

# A-Z School Games Challenge

## O – Outdoor and Adventurous Activity Challenge – Trust Test

We would love to see you all being active and improving your physical skills, keep us updated (via Twitter) with your efforts using the #StayInWorkOut #StayHomeGetActive and tag @CWSchoolSport

### TOP Challenge: Trust and co-operation Trusting me

3

#### Pass the squeeze

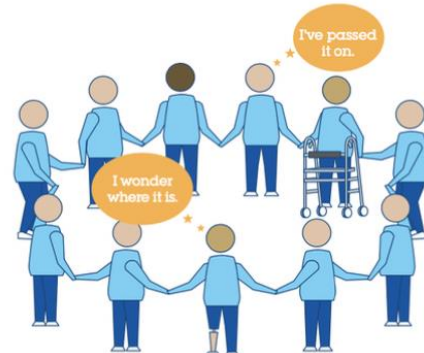
**Objective:** pass a hand squeeze around the circle.

**Rules:** no talking; keep eyes closed; nominate one person to start by a tap on the shoulder.

**Equipment:** stopwatch.

**Time:** time how long the squeeze takes to get back to the start; see how quickly it can be done.

**Safety:** squeeze hands gently.



No talking and keep eyes closed!

Squeeze hands gently.

#### Trusting tilt

**Objective:** keeping a rigid body, tilt backwards to be caught by a partner.

**Rules:** avoid stepping back.

**Safety:** tilting child keeps hands crossed over chest; catching child keeps hands ready and has a steady base; start close together and gradually increase the distance.



Step 1

Step 2

Step 3

Start closer together and gradually increase distance.

Avoid stepping back.

#### Trusting balance

**Objective:** sitting back-to-back in pairs with linked arms, try to stand up.

**Rules:** keep arms linked.

**Safety:** wear appropriate footwear to prevent slipping.



Step 1

Step 2

Step 3

Keep arms linked at all times.

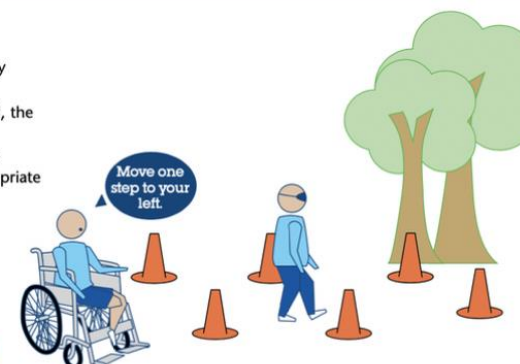
Wear appropriate footwear to prevent slipping.

#### Blindfold trust

**Objective:** guide a partner safely around a course.

**Rules:** one person is blindfolded, the other can see.

**Safety:** do not push or drag the non-sighted person; wear appropriate footwear for the terrain.



Do not push or drag the non-sighted person.

Wear appropriate footwear for the terrain.

## TOP Challenge: Trust and co-operation: **Trusting me**

3

| Process            | Skill                     | Example question                                                                        |
|--------------------|---------------------------|-----------------------------------------------------------------------------------------|
| <b>Thinking Me</b> |                           |                                                                                         |
| Plan               | Set goals/ targets        | What did you take into account before you set yourself a target?                        |
| Do                 | Predict                   | Why did you need to predict what would happen?                                          |
| Review             | Modify                    | When and why did you need to modify your techniques?                                    |
| <b>Social Me</b>   |                           |                                                                                         |
| Plan               | Listen                    | How did you know your partner/ group was really listening to you?                       |
| Do                 | Show respect              | How did you show respect for your partner/ group members?                               |
| Review             | Patience                  | Why was it important to have patience during this activity?                             |
| <b>Healthy Me</b>  |                           |                                                                                         |
| Plan               | Responsible               | How did you show you were behaving responsibly and could be trusted by your partner?    |
| Do                 | Self-control              | What helped you to keep your self-control during the activity?                          |
| Review             | Confident                 | Why was it important to appear confident, even if feeling nervous? How did you do that? |
| <b>Physical Me</b> |                           |                                                                                         |
| Plan               | Work and perform in pairs | How did you change your techniques when working with different partners?                |
| Do                 | Vary weight of actions    | How did you judge how much force/ weight to use?                                        |
| Review             | Mirror actions            | If you couldn't see, what helped you to move in tandem with other people?               |

### LEARNING CONNECTIONS

- **Science** – forces and motion.
- **Geography** – knowledge and understanding of places.
- **Art and design** – exploring tactile as well as visual elements and stimuli.
- **PSHE** – recognising risks and behaving responsibly; recognising the effect of one's actions on other people's feelings.

### ADAPTATIONS USING THE STEP FRAMEWORK

#### Trusting me

- S SPACE** For blindfold trust, use indoor and/or outdoor spaces.
- T TASK** For trusting tilt, start in pairs and work towards small groups; for blindfold trust, move from physical to verbal guidance.
- E EQUIPMENT** For blindfold trust, use natural and/or artificial obstacles.
- P PEOPLE** For all trust activities, vary pairings and groupings so children build trust with more of their peers.

**Fun Fact** – OAA stands for Outdoor and Adventurous Activity – lots of different sports come under this category, below we've named a few:

Mountain walking, camping, mountain biking, rock climbing, abseiling, orienteering, high rope courses, caving, skiing, snowboarding, canoeing, kayaking, sailing, windsurfing, surfing, indoor climbing walls and artificial ski slopes. **How many of these have you tried?**

**FOLLOW, RETWEET, GET INVOLVED!**