



YEAR 3/4

OAA

Lesson 2

Learning Objective

To work effectively with a partner.

To develop communication skills.

Success Criteria

Year 3

- I can communicate ideas and listen to others.
- I can follow and give instructions.
- I can reflect on when and why I was successful at solving challenges.
- I can work with a partner.

Year 4

- I can accurately follow and give instructions.
- I can work effectively with a partner.
- I can reflect on when and why I was successful at solving challenges.

Handy Hints

Take time to discuss ideas with your partner.

Equipment

- Benches x 2
- Blindfolds x 15
- Cones x 10
- Hoops x 10
- Hurdles x 10

10 Mins

Warm Up and Introduction

Tag me:

Three pairs of pupils hold hands. These pupils are the taggers.

If tagged, the caught player replaces the member of the pair who tagged them.

Ask the taggers, how did you work together in your pair to tag the free players?

Repeat the game, this time change the travelling action to jumping or skipping.

When playing the role of tagger, communicate with your partner so that you both move in the same direction.

45 Mins

Skill Development

Relay lock race:

- A In pairs, pupils stand back to back and link arms, while holding their own stomach with their hands. Pupils must get from one side of the hall to the other. They are not given specific instructions on how to get to the finish line, other than they can't let go of their stomachs. Give pupils 30 seconds to discuss with their partner how they are going to do it.
- B Give the pupils time to discuss what they did well and what they could change to improve. Repeat the game again.

Encourage working together by counting when to move so that they move in time.

Side steps work best.

Make this harder by increasing the distance they must travel to.

Choose an action:

In pairs, ask one pupil to think of an action/exercise e.g. star jump, press up, running on the spot, sit ups. Without saying the name of the action/exercise, can they describe to their partner what to do and can their partner perform the action/exercise? Swap over. Repeat the task a few times each.

Be clear in your description.

Make this harder by asking the pupils to describe what muscle the exercise works.

Using a blindfold:

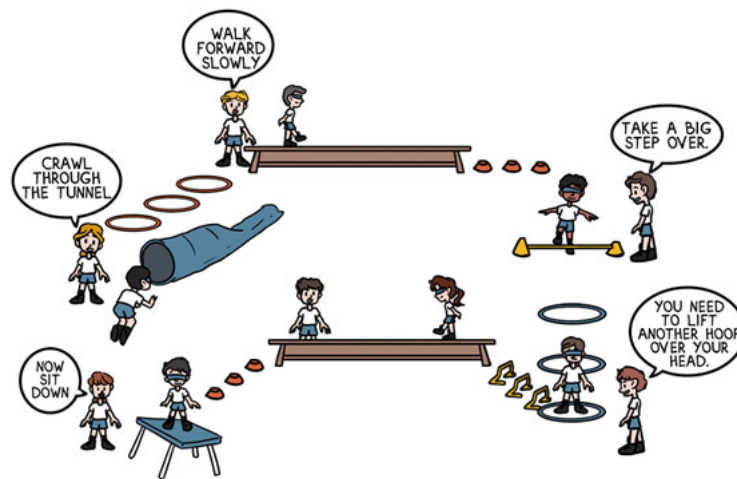
In pairs, one pupil wears the blindfold and one is the guide. Allow pupils a chance to guide their partner around the teaching space. They can only walk. Can they do this without banging into anyone else? Repeat changing roles.

Think about using clear, short instructions such as 'forward one step,' 'stop,' 'turn.'

Discuss with the pupils which instructions they used and which instructions were easiest to follow. After sharing ideas, allow the pupils to have another turn.

Trust obstacle course:

- A Working with a new partner. Pupils must travel around an obstacle course together. They must not let go of each others' hands or they must start again. To avoid queues, each pair starts at a different point on the course.



Discuss with each other how to overcome each obstacle.

- B** Repeat the course. This time, the aim is for one pupil to safely guide their blindfolded partner around an obstacle course. They are allowed to hold their hand and speak to them. Once the course is completed pupils can change roles.

Encourage the pupils to make their partner feel safe by being very clear and walking slowly with them.

- C** Repeat the obstacle course, this time one of the pupils is blindfolded and the other one can only use their voice to help guide them, they cannot touch them. Once the course is completed pupils can change roles.

5 Mins

Plenary

Was it easy to get your partner to do what you wanted when they were blindfolded?

What type of instructions worked well?

How were you able to build trust?

How did you feel when you were blindfolded? How did your partner make you feel safe?