

Lesson Plan

Class: Yr. 3 & 4	Date: 29 - April - 2022	No of pupils: 10 Mixed Ability: Yes	Length of time for lesson: 60 Min	National Curriculum ref: 2: plan, undertake and evaluate activities, using what they find out to plan how to improve their next attempts 5: listen carefully to the contribution of others, make individual and group decisions to identify problems and suggest alternative approaches.	
Health and Safety Issues: See attached Risk Assessment	Resources: IOL Cards: O11 & J1 Campus maps, Signage for Activity, 1Tarp X3, Posts X 6, Long Ropes X12, short ropes X3, Min 32 pegs/stakes.				
Title of unit of work: Island Survival (Orienteering & Shelter building)					
Creative Learning Process’ (CLP): Identify and solve Problems, Communication & Teamwork, Decision Making, Navigation. (in order of priority)					
Lesson Structure					
Time	Activity Sequence	Organization (Pre-Impact)	Teaching and Learning Methods (Impact)	Points to Remember	Assessment Focus (Post-Impact)
5 min	Warm-Up / Introduction - Introduce my self, the activities and the learning environment. - Explain the activities in the form of a story:	Predesignated map locations for equipment.	13. The structuring dimension: hierarchical mode	Have fun with the group always!	Observation: How engaged are the group?
		Knowledge of groups abilities, allergies, or medications beforehand.	Teaching through audial and visual methods.	Ensure map boundaries are clearly understood, point of safety.	Must ask Question:

Commented [J(1): What do I want accomplished?
 (Subject matter, Content, Context, Behaviour)
 How will this get accomplished? (the plan)
 How will teacher and Learner objectives and behaviour help achieve objectives?

Commented [J(3): (Heron, 1999, P.g 17)

Commented [J(4R3): This applies as I have structured the activities within the lesson plan working towards CLP's for the students.

Commented [J(5R3): You Structure Learning Activities for the group. You design the learning exercises and directly supervise their use by the group

Commented [J(6): highlighting the importance of where the 'Emergency Meeting Point' (EMP) (known as Rescue Point (RP) to students) is both on the map and within the vicinity.

Commented [J(7R6): Engaging for all. Not really able to teach in a kinaesthetic method here.

Commented [J(2): To encourage participation from the students. To inspire creativity and importance to problem solve within the activities.

	- You have all been marooned on an island after your cruise ship run a ground. - First, we need to discover the island's locations (Practice - Activity 1) - What you learn will then help you all to navigate around the island to find everything (Activity 2) you need to build yourselves 2 shelters to survive until you are rescued (Activity 3). - Show clearly the boundaries of activities	Develop Story to for activities to fit within. Clearly mark the island's boundaries out on both map and ground. Importance of health and safety in a non-invasive & friendly manner.	Command Teaching Style A to get all students to show me on the map and within the vicinity where the EMP/RP is. Explain Experiential Learning (plan, Do, Review, Improve)	Have a clear and visible sign for EMP/RP Ensure teachers and student know exactly where the EMP/RP is in relation to map.	Are there any questions? Does everyone understand where the boundaries are? Can they show me where the EMP/RP is located? If anyone has any problems, try to work through this within your group or speak to me or your teacher. Possible Question:
10	Practice – Activity 1: - Hanging Controls - Divide the group into pairs. - Each person is given a map with 2 controls marked on it (eg 1A/1B, 2C/2D, 3E/3F etc).	Orienteering IOL 011 (Outdoor Learning Cards Orienteering 011 Hanging Controls) Demonstrate/ explain key factors of the activity (map orientation). Create maps with few locations on for	Inclusion - Style E? Self-Check - Style D Possibly Reciprocal – Style C + Autonomous Facilitation	Always having fun! Basic and clear maps of the area. Emphasize the story at this point and how it relates to the activity. Observe dynamics of group to better help decide which Teaching	Observation: Check in with student pairs throughout to see how they're doing. Must ask Question: Did everyone visit the EMP/RP? Possible Question:

Commented [J(8): Chose this to ensure that I know they know from a safety point of view. Precision of reproducing a predicted response.

Commented [J(9R8): Everyone does the same thing on command, I make the decisions and students follow instructions.

Commented [J(10): implement this as a thinking process so so this develops through the activities.

Commented [J(11): Attempting to promote independence, team work and problem solving, but if the fails then help is available

Commented [J(14): This allows all student to pick their levels of participation, i.e, who goes to the farthest or closest point, the further up on the list the more difficult the control point will be to find.

Commented [J(15R14): This promotes self evaluation, decision making. this accommodates to all personal performance abilities.

Commented [J(16R14): In the inclusion style teacher role is to make decisions of subject task and levels of task, the learners role is to survey the available levels of the task and select their entry point.

Commented [J(17): This allows students to compare their performance of completion of the task set. This will be monitored by me and feedback given.

Commented [J(21): introduction to the site and map reading/orientation.

Commented [J(18): Possibly because, if student pairs find this easy they can work together through peer observations and feedback. inclusion of autonomous facilitation.

	- Each person hangs their control in the position shown on the map. One goes to A, partner goes to B. - Each person then navigates to their partners control, collects it and returns to the start. - Repeat with a different set of maps eg 4G/H.	students to practice map skills and location finding. Use the EMP/RP as a location A	4. The Meaning Dimension: Hierarchical mode	style to take into review stage Successful student pairs work with struggling student pairs. (Reciprocal)	What was the most important thing they can take from this into the search for their materials? (Meaning dimension of facilitating)
5 min	Review stage of Activity 1 Switchover to Activity 2	Gather whole group in and stand them in two lines each containing one student from the original pair	4. The Meaning Dimension: Hierarchical mode Command - Style A Possibly cooperative facilitation style	Prompt thought towards personal development of map reading and navigation. Add meaning to what they have done and achieved and how this relates to the next tasks	Observation: Must Ask Question: Are they ready to begin the hunt for the materials to build the shelters?
10 min	Activity 2: - Orienteering and Material Hunt - Group split up into 2 smaller groups of 5. - Only 3 members of the group are to fetch materials at any time.	Materials hidden in the locations that correspond with the map. (Tarp, ropes x4 short x1 long, posts x 2 & pegs x8)	Beginning with Hierarchical. Switching between cooperative and autonomous throughout activity. Convergent Discovery - Style G	Encourage consideration or who collects what (distance to cover and weight/size of object) and to produce a plan. Push for more autonomous learning and try not to intervene too much.	Observation: Are they succeeding in finding the materials? Have they prioritized collection of materials? Must Ask Question: Possible Question:

Commented [J(19): (John Heron, 1994, P.g 16)At the beginning to demonstrate clearly what needs to be done.

Commented [J(20R19): You make sense of what is going on for the group. You give meaning to events of what is happening in the group; you are the source of understanding what is going on.

Commented [J(13): This ensures all students have physically been to the location.

Commented [J(22): ensuring they are understanding what is going on and the meaning this has to their learning and continuation through the activities.

Commented [J(12): (Outdoor Learning Cards Orienteering 011 Hanging Controls, 2008)

Commented [J(24): (John Heron, 1994, P.g 16)At the beginning to demonstrate clearly what needs to be done.

Commented [J(25R24): You make sense of what is going on for the group. You give meaning to events of what is happening in the group; you are the source of understanding what is going on.

Commented [J(23): This splits the original pairings up to further enhance development of communication skills within the whole class group.

Commented [J(26): To organise group.

Commented [J(27): Depends on group dynamics and time dependant to ensure completion of the next activities.

Commented [J(30): Pre impact questions - Task order, Task time, Pace/Rhythm, Location, Time stop,

Commented [J(31): with the aim of ending with their own autonomous learning and development transitioning into Activity 3.

Commented [J(32): This has been chosen as the students will all need to gather the required materials in order to build a shells, how they go about gathering those materials is there decision but ultimately leads to the same result.

Commented [J(28): To promote time and resource management, decision making, organisation, and prioritis...

Commented [J(29R28): If this proves to be unrealistic then allow all of group to collect materials.

	- Students to use maps provided to find the materials they require for building a shelter. - This will transition into Activity 3			Prompt questions rather than solutions.	What do they think the most important materials are to get first? How will they prioritize collection of materials?
20 Min	Activity 3: - Shelter Building - They can begin building the shelter at any time - Students to construct any type of shelter using only the materials they have found during activity 2.	Journeying IOL J1 Will have access to a sheet containing the variations of possible shelters for assistance if required. Experiential Learning (Plan, Do, Review, Improve)	Guided Discovery Teaching Style? Style F Encourage groups to talk to each other to plan and organize. The desired Facilitation style through this will be Autonomous without a need for intervention but will switch into cooperative if required. Co-operative (if a student group finishes with time to spare and others are struggling suggest groups merge to complete task together)	Drop hints and tips for those that are struggling. Possibly make things slightly harder for those that are succeeding. Allow self-discovery of shelter building and try not to intervene too much.	Observation: Did the group work as a team? – were all members of the group involved in the task? Assessing the completion of tasks and the roles assigned within the groups (are they communicating, listening, planning and making decisions as a group or individuals?) Possible Question: What did they need to take into consideration when making their shelter? Must ask Question: Is there anything that they would do differently next time?

Commented [J(35): (Outdoor Education Advisors Panel Journeying J1)

Commented [J(37): I chose this as it relates to experiential learning, I am to designate the tasking the students are to discover the solution to that task i.e creation of a suitable shelter.

Commented [J(38R37): Gentle nudges in or hints given to provide eureka moments for students within their own discovery of solving a specific problem encountered (pole falling down, indirect hints to get someone to hold it or tie it down with multiple points.

Commented [J(43): Use of shelter variation sheet if required.

Commented [J(44R43): Guided discovery

Commented [J(39): Improving communication and planning skills.

Commented [J(40R39): Ensure all are involved!

Commented [J(33): Further adding to the need to prioritise the material gathering process.

Commented [J(45): Reduce availability of materials (ropes/pegs/posts)

Commented [J(36): This provides extra support for those who may be struggling

Commented [J(34): This give the students free choice of a type of shelter they wish to build.

Commented [J(41): This, I hope will enable them to work together and problem solve amongst their groups. The option for co-operative facilitation will remain to assist with guided discovery teaching style

Commented [J(42): as teamwork is a CLP there should be importance for the whole team to complete the task not just the individual teams within the class group.

					Can they suggest any improvements that could be made to the construction of the shelter?
10 Min	Conclusion & Review - Review of map reading abilities - Review of each other's shelters - Discover other possibilities - How will I know CLP's have been accomplished? - Were they successfully accomplished? - What assessment methods can be used?	Shelters to provide space/cover for review work.	Co-operative Facilitation Divergent Discovery – Style H	Valuing dimension of facilitation Include praise and recognition for pupil's strengths but also bring focus to where student can improve and methods for doing so	Observation: Have the CLP's been discovered by students? Must ask Question: What have you learnt today? What have you learnt from each other? What went well, why did it go well, what didn't go well, why didn't it go well, what could you change or improve and what would the results be? Possible Question: Do you all feel you could survive under your shelters?

Commented [J(46): (Outdoor Education Advisors Panel Journeying J1, 2008)

Commented [J(48): Encouraging them to tell me what worked and what didn't

Commented [J(49R48): logical and sequential series of questions that lead a person to discover a predetermined concept, principle, relationship or rule that was previously unknown

Commented [J(50): Prompting questions for the students to discover the meaning of their own person learning.

Commented [J(47): Reciprocal - Style C

Contingency Activity (What if?)	Outline of Activity: - Organize the young people into groups. - Using the map of the site, get the groups to plan a journey from A – B. Visit 6 features on the journey. - Estimate and then measure the distance between each feature and the time it will take to complete the journey. - Write down these estimated times on the route card, a brief description of the route to be taken and directions. - Complete the route as a team – write down the actual time that it takes for each part of the journey. Resources: Journeying J2 IOL card – Planning a Journey Onsite, Maps of campus, Pens + Paper Reasoning: Chose this activity as it sits within the CLP's and is aligned with the National Curriculum No.2.
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References

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Risk Assessment for Lesson Plan				Completed by: Jack Craft	
Hazard	Risk	Who	Unmanaged Risk	Control Measures	Resulting Risk
Quality of Supervision and Instruction	Medium	Students	- Injury - Separation from group (lost)	- Trained staff - Supervision ratios not to be exceeded - Participants briefed on safety procedures - Teachers to be included in supervision	Low

Inappropriate Behaviour	Medium	Students / Staff	- Injury	- Teachers completed relevant paperwork with students' parents before attending session	Low
Environmental Conditions	High	Students / Staff	- Sunburn - Fatigue - Cold injury - Exposure	- Weather reports to be considered - Appropriate clothing advised - Access to shelter, water and additional clothing - Suitable First Aid equipment accessible	Low
Collision with Moving Vehicle	High	Students	- Injury	- All participants briefed on boundaries for activities - Carparks and roads off limits	Low
Medical Emergency	High	Students / Staff	- Injury - Illness	- First Aid equipment accessible - Students & Staff to have personal medication - Staff First Aid Trained	Low
Falling Objects	Medium	Students / Staff	- Injury	- Appropriate area for activities chosen	Low
Other people	Medium	Students / Staff	- Injury	- Activities held on campus under supervision - Avoid unnecessary risks	Low
Slips, Trips & Falls	Medium	Students / Staff	- Injury	- Advice on taking care on uneven ground - Advice on being aware of surroundings - All activities to remain on ground level	Low
Shelter Building Materials	Medium	Students	- Injury	- Advice on proper use of materials (Tent peg/stake placement, ropework) - No hammers provided for pegs/stakes	Low
Collision with students	Medium	Students	- Injury	- Advice on being aware of surroundings	Low