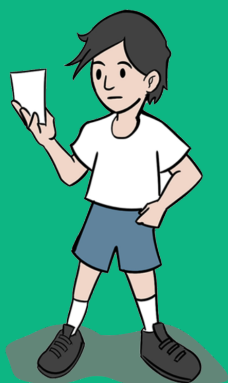


# Safe space PE

KS2

OAA

Lesson number: 2



Learning objective:

To develop navigational skills and map reading.

Success criteria:

Turn the map to orientate yourself as you navigate around.  
Share ideas and listen to your partner. Then decide on the best solution.

Whole child objectives:

Social: I can work collaboratively with others.

Social: I can think about how other people are feeling and support them.

Thinking: I can use a map to orientate myself.

Equipment: 1 x pencil per pupil, one map of school per pupil, coloured cones and pegs (optional)

10  
Mins

## Warm Up and Introduction

**I am a leader:**

In pairs 2m apart, one person is the leader and the other person copies.  
Leader to choose simple warm up actions that the pair complete together for a minimum of 30 seconds per exercise. Below are some ideas.

Star jumps

Running on the spot

Side to side jumps

Heel flicks

Swap over and repeat.

*Teacher note: spotlight and share good ideas with the whole class.*

Leaders be clear in your demonstration and keep it simple.

Make it easier by giving pupils some ideas first.

Make it harder by getting a leader to lead three other people.

**Scavenger hunt:**

Instruct the pupils to find 4-6 objects each that can be easily found in your school site (examples a leaf, something green, something brown, something round, something rough).

Make sure the pupils know the boundaries and safety rules about what they should collect and where they can scavenge. Explain this is a trust exercise and you will be waiting at a basecamp in clear vision of the whole group.

Try and scavenge across the whole site to find the most interesting objects.

Find objects that are original and unique to you

**Relocate:**

*Teacher note: pupils will also need a simple map of the school grounds for the next two activities. You can use google earth to create a map or draw your own school map, please see the resource example map at the end of this document.*

One map per pupil. In pairs, pupils take it in turns to be the leader. The leader runs to an area on the playground whilst their partner follows. Upon arrival, the leader asks their partner to identify where they are on the map.

Help your partner if they are struggling by running to simple landmarks first like a netball court or sitting area.

**Hide and find:**

In pairs, pupil A hides their scavenger hunt objects (swap with coloured cones or pegs if easier). Pupil A indicates on their own map using a \* where each object is hidden. Pupil B is at basecamp completing some teacher led or pupil led basic exercises from their warm up. It is important they are not looking at their partner.

EncoExplain the importance of not cheating.

When Pupil A returns to basecamp they must show their map to their partner so they can copy where the objects are hidden using a \* onto their own map. Pupil B now tries to find the objects using their map. Allow pupil A to support their partner in completing this challenge but only from a safe distance and only give supportive feedback when needed. Once they have found each object pupil A can collect it in.

*Teacher note: each pupil only touches their own objects.*

Swap over. Ask pupil B to mark their hidden items on the map using a different symbol so that they can differentiate between the two.

Make sure you only support your partner if they are really struggling, the fun is in the challenge.

Make it easier by writing the name of the object they are looking for on the map for each item.



## Plenary

Pupils sit 2m from their partner. Explain the importance of giving your partner time to be heard and to listen. Ask the pupils to talk about the following:

What did their partner do well in the hide and find challenge? (What Went Well).

Give their partner one target that could have made it better (Even Better If).

Swap over.



See example map below

KEY



Door



Tree



Sheltered area

Nursery and Reception

Sports Cage

KS1

Adventure  
Playground



HALL

Bike  
Shed



PE  
Cupboard



KS2