

5 Outdoor Lesson Scenarios for senior 60+ students



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**developed and implemented as part of the project:
'Sail a Boat on the Sea of Languages' - Modern
Teaching Techniques for Students Aged 60+
Action 1, Learning mobility, Adult education
Erasmus+**



Współfinansowane przez
Unię Europejską

Things to take into account when planning outdoor activities for a group of seniors aged 60+:

1. Weather Conditions:

- Check the weather forecast for the day of the activity and ensure that participants are aware of the expected conditions.
- Prepare a contingency plan in case of weather changes, such as having an emergency shelter in case of rain.

2. Location:

- Choose a suitable location that is accessible and safe for senior participants. Ensure that the terrain is not too challenging or uneven.
- Ensure the location is well-known and easily accessible, with proper parking or transportation options.

3. Consents and Information:

- Ensure all participants have given the required consents or authorizations, especially if mandated by local regulations or institutions.
- Provide participants with comprehensive information about the planned activities so they can prepare adequately.

4. Safety:

- Identify potential hazards in the area, such as uneven ground, tree roots, or other obstacles, and plan ways to avoid or minimize risks.
- Have contact information for emergency services or relevant authorities readily available.

5. Restrooms and Facilities:

- Ensure that restrooms are available on-site or inform participants of nearby restroom facilities.
- If possible, choose a location close to facilities like public restrooms.

6. Food and Drink Supplies:

- For longer activities, provide snacks and beverages or inform participants to bring their own food and drinks.



7. Clothing and Footwear:

- Recommend appropriate clothing and footwear suitable for the weather conditions and terrain. Remind participants if necessary.

8. Suitable Activities:

- Select activities that are tailored to the fitness and capabilities of senior participants. Avoid overly strenuous activities that might be too demanding.

9. Instructions and Demonstrations:

- Provide clear instructions and demonstrations for each activity, so participants know how to safely engage in them.

10. Maintaining Spirit and Motivation:

- Ensure a friendly and encouraging atmosphere for seniors. Offer positive support and acknowledge participants for their involvement.

11. Scheduled Time:

- Ensure the activity plan is well-balanced in terms of time, allowing participants to rest and enjoy the activities.

12. Additional Staff:

- If feasible, have extra assistance available to provide help to participants if needed.

13. Medical Support:

- For participants with medical needs, gather information about their requirements and have necessary items like medications or medical equipment prepared.

14. Flexibility in Plan:

- Be flexible with the activity plan to accommodate the needs and comfort of senior participants.



Scenario no.1: 'A Desert Island'

(an outdoor lesson scenario based on 'Walk and Talk' methodology)



Level: A2, B1, B2 or higher

Objective: By the end of this lesson, senior students will be able to engage in critical thinking, decision-making, and creative problem solving skills while utilizing the 'Walk and Talk' methodology to discuss what items they would take to a desert island.

Materials: Comfortable walking shoes, writing materials (pen and paper or digital device), a designated walking area, such as a nearby park or walking trail.

Optional: A recording device or app for students to record their conversations

Procedure:

Introduction (10 minutes):

1. Begin the lesson by introducing the 'Walk and Talk' methodology and explaining that senior students will be engaging in physical activity while discussing the topic of "Decide What to Take to a Desert Island."



2. Discuss the concept of being stranded on a desert island and the importance of decision-making and critical thinking in such a situation.
3. Revise relevant phrases for expressing opinions, agreeing and disagreeing etc.
4. Advise students to take notes during the conversation so they can recall their partner's ideas and use them in a later discussion.

Main Activity (30 minutes):

1. Ask each student to draw a picture from a picture bank of an item that may be useful on a desert island.
2. Instruct the students to walk along the designated route in pairs while engaging in a conversation why they think their item may be helpful.
3. Instruct them that their aim is to convince their partner their item is the one they should take to a desert island.
4. Encourage students to think creatively and give reasons why particular items may be helpful in their situation.
5. After 10 minutes ask each pair to stop and present their chosen item to the others.
6. Encourage students to form new groups of four and resume walking. Again, ask students in each group to narrow down the number of items to one only.
7. Remind students to consider various factors, such as survival needs, comfort, and entertainment, when deciding what item to bring with them.
8. Encourage students to take turns speaking and listening to each other's suggestions, while also sharing their own.



Closure (10 minutes):

1. Reconvene the class and ask students from each group to present the item they have decided to take to a desert island.
2. Ask students to explain their reasoning for selecting the item and discuss why they think it is important in their situation.
3. Encourage students to reflect on the decision-making process and any challenges they faced in determining what items to take with them.
4. Ask students how they felt during the walk and talk activity and if they noticed any benefits from engaging in this type of methodology.

Assessment:

- Observe the students during the activity and take note of their participation and engagement in the conversation.
- Review the notes taken by students to ensure that they stayed on topic and engaged in meaningful dialogue with their peers.
- Evaluate the students' ability to recall and share the items they decided to take to a desert island and their reasoning behind their choices.
- Evaluate the students' ability to think creatively and come up with unique or unusual reasons.

Suggested list of items:



A hammock



A mobile phone (without service)

A tent



A manual



A machete



Toilet paper



A mirror



A newspaper

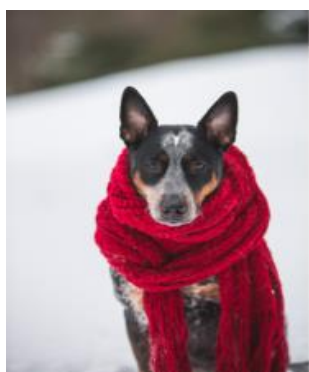




A family photo



fishing gear



A scarf



A cookbook



A sleeping bag



A weaving kit





Sunglasses

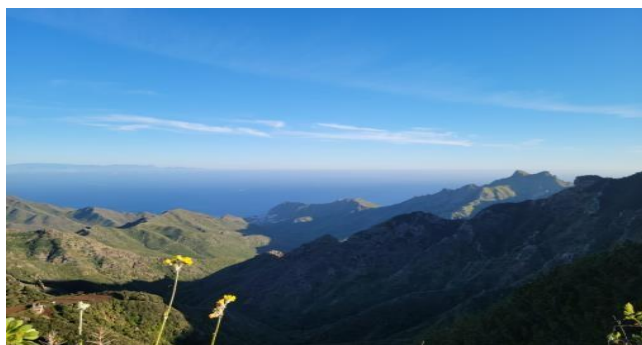


A coconut opener



Scenario no. 2: 'Yincana game'

(an outdoor lesson scenario for senior students based on Environmental Yincana Techniques)



Level: Intermediate (A1, A2, B1)

Objective: By the end of the lesson, students will be able to practice using vocabulary related to the environment while participating in an Environmental Yincana game.

Materials: Environmental Yincana game cards, pens, and paper.

Procedure:

Introduction:

1. Introduce the concept of environmental Yincana and explain that the class will be participating in a game to practice using vocabulary related to the environment.
2. Review the vocabulary related to the environment that will be used in the Yincana game.

Main activity:

Divide the class into teams of 3-4 people and provide each team with an Environmental Yincana game card. The game card should contain a series of environmental challenges that the team must complete, for example:



CARD 1

- Identify and take photos of specific types of plants, such as native wildflowers, trees, or edible plants, within a designated area.
- Find out its name in English.



CARD 2

- Find and take photos of specific environmental features, such as a flowing river, a sustainable energy source, a recycling bin, or a composting site. Write down 3 words in English related to the item.



CARD 3

- Visit a nearby ecosystem, such as a park, forest, riverbank, and document the unique characteristics and species found there. Learn their name in English.



CARD 4

- Create artwork using natural materials found in the environment, such as leaves, rocks, or flowers, and share your creations. Make sure you know the object's name in English.



CARD 5

- Capture photos or identify different types of wildlife, such as birds, insects, or mammals, in their natural habitat. What's their name in English?



CARD 6

- Record various nature sounds, such as birdsong, flowing water, or rustling leaves, and identify the sources of those sounds.



Point system:

Assign point values to each challenge on the game card based on its difficulty or rarity. For example, common challenges could be worth 1 point, while more difficult challenges could be worth 5 points.

Scoring: At the end of the game, the teams will return to a designated meeting spot and the points will be tallied up. The team with the most points will be declared the winner.

Reflection: Ask the students to reflect on the experience of participating in the Environmental Yincana game. Ask them to share what they learned about the environment, as well as any challenges they faced during the game.

Extension activity: As an extension activity, you may ask the students to write a short essay about the importance of protecting the environment and what they can do to contribute to its conservation.



Assessment: Evaluate the students' ability to use vocabulary related to the environment while participating in the Environmental Yincana game. Additionally, assess their ability to work collaboratively in a team and their creativity in finding and completing their environmental challenges.



Scenario no.3: 'Urban Exploration'

(an outdoor lesson scenario for senior students on navigating the city)



This outdoor lesson scenario provides senior students with a hands-on experience to develop their map reading, direction asking, and navigation skills in a real-world setting. It encourages teamwork, problem-solving, and effective communication while exploring the city.

Level: A1, A2, B1

Objective: The objective of this outdoor lesson is to develop the students' ability to ask for and give directions, and to navigate their way to a specific destination in the city.

Materials: Map of the city, markers, pencils, notepads, audio recording device (optional)

Procedure:

1. Preparation:

- Prior to the lesson, select a city location with distinct landmarks and streets that students can navigate.
- Prepare a map of the city area with key landmarks, streets, and the destination marked.



- Divide students into small groups of 4-5, ensuring each group has a printed copy of the map.

2. Introduction:

- Distribute the maps to each group and allow them time to examine and familiarize themselves with the map.
- Encourage students to identify key landmarks, major streets, and the location of their designated destination.

3. Directions Practice:

- Instruct students to practice asking for and giving directions within their groups.
- Provide examples of common phrases and questions used for seeking directions.
- Encourage students to use compass directions, street names, and landmarks in their instructions.

4. Destination Assignment:

- Assign each group a specific destination within the city, ensuring they are spread out across the area.
- Explain that their task is to navigate from their current location to the assigned destination using the map and asking for directions when needed.

5. Field Exercise:

- Lead the groups to a starting point in the city
- Instruct the students to begin their journey, using the map to guide them and asking locals for directions when necessary.

6. On-site Guidance:

- Accompany each group and provide guidance and support as they navigate through the city.



- Encourage students to actively engage with locals, ask for directions, and clarify any uncertainties they may encounter.

7. Destination Achievement:

Once all groups successfully reach their assigned destination, they should take note of the time and their route.

8. Reflection and Discussion:

- Gather all groups at the designated destination point.
- Facilitate a discussion about the challenges faced, interesting encounters, and the effectiveness of map reading and asking for directions.
- Encourage students to share their experiences, highlight any landmarks or streets that were particularly helpful, and discuss the importance of effective communication.

9. Conclusion:

Summarize the key points of the lesson, emphasizing the significance of communication, and problem-solving in navigating unfamiliar environments.

Assessment: Evaluate the students' ability to use the phrases and questions provided, as well as their ability to navigate the city using the map. Provide constructive feedback and praise for their efforts.



Scenario no. 4: 'Treasure Hunt'

(an outdoor lesson based on Nature and Sustainability Treasure Hunt)



Objective: To raise awareness about environmental issues and sustainable practices while engaging in a fun and educational 'Treasure Hunt'.

Materials Needed:

- Printed clues (with environmental riddles)
- A chest with a lock
- Numbered cards corresponding to each clue
- A prize or reward for the students

Duration:

Approximately 60 minutes

Procedure:

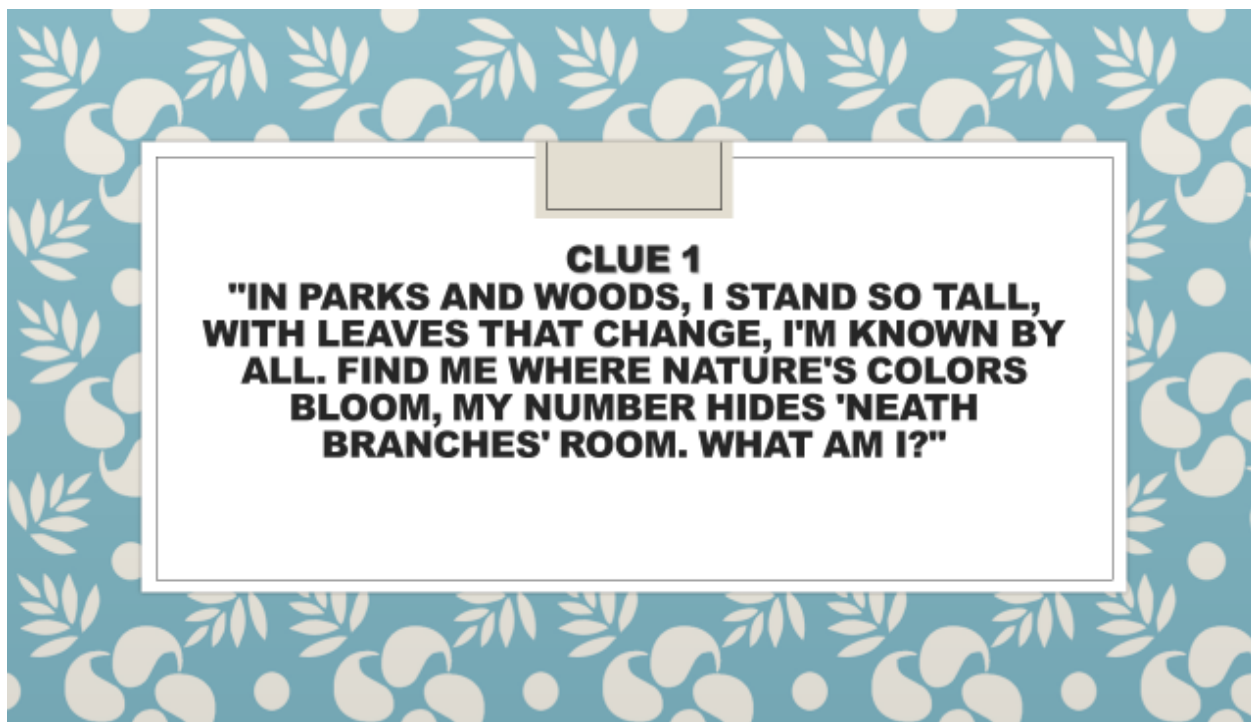
1. Introduction (5 minutes):

Begin by gathering the students in a designated area of a nearby city park. Explain that they are about to embark on an exciting treasure hunt adventure related to environmental topics. Mention that they'll need to solve riddles to find clues leading to the final treasure chest.



Clue 1 - Riddle (5 minutes):

Hand out the first printed clue, which contains the first environmental riddle. Read it aloud to the students:



(Clue 1 - Riddle Answer: A deciduous tree, such as an oak tree).

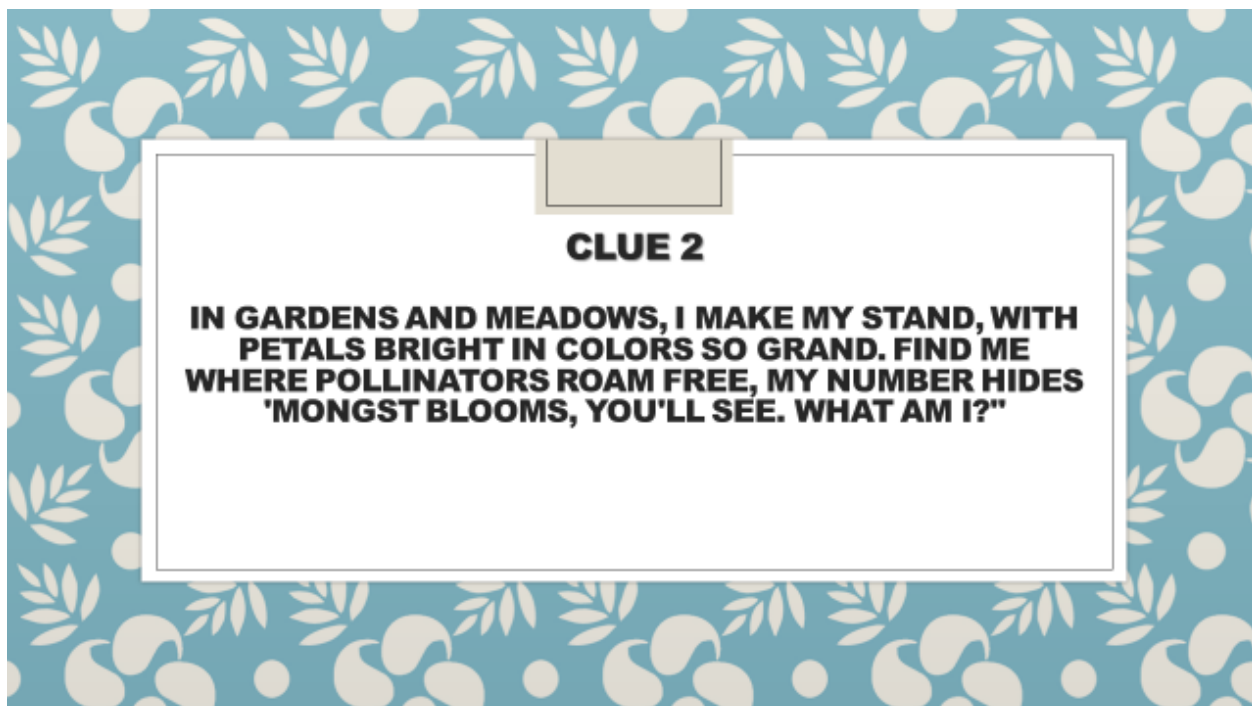
Provide a hint if necessary to ensure everyone understands the clue.

Clue 1 - Location (10 minutes):

Allow students to work together to solve the riddle and locate the tree (e.g., an oak tree) described in the clue. Attach a numbered card to this tree that corresponds to the clue number (e.g., "Clue 1 - 12345"). Inside a small box or container near the tree, place the next clue (Clue 2) and a number card (e.g., "Clue 2 - 54321").

Clue 2 - Riddle (5 minutes): Students retrieve Clue 2 from the box and read the next environmental riddle aloud:





(Clue 2 - Riddle Answer: A flowering plant or flower bed).

Clue 2 - Location (10 minutes):

Students work together to solve the riddle and locate a flower bed (e.g., a rose garden) that matches the description. Attach a numbered card to the chosen flowers and place Clue 3 and the corresponding number card nearby.

Repeat (Clues 3 to 5) - Riddles and Locations (20 minutes):

Continue the treasure hunt with Clues 3 to 5, each with its riddle and location related to environmental aspects such as birds, a pond, or a recycling bin.



CLUE 3

"I'M A MAN-MADE STREAM WITH A GENTLE FLOW, REFLECTING THE SKY'S COLORS IN MY GLOW. DUCKS AND FISH CALL ME HOME, IT'S TRUE, SEEK ME WHERE AQUATIC LIFE THRIVES, IN PLAIN VIEW. WHAT AM I?"

(Clue 3 - riddle answer - a pond or a park's artificial stream).

CLUE 4

"I'M A SYMBOL OF TRANQUILITY IN THE CITY'S HEART, A PLACE TO RELAX AND TAKE A BREAK, YOU CAN SIT ON ME AND REST, FIND ME WHERE WEARY FEET FIND SOLACE BEST. WHAT AM I? "WHAT AM I?"

(Clue 4 - riddle answer- A park bench).



CLUE 5

"I'M A GATEWAY TO ADVENTURE AND LEISURE, WITH SWINGS AND SLIDES, I'M A PLACE OF PLEASURE. KIDS CLIMB ON ME, UP AND DOWN THEY PLAY, FIND ME WHERE CHILDREN ENJOY THEIR DAY. WHAT AM I?"

(Clue 5 - riddle answer-a playground).

Final Clue (5 minutes):

The final clue (Clue 6) should lead students to the location of the locked chest. This clue might be related to the treasure hunt's theme or the location of the chest.

CLUE 6

"I'M A STAGE FOR MUSIC AND ARTS TO SHINE, WHERE PERFORMANCES AND EVENTS ALIGN. PICNIC BLANKETS AND CHAIRS GATHER 'ROUND, FIND ME WHERE ENTERTAINMENT CAN BE FOUND. WHAT AM I?"



(Clue 5 - riddle answer - an outdoor amphitheater or a performance stage.)

Treasure Chest and Debrief (5 minutes):

When students arrive at the final location, they will find the locked chest. They must input the numbers from each clue's numbered card in the correct order to open the chest and claim their award.

Prize and Discussion (5 minutes):

Open the chest to reveal the prize or reward inside.

Optionally, you can also encourage the students to reflect on the activity and importance of sustainability and taking care of the environment.

Assessment:

- Monitor students' participation and engagement during the treasure hunt.
- Assess their ability to work collaboratively in their groups and share their ideas effectively.



Scenario no. 5 'Legends and Drama'

(An outdoor lesson scenario for senior students based on using legends and drama in teaching outdoors)



Level: (A2, B1, B2 or higher)

Objective: By the end of the lesson, students will be able to use drama techniques to retell a local legend and practice using vocabulary related to storytelling and drama.

Materials: A local legend or folktale, props and costumes (optional), and a space suitable for drama activities.

Procedure:

1. **Introduction:** Introduce the class to a local legend or folktale related to the area where you are teaching. Provide some background information about the legend and its significance to the local culture.
2. **Vocabulary review:** Review the vocabulary related to storytelling and drama, such as plot, character, setting, dialogue, and stage directions. Ask students to explain how these concepts apply to the legend they will be retelling.



3. Group activity: Divide the class into small groups and ask each group to choose a scene from the legend they will retell. Encourage them to use their creativity to add dialogue and action to the scene.
4. Rehearsal: Give the groups time to rehearse their scenes. Encourage them to use props and costumes to enhance their performance.
5. Performance: Take the students to an outdoor location that matches the setting of the legend, such as a forest or riverbank. Bring the groups together to perform their scenes for each other. Encourage the other students to provide feedback and ask questions about the scenes.
6. Reflection: Ask the students to reflect on the experience of retelling the legend outdoors. Ask them to share what they learned about storytelling and drama, as well as any challenges they faced during the performance.
7. Extension activity: As an extension activity, ask the students to write a modern-day version of the legend they retold using the same drama techniques.
8. Conclusion: Wrap up the lesson by asking the students to reflect on what they have learned about the legend and its significance to the local culture. Encourage them to use the vocabulary and concepts learned in the lesson when retelling other stories or legends.

Assessment: Evaluate the students' ability to use the vocabulary related to storytelling and drama in the retelling of the legend. Assess their creativity and use of props and costumes during the performance. Additionally, assess their ability to adapt to an outdoor setting and how well they were able to utilize the surroundings to enhance their performance.

