

Year 6/7 Transition

Problem Solving



If you've found this resource useful, visit our website for more information on our whole school My PB resource and training.

www.youthsporttrust.org/mypersonalbestpri



Learning Intention:



1. To show honesty when completing activities with a partner.
2. To respect the choices your partner makes when choosing methods of travel.
3. To be resourceful with information to complete tasks efficiently.



Social Connectedness:

Practise returning cones to your base individually and then get your partner to help you. Work with your partner to retrieve the correct coloured cone. Finally, try to beat the rest of your group by cracking the colour code first!



You will need:

8 different colour cones per pupil.



Current Guidance:



- Ensure every child washes their hands before and after the lesson.
- Maintain physical distancing with all children at least 2 metres apart.
- Wherever possible do not use equipment – any essential equipment used must be cleaned before and after use.
- Outdoor PE is preferable, but if indoors make sure the space is well ventilated.



Links to Learning:

- Pupils to devise their own problem solving activity to teach to their partner next lesson.
- In which situations is it important to be honest? Why is honesty important at home?
- Who do you respect most in school? Can you give 3 reasons why you respect this person?
- How can you be more resourceful in school? Could you spend 5 minutes thinking about solutions rather than asking for help straight away?

STEP: Space Task Equipment People

- Reduce the distance that the cones are set apart to make these challenges more simple or, for a challenge, move them further away.
- Give pupils a time limit to make the code breaking task more competitive!
- Use more or fewer cones for the code breaking task to make it more challenging or simpler.
- Ask pupils to use different forms of communication when directing their partner.



HEALTHY ME

Honesty

“when you speak the truth or act truthfully.”

Start by putting one cone down in front of you. Take eight strides in front of you and put another cone down – return to the first cone (base).

You will now have six cones left. When the teacher shouts “GO”, pick up one of your remaining cones and run from your base to the opposite cone, placing the cone you are holding on top. Return to your base. Do the same with the next cone and so on until all your cones are stacked up. Can you beat the person next to you?

Pick up the pile of six cones, leaving one as your end marker. Place them randomly in different directions within your working area. Return to your base and close your eyes. The pupil next to you must now direct you to the opposite cone so that you don’t tread on any of the cones! If you hit a cone, you have to return to your base.

Can your partner direct you by:

- Speaking to you?
- Using a different method where they can’t speak to you?

Teacher Question: How can pupils show honesty during these exercises?

Pupils may explore why they need to be honest during these practices – what happens to the game if they are not honest?



THINKING ME

Resourcefulness

“the ability to find quick and clever ways to overcome difficulties.”

Your challenge is to figure out the colour code in your teacher’s head, by running from your base, collecting a coloured cone, running back to base and so on, until you have a sequence. Can you be first to crack the code?

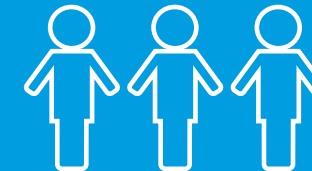
Teachers can let pupils know if they have the right colours and if any of the cones are in the correct position. Who can be the first pupil in your group to crack the code?

Making sure you are two metres away from your partner, turn to face them. Your partner will now come up with a colour code. Can you crack their code as quickly as possible before anyone else in the group completes the task?

Switch over and come up with a different code to crack!

Teacher Question: How can pupils show resourcefulness in this activity?

Pupils may need to think carefully about the feedback given to them by their partner and be resourceful with their colour combinations to complete this task more quickly.



SOCIAL ME

Respect

“admiring something or somebody for their abilities, qualities or achievements.”

Place your six cones back into your working area in any order and close your eyes. The teacher will hold up a coloured cone. Can your partner direct you to this colour without you stepping on any other cones? Return to your base when you have picked up the correct colour cone.

Can you switch over so that you direct your partner? Get your teacher to select a different colour cone to collect. Your partner must return this cone to your base to score a point.

This time, your partner will select a coloured cone for you to collect. They will also think of a different way for you to travel to retrieve your cone. Swap over and see if you can select a different way for them to travel.

Teacher Question: How can pupils demonstrate that they respect their partners rule changes in these practices?

Pupils may explore what their partners’ strengths are. What did their partner do well? Can their partner travel in the way they want them to, or do they need to restructure the task to respect their ability?