

Lesson Plan

Class:	Date:	N.O. pupils:	Lesson Length:	NC ref
yr3/4	28/04/23	10	55mins	- Acquire the skills necessary for the activities undertaken e.g., reading a map or instructions, tying rope or constructing shelter. - Overcome challenges of a physical and problem-solving nature with a partner or small group.
<u>Equipment:</u> - Den building equipment; Rope, tar-palling, stick/poles, tent pegs - Journey equipment; Paper, pens, maps & clipboard - Coloured spots (Blue, White and Red), ‘Witch-hat’ cones - Whiteboard and Whiteboard pens for evaluation			<u>Health and Safety Issues:</u> - Road traffic - Trip/slip/fall hazards on uneven ground outside - Fall into/drown in open water areas (e.g., pond) - Cut/bruise/scrape from den building - Get separated from group when journeying around campus (SEE RISK ASSESSMENT DOCUMENT)	
<u>Title of unit of work: Journeying</u>				
Learning Outcomes: - Develop competency and ability to work well with others contributing effectively to partner/team. - To be able to evaluate personal and collaborative efforts made in the session being able to suggest self/group/task orientated improvement. - To be able to effectively communicate with a partner/team. - Identify landmarks/environmental affordances that allow for effective shelter building.				

Lesson Structure					
Time	Activity Sequence	Organisation	Teaching Styles	Key Points	Assessment Focus
5 mins	Introduction	Organise children into our group and introduce ourselves and topic.	Autocratic: Introduce Topic Call and response: Learn names of participants Lead: James and Rhys Assisting: Ty and Archie	Questioning: - What is Journeying? - Where would we use it? - Has anyone used a map before?	LO3: Communicate with us as part of their Team
5 mins	Team Orientated Journeying Storyline- “The explorers have crash landed, and their equipment's scattered across the jungle. Using a map, they must work collaboratively to locate survival equipment and make their way to the planned base camp”	<u>Set Up</u> -Small groups (Decided by teacher) -Free movement (observed by teacher) <u>How It Works</u> - Using map of the site, plan a journey from “Start point” (sports hall) to base camp (Campcraft site outside RH building)	<u>Teaching Style</u> <u>Autocratic</u>: Split children into 2 groups of equal size, or nearest equivalent. <u>Reciprocal</u>: Pupil led post task <u>Divergent</u>: Some pupils may require guided discovery to fin desired outcomes for the session <u>Teaching Roles</u> Lead: James & Rhys	<u>Teaching Points</u> LO1: Identify problems LO1: Propose practical solutions LO2: Listen to others <u>Teaching Point Questions</u> LO1: - Can you show us where we are now?	<u>Areas Of Assessment</u> -L.O.1 -L.O.2 -L.O.3 -L.O.4 <u>Evidence</u> -Observation -Peer feedback

		- However before reaching base camp must gather all equipment “starred” on the map to have the resources to build their survival shelter. -At these star locations teams locate “the missing equipment” -Once visited all “starred locations they must then go to the base camp outside RH -Each group is assigned a teacher to complete journey with. <u>Resources Per Group</u> -Site map -Compass -Route card template <u>Safety Points</u> -Know area they must stay in -Be aware of traffic -Must stay as a group.	Assist: Ty & Archie	-Is there a different way that we can get to the destination? LO2: - How can we communicate with others? (I agree with others...)	
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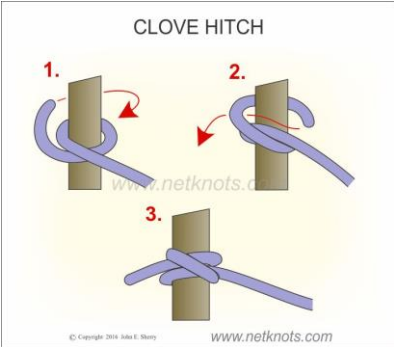
2-3 mins	Travel	<u>Set Up</u> Splitting into 2 teams, using the map provided, must plan a route to the first activity (Warm-up). <u>Resources Per Group</u> -Site map -Compass -Route card template <u>Safety Points</u> -Know area they must stay in -Be aware of traffic -Must stay as a group.	<u>Teaching Styles</u> Democratic: Allow them to choose their route and assist their travel. <u>Teaching roles:</u> Team 1: - Lead: Ty - Assist: James Team 2: - Lead: Archie - Assist: Rhys	<u>Questioning:</u> LO3: - Can you help identify Landmarks? - Can we all agree the best route? - Is everyone agreed? LO4: - What can you see around you that will help? - Where are the suitable places to travel? - How can we work out where the first activity is?	
10mins	Warm-Up	<u>Set Up</u> -20x20m area -Several sets of different coloured spots spread inside area. <u>How It Works</u>	<u>Teaching Styles</u> <u>Autocratic:</u> To start practice quickly. <u>Democratic:</u> Ensure pupils get a say in minor aspects like how they move to provide autonomy and improve motivation and engagement.	<u>Teaching Points</u> LO1: Identify problems LO2: Work collaboratively with others	<u>Areas Of Assessment</u> -L.O.1 -L.O.2 <u>Evidence</u> -Observation

		-Pupils choose different modes of travel -Teacher calls a colour and pupils must get to that colour spot -Keep changing mode of travel <u>Progressions</u> -Add a number to the colour called then only the number of people called can group together on a spot -Remove spots <u>Equipment</u> -X8 large cones -X4 blue spots -X4 red spots -X4 white spots <u>Health & Safety</u> -Ensure flat surface -No spillage/slip hazards in area	<u>Teaching Roles</u> Lead: James & Rhys Assist: Archie & Ty	<u>Teaching Point Questions</u> LO1: -How can we group ourselves more effectively? -How can we identify where we are meant to be in the area? LO2: - How can we communicate with others? - What can we do to communicate better?	-Personal feedback
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		-Ensure pupils are aware of others when moving to avoid collision.			
1-2 mins	Travel	<u>Set Up</u> Splitting into 2 teams, using the map provided, must plan a route to the first activity (Warm-up). <u>Resources Per Group</u> -Site map -Compass -Route card template <u>Safety Points</u> -Know area they must stay in -Be aware of traffic -Must stay as a group.	<u>Teaching Style</u> Democratic: Allow them to choose their route and assist their travel. <u>Teaching Roles:</u> Team 1: - Lead: Ty - Assist: James Team 2: - Lead: Archie - Assist: Rhys	<u>Questioning:</u> LO3: - Can you help identify Landmarks? - Can we all agree the best route? - Is everyone agreed? LO4: - What can you see around you that will help? - Where are the suitable places to travel? - How can we work out where the first activity is?	

10 mins	Team Building Challenge	Set Up	Teaching Style	Teaching Points	Areas Of Assessment
	<i>Storyline- “Upon arriving at camp they must travel across the “river” safely using the “steppingstones” all members of the team and all equipment must make it across the river.”</i>	- Same groups - Several Hula Hoops per group. <u>How It Works</u> - Can only touch the floor if inside the Hula Hoop - Must cross from onside of the river to the other without stepping oust the hoops. -If any person or object touches the outside surface from the hoop whole team restarts. <u>Resources Per Group</u> -x3 Hula Hoops -Equipment they gathered on journey over must be moved across.	<u>Reciprocal</u>: Pupil led post task <u>Divergent</u>: Some pupils may require guided discovery to fin desired outcomes for the session <u>Teaching Roles</u> Lead: Archie & Ty Assist: James & Rhys	LO1- Communicate with team members LO1- Share and compromise ideas to have better collective strategy Teaching Questions LO1- How can we make sure everyone is involved? LO1- Does anyone else have a different idea that could help?	LO1 <u>Evidence</u> Observation Peer Feedback

2-3 mins	Travel	<u>Set Up</u> Splitting into 2 teams, using the map provided, must plan a route to the first activity (Warm-up). <u>Resources Per Group</u> -Site map -Compass -Route card template <u>Safety Points</u> -Know area they must stay in -Be aware of traffic -Must stay as a group.	<u>Teaching Roles</u> Democratic: Allow them to choose their route and assist their travel. <u>Teaching Roles:</u> Team 1: - Lead: Ty - Assist: James Team 2: - Lead: Archie - Assist: Rhys	<u>Questioning:</u> LO3: - Can you help identify Landmarks? - Can we all agree the best route? - Is everyone agreed? LO4: - What can you see around you that will help? - Where are the suitable places to travel? - How can we work out where the first activity is?	
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25mins	Create: Campcraft <i>Storyline: 'The group must make camp but have forgotten their tent and need some shelter from the elements. The shelter must be able to protect the group from the sun/rain/wind etc.'</i>	<u>Set Up</u> -Small groups -Sparse arrangement in campcraft zone <u>How It Works</u> -Each group is to construct a shelter from the selection of equipment that is available <u>Progression</u> -Camouflage shelter with natural resources around to protect them from “dangerous beasts” <u>Resources Per Group</u> -X1 tree . -x2 vertical support beams -X1 rope -X1 cover -X4 tent pegs - X1 Bucket of Water	<u>Teaching Style</u> - <u>Convergent</u>; Main activity -<u>Divergent</u>; Progression task <u>Teaching Roles</u> Lead: James & Rhys Assist: Archie & Ty ** Ty & Archie to intervene with rain/wind**	<u>Teaching Points</u> LO1: Work collaboratively LO2: Propose practical solutions <u>Specialist Teaching Point</u> Clove Hitch Knot Tying: -Wrap the free end of a rope around a post. - Crossover itself and around the post again. - Slip working end under last wrap. - Pull tight.  <u>Teaching Point Questions</u> LO1:	<u>Areas Of Assessment</u> -L.O.1 -L.O.2 <u>Evidence</u> -Observation -Peer feedback
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		<u>Safety Points</u> -Ensure been shown correct and safe technique to insert pegs -Watch do not trip of ropes or kit		- How are we going to ensure (safe structure/weather resistant)? -Is there a different way this could be done to make it easier? LO2: - How can we listen to others to improve? (I agree with...) - What can we do to communicate better? (compromise & suggest improvements)	
5mins	Review	<u>Set Up</u> -Individual <u>How It Works</u> - X2 Stars + X1 Wish on personal performance -Write up on whiteboard <u>Variation</u> - Review a peer with same format	<u>Teaching Style</u> <u>Reciprocal</u> : Pupil led post task <u>Divergent</u> : Some pupils may require guided discovery to fin desired outcomes for the session <u>Teaching Roles</u> Lead: Archie & Ty Assist: James & Rhys	Teaching Points L.O.3 Evaluate self-performance L.O.3 Reflect on L.O.1&2. <u>Teaching Point Questions</u> LO3: - What was I effective at (LO1/2)? - What could I improve (LO1/2)?	<u>Areas Of Assessment</u> -L.O.3 <u>Evidence</u> -Personal feedback

Contingency Activity				Home Tasks	
Raining/Poor Weather Use indoor hall at leisure centre <u>Plane Crash:</u> <i>Storyline: "Plane has crashed in the bad weather in order to survive you need to make camp, but the equipment has been lost. Using your maps find all the equipment and begin to make camp"</i> -Using a map of the sports hall mark out on map where different items of equipment are -In groups go work co-operatively to collect items using their maps. -Once collected all items they should begin to make camp (SEE CAMPCRAFT ABOVE FOR DETAIL) -Review their shelters and if time rebuild them considering improvements from their reflections				Using what you have learnt in class can you... - Plan a successful trip to the park/shop etc using a map. - Build a successful "den" using what you have at home in the house or garden.	

GENERAL RISKS (Applies to all Activities)					Date: 27 th April 2023		
Completed by: Rhys Mansell			Signature: R.Mansell			Review Date: 27 th April 2024	
HAZARD	WHO IS AT RISK?	UNMANAGED RISK	CONTROL MEASURES				CONTROLLED RISK

Lack of Supervision	Students	MED	• All staff leading activities shall hold the appropriate, current qualifications • All staff to travel within the group one at the front and one at the back to ensure group stays together. • All staff to supervise students and monitor for any potential risk.	LOW
Vehicles Moving around sites and crossing of roads	Students and Staff	High	• All staff to supervise any crossing of roads. • All staff to be vocally ensuring we reinforce highway code. • Staff to minimise use of highway crossing where applicable.	LOW
Slips, Trips and Falls	Students and Staff	MED	• All Staff to monitor potential risks. • All Staff to vocalise any potential risks to students. • All Staff to ensure footwear is appropriate for task.	LOW
Weather conditions	Students and Staff	MED	• All Staff aware of contingency plan for session. • All Staff to make students aware potential changes in weather prior to session. • All Staff to make sure students dressed appropriately for weather conditions. • All Staff to be prepared to cancel session if weather is too extreme.	LOW
Use of Ropes and other equipment	Students	MED	• All Staff to give monitor use of equipment. • All staff to give safety briefing on equipment. • All staff to inspect equipment for damages prior to distribution. • All staff to keep a record of equipment distributed and monitor any irregularities.	LOW

Teaching Reflection

- *Adaptability of teaching styles*- Notably a factor that improved across the two sessions due to greater appreciation of time management. Thus, more focus centred around an autocratic approach in relation to Mosston and Ashworths (2008) teaching styles, during explanations and demonstrations at the beginning of setting tasks thereby allowing greater time and emphasis on pupils for filling the task. However, a more consistent beneficial aspect within personal delivery across each session was use of guiding discovery to challenge and direct pupils' creativity to cultivate desired learning outcomes. Use of open-ended questions allowed for pupils to take ownership and direct their learning.
- *Organisation*- Contrastingly to successes of teaching styles, our teaching groups organisation varied dramatically between practice delivery and assessment delivery the following week. Good delivery requires the session to be prepared and set up for the arrival of the

children. Therefore, allowing a review of the details prior to the session taking place and perhaps some minor adjustments to the layout of plan depending on different scenarios. For instance, on our assessment day the weather meant a change of plan was required thus the session was adapted to use the hall for most of the session then journey across to the campcraft activity. However, if we had been disorganised like on the practice delivery showing up just before the session was due to start nothing would have been planned, adapted or set up which would prove detrimental to our ability to meet our learning outcome. Upon the second delivery on the assessment day as we were able to effectively organise ourselves setting the layout up early allowed for good quick transitions between each activity thus allowing a greater flow of the session. Maintaining maximise engagement with the children is massively important to retaining the learning outcomes. Engagement is a consequence of an effective session whereby they are constantly active and participating in task allowed by quick transitions between activities because of an effective layout.

- *Learning Outcomes & National Curriculum*- Aligning our learning outcomes to the National Curriculum (Welsh Assembly Government, 2008). Firstly, ensuring that the pupils learn the necessary skills for the outdoor education activities whether map skills or den building. One key point learnt from the practice delivery is understanding that as facilitators we must be competent at the skills require to demonstrate and teach for examples, the ability to tie knots for den building. Secondly, appreciation of developing wider outcomes than just skill-based competency but develop broader educational aims such as personal skills like over-coming problem-solving tasks in small groups. In using these key teaching points consistently allows for re-enforcement of key points allow for retainment of information.

References

Mosston, M., & Ashworth, S. (2008). Teaching physical education: First online edition. *Spectrum Institute for Teaching and Learning*.

Welsh Assembly Government, 2008, *Physical Education in National Curriculum for Wales*. Available at: <https://hwb.gov.wales/storage/7b01cf26-9974-4c3d-bb1f-ee79e111b448/physical-education-inthe-national-curriculum.pdf>. Accessed: 05/05/2023