

Playground Equipment

Equipment

- > Playground equipment such as parts of the school adventure playground to explore.

Achievement objectives

- > Investigate and describe the use and operation of technologies in an everyday setting, such as equipment in a school playground.
- > Gather and collate information on needs and opportunities in the local environment.

Learning outcomes

- > Investigate and describe how equipment in the school playground is used and operated.
- > Identify an opportunity for enhancing playground equipment.

Suggested assessment

- > In groups, Students present their findings and evaluations of the set criteria.
- > Students identify an opportunity for enhancing playground equipment.
- > Peers provide verbal feedback as to how well the group investigated the use of equipment in the playground.

Notes

- > This lesson could be the start of a unit focusing on the design and development of technological solutions for enhancing playground equipment.

Before the lesson

- > Hold a general playground discussion. Possible questions could be:
 - What is your favourite piece of playground equipment and why?
 - What is it that makes it fun?
- > Encourage students to be specific and record ideas. Is it fun because:
 - it might make you feel like flying?
 - you get to move in a set way?
 - you can crawl through a small area?
 - you can go fast?
 - you can make up your own games?
 - it's challenging?

Teaching and learning

- > As a class: Develop some criteria for investigating the use and operation of equipment in the school playground.
- > The playground equipment could be specified, such as only playground equipment in the adventure school playground, or it could focus on any playground equipment within the school.
- > The criteria might include aspects such as:
 - it's fun (see ideas for prior learning)
 - it's challenging
 - it's safe
 - it's a chance to practise and get better at a skill.
- > In groups: Students determine how they are going to evaluate each of the criteria. For example, will they use stars, marks out of 10, or some other technique?
- > Explain that all students need to try out more than one piece of equipment and give it a rating.
- > After investigating the equipment, students return to their groups and discuss their individual results.
- > Students could use these results to collectively identify an opportunity for enhancing the playground equipment, for example to encourage more physical activity, or to make it more challenging.

What next?

- > Check out the Curriculum in Action series, *Outdoor Education Years 4–6: Adventure Experiences in the School Grounds*.
- > Students explore possible strategies and solutions to their identified opportunity.
- > Students select an appropriate option, justifying their decisions.
- > Students prepare a plan of action, identify and collect required resources, and produce a model of the selected solution to meet agreed or specified criteria.
- > Students present designs, plans and outcomes to a select group.
- > Students review decisions and progress, assessing how satisfied they are with their work.

Homework task

- > Students identify and consider views and feelings of their parents/caregivers in relation to the development of playground equipment since they were children. Students design their own interview questions.

Ways to adapt

- > Older students work with younger students to identify the aspects of the playground that keep them active and are challenging and fun. This could be done over a series of lessons.
- > Students examine the school's safety risk analysis plan and discuss any areas for improvement.
- > Students explore other ways to use equipment that doesn't get much use in the school playground.