



<b>Date</b>	<b>Class Level</b> Fifth and Sixth (suitable for all age groups)	<b>Subject</b> PE
<b>Strand</b> Games	<b>Strand Unit</b> Creating and playing games	
<b>Title</b> Creating a maze for relays on the beach		
<b>Objective(s)</b> Using the giant seaweed maze on the seashore, the children will take part in a range of athletic games including running, walking, jogging, sprinting, relays and jumping.		
<b>Skills Required</b> The children will develop their participatory, social, personal interaction and communication skills through teamwork and competition. The children will also develop skills in learning basic rules, tactics and strategies of movement in games.		
<b>Learning Objectives</b>  The child will be enabled to: <ul style="list-style-type: none"> <li>• Making mazes through problem solving.</li> <li>• Develop logical and memory skills</li>   <li>• Play games</li> <li>• Develop social interaction skills through teamwork and encouragement</li> <li>• Develop an appreciation for competition</li> <li>• Appreciate the benefits of relaxation and cope with challenges</li> <li>• Use the body as a means of expression and communication (e.g. walk like a crab, fly like a bird)</li> <li>• Adopt safe practices in all physical activities</li> </ul>		<b>Learning Activities</b>  <b>Activities:</b> <b>Create a giant maze</b> Create a giant maze on the seashore by using seaweed, rocks or scrape markings in the sand. See the maze template and instructions below.  Opt.1. The construction of a giant maze may be done with assistance from the students or completed by additional volunteers while the students are taking part in exploration activities on the seashore. Making a giant maze (that students can run around) can take a good 30 minutes to complete.  Opt. 2. Get the students to work in teams and make a variety of different mazes on the seashore.  <b>Games:</b> A gigantic maze can be used for a variety of relay games. The following is an example of a relay game that can be adapted. Place a bottle or batten in the centre of the maze. Split the class into teams (approximately 5 – 6 per team). Provide the following instructions: 1. The first member of the team is to run around the maze and pick up the bottle, and run back around to the start position.



They are to hand over the bottle to the next member on the team.

2. The second member of the team is to crab walk around the maze and return the bottle to the centre of the maze. They are to then return running back around the maze to the start position where they will tag the next member.
3. The third member of the team can “fly” around the maze to pick up the bottle and then run back to the starting position.
4. This is to be repeated until everyone in the team has completed ‘running, jumping, moving etc’ around the maze.

Each team will take turns and be timed by the teacher.

Delegate points for:

- The team who were the fastest
- Individuals who performed the best crab walk, flying seagull etc.
- The teams who gave their team members the most positive encouragement during the race.

Once the points are added up – announce the winners of the relay. The other teams should also be congratulated for their skills and where they did well in the competition.

Further ideas on designing and making mazes can be done in class. See the following link : <http://gwydir.demon.co.uk/jo/maze/cretan/index.htm#draw>

### Resources

On the seashore:

- Template for making a maze
- Spades or rakes
- Lots of seaweed (e.g. washed up from the shore) / rubber gloves
- Large area where a maze can be drawn on the ground
- Stop watch
- Bottle or batten for the relay

Back in Class:

- Paper, pencils etc
- <http://gwydir.demon.co.uk/jo/maze/cretan/index.htm#draw>

### Differentiation

Higher and Lower order questioning. Differentiate group activities and roles to account of individual needs, by support, task. Mixed ability pairing.

### Assessment

Students: KWL chart (What I know, What I want to know, What I learned)

Teacher observation and questioning: Mind Mapping

Examine learning outcomes before and after e.g. knowledge, understanding, skills.

Evaluation: Reflect on learning experiences that lead to the outcomes e.g. attitudes, enjoyment, as well as motivation to learn about the subject.

### Linkage and Integration

Maths – Number – counting and numeration / Measures – length, area

English – Oral language



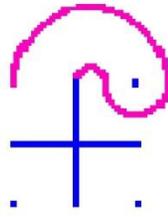
*A giant maze on the beach where a relay game is played.*

## Maze Outline and Step-by-Step instructions:

Follow the outline below:



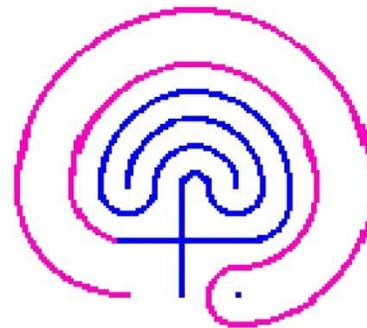
1. Draw a cross and four dots.



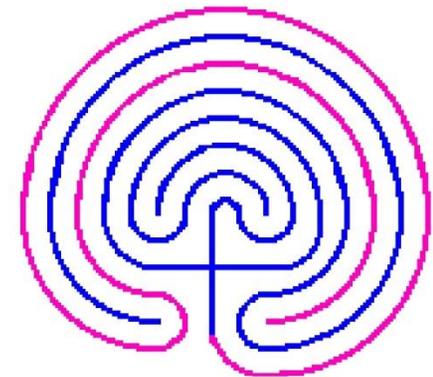
2. Draw a line from the top of the cross, round the top-right dot, to the top-left dot.



3. Draw a line from the top-right dot, between the lines, round the top-left dot, and then back round the top to the right of the cross.



4. Draw a line from the left of the cross, round what you have drawn so far, round the bottom-right dot, then back round the other way to the bottom-right dot.



5. Draw a line from the bottom-right dot, between the lines until you've gone round the bottom-left dot, and then back round the top until you reach the bottom of the cross.