAA-PROBLEM SOLVING: YEAR 3: WEEK 5

**LESSON OBJECTIVE:** Responding to different challenges and problem solving tasks; understanding of safe practice, communication and listening skills. Learning to trust each other.

## WARM UP (10/15 MINS) Robbing the Nest:

4 teams and 5 hoops with about 12 tennis balls:

- One member of each team to collect a ball from the central hoop and take it to their team hoop.
- Then the next member to collect a ball and bring it back.
- Once all the balls have disappeared from the central hoop, teams need to steal balls from the other teams.
- The winners are the team who collects 4 balls in their hoop first (pupils can only collect one ball at a time).

(<https://www.youtube.com/watch?v=jO9tlwW00Jo>)

## TASK ONE (15/20 MINS) Test your trust!

Divide the pupils into threes (A+B+C), (A and C) stand facing each other, a short distance apart, (B) stands in the middle facing either (A or C). (B) Wears a blindfold and stands stiff and is gently pushed from side to side. Change over.

**Progressions:** B (A+C) stand feet astride - forward and backwards to control the body weight. A --- -- C. Support/contact (B) in front of the shoulders.

Repeat with (B) wearing a blindfold.

## TASK TWO (15/20 MINS) Trust game in pairs:

### Blindfold, simple course (two to four cones)

- In pairs one player guides the other in a line between the two cones and they can swap once they complete the task.
- To add more challenge place 4 cones in a zig zag and players can guide each other following the same pattern from the previous task.

Challenge. Can they complete a more complex course? (Diagonal, zig zag etc.)

## EVALUATION (5/10 MINS)

- Each pair discuss what strategies could be used to improve their performance. Discuss safety issues, trust and responsibility.

## EQUIPMENT

- Hula hoops
- Bean Bags
- Blindfolds (Use bibs instead if you don't have them)
- Cones

## KEYWORDS/PHRASES

- Communication
- Clear instructions
- Trust and team work
- Decision making
- Planning

## DIFFERENTIATION

### MORE ABLE

### LESS ABLE

Increase the distance when trust and confidence is developed.

Do shorter distances and pair more able with less able.

Set and complete more complex courses.

Work with a more able pupil.

**INCLUSION:** Mix the groups to have the more able helping the less able.

# LESSON PLAN: OAA-PROBLEM SOLVING: YEAR 3: WEEK 6

**LESSON OBJECTIVE:** Work co-operatively with others. Use simple maps to follow a trail. Recognise own space. Explore school surroundings and follow simple routes & trails.

## WARM UP (10/15 MINS) Amoeba Tag

Two people are it. They hold hands and chase people, the person they catch join the chain by linking hands. When another person is caught they can stay together or split 2 and 2 they must split even numbers and can link together at will. This game is played until nobody is left.

## TASK ONE (15/20 MINS) Blindfold zoo

- Working in pairs, send half of the group with their partner to one side of the hall and the other pairs to the opposite end. One person wears a blindfold and the other acts as their guide.
- Each pair are told to be a certain animal and will have one matching animal on the opposite end of the hall/playground. Their identities must be unknown thus they must not know which child on the other team is which animal.
- They must make the noise of the animal they are and find their matching animal from the opposite end of the hall/playground while attempting to move towards each other. Allow the children to get a go at each role while regularly changing their animal.

## TASK TWO (15/20 MINS) Blind fold trust /Guide dog.

- Divide the group into pairs, one is blindfolded and the other is not. Get them walking around a flat area to get the group used to walking blindfolded. Swap the pairs so everyone has a go at leading and being blindfolded.
- When the group are confident get the group to follow a simple obstacle course. One is to be the Guide dog and the other blindfolded. The guide is to lead the blindfold person safely around all the obstacles (use purpose built play equipment/climbing walls/crates and tyres etc. in the playground) and back to the start, then swap over. Use items in the school that the class come across every day.

## EVALUATION (5/10 MINS)

- Discuss how different it felt being blindfold and key skills were important when guiding someone that is blind.

## EQUIPMENT

- Hula Hoops
- Tennis Balls
- Marked trail (string)
- Maps, paper and pen
- Blindfolds (Use bibs instead if you don't have them)
- Outdoor play area

## KEYWORDS/PHRASES

- Communication
- Clear instructions
- Trust and team work
- Decision making
- Planning

## DIFFERENTIATION

### MORE ABLE

Have the person guiding them only with gestures no sound.

Set more complex obstacles.

### LESS ABLE

Carry out the task with a more able partner.

Do shorter obstacles, pair with more able.

**INCLUSION:** Make trails simpler and use bigger ball or different materials for robbing the nest.

# **ADDITIONAL GAMES**

## **Connected**

<https://www.youtube.com/watch?v=efXn646cC58&index=40&list=PL2SgL8sFniOzfLRKMdeWT6zPBGBQGZlyu>

## **Elbow to hand**

<https://www.youtube.com/watch?v=TFeDR4HSoOI&index=12&list=PL2SgL8sFniOzfLRKMdeWT6zPBGBQGZlyu>

## **Knee tag**

<https://www.youtube.com/watch?v=gEwRjFxFjRU&index=2&list=PL2SgL8sFniOzfLRKMdeWT6zPBGBQGZlyu>

## **Line race**

<https://www.youtube.com/watch?v=4E4YxpOWwL8&index=13&list=PL2SgL8sFniOzfLRKMdeWT6zPBGBQGZlyu>

## **Down the line**

<https://www.youtube.com/watch?v=P96fcr-LJPY&index=45&list=PL2SgL8sFniOzfLRKMdeWT6zPBGBQGZlyu>

## **Team relay**

<https://www.youtube.com/watch?v=ATVdrVmVsr0&index=11&list=PL2SgL8sFniOzfLRKMdeWT6zPBGBQGZlyu>

## **Stuck with me**

<https://www.youtube.com/watch?v=4j3DNJS2i1M&index=3&list=PL2SgL8sFniOzfLRKMdeWT6zPBGBQGZlyu>