



UNIVERSITY OF LUXEMBOURG
Department of Education
and Social Work



HELLENIC REPUBLIC
National and Kapodistrian
University of Athens



Co-funded by the
Erasmus+ Programme
of the European Union



Lesson title:	The aerial forest routes Students should make an aerial route between trees in order to move their team from place A to place B....
Place in series:	6 st Lesson E-F primary
Requirements (e.g., resources, material)	Maps of the route to a near forest Photos with knots, ropes, materials for knotting the ropes to the trees
Time allocated to activities:	45'
Location:	<i>Outdoors</i>
Broader Areas of PE learning	<ul style="list-style-type: none"> - <i>Develop students' ability to move in open space using alternative ways and orient themselves.</i> - <i>Familiarise students with maps</i> - <i>Engage students in making decisions about moving strategically towards specific directions, fast with a purpose and following instructions.</i>
SEL Competencies	<ol style="list-style-type: none"> 1. Self-management 2. Responsible decision making 3. Relationship skills
Basic topics from the OAE resources that are being addressed:	<ol style="list-style-type: none"> 1. Introduction to the principles of team building. 2. Use the OAE activities for problem solving and critical thinking 3. Effective communication and leadership skills
Methods/ Teaching strategies used	Learning by doing Simulations, environmental learning
Knowledge:	<ol style="list-style-type: none"> 1. Orient themselves 2. Understand symbols. 3. Reading maps
Motor Skills/Abilities:	<ol style="list-style-type: none"> 1. Balance, Strength 2. Decode the surrounding environment 3. Take quick decisions/adaptation to the moving pattern
Assesment	Summative (e.g., tests/surveys) <ol style="list-style-type: none"> 1. Tests for symbols/ on paper /on line. 2. Small collective discussions. 3. Survey for evaluation of the activity 4. Check lists
	Formative (e.g., portfolio materials) <ol style="list-style-type: none"> 1. Personal portfolio for tasks completed or to be completed, scores and reflection upon them 2. Personal evaluation forms



UNIVERSITY OF LUXEMBOURG
Department of Education
and Social Work



HELLENIC REPUBLIC
National and Kapodistrian
University of Athens



Co-funded by the
Erasmus+ Programme
of the European Union



WORKSHOP developed for this purpose

Total Duration	45 min	
Title and Duration of Activity	Description of Activity	Educator's Actions
Orienteering Obstacle Challenge	<p>In small groups, each player picks up a map at the start, negotiates the course as shown, holding the map, and deposits the map in the box at the end of the line.</p> <ul style="list-style-type: none"> - The player then run back round the outside of the line of equipment to tag the next person, who then starts. - Carry on until the final whistle is blown. - The total number of maps deposited in all the boxes at the far end is then the team score. <p>map box bucket or hoop cone</p> <p>hoop for bean bags</p> <p>spots or small hoops</p> <p>ladder or mini hurdles</p> <p>cones</p> <p>map box</p> <p>Run back to start. Tag next person.</p> <p>Throw bean bag into bucket from cone, then place map in box.</p> <p>Walk carefully over the footbridge. Pick up a bean bag, walk to cone, balancing bean bag on head.</p> <p>Cross the swamp by jumping from stepping stone to stepping stone.</p> <p>Step over fallen branches.</p> <p>Dodge through the trees.</p> <p>Start. Pick up a map.</p>	<p>Set up:</p> <ul style="list-style-type: none"> - Set up the equipment using the full length of space available. We need 2 map boxes, 6 cones, 5 mini hurdles or a ladder, 4 spots or small hoops, 2 large hoops or buckets, Stop watch (one for the whole activity), Resource Obstacle map, Resource Score sheet. Only 1 copy is needed per team. - One set of equipment is needed for each group. - Put the players into small groups. These do not have to be the same size. - Allow practice time, then time the 'competition' for a set time which is the same for each group – e.g. 5 minutes <p>Activity:</p> <p>We encourage:</p> <ul style="list-style-type: none"> - the player to stay focused on the route - the team to support the player
Traffic Jam	<p>One group stands on the places to the left of the middle square. The other group stand to the right. Both groups face the middle unoccupied square. Using the moves outlined below, the participants on the left side must end up on the places on the right side, and vice versa.</p> <ul style="list-style-type: none"> • A participant may only move forward. • A participant may move forward one space into an empty space. 	<p>Set Up:</p> <p>The squares can be defined by chalk, masking tape or scrap paper and must be laid down in a straight line, ensuring that there is one more place than the total number of participants. The squares should be an easy step from each other.</p> <p>Activity:</p> <p>Once the task is completed, we discuss the outcomes</p>



UNIVERSITY OF LUXEMBOURG
Department of Education
and Social Work



Co-funded by the
Erasmus+ Programme
of the European Union



- A participant may move forward around one person into an empty space.

Thus

(A) Either 1 or 2 may move into the



space

(B) 1 may move into the empty space



- Only one person moves at a time.
- Only one person may be on a square at a time.
- A participant may walk on the ground to get from one square to another. The problem is not staying off the ground while moving from square to square, but the sequence in which people move.

As the group succeed in completing the task it may be discovered that one person giving the commands is the most effective way of solving the 'traffic jam'.

Ask the group to repeat the task a number of times. A leader should emerge who gives instruction, while the others follow his / her directions.

Spider's Web

Rules:

- All team members must go through a web opening.
- Once an opening is used, that opening may not be used for further passage.
- No person may touch the web with any part of the body.

Set up:

We need 2 volleyball stands, well secured or 2 trees a suitable distance apart (3 – 5m apart)
We use ropes to create a web like the picture below:



Erasmus+



UNIVERSITY OF LUXEMBOURG
Department of Education
and Social Work



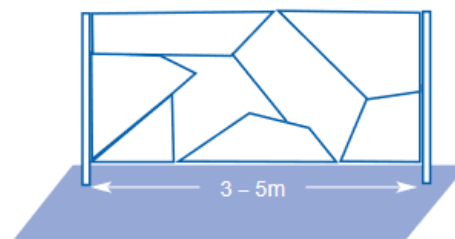
HELLENIC REPUBLIC
National and Kapodistrian
University of Athens



Co-funded by the
Erasmus+ Programme
of the European Union



- If a student touches the web that student comes back to the beginning side.
 - All group members must actively spot each other.
 - Team members may be wheelbarrowed safely through a bottom hole.
 - Before any team member is lifted through the web, there must be at least three students on the other side to lift that person through and they themselves must have gone through the web.
- Variations:
- If some none touches the web, the whole group starts over.
 - If there are more team members than spaces, one or two passages can be chosen for two group members to pass through, but once chosen, cannot be changed.
 - Do the challenge silently.
 - Hand out every group member a picture of a body part; whatever body part they receive, they lose the use of that same body part.



Activity:

We encourage players to:

- communicate
- cooperate
- find the best solution to cross the web

When the teams complete the task we discuss the outcomes

<p>Assesement</p>	<p>1. Quiz 2. Assignment 3.</p>
<p>Videos and/or Podcasts used</p>	<p>1. https://www.youtube.com/watch?v=m60XVsGOchk&list=PLA6F7FB8702E932AB&index=31 https://www.youtube.com/watch?v=2Qp6tgN9ppM&list=PLA6F7FB8702E932AB&index=30 https://www.youtube.com/watch?v=APXsmphepv4&list=PLA6F7FB8702E932AB&index=29 2. Traffic jam - https://www.youtube.com/watch?v=aIFCqX-qxog 3. Spider web - https://www.youtube.com/watch?v=mzLflL8a9reg</p>



UNIVERSITY OF LUXEMBOURG
Department of Education
and Social Work



HELLENIC REPUBLIC
National and Kapodistrian
University of Athens



Co-funded by the
Erasmus+ Programme
of the European Union



<p>Reading list</p> <p>(Titles of Articles/Books and their links online)</p>	<ol style="list-style-type: none"> 1. A complete introductory orienteering activity package for schools https://www.britishorienteering.org.uk/images/uploaded/downloads/schools_trio_resources.pdf 2. Traffic jam https://brilliantpathways.org/wp-content/uploads/2019/04/traffic_jam_teamwork.pdf 3. The Spider Web https://harrison.osu.edu/sites/harrison/files/imce/T_Resources/Spider%20Web_pictureless.pdf
<p>Preparatory tasks for Teachers Training</p>	<p>They must know the Experiential learning theory, SEL pedagogical theory, Social learning theory, Adventure education theory</p>



Erasmus+