



EduTrend Contents

G4C · INDIVIDUAL SPORTS GAMES · HIGH SCHOOL

Solo Challenge Designers

Design, trial and refine a set of personal target cards for younger children aged 5 to 10

Ages 14–18

Level: Advanced

75 minutes

Teams of 3–4 · up to 24

Activity 05

Inside: activity at a glance · step-by-step session plan · facilitator notes · 3 student worksheets · assessment checklist

ACTIVITY 05 · AT A GLANCE

Solo Challenge Designers

Teams design a set of six solo challenge cards for children aged 5 to 10, such as skipping, balance and target throwing. Each card has three levels, clear instructions, a safety note and a picture. Teams trial the cards on classmates acting as younger children, observe which levels were too easy or too hard, and refine the cards before offering them to a younger class.

Learning outcomes

By the end of the session students can:

- design levelled challenges;
- write instructions for young children;
- trial and observe;
- refine using evidence.

KEY WORDS

challenge card · level · instruction · trial · refine · inclusion

CURRICULUM LINKS

PE: leadership. Child development: age-appropriate activity. Design: user testing.

1**WARM UP**

Get moving safely

2**EXPLAIN**

One rule at a time

3**PLAY**

Short rounds

4**ADAPT**

Easier or harder

5**TALK**

What helped?

6**COOL DOWN**

Calm and review

Materials (per team)

- Blank challenge card templates
- Equipment for trials
- Observation sheet
- Worksheets 1, 2 and 3

Before the session

- Print templates.
- Set out trial equipment.
- Agree observation criteria.
- Plan teams.

SAFETY

Every card must include a safety note. Any use with younger children needs staff supervision.

ACTIVITY 05 · SESSION PLAN

Step by step

Encourage three levels so children of different abilities can start at different points.

Time	What happens	Say or ask
0–10 min Brief	What makes a good solo challenge?	<i>“Who competes with whom?”</i>
10–35 min Design	Create six cards with three levels.	<i>“Could a six-year-old read this?”</i>
35–60 min Trial	Test cards on peers and observe.	<i>“Which level was right?”</i>
60–75 min Refine	Revise cards.	<i>“What did the evidence show?”</i>

CHALLENGE CARD (print or copy onto the board)

Create challenge cards so well levelled that every younger child can succeed at one level and aim for the next.

ACTIVITY 05 · FACILITATOR NOTES

The game know-how in brief

Levelled challenges let each child start where they are and see progress, which supports confidence.

Trialling with users and refining based on observation is how designers make products that work for their audience.

Common ideas to listen for

- “One level fits all.” Children differ widely.
- “Long instructions are clearer.” Short words and pictures work better.
- “Safety notes are optional.” Every card needs one.

Adapting the activity

Support

Provide a completed example card.

Stretch

Add a family version for home use.

WORKSHEET 1

Card plan

Name: _____

Class: _____ Date: _____

Plan six cards.

Card plan

Skill	Level 1	Level 2	Level 3

WORKSHEET 2

Trial observations

Record for each card.

Trial observations

Card	Too easy	Right	Too hard	Change

WORKSHEET 3

Our refinements

Explain with evidence.

We changed... because the trial showed...

FOR THE TEACHER

Assessment checklist

Use during the session. One sheet covers up to eight students; copy as needed.

Student	Designs levelled cards	Writes clear instructions	Refines with evidence

Suggested codes: W = working towards · E = expected · G = greater depth

ABOUT THIS ACTIVITY

Solo Challenge Designers is a sample activity from the EduTrend Contents G4C Individual Sports Games programme (high school, level: advanced). Every activity in the programme follows the same format: a practical challenge, a clear session plan, facilitator notes and ready-to-print worksheets, so that teachers, club leaders and parents can run it without extra preparation.

Full 15-, 20- and 32-week programmes are available from EduStore at edutrend.org.

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