

Learning Objectives	Suggested Series of Activities - TEAMBUILDING - BLINDFOLD TRUST	Points to Note
<p>Pupils should learn:-</p> <p>Acquiring and Developing</p> <ul style="list-style-type: none"> ■ to guide a partner ■ to follow simple instructions, signals etc <p>Selecting and Applying</p> <ul style="list-style-type: none"> ■ to choose and use simple strategies for guiding a partner or partners safely ■ to increase the challenge appropriate to their own ability and sense of wellbeing <p>Improving and Evaluating</p> <ul style="list-style-type: none"> ■ to comment on their work as guides and guided identifying what worked well and what could be improved <p>K and U of Fitness and Health</p> <ul style="list-style-type: none"> ■ to suggest warm up activities ■ the three elements of a warm up 	<p>Warm up Ask the children:</p> <ul style="list-style-type: none"> ■ To suggest activities that will gently stretch the spine; perform a selection ■ To jog and on command perform an action What part of the warm up is this? ■ To suggest activities that will warm the shoulder, hip and ankle joints; perform a selection What part of the warm up is this? 	<ul style="list-style-type: none"> ■ actions could include – touch floor with hand; jump; crouch down; stop
	<p>Introduction Talk with the children about taking responsibility for another's welfare and about trust in another person. Explain that they will be taking part in simple trust activities.</p>	
	<p>Challenge Ask the children:</p> <ul style="list-style-type: none"> ■ To work in pairs; one person is blindfolded ■ The person without the blindfold, guides the other across a space using words and light touch – no pushing or pulling or running Where is best for the guide to stand? ■ To reverse roles ■ To comment on how clear the directions for the guided partner were; how safe they felt; what made them feel safe or unsafe ■ To suggest ways of making the challenge more difficult e.g. guiding without touch, around obstacles, over very low obstacles, through obstacles e.g. hoops, without words but using a signalling system, to retrieve and object ■ To plan for and repeat the challenge, the partner being guided to decide which increased level of difficulty they will select Where will the guide stand when helping their partner to negotiate obstacles? ■ To comment on how clear the directions for the guided partner were; how safe they felt 	<ul style="list-style-type: none"> ■ give the children time to discuss and plan for the challenge ■ emphasise that this is not a race – that the safety and well-being of the guided person is paramount
	<p>Follow-up Ask the children:</p> <ul style="list-style-type: none"> ■ To work in groups of four linked together by ropes, with one or two sighted children leading the others ■ To include additional challenges if, and when, they feel confident to do so ■ To comment on how well they worked as leaders and followers 	<ul style="list-style-type: none"> ■ give the children sufficient time to discuss, plan and practise for the challenge
	<p>Cool down and concluding activity Ask the children:</p> <ul style="list-style-type: none"> ■ To raise both arms slowly as they breathe in and lower them as they breathe out ■ To stretch each arm gently in turn and spread the fingers ■ What they have improved during this lesson 	<ul style="list-style-type: none"> ■ making the breathing audible will help children to control the breathing action