



NFS Lesson Plan

**Birmingham &
Black Country**



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| Session Title | Team Challenges Developing communication and cooperation skills in a green outdoor space |
| Curriculum Links | KEY STAGE 2 PSHE- H7/H16 Regular exercise benefits physical and mental health H24 Problem solving strategies for dealing with challenges H28. Identify personal strengths, skills and achievements H29 Manage setbacks R14 Strategies for inclusion R33 Listen to and respond to a range of people |

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| Key Learning Outcomes | Students will: <ol style="list-style-type: none"> 1. Participate in a variety of team challenges to build self-esteem and develop communication skills. 2. Work together cooperatively as a team to complete challenges 3. Identify what they did well |
| Academic Resilience Framework | <ol style="list-style-type: none"> 1. Basics – Exercise and Fresh air 2. Belonging – keep relationships going 3. Learning – Help the pupils to organise themselves 4. Coping – being brave and have a laugh |

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| Activities | Resources |
| <p><u>How can we work together as a team?</u></p> <ol style="list-style-type: none"> 1. If possible, sit the group in a circle on the grass. If the ground is too wet, stand. Think, pair, share – what can we do that will help us work as part of a team? Give the pupils a few minutes to share their ideas 2. Gather feedback from each pair. Suggestions could include <ol style="list-style-type: none"> a. Listen to each other b. voice ideas c. be brave enough to try something new d. be resilient if something doesn't work first time e. if someone is struggling, help them out f. make sure everyone is included g. be observant – is what we are doing working? Why or why not? h. Be prepared to try doing something a different way <p><u>Team Challenges</u></p> <p><u>Put Yourself in Order</u> Divide the class into 2 groups</p> <ul style="list-style-type: none"> • Ask each group to sort themselves into a line, shortest at the front of the line, tallest at the back. | |



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| <ul style="list-style-type: none">Once they have done this – divide each group into 4 smaller groups of 3 or 4 pupils (teacher guidance – who is in which group). <p><u>Balance the Ball (small teams of 3 or 4)</u></p> <ul style="list-style-type: none">Each team has a football-sized ball to move around the site. Each person in the group has to touch the ball at all times but only with one finger on their left hand. Make it a circular route and include obstacles if appropriate. <p><u>Sharky Waters (small teams of 3 or 4)</u></p> <ul style="list-style-type: none">Each group has to travel a set distance, imagining that the grass is a wide river full of sharks. The challenge is that only way to cross it is to throw down stepping stones (small PE hoops) and to jump from hoop to hoop. There aren't enough hoops to span the whole river – so how can the whole group cross? If anyone falls into the water – the group goes back to the start. <p>Each small group now finds another group to work with to make 4 larger groups of 7 or 8 pupils. This increases the level of challenge for the final team challenge.</p> <p><u>Gutter Ball (larger teams of 7 or 8)</u></p> <ul style="list-style-type: none">Each team has one long and two short pieces of guttering and a tennis ball. The challenge is to get the tennis ball from one end of the garden to the other and back again without touching or dropping the ball. When the ball is in your guttering, you can't move. | <p>8 footballs</p> <p>24 small PE hoops</p> <p>4 long sections of guttering 8 short sections of guttering 8 small tennis balls</p> |
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How well did we do? Living Graph Plenary

- Group the resources for each activity in a line with gaps between them (the guttering and tennis balls together, the PE hoops together and the 2 small footballs). Make a variety of statements and the pupils line up behind the appropriate resources to create a living pictogram

Example questions

- Stand by the activity that you enjoyed most. Tell the person next to you why.
- Stand by the activity you found the most difficult
- Stand by the activity that your group was good at. Why did it work for you?
- Stand by the activity where you kept trying even though it didn't work first time. Did you succeed in the end? How did it feel?

Risk Assessment attached