

Spar Lancashire School Games

Learn!

Skill 3: Outdoor Adventurous Activity (OAA) - Communication

Equipment: Paper, pencil, ruler, colours

Aim: of this week's *Learn* task is: To guide a blindfolded parent/carer to land safely on a chair/sofa through effective communication.

Video Demonstration

Task 1 - Air Traffic Controller

- The parent/carer is the plane and the child is the air traffic controller. (ATC)
- The ATC guides the plane around the room using verbal commands (walk, stop, turn left etc.) Parent/carer as plane keep eyes open.
- The parent/carer is blindfolded/close their eyes and be guided by the air traffic controller using verbal commands again (walk, stop, turn right etc.). (Q) Which way round the room will you take them?

Task 2 - Air Traffic Controller (can't speak to communicate with the plane)

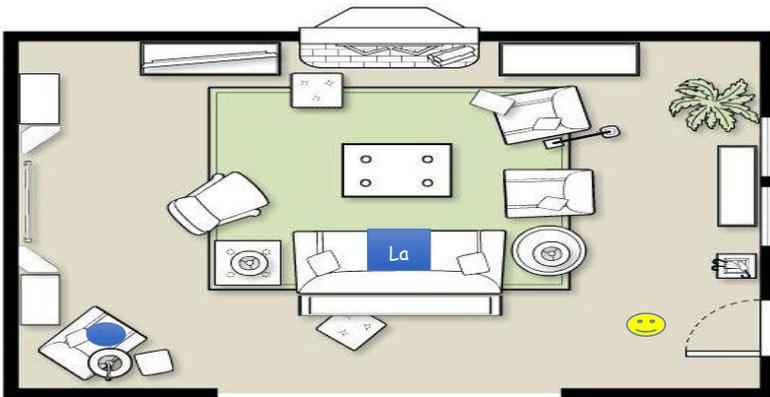
- The air traffic controller must not speak words when guiding the plane to land
- The parent and carer must create a way of communicating with each other without speaking words. (See Think about.)
- Change starting position of the plane in the room. The parent/carer is blindfolded/close their eyes and is guided again by the air traffic controller without speaking but with their own creative way of communication.

Think about. . .

1. Instead of using words to guide the plane to land (sofa/chair) what other ways of making a noise could you use (whistle, clap, click fingers etc.)
2. Which of these can you use for walk, turn left/right, stop? (i.e. clap once to walk, whistle to stop)
3. How will you tell the plane how far to move or turn? How will you tell them to sit (land) on the sofa/chair?
4. Try your communication out and see if you need to change or improve it.

Task 3 - Change roles - Parent/carer is Air Traffic Controller and guides the child using their creative way of communicating.

- (Q) How did it feel when you were blindfolded?
- (Q) Did you trust the Air Traffic Controller to keep you safe?



Equipment: blindfold (tie. Tea towel, obstacles.)

Safety: Air traffic controller to set out clear boundaries and intervene if the plane wanders beyond the boundary. Keep them safe and don't let them bang into anything.



= Parent (Plane)



= Child (air traffic controller.)

Share your videos and photos.

We want to see you trying this learn exercise at home, please share your videos and photos to:

[Twitter- @LancSchoolGames](https://twitter.com/LancSchoolGames)

[Facebook - @LancSchoolGames](https://facebook.com/LancSchoolGames)

[Instagram - @lancshireschoolgames](https://instagram.com/lancshireschoolgames)

Videos and photos posted on social media with the #LancsGames20 will be entered into a prize draw to win some Amazon vouchers! Please let us know which district you are from.

Spar Lancashire School Games

Stay at Home Heroes Challenge

Linked to Learn! 3 - Problem Solving

You have been busy practicing your Problem solving. Are you ready to take part in our challenge?

Climbing the Walls

Challenge yourself, and your friends, to see who is 'climbing the walls'.

[Video Demonstration](#)

Equipment:

- 12 x household items that are the same such as items of clothing (If you are playing at school use cones/throw down markers in one colour). These are 'hand holds'.
- 12 x different household items such as trainers/shoes (If you are playing at schools use cones/throw down markers in a different colour). These are 'foot holds'.
- 4 markers to mark out each corner of the course.
- Stopwatch/phone.

How to play:

Mark out a course. The course should be approximately 5m x 1.5m (depending upon your space, it can be smaller but no larger). If using a smaller space, remove some of the items and complete the course twice.

Randomly place the items or cones on the course.

Starting at one end of the course, bear crawl the route only allowing your hands to touch the clothes (household object 1) and feet to touch the shoes (or household object 2). **Every hold (object) must be touched at least once.**

Time yourself. Being careful not to incur a penalty:

- 5 second penalty for using the wrong body part on a 'hold'
- 5 second penalty for touching the ground with your hand
- 5 second penalty for every hold NOT used

To make it:

- Easier - position the household objects closer together or add in more items.
- Harder - introduce a third household object that neither your hands nor feet can touch or take out items so they are more spaced out.

Centre of balance sequence

- 1) Starting position standing with shoulder width apart
- 2) Shifting the centre of balance over one foot
- 3) Allow the other foot to be lifted easily (and move to the new balance, foot hold position)



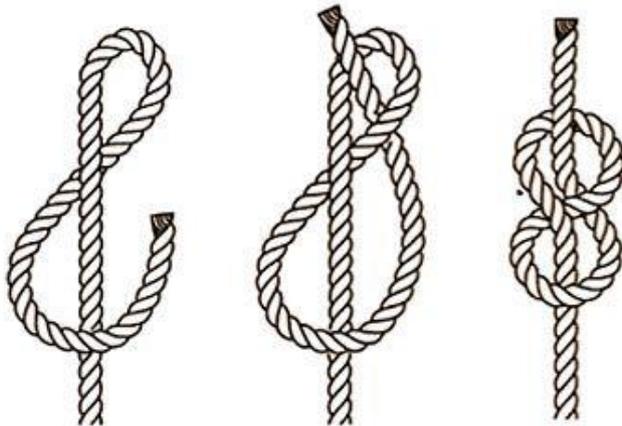
Send us your photographs or videos by 15th June (please note some areas will have their own deadline, contact your School Games Organiser for details) we will feature the most creative efforts on our websites and social media in our Spar Lancashire School Games celebration day materials on 30th June!!

Simply time how long to can balance on each foot. Your left might be different to your right. Before you start, select your favourite song and press play. Try to balance until your song finishes to get from the start to the finish. Without putting your other foot down on the ground.

To make this harder find a household item that can ask as a balance beam for example a broom handle.

Additional Challenge 2 - Skill

Challenge yourself, and your friends, to see how fast you can tie a figure of 8 knot.



This can be done using a shoe lace/School tie/skipping rope etc.

Firstly figure out how to tie the knot then time yourself and challenge your class mates or friends.

You can try to beat yourself, or family members. If you are at school, you can have a knot tying race.

Then send us your scores and ideally your videos by 15th June (please note some areas will have their own deadline, contact your School Games Organiser for details) we will feature some of the efforts on our websites and social media in our Spar Lancashire School Games celebration day materials on 30th June!!