

Scheme of Learning: OAA

Key Stage: 3	YEAR: 7 and 8	DURATION: 8 LESSONS
<p>AIM: In this unit pupils will be introduced into the values sport and physical activity can offer through Outdoor Adventurous activities. The 12 leadership qualities students will have the opportunity to develop include; Responsibility, Self-Motivation, Communication (speaking and listening), Resilience, Integrity, Collaboration, Self-management, Empathy, Motivating others, Innovation and Evaluation. This unit is delivered through a number of problem solving tasks and team work based lessons.</p>		
<p style="text-align: center;">Prior learning</p> <p>It is helpful if the pupils have:</p> <ul style="list-style-type: none"> ➤ Had opportunities to complete some problem solving PE lessons. ➤ Worked in small teams and been given some opportunities to work as a leader. ➤ Taken different roles in groups ➤ Performed some map reading and followed directional instructions 	<p style="text-align: center;">Language for learning</p> <p>Through the activities in this unit pupils will be able to understand, use and spell correctly words relating to the values sport and physical activity can offer.</p>	<p style="text-align: center;">Resources</p> <ul style="list-style-type: none"> • OAA course maps • ASN OAA task book • Various pieces of equipment including ropes, hoops, benches, sticks, bamboo cains, bean bags, cones, balls, nets, skittles, mats etc.
Key Concepts and Processes:		
<p>Problem solving and personal development: Students will be given the opportunities to develop a number of key personal values and develop an appreciation for problem solving in physical activity and sport. Through numerous challenges and problem solving activities students will develop a number of interpersonal skills including; Responsibility, Self-Motivation, Communication (speaking and listening), Resilience, Integrity, Collaboration, Self-management, Empathy, Motivating others, Innovation and Evaluation.</p>	<p>Life skills opportunities and personal development The structure of the unit allows students to be introduced to a number of key interpersonal that will help them throughout their life and gives them opportunities to develop them and make them part of their personality.</p>	<p style="text-align: center;">Developing Skills/Performance</p> <p>Pupils will develop the skills necessary to contribute effectively as a team member or leader. Students will be given opportunities to be resilient and self-motivated. Whilst also having the chance to motivate others and take responsibility for leading. The skills students will develop in this unit are valuable life skills and will see students placed in scenarios where they have to collaborate, empathise , communicate, innovate, evaluate and show integrity.</p>
<p>Taxonomy for teaching, learning and assessment.</p> <p>Remember- Students will be given opportunities to recall and announce the key qualities which underpin the unit.</p> <p>Understand-Students will be given opportunities to</p>	<p>Taxonomy for teaching learning and assessment.</p> <p>Apply- Students will be given opportunities to develop the Life skills, teamwork skills and map reading skills</p> <p>Analyse- Students will be given opportunities and develop the skills/knowledge necessary to peer and</p>	<p>Taxonomy for teaching, learning and assessment.</p> <p>Evaluate- Students will be given opportunities and develop the skill set to critique their own performance/success.</p> <p>Create- Students will be given opportunities to lead</p>

<p>understand how the tasks they complete contribute to the development of values and how those values can benefit them in life away from PE.</p>	<p>self-assess progress within lessons. These skills will help students critique performance and further show enhanced understanding of the my personal best values.</p>	<p>sections of lessons.</p>
<p>Cross Curricular Links: Literacy (key words), Maths (scoring), Personal Development (My personal best values), Science (bodily functions and healthy lifestyle consequences), Geography (map reading and interpretation)</p>	<p>Assessment: Q & A, Formative and summative assessment. Peer assessment and Self assessment opportunities.</p>	

Extension & Enrichment

Out of lessons, at home and in the community, pupils could be encouraged to:

- Use the qualities that are developed in this unit in other areas of school.

Differentiation

All lessons will be centred around group work so pre planning of groups and teams must take place.

Resources will be adapt and where necessary instructions will be given verbally, visually and in written form.

Expectations

After carrying out the activities and core tasks in this unit.

All pupils will: Show an understanding of the My personal best values. Have opportunities to work as part of a team and solve problems. Students will be able to work as part of at team. Students will be able choose and use skills that suit the activities they face, showing greater strengths in some of the tasks than others; work with others in small teams to solve problems; take on specific roles that suit their abilities; contribute to the organisation of a team/group; know that they need to prepare safely for activity; follow warm-up routines they are given with some care; describe what they do best; work on ideas that they are given to improve their performance.

Most pupils will: Explain the how the values developed will help them in all walks of life and will be able to apply most of those values in various settings. Choose and use combinations of skills with confidence, accuracy and consistent quality in most of the activities or tasks they complete; use a sound understanding of the values to take on numerous roles within a team/group; work effectively in small groups to choose and put into practice ideas; recognize the importance of empathy , collaboration and evaluation; follow appropriate warm-up routines; identify the main aspects of a good leader and begin to apply them effectively.

Some pupils will : Offer knowledge on how skills and values developed can be further enhanced and applied in a wider setting.. Choose and apply complex skills and techniques that are suited to the activities covered; use these skills and techniques fluently and precisely; plan and adapt team/group dynamics and roles,; take a leading role in groups and have a significant impact on the influence and motivation of others; recognise the importance of and apply key values of Empathy, Collaboration, Communication.; able to , devise effective warm-up routines;

	<p>understand the importance of cooling down; describe the my PB qualities clearly and precisely; decide how to improve different values.</p>
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Language for learning

Through the activities in this unit pupils will be able to understand, use and spell correctly words relating to the development of leadership qualities. Students will be given plenty of opportunities to develop communication skills and to put in to practice life skills that can be developed through teamwork and problem solving tasks.

By the end of this unit a pupil will be able to measure their progress against Heads, Hands and Heart criteria

1-3 Bronze Can describe some of the My PB values. They can work successfully with others and make decisions according to the problems they are set.

4-5 Silver Can explain how some of My PB values can be developed through sport and physical activities. They modify and refine skills and techniques to improve their performance and adapt their actions in response to changing circumstances. There is evidence of life skill development in at least 4 of the MyPB skills.

6-8 Gold Can apply most of the values with success in most scenarios. Can demonstrate the ability to lead as part of a group. Can demonstrate the ability to map read and problem solve as part of a team. Is able to compare their own and others work and see the differences so that they can improve their own performance. Able to apply and demonstrate at least 6 the My PB values.

8-9 Platinum Can fully explain the My PB values and how they can be developed through sport and physical activity. Furthermore, can offer knowledge these values can be improved and used as essential life skills . Can consistently perform as a leader of groups regardless of group members. Can map read and use leadership skills to negate problem solving tasks. Able to demonstrate consistently the values of My PB in various scenarios. Able to respond to changing situations by changing and refining their skills/ techniques/outlook. Can suggest ways to improve individual performances and contribute/lead group evaluations. Can lead sections of the lesson.

Week	Learning Intentions	Task examples	Learning Outcomes
1	<p>Responsibility and self-motivation</p> <ol style="list-style-type: none"> Responsibility – being able to control emotions and behaviors Self-motivation – Having the desire and drive to succeed. 	<p>River crossing - Create a moving platform to support team members over set area, in team event or against the clock</p> <p>Ski's - Team members to walk 'as one' on a set course. In team event or against the clock.</p>	<p>Bronze- Know the meaning of responsibility and self-motivation</p> <p>Silver- Can explain how the values are developed through physical activity and why they are important life skills.</p> <p>Gold- Can demonstrate the values in action and lead groups in problem solving.</p> <p>Platinum- shows maturity and logic in their displays of life skills which inspires/motivates a group to success.</p>
2	<p>Communication (Speaking and Listening)</p> <ol style="list-style-type: none"> Actively Listening <p>Speaking effectively</p>	<p>The Rock - How many team members can stand for a set amount of time on the tyre</p> <p>Shape Shifters – Blindfolded – make a shape as a team</p>	<p>Bronze- Know the meaning of responsibility and self-motivation</p> <p>Silver- Can explain how the values are developed through physical activity and why they are important life skills.</p> <p>Gold- Can demonstrate the values in action and lead groups in problem solving.</p> <p>Platinum-shows maturity and logic in their displays of life skills which inspires/motivates a group to success.</p>

<p>3</p>	<p>Resilience and Integrity</p> <p>1. Resilience – Being able to work through challenges</p> <p>Integrity – Being honest and fair</p>	<p>Spiders web - All team members to safely pass through the spiders web.</p> <p>Toxic waste - Safely move the toxic waste across a course from the broken reactor to the neutraliser</p>	<p>Bronze- Know the meaning of responsibility and self-motivation</p> <p>Silver- Can explain how the values are developed through physical activity and why they are important life skills.</p> <p>Gold- Can demonstrate the values in action and lead groups in problem solving.</p> <p>Platinum-shows maturity and logic in their displays of life skills which inspires/motivates a group to success.</p>
<p>4</p>	<p>Collaboration and Self-Management</p> <p>1. Collaboration – Working with others to complete a task</p> <p>Self-Management – Being organised and independent</p>	<p>Benches - Create team work by creating list of challenges, moving people along a bench.</p> <p>Rapid Crossing – Cross the rapids safely using equipment</p>	<p>Bronze– Know the meaning of responsibility and self-motivation</p> <p>Silver- Can explain how the values are developed through physical activity and why they are important life skills.</p> <p>Gold- Can demonstrate the values in action and lead groups in problem solving.</p> <p>Platinum-shows maturity and logic in their displays of life skills which inspires/motivates a group to success.</p>

5	<p>OAA course completion- Mid SOL Diagnosis -</p>	<p>Students are to complete the OAA course set out on our site.</p> <p>Students are to complete a review sheets to assess their understanding of leadership qualities so far.</p>	<p>Bronze– Know the meaning of responsibility and self-motivation Silver- Can explain how the values are developed through physical activity and why they are important life skills. Gold- Can demonstrate the values in action and lead groups in problem solving. Platinum-shows maturity and logic in their displays of life skills which inspires/motivates a group to success.</p>
6	<p>Empathy and Motivating/Influencing others</p> <ol style="list-style-type: none"> 1. Empathy – Understanding other’s perspectives 2. Motivating others – encouraging others to achieve 	<p>Feed that Village – Build a mechanism that allows the rich village to send the equipment to the poor village Tug of War – Teams of four, winner stays on. Orienteering game - Cross the area by finding out the plotted course</p>	<p>Bronze- Know the meaning of responsibility and self-motivation Silver- Can explain how the values are developed through physical activity and why they are important life skills. Gold- Can demonstrate the values in action and lead groups in problem solving. Platinum-shows maturity and logic in their displays of life skills which inspires/motivates a group to success.</p>

7	<p>Innovation and Evaluation</p> <p>1. Innovation – Being able to imagine and generate new ideas</p> <p>Evaluation - Being able to reflect, analyse, evaluate and decide</p>	<p>In groups pupils are required to make up a game. Hand out different sets of equipment to groups. Each group can then have a go at playing each other's games and evaluate.</p>	<p>Bronze– Know the meaning of responsibility and self-motivation</p> <p>Silver- Can explain how the values are developed through physical activity and why they are important life skills.</p> <p>Gold- Can demonstrate the values in action and lead groups in problem solving.</p> <p>Platinum-shows maturity and logic in their displays of life skills which inspires/motivates a group to success.</p>
8	<p>Assessment – OAA course completion 2.</p>	<p>Students are to work in groups and complete a number of challenges on the OAA circuit at ASN.</p>	<p>Bronze- Know the meaning of responsibility and self-motivation</p> <p>Silver- Can explain how the values are developed through physical activity and why they are important life skills.</p> <p>Gold- Can demonstrate the values in action and lead groups in problem solving.</p> <p>Platinum- shows maturity and logic in their displays of life skills which inspires/motivates a group to success.</p>