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BMSH4102

Outdoor Adventure Education

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Lesson Plan

Cynllun Gwers / Lesson Plan					
Deddfwrth / Class:	Dyddiad/Date: 30/04/2026	Nifer o ddifffygion/No of pupils: 10 Mixed Ability / Gallu Cymysg	Tud y wrec (mins)/Length of time for lesson: 40		Subject specific language / Geirfa genned ymmodol
Adnoddau/ Resources: (Rob = yellow) Ellen = blue) Ellen = green				Aseailad rŷg yn atodol / Health and Safety Attached	
Deiliannau Dysgu / Learning Outcomes:					
Lesson Structure / Strythur Gwers					
Time Amser	Activity Sequence / Tada y gwesthgarceddau	Organisation / Tiednau	Teaching and learning Methods Dulliau Dysgu ac Addysgu	Points to Remember Pethau i gofio	Assessment Focus Ffocws yr Aseu
	Warm-Up/Introduction / Cynhesu a Chyflwyniad - Introduce ourselves/ask the pupils names - Explain what the session is going to involve - Ask if any pupils have done team building before - Tell them what we want them to be able to do during the activities and the skills they will be using/gaining - Good listening - Good communication - Boundary setting - Trust - Get them to close their eyes and put their thumbs in angle to represent how happy they feel and review at end of session Activity stuck in the mud - Get the group to stand in the designated area inside cones - Choose someone to be it and let them play stuck in the mud for about 5 mins - Get them to do it again, but with a new person being it - Then on the scene of about at least a plane to go on an adventure	Organisation / Tiednau	Facilitator Style Divergent discovery	Organisation Reinforce learning Outcomes Build trust	

	Development / Datblygiad Part 1 (Rob) Line up (learning card 11) Getting on to a plane, but need to be in height order - Plane is set to take off but all must be in order - Must not touch the floor - Must use good communication and team work - Gain a sense of team building - Ask at the end how the did, what they felt they did well and how they could improve	Have all children in random order step on to the bench Gain their full attention so they understand what is needed and address clearly Have Ellen behind the group to ensure no one falls.	Facilitator Style Communication learning	Calm and clear direction and organisation Height order 15 mins max	
	Part 2 (Ellen) Crossing the swamp - Plane has crashed and they need to get across the swamp - Mats for them to stand on to cross - Give them one less mat than the number of pupils and the other to try and cross the floor - Then take it up a step and get them to do it again, but they leave a mat that is not being stood one for more than 3 seconds, then they lose it. - Give them about 10mins for this activity	Participants are in a line and have a series of mats. They have to put one mat in front of the other to try and cross the floor without stepping off the mats. As there are 10 of them, split them into two groups by going along the line and giving them a number 1 or a number 2	- Divergent discovery - Convergent discovery		

Part 3 (Steve) Headed trust fall - Learning card - Using the premise that the group are navigating forest after the plane crash - Set up obstacles for the course, including trees, bushes - Ask them to be progressive with what is in front of them. They will do a there and back relay before the next part of the course - Ask them to be progressive with what is in front of them. They will do a there and back relay before the next part of the course	Wants to be tried out Relay features with obstacles around in front of them. They will do a there and back relay before the next part of the course	Demonstrate trust	Start by talking to the group as a whole Explain the activity Ask if there are any questions or anything they are concerned with. Re demonstrate it first	Reinforce learning Outcomes Build trust	
Concluding activity (Ellen) Toxic waste - Get to get the box out the middle to retrieve the waste - Talk to call for help to get them to safety. - Tell them that this is the last activity to get them out of the swamp that the plane crashed into - Give them about 10mins for this activity		Divergent discovery			
Wrap Up / Conclusion/ Review / Seiam Cioi ac Adolygu - Get the group together and get talk about what they have done in the session - Ask what their favourite activity was and why - Which activity did you find most challenging and why - Get them to close their eyes and put their thumbs in angle to represent how happy they feel and review	Round up all children and reflect of the days activities Emphasis on good improvement areas and key learning outcomes				

HAZARD	WHO IS AT RISK?	UNMANAGE D RISK (H = High)	CONTROL MEASURES	CONTROLLE D RISK
Ignoring physical limitations	Pupils	High	Observe everyone throughout the sessions to ensure they are not over exerting	LOW
Medical emergency caused by pre-existing medical conditions	Pupils	High	- Obtain important medical records from the school's staff / teachers - If a pupil needs an inhaler or EpiPen, then make sure that they have it on them or it is easily accessible	LOW
Inappropriate behaviour	All	Medium	- Clearly address expectations at the beginning of the session - If we start to see inappropriate behaviour, then stop it before it escalates too far	LOW
Weather conditions	All	Medium	- Check the forecast for the day ahead - Adjust session locations if necessary	LOW
Wandering off	Pupils	High	- Head count before and after each session - Rob or Ellen front and back of the pupils when walking to the next location	LOW
Falling off over equipment	All	High	- Make sure that equipment that is not being used is away or to the side and not left lying around everywhere - Make sure that we know where a first aid kit is	LOW
RISK RATINGS				
Likely	Slightly Harmful	Harmful	Extremely Harmful	Descriptors
	MODERATE RISK	HIGH RISK	HIGH RISK	Likely = Will occur at some time
				Unlikely = Not expected to occur
Unlikely	LOW RISK	MODERATE RISK	HIGH RISK	Highly Unlikely = Exceptional Occurrence
				Slightly Harmful = Minor injury / illness. Basic First Aid only required.
Highly Unlikely	LOW RISK	LOW RISK	MODERATE RISK	Harmful = Significant injury / illness where medical treatment required.
				Extremely Harmful = Significant ongoing, progressive or irreversible injury / illness

Reflection on implementation & Pan

Teaching and facilitation styles

COMMAND STYLE – To follow strict instructions / safety

RECIPRICAL STYLE – Working in pairs / student feedback

SELF CHECK STYLE – Self-awareness / reflection

(Mosston and Ashworth, 2008)

Development of my teaching throughout the module

- Confidence around children
- Understanding teaching styles
- Understanding Development Mountain of movement - (Clark and Metcalfe, 2002)
- Varying levels of attention and discipline within diverse groups of children
- Enjoying working with children people would consider "difficult"

What would you change for the future?

Overall

- Implement everything I have learned during the module

Lesson specific

- Confidence with children
 - Teaching styles - each activity
- My approach with individual children
 - The pace and reflection
- I would not have done toxic waste, unstructured.

How will you apply your learning in your professional role as facilitator/teacher?

Mountain Leader

Teaching styles

Command (Leader)

Self-Check (Encourage confidence)

Individual ability (Monitor)

References

I acknowledge the use of ChatGBT <https://chatgpt.com> on 10 May 2026 to check my work using the prompt(s): 1. Spell check and grammar check these references do not do anything else, using harford . I confirm that I have not presented any AI generated text as my own work. I confirm I have copies of my drafts, notes, and other resources I used before, and after the use of AI tools which I may be asked to provide in evidence.

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