

Term 1

Outdoor Education- Orienteering and Map Making

GLGP Standard	Culminating Activity
<p>Social Focus: Giving an Following Directions (Expressive Language-1)</p> <ul style="list-style-type: none"> I can make requests using sentences I can give enough detail for the listener to understand I can begin to vary volume or pace for clarity and emphasis <p>(Receptive Language- 1)</p> <ul style="list-style-type: none"> I can follow requests and instructions with 4 key words I can listen attentively in structured activities 	<p>Orienteering Activity</p> <p>The students will make an orienteering activity for another 8/9 class. They will be expected to create a map of the area as well as pick and label the start, different checkpoints, and end point for the students to stop. They will also provide an answer key on how many paces and cardinal direction they went to get to each checkpoint. The students will need to think about what the end result will be, what will they find. They will also need to organize this end result (create the certificates, or prize).</p>

Enterprise- Christmas Fayre

GLGP Standard	Culminating Activity
<p>Social Focus: Co-operative Play and Positive Interactions</p> <p>(Social Development 6)</p> <ul style="list-style-type: none"> I can seek out another child to work with, with support I can take part in simple, adult directed and co-operative activities without support I can initiate a co-operative activity of my choosing I can join an activity of another students choosing <p>(Social Development 7)</p> <ul style="list-style-type: none"> I can begin to communicate positively with familiar people, without reminders <p>I understand what basic manner are and explain to others (model)</p>	<p>To create a game for the Christmas Fayre</p> <p>To help raise money for FoB the students will work as a class to come up with a winter/ Christmas themed game that can be played at the fayre that students will want to play. The students will need to think about what they would like to do at the fayre and what they would spend money on, how much would they pay, and create a coherent game.</p>

Term 2

Enterprise- Create a Service

GLGP Standard	Culminating Activity
<p>Social Focus: Making a Difference (Citizenship 1)</p> <ul style="list-style-type: none"> I know that my actions can help others e.g fundraising for school, Harvest I can identify what I can do to make a difference I can identify what people do that makes a difference 	<p>Offer a Service to the School Community</p> <p>The students will work in groups to identify what the school or students are lacking and would benefit from. The catch is, it has to be something that they are able to volunteer and offer. (recycling program from years back, washing teachers whiteboards, starting games on the</p>

<ul style="list-style-type: none"> I can think of ways, with others, to support my community 	playground, cleaning/ collecting dishes to the dining room, plugging in the laptops etc) Once they have come up with the service, they will need to advertise it and liaison with the proper adults as well as carry it out for the year.
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Enterprise- Raising Money for Outdoor Classroom

GLGP Standard	Culminating Activity
Social Focus: Advertising and Promoting (Careers and Employment 4) <ul style="list-style-type: none"> I can show there are lots of ways to promote a business/ enterprise scheme I am able to think of a realistic enterprise idea using team work I can work in a team to help make a plan to promote, budget and figure out the logistics of an enterprise I can promote an enterprise to a group of people (including a presentation) 	To buy an item for the outdoor classroom The students will vote on outdoor classroom/ break time activities to raise money for (eco root viewer, Weather Centre, Water Centre, Music Centre). All the 8/9 students will have a vote and they will work together to fundraise for this item. The students will work in their individual classes or in pairs to come up with some fundraising ideas, create and organize it, and advertise. This project will have a tangible outcome of what their hard work will bring as they will get the item they worked hard to fundraise for and see the students using it.

Term 3

Enterprise- Summer Fayre

GLGP Standard	Culminating Activity
Social Focus: Travel Safety and Shopping Experience (citizenship 4) <ul style="list-style-type: none"> I take part in shopping experiences with my class I can take part in role-play or real-life shopping by paying for the items with support I know that we need to pay money at the till to buy items when shopping (Careers and Employment-5) <ul style="list-style-type: none"> I can cross a quiet road safely with support I can cross quiet roads independently to visit a neighbour or shop I know which are the most appropriate shops and other key locations I can go into an unfamiliar shop for simple purchases (with support) 	To create something to sell at the Summer Fayre The students will create something to sell to parents and students to help raise money for FoB. If the students come up with something perishable they will only be planning it, as it takes place the next half term. The students will be expected to look at what students and parents will be interested in buying, budgeting for the creation price, and advertising the product.

Outdoor Education- Plant Exploration

GLGP Standard	Culminating Activity
<p>Social Focus: Actions and Consequences (Citizenship 1)</p> <ul style="list-style-type: none"> • I can notice the results of my actions with interest • I can care for my immediate surroundings with some support • I can show that I can resolve differences by looking at suggested alternatives <p>(plant a concrete way of helping students see consequences of their actions)</p>	<p>To recreate the plant lifecycle</p> <p>The students will have the opportunity to engage and explore plants through every stage of their lifecycle, and have a nice take home at the end of the term. They will plant and care for a plant of their choosing (from a select few). The student will watch it grow, log observations, and learn about the plant lifecycle throughout the process.</p>