

Class:	Team Building (OAA)	Lesson: 1 (40 Mins)	Date:
Learning Objectives MA-More Able LA-Less Able	LO1-Knowledge	To know why when orienteering verbal instructions are important and the key to completing a task when working as part of a team.	
	LO2-Skill	To demonstrate the ability to work together as part of a team and to solve problems through co-ordination. MA to demonstrate leadership skills.	
	LO3-Understanding	To understand the need to remember where you have been and why this information should be collated to how with record keeping.	
Outline of lesson: Introduction, Learning activities, teacher Style, Pupil grouping, Differentiation, Extension, Access strategies AFL, Cross/curricular, Key skills - ICT, literacy, numeracy, Equality and Diversity, Global Citizenship, WRL Plenary			
LESSON PLAN		RESOURCES	SUCCESS CRITERIA
<p>INTRO: Pupils to sit on the benches whilst an introduction to the themes for OAA is read out. Pupils will be working on OAA and will look at developing map reading skills and working together as part of a team, some pupils with Ten Tors in mind.</p> <p>WARM-UP: Pupils perform some gentle jogging in the form of a game (flushing the toilet). Once tagged the pupil sits in a toilet position waiting to be 'flushed' to become free again. Alternate once and add teaching points of communication and teamwork (LO1).</p> <p>MAIN ACTIVITY: Pupils to organise themselves in order of date of birth along a line followed by two other variables. Condition is that pupils have to do whilst on a mat, with the mat acting as a raft. Pupils must try not to fall off the raft. Pupils will then try to pass a ball down one end of the raft, with this being equated to fish being passed down the river (LO2). TP: What skill did you use that allowed you to know where to be to collect the ball from? TP: What other means of communication are available when working together as part of a team?</p> <p>Corporate Maze: Pupils have to complete a maze of 36 cones by getting from one end to the other within the remainder of the lesson. Each pupil has one go a time trying to guess the correct sequence before passing on the knowledge they know to the rest of their class (LO2). -During the exercise was anyone taking charge or was it a task requiring equal co-operation? -What was the key to success? Could pupils remember the progress they had made and were instructions given clear to understand? (LO3)</p>		<p>2 LSW's Pupils sat on benches.</p> <p>Ball with bell for the person who is tagged.</p> <p>The goalball court is cleared so that pupils could move around freely.</p> <p>Two mats One Ball with bell. 36 cones laid out roughly a metre apart.</p>	<p>Are pupils identify links with the module to there everyday life?</p> <p>Are pupils able to identity that by working as a team and by un-tagging each other they are able to beat the tagger?</p> <p>-Are pupils able to communicate simple verbal instructions to one another? -Is decisive action taken with a pupil(s) taking the lead?</p> <p>Can pupils solve a problem through co-operation and through planning out a logical course of action?</p>



Helping people support individuals with SEN

<p>PLENARY: When working together as part of a team what is an important skill to have? Why is it important to follow instructions, especially when completing orienteering? (LO1)</p>		<p>Pupils face opposite way to maze.</p>	<p>Can pupils identify the key skills they have developed during the lesson?</p>
<p>Key vocabulary:</p>	<p>Plans, diagrams, maps, visitor trails, pace, walk, brisk walk, leader, co-operation, team work, problem solving, challenges.</p>		
<p>Risk Assessment:</p>	<p>The mats stick to the floor sufficiently so that they don't slide as pupils walk across them.</p>		
<p>Further studies</p>	<p>Try working out the number of steps it takes you to get from one place to another and see whether someone else could follow the instructions you give them based on your experience.</p>		
<p>Cross-curricular</p>	<p>Links with PSHE for healthy living, Geography for map reading and Maths for counting steps.</p>		

Class:	Team Building (OAA)	Lesson: 2 (40 Mins)	Date:
Learning Objectives MA-More Able LA-Less Able	LO1-Knowledge	To know the importance of communicating when working as part of a team.	
	LO2-Skill	To solve problems relating to movement restrictions and visual descriptions	
	LO3-Understanding	To understand the importance of working towards the same goal when part of a team.	
Outline of lesson: Introduction, Learning activities, teacher Style, Pupil grouping, Differentiation, Extension, Access strategies AFL, Cross/curricular, Key skills - ICT, literacy, numeracy, Equality and Diversity, Global Citizenship, WRL Plenary			
TIME	LESSON PLAN	RESOURCES	SUCCESS CRITERIA
	<p>Introduction to topic of work OAA and team building. Developing on from previous week with regards communication and working as part of a team. Will look at new problem solving areas and try to relate to the outdoors and everyday life.</p> <p>Warm-up: Pirates: Pupils have to work there way round the sports hall. Added conditions-1/Touch toes; 2/Wave for help; 3/ Low flying plane; 4/Find a Friend</p> <p>Main: PASS THE HOOP: Pupils hold hands in a circle. The hoop is passed round the circle. Pupils have to communicate to work the hoop around the circle. Progression to having two hoops-added complication greater communications (LO1).</p> <p>THROWING THE BALL AND REMEMBERING INFORMATION: To develop team's knowledge of each other by asking simple questions. If you receive the ball you mention three bits of information about yourself.</p> <p>Running around: stopping on whistle and following instruction such as <i>find a partner born in the same month/with same colour hair/ has the same pet as you.</i></p> <p>Teaching points: Safety – make sure children avoid running into equipment. Stop means stop – no sliding around. Listening carefully- Instructions from a leader that tell of possible danger.</p> <p>Pushing the shuttlecock: Pushing it forward-Working towards each other strengths. Try once and then try again. Everyone in the team must be used.</p>	<p>Pupils sat on the benches for first introduction to the lesson</p> <p>Bean bags,</p> <p>Mats</p> <p>Flat spots,</p> <p>Hoops x 2</p> <p>Ball with bell</p> <p>Whistle</p>	<p>Have pupils been made aware of the learning outcomes and what is expected of them.</p> <p>Pupils identify two reasons as to why we should warm-up. MA 3 reasons.</p> <p>Pupils recall their stretches with MA showing where on their body they feel the stretch. LA has assistance from LSW.</p> <p>Pupils communicate with each other and discuss various ways of solving a problem.</p> <p>Are pupils maintaining a good posture? Can pupils identify the safety implications to listening to instructions?</p>

<p>TP: Leadership/communication/problem solving (LO3).</p> <p>Stepping stones: Pupils have to walk across the sports hall on tactile discs however with only so many available for both teams. Once across the water pupils have pick up one object each and quickly return to where they came. Objects are people being rescued.</p> <p>TP: Working as a team, rationing equipment and having a good sense of direction. Each team with one pupil who is totally visually impaired.</p> <p>Run and describe: Pupils run from one side of the hall to the other where they pick up an object feel it. Run back and describe to their team mate. Pupils to wear Goal ball goggles. Pupils to describe whether its;</p> <ul style="list-style-type: none"> -soft/hard, -shape -Can hold in one hand -makes a noise <p>→ Teammates to try and correctly identify the correct the object from their partner’s description. Once tried swap roles. TP: Pupils to understand the importance of clarity of instructions and to decide which of their class is best at which particular role (LO2).</p> <p>Plenary: What made a team successful? Each team decides which member deserves a reward for excellent team work. STEP FORWARD PLENARY!</p> <p>Teaching points:: Try and promote key concepts: listen to others; working together; not arguing/managing conflict. Think about who listened well but also communicated clearly, who worked hard for the team</p> <p>Differentiation: For less able pupils, provide prompts towards answers if necessary. Award effort as well as achievement.</p>	<p>Various ball sizes</p> <p>Foam object</p> <p>Mattress</p> <p>Different coloured cones</p> <p>Pupils on the middle Goalball line as the plenary is initiated.</p>	<p>Can pupils discuss the strengths of their peer to work out who is best at assisting push forwards an object.</p> <p>Can pupils use a full range of descriptive words thereby demonstrating the need for clarity during instructions?</p> <p>Can pupils recall the learning objectives and to decide whether they have them.</p>
<p>Key vocabulary:</p>	<p>Co-operation, communication, teamwork, challenges, problem solving, plan strategies and approaches.</p>	
<p>Risk Assessment:</p>	<p>Pupils with less sight to be assisted with finding their bearings. Scarlett to rest after exertion due to seizures.</p>	
<p>Further studies:</p>	<p>Try communicating more with each other outside of lesson and thick about a range of words to describe your experiences.</p>	
<p>Cross-Curricular</p>	<p>Orienteering link with Geography, maths for remembering a combination and English for literacy and use of vocabulary.</p>	

Class:	Team Building (OAA)	Lesson: 3 (40 Mins)	Date:
Learning Objectives MA-More Able LA-Less Able	LO1-Knowledge	To know the importance trusting your teammates when working as part of a team.	
	LO2-Skill	To assign people different roles in a team when working together.	
	LO3-Understanding	To understand the importance of someone taking charge in a group.	
Outline of lesson: Introduction, Learning activities, teacher Style, Pupil grouping, Differentiation, Extension, Access strategies AFL, Cross/curricular, Key skills - ICT, literacy, numeracy, Equality and Diversity, Global Citizenship, WRL Plenary			
LESSON PLAN		RESOURCES	SUCCESS CRITERIA
<p>Recap of previous week and an introduction to this week: Trust and leadership. Developing on from previous week with regards communication and working as part of a team. Will look at new problem solving areas and try to relate to the outdoors and everyday life.</p> <p>Warm-up: Pirates: Pupils have to work there way round the sports hall. Added conditions-1/Touch toes; 2/Wave for help; 3/ Low flying plane; 4/Find a Friend</p> <p>Main: Stepping stones: Pupils have to walk across the sports hall on tactile discs however with only so many available for both teams. Once across the water pupils have pick up one object each and quickly return to where they came. Objects are people being rescued.</p> <p>TP: Working as a team, rationing equipment and having a good sense of direction. Each team with one pupil who is totally visually impaired.</p> <p>Trust Activities: Chinese Whispers: Each pupil takes it in turn to pass a message down the line: Instructions to include; -Stand on right leg only; Become a pencil shape; Sit on a bench; Hold the Football above your head; Sing Happy Birthday; North Pole of South Pole: TP: Important to trust what your team-mates have said so that working together as part of a team becomes easier.</p> <p>Creating a message from objects: Class split into two teams. Each team nominates a captain. The rest are blindfolded. Class have to collect an object bring it back to the other side of the hall and create a smiling face with their objects. Only captain knows what is being created. Captain can't hold any objects. Race against time. Best face after 5 minutes win.</p> <p>Parachute Games:</p>		<p>Pupils sat on the benches for first introduction to the lesson</p> <p>Bean bags, Mats</p> <p>Flat spots, Hoops x 2 Ball with bell</p> <p>Whistle</p> <p>Various ball sizes</p>	<p>Have pupils been made aware of the learning outcomes and what is expected of them.</p> <p>Pupils identify two benefits as to why we should warm-up. MA 3 benefits.</p> <p>Pupils recall their stretches with MA showing where on their body they feel the stretch. LA has assistance from LSW. MA to name muscle being stretched.</p> <p>Pupils show trust in their peers communication and retain quality listening and communicating skills.</p> <p>Pupils understand that through trusting each other communication could be spread</p>

<p>Para-swap: Number the children around the circle, say one to six. Lift the chute and on the third go shout a number, these children then have to swap places under the canopy before it falls to earth. Make sure that those who remain around the edge allow the canopy to fall rather than pulling it down hard. TP: Need to listen to instructions, and show an awareness of space.</p> <p>Para-shuffle: Simply passing the chute round in a circle rather like hauling in a rope. TP: communicate as to which direction to go. Remember who is next to you.</p> <p>Para-ball: Place a light-weight football on the chute surface and experiment with moving it. What happens when you shake the parachute, can you flip the ball off over people's head? Can you develop a wave technique that will cause the ball to move in a circle? Using a small ball (tennis ball) can you drop the ball through the hole in the middle, can you stop the ball disappearing? TP: Co-ordination skills, communication and leadership skills required.</p> <p>Para-Rocket: Everyone stands holding the parachute. Bend your knees, count to three, lift the parachute above your head and the ball will travel up into the air. Try to use the parachute to catch it when it comes back down. You can use as many balls as you like. Start with the ball or balls in the centre of the parachute. MA: To demonstrate leadership skills by counting the group in so they know when to lift the parachute. TP: Listening and trusting everyone to lift at the same time was important to making the ball have lift-off. Work as a team to improve by following instructions.</p> <p>Plenary: What made a team successful? Each team decides which member deserves a reward for excellent team work. STEP FORWARD PLENARY! Teaching points: Trusting what the others do and basic leadership skills. Why is it important to trust your team mates? If you do not trust them will this hinder your progress as a group? Differentiation: Pupils stand in a line and walk forwards/backwards depending on whether they correctly/incorrectly answer a question. MA to be asked probing "why?" questions.</p>	<p>Foam object -Blindfolds</p> <p>Mattress</p> <p>Balls with Bells, Parachute- Pupils to not hold the handles.</p> <p>Pupils holding onto different segments of the parachute but spread round it.</p> <p>Pupils stand in a line and walk forwards and backwards depending on what</p>	<p>more effectively.</p> <p>Can pupils adapt to their surroundings and guide their peers through obstacles and acquire leadership skills.</p> <p>Can pupils remember their number and move round the circle, trusting others to keep the parachute aloft?</p> <p>Are pupils able to keep the ball afloat and does someone in the group communicates instructions as to when they should lift (leadership skills).</p> <p>Are pupils to problem solve that the best way of getting the ball as high as possible is when they all lift together.</p> <p>-Pupils recognise the importance of planning.</p> <p>Can pupils recall the LO for the lessons?</p>
Key vocabulary:	Co-operation, communication, teamwork, challenges, problem solving, plan strategies and approaches, trust.	
Risk Assessment:	Pupils with less sight to be assisted with finding their bearings. Scarlett to rest after exertion due to seizures.	
Further studies:	Pupils to look at taking on greater leadership skills within the school and trusting the assistance of their peers.	
Cross-Curricular	Orienteering link with Geography, maths for remembering a combination and English for literacy and use of vocabulary.	

Class:	Team Building (OAA)	Lesson: 4 (40 Mins)	Date:
Learning Objectives MA-More Able LA-Less Able	LO1-Knowledge	To know the importance of assigning different people different roles based on their strengths to help make a team stronger.	
	LO2-Skill	To work together to construct a solution to a problem.	
	LO3-Understanding	To understand that a team works best when co-operating. This can only be achieved through clear structure and careful planning.	
Outline of lesson: Introduction, Learning activities, teacher Style, Pupil grouping, Differentiation, Extension, Access strategies AFL, Cross/curricular, Key skills - ICT, literacy, numeracy, Equality and Diversity, Global Citizenship, WRL Plenary			
LESSON PLAN		RESOURCES	SUCCESS CRITERIA
<p>Recap of previous week and an introduction to this week: co-operation and. Developing on from previous week with regards communication and trust work as part of a team. Will look at new problem solving areas and try to relate to the outdoors and everyday life.</p> <p>Warm-up: Pirates: Pupils have to work their way round the sports hall. Added conditions-1/Touch toes; 2/Wave for help; 3/ Low flying plane; 4/Find a Friend; 5/ Salute; 6/ Jump;</p> <p>Main: The Helium Stick; Pupils line up in two rows facing each other. A Helium stick is introduced. Pupils point their index finger and hold their arms out. Stick is laid on the fingers and the group wait until stick is horizontal. Challenge is to lower the stick to the ground. ALL FINGERS MUST BE TOUCHING THE STICK.Q/ What is needed to help keep the stick flat in order to get it to the ground. PROGRESSION: Objects added at the end of the stick to ensure stick equilibrium (LO2). TP: Remain calm, concentrate, communicate and analyse the problem. Q/ What skills does it take to be a successful group. How were suggestions received? Encourage open dialogue.</p> <p>The Work Crew: Pupils are only allowed one at a time along the mats to collect an object. The mats represent a wobbly bridge that can only support one person. Objects vary in size between small and heavy and pupils are only allowed to carry one object at a time. All pupils have to collect an object so the class decide who is going to collect what beforehand. The aim is build a second bridge to the other side of the room using a collection of objects→ stepping stones and tunnels. Each one in the group is assigned a role; Role 1: Blindfolded (x2) (To only be allowed three legs when walking).</p>		<p>Pupils sat on the benches for first introduction to the lesson</p> <p>1 wooden stick</p> <p>LSWs also involved ensuring pupils don't remove finger.</p> <p>2 end weights</p> <p>6 mats 1 trampoline 2 blindfolds,</p>	<p>Have pupils been made aware of the learning outcomes and what is expected of them.</p> <p>Pupils identify two benefits as to why we should warm-up. MA 3 benefits.</p> <p>Pupils recall their stretches with MA showing where on their body they feel the stretch. LA has assistance from LSW. MA to name muscle being stretched.</p> <p>Our pupils able to think analytically when assessing a problem? Can pupils communicate with one another to help co-ordinate a team-effort.</p>

<p>Role 2: Organisation (Channelled off area at the side) Role 3: Construction (x2)</p> <p>Rope is tied from one end to the other so that the blindfolded pupils can follow the guide of the new bridge. TP: All of you within the group took on different roles as you would if you were part of a rescue team (LO3). You worked best when you trusted each other.</p> <p>Team Relay: Follow the instructions left by the audio buttons. Team has to find the six different rings located around the room. With each audio button a clue is presented that they have to solve. Each ring is needed to save the parachute from destruction. One ring per pupil is collected, and once the ring is collected the next audio instruction is giving. Equipment that can be used to help can include; poking stick, soft ball, hockey sticks. One extra ring has to be found by someone nominated in the group. Before the activity information on what is required to complete the task would be given (LO1). TP: How did you assign people different roles? Were some of you more able to complete a task easier than someone else? Did you have to remember much information when collecting the rings?</p> <p>Rings exchanged for parachute and ball.</p> <p>Para-wave: Pupils to try and make small and big waves. One pupil to shout more waves and another less waves. The rest of the pupils to listen and follow.</p> <p>Para-Role: Pupils have to try and role the ball in a circle without it falling off.</p> <p>Para-ball bounce: One pupil is underneath the parachute and they have to try and knock the ball off the parachute. The others holding the parachute have to prevent them from knocking the ball out. Each pupil takes it in turn. Then swap round with the person underneath trying to keep it on the parachute and the others are trying to flick it off. TP: What skills are being developed through using the parachute with regards team work, co-ordination and problem solving?</p> <p>Plenary: Why is it important to try and plan out how to solve a task before taking action? Why is it important that the tasks assigned for a team to do are assigned to group members based on their own particular strengths? Why is it important to retain information and when would you need these skills?</p>	<p>Stepping stones 2 Tunnels Cones</p> <p>Rope Poles</p> <p>6 Audio buttons 2 Uni Hockey sticks 1 Ball bell</p> <p>6 Rings</p> <p>1 Parachute LSW also involved holding onto the parachute.</p> <p>Walk forward Plenary..</p>	<p>Are pupils able to assign different roles to one another depending on each others personal qualities, thereby considering things analytically?</p> <p>Pupils demonstrate a clear consideration for the others in their group by judging whether they could complete the bridge.</p> <p>Pupils are able recall the information given to them and pass it on to someone else in their group. Pupils decide who is the best for each role and thereby show clear planning.</p> <p>Pupils are able to co-ordinate their efforts to achieve a maximal result as opposed to working individually.</p> <p>Pupils recall the key skills they have learnt during their OAA lessons: trust, communication, planning, problem solving, memory recall.</p>
<p>Key vocabulary:</p>	<p>Co-operation, communication, teamwork, challenges, problem solving, plan strategies and approaches, trust.</p>	
<p>Risk Assessment:</p>	<p>Pupils with less sight to be assisted with finding their bearings. Scarlett to rest after exertion due to seizures.</p>	
<p>Further studies:</p>	<p>Pupils to look at their role within the school and how they could take on some roles that are best suited to their abilities.</p>	
<p>Cross-Curricular</p>	<p>Orienteering link with Geography, maths for remembering a combination and English for literacy and use of vocabulary.</p>	



Helping people support individuals with SEN

Class:	Team Building (OAA)	Lesson: 5 (40 Mins)	Date:
Learning Objectives MA-More Able LA-Less Able	LO1-Knowledge	To know the importance of assigning different people different roles based on their strengths to help make a team stronger.	
	LO2-Skill	To work together to construct a solution to a problem.	
	LO3-Understanding	To understand that a team works best when co-operating. This can only be achieved through clear structure and careful planning.	
LESSON PLAN		RESOURCES	SUCCESS CRITERIA
<p>Recap of previous week and an introduction to this week: co-operation and. Developing on from previous week with regards communication and trust work as part of a team. Will look at new problem solving areas and try to relate to the outdoors and everyday life.</p> <p>Warm-up: Pirates: Pupils have to work there way round the sports hall. Added conditions-1/Touch toes; 2/Wave for help; 3/ Low flying plane; 4/Find a Friend; 5/ Captain Salute; 6/ Jump;</p> <p>Main: The Helium Stick; Pupils line up in two rows facing each other. A Helium stick is introduced. Pupils point their index finger and hold their arms out. Stick is laid on the fingers and the group wait until stick is horizontal. Challenge is to lower the stick to the ground. ALL FINGERS MUST BE TOUCHING THE STICK.Q/ What is needed to help keep the stick flat in order to get it to the ground.</p> <p>PROGRESSION: Objects added at the end of the stick to ensure stick equilibrium (LO2). TP: Remain calm, concentrate, communicate and analyse the problem. Q/ What skills does it take to be a successful group. How were suggestions received? Encourage open dialogue.</p> <p>The Work Crew: Pupils are only allowed one at a time along the mats to collect an object. The mats represent a wobbly bridge that can only support one person. Objects vary in size between small and heavy and pupils are only allowed to carry one object at a time. All pupils have to collect an object so the class decide who is going to collect what beforehand. The aim is build a second bridge to the other side of the room using a collection of objects→ stepping stones and tunnels. Each one in the group is assigned a role; Role 1: Blindfolded (x2) (To only be allowed three legs when walking).</p>		<p>Pupils sat on the benches at start</p> <p>1 LSW who is always with Hannah.</p> <p>1 wooden stick</p> <p>LSWs also involved ensuring pupils don't remove finger.</p>	<p>Have pupils been made aware of the learning outcomes and what is expected of them.</p> <p>Pupils identify two benefits as to why we should warm-up. MA 3 benefits.</p> <p>Can pupils communicate with one another to help co-ordinate a team-effort?</p>



Helping people support individuals with SEN

<p>Role 2: Organisation (Channelled off area at the side) Role 3: Construction (x2)</p> <p>Rope is tied from one end to the other so that the blindfolded pupils can follow the guide of the new bridge. TP: All of you within the group took on different roles as you would if you were part of a rescue team (LO3). You worked best when you trusted what each other had done.</p> <p>Team Relay: Follow the instructions left by the audio buttons. Team has to find the six different rings located around the room.</p> <p>One ring per pupil is collected, and once the ring is collected the next audio instruction is giving. Equipment that can be used to help can include; poking stick, soft ball, hockey sticks. One extra ring has to be found by someone nominated in the group. Before the activity information on what is required to complete the task would be given (LO1). TP: How did you assign people different roles? Were some of you more able to complete a task easier than someone else? Did you have to remember much information when collecting the rings?</p> <p>Chinese Whispers: One pupil is told to choose an item from a range in front of them. They then must briefly describe it to the person nearest them who then passes the message onto the person behind them until the person at the back must identify the item that the person at the front had. Split into two teams. TP: Listen carefully.</p> <p>Plenary: Why is it important to try and plan out how to solve a task before taking action? Why is it important that the tasks assigned for a team to do are assigned to group members based on their own particular strengths? Why is it important to retain information and when would you need these skills?</p>	<p>6 mats 1 trampoline 2 blindfolds, Stepping stones 2 Tunnels Cones</p> <p>Rope Poles</p> <p>6 Audio buttons 2 Hockey sticks 1 Ball bell 6 Rings</p> <p>Walk forward Plenary.</p>	<p>Are pupils able to assign different roles to one another depending on each others personal qualities?</p> <p>Pupils are able recall the information given to them and pass it on to someone else in their group.</p> <p>Pupils decide who is the best for each role and thereby show clear planning.</p> <p>Pupils are able to co-ordinate their efforts to achieve a maximal result as opposed to working individually.</p> <p>Pupils recall the key skills they have learnt during their OAA lessons: trust, communication, planning, problem solving, memory recall.</p>
<p>Key vocabulary:</p>	<p>Co-operation, communication, teamwork, challenges, problem solving, plan strategies and approaches, trust.</p>	
<p>Risk Assessment:</p>	<p>Pupils with less sight to be assisted with finding their bearings. Scarlett to rest after exertion due to seizures.</p>	
<p>Homework: Further studies/skills</p>	<p>Pupils to look at their role within the school and how they could take on some roles that are best suited to their abilities.</p>	
<p>Cross-Curricular</p>	<p>Orienteering link with Geography, maths for remembering a combination and English for literacy and use of vocabulary.</p>	

Class:	Team Building (OAA)	Lesson: 6 (40 Mins)	Date:
Learning Objectives MA-More Able LA-Less Able	LO1-Knowledge	To know the importance of communication when working as part of a team	
	LO2-Skill	To demonstrate interaction with other class members in completing a task.	
	LO3-Understanding	To understand why it is important that everyone has a role in accomplishing a group's goal	
Introduction, Learning activities, teacher Style, Pupil grouping, Differentiation, Extension, Access strategies AFL, Cross/curricular, Key skills - ICT, literacy, numeracy, Equality and Diversity, Global Citizenship, WRL Plenary			
LESSON PLAN		RESOURCES	SUCCESS CRITERIA
<p>Introduce myself and the OAA theme to the lesson and half-term: working together to solve problems and applying strategies to solve a problem.</p> <p>Warm up: Pupils perform some gentle jogging in the form of a game (flushing the toilet). Once tagged the pupil sits in a toilet position waiting to be 'flushed' to become free again. Alternate once and add teaching points of communication and teamwork.</p> <p>Intro-activity: Pupils sought themselves into an order of age. With the oldest at one end and the youngest at the other. They then look at passing a ball down a line in two different systems: e.g. left-right; up-over (LO2).</p> <p>Main Activity: Crossing the river. Pupils are divided into two teams based on their age. Each team has three mats (magic tiles) that would help them cross the river of burning acid. However they must ensure they never touch the acid or they have to start from the beginning. Once one crossing has been completed at teaching point of communication (LO1) and emphasises team-work versus that of the individual.</p> <p>-Progression: Remove a mat and competition; Pupils must retrieve an object from the other side of the river and bring it back to safety within four minutes.</p> <p>Q: Rescuing the object-what do you think that this could possibly represent?</p> <p>Plenary: When crossing the river did anyone demonstrate leadership? How so? What helped when working together, what hindered? What were the individual roles played by people (LO3)? How can this activity be related to other activities? Who achieved the LO?</p>		<p>-4 LSW Pupils sat on benches.</p> <p>-1 Ball Bell</p> <p>-Ball Bell (LSW used to assist pupil in passing)</p> <p>6 Mats (3 per team). A line of cones dividing the hall between two.</p> <p>Pupils sat on benches.</p>	<p>By the end of half-term to be able to work in a variety of teams performing a multitude of tasks.</p> <p>-To work as a team to free each other when caught, and to use hearing to avoid capture.</p> <p>-Discussing and planning in order to complete task smoothly.</p> <p>-To align different members in the team different tasks and to discuss their implications with the rest of their team.</p> <p>-MA to display leadership qualities or to mitigate in group discussion.</p> <p>-MA to identify the links with outdoor trekking and links to everyday life.</p>
Key vocabulary:	Teamwork, leadership, communication, river-crossing, planning, directions.		
Risk Assessment:	The edges of the sports hall to be protected with crash mats and LSW's to spot individuals during warm-up.		

Class:	Team Building (OAA)	Lesson: 7 (30 Mins)	Date:
Learning Objectives MA-More Able LA-Less Able	LO1	To develop team skills: Communication and listening.	
	LO2	To use skills with control in problem solving activities and to understand why this is.	
Outline of lesson: Introduction, Learning activities, teacher Style, Pupil grouping, Differentiation, Extension, Access strategies AFL, Cross/curricular, Key skills - ICT, literacy, numeracy, Equality and Diversity, Global Citizenship, WRL Plenary			
LESSON PLAN		RESOURCES	SUCCESS CRITERIA
<p>To develop on team building theme from previous week.</p> <p>Warm-up: Pirates: Pupils have to work there way round the sports hall. Added conditions-1/Touch toes; 2/Wave for help; 3/ Low flying plane; 4/Find a Friend</p> <p>Main Activity: Main: PASS THE HOOP: Pupils hold hands in a circle. The hoop is passed round the circle. Pupils have to communicate to work the hoop around the circle. Progression to having two hoops-added complication greater communications (LO1).</p> <p>Stepping stones: Pupils have to walk across the sports hall on tactile discs however with only so many available for both teams. Once across the water pupils have pick up one object each and quickly return to where they came. Objects are people being rescued. TP: Working as a team, rationing equipment and having a good sense of direction. Each team with one pupil who is totally visually impaired (LO2).</p> <p>Plenary: What made a team successful? Each team decides which member deserves a reward for excellent team work. STEP FORWARD PLENARY! Teaching points: Try and promote key concepts: listen to others and working together</p>		<p>Pupils sat on the benches for first introduction to the lesson</p> <p>.</p> <p>Bean bags,</p> <p>Mats</p> <p>Flat spots,</p>	<p>Have pupils been made aware of the learning outcomes and what is expected of them.</p> <p>Pupils recall their stretches with MA showing where on their body they feel the stretch. LA has assistance from LSW.</p> <p>Pupils communicate with each other and discuss various ways of solving a problem.</p> <p>Are pupils maintaining a good posture? Can pupils identify the safety implications to listening to instructions?</p> <p>Can pupils recall the learning objectives and to decide whether they have them.</p>
Key vocabulary:	Teamwork, leadership, communication, river-crossing, planning, directions.		
Risk Assessment:	The edges of the sports hall to be protected with crash mats and LSW's to spot individuals during warm-up.		
Further studies:	Pupils to work with someone towards achieving an aim.		

Class:	Team Building (OAA)	Lesson: 8 (40 Mins)	Date:
Learning Objectives MA-More Able LA-Less Able	LO1	To develop team skills: trust and co-operation via the form of parachute games	
	LO2	To be able to react, change positions, and change directions in a set time before the parachute falls to the ground.	
Outline of lesson: Introduction, Learning activities, teacher Style, Pupil grouping, Differentiation, Extension, Access strategies AFL, Cross/curricular, Key skills - ICT, literacy, numeracy, Equality and Diversity, Global Citizenship, WRL Plenary			
LESSON PLAN		RESOURCES	SUCCESS CRITERIA
<p>To develop on team building theme from previous week, and communication skills.</p> <p>Warm-up: Walking on the spot followed by instructions. Progressions to include -jogging, then sprinting; waving with one hand, wave with the other hand; -Lunge forward, touch the roof and floor</p> <p>Main Activity: Para-swap: Number the children around the circle, say one to six. Lift the chute and on the third go shout a number, these children then have to swap places under the canopy before it falls to earth. Make sure that those who remain around the edge allow the canopy to fall rather than pulling it down hard.</p> <p>TP: Need to listen to instructions, and show an awareness of space (LO1).</p> <p>Para-shuffle: Simply passing the chute round in a circle rather like hauling in a rope. TP: communicate as to which direction to go. Remember who is next to you.</p> <p>Para-ball: Place a light-weight football on the chute surface and experiment with moving it. What happens when you shake the parachute, can you flip the ball off over people's head? Can you develop a wave technique that will cause the ball to move in a circle? Using a small ball (tennis ball) can you drop the ball through the hole in the middle, can you stop the ball disappearing? TP: Co-ordination skills, communication and leadership skills required (LO2).</p> <p>Plenary: Why is it important to co-operate as a team? STEP FORWARD PLENARY! Q/ Is co-operating useful in a team? Q/ Is Communication important? Q? Did you have to trust the others on the parachute? Q/ Where can use these skills?</p>		<p>Pupils sat on the benches for first introduction to the lesson</p> <p>Parachute</p> <p>LSW'S to hold the parachute as well to encourage greater participation amongst the pupils.</p>	<p>Have pupils been made aware of the learning outcomes and what is expected of them.</p> <p>Pupils recall their stretches with MA showing where on their body they feel the stretch. LA has assistance from LSW.</p> <p>Are pupils able to listen to instructions and spread themselves round the parachute equidistant from each other?</p> <p>-Pupils not gripping the parachute and communicating with the person next to them.</p> <p>-Pupils are showing some awareness of space.</p>
Key vocabulary:	Teamwork, leadership, communication, co-operation, planning, directions.		
Risk Assessment:	The edges of the sports hall to be protected with crash mats and LSW's to spot individuals during warm-up.		

Class:	Team Building (OAA)	Lesson: 9 (40 Mins)	Date:
Learning Objectives MA-More Able LA-Less Able	LO1	To understand the importance of trust when working as part of a team.	
	LO2	To work with team mates to solve problems together and to co-ordinate instructions in a clear and concise manner.	
Outline of lesson: Introduction, Learning activities, teacher Style, Pupil grouping, Differentiation, Extension, Access strategies AFL, Cross/curricular, Key skills - ICT, literacy, numeracy, Equality and Diversity, Global Citizenship, WRL Plenary			
TIME	LESSON PLAN	RESOURCES	SUCCESS CRITERIA
3 Min	To develop on team building theme from previous week, and communication skills.	Pupils sat on the benches for first introduction to the lesson	Have pupils been made aware of the learning outcomes and what is expected of them.
3 Min	Warm-up: Walking on the spot followed by instructions. Progressions to include -jogging, then sprinting -waving with one hand, wave with the other hand, -Lunge forward, touch the roof and floor		
2 Min	Main Activity: Trust Walk: One pupil walks round at the front of the class and the others follow by grabbing hold of the rope that they left behind. TP: Pupils trust each other with where they are going	Tunnels x2	Pupils recall their stretches with MA showing where on their body they feel the stretch. LA has assistance from LSW.
10 Min	Obstacle course: With two tunnels, stepping stones and mats, two pupils must navigate their classmates round the course. Pupils have to collect an object with only the person co-ordinating them knowing what it is they are collecting. Jump through a hoop. TP: Working together as a team and trusting what your team-mate says helps make a task easier and quicker to complete.	Parachute	Pupils instructing must speak clearly with those listening not interrupting their partners.
5 Min	Para-wave: Pupils to try and make small and big waves. On pupil to shout more waves and another less waves. The rest of the pupils to listen and follow. (LO1). TP: Increase the movement of the chute by gradually flicking the wrist up and down. During this game co-operation is needed to help co-ordinate the waves being performed.	LSW'S to hold the parachute as well to encourage greater participation amongst the pupils.	Are pupils making allowances for the difference in mobility of their partners, and the different types of obstacles that they need to negotiate? -Pupils communicate about how they want the wave to move. -Pupils are showing some

4 Min	<p>Pupils kneel and hold the parachute on the ground. At the signal, they all stand up and hold the parachute over their heads. As the parachute falls down to the ground, the pupils bring their arms down so that the parachute sinks all the way down on the ground. Variation: as the parachute sinks, players take 1-2 steps forwards. Variation: the arms are brought behind the pupil's backs and brought down as the players sit down.</p> <p>Para-Role: Pupils have to try and role the ball in a circle without it falling off.</p>	3 Balls with bells	<p>awareness of space.</p> <p>-Pupils will suggest improvements for completing task. MA to demonstrate leadership skills</p>
5 Min	<p>Para-ball bounce: One pupil is underneath the parachute and they have to try and knock the ball off the parachute. The others holding the parachute have to prevent them from knocking the ball out. Each pupil takes it in turn. Then swap round with the person underneath trying to keep it on the parachute and the others are trying to flick it off. Pupils to discuss tactics between everyone having a go.</p> <p>TP: What skills are being developed through using the parachute with regards team work, co-ordination and problem solving?</p>	Pupils stand on the centre Goalball line and go forwards or backwards depending on their answers.	<p>-Pupils recall LO. MA relates skills learnt to team building.</p> <p>-Can pupils use differing tactics to maintain the ball on the parachute by changing height, speeds and shape of the parachute?</p>
2 Min	<p>Para-Mushroom: Everyone comes together as one before jumping back stretching the mushroom to its normal shape. TP: The timing in coming together as one can only be achieved through communicating and trusting everyone to do what they have been told.</p>		<p>Can pupils safely perform the shape by listening to where their team mates are and not by crashing into them?</p>
2 Min	<p>Plenary:</p> <p>Why is it important to co-operate as a team? Why is trust important when giving out instructions? STEP FORWARD PLENARY!</p> <p>Q/ Is co-operating useful in a team? Q/ Is Communication important? Q/ Did you have to trust the others on the parachute? Q/ Are these skills you used today useful in your everyday life?</p>		<p>Can pupils identify whether they have achieved the learning objectives?</p>
Key vocabulary:	Teamwork, leadership, communication, co-operation, planning, directions, trust, obstacles, obstructions, parachute,		
Risk Assessment:	The edges of the sports hall to be protected with crash mats and LSW's to spot individuals during warm-up.		
Further studies	To listen to others when they talk and to speak clearly. To try remembering three bits of information about someone in the group and they will be asked about them next week.		