

Didactic relationship model

Teaching planning

-planation form-

| | | |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------|--------------------------------------------------------------------------------------|
| STUDENTGROUP: LEA, LENA, MIRIAM | | DATE: 14.04.2021 |
| STUDENT GROUP: 3rd & 4th grade | TIME: 60 min | SUBJECT / THEME: OUTDOOR EDUCATION/AFFORDANCES IN THE WOODS/SELF-EFFICACY BY BANDURA |
| <p>FRAMEWORK FACTORS: (teaching aids, space conditions, organization of the day, number of adults)</p> <ul style="list-style-type: none"> • Number of students: 9 <ul style="list-style-type: none"> • Selected Place: <p>The selected place is place-sensitive for the activities within our lesson because we use the Affordances of a forest but not this one in particular. The place is situated in the woods behind the campus. The place offers a lot of Affordances like: fallen trees (to balance or climb on), streams, natural produce (branches, leaves, cones, bark,...) to built. There is enough room in between the trees for different kind of activities. The forest soil with a lot of moss, needles and leaves is soft, this makes the activities more save. The surrounding streams and small ponds make the soil very moist and flexible. The tree trunks and small knolls create a more challenging landscape. The selected place has different types of trees. There are spruces, birches and beeches. We also discovered small blueberry bushes and big mushrooms.</p> <ul style="list-style-type: none"> • Knowledge: <p>We assume that the pupils have some previous experiences with the kind of activities we have planned, like balancing and climbing. This is important because if children experience success with the activity the expectation of mastery increases. Nevertheless the lesson enables the pupils to develop their motor skills. Our selected place offers a lot of possibilities to master self efficacy. For instance, balancing and climbing on fallen trees. There are different levels to choose from: thin or thick trees, wet or dry trees, trees leaning on other trees in different angles, or above the ground and over the stream. The place provides the facility to use the skills of climbing and balancing to master a parkour.</p> <ul style="list-style-type: none"> • Equipment: <p>Pupils must wear outdoor clothing according to weather conditions they can move in. Proper foot wear is also very important.</p> <ul style="list-style-type: none"> • Time: 60 min | | |

- **The framework on which the implementation is based:** We have been assigned this assignment based on learning outcomes from the syllabus in Outdoor Education; “Plan a 60-minute session in a strategically chosen learning landscape with this theme:

“The theory of affordances (Gibson,1979) distinguishes between potential and actual affordances. Run a session where you actively use Bandura's (1977) four point to self-efficacy, try to get individual students from potential to actualized.”

- **STUDENT ASSUMPTIONS (who):** (previous experiences with the topic, knowledge of concepts, small or large variations between students)

We expect that there is a high variation of motor skills in between the pupils in our class. Some of them are more confident in this special environment with these kind of activities.

We assume that most of the pupils have previous experiences with climbing and especially balancing, but in different environments (natural or urban playgrounds). Therefore it might be a new challenge for students to experience a natural playground, where they have to find the affordances of the place.

- 3rd & 4th grade students
- Different cultural, social, physical and psychological conditions
- Different mastery experiences with this type of activity

OBJECTIVES FOR THE SESSION (why): (the purpose and purpose of the teaching)

The purpose and purpose of the teaching:

- Learn to master different affordances in this context.
- Learn to support and lead each other.
- Learn to stimulate coordinative qualities such as balance, climb, jump and adapt power input.
- Sociocultural learning, observations of each other

CONTENT (what): (plan for the lesson with academic content)

| Time | What | How(description of activities) |
|------|------|--------------------------------|
|------|------|--------------------------------|

| | | | |
|---------------|----------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| 5 min | Warm-Up | <u>Getting to know the surrounding:</u> Choose a place and close eyes for one minute. Use senses to explore the playground. Open the eyes for one minute and focus on what you can discover. | |
| 5 min | 1. previous experiences | Students walk around the place and use the Affordances given. There are a lot of potential affordances with this activity we can observe which affordances the students choose to actualize. The pupils can experience success with this activity because it's adapted to their skills. | |
| 20 min | 2. model learning through inspiration 3. verbal beliefs | Game: "IF I WERE YOU" Pair work. One pupil starts to find an exercise for the other one (first they take easy tasks to figure out their level of experience. After that they can provide more challenging tasks, but in a realistic way.) Change the roles. If the partner doesn't want to do the task (think they are not able to) the task giver has to try to master the movement by themselves. The partner can be changed. Through modelling the tasks, the partners can motivate each other. The teachers support and motivate the pupils with new challenges and give the pupils positive encouragement. Verbal beliefs can happen unconsciously while playing the game from both sides (students and teachers) | |
| 25 min | 4. activation | Task: The pupils split into groups of three. Every group has to create a parcours with obstacles, they can use all natural produce they can find. The only given things are the starting/finishing line. Each group can show, how the pupils are supposed to run through the parcours. After preparing the parcours the teacher explains the game. Each group gets a cone. Each of the group has to run through the parcours and pass the cone to the next person in line. The game is over when the third person passes the finishing line. At the end every group should have passed all parcours. | |
| 5 min | End | Reflection and feedback: HOW DID YOU IMPROVE YOUR SELF EFFICACY? WHICH TASK DID YOU LIKE MOST? | |

Skjemaet skal brukes til å planlegge undervisningsøkter i praksisperioden. Skjemaet fylles ut og leveres til praksislærer i forkant av undervisningen. Veiledning kan foregå i forkant, underveis og i etterkant av gjennomført undervisning.

| |
|-----------------------------------------------------------------------|
| |
| WORKING METHODS (how, practical implementation of the session) |
| How do we plan to lead the session? |
| We are not |
| |
| |