

Scheme of Work	OAA
----------------	-----

Objectives	The students should be able to work as team; trust , listen and communicate with others to overcome many situations and tasks; and plan and evaluate their activities. The students should also be able to read a map, and understand why a key is important, and what the symbols on maps represent. The students will work safely and efficiently to overcome these challenges both physically and mentally with precision, fluency and accuracy.
------------	---

Previous Skills	They have some experience of Outdoor Adventure Activities. The students can follow trials and have had performed some orienteering and problem solving skills
-----------------	---

Year	Description	Term	Start date	End Date	Lesson Time (s)	Duration	Period	Number of Pupils	Ability
7									

Scheme of Work	OAA
----------------	-----

Phase	Objective	Activities	Testing / Competition
<b>Problem solving and teamwork.</b>	<p>To be able to confidently perform with accuracy, the different skills correctly and safely</p> <p>To be able to explore, communicate and listen to others, which will enable the groups to work together, overcoming the problems/ tasks correctly safely.</p> <p>To work as a team to overcome the tasks and problems.</p> <p>To clearly understand and know how to use everybody's strengths when in a situation</p> <p>To understand and know the dangers and hazards that can be caused in these situations</p> <p>To use imaginative ways to express and explore and communicate ideas, solve problems and overcome challenges</p> <p>To use K&amp;U of the environment to enable them to explore and experimenting with techniques and ideas to produce efficient and effective outcomes.</p>	<p>Tag game – 1 student is on and must tag others.</p> <p>As above, when tagged they link up by holding hands and try to tag opponents</p> <p>Croc swamp game. 2 Boxes, 1 Rope.</p> <p>Nuclear reactor game. In groups, they must get the reactor out of the middle of the radio-active area using ropes only. If the reactor falls then they lose.</p>	<p>Students are shown an image of a course to set out and complete (using available equipment) Students have 1 minute to look at the image and then 4 minutes to re-create and complete.</p>
	Assessment	Theoretical PE	Resilience
	<p>Observe the problem solving and teamwork</p> <p>= <b>Q &amp; A</b> on what is teamwork</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Assess the weak attempts</li> <li><input type="checkbox"/> Listen to pupils within group settings</li> <li><input checked="" type="checkbox"/> Look for team work and communication to overcome the problem</li> </ul>	<p>Students are introduced to the characteristics of an introvert; Shy, quiet, thoughtful and prefer to be on their own.</p> <p>Students are also introduced to the characteristics of an extrovert; enjoy interaction, sociable, enthusiastic, talkative, tend to be prone to boredom when isolated.</p> <p>Students look at their peers in the lesson and try and apply these characteristics to their peers.</p>	<p>How do they tolerate others that are not as good</p> <p>How do they tolerate weak teammates</p> <p>Students build a team spirit</p> <p>How are the students motivated to succeed</p>

Maths	Perimeter
-------	-----------

English	Share issues about secondary school transition.
---------	---

Science	Fuels
---------	-------

Equipment	Ropes, Bins, Boxes, Beams, Chalk, Paper, Benches, Cones, Crash mats
-----------	---