Teacher's Guide – Outdoor Adventure Education for the promotion of students' Social and Emotional Learning as part of the Physical Education curriculum

Authors:

Jussi Muittari, Aspasia Dania, Manolis Adamakis, Biljana Popeska, Wouter Cools, Pablo Caballero-Blanco, Maria Jose Lasaga Rodrigez, Agueda Latorre Romero, Gonzalo Ramirez Macias, Anita Saaranen-Kauppinen, Alena Skotáková, Sylva Hřebíčková, Charalambos Anagnostopoulos, Eirini Kossyva, Kallirroi Ntalachani, Lucas Janemalm, Petr Vlček & Alina Lemling

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

Technical sheet

Title: Teacher's Guide – Outdoor Adventure Education for the promotion of students' Social and Emotional Learning as part of the Physical Education curriculum

Authors: Jussi Muittari, Aspasia Dania, Manolis Adamakis, Biljana Popeska, Wouter Cools, Pablo Caballero, Maria Jose Lasaga Rodrigez, Agueda Latorre Romero, Gonzalo Ramirez Macias, Anita Saaranen-Kauppinen, Alena Skotáková, Sylva Hřebíčková, Charalambos Anagnostopoulos, Eirini Kossyva, Kallirroi Ntalachani, Lucas Janemalm, Petr Vlček & Alina Lemling

Year: 2025

Cite as: Muittari, J., Dania, A., Adamakis, M., Popeska, B., Cools, W., Caballero-Blanco, P., Rodrigez, M. J. L., Romero, A. L., Macias, G. R., Saaranen-Kauppinen, A., Skotáková, A., Hřebíčková, S., Anagnostopoulos, C., Kossyva, E., Ntalachani, K., Janemalm, L., Vlček, P., & Lemling, A. (2025). *Teacher's guide – Outdoor Adventure Education for the promotion of students' Social and Emotional Learning as part of the Physical Education curriculum*. University of Luxembourg. Zenodo. 10.5281/zenodo.16283517.

Project: Outdoor Adventure Education through Physical Education - OutAdvEd

Project Coordinator: Alina Lemling

Funder: European Commission

Programme: Erasmus+ KA2 Partnerships for cooperation and exchanges of practices

Action Type: KA220-HED - Cooperation partnerships in higher education

Reference: 2022-1-LU01-KA220-HED-000088846

Timeline: 01/12/2022 – 31/05/2025

Project Sheet: For further information on the OutAdvEd Project please follow the link:

https://www.outdoor-adventure-education.eu/

Content

Technical sheet 2

1 Introduction 5

2 The structure of the guide 6

2.1 Learning Outcomes 8

2.2 The Environment 9

2.3 The educator and the learner 11

2.4 Instructions for the Activity 12

2.5 Evaluation 13

2.6 Modifying activity 14

2.7 Reflection 14

2.8 Risk Management 16

2.9 Bibliography and further readings 22

3 Handbook of Activities 23

3.1 Example of a Module 24

3.2 Example of a Unit 25

3.3 Examples of Activities 27

Jump, Explore, and Collaborate: Adventure through Movement and Teamwork 29

Who jumps 30

Jumping into heaven 33

Challenge jump path 36

Our own jumping landscape 39

Climb, curiosity and creativity: Adventure through Movement and Teamwork 42

Our own transport 43

The big animal 45

Claps 48

Climbing in wall bars 50
Basics of Trust, Challenge and Cooperation – Leave no Trace 53
Orienteering Basics and Team Communication 54
Trust and Risk Taking 56
Outdoor Puzzle Challenge 58
Leave no Trace 60
Conflict Resolution with Cooperative Games 62
Hide, Balance and Collaborate: Sociability through Movement and Teamwork 64
Cat and mouse 65
Giants knot 67
The different ways to move 69
Orienteering 71
Puzzle my task – outdoor orienteering 72
Counting cones – indoor orienteering 73
Create my map 76
Turf 81
Star Orienteering 86
4 Empty Template 90

1 Introduction

This teacher's guide provides a pedagogical framework and a brief overview of key concepts relevant to Outdoor Adventure Education (OAE) for promoting students' Social and Emotional Learning (SEL) within the Physical Education (PE) curriculum. The guide presents the principles for curriculum design and helps teachers select and implement relevant strategies based on their specific teaching contexts.

Through this guide, in conjunction with the previous outputs of the project, PE teachers will gain knowledge, skills, and concepts they can integrate into their daily teaching practices while incorporating OAE for SEL development. Additionally, the guide focuses on building teacher competencies (knowledge, skills, and attitudes) and enhancing capacity in OAE for educational, recreational, game-based, and team-building activities.

Why Outdoor Adventure Education?

Outdoor Adventure Education (OAE) is a specialized form of experiential learning that fosters personal and social development, teamwork, and environmental awareness through adventure-based activities and challenges.

Characteristics of Outdoor Adventure Education Lessons

- **Education as the primary focus** – Every experience should be maximized as a learning opportunity. Teachers should use every situation to support students' personal growth.
- **Interaction with outdoor environments** – Nature plays a central role in the educational process, serving as both the setting and the learning medium.

What is Social and Emotional Learning (SEL)?

Social-emotional learning (SEL) is the process of developing self-awareness, self-control, and interpersonal skills that are vital for school, work, and life success. Numerous studies confirm that SEL is an important factor for enabling students from all grade levels to achieve holistic learning outcomes.

Why Incorporate SEL into Physical Education?

A positive social and emotional climate in PE classes fosters meaningful communication and interaction among students. PE provides multiple opportunities to support cognitive, affective, and psychomotor learning domains. Within lessons, PE teachers can use games, activities, and experiential learning techniques to strengthen students' SEL skills. OAE can serve as both a **context** and **content** for SEL learning in PE, offering opportunities for students to develop and apply these skills in various aspects of life.

2 The structure of the guide

This guide provides a framework for implementing OAE in PE lessons. It includes a **Unit Template** and **Handbook of Activities** that guide educators in planning and executing lessons by covering key instructional components:

1. **Learning Outcomes** – Defines the SEL and PE competencies that students should achieve through OAE activities.
2. **The Environment** – Explains how to select and prepare outdoor and urban settings for optimal learning experiences.
3. **The Educator** – Highlights how teachers can facilitate OAE activities effectively, including pedagogical approaches and leadership strategies.
4. **The Learner** – Describes how students engage with OAE activities, promoting self-awareness, teamwork, and social interaction.
5. **Instructions for the Exercise** – Provides step-by-step guidance for conducting OAE activities, ensuring clarity and structure.
6. **Safety Instructions** – Outlines key safety considerations, including risk management, hazard identification, and emergency preparedness.
7. **Material and Additional information** – what materials is needed for this exercise and other relevant information.
8. **Evaluation** – Offers methods for assessing how learning objectives are reached during activity.
9. **Modifying Activities** – Suggests ways to adapt activities to different challenge levels, ensuring inclusivity and accessibility for all students.
10. **Reflection and Debriefing** – Introduces techniques for guiding students through post-activity discussions, reinforcing SEL goals and transferring learning to everyday life.
11. **Risk management** – clarifies three BIG hazards for each PE class: traffic, weather, terrain + other people.

Each section of this guide aligns with these elements, providing practical tools and insights for educators to integrate OAE into their teaching practices. For more information (background,

theory) see also the other documents of the project.

How to start with SEL and OAE in Physical Education?

Create engagement and set the foundation by asking students:

1. Why do we need social skills?
2. What do you know about emotional learning? How do emotionally competent individuals behave?
3. Can you share an experience from a PE lesson where you practiced social or emotional skills?
4. Have you ever participated in Outdoor Adventure Education in PE? What were the challenges?
5. Why is PE an effective setting for OAE activities?

2.1 Learning Outcomes

Learning outcomes define the SEL and PE competencies that students should achieve through OAE activities. We identified outcomes related to PE and OAE following the respected curriculum; SEL outcomes (Figure 1 and 2) and interdisciplinary outcomes related to possibilities in establishing cross-subject relations through PE and OAE contents. In this guide, we will focus on the OECD (2018) model of SEL skills:

- **Openness to experience** (open-mindedness)
- **Conscientiousness** (task performance)
- **Emotional stability** (emotional regulation)
- **Extraversion** (engaging with others)
- **Agreeableness** (collaboration)
- **In addition, Compound skills**

The following figures illustrate which SEL learning outcomes can be used in PE lessons.

Figure 1. *Brief Structure of Social and Emotional Skills (OECD, 2018)*

"BIG FIVE" DOMAINS	SKILLS	DESCRIPTION	BEHAVIOURAL EXAMPLES
TASK PERFORMANCE (Conscientiousness)	ACHIEVEMENT ORIENTATION	Setting high standards for oneself and working hard to meet them.	Enjoys reaching a high level of mastery in some activity. Opposite: uninterested in career development.
	RESPONSIBILITY	Able to honour commitments, and be punctual and reliable.	Arrives on time for appointments, gets chores done right away. Opposite: doesn't follow through on agreements/promises.
	SELF-CONTROL	Able to avoid distractions and focus attention on the current task in order to achieve personal goals.	Doesn't rush into things, is cautious and risk averse. Opposite: is prone to impulsive shopping or binge drinking.
	PERSISTENCE	Persevering in tasks and activities until they get done.	Finishes homework projects or work once started. Opposite: Gives up easily when confronted with obstacles/ distractions.
EMOTION REGULATION (Emotional stability)	STRESS RESISTANCE	Effectiveness in modulating anxiety and able to calmly solve problems (is relaxed, handles stress well).	Is relaxed most of the time, performs well in high-pressure situations. Opposite: worries about things, difficulties sleeping.
	OPTIMISM	Positive and optimistic expectations for self and life in general.	Generally in good mood. Opposite: often feels sad, tends to feel insecure.
	EMOTIONAL CONTROL	Effective strategies for regulating temper, anger and irritation in the face of frustrations.	Controls emotions in situations of conflict. Opposite: gets upset easily; is moody.
COLLABORATION (Agreeableness)	EMPATHY	Kindness and caring for others and their well-being that leads to valuing and investing in close relationships.	Consoles a friend who is upset, sympathises with the homeless. Opposite: Tends to disregard other person's feelings.
	TRUST	Assuming that others generally have good intentions and forgiving those who have done wrong.	Lends things to people, avoids being harsh or judgmental. Opposite: is suspicious of people's intentions.
	COOPERATION	Living in harmony with others and valuing interconnectedness among all people.	Finds it easy to get along with people, respects decisions made by a group. Opposite: Has a sharp tongue, is not prone to compromises.

Figure 2. *Detailed Structure of Social and Emotional Skills (OECD, 2018)*

2.2 The Environment

The selection of authentic natural settings provides the best opportunities for the development of OAE. However, activities can also take place in urban environments. While school grounds offer a safe and familiar starting point, teachers can increase engagement by exploring nearby outdoor

areas, forests or parks.

The four zones of outdoor learning are the following (Beames et al., 2012):

1. **School grounds** – Immediate and easily accessible.
2. **Local neighbourhood** – Students can walk or bike to the site.
3. **Day excursions** – Requires transportation.
4. **Overnight expeditions** – Multi-day trips requiring greater logistical planning.

This Teacher's guide primarily focuses on the first two zones (i.e., school grounds and local neighbourhood), which are most applicable, affordable and accessible for regular PE classes.

The teacher/educator is advised to take into consideration the following preparation steps:

- Identify suitable outdoor locations near your school.
- Discuss desired PE and SEL competencies.
- Evaluate site accessibility and suitability for different student groups.
- Plan logistics such as instruction areas, supervision, and risk management.
- Consider variations for different age groups and ability levels.

How to implement Environment?

Take some time and go scouting natural areas close to your school which can be used for PE classes. Try to involve a colleague in this procedure in order to have different alternatives.

1. Initially discuss what are the desired PE and SEL competencies.
2. List or discuss about guidelines of a good learning environment for SEL goals.
3. Walk and look around and list places which can serve a place for education to enhance learning.
    - Think how place is accessible and applicable for different group sizes, age groups, skills group.
    - Where do you have place to give instructions?
    - What is the area where pupils can perform this lesson, and can you easily frame this area?

- How can you observe pupils during activity?
- How can you maintain physically, mentally and socially safe learning environment?
- Where can you have debriefing session?

1. Think of learning goals (Could the goals be reached here; What kind of variations you could do here).
2. List the activities which connect this place and serve SEL goals. You can use your own OAE activities or check activity handbook below
3. Have a plan how to facilitate teaching in natural surroundings and how to use place in best possible way. Plan also few variations how you either ease or make more challenge for chosen activity

NOTE: Proceed with small steps – even a small change in learning environment can have an effect on reaching goals.

2.3 The educator and the learner

As starting to plan adventurous activities outdoors, an initial thing to remember is the “Less is More” principle. PE lessons last normally 1-2 hours/day and 1-4 hours per week. In addition., with special arrangements, the teacher can have full day excursions. If the PE teacher would like to reach SEL goals with the assistance/implementation of OA on classes, OAE should be linked to regular PE lessons during the school day.

The “Less is More” principle is when the teacher knows what SEL goal category serves the group best, the teacher concentrates and implements only on 1-2 activities instead of trying out multiple exercises. If the activity proceeds too fast, the teacher should facilitate the learning experience by adding challenges and modifying the activities.

What is your role as an educator?

Initially, think yourself as a facilitator rather than a teacher.

- Make clear and concise explanation of the activity and goals.

- Make sure the instructions are understood, including any special elements and safety instructions.
- You should not offer ideas for solving the problem too quickly.
- Be capable of standing back; let the group work, think and experiment, even if they appear to be struggling.
- You should remember that growth and learning come from trying and making mistakes.
- You shouldn't interfere unless something is unsafe, or the group has fallen apart.

2.4 Instructions for the Activity

1. Goal of the Activity

Define the primary learning objectives for the lesson. The objectives can include:

- Developing SEL competencies (e.g., teamwork, emotional regulation, leadership).
- Enhancing physical fitness and motor skills.
- Encouraging problem-solving and decision-making.

2. Organization of the Class

Plan how the class will be structured for the activity. Consider:

- Group size (pairs, small teams, whole class participation).
- Role assignments (e.g., leaders, facilitators, support roles).
- Time allocation (warm-up, main activity, debriefing).
- Transition strategies between different activity phases.

3. Set-Up

Ensure the environment is appropriate and prepared for the activity:

- Choose a suitable location (e.g., school grounds, local park, forest).
- Mark boundaries and designate safe zones.
- Arrange necessary equipment and ensure accessibility for all students.

4. Activity Instructions

Provide clear and structured guidance on how to conduct the activity:

- Step 1: Explain the objective of the activity.
- Step 2: Demonstrate or walk through the process with students.
- Step 3: Wrap up by summarizing key takeaways.

5. Safety Instructions

Prioritize safety by considering potential risks and preventive measures:

- Assess the environment for hazards (e.g., slippery surfaces, obstacles, weather conditions) and inform this to students.
- Ensure that students understand emergency procedures.

6. Materials and additional information

List the essential equipment and materials for successful implementation:

- Outdoor gear (e.g., proper footwear, weather-appropriate clothing).
- Activity-specific tools (e.g., ropes, cones, compasses for orienteering).
- Safety equipment (e.g., helmets, knee pads, harnesses if needed).
- Reflection materials (e.g., journals, discussion prompts, cue cards).

2.5 Evaluation

Effective evaluation is essential to ensure that activities align with learning goals and provide meaningful opportunities for students to develop SEL competencies. Teachers should continuously assess students' engagement, interactions, and skill development throughout the lesson and adjust the lesson flow accordingly.

To support this, teachers can create an observation checklist with key questions such as:

- Are students enjoying the activity? Are they having fun?
- Are they actively participating and contributing to the group?
- Is there adequate communication and interaction among all students?
- Are students demonstrating SEL skills such as teamwork, problem-solving, and emotional regulation?
- Is any student disengaged or struggling? If so, how can the teacher provide support or adapt the activity

2.6 Modifying activity

Each teaching situation is unique, and teachers should be prepared to adjust activities based on student needs. Ways to modify activities include:

- Changing group size.
- Limiting time constraints.
- Restricting communication (e.g., only using specific words).
- Altering movement mechanics (e.g., blindfolded tasks, walking backward).
- Adapting storylines or giving students more autonomy.

2.7 Reflection

Reflection plays important role as should provide feedback from learners about their experiences during the class, opinions about what worked well, what should be improved and what should be changed. It helps improving learning experiences in future and helps transferring learning to everyday life.

Debriefing = Summarizing what was done. Reflection = Applying learning to real-life contexts.

Why is reflection important?

- Provides a deeper meaning to experiences.
- Clarifies goals.
- Encourages self-expression.

- Helps students understand successes and challenges.
- Helps students to enjoy success.
- Teaches how to deal with failures.
- Teaches resilience and emotional regulation.

Structuring a Reflection Moment:

1. **Preparation:** Create a safe environment and set expectations.
    - People need to agree reflection moment and they need mentally safe boundaries for where and what to debrief. Participant can always pass his turn to debrief.
    - Well-chosen procedures, time, pupils' energy level and place help creating safe atmosphere where reflection can happen.
2. **Goal and purpose:**
    - Without a clear goal, a reflection moment is just a normal discussion.
    - Reflection goals refer to main goal of activity.
    - Goal is to clarify the feelings and thoughts evoked by the experience; to find meanings and understand why.
3. **Discussion Prompts:**
    - “How did you feel during the activity?”
    - “What role did trust play in this experience?”
4. **Application to Daily Life:**
    - “Where else do you need trust in everyday life?”
    - “How can we build trust in our relationships?”
5. **Responsibility:**
    - OAE activities are shared experiences. If teacher find herself or one pupil to do most of talking in reflection moment, she should re-examine her teaching style in reflection.

Different methods for reflection

- ROUNDS: a few words, sentence, thumbs up/down.
- DISCUSSIONS: pair, group, dialogue with the coach.
- WRITING: journal, questions, essay.
- PICTURES: photos, videos, assisting photos.
- ART: drawing, work of art, song, play, story.

To assist individuals sharing their experiences you can use:

- CONCRETE HELPING TOOLS: speaking stick, word lists, picture cards, power items, roles, costumes
- FUNCTIONAL METHODS: feeling line, number cards, writing, continuing the sentence, thumbs up

Starting with reflection sessions

Have a suitable place for reflection and create an open atmosphere by stating that participation is important but voluntary. Emphasize that students do not have to say anything, but they can take part also without communicating verbally. Use some functional (activity-based) methods.

For example, if the SEL outcome for this activity was **trust:**

- Start with thumps up or down how did they feel this last activity?
- Continue sentence. This last activity was fun because... I didn't like this last activity...
- Form 3-4-person teams and discuss what trust means to you or how do you understand trust. Continue in teams where did we need trust on last activity OR how activity would be different without trust?
- Summing up and transferring learned skills to normal life: Using speaker stick. Why trust is important for us what are everyday examples where you need to trust other people? What happens if you don't trust? Why it is very important that you are a person who others can trust.

2.8 Risk Management

PE teachers' work with pupils involves substantial risk management, and still, all small scratches and bruises cannot be avoided. To maintain a safe learning environment, teachers need to address physical, mental, and social hazards. Fear of performing an activity or fear of people around you should not exceed a level where learning is no longer possible.

Conversely, without any challenge and consequences, learning might not happen either. OAE always involves hazards, but a skilled teacher can facilitate a learning situation where risks are acceptable. A competent PE teacher can also use hazards as a motivating tool for learning.

Key Concepts:

- **Hazard:** A potential source of harm (e.g., terrain, weather, equipment).
- **Consequence** = refers to the potential harm to individuals' health and safety, such us twisted ankle, open wound or getting panic.
- **Risk:** The likelihood and severity of harm occurring.
- **Safety:** Maintaining an acceptable level of risk.

Risk Management Questions:

- What are the three major hazards? (Traffic, Weather, Terrain)
- What precautions can be taken to prevent or minimize risks?
- Are risks at an acceptable level?

Safety in OAE refers to three main aspects - mental, physical and social aspect (Figure 3), including fear of unknown, fear of getting physically hurt and fear of other people. Related to this, there are different strategies that teachers can apply to maintain safety in mental, physical and social aspect (Figure 4).

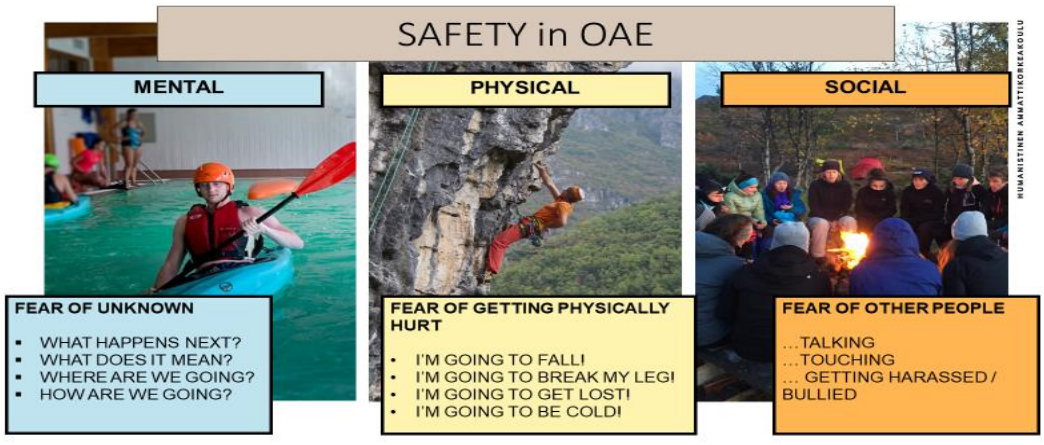


Figure 3. *Safety Elements in OAE.*

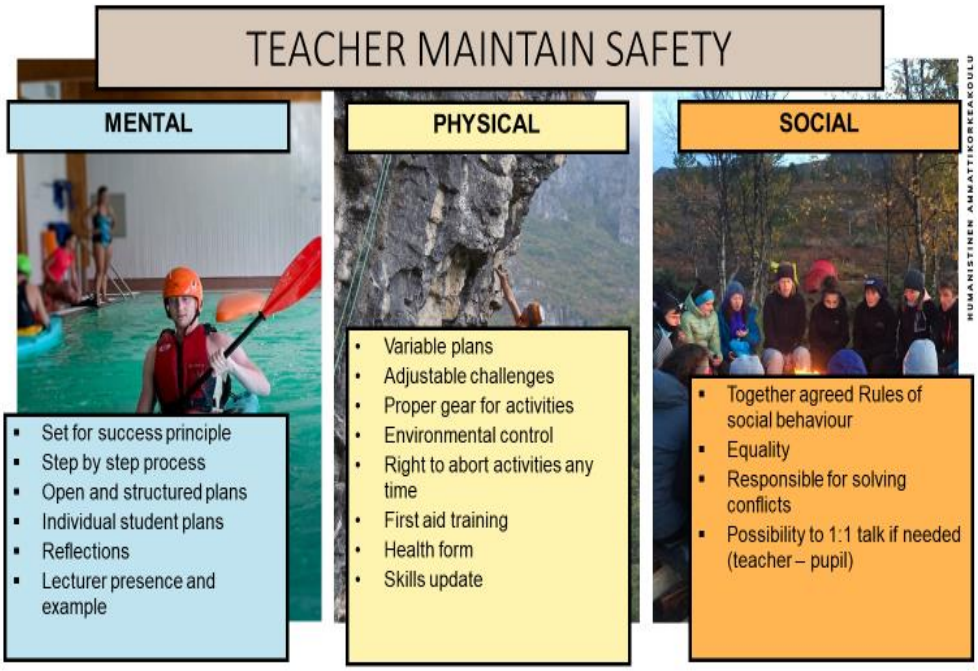


Figure 4. *How to maintain safety in OEA.*

Safety levels

Competent teachers use “safety levels” to facilitate learning environment which boosts learning. Challenges can be physical, mental and/or social. Starting activities on comfort zone and progressing to flex zone and possible quickly visit on growth zone will create memorable experiences what can debriefed afterwards. Figure 5 presents the different levels of safety, each of these levels has specific behaviors related to the level of the risk.

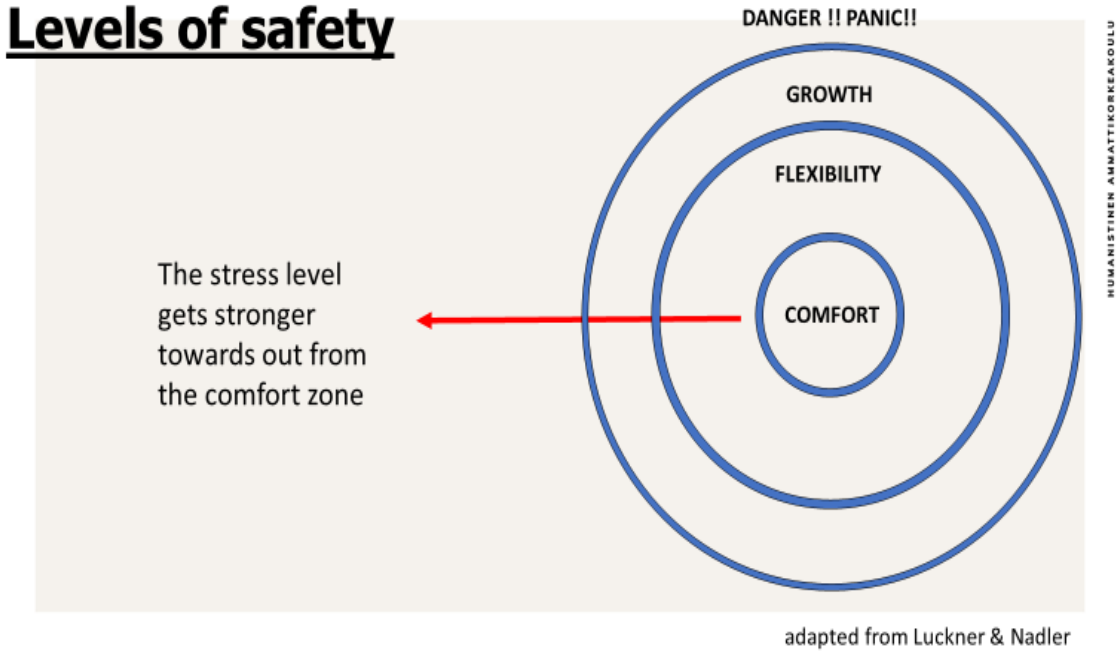


Figure 5. *Levels of safety.*

A risk can be **physical, mental and social** OR combination of all of those.

Comfort Zone

- No threat
- Relaxed
- Challenges are solved easily
- Situation is familiar
- No need to worry

Flex zone

- The risk can be controlled without help from other people
- Individual effort, skills and knowledge enough to face the challenge
- Stress level is low

Growth zone

- Risk of getting seriously hurt is very high

- Individual effort is not enough to face the challenge
- Managing the risk is possible only by trusting other people
- Stress level is high to very high

Danger zone

- The risk will lead to a serious accident
- No one can help
- Unbearable risk, panic
- Fear and panic are visible
- Experience can be traumatic

How to start with risk management?

First level of risk management. What are the three BIG hazards – Traffic, Weather, Terrain + what hazards people can create? When you start to plan new activity or new location for your lessons, ask these questions from yourself:

1. Is there a possibility that Traffic, Weather or Terrain will create a hazard?
    a) Traffic – other people and cars, crossing roads
    b) Weather – cold/warm/wind/rain
    c) Terrain – water/slipperiness/iciness/forest/obstacles/elevation difference
    d) People – bullying or pupil medical history or tiredness or lack of physical condition.
2. What are the possible consequences?
3. How can you manage risk?
    a) Preventative actions – weather: advice pupils/students to take warm clothing and send message to parents to remind this
    b) Actions to minimize risks – traffic: use professional driver for transportation, instruct safest road to learning environment
    c) Precaution is something has happened – terrain: Have you First Aid kit in you backpack

Hint! Remember that you will get the best results when you are going through same questions with your pupils/students!

Table 1. *Safety concerns in OAE.*

Activity:	Orienteering exercises	**Place:**	Forested area, with trails, 3 km from school
HAZARD	**CONSEQUENCES**	**RISK MANAGEMENT**	
Traffic			
Crossing roads	Hit by a car	1. Advice safe road 2. Bike with your pupils/use prof. driver 3. Go through how to call 112	
Weather			
Rainy cold weather	Getting cold	1. Advice to take warm, waterproof clothing 2. Have a shelter in starting place 3. Have extra clothing and bottle of hot water in thermos with you	
Terrain			
Slippery terrain	Twisting or breaking an ankle	1. Plan orienteering exercise to avoid high risk areas 2. Advice to have proper shoes and running only on trails 3. Have First Aid kit with you	
Big forest	Getting lost	1. Frame orienteering area and teach how to use map 2. Ask to work in pairs 3. Ask each pupil to take phones and map application	
People			
Mixed groups	Getting bullied	1. Plan groups well in advance 2. Give possibility to change group 3. Get ready to debrief	
Medical history	Allergic reaction from bees / pollen	1. Check pupils' health form 2. Use trails, instead of offroad 3. Have antihistamine in your FA kit	

2.9 Bibliography and further readings

Australian Sports Commission (2007). *Playing for Life*. Australian Sports Commission. https://www.clearinghouseforsport.gov.au/__data/assets/pdf_file/0010/864370/Change_It_guide.pdf

Beames, S., Higgins, P., & Nicol, R. (2012). *Learning Outside the Classroom: Theory and Guidelines for Practice* (1st ed.). Routledge. https://doi.org/10.4324/9780203816011

EFSAchannel (2023). *9 Hazard vs Risk - Fire animation* [Video]. YouTube. https://www.youtube.com/watch?v=ovVrJL40G9g

European Food Safety Authority (2023). *Hazard vs. risk.* https://www.efsa.europa.eu/en/campaigns/hazard-vs-risk

OECD (2018). *Social and emotional skills.* https://www.oecd.org/en/publications/social-and-emotional-skills-ses_ba34f086-en.html

Steponavičius, M., C. Gress-Wright and A. Linzarini (2023), "Social and emotional skills: Latest evidence on teachability and impact on life outcomes", *OECD Education Working Papers*, No. 304, OECD Publishing, Paris, https://doi.org/10.1787/ba34f086-en. Apparently this link leads to this document. Check if this publication is still the correct one to refer to.

3 Handbook of Activities

Teacher's guide has provided educators with a foundation in Outdoor Adventure Education (OAE) and Social and Emotional Learning (SEL), covering key pedagogical principles, lesson planning, evaluation strategies, and safety considerations. The following section, Handbook of Activities, presents **structured activities** designed to help teachers to apply these principles in practice.

Each activity is designed to align with SEL goals and enhance students' social, emotional, and physical competencies through engaging and interactive experiences. The activities vary in complexity and adaptability, making them suitable for different age groups, learning environments, and levels of experience. Teachers are encouraged to modify and tailor the activities to best fit their specific classroom dynamics and student needs.

Outdoor adventure educational activities that offer possibility to reach SEL goals with pupils in PE lessons can vary from small icebreaker game into a full activity day in wilderness. Teacher can easily fall into a trap just to facilitate adventurous tricks without educational context.

Listed activities here serve only a starting point to apply activities. Each group, teacher, learning environment, weather is different and pedagogical strategies which work for some group doesn't work other group. In this guide and handbook of activities we rely on teachers' competence and independency to choose appropriate pedagogical strategies that work for chosen learning environment and group.

Majority of the activities are accessible, affordable and applicable. This kind of activities can be conducted at school grounds or close to school. They don't need a lot of preparations or expensive gear. E.g., initiative exercises are team-building challenges that focus more on planning, problem-solving, and creative thinking than on physical ability. These activities are great for challenging groups, enhancing team-building processes and reaching SEL goals.

Some activities require more preparations, possible special skills from the teacher, usually transportation to location and special gear, what school doesn't own. If the activity is organized by a third party, the teacher's role is to prepare third party instructor to leave time for debriefing and reflection. During activity the teacher is in the role of an observer and the teacher takes notes and

facilitates reflection session after activity.

Traditional adventurous activities such as climbing, high rope courses and kayaking offer excellent possibilities to SEL goals by building self-esteem, trust and teamworking. But also, other nature sports (orienteering, climbing, low/top ropes, hiking etc.) offer the same possibility if they are well facilitated. In this Handbook of activities, we present only some examples of these activities.

3.1 Example of a Module

To facilitate the implementation of SEL in PE/OAE lessons, the project team created several modules with example of specific units within each module. Following are presented examples of Module and respective Units. More examples of Modules and Units can be find later on.

Title of the module:	Jump, Explore, and Collaborate: Adventure through Movement and Teamwork		
Developed by:	Alina – Uni Luxembourg	**Class / age**	4th grade (10-11 years)

What Units will you use in this Module?					
#	Duration	Units	Physical education competences	SEL competencies	Interdisciplinary competences
1	2h	Who jumps	Jumping	Cooperation	Problem solving
2	2h	Jumping into heaven	Jumping and throwing	Cooperation	Orientation
3	2h	Challenge jump path	Jumping	Empathy	Assumption of responsibility
4	2h	Our own jumping landscape	Jumping	Cooperation, Trust	Problem solving Orientation Assumption of responsibility

3.2 Example of a Unit

Title of the Unit: 1	Who jumps
Learning outcomes	
PE/OAE outcomes: **SEL outcomes:** **Interdisciplinary outcomes:**	Mobilise basic motor skills Cooperation Problem solving
The environment: **The educator:** **The learners:**	Area where pupils can safely run and play, such as big school yard or neighbourhood, park or forest. Participates on framing this exercise, stays on central point. Students act in pairs and teams and must cooperate to solve the problem posed in the activity
Instructions for the exercise	

Goal of activity: The goal of this unit is to promote *collaboration, empathy, self-regulation, effective communication, and resilience* through movement-based activities. By working together and supporting one another, students will strengthen their social bonds, enhance emotional awareness, and build confidence in a fun and cooperative environment.

Organization of the class/groups: 1) whole group, 2) divided in pairs

Set up: Materials to demarcate the islands (ropes, carpet tiles or natural materials such as tree trunks, stones)

Activity instructions:
At the beginning, the children are introduced and asked which animals they know that can jump well. The children name animals such as grasshoppers, kangaroos, rabbits, squirrels, fleas, frogs, jumping mice, etc. The children then move around like any jumping animal, they can gather together in groups of their own kind, hide, look for food, etc.
After that, the pupils get together in pairs. One partner hoops on one leg while the other partner runs alongside them, making sure that their partner does not fall. After a certain time or distance, the partners swap roles.
Mark out an area outdoors with different "islands". The islands can be made of the materials mentioned or natural features such as tree trunks or stones. Place the islands at different distances and levels of difficulty. All team members must work together to jump from one island to the next, overcoming various obstacles. Teams begin on a starting island and must decide together how to reach the first island. Students must support each other by using jumping techniques to get from one island to the next. They can use different jumping techniques such as partner hops, double jumps or obstacle jumps to complete the challenges.

Safety instructions: Traffic and other people are biggest hazards when playing in urban environment. Weather and terrain when playing more natural settings

Materials and Additional information: Materials to demarcate the islands (ropes, carpet tiles or natural materials such as tree trunks, stones)

Evaluation: Observation (Teacher Assessment)

- Are the students demonstrating enthusiasm and effort in completing the tasks?
- Are students effectively communicating and collaborating during the group challenges?
- Are students recognizing when their partners need help and offering support?
- Are students thinking critically and discussing how to overcome the obstacles together?

Modify activity: How do you change or variate this activity?

Modify Jumping Techniques:

For students who struggle with jumping or balancing, you can offer alternatives like stepping or hopping on two feet. For more advanced students, introduce more challenging techniques such as skipping, hopping backward, or incorporating arm movements for added coordination.

Adjust the Distance Between Islands:

Shorten or widen the gaps between islands based on the students' physical abilities. You could also add different heights or levels of difficulty for each island to challenge balance or jumping height.

Reflection:

- How did you feel when you faced a difficult part of the activity? What helped you keep going?
  (Encourages self-awareness and self-management.)
- How did you and your partner work together? What did you do to help each other?
  (Focuses on relationship skills and teamwork.)
- How did you know if your partner or team needed help? What did you do to support them?
  (Prompts social awareness and empathy.)
- What decisions did your team make to solve the challenges? How did you decide together?
  (Encourages responsible decision-making and cooperation.)
- What is one thing you learned about working with others today?
  (Focuses on relationship skills and overall social learning.)
- If you could do the activity again, what would you do differently to improve?
  (Encourages reflection on problem-solving and personal growth.)

Main hazards (traffic, weather, terrain + people): Traffic and other people are biggest hazards when playing in urban environment. Weather and terrain when playing more natural settings

3.3 Examples of Activities

This part of the handbook presents a comprehensive collection of physical education (PE) and outdoor adventure education (OAE) activities designed to foster physical, social, emotional, and cognitive development among students. It includes a series of structured and progressive units that promote teamwork, problem-solving, decision-making, and personal growth through engaging and interactive physical challenges. The handbook is organized into distinct modules and units, each targeting specific learning outcomes in:

- Physical Education Competences – Basic motor skills, strength, coordination, balance, and endurance.
- Social and Emotional Learning (SEL) Competences – Cooperation, communication, empathy, trust, and conflict resolution.
- Interdisciplinary Competences – Environmental awareness, strategic thinking, leadership, and creative problem-solving.

Each unit includes detailed instructions, learning goals, materials needed, safety guidelines, and reflection questions to deepen learning and improve team dynamics.

This handbook support PE teachers in creating meaningful and engaging learning experiences through movement-based and adventure-oriented activities. The handbook also gives examples to educators to adapt and modify activities to match the needs and abilities of their students, ensuring that each activity remains challenging, accessible, and inclusive. While the core audience is PE teachers, the content is adaptable for a wide range of educational and recreational settings, including camps and after-school programs.

Using the activities:

- Start by reviewing Teacher's Guide and the module and unit overviews to select activities aligned with your learning objectives.
- Prepare the materials and set up the activity environment based on the instructions.
- Guide the students through the activity using the suggested structure, ensuring that safety and cooperation are maintained throughout.
- Encourage reflection and discussion after each activity to reinforce learning and improve group dynamics.

- Modify or adapt activities based on the needs and abilities of your students.

Activities

Jump, Explore, and Collaborate: Adventure through Movement and Teamwork 29

Who jumps 30

Jumping into heaven 33

Challenge jump path 36

Our own jumping landscape 39

Climb, curiosity and creativity: Adventure through Movement and Teamwork 42

Our own transport 43

The big animal 45

Claps 48

Climbing in wall bars 50

Basics of Trust, Challenge and Cooperation – Leave no Trace 53

Orienteering Basics and Team Communication 54

Trust and Risk Taking 56

Outdoor Puzzle Challenge 58

Leave no Trace 60

Conflict Resolution with Cooperative Games 62

Hide, Balance and Collaborate: Sociability through Movement and Teamwork 64

Cat and mouse 65

Giants knot 67

The different ways to move 69

Orienteering 71

Puzzle my task – outdoor orienteering 72

Counting cones – indoor orienteering 73

Create my map 76

Turf 81

Star Orienteering 86

Title of the module:	Jump, Explore, and Collaborate: Adventure through Movement and Teamwork				
Developed by:	Alina – Uni Luxembourg	**Class / age**	4th grade (10-11 years)		
What Units will you use in this Module?					
#	**Duration**	**Units**	**Physical education competences**	**SEL competencies**	**Interdisciplinary competences**
1	2h	Who jumps	Jumping	Cooperation	Problem solving
2	2h	Jumping into heaven	Jumping and throwing	Cooperation	Orientation
3	2h	Challenge jump path	Jumping	Empathy	Assumption of responsibility
4	2h	Our own jumping landscape	Jumping	Cooperation, Trust	Problem solving Orientation Assumption of responsibility

Title of the Unit: 1	Who jumps
Learning outcomes	
PE/OAE outcomes: SEL outcomes: Interdisciplinary outcomes:	Mobilise basic motor skills Cooperation Problem solving
The environment: The educator: The learners:	Area where pupils can safely run and play, such as big school yard or neighbourhood, park or forest. Participates on framing this exercise, stays on central point. Students act in pairs and teams and must cooperate to solve the problem posed in the activity
Instructions for the exercise	

Goal of activity: The goal of this unit is to promote ***collaboration, empathy, self-regulation, effective communication, and resilience*** through movement-based activities. By working together and supporting one another, students will strengthen their social bonds, enhance emotional awareness, and build confidence in a fun and cooperative environment.

Organization of the class/groups: 1) whole group, 2) divided in pairs

Set up: Materials to demarcate the islands (ropes, carpet tiles or natural materials such as tree trunks, stones)

Activity instructions:
At the beginning, the children are introduced and asked which animals they know that can jump well. The children name animals such as grasshoppers, kangaroos, rabbits, squirrels, fleas, frogs, jumping mice, etc. The children then move around like any jumping animal, they can gather together in groups of their own kind, hide, look for food, etc.

After that, the pupils get together in pairs. One partner hops on one leg while the other partner runs alongside them, making sure that their partner does not fall. After a certain time or distance, the partners swap roles.

Mark out an area outdoors with different "islands". The islands can be made of the materials mentioned or natural features such as tree trunks or stones. Place the islands at different distances and levels of difficulty. All team members must work together to jump from one island to the next, overcoming various obstacles. Teams begin on a starting island and must decide together how to reach the first island. Students must support each other by using jumping techniques to get from one island to the next. They can use different jumping techniques such as partner hops, double jumps or obstacle jumps to complete the challenges.

Safety instructions: Traffic and other people are biggest hazards when playing in urban environment. Weather and terrain when playing more natural settings

Materials and Additional information: Materials to demarcate the islands (ropes, carpet tiles or natural materials such as tree trunks, stones)

Evaluation: Observation (Teacher Assessment)

- Are the students demonstrating enthusiasm and effort in completing the tasks?
- Are students effectively communicating and collaborating during the group challenges?
- Are students recognizing when their partners need help and offering support?
- Are students thinking critically and discussing how to overcome the obstacles together?

Modify activity: How do you change or variate this activity?

- Modify Jumping Techniques:

For students who struggle with jumping or balancing, you can offer alternatives like stepping or hopping on two feet. For more advanced students, introduce more challenging techniques such as skipping, hopping backward, or incorporating arm movements for added coordination.

- Adjust the Distance Between Islands:

Shorten or widen the gaps between islands based on the students' physical abilities. You could also add different heights or levels of difficulty for each island to challenge balance or jumping height.

Reflection:

- How did you feel when you faced a difficult part of the activity? What helped you keep going? (Encourages self-awareness and self-management.)
- How did you and your partner work together? What did you do to help each other? (Focuses on relationship skills and teamwork.)
- How did you know if your partner or team needed help? What did you do to support them? (Prompts social awareness and empathy.)
- What decisions did your team make to solve the challenges? How did you decide together? (Encourages responsible decision-making and cooperation.)
- What is one thing you learned about working with others today? (Focuses on relationship skills and overall social learning.)
- If you could do the activity again, what would you do differently to improve? (Encourages reflection on problem-solving and personal growth.)

Main hazards (traffic, weather, terrain + people): Traffic and other people are biggest hazards when playing in urban environment. Weather and terrain when playing more natural settings

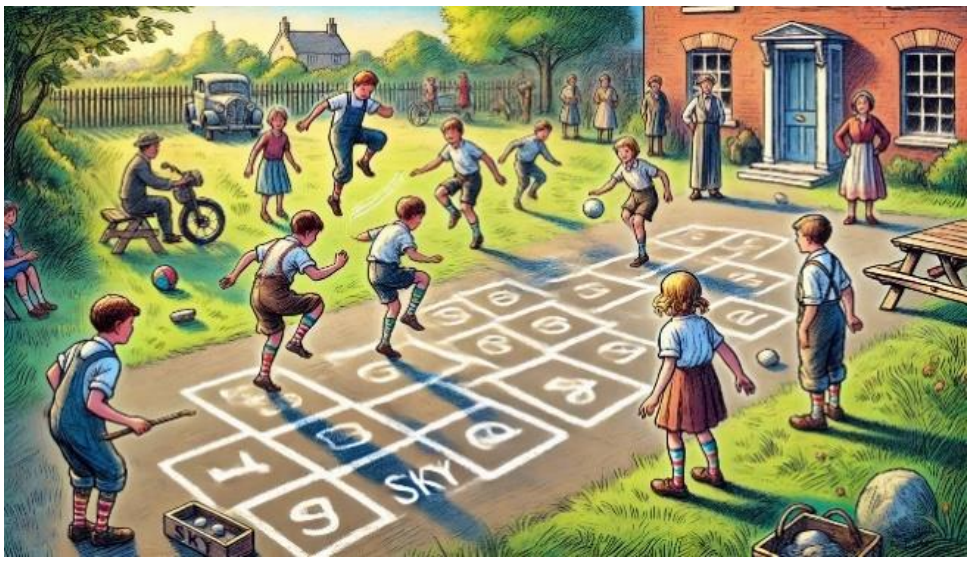
Title of the Unit: 2	Jumping into heaven
Learning outcomes	
PE/OAE outcomes: SEL outcomes: Interdisciplinary outcomes:	Mobilise basic motor skills Cooperation Spatial Orientation
The environment: The educator: The learners:	Area where pupils can safely run and play, such as big school yard or neighbourhood, park or forest. Participates on framing this exercise, stays on central point. Teacher's role during the activity, highlight teaching styles used. The learner is an active participant, problem-solver, collaborator, creator, and reflective thinker throughout the activity.
Instructions for the exercise	

Goal of activity: The overarching goal of this activity is to combine physical movement, cognitive challenges, and social interaction to support holistic child development. By integrating play with reflection, the activity encourages children to not only improve their physical skills but also develop their self-awareness, creativity, and social skills in a fun and dynamic way.

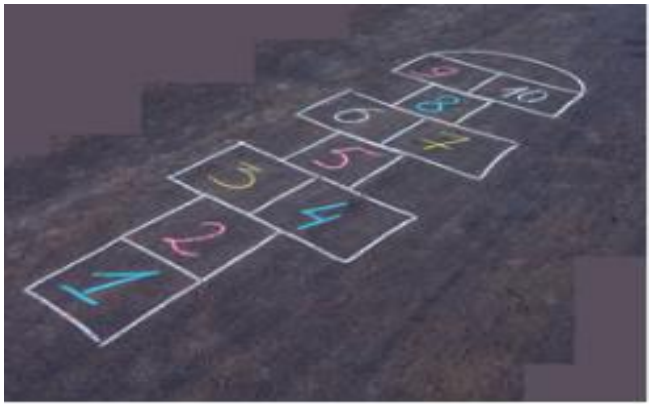
Organization of the class/groups: organized first altogether, later in two groups

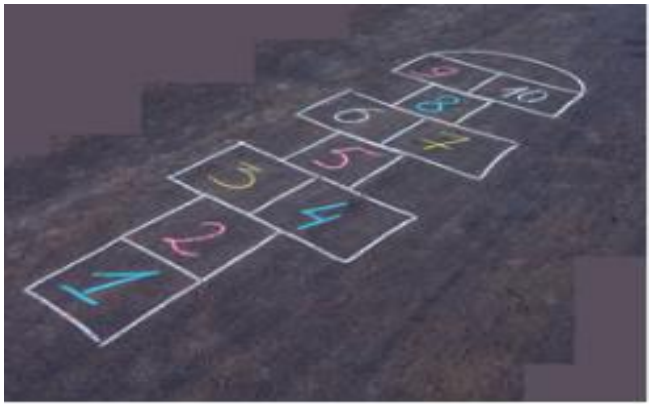
Set up: bouncy grid on the floor, drawn with chalk or in the ground or laid out with ropes or sticks

Activity instructions: At the beginning, the children are introduced to the old game of heaven and hell. The children first hop through the grid without any instructions.



Alternative: The children are given suggestions on how they can hop through the grid (one-legged, sideways, backwards). Two fields are set up next to each other and the children hop in parallel:





In a simple, widely used variation, the stone must be thrown from square 1 to square 9. If you hit the corresponding square, you start hopping, i.e. hopping on one leg. However, the square with the thrown stone is skipped. Fields 4 and 5 are entered with both legs, only to land on only one leg in field 6. Fields 7 and 8 must again be completed on both legs, just like the last field 9 (often called the sky). You then perform a half turn, land on both legs again on square 9 and return to the start by hopping. In the square in front of the throwing stone, you still have to pick it up.

The children create their own game of heaven and hell:

Safety instructions: be careful while jumping over loose items, materials need to stay on the ground

Materials and Additional information: Materials to create the Heaven and Hell Field (chalk or with ropes or sticks)

Evaluation: The assessment of whether the expected outcomes are being met involves observing physical participation, tracking social and cognitive engagement, and engaging the learners in self and group reflection. By asking targeted questions and watching how children progress through different challenges, you can determine if they are actively participating, improving their physical coordination, demonstrating creativity, and reflecting on their experiences.

- Are they physically engaged (e.g., trying different movements, showing effort)?
- Are they able to hop on one leg, use both legs when necessary, and maintain balance through the grid?
- Are they coming up with strategies to improve their performance after each round?
- Are participants interacting positively with each other? For example, are they taking turns, cheering others on, or cooperating when playing in pairs or teams?

Modify activity: By modifying the movement, grid layout, use of objects, or introducing new social dynamics and cognitive challenges, this activity can be adapted for various skill levels, learning objectives, or group sizes. You can introduce a themed or creative element to make the game more engaging or progressive challenges to keep children interested as they develop their skills.

Reflection: on a coordination system, the participants group themselves according to what was most important to them during this exercise. Endpoints of coordination: togetherness, risk, performance, fitness

Sample Questions for Grouping:

- Why did you choose this group? What made "togetherness" or "fitness" the most important to you today?
- Did you feel more focused on doing well in the game, or were you more interested in helping others or trying something new?
- How did the activity help you improve your fitness or physical skills?

Main hazards (traffic, weather, terrain + people): Traffic and other people are biggest hazards when playing in urban environment. Weather and terrain when playing more natural settings.

Title of the Unit: 3	Challenge jump path
Learning outcomes	
PE/OAE outcomes: SEL outcomes: Interdisciplinary outcomes:	Mobilise basic motor skills Empathy Assumption of responsibility
The environment: The educator: The learners:	Area where pupils can safely run and play, such as big school yard or neighbourhood, park or forest. Participates on framing this exercise, stays on central point Students act in pairs and teams and must cooperate to solve the problem posed in the activity

Instructions for the exercise

Goal of activity: To enhance teamwork, communication, and problem-solving skills through a physically engaging obstacle course that involves various jumping techniques. The students will work in teams, developing strategies and supporting each other to complete the course efficiently.

Organization of the class/groups: Divide the students into teams of 3-4 members each.
Each team will have designated roles:

- Jumper: The team member(s) who must complete the obstacles using the required jumping techniques.
- Cheerleader: The team member responsible for encouraging and motivating the jumper(s).
- Timekeeper: The team member who tracks the time using a stopwatch (you can provide stopwatches or use phones if available).

Set up: create an obstacle course outdoors, including various jumping challenges such as:

- Jumping over small hurdles or cones.
- Long jumps (mark a distance that they need to jump across).
- High jumps (low hanging ropes or elastic bands to jump over).
- Hopscotch-like grids where they must hop on one foot.
- Stepping stones made from mats or markers where they can only jump between spots.
- Tunnels or low barriers to crawl or jump through.

Activity instructions:

Goal Explanation:
Explain that the goal of the activity is for all team members to work together to complete the obstacle course as quickly and efficiently as possible. Highlight the importance of teamwork, communication, and mutual support.

Role Clarification: Explain the roles in detail
Jumpers: These members physically complete the obstacle course, using different jumping techniques.
Cheerleaders: They support their team by cheering and encouraging the jumper to stay motivated and focused.
Timekeepers: These members measure the time it takes for the jumper(s) to complete the course and help keep the team on pace.

Strategy Planning:
Encourage teams to come up with a strategy before starting, such as deciding who will take on which role and how they will communicate and support each other during the challenge.

Starting the Course:
Each team starts one after the other.
Jumpers navigate through the obstacle course using the required jumping techniques while being cheered on by their cheerleader(s).
The timekeeper tracks how long it takes for their team to complete the course.

Team Strategy:
Teams can adjust their strategy after observing other teams or trying out different approaches (e.g., changing roles, altering pacing, or focusing more on communication).

Challenges and Support:
Emphasize that if a team member struggles with an obstacle, it's the team's responsibility to help, whether through encouragement or suggesting alternative ways to tackle the challenge.

Safety instructions: Ensure all obstacles are safe and spaced appropriately for group participation and movement.

Materials and Additional information: Obstacle course (consisting of various stations such as hurdles, hoops, benches, etc.)
Possibly markings for start and finish lines
Stopwatch for timing

Evaluation:

Active Participation: Are all students fully engaged in their roles, whether as jumpers, cheerleaders, or timekeepers?

Teamwork and Communication: Are teams communicating effectively and supporting each other? Are they problem-solving as a group?

Adaptability and Strategy: Are teams adjusting their strategies to complete the course more efficiently as they progress?

Reflection Engagement: During the reflection round, are students able to articulate their experiences and provide insights into what worked and what didn't?

Modify activity:

Role Rotation: After one round, switch roles within the teams so that everyone experiences being a jumper, cheerleader, and timekeeper. This ensures that all students get a chance to perform different tasks and develop diverse skills.

Timed Challenge: For more advanced groups, introduce a competitive element where teams compete for the fastest time, but they still must prioritize teamwork and support.

Obstacle Customization: Allow teams to slightly adjust the obstacles before their turn, giving them a chance to strategize based on their strengths and weaknesses (e.g., adjusting the height of the hurdles or the length of the jumps).

Team Reflection Cards: Provide reflection cards with questions that each team discusses together after completing the course. This encourages deeper conversation on teamwork and strategy.

Reflection:
Group Discussion:
After all teams have completed the course, gather the students for a reflection round.

Ask teams to discuss:
- Collaboration: How did your team work together to complete the course?
- Communication: How well did you communicate during the challenge? Was there a time when better communication would have helped?
- Challenges: What were the most difficult obstacles, and how did your team overcome them?
- Strategies: What strategies did your team use to complete the course efficiently? Would you change anything if you were to do it again?

Emphasize Key Takeaways:
Reinforce the importance of teamwork, communication, and mutual support in overcoming challenges.
Highlight examples where teams demonstrated excellent collaboration or creative problem-solving.

Main hazards (traffic, weather, terrain + people): Traffic and other people are biggest hazards when playing in urban environment. Weather and terrain when playing more natural settings

Title of the Unit: 4	Our own jumping landscape
Learning outcomes	
PE/OAE outcomes: SEL outcomes: Interdisciplinary outcomes:	Mobilise basic motor skills Cooperation, Trust Problem solving, Spatial orientation, Assumption of responsibility
The environment: The educator: The learners:	Area where pupils can safely run and play, such as big school yard or neighbourhood, park or forest. The educator facilitates the exercise and ensures safety but stays at a central point. They guide the activity by framing the task but let students take full ownership of designing and completing the challenges.

Instructions for the exercise

Goal of activity: To encourage creativity, teamwork, and problem-solving as students design and complete a jumping-based treasure hunt. The activity promotes exploration, physical movement, and collaboration as teams work together to create jumping tasks and then share their challenges with others.

Organization of the class/groups: Divide students into groups of 4-5 members. Each group will create its own series of jumping challenges.

Set up: natural environment.

Activity instructions:

Goal Explanation:

- Explain to the students that their task is to create a jumping adventure treasure hunt. In groups, they will design different jumping challenges within a defined area. Once they've tested the challenges and mapped them out, they'll exchange maps with another group.
- The second group will then follow the map, find the jumping stations, and attempt to complete the tasks designed by the first group.

Map Creation:

- Groups should create a simple map of the area, marking where each jumping task is located and noting what each task involves. Examples of jumping tasks might include:
  - Jumping over a series of markers or obstacles.
  - Performing long jumps between two points.
  - Hopping on one foot around a circle.
  - Jumping between specific grid points on the ground (like hopscotch).
  - Completing a sequence of jumps backward or with a twist.

3. Time Allocation:

- Give the students approximately 45 minutes to explore the area, design their jumping tasks, test them, and draw their maps.
- After this, groups will gather again and exchange their maps with another group.

Execution:

1. First Round (Map Creation and Testing):

- The students spend 45 minutes designing their jumping challenges within the designated area. Each group must:
  - Work together to come up with creative jumping tasks.
  - Test each task to ensure it's fun and safe.
  - Draw a map that accurately shows the location of each station and provides instructions for the tasks.

2. Second Round (Treasure Hunt)
- Once maps are exchanged, each group spends about 20 minutes trying to find the stations created by the other group and completing the jumping tasks.
- Students must follow the map carefully, locate the stations, and perform the jumping challenges set by the other group.

3. Challenges and Support:
- Encourage teamwork within each group. They need to work together to ensure everyone can complete the jumping tasks.
- As groups explore and complete tasks, they should communicate and strategize on how to navigate the map and support each other in performing the jumps.

Safety instructions: framing playing area, what is prohibited, etc.

Materials and Additional information: Provide materials like chalk, cones, or markers that students can use to designate jumping spots or challenges. Also, provide paper, pencils, or clipboards for the groups to draw their maps and note the challenges.

Evaluation:

Creativity and Engagement: Did the students design creative and engaging jumping tasks? Are they fully immersed in the map creation process?

Collaboration: Did each group work together effectively to create the treasure hunt? How well did they cooperate when completing the tasks designed by other groups?

Communication: Were the students able to clearly explain the tasks and create maps that were easy for others to follow? Did they communicate well within their own group during the task?

Reflection Participation: During the living scale reflection, are students able to articulate their thoughts and experiences? Are they engaging with each other's ideas and responding thoughtfully?

Modify activity:

Map Complexity: For older students or more advanced groups, you can increase the complexity of the maps and jumping challenges, making them more detailed or introducing more physically demanding jumps.

Timed Challenges: Add a time element to the second round where groups must try to complete the other group's map within a certain time limit, encouraging them to work quickly while still maintaining accuracy and safety.

Themed Challenges: Create a theme for the jumping treasure hunt, such as "adventure in the jungle" or "space exploration," and encourage groups to design their jumping tasks based on this theme.

Reflection Cards: Provide cards with reflection questions to each group, helping them discuss teamwork and strategies after completing the task.

Reflection:

Living Scale Reflection:

- After all teams have completed the treasure hunt, gather everyone for a reflection round. Use a living scale to engage students in physically positioning themselves based on how they perceived the experience.
- Mark a continuum on the ground, with one side representing "Strongly Agree" and the other "Strongly Disagree." Ask participants to stand along this continuum depending on how they feel about certain statements.

- We worked well together as a team.
- We achieved the goal.
- The task was enjoyable.
- I have grown beyond myself.

Possible Reflection Prompts:

- Which differences do you see between the positions of the various participants on the scale?
- What can we learn from the different perspectives represented on the scale?
- Are there patterns or commonalities in the reasons participants have given for their positions?

Main hazards (traffic, weather, terrain + people): Traffic and other people are biggest hazards when playing in urban environment. Weather and terrain when playing more natural settings

Title of the module:	Climb, curiosity and creativity: Adventure through Movement and Teamwork		
Developed by:	Pablo, Mº Jose, Agueda & Gonzalo – Uni Sevilla	**Class / age**	5th - 6th grade (10-12 years)

What Units will you use in this Module?

#	Duration	Units	Physical education competences	SEL competencies	Interdisciplinary competences
1	2h	Our own transport	Strength, coordination and balance. Self-regulation and social interaction	Tolerance and creativity	Problem solving Recycle Team work
2	2h	The big animal	Jumping and throwing	Tolerance and creativity	Problem solving Team work
3	2h	Claps	Climbing and balance. Trust.	Curiosity, tolerance and creativity.	Problem solving Team work
4	2h	Climbing in wall-bars	Climbing and balance	Tolerance and creativity	Problem solving Team work

Title of the Unit: 1	Our own transport
Learning outcomes	
PE/OAE outcomes: SEL outcomes: Interdisciplinary outcomes:	Strength, coordination and balance. Self-regulation and social interaction. Tolerance and creativity (open mindedness) Problem solving, recycle and teamwork.
The environment:	Area where pupils can safely run and play, such as big school yard or neighbourhood, park or forest.
The educator:	First the teacher sets a collective challenge game to the students, then a final reflection about this game.
The learners:	Students try to solve the challenge creatively and collectively. In the reflection time they will be able to evaluate other ways of solving the challenge.

Instructions for the exercise

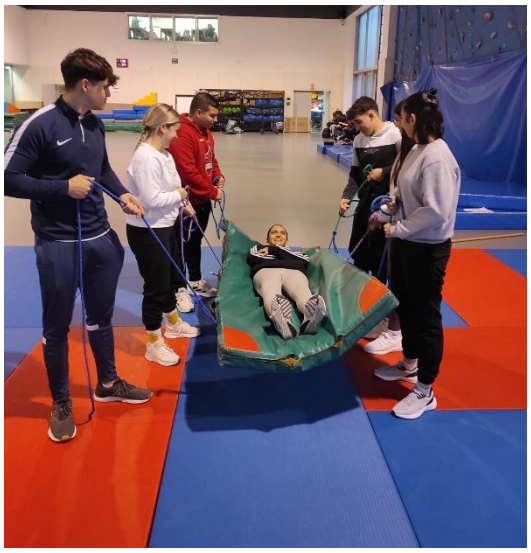
Goal of activity: The goal of this unit is to promote self-regulation and social interaction, through movement-based activities. By working together and supporting one another, students will strengthen their social bonds, enhance emotional awareness, and build confidence in a fun and cooperative environment. The goal of activity is transporting a person using the material available (ropes and cardboard).

Organization of the class/groups: students are divided into small groups of 4-5 students depending on the number of students in the class.

Set up: There is a construction area for each group, with cardboard and ropes. There is also a moving area (must be smooth).

Activity instructions:

At the beginning, each group must think how to build a transport system with cardboard and ropes to move a student from the start line to finish line and test the proposal. They have 10 minutes.
After that, all the team at the same time must put in practice their solutions. All the members must work together to use the solution proposed and try to transport a one of them as quickly as possible. The teacher could assign points each group premium the speed, creativity, work team, enthusiasm and effort, ropes technique used, ...
The challenge continues with a new round, because the teacher could propose create a new transport system and use it or tray to use the same system again thinking a best way.



Safety instructions: The area of the activity should be smooth and free of holes. Traffic and other people are biggest hazards when playing in urban environment. Weather and terrain when playing more natural settings.

Materials and Additional information: Materials to create a transport system (ropes and cardboards) and materials to demarcate the start places and transport area (ropes, court line or cones)

Evaluation: Observation (Teacher Assessment)

- Are students thinking together a solution creativity and effectivity to transport using the materials?
- Are the students demonstrating enthusiasm and effort in completing the tasks?
- Are students effectively communicating and collaborating during the group challenges?
- Are students recognizing and appreciating the different solutions proposed with all the groups?

Modify activity: How do you change or variate this activity?

- Modify Materials:

For students who struggle with transporting use the ropes and cardboards, you can offer alternatives like mat. For more advanced students, introduce more challenging techniques such as use a specifics ropes knots teaching in session before.

- Adjust the Distance to Transport:

Shorten or widen the gaps between start and finish lines transport based on the students' physical abilities. You could also add different obstacles in the transport area to jump or avoid.

Reflection:

- How did you feel when you faced a difficult part of the activity? What helped you keep going?

(Encourages self-awareness and self-management.)

- How did you and your partner work together? What did you do to help each other?
  (Focuses on relationship skills and teamwork.)
- What creativity decisions did your team make to solve the challenges?
  (Encourages creativity solutions and cooperation.)
- What is one thing you learned about working with others today?
  (Focuses on relationship skills and overall social learning.)
- If you could do the activity again, what would you do differently to improve?
  (Encourages reflection on problem-solving and personal growth.)

Main hazards (traffic, weather, terrain + people): Traffic and other people are biggest hazards when playing in urban environment. Weather and terrain when playing more natural settings

Title of the Unit: 2	The big animal
Learning outcomes	
PE/OAE outcomes: SEL outcomes: Interdisciplinary outcomes:	Strength, coordination and balance. Self-regulation and social interaction Tolerance and creativity (open mindedness). Problem solving, recycle and team work.
The environment:	Area where pupils can safely run and play, such as big school yard or neighbourhood, park or forest.
The educator:	First the teacher sets a collective challenge game to the students, then a final reflection about this game.
The learners:	Students try to solve the challenge creatively and collectively. In the reflection time they will be able to evaluate other ways of solving the challenge.

Instructions for the exercise

Goal of activity: The goal of this unit is to promote self-regulation and social interaction, through movement-based activities. By working together and supporting one another, in groups create the figure of an animal using the bodies of the members.

Organization of the class/groups: Students are divided into small groups of 5-6 students depending on the number of students in the class.

Set up: There is an area free of materials and obstacles. Each group is located in a specific part of that area.

Activity instructions:

At the beginning, each group must think how to represent an animal using only their bodies. The rules are representing an animal, use their bodies, participate the students.
After that, all the team represent the animal design and the other try to know how animal is.

The challenge continues with a new round, because the teacher could propose create a new animal and changes rules (incorporate materials, king of animal…).

Safety instructions: The student in the wall bars is standing on the second lower bar. The other one should be in an active position in case his partner loses the balance.

Materials and Additional information: Mats on the floor as a safety element.

Evaluation: Observation (Teacher Assessment)

- Are the students participating actively in the task?
- Are students offering support?
- Are students trusting in their partner?

Modify activity: How do you change or variate this activity?

- Level 1: Students do the exercise with closed eyes.
- Level 2: Students is climbing in the wall bars and when they decide, and advice do the challenge.
- Level 3: Different pair could be synchronizing, trying to do a sequence of claps.

Reflection:

- How did you feel when you faced a difficult part of the activity? What helped you keep going? (Encourages self-awareness and self-management.)
- How did you and your partner work together? What did you do to help each other? (Focuses on relationship skills and teamwork.)

- How did you know if your partner or team needed help? What did you do to support them? (Prompts social awareness and empathy.)
- What is one thing you learned about working with others today? (Focuses on relationship skills and overall social learning.)
- Which variant of the exercise has been more difficult? Why do you think so? (Encourages reflection on problem-solving and personal growth.)

Main hazards (traffic, weather, terrain + people):

Terrain: The wood of wall bars must be in good conditions (not broken)

People: To understand the game well before playing, to make sure they can stay safe.

Title of the Unit: 3	Claps
Learning outcomes	
PE/OAE outcomes: SEL outcomes: Interdisciplinary outcomes:	Climbing, balance and strength. Trust and selconfidence. Curiosity, tolerance and creativity (open-mindedness). Problem solving. Teamwork
The environment: The educator: The learners:	A gym with wall bars or bouldering climbing wall. Organize the groups in the wall bars. Check that the student is standing correctly in the wall bars. Stay on the side. Time manager. They must solve the challenge posed and trusting each other

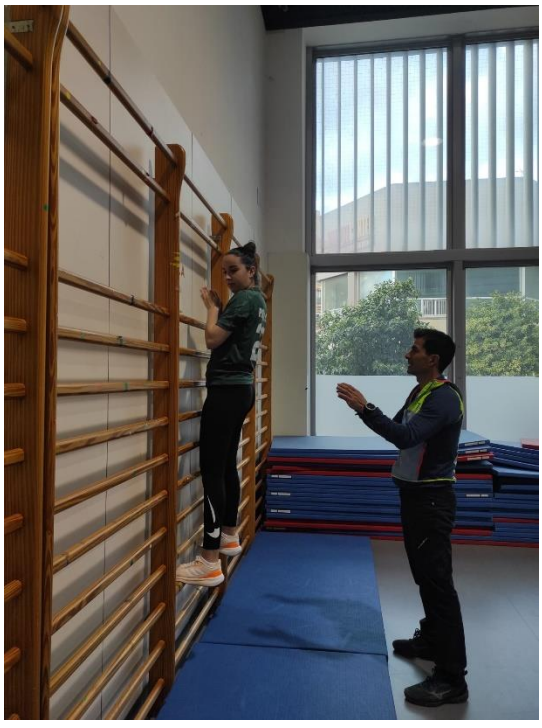
Instructions for the exercise

Goal of activity: The goal of this unit is to promote self-regulation and social interaction, through movement-based activities. By working together and supporting one another, the activity's goal is trying to give the greatest number of spankings, loosening hands. The other one is behind, to help in case he loses his balance.

Organization of the class/groups: students are divided into in pairs, if it's difficult you could use small group 3-4 students.

Set up: Each pair is located in a specific part of the wall bar. All the pair are in the same time if there is enough wall bar.

Activity instructions:
At the beginning, in pairs, one of them climbed to the wall bars, should try to give the greatest number of spankings, loosening hands. The other one is behind, to help in case he loses his balance.
After that, they change the roles: the climber changes to be a belayer and vice versa.



Safety instructions: The student in the wall bars is standing on the second lower bar. The other one should be in an active position in case his partner loses the balance.

Materials and Additional information: Mats on the floor as a safety element.

Evaluation: Observation (Teacher Assessment)

- Are the students participating actively in the task?
- Are students offering support?
- Do students trust their partner?

Modify activity: How do you change or variate this activity?

- Level 1: Students do the exercise with their eyes closed.
- Level 2: Students climb in the wall bars and when they decide, and advice do the challenge.
- Level 3: Different pairs could be synchronized, trying to do a sequence of claps.

Reflection:

- How did you feel when you faced a difficult part of the activity? What helped you keep going? (Encourages self-awareness and self-management.)
- How did you and your partner work together? What did you do to help each other? (Focuses on relationship skills and teamwork.)
- How did you know if your partner or team needed help? What did you do to support them? (Prompts social awareness and empathy.)
- What is one thing you learned about working with others today? (Focuses on relationship skills and overall social learning.)
- Which variant of the exercise has been more difficult? Why do you think so? (Encourages reflection on problem-solving and personal growth.)

Main hazards (traffic, weather, terrain + people):

Terrain: The wood of wall bars must be in good conditions (not broken)

People: To understand the game well before playing, to make sure they can stay safe.

Title of the Unit: 4	Climbing in wall bars
Learning outcomes	
PE/OAE outcomes: SEL outcomes: Interdisciplinary outcomes:	Climbing, balance and strength. Trust and self-confidence. Curiosity, tolerance and creativity (open-mindedness). Problem solving. Teamwork
The environment:	A gym with wall bars or bouldering climbing wall.
The educator:	Controls that student search different solutions. Give clues to the pairs that do not make progress.
The learners:	The two climbers must creatively solve the challenge posed. They should also evaluate the work of other pairs

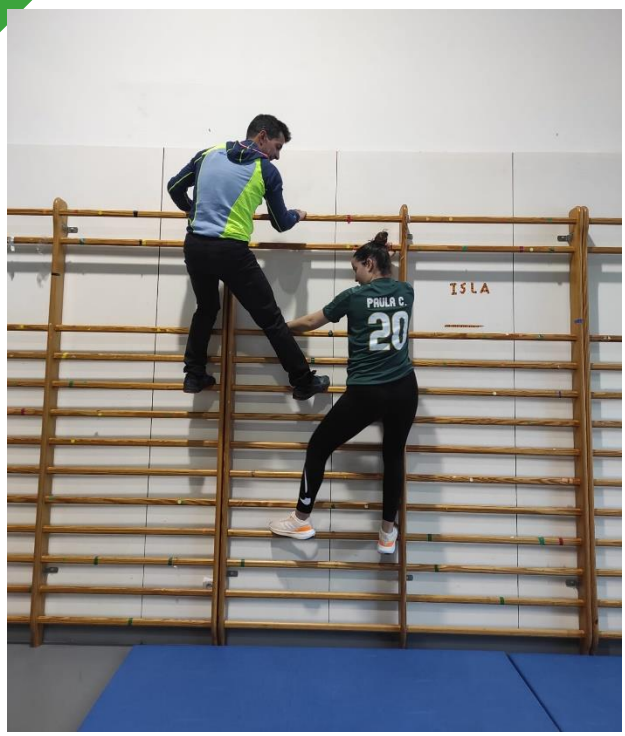
Instructions for the exercise

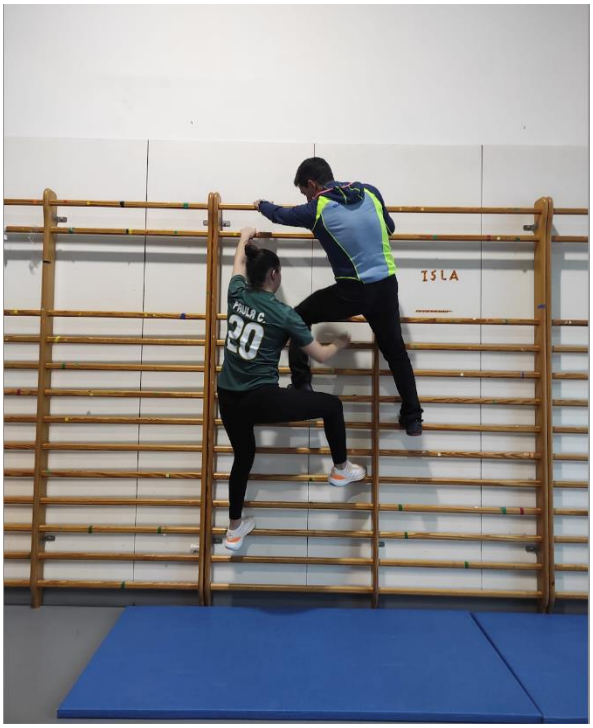
Goal of activity: The goal of this unit is to promote self-regulation and social interaction, through movement-based activities. By working together and supporting one another, the activity's goal is to climb in the wall bars resolving a motor skill problem.

Organization of the class/groups: Students are divided into in pairs, if it's difficult you could use small group 3-4 students.

Set up: Each pair is located in an extreme of the wall bar.

Activity instructions:
two groups, one at each end of the wall bars. From each group, one student should climb to the other end of the wall bars. At the crossing with the partner, it is necessary to solve the crossing without talking.





Safety instructions: During the crossing, be careful with the partner and, be concentrated during the climbed.

Materials and Additional information: Mats on the floor as a safety element.

Evaluation: Observation (Teacher Assessment)

- Are the students participating actively in the task?
- Are students finding creative solutions to the problem?
- Are students offering support?
- Are students trusting in their partner?

Modify activity: How do you change or variate this activity?

- Level 1: Students find other solutions at the crossing.
- Level 2: Increase the climber crossing, participate together 3 or 4 pairs.
- Level 3: Use a bouldering wall.

Reflection:

- How did you feel when you faced a difficult part of the activity? What helped you keep going? (Encourages self-awareness and self-management.)
- How did you and your partner solve the crossing? What did you do to help each other? (Focuses on relationship skills and teamwork.)

- How did you know if your partner or team needed help?
  (Prompts social awareness and empathy.)
- What is one thing you learned about working with others today?
  (Focuses on relationship skills and overall social learning.)
- Which variant of the exercise has been more difficult? Why do you think so?
  (Encourages reflection on problem-solving and personal growth.)

Main hazards (traffic, weather, terrain + people):

Terrain: The wood of wall bars must be in good conditions (not broken)

People: To understand the game well before playing, to make sure they can stay safe.

Title of the module:	Basics of Trust, Challenge and Cooperation – Leave no Trace				
Developed by:	NKUA	**Class / age**	9th grade (15-16 years)		
What Units will you use in this Module?					
#	**Duration**	**Units**	**Physical education competences**	**SEL competencies**	**Interdisciplinary competences**
1	45-90min	Orienteering Basics and Team Communication	Brisk walking	Verbal and non-verbal communication	Problem solving, Navigation
2	45-90min	Trust and Risk Taking	Balance and coordination	Building trust and resilience/ Self-awareness, Relationship skills	Resilience and adaptability through experiential learning
3	45-90min	Outdoor Puzzle Challenge	Fine motor skills and strategic movement	Problem-solving and critical thinking.	Mathematics (logic puzzles), Communication
4	45-90min	Leave no Trace	Endurance and environmental navigation	Leadership and environmental responsibility	Environmental science, Leadership skills.
5	45-90min	Cooperative Games	Coordination and agility	Conflict resolution and cooperation	Psychology of group dynamics

Title of the Unit: 1	Orienteering Basics and Team Communication
Learning outcomes	
PE/OAE outcomes: SEL outcomes: Interdisciplinary outcomes:	Brisk walking/ orientation. Develop effective verbal and non-verbal communication within teams. Geography skills through navigation
The environment: The educator: The learners:	School grounds or nearby park with defined routes. Teacher supports through guidance but allows teams to work independently. Students act in teams and must cooperate
Instructions for the exercise	

Goal of activity: To foster teamwork while developing basic orienteering skills using a map and compass.

Organization of the class/groups

- Divide students into teams of 3-4 members.
- Each team receives a map, compass, and list of checkpoints.
- Assign different starting points to each team to minimize congestion at checkpoints.

Set up:

- Mark locations with flags, markers, or laminated symbols.
- Clearly establish boundaries within the navigation area.
- Provide a demonstration on how to use a map and compass.

Activity instructions:

Introduction & Explanation (10-15 minutes)

- Introduce key map symbols, orientation techniques, and how to use a compass.
- Explain how to determine direction, distance, and landmarks.
- Emphasize the importance of communication and teamwork.

Navigation Challenge (30-40 minutes)

- Teams follow their maps to locate designated checkpoints.
- Each checkpoint contains a clue or task to complete before moving forward.
- Teams must document their findings or collect proof from each checkpoint.

Return & Debrief (15-20 minutes)

- Teams return and discuss challenges faced and strategies used.
- Reflect on teamwork, communication techniques, and decision-making.

Safety instructions:

- Boundaries are clearly defined, and all students must remain within them.
- Students should always stay in pairs or groups (never alone).
- If lost or confused, students should return to the starting point or find an instructor.
- Emergency whistle signals:
    - One long blast = Attention needed
    - Three short blasts = Emergency, return to base

Materials and Additional information: Compasses, maps, markers for each location

Evaluation:

- Map-Reading Accuracy: Observe how well students use the map and compass.
- Teamwork & Communication: Assess how effectively teams collaborate and share responsibilities.
- Completion of Checkpoints: Verify whether teams successfully located and documented each checkpoint.

Modify activity: How do you change or variate this activity?

- For Beginners: Use a pre-mapped route with clearly defined landmarks and allow GPS assistance.
- For Advanced Learners: Increase the difficulty by adding more checkpoints, requiring triangulation, or integrating additional challenges at each station.
- Time-Based Challenge: Teams compete to complete the course within a set timeframe.
- Night Navigation: Conduct the activity at dusk with headlamps to enhance difficulty.

Reflection:

1. “What communication techniques helped the most?”
2. “How did you handle disagreements?”
3. “What strategies helped the most?
4. How did you handle disagreements?
5. What could have been done differently?

Main hazards

Terrain Risks: Watch for roots, rocks, or uneven ground that could cause tripping.
Weather Conditions: Ensure students dress appropriately for potential rain, wind, or temperature changes.
Wildlife Awareness: Educate students on respecting wildlife and what to do if they encounter animals.
Emergency Plan: Establish a designated meeting point and have a first-aid kit on hand.

Title of the Unit: 2	Trust and Risk Taking
Learning outcomes	
PE/OAE outcomes: SEL outcomes: Interdisciplinary outcomes:	Balance and coordination/ Improve teamwork and collaborative problem-solving Building trust and resilience/ Self-awareness, Relationship skills. Apply physics concepts such as balance, centre of gravity, and force in real-world settings. Foster resilience and adaptability through experiential learning. Improve understanding of risk assessment and decision-making.
The environment: The educator: The learners:	Low ropes course in a forest or open area. Teacher facilitates and supports safe risk-taking. Students act in teams and must cooperate to solve the problem posed in the activity

Instructions for the exercise

Goal of activity:

To develop trust among peers and build individual confidence through structured risk-taking activities.

Organization of the class/groups:

Divide students into pairs or small teams.

Groups rotate through different low ropes challenges, ensuring all students experience multiple roles.

Assign specific tasks for each team member (e.g., navigator, spotter, participant).

Set up:

- Location: Low ropes course in a forested area, open field, or designated adventure zone.
- Terrain Considerations: Uneven ground, natural obstacles, and variable weather conditions.
- Weather Precautions: Ensure students wear appropriate outdoor attire and adjust activities as needed for safety.

Activity instructions:

1. Demonstration (10-15 minutes):

The teacher explains and demonstrates low-rope techniques, focusing on body positioning, movement, and balance.

Review safety procedures, including proper spotting techniques.

2. Guided Partner Challenge (30-40 minutes):

Step 1: One student navigates a low-rope challenge (e.g., balancing on a cable or log) while their partner provides physical or verbal guidance.

Step 2: Roles rotate to ensure everyone experiences both guiding and participating.

Step 3: Groups rotate through different obstacles, each with increasing complexity.

3. Group Reflection & Debrief (15-20 minutes):

Discuss personal experiences and group dynamics.

Safety instructions:

- Use of Safety Equipment: Ensure harnesses, helmets, and gloves are properly fitted if required.
- Spotters' Responsibilities: Spotters must remain attentive and prepared to assist teammates.
- Establish Clear Boundaries: Define the designated activity area to prevent accidents.
- Emergency Signals:
    - One long whistle blast = Stop all activity immediately.
    - Three short whistle blasts = Emergency, return to the instructor.

Materials and Additional information:

- Low-rope structures (cables, balance logs, slacklines)
- Safety harnesses (if needed)
- Helmets and gloves (optional for added safety)
- Whistles for emergency signaling

Evaluation: Observation

Observation-Based Assessment:

- Monitor students' communication and cooperation skills.
- Assess balance and coordination through participation.
- Observe levels of trust and respect among peers.

Self and Peer Reflection:

- Have students complete a brief written reflection or group discussion on their experiences.
- Encourage peer feedback on teamwork and supportiveness.

Modify activity: How do you change or variate this activity?

- For Beginners:
    - Lower the height of obstacles or provide additional support points.
    - Allow verbal guidance without physical challenges initially.
- For Advanced Learners:
    - Introduce blindfolded challenges to increase reliance on partner guidance.
    - Add timed elements to encourage efficiency and focus.
- Adaptive Considerations:
    - Modify tasks based on individual mobility levels.
    - Allow alternative ways to participate, such as directing teammates instead of physically navigating obstacles.

Reflection:

- "How did you feel trusting others for support?"
- "What did you learn about yourself?"
- How did your communication impact your success

Main hazards

- Terrain Risks: Be aware of uneven surfaces, tree roots, or slippery conditions.
- Equipment Misuse: Ensure all ropes, harnesses, and structures are checked before use.
- Lack of Spotter Attention: Reinforce the importance of spotter engagement throughout activities.
- Emotional Safety: Be mindful of students' comfort levels and provide encouragement without pressure.

Title of the Unit: 3	Outdoor Puzzle Challenge
Learning outcomes	
PE/OAE outcomes:	Fine motor skills and strategic movement/ Critical thinking, Responsible decision-making.
SEL outcomes:	Problem-solving and critical thinking.
Interdisciplinary outcomes:	Mathematics (logic puzzles), Communication.
The environment:	Open outdoor area with space for team activities
The educator:	Participates on framing this exercise, stays on central point.
The learners:	Students act in pairs and teams and must cooperate to solve the problem posed in the activity
Instructions for the exercise	

Goal of activity: Encourage collaborative problem-solving through physical and strategic challenges.

Organization of the class/groups:

Divide students into small groups of 4-5 members.

Ensure that each team rotates through various puzzle stations.

Set up:

Create multiple puzzle stations, each featuring a unique challenge requiring teamwork.

Use cones or markers to set clear boundaries for each station.

Provide necessary materials at each station, ensuring puzzles are evenly distributed.

Activity instructions:

Introduction & Explanation (10-15 minutes):

- Explain the puzzle rules and expectations.
- Demonstrate a sample puzzle to illustrate the problem-solving process.
- Emphasize the importance of teamwork and strategy.

Puzzle Challenge (30-40 minutes):

- Teams begin at an assigned station and attempt to solve the puzzle.
- After a set time (5-10 minutes per station), teams rotate to the next challenge.
- Each team records their strategy and observations for later discussion.

Group Reflection & Debrief (15-20 minutes):

- Discuss effective problem-solving strategies and team collaboration.

Safety instructions:

- Establish boundaries and ensure all students remain within designated areas.
- Monitor for trip hazards, such as uneven ground, loose equipment, or weather-related obstacles.
- Encourage safe movement, avoiding running or reckless actions near puzzle stations.
- Emergency Plan: Designate a meeting point in case of an injury or unexpected issue.

Materials and Additional information:

Essential Equipment:

- Puzzle materials (e.g., large-scale jigsaw puzzles, number/logic games, or physical problem-solving tasks)
- Cones or boundary markers
- Stopwatch or timer for managing rotations
- Clipboards and paper for team reflections

Evaluation:

- Observation-Based Assessment:
    - Monitor team dynamics, communication, and participation.
    - Assess students' ability to adapt strategies based on challenges faced.
- Self and Peer Reflection:
    - Have students complete a short, written reflection, or engage in a discussion about their experiences.
    - Encourage teams to share their most effective strategies.

Modify activity: How do you change or variate this activity?

For Beginners:

- Simplify puzzles by reducing complexity or providing hints.
- Allow additional time at each station.

For Advanced Learners:

- Increase the difficulty of puzzles.
- Introduce time constraints or require silent collaboration.

Adaptive Considerations:

- Modify tasks to accommodate different mobility levels.
- Allow verbal problem-solving for students who may have physical limitations.

Reflection:

- What strategy worked best?
- What did you learn from others' problem-solving approaches?
- How did your team handle disagreements or challenges?

Main hazards

- Uneven Ground: Ensure students watch their step and avoid hazards.
- Weather Conditions: Adjust activities if rain or extreme temperatures pose a safety concern.
- Equipment Misuse: Monitor to ensure puzzles and materials are used properly and safely.

Title of the Unit: 4	Leave no Trace
Learning outcomes	
PE/OAE outcomes: SEL outcomes: Interdisciplinary outcomes:	Endurance and environmental navigation/ Self-awareness, Responsibility, Relationship skills. Leadership and environmental responsibility. Environmental science, Leadership skills.
The environment: The educator: The learners:	Nature trail or hiking area with varied terrain. Participates on framing this exercise, stays on central point. Students act in pairs and teams and must cooperate to solve the problem posed in the activity

Instructions for the exercise

Goal of activity:

Foster leadership, teamwork, and respect for nature by engaging in a structured hiking experience with an environmental focus.

Organization of the class/groups:

- Divide students into small groups, ensuring each group has an opportunity to lead.
- Assign each group a specific section of the trail to lead and monitor.
- Rotate leadership roles throughout the hike to ensure participation from all students.

Set up:

1. Select a clear and safe hiking route that provides opportunities for leadership and environmental discussions.
2. Divide the trail into sections, assigning each to a different student leader.
3. Provide materials such as maps, compasses, and trash bags for litter collection.

Activity instructions:

Introduction & Explanation (10-15 minutes):

- The teacher explains the seven principles of Leave No Trace, emphasizing responsible outdoor behaviour.
- Discuss the importance of leadership and how to guide a group safely and effectively.

Hiking and Leadership Rotation (40-60 minutes):

- One student leads their assigned section, providing direction and ensuring adherence to Leave No Trace principles.
- The group follows the leader, taking note of environmental conditions and any human impact.
- Rotate leadership roles at designated checkpoints so that each student has an opportunity to lead.

Reflection & Group Discussion (15-20 minutes)

Pause at specific points along the hike for reflection and group discussions.

Safety instructions: Stick to the trail, watch for wildlife, and follow the leader.

Materials and Additional information:

- Maps and compasses for navigation.
- Trash bags for litter collection to reinforce Leave No Trace.
- Weather-appropriate clothing and sturdy footwear.
- Water bottles and snacks to maintain energy levels.

Evaluation:

Observation-Based Assessment:

- Assess how well students take on leadership roles.
- Observe teamwork and environmental responsibility in action.

Self and Peer Reflection:

- Have students complete a written reflection or participate in a discussion about their experience.
- Encourage peer feedback on leadership and teamwork.

Modify activity:

- For Beginners:
  - Shorten the hiking distance and focus more on guided instruction.
  - Assign leadership roles to pairs instead of individuals for additional support.
- For Advanced Learners:
  - Increase trail difficulty or introduce additional challenges such as identifying local flora and fauna.
  - Require each leader to give a short educational talk about an aspect of nature conservation.
- Adaptive Considerations:
  - Modify routes for accessibility where possible.
  - Assign observational roles for students who may have mobility limitations.

Reflection:

- How did it feel to lead?
- What actions can you take to respect nature?
- What challenges did you face while guiding your peers?

Main hazards

- Slippery Trails: Emphasize proper footwear and slow, careful movement in wet conditions.
- Wildlife Encounters: Teach students to respect wildlife and keep a safe distance.
- Weather Conditions: Be prepared with alternative plans in case of extreme weather.
- Trail Navigation: Ensure all students understand the route and designated checkpoints.

Title of the Unit: 5	Conflict Resolution with Cooperative Games
Learning outcomes	
PE/OAE outcomes: SEL outcomes: Interdisciplinary outcomes:	Coordination and agility Conflict resolution and cooperation. Psychology of group dynamics
The environment: The educator: The learners:	Open outdoor field, encouraging free movement Participates on framing this exercise, facilitates Small groups for close communication.

Instructions for the exercise

Goal of activity: To practice cooperation and conflict resolution in a structured physical setting through engaging team-based games.

Organization of the class/groups:
Divide students into **small groups (4-6 players per team)** to encourage close communication.
Each group rotates through different **cooperative game stations**.

Set up:
Designate game stations featuring different challenges that require cooperation, such as:

- Group Relay Races – Teams must work together to complete a timed relay.
- Balance Challenges – Teams assist one another in navigating an obstacle course.
- Tangled Rope Puzzle – Teams must untangle themselves without letting go of their teammates' hands.
- Trust Walk – One blindfolded member relies on their team for guidance.

Clearly mark boundaries with cones or other visual aids.
Ensure all necessary equipment (ropes, markers, timers) is set up before starting.

Activity instructions:

1. **Introduction & Explanation (10-15 minutes):**

Introduce the importance of fair play, collaboration, and constructive conflict resolution.
Explain the rules and objectives for each game station.
Assign initial team roles and encourage active participation.

2. **Cooperative Game Rotations (40-50 minutes):**

Step 1: Teams start at an assigned station and complete the challenge.
Step 2: Teams rotate every 10 minutes to a new cooperative challenge.
Step 3: Teams take brief pauses to discuss strategies and problem-solving approaches.

3. **Group Reflection & Debrief (15-20 minutes):**

Gather as a class and discuss experiences at each station.

Safety instructions:

- Establish clear boundaries to avoid confusion and ensure organized movement.
- Respect teammates and avoid rough physical contact.
- Monitor weather conditions, ensuring proper hydration and sun protection.
- Emergency Plan: Establish a designated meeting point in case of injuries or unexpected issues.

Materials and Additional information:

- Cones for boundaries
- Ropes for teamwork challenges
- Team markers (e.g., colored bands, flags)
- Blindfolds for trust-building activities
- Stopwatch or timer for competitive challenges

.

Evaluation: Observation

- Observation-Based Assessment:
  - Monitor how students engage in teamwork and conflict resolution.
  - Assess levels of communication, fairness, and problem-solving skills.
- Self and Peer Reflection:
  - Encourage students to write a short reflection or engage in peer feedback discussions.
  - Identify personal strengths and areas for improvement in teamwork.

Modify activity: How do you change or variate this activity?

- For Beginners:
  - Simplify challenges by reducing the number of rules or increasing guidance.
  - Extend time limits to allow more deliberate collaboration.
- For Advanced Learners:
  - Introduce time constraints to increase difficulty.
  - Expand team sizes to increase communication challenges.
  - Add a silent round, where teams must complete challenges without speaking.
- Adaptive Considerations:
  - Modify physical activities to include all ability levels.
  - Allow students to choose leadership roles within their teams based on strengths.

Reflection:

- "What strategies did you use to resolve conflicts?"
- "How did teamwork affect the outcome?"
- What would you do differently in a future cooperative game?

Main hazards

- Rough Terrain: Check for uneven ground to minimize tripping hazards.
- Peer Interactions: Emphasize respectful communication to prevent conflicts.
- Weather Exposure: Ensure students are protected from excessive heat or cold.
- Equipment Use: Monitor proper handling of ropes, blindfolds, and other materials.

Title of the module:	Hide, Balance and Collaborate: Sociability through Movement and Teamwork			
Developed by:	Jussi - Humak	**Class / age**	3rd -7th grade (10-15 years)	

What Units will you use in this Module?

#	Duration	Units	Physical education competences	SEL competencies	Interdisciplinary competences
1	2h	Icebreakers – Cat and Mouse	Endurance	Sociability	Effective communication
2	2h	Initiatives – problem solving Giants Knot	Balance	Sociability	Confidently voice opinions
3	2h	Different ways to move	Learning and applying basic movement skills (can be running, jumping, balance) coordination orientation moving in a varied and diverse way, exploring and trying out new ways of moving	Sociability (being able to approach others and interact)	Initiating (Team building, problem-solving)

Title of the Unit: 1	Cat and mouse
Learning outcomes	
PE/OAE outcomes:	Endurance
SEL outcomes:	1. Self-management 2. Responsible decision making 3. Relationship skills
Interdisciplinary outcomes:	Learning to use map application and working with a peers, effective communication
The environment:	Area where pupils can safely run and hide, such as big school year or neighbourhood, forest with lots of trails.
The educator:	Make frames and guidelines for this exercise, stays on central point, have access to students gps location if needed. Have each pupil telephone number.
The learners:	Responsible with team member to plan how to hide, responsible for informing location when needed.

Instructions for the exercise

Goal of activity: Add decision-making and communication skills by finding good places to hide with peers

Organization of the class/groups: Cat and mouse / polis and theft, Mouses are hiding in the area and cats are trying to catch them. Main idea – There is central point and big playing area. Everyone starts at central point. There is 1-2 searchers and rest of group/ class are hiders, each player (or team of 2-3pers) carries a smartphone.

Set up: Teacher is located in central point of playing area. Go through guidelines and frame verbally playing area, make sure that each player or team has smartphone, and they are aware of playing area. If you are playing this on more natural setting, make sure that players can share location via smartphone to you if needed. Make search team (1-2 person) and hider teams (2-3 person teams).

Activity instructions:

Designate 2 cats and make 2-3 person teams. Give 2 min time to plan. Cat (searchers) tries to catch mays (hiders) by finding them with clues and hints. Hiders need to leave clues and hints to WA group on every 10-15 min, such as picture of the place. Searcher can catch hiders by seeing them closer that 20 meter or throwing a soft ball or even touching them. Once hider is catched, she can still continue hiding but she has now one Mark. After 2 or 3 Marks, hider need to return back to central point.

Safety instructions: Private areas, roads, constructions are prohibited, also swamps and rivers are prohibited. Players can move only on framed area and teacher has access to teams' location.

Materials and Additional information: Smartphone with enough battery level each team and teacher, first aid kit in central point

Evaluation: Observation (Teacher Assessment)

- Does the game start easily, did participants and teams find the first hiding place?
- Are participants actively participating?
- Is there communication between players

Modify activity: How do you change or variate this activity?

- The easiest way to modify this activity is to make the playing area bigger or smaller. Also reaching goals, is good to have time out and let teams do new plans and give time for communication

Reflection:

- What kind of plans each team had?
- How did you agree these plans?
- How did your next hiding place was chosen?
- How did you help you and your team members to stay hidden?

Main hazards (traffic, weather, terrain + people):
Nearby roads – accident with traffic.
Rainy weather – getting wet and cold,
Forested area and uneven terrain – small falls, twisted ankles, bruises
Unsupportive group – one being left outside, bullying

Title of the Unit: 2	Giants knot
Learning outcomes	
PE/OAE outcomes:	Balancing and teamwork
SEL outcomes:	ENGAGEMENT (sociability, assertiveness, energy) • Able to approach others – friends and strangers, initiating social connections • Able to confidently voice opinions, needs and feelings
Interdisciplinary outcomes:	Confidently voice opinions Skilled team worker Takes charge in a team or class
The environment:	Area where pupils can safely crawl on the ground
The educator:	Main job is to observe roles and prepare for debriefing
The learners:	Responsible with team members to plan and discuss

Instructions for the exercise

Goal of activity: You have entered to a Giants land, and you want to pass his land. Giant has seen your group and wants to challenge you in order to let you pass his land. Giant has (3) three challenges for you.

Organization of the class/groups: Task is to tie a knot to a rope while holding both hands attached to rope. There are lot of variations for this, but at start group ties only one simple knot. Class gets split in two/three groups 4-8pers/rope. Each group gets one tree where a very long rope is attached. Every person of the group holds on to the rope with both hands, no hand can be lifted. They try to tie a knot into the rope

Set up: Tree or pole, where you can tie one end of the rope.

Activity instructions:

Guidelines:

• Tree or other obstacle where rope can be attached

• Keep group calm and give them time to think and discuss

• If you have person eyes closed - make sure that group already knows how to tie this knot. It is really boring and unmotivating to stay eyes closed for long time – this doesn't add sociability

Safety instructions: Explain that one hand need to be attached to a rope always, no stepping on persons, no jumping

Materials and Additional information: 10–15-meter rope

Evaluation: Observation (Teacher Assessment)

- Are participants actively participating?
- Can they make a knot?
- How communication is going?

Modify activity: How do you change or variate this activity?

- Level 1. Other end of the rope is attached to tree.
- Level 2. Only one or two persons can see, all others are blindfolded, Same task (only after group knows what to do)
- Level 3. (Group of max 5 person in rope + 1-2 leaders) Have rope free from tree. Give an example knot, which is more challenging to do (figure of eigth). Have 2 persons separated from rope and they will guide group to make knot.

- More variations:
- You can start by having one readymade knot and open it first - this helps to understand what is needed when making a knot. You can have more rounds.

Reflection:

- What made this problem easy / challenging
- Who did most of decisions?
- How decision was made?
- How do you normally do challenge decisions?
- Do you ask friend, parents, siblings?

Main hazards (traffic, weather, terrain + people):

- Terrain with broken glass or other sharp items on the ground
- Blindfold level - People can create hazard with rope if they don't follow the activity instructions

Title of the Unit: 3	The different ways to move
Learning outcomes	
PE/OAE outcomes:	Basic motorical skills, jumping, running, catching
SEL outcomes:	Sociability (being able to approach others and interact)
Interdisciplinary outcomes:	Initiating team-building and problem-solving
The environment:	A wide outdoor area that has different terrain to offer, e.g., a park that can be passed through a variegated route which can include grass, paths, hills, stones, rivers, trees
The educator:	Educator role is to facilitate situation and choose appropriate next way to move to pupils and decide group size
The learners:	Pupils need to listen to instructions and then quickly decide how to start moving with a group and an item to carry (ball, chair, bag, etc.)

Instructions for the exercise

Goal of activity: Initiating team-building and problem-solving with people nearby

Organization of the class/groups: Pupils are located close to teacher, teachers has different kind of object to carry. Area where pupils can move is determined beforehand. Good idea is to move in big circle (30-50 meter diameter). Teacher is located into center that everyone can hear even during action.

Set up: Have at least one item to carry for each player, have area clarified to each player, have instruction explained before start (that after teacher command you need to modify your teams, items to carry and ways to move. Remind that this is not speed competition but quality competition

Activity instructions:
Warming up
Level 1: Ask each person to take one item and walk one time around the circle or chosen track
Level 2: Ask players change the item with another player and do one circle
Level 3: ask to do one more circle that at least 2 items touch all the time while walking around the circle

Getting more teamwork and problem solving
Level 4: ask to have every other item to teacher and move one circle with a pair, one item is being carried as high as possible for one circle
Level 5: Have only 1 item for 3-4 person and ask to do one circle that item cannot touch ground or hands
Level 6: continue doing one more circle that item can only touch persons back

Level 7-100: you can invent more ways to move by restricting body parts, communication, vision

Cooling down:
Level X: finish this by making bigger and bigger groups and in the end, you can have one circle with whole class

Safety instructions: Players can move only on framed area and teacher has access to teams' location.

Materials and Additional information: Lot of different size of balls, rocks, bags, something that you can carry and possible throw to someone

Evaluation: Observation (Teacher Assessment)

- Does game start easily, did participants understand instruction?
- Are participants actively participating and can they form teams?
- Is there communication between players?
- Is it fun?

Modify activity: How do you change or variate this activity?

- Levels are explained in instructions part

Reflection:

- What kind of plans each team had?
- How did you agree these plans?
- Haw did you make decisions?

Main hazards (traffic, weather, terrain + people):
People – someone is being left outside
Materials are hazardous to throw
Terrain is uneven for making circles blindfolded

Title of the module:	Orienteering		
Developed by:	Biljana Popeska & Lucas Janemalm EUPEA	**Class / age**	Secondary school 13 -14; 15 – 16 years old

What Units will you use in this Module?

#	Duration	Units	Physical education competences	SEL competencies	Interdisciplinary competences
1	2h	Puzzle my task	Endurance Coordination Speed Agility	Sociability Responsible decision making Relationship skills Problem-solving	Logical thinking Teamwork
2	2h	Counting coins	Coordination Speed Agility	Sociability Relationship Skills Problem - solving	Focus on task Teamwork Calculation skills
3	2h	Create my map	Endurance Coordination	Sociability Responsible decision making Relationship Skills Self - management	Creativity Logical thinking
4	2h	TURF	Endurance Coordination Speed	Responsible decision making Relationship skills Problem - solving	
5	2h	Star Orienteering	Endurance Coordination Speed	Responsible decision making Relationship skills Problem - solving	Star orienteering

Title of the Unit: 1	Puzzle my task – outdoor orienteering
Learning outcomes	
PE/OAE outcomes: SEL outcomes: Interdisciplinary outcomes:	Endurance, coordination, speed, agility Responsible decision-making, Relationship skills, Problem-solving Logical thinking, Teamwork
The environment:	Schoolyard or another outdoor environment (green areas in the neighbourhood, park, forest, etc) where students can move, run, jump, and cross obstacles safely.
The educator:	• explain the tasks and requirements; • emphasize how they move and what is the final task; • give an example by using one task sheet, and explain the map and how to use it; • It`s important to emphasize the final point where the puzzles should be done, and the final task will be achieved; • emphasize that students should work as a team, and should change leadership roles (one is leading moving to the first station point other helps and follows, another one takes the leadership how to move to the second point, etc).
The learners:	• Should agree on who is going to take the leadership in each part; • analyse the map and task sheet, agree on symbols and how to move; • work together; • support each other, give an opinion and constructive suggestions)

Instructions for the exercise

Evaluation: Observation (Teacher Assessment)

By observing the work of all groups, the engagement of students within the group, following the discussion between group members, and observing their communication and process of problem-solving and decision–making.

Modify activity: How do you change or variate this activity?

- Suggest different types of movement that can make the task more or less physically demanding

Suggest movement of the whole group as one by holding hands or some other form that would not allow them to be separated can challenge their problem – solving skills but also support team work and group cohesion and can improve the engagement between group members

Reflection:

- What was the most interesting part of the activity?
- What was the most difficult part of the activity?
- How did you cooperate with your team members?
- How did you feel more comfortable, when appointed to lead or to follow and support?
- What would you change in the strategy/ in the activity if you needed to do the same activity again?

How can you make it more challenging? (Encourages reflection on problem-solving and personal growth.)

Main hazards (traffic, weather, terrain + people):

- Participants from other groups while moving from one station point to another (to be careful not to crash into each other)
- Weather and configuration of the terrain

Title of the Unit: 2	Counting cones – indoor orienteering
Learning outcomes	
PE/OAE outcomes: SEL outcomes: Interdisciplinary outcomes:	Coordination, speed Responsible decision-making, Relationship skills, Problem-solving Focus on task,Team work, Interdisciplinary learning, Math skills
The environment:	The school's indoor sports hall. Alternatively, the activity can be done in an outdoor playground or schoolyard.
The educator:	In the beginning, the teacher should explain the goal of the activity, show how to use the map, and explain the movement on the demo map. The teacher also explains the manner of movement – how to move all together with the hop, emphasizing that is equally important to move together as a group, do it as fast as they can following the map, and do the correct.
The learners:	Should agree on how they are going to move together, agree on who is going to do what (hold and read the map), lead the movement, record the tasks and calculation results etc. All students should support each other, work as a team, and give an opinion and constructive suggestions.

Instructions for the exercise

Goal of activity: The goal of this unit is to support engagement, teamwork, and team decision-making through movement-based activities that integrate movement tasks and cognitive tasks.

Organization of the class/groups: Students are divided into groups of 3 or 4 depending on the number of students in the class. Each group should have one hop in terms of moving all together (the right leg of each student is placed in the hop). Each group received one map, one recording sheet, and one pen to mark the results. On the recording sheet of each group, there is a different number as a start for the calculation (ex: 18, 75 etc).

Set up: 12 cones are placed on the floor in four columns, at a proper distance depending on the available space. The same colour cones are placed in the same row. Under each cone, there is one task sheet. The starting line is also the finish line and is properly marked.

Activity instructions:
All groups start from the starting line, having positioned around the hop with one leg inside the hop. They should agree on who will read the map, how will write the results, and at the same time pay attention to moving together as fast as possible. They start from the cone marked on the map with a triangle and move

(run) from one cone to another following the map and doing the calculations. The cone marked on the map with the circle is the final point. After that, they move in a straight line to the checkpoint where the teacher marks their time and checks the calculation.
Notes: depending on the number of students, groups can alternate. All groups can have several trials using different

Safety instructions:

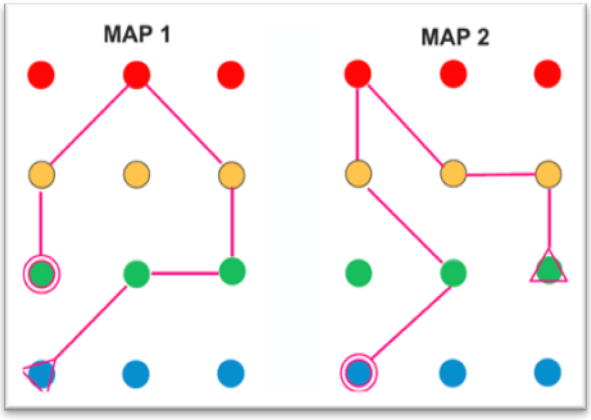
Students must move together as a group but always having one leg inside the hop

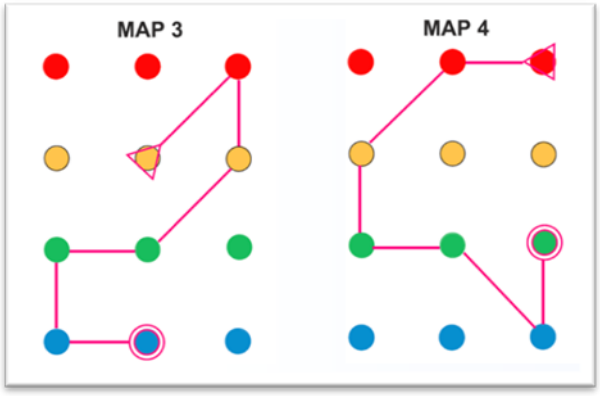
Materials and Additional information:

- 12 cones in 4 different colours (for example red, yellow, green, and blue)
- 6 sets of different maps
- Recording sheets
- Pens
- Laminated task sheets placed under each cone (each sheet has written different mathematical operation (example: add 5, multiply with 7, divide with 3 etc)
- 6 hops (or elastic tapes, scarves, or short ropes)
- maps.

Learning resources:

- Math books
- Examples of maps (https://www.britishorienteering.org.uk/images/uploaded/downloads/schools_tri_o_resources.pdf)





Evaluation: Observation (Teacher Assessment)

By observing the work of all groups, the engagement of students within the group, following the discussion between group members, and observing their communication and process of problem-solving and decision–making

Modify activity: How do you change or variate this activity?

- Movement of the groups – the activity can be done less or more challenging by modifying the way the group would move together (tight all together by one leg with a scarf, create a circle with a small rope and catch it with their hands, have a balloon of a ball that they should hold on with their back (this is more suitable when working in pairs) etc.
- Form of movement – can be more challenging by asking all students except one to move backward, to hop or jump on one leg while moving as a group, or to blindfold the eyes of all students except the one that should read the map and will be the guide.
- Calculation tasks: can be more challenging by using three-digit or four–digit numbers. For smaller children, one-digit numbers, simple calculations, or creating a series of numbers can be used.
- Instead of calculations, it can be used for letters, words from foreign languages, composing chemistry formulas etc.

Reflection:

- What was the most interesting part of the activity?
- What was the most difficult part of the activity?
- How did you cooperate with your team members?
- What would you change in the strategy/ in the activity if you needed to do the same activity again?
- How can you make it more challenging?

Main hazards (traffic, weather, terrain + people):

- Participants from other groups while moving from one station point to another (to be careful not to crash to each other).

Title of the Unit: 3	Create my map
Learning outcomes	
PE/OAE outcomes: SEL outcomes: Interdisciplinary outcomes:	Endurance, coordination Sociability, Responsible decision-making, Relationship skills, Problem-solving Creativity, logical thinking
The environment: The educator: The learners:	Schoolyard or another outdoor environment (green areas in the neighbourhood, park, forest etc) where students can move, run, jump, and cross obstacles safely. This part can be also done indoors. • Prepares the sheets with symbols, explains the task, gives signs for the start and end, and follows up on students' work. When the task is done, check the correct matching, explain the symbols, and discuss students' decisions for matching. • Prepare the maps with symbols used according to the configuration of the terrain, explain the task, give signs for the start, follow up on students' work, and discuss students' decisions for matching. • Gives students instructions on how to create maps, leaves time for students to explore the terrain and design the map, supports students while creating the maps, discusses students' decisions for matching, pays attention to each student to be involved in designing and following the maps. • Should try to move as fast as possible and support each other in matching symbols with words. • Should try to identify the symbols of the map, move as fast as possible, and support each other in moving by the map • Should try to incorporate previous learnings and experiences in creating their maps, explore the terrain in terms of creating the appropriate map, try to move according to the map created by other students, and discuss with the group their decision.
Instructions for the exercise	

Goal of activity: To engage students in movement–based activity where through teamwork, creative and problem-solving approaches they should create a map and move according to the map. This activity supports students' collaboration, sociability, and engagement with group members.

Organization of the class/groups: The class is divided into four groups; two groups work together.

Set up: A set of laminated symbols and paired word cards. Each sheet contains different symbols that are used when creating a map and words and pictures that match the symbols. They are all placed on separate paper sheets. There should be two sets of matching cards with symbols and words

Activity instructions:

1. Matching symbols
   All four groups are lined in columns and stand on the starting line. Between two groups there is a box where all sheets with symbols and words are placed. On the opposite side of the line where students are places there is a marked frame with cones where sheets should be placed and matched. When the teacher gives the sign for start, the first student from each column takes one sheet from the box, runs to the place marked with cones, places the card on the floor, and runs back to his group giving a sign for the next students to start. Next students do the same, but at the marked place, they should match sheets with symbols with appropriate words.
2. Follow the map
   All four groups receive different maps where symbols from the previous task are used. The maps match with the configuration of the terrain in the schoolyard or marked outdoor place. Students should read the map, agree on how to move, and follow the map. If time allows, the group can switch the maps.
3. Create my map
   Following the previous activities and learning, students should create their maps and give them to other groups to move based on the map.

Safety instructions:

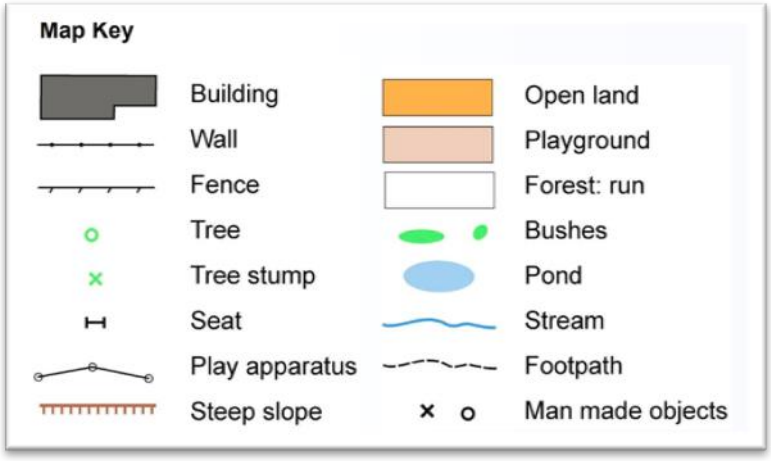
Students should move into framed area for the activity

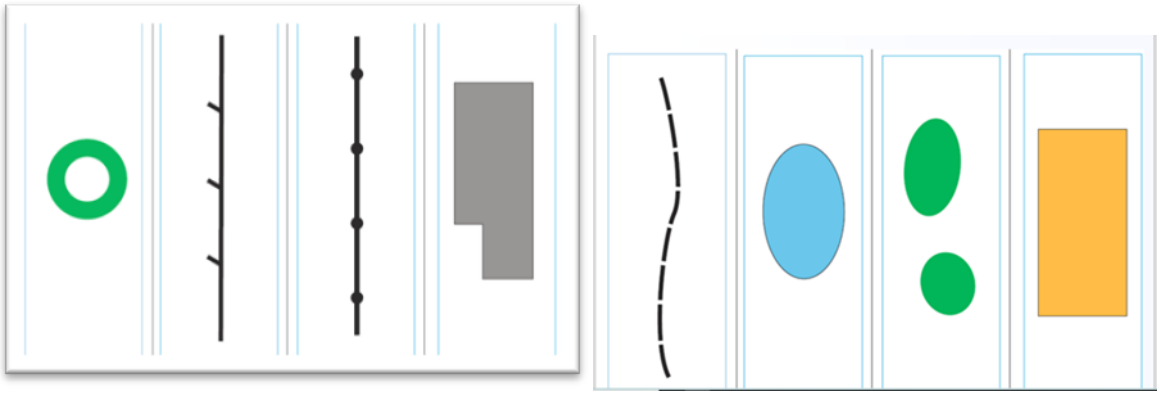
Materials and Additional information:

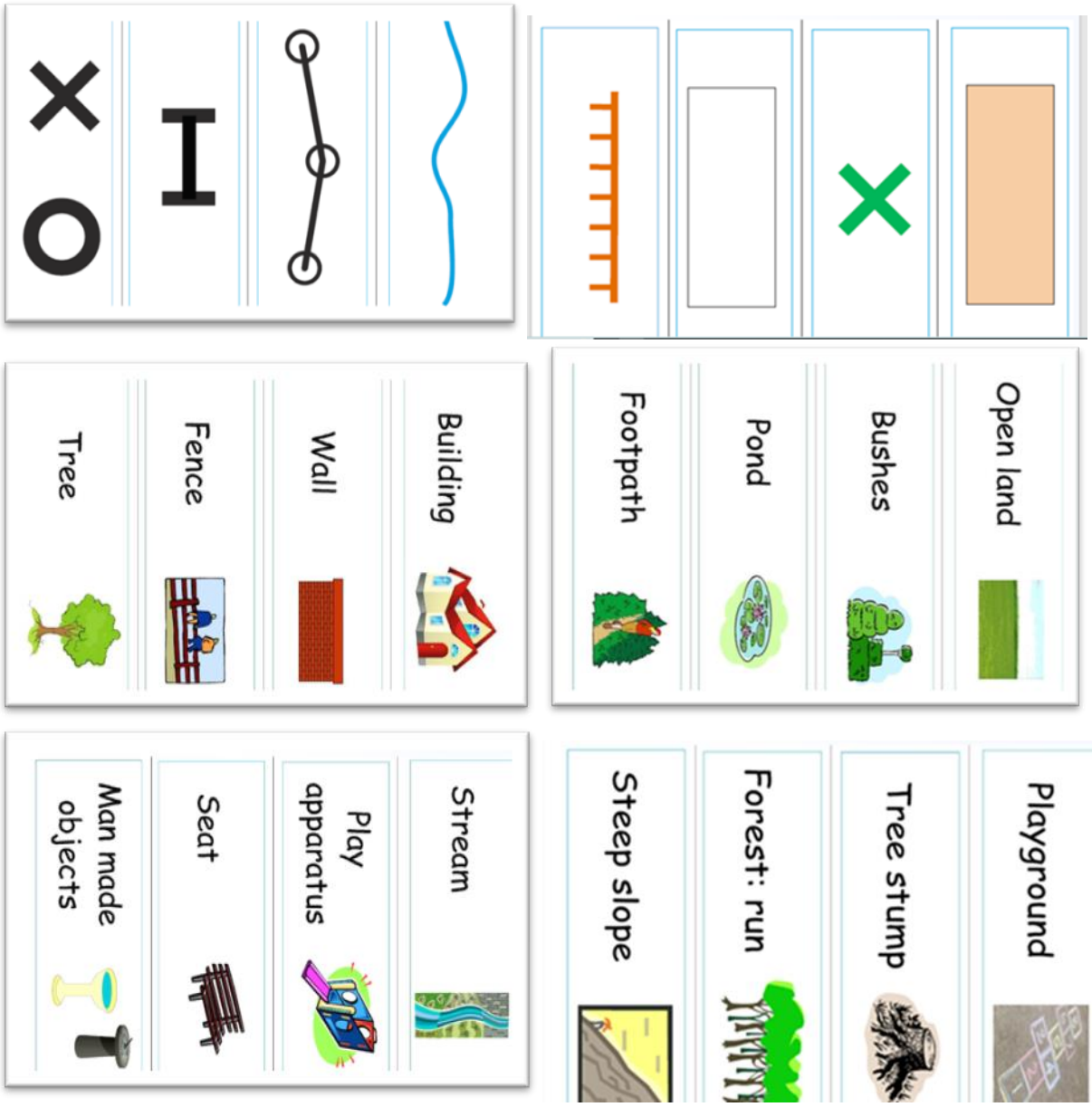
- Separate sheets with symbols and matching words
- 4 different maps created using symbols.
- Empty sheets for students to create maps
- pens in different coloursLearning resources:

Learning resources:

https://www.britishorienteering.org.uk/images/uploaded/downloads/schools_tri_o_resources.pdf)







Evaluation: Observation (Teacher Assessment)

By observing the work of all groups, the engagement of students within the group, following the discussion between group members, and observing their communication and process of problem-solving and decision–making

Modify activity: How do you change or variate this activity?

The activity can be modified by choosing different elements for the map (more or less, simple or complex depending on students' age and level of knowledge; modification to the length of movement and type of movements during steps 1 and 2.

Reflection:

- What was the most interesting part of the activity?
- What was the most difficult part of the activity?
- How did you cooperate with your team members?
- How did you feel when you needed to make a decision?
- What would you change in the strategy/ in the activity if you needed to do the same activity again?

Main hazards (traffic, weather, terrain + people):

- Participants from other groups while moving from one station point to another (to be careful not to crash to each other)
- Weather and configuration of the terrain.

Title of the Unit: 4	Turf
Learning outcomes	
PE/OAE outcomes:	Endurance, Coordination, Speed and Agility
SEL outcomes:	1. Responsible decision making 2. Relationship skills 3. Problem solving
Interdisciplinary outcomes:	TURF can bring knowledge to other subjects such as geography, math, or IT.
The environment:	**The environment** is key in this activity. This game could be played in many countries in the world, but a precondition is that there are zones created on the TURF map. There is no general ideal terrain but instead terrain should be chosen according to mental and physical maturity. It is not limited to wild terrain but can be gradually changed from urban areas.
The educator:	**The educator** initially takes the role of an instructor, explaining the activity, dividing groups and so on. As groups are sent away the educator can take on a facilitator's role and monitor the students as the groups will be visible on a map on a screen at the starting point or elsewhere during the activity. They should be familiar with the surroundings and need to be confident in map reading. It is naturally important for the activity leader to have tried and understood the TURF app prior to meeting the group.
The learners:	**The learners** act in pairs and teams and must cooperate to solve the problem posed in the activity. They should be met and challenged at their level, meaning that there should be an adaptation to the students physical as well as social and emotional levels.

Instructions for the exercise

Goal of activity: The goal of the activity is three folded. It will develop orienteering skills using IT that later can be used with other maps. It will bring the learners outdoors in nature and/or in unfamiliar terrain. It will work on Social and Emotional Learning.

The essence of the game is for the groups to move into as many zones marked red in the application map as possible and if they are available, succeed, to "take over" or "own them". As they take over a

zone, they will receive the accumulated points that currently is in that zone. This will be registered automatically in the app for all groups. The points from each zone will be accumulated and the group with the most points in the end is the winning group.
The zone will then be blocked for others to conquer for a period of time (15-20 minutes).
All group starts from the same location and should return to the starting point to finish. After the start signal, each group are free to choose their first target zone to run to. All groups can see what the other groups are doing and can therefore be strategic in their choices. One important feature is that all members in a group stick together throughout the session.

Organization of the class/groups: The group/class is divided into groups of 2 members and up. The lesser the students the easier the communication, decision making etc within the group but the more groups for the leader to keep track of. The more the students in a group, thus, the more challenging and possibly rewarding the group dynamics will be.

Set up: The teacher is positioned at the start/ finish point. In the beginning is important to explain well the tasks and requirements of the students as well as the final task from them. Each group must download the TURF app on a mobile phone. The App is accessible both for iPhone and Android. The group has then to register a group name that will be visible to all participants and the activity host. As this is done a map will occur on the phone screen and it will show an avatar showing the group's location for all participants throughout the game. All groups will be visible on the activity leader's phone/iPad (or likewise) if the group leader also registers and creates an avatar. The activity leader can also see how many zones and points each group has managed to collect. All group starts from the same location and should return to the starting point to finish. After the start sign, each group are free to choose their first target zone to run to.

Activity instructions:

As bullet points:

- Divide the learners into groups of desired sizes.
- Make sure each group has a phone with enough battery and data to last for the session
- Have each group download the TURF app
- Tell them to create an account with a username
- Write down which group has what username
- Explain how the game works to the groups
- Give them a time frame for the activity
- Give them a starting- and a return point
- Give them safety instructions
- Send the groups off (at the same time, if they are to compete with each other)

- The leader should monitor their efforts using own device (smart phone, smart pad or computer)
- Meet them at the return point
- Give and receive feedback and evaluate
- End the activity

Safety instructions: The safety instructions cannot be given here but must be identified, thought through and given by the educator based on the groups involved, the terrain, weather and so on. As the learners have their phones it is a good idea for the leader to have their phone numbers and vice versa.

Materials and Additional information: Material needed is basically smart phones, one per group. The phones should have enough battery life and data communication to last the length of the activity.

Then the activity leader needs a smart phone, smart pad, or computer with data communication to be able to follow the groups on a screen.

Evaluation: Observation (Teacher Assessment)

- Are the students demonstrating enthusiasm and effort in completing the tasks?
- From a physiology perspective: The workout could be evaluated using technology such as apps on the phones or by using calculations involving the learner's pulses and the Borg scale etc.
- From an orienteering perspective: The orienteering experience could be evaluated using questions on how the map was experienced and how useful the different details were in the map etc.
- From a SEL perspective: As the groups return the educator can evaluate the results and praise accomplishments and then, depending on the group, ask follow-up questions such as "How did you experience the game?" and "Did you experience any obstacles?" or "How was it working together?" and "Could you have worked in a different way? Etc.

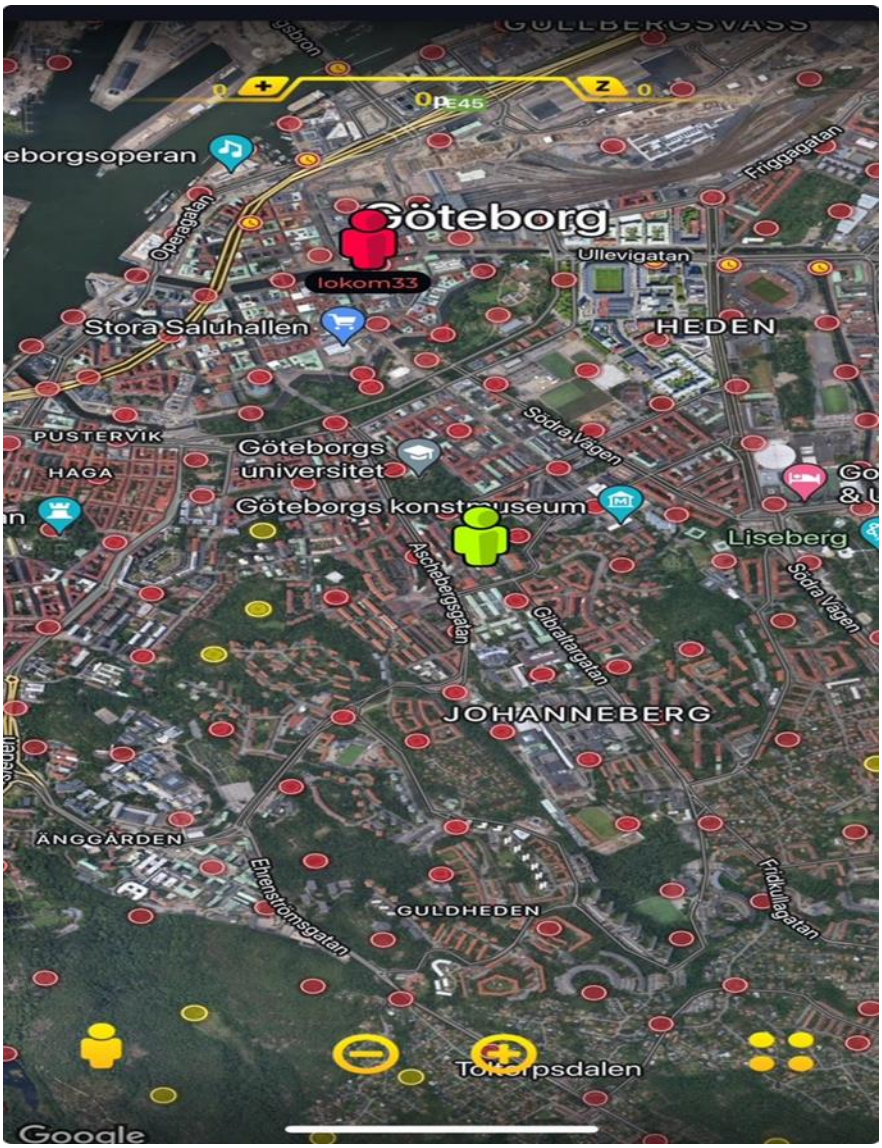
Modify activity: The variation is built within this activity itself. As the terrain can vary greatly of course depending on the location there can also be a variation in group seizes and design.

Reflection: These are examples of questions for the learners to reflect upon:

- How did you experience this activity?
- How did you feel when you faced a difficult part of the activity? What helped you keep going? (Encourages self-awareness and self-management.)

- How did you and your partner work together? What did you do to help each other? (Focuses on relationship skills and teamwork.)
- Did you cooperate well? If yes, why did it work well? If no, what was not working and why?
- If you were to do this activity again, would you do something differently? If so, why?
- How did you know if your partner or team needed help? What did you do to support them? (Prompts social awareness and empathy.)
- What decisions did your team make to solve the challenges? How did you decide together? (Encourages responsible decision-making and cooperation.)
- What is one thing you learned about working with others today? (Focuses on relationship skills and overall social learning.)
- If you could do the activity again, what would you do differently to improve? (Encourages reflection on problem-solving and personal growth.)

Main hazards Any hazard in relation to the activity must be identified by the activity leader. It is impossible to list all general risks related to a specific location. The risk assessment must be conducted by the activity leader for the location in focus at that time. There are always risks involved in any type of physical movement. In Turf, the risks are mainly related to the type of terrain that is offered. It could be that the uneven surface presents challenges or that the tree density makes it possible to get lost. One can question whether getting lost temporarily necessarily is a bad thing. Often, this can be a valuable learning experiences as long as “getting lost” is safe.


Göteborg
lokom33
Stora Saluhallen
HEDEN
Ullevigatan
Friggagatan
Operagatan
PUSTERVIK
HAGA
Göteborgs universitet
Göteborgs konstmuseum
Liseberg
Södra Vägen
Aschebergsgatan
Gibraltargatan
JOHANNEBERG
ÄNGGÅRDEN
Ehrenströmsgatan
GULDHEDEN
Fröknullagatan
Tolkarpsdalen
Google

Title of the Unit: 5	Star Orienteering
Learning outcomes	
PE/OAE outcomes:	The learning PE/OAE outcomes are mainly Endurance, Coordination, Speed and Decision making. It is also engaging postural and stabilizing muscles in various positions depending on the type of terrain.
SEL outcomes:	1. Responsable decision making 2. Relationship skills 3. Problem solving
Interdisciplinary outcomes:	Star Orienteering can bring knowledge to other subjects such as geography, math and art.
The environment:	**The environment** is in the bigger picture and the smaller, the key in this activity. It is why we do this activity. There is no general ideal terrain but instead terrain should be chosen according to mental and physical maturity. It should therefore be chosen carefully. It doesn't have to be limited to wild terrain but can be gradually changed from urban areas as one goal with orienteering of course is to explore and enjoy nature.
The educator:	**The educator's** role during the activity is initially the instructor's providing information and dividing pairs etc. As the groups are sent off the role change to being a facilitator's and as the groups return the role changes to the one of an interviewer's and again, as the activity comes to an end, the role of an instructor. The educator should be familiar with the surroundings and need to be confident in map reading.
The learners:	**The learners** act in pairs and/or teams and must cooperate to solve the problem posed in the activity. They should be met and challenged at their level, meaning that there should be an adaptation to the students physical as well as social and emotional levels.
Instructions for the exercise	
Goal of activity:	The goal of star orienteering is to break down the more common bigger orienteering into smaller intervals and at the same time challenge the learner's problem solving. Together with their peer they will also have to work on social skills.

Organization of the class/groups: The group/class is divided into groups of 2 members or three if needed.

Set up: The teacher is positioned at the start/ finish point. In the beginning is important to explain well the tasks and requirements of the students as well as the final task from them. All groups start from the same location and should return to the starting point to finish. After the start signal, each group are free to choose who goes first and where.

Activity instructions:

As bullet points:

- The leader divides the learners into pairs as far as possible. A group of three is created if odd numbers.
- Each pair should be given a map in suitable resolution, covering the surroundings.
- Each pair should be given a marker per pair, i.e., a ribbon, a cone, beanbag or maybe a check point screen.
- The leader tells all pairs to send out one from each group with a marker to a place of their choice somewhere in the terrain, visible on the map.
- The groups then start from the same place, a central position on the map.
- As they mark the spot, they should also mark the area on the map with a circle (approximately 1 cm), enabling others to find it. It is important that the marker is visible and not hidden.
- There should be a time limit, suitable for the group level, to complete this first sequence. This can gradually be raised as the pairs succeed to increase the difficulty level, meaning the challenge and thus the learning taking place.
- As the runners come back, they hand over the map, without talking, for their partner to go and find the marker and bring it back.
- If, after having tried, the partner can't find the marker, the pair should go together to identify why the marker couldn't be found. Was the marker in the wrong place? Did they read the map correctly etc. This can be repeated until time is up. It is possible to mix up the pairs, enabling working with more partners.

Safety instructions: The safety instructions cannot be given here but must be identified, thought through and given by the educator based on the groups involved, the terrain, weather and so on. As the learners have their phones it is a good idea for the leader to have their phone numbers and vice versa.

Materials and Additional information: For Star orienteering Local maps are needed – one per pair (trio). Markers of choice. Pens or stamps. Possibly blank papers and pens. Students should preferably be wearing sports gear suited for running in the designated terrain that day.

Evaluation: Observation (Teacher Assessment)

- Every leader must "read" the group and set up suitable goals. They can of course vary within the learner's group. Then the leader should continuously ask questions as individuals return or while waiting for someone to return.
- Sample questions: Are participants actively participating?

Modify activity: The variation is built within this activity itself. As the terrain can vary greatly of course depending on the location there can also be a variation in group seizes and design.

Reflection: These are examples of questions for the learners to reflect upon:

- How did you experience this activity?
- How did you feel when you faced a difficult part of the activity? What helped you keep going? (Encourages self-awareness and self-management.)
- How did you and your partner work together? What did you do to help each other? (Focuses on relationship skills and teamwork.)
- Did you cooperate well? If yes, why did it work well? If no, what was not working and why?
- If you were to do this activity again, would you do something differently? If so, why?
- How did you know if your partner or team needed help? What did you do to support them? (Prompts social awareness and empathy.)
- What decisions did your team make to solve the challenges? How did you decide together? (Encourages responsible decision-making and cooperation.)
- What is one thing you learned about working with others today? (Focuses on relationship skills and overall social learning.)
- If you could do the activity again, what would you do differently to improve? (Encourages reflection on problem-solving and personal growth.)

Main hazards Any hazard in relation to the activity must be identified by the activity leader. It is impossible to list all general risks related to a specific location. The risk assessment must be conducted by the activity leader for the location in focus at that time. There are always risks involved in any type of physical movement. In Turf, the risks are mainly related to the type of terrain that is offered. It could be that the uneven surface presents challenges or that the tree density makes it possible to get lost. One can question whether getting lost temporarily necessarily is a bad thing. Often, this can be a valuable learning experiences as long as "getting lost" is safe.

4 Empty Template

Title of the module:					
Developed by:			Class / age		
What Units will you use in this Module?					
#	Duration	Units	Physical education competences	SEL competencies	Interdisciplinary competences
1					
2					
3					
4					

Title of the Unit: 1	
Learning outcomes	
PE/OAE outcomes: **SEL outcomes:** **Interdisciplinary outcomes:**	
The environment: **The educator:** **The learners:**	
Instructions for the exercise	
Goal of activity: Organization of the class/groups: Set up: Activity instructions:	

Safety instructions: Materials and Additional information:
Evaluation:
Modify activity:
Reflection:
Main hazards