



Outdoor Education Assignment 2

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PADDLEBOARDING

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Key principles

Inclusive
lessons

Location –
outdoor
setting

Health &
Well-being



healthy, confident individuals who:

- have secure values and are establishing their spiritual and ethical beliefs
- are building their mental and emotional well-being by developing confidence, resilience and empathy
- apply knowledge about the impact of diet and exercise on physical and mental health in their daily lives
- know how to find the information and support to keep safe and well
- take part in physical activity
- take measured decisions about lifestyle and manage risk
- have the confidence to participate in performance
- form positive relationships based upon trust and mutual respect
- face and overcome challenge
- have the skills and knowledge to manage everyday life as independently as they can

and are ready to lead fulfilling lives as valued members of society.

- are questioning and enjoy solving problems
- can communicate effectively in different forms and settings, using both Welsh and English
- can explain the ideas and concepts they are learning about
- can use number effectively in different contexts
- understand how to interpret data and apply mathematical concepts
- use digital technologies creatively to communicate, find and analyse information
- undertake research and evaluate critically what they find

and are ready to learn throughout their lives

**All our
children and young people
will be...**

ethical, informed citizens who:

- find, evaluate and use evidence in forming views
- engage with contemporary issues based upon their knowledge and values
- understand and exercise their human and democratic responsibilities and rights

enterprising, creative contributors who:

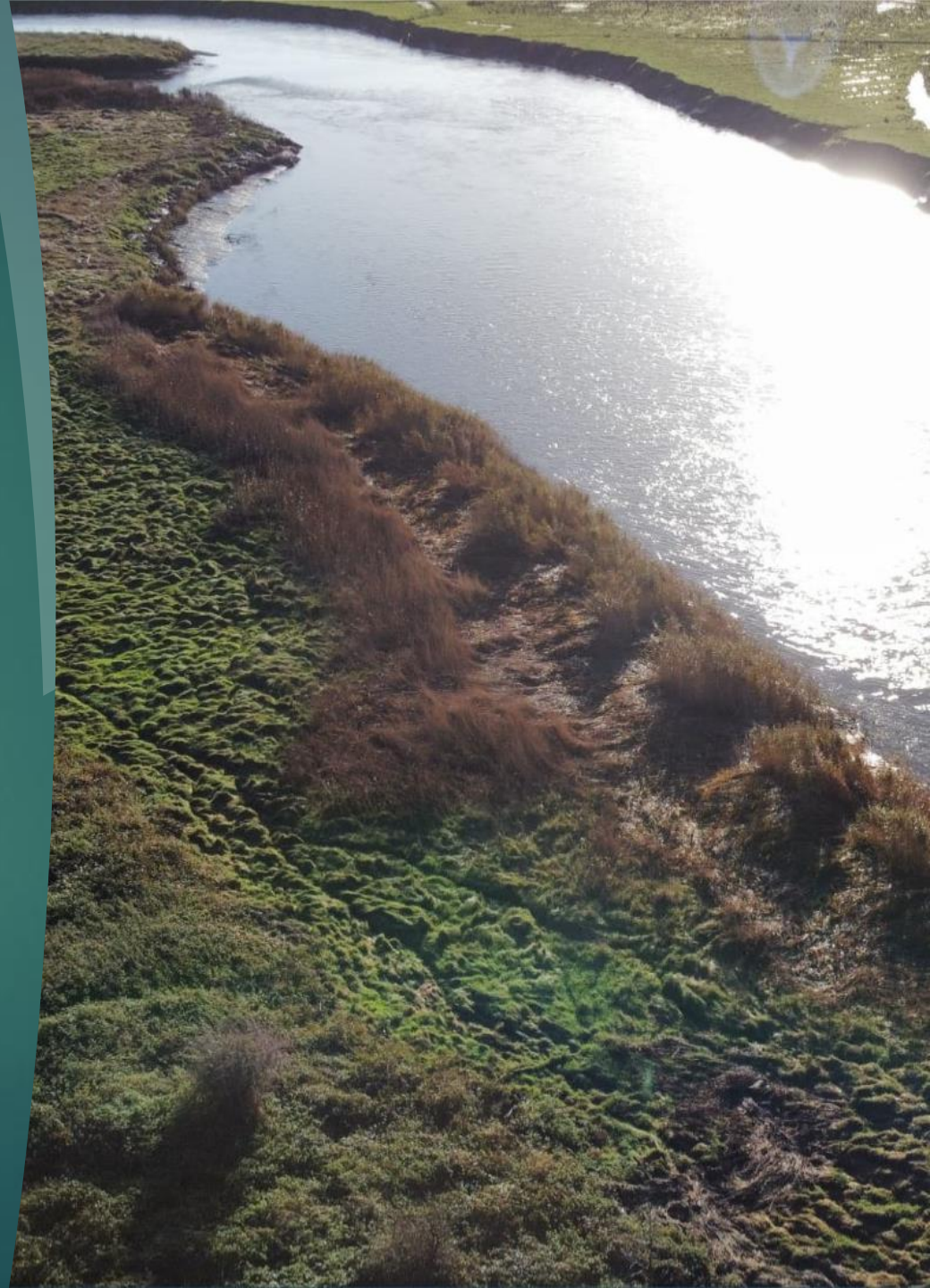
- connect and apply their knowledge and skills to create ideas and products
- think creatively to reframe and solve problems
- identify and grasp opportunities
- take measured risks
- lead and play different roles in teams effectively and responsibly
- express ideas and emotions through different media
- give of their energy and skills so that other people will benefit

and are ready to play a full part in life and work.

Four purposes:

Proposed development of Cynefin

- ▶ Outdoor area using the fire – encouraging flexible use of space for reflection
- ▶ Route to paddleboard area linking two areas
- ▶ Two zones



Unit of work

- ▶ Paddleboarding – morning sessions
- ▶ Session 1
- ▶ Session 2
- ▶ Session 3
- ▶ Session 4, 5 ,6

Timeline

- ▶ Sessions will only run in the morning
- ▶ Up to two sessions a week



Assessment

Formative

Self-assess in online diary after each session

Observation data

Peer-assess

Summative:

One before

One during – after session 3

One at the end

ALN

- ▶ Flexibility of the unit of work – can repeat session 1
- ▶ Physical lessons back in class to improve balance
- ▶ Buddy system, paired with more competent learner
- ▶ Video examples, images – voice memo not writing - DCF
- ▶ Modelling each stage and skill
- ▶ Children overwhelmed have area to go to

Summary

- ▶ Potential challenges and how we can overcome these
- ▶ Why this unit of work will be effective

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Questions: