

By William Roberts

# Unit of work for low ropes moving into high ropes for progression step 3&4

With links to the Welsh curriculum: health and wellbeing



# Context

- Adventurous activities can build confidence and resilience this is especially relevant since the increase of cotton wool kids (McBurnie, 2014)
- The goal of this proposal for developments at Cynefin is to make it accessible for all schools with easy links to there curriculum
- Why low ropes and high ropes



# Why low ropes and high ropes

- To build resilience, confidence and their ability to perceive risk.
- A suitable progression inline with the 'challenge by choice' pedagogy
- Building teamwork and group cohesion (Puhakka, 2023)
- Increase in physical literacy



The importance of physical literacy and how the proposed low ropes and high rope can enhance this

- Whitehead (2010, p11) described physical literacy as ‘individuals encompassing the motivation, confidence, physical competence, knowledge and understanding that establishes purposeful physical pursuits’
- The importance in making the physical literacy journey engaging.

# How dose high ropes and low ropes align with the achievement outcomes of progression step 3&4



- It will enhance confidence to take part in physical activities.
- Develop their team work to create achievable and relevant targets
- Develop communication skills
- Develop physical competency

# Where dose this link into the curriculum



- Links to the 4 purposes please look at your hand outs
- Links with other areas of learning and experience 'could be considered together in order to support more holistic learning' (Welsh Government, 2019, p.26)

## Legislation and guidance for education

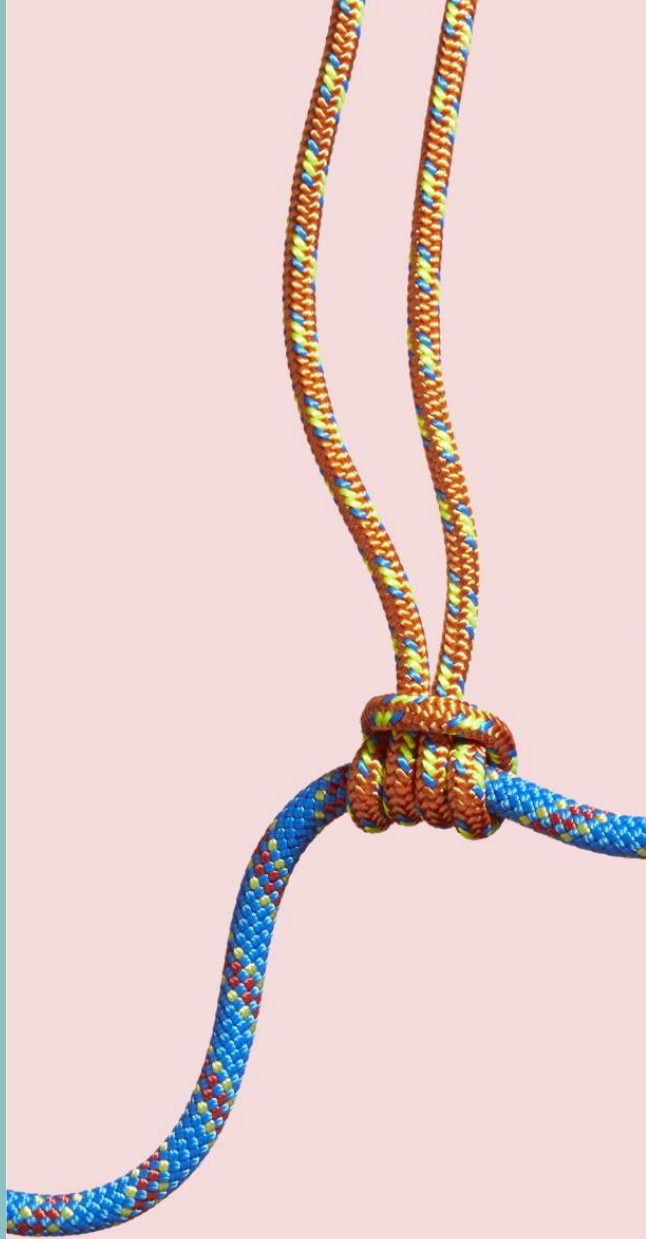
- The World Health organization, Global action plan on physical activity 2018-2030  
More active people for a healthier world.
- Wales Well-being Goals



# Inclusion within my activity

- Low ropes can easily have adaptive routes that may take a wheelchair.
- High ropes may take more adaptive equipment and correct staff training.
- Benefits their social inclusion
- Low ropes benefit children at risk





Why have I chosen these formative assessments methods for low and high ropes

- The Welsh curriculum states that learners need to experience: 'Opportunities which promote reflection both individually and in a group' (Welsh Government, 2022, p.34)

# First 2 weeks of the unit of work



| Low ropes and high ropes term plan: low ropes segment |                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                         |                                                                                                                                   |
|-------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------|
| The four purposes focus                               | Ambitious, capable learners who: <ul style="list-style-type: none"> <li>- set themselves high standards and seek and enjoy <u>challenge</u>.</li> </ul> Healthy, confident individuals who: <ul style="list-style-type: none"> <li>- take measured decisions about lifestyle and manage risk.</li> <li>- face and overcome challenge.</li> </ul> |                                                                                                                                                                                                                                                                   | Links to other areas of learning.                                                                                                                                                                                                       |                                                                                                                                   |
|                                                       |                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                   | Sciences and technology <ul style="list-style-type: none"> <li>- looking at the construction.</li> </ul>                                                                                                                                |                                                                                                                                   |
| Session No.                                           | Progression step                                                                                                                                                                                                                                                                                                                                 | Activity plan                                                                                                                                                                                                                                                     | Formative assessment                                                                                                                                                                                                                    | Health and wellbeing links                                                                                                        |
| 1                                                     | -Introducing the theory of challenge by choice                                                                                                                                                                                                                                                                                                   | -introduction to safety to the low ropes.<br>-going round the course as individuals<br>-setting small challenges for those who are confident.                                                                                                                     | The teacher should be leading the reflection on this first session and be assessing everyone's initial capabilities ready for the next couple of weeks as they will be split into pairs 1 being confident and one being less confident. | Getting them involved in a different activity therefor promoting 'enjoyable and informative experiences' (Welsh Government, 2019) |
| 2                                                     | -teamwork skills<br>-learning self-reflecting and peer lead reflection skills                                                                                                                                                                                                                                                                    | -splitting into pairs that are of different ability<br>-setting challenges to do in teams such as one person is blind folded, and the other is guiding.<br>-introduction to reflection processes and how to record that in their progression /reflective diaries. | Peer led formative assessment.<br>-get them to set a goal for the next coming weeks                                                                                                                                                     | Links to 'developing the ability to select appropriate goals and plan a course action to achieve them' (Welsh Government, 2019)   |

# The next 3 weeks of the unit of work

| Low ropes and high ropes term plan: high ropes section |                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                          |                                                                                                          |                                                                                                                                                                     |
|--------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------|
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| Session No.                                            | Progression step                                                                                                                                                                                                                                                                                                                           | Activity plan                                                                                                                                                                                                                                                                                                            | Formative assessment                                                                                     | Health and wellbeing links                                                                                                                                          |
| 3                                                      | -teamwork<br>-developing their risk perception<br>-challenging them selves both physically and mentally                                                                                                                                                                                                                                    | -introducing the kit and the safety procedures that's going to keep them safe on the high ropes.<br>-introducing how to peer check each other and their kit<br>-this session will be done in two groups one more confident and one less so.<br>-aim of the session is for everyone to get round the course at least once | Self-reflection within the reflection diaries                                                            | Developing their resilience and develop trust between the leader and group                                                                                          |
| 4                                                      | Teamwork – looking more into leadership.<br>Should be confident in noticing and identifying hazards and how they should overcome this                                                                                                                                                                                                      | -splitting back into the original pairs that they had in the low ropes – challenge the pairs to go round together giving tips to each other as if the other person had never done the cause before.                                                                                                                      | Peer reflection in each other's diaries<br>Also have a group discussion upon what they have accomplished | Linking to the four purposes of that everyone should have positive energy to encourage and help other people                                                        |
| 5                                                      | Bigger focus on physical competence and balance<br>Teamwork                                                                                                                                                                                                                                                                                | -completing the circuit lots of times this can also include the low ropes course this will build their balance and strength further<br>-setting challenges as you are going round this can be set by either the teacher or peer.                                                                                         | Peer and self-reflection within their diaries – encourage them to fill it out through out the session    | Linking to the four purposes of that everyone should have positive energy to encourage and help other people.<br>Having confidence upon their physical capabilities |

# Final week

| Low ropes and high ropes term plan: offsite high ropes |                                                                                                                                                                                                                                                                                                                                                  |                                                                              |                                                                                                                                                 |                                                                                          |
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|                                                        |                                                                                                                                                                                                                                                                                                                                                  |                                                                              | Languages literacy and communication <ul style="list-style-type: none"> <li>- representing outside of school ground – speaking Welsh</li> </ul> |                                                                                          |
| Session No.                                            | Progression step                                                                                                                                                                                                                                                                                                                                 | Activity plan                                                                | Formative assessment                                                                                                                            | Health and wellbeing links                                                               |
| 6                                                      | -transferring the skills that they learnt from the previous sessions<br>-using teamwork to get everyone round the course                                                                                                                                                                                                                         | -complete the course with a focus of getting everyone round at the same pace | Self-reflection.                                                                                                                                | Having confidence <u>upon</u> their self and confidence to help others within the group. |

In conclusion

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Any  
questions?