



BEST PRACTISE

CLASS PREPARATION

Extracurricular Project

Topic:	"Outdoor activities"
School:	
Class (Age):	13-15
Duration:	50 min.
Max. number of participants:	25
Setup of tables and chairs, if relevant:	Outdoor areas near the school
Material:	<p>25 ropes (or something else, with which you can tie the feet together)</p> <p>Sticks and (foliage) leaves should be found in the grove.</p> <p>(Would all have to take place due to bad weather inside a hall, instead of sticks, pencils and instead of real leaves, sheets of paper (about 5 x 5 cm, 5 for each group) can be used.</p>
Relevant background information (see Module M4, Part 2 by H. Zoglowek):	Have an idea on the concepts of "gender" and "sex" (biological sex)
Didactical approach:	<p>Through shared (game) activities, the male and female students should get to know themselves, their bodies and the interaction with others and respectively become more consciously aware. The activities are equally as easy to perform by boys or girls, the quality of execution and the results are thus to be seen regardless of gender.</p> <p>During the couples and groups training in the mixed groups should</p>

	be observed whether and how many mixed couples/groups are formed, respectively if same-sex couples/groups are predominantly formed, the teacher should intervene and stimulate mixed couples/groups. Important for the observer is to note how the formation of couples/groups came about.
Role of the observer:	Ideally before teaching this lesson, a conversation between the observer and the teacher should take place , in which the background for this lesson is discussed. Then can be traced to what extent the scheduling of this hour is feasible.

1. Pre required knowledge:

The games /exercises are known to sports teachers in this or a similar form. It might be important to point out that cooperation is important for the successful completion of the exercises.

2. Contents:

Outdoor games.

The stay outdoors will take for some the emphasis away from the "sporty" aspect of the activities, although most of the games are quite sportive in nature, but it can also take the attention away from oneself and one's own gender, i.e. these games/exercises encourage spontaneous activities that can always be done with whomever, and certainly can stimulate reflection after shared completion and mutual fun, and that many - perhaps all - activities can be undertaken jointly by boys and girls, i.e. that an active, athletic lifestyle is not dependent on gender.

Start: Wolf, Sheep, Hunter (This is an active form of rock, paper, scissors)

In the middle of the meadow, the teacher has partitioned off a 20-25 x 20-25 m large field (e.g. with cones as endpoints). **See Appendix 1**

Students are divided into two groups, after which the groups are positioned opposite each other outside the square. Each group must have agreed to, whether they appear as a hunter, sheep or wolf group, of course without the other group knowing about it. At a sign of the teacher, both groups go towards each other and remain at about 1 m of each other. Again, at a sign of the teacher both groups now have to identify themselves, i.e. are they a group of wolves, all must howl like wolves, are they a group of sheep, all must bleat, are they a group of hunters, all must shout "Bang" as if they were shooting. Then one must react quickly:

- If one is a group of wolves, the other a group of sheep: the wolves will try to catch the sheep, because they would like to eat them;
- If one is a group of sheep and the other group hunters: the sheep will try to catch the hunters, because they want to get some food from;
- If one is a group of hunters and the other group wolves: the hunters will try to catch the wolves, because they want to shoot them.

The groups who must be caught, tries to get as soon as possible behind the starting line, as there they are safe. Anyone who is caught goes over to the other group. Next, both groups must again choose one of the three options, etc.

Should both groups have decided on the same role (wolf, sheep, hunters) then both groups have to run back to their starting positions and start again.

Variation: The respective prisoners are counted at every run, but remain then in their original groups. Which group has caught the first 20, 30, or 40?

Students are divided into groups of 5 students. Each group is about the same distance away from the forest (25-30 m). There are four competitions held, where the five groups compete against each other, but the main objective is to perform the tasks correctly in a specified time. The time is allotted by the teacher, after seeing how much time is needed for the explanation. Each of the following four tasks is scheduled for approximately 10 min.

Another variation of competition can also be played, in which it is all about to be faster than the other groups. The group of winners then gets 5 points, the second 4 points ... and respectively the last group gets one point.

See further lesson conduct.

3. Lesson conduct

Duration	Goal	Educational situation: Content, methods, media	Remarks
10 min	<ul style="list-style-type: none"> • Be active and sense their bodies. • Recognizing that fulfilling the task or the victory can only be achieved through cooperation and interaction. Anyone can contribute his/her share to the group's success, regardless of gender and performance. • Be able to distinguish elements of race, competition and fun. <p>Not directly controllable, but measurable by the way of execution, with the degree of intensity, or possibly the spontaneous utterances of the female students.</p> <p>If necessary, at the end of the day some questions about their physical and emotional state can be asked (possibly discussion).</p>	<p>1. Spider web</p> <p>At a signal, the first of each group runs to the grove, where they must find a stick (small branch or twig). With this stick, they run back and take the next one of their group, while the second one grabs hold of the other end of the stick. Then they run together to the grove where they have to find a second stick. Together they bring this back to the group and the third one grabs hold of the end of the second stick. The same is true for the fourth and the fifth member of the group. After the entire group gets back with five sticks, the group forms a coherent circle, with a stick between each of the boys and girls of the group.</p> <p>Does every group manage this task in the allotted time?</p>	<p>In the mixed-gender groups, also the subgroups should consist of boys and girls.</p> <p>See appendix 2</p>

10 min	See Spider web!	<p>2. Greenfly (aphid)</p> <p>The starting position is the same as in 1. The first one runs to the grove, where he/she needs to find a leaf that needs to be placed on the forehead, before they can run back with the leaf. The leaf may not be held by hand. If the leaf falls down, one has to stop, and only after the leaf has been put back on the forehead one can continue. When the first one has reached the group, the next one may start running, ... When all have returned with the leaf, the group joins hands and forms a circle, with each leaf placed on the forehead.</p> <p>Which group is successful in the given time?</p>	See appendix 3
10 min	See Spider web!	<p>3. Millipedes</p> <p>Using a skipping rope, the first two are tied together at the ankles, and then run the "three legged race" to the grove, circle a tree and run back to the group. There the next one ties him/herself with a rope to the first two. All three now run the same route around the tree and back to the group to pick up the next one Once the whole group is back, all need to be tied together at the ankles forming a circle, and hop together three rounds.</p> <p>Which group will come in first?</p>	See appendix 4
10 min	See Spider web!	<p>4. Caterpillar race</p> <p>Everyone in the group places the left hand on the shoulder of the person in front and bends their right leg so that the person standing behind can hold the foot with their right hand. Joined together in this way, the group must hop forward sharing the same rhythm. All groups can practice beforehand.</p> <p>Then all groups are lined up next to each other. On a sign, all groups hop towards finish line about 15 meters ahead.</p> <p>Which group is first to jump across the finish line together?</p>	See appendix 5

4. Gender specificity / gender-specific aspects / transfer of specific topics (recommendations):

- Due to the large aspect of movement, this form of teaching appeals especially to boys.
- On the other hand, there is also space available to motivate girls to exercise more.

5. Variations, special features:

For each game a max. of 10 minutes is provided. Should the group tasks demand more time, one of the tasks may be omitted (or be integrated at any other time in the classroom).

If the weather conditions do not permit it, the games can also be performed in the (sports) hall. In this case, make sure that the small materials such as sticks, leaves, etc. are prepared/organized in advance or are replaced with similar materials.

6. Results and experiences of the testphase

In advance it should be stated that the pupils bring suitable clothing and suitable footwear.

The visualization of the games can contribute to the support of the learning process of the children. It is therefore advisable to show photos and images of wolves, hunters, etc. to the pupils.

The gender composition of the learning groups influences the game and the learning process considerably. Boys have a lot more fun and joy in this activity than girls.

As a support, the teacher could use a whistle.

Annexes: texts, materials, prints, slides, blackboard, etc..

Appendix 1:

Starting position and schematic description of the introductory game.

Appendix 2:

Pictorial description of Exercise 1

Appendix 3:

Pictorial description of Exercise 2

Appendix 4:

Pictorial description of Exercise 3

Appendix 5:

Pictorial description of Exercise 4