



SAS (Stay at School) Residential

ACTIVITY BANK

valeroyalschoolsport.org



SAS Residential INTRODUCTION & AIMS



Introduction

This collection of activities is intended to support teachers who are unable to take their classes on residential visits throughout 2020/21.

Aims

1) To help the development of children's:

- ▶ social skills
- ▶ cognitive skills
- ▶ creative skills and
- ▶ physical skills

through a range of outdoor challenges normally completed on residential visits.

2) To demonstrate to teachers the benefits of such activities within the curriculum and the ease with which they can be delivered on the school site.



SAS Residential **PLAN-DO-REVIEW**

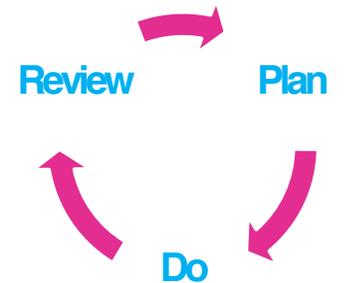


The Plan, Do, Review cycle

Effective learning through these activities is supported by the **plan-do-review** cycle of learning. Children identify, implement and evaluate their own solutions to challenges, whilst the teacher acts as a facilitator, drawing out their learning through effective use of questioning and other review tools. The children are given opportunities to improve by transferring that learning to the next challenge, re-applying the plan-do-review process.

Plan-do-review is an effective learning process even if the children fail to accomplish the task. However, to ensure a sense of achievement, they should be given an opportunity to apply their learning to the same or a similar task; it is not the teacher's responsibility to supply a solution. Similarly, as long as they are safe, children should be permitted to trial their own solutions – there is never a single 'right' way to do it.

If the children fail to recognise their learning (perhaps because the challenge was too easy), they should be tasked with an extended or different challenge that focuses on the required skills.



SAS Residential DAY 1



Problem solving activities:

Start with these simple activities, concentrating on plan-do-review & the communication between children:

- ▶ Stand up in pairs
- ▶ Beach ball “keepy-uppy”
- ▶ Crossing the swamp

To provide extra challenge try the activities silently or ask the children to start again if they break your rules.

Develop the teamwork and problem-solving skills further with this carousel of activities:

- ▶ Tower of Tyres
- ▶ Landslide
- ▶ Gutterball
- ▶ The Maze





SAS Residential DAY 1 Stand up in pairs

- Initially in pairs children sit opposite each other with toes touching and feet flat on the floor. The pair are then challenged to stand up at the same time, without moving their feet from the starting position and not putting their hands on the floor.
- Once the children work out how to complete the activity, they can move to working in groups of four (possibly larger groups if successful).



SAS Residential **DAY 1** Beach Ball Keepy-Uppy



- In groups of around 6 the challenge is to keep a beach ball in the air. The ball can only be hit once by an individual before someone else hits it.
- Keep score of how many times you hit the ball before it touches the floor. Back to zero if it does!
- Set a time limit of 10 minutes to see who gets the best score.



SAS Residential **DAY 1** Tower of Tyres



The aim of the task is to move the stack of tyres from the first stack to the last.

- The tyres are numbered 1 to 5
- You can only move one tyre at a time.
- Two people must pick up a tyre at all times.
- You cannot put a tyre with a higher number on top of a lower number e.g. Tyre number 2 cannot go on top of tyre number 1.
- A tyre must be placed down on a stack before another tyre is moved.
- Once a move has been made a different pair must make the next move.
- Always wear gloves when handling the tyres.



SAS Residential **DAY 1** The Maze



The aim of the task is to move through the Maze.

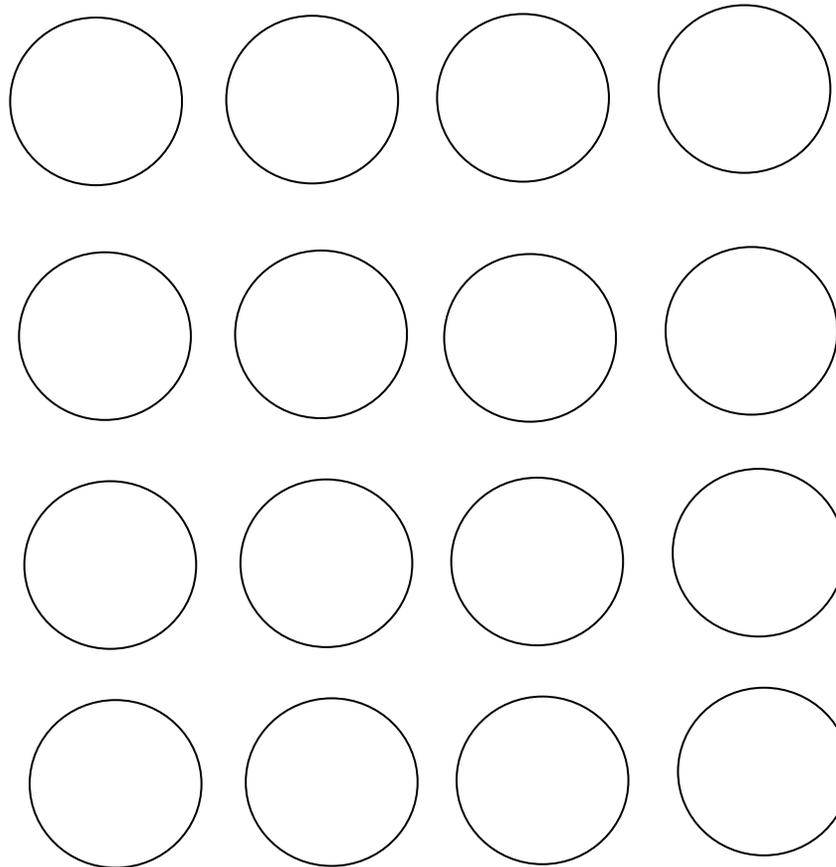
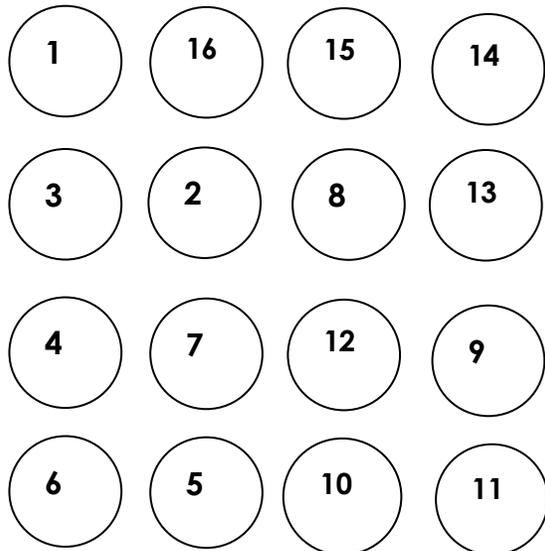
- The Maze has 16 moves – see the moves sheet to show the route
- One person at a time chooses a spot and the task leader tells them that they have made the right or wrong choice.
- If the person has made the right choice they can choose another spot.
- If it is the wrong choice the next person must try.
- If a wrong choice is made the next person must always start from the beginning of the maze.
- The whole team should help out anyone who enters the maze.
- If a correct choice is made, the next spot chosen is always next to the spot they are on. The next spot can be up, down or across from the one they are on, but it is always next to the spot you are on!



SAS Residential **DAY 1** The Maze



Number the spots so that a route can be taken through from 1-20. The spots are numbered so one spot is always adjacent to the previous number (but in any direction) see below as an example...



SAS Residential **DAY 1** Gutterball



Using the pieces of gutter you have to transport the table tennis ball (or any other ball such as a marble) from inside a hoop and drop it into a bucket.

The rules

- Only one person can touch the table tennis ball and they must be stood inside the hoop.
- The ball cannot touch anyone's hand while they have hold of the gutter.
- You can use as many pieces of gutter as you like but everyone must have at least one piece.
- Once the ball is in your piece of gutter you cannot move. You are free to move when it is not in your gutter.
- The gutter must stay off the ground.
- If you drop the ball before you drop it into the bucket you start from the hoop again.
- When a group completes the task, move their bucket further away.



SAS Residential **DAY 1** Landslide



You are trekking across the Rocky Mountains, escaping an evil band of robbers who know you have found some lost jewels that you are safely returning to their rightful owner. Suddenly you come to the edge of a precipice with the evil gang closing in. There is a huge drop below and no way of making it to safety behind you. This is no normal mountain though and there is a way across: You have been left with coloured objects that when put together form a bridge to take you to safety – you have to create the correct sequence to make it to the other side as the bridge can only be crossed once.

Rules

- No reds to be placed next to each other.
- A yellow must be followed by a blue.
- Two consecutive blues must be followed by a red.
- You cannot start or finish the bridge with a yellow.
- The sequence of blue – yellow – red is forbidden!

Equipment

- 4 yellow hoops
- 4 blue hoops
- 3 red hoops

This is the suggested equipment however the hoops can be replaced with anything matching the above colours or simply by writing the colour onto a piece of paper.



SAS Residential **DAY 2**



Orienteering

12 point Orienteering – an introduction without maps (see <https://valeroyschoolsport.org/teaching-orienteeing/> for resources for this and lesson 2 for further information).

Counting Cones - to introduce map reading (see lesson 1 on <https://valeroyschoolsport.org/teaching-orienteeing/> for detail of this).

Lesson 3&4 on <https://valeroyschoolsport.org/teaching-orienteeing/> can be used to further develop understanding of Orienteering



SAS Residential **FURTHER ACTIVITIES**



Our website includes many resources to support teachers with outdoor activities including problem-solving/teamwork activities as well as trails and orienteering. There are also hundreds of lesson plans and activities covering all aspects of PE, Physical Activity & Sport.

<https://valeroyalschoolsport.org/pesupport/>

For support with challenge activities you may also want to use the 'TOP Challenge' cards. Your PE Subject Leader has copies of these PDFs or you can [download them here](#)

If you need further support please use the link below to get in touch:

<https://valeroyalschoolsport.org/contact/>

