

Lesson Plan					
Yr. 3 & 4	Date: 26th April 2024 and 3rd May 2024	No of pupils: 7-8 Mixed Ability	Length of time for lesson: 45 minutes	Subject-specific language: English.	
Resources: • Loose climbing holds • Paper • Marker pens • Slackline • Spots • Cones • Bench				Health and Safety Attached.	
Learning Outcome: By the end of my session I want to be able to climb a bouldering wall as well as gain confidence, strength and teamwork.					
Lesson Structure					
Time:	Activity Sequence:	Organisation:	Teaching and learning methods:	Points to Remember:	Assessment Focus:

	Warm-Up/Introduction: Owen and Eleanor	Owen and Eleanor	Develop excitement for the activity	Establish behaviour expectations at the	Prepare students for the activity, and be able to communicate
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2 minutes	Introduce instructors as well as safety points. Ensure students are wearing appropriate footwear and ask them about their perceived confidence and excitement by arranging themselves on the bench 1-10 how confident they are at climbing. Warm-up game: Volcanoes and craters: Using the cones and a marked area, two teams compete to have all the cones looking like volcanoes or craters (30 seconds, two rounds, swap team objectives halfway through). If the teams are unequal one of the instructors can join the disadvantaged team. During the warm-up, the participants will be increasing their heart rates and warming up their muscles through running which reduces the likelihood of injury when climbing. Developing their dexterity through twisting the cones, ready to use the climbing holds. Climbing warm-up: Grab two climbing holds each, practise holding them in their hands, practising holding them differently and rolling their wrists. Place holds on the floor and practise balancing on the holds for 10 seconds. If they want a challenge stand on one leg and hold for 10 seconds. Swap their holds with another person and repeat the exercise from the start.	Set up the cones within a marked area ready for the group to arrive. Have a bench set up for them to sit for the introduction. Stay as one group for the introduction. Split into two equal teams for the warm-up. As one big group for the climbing warm up. Stay within the area of the bouldering wall.	Teaching style: Command and guided discovery (Mosston and Ashworth, 2002; Spectrum Institute for Teaching and Learning, no datea; Spectrum Institute for Teaching and Learning, no dateb). Hierarchical mode (Heron, 1999). Ensuring that nobody gets injured such as pulling muscles. So we will teach them how to stretch.	beginning of the session. How to warm up properly: pulse raiser activity. Ensure students have the opportunity to voice their excitement or doubts about going climbing, they can demonstrate this during the 1-10 activity. Engage students by controlling the pace and rhythm to the needs of the group. Talk about safety points about the climbing wall (risk assessment).	an effective warm-up that raises their pulse and excites students for the activity. Use a command and guided discovery approach to make sure all students are appropriately warmed-up. Observe the students and establish abilities early on. Make sure students understand the safety needed by introducing it at the start and reinforcing it throughout the session. Observe behaviour.
Rounds: 2 5 minutes					
3 minutes					

3 minutes	Development: Owen and Eleanor Teaching spotting: Owen and Eleanor Demonstrate correct stance and technique to spotting. Have the group get into pairs: One stands on the bench and steps off. The other practises controlling their fall. Repeat until the group understands the technique.	Elf and OG Sheets of paper and markers set up ready on the wall. Bench. Slackline. Have the slackline set up and at an appropriate tension.	Command, reciprocal, inclusion and guided discovery (Mosston and Ashworth, 2002; Spectrum Institute for Teaching and Learning, no datea; Spectrum Institute for Teaching and Learning, no dateb; Spectrum Institute for Teaching and Learning, no datec; Spectrum Institute for Teaching and Learning, no datee). Hierarchical mode (Heron, 1999). Ensure students understand the activity before starting.	Safety. Understanding of activity. Ensure students have time to learn. Demonstrate and reinforce the importance of spotting correctly.	Introduce students to bouldering and allow them the opportunity to get involved and learn for themselves. Allow students to make decisions on their own while under the watchful eye of instructors. Ensure students understand what is expected of them and ensure the activity is completed safely.
5 minutes	Slacklining: Owen Ask the group to get into a line in front of the slackline. One person at a time, have them walk the slackline with a spotter on either side. Start easy and have the slackliner hold onto their spotters. When they get to the end instruct them to step off and rejoin the line. Repeat until everyone, that wants to, has had a go. Increase the challenge by having fewer points of contact (still with two spotters on either side): Only hold one shoulder.	Spots. The blue and green route set on the wall.	Give students the opportunity to learn on their own and understand the skills needed. Reinforce safety to students with each activity and how to keep themselves safe. Teach students about the different holds and use. Teach students how to spot correctly.	Keep engagement with multiple activities. Explain how to use the slackline correctly and the importance of the spotters. Give students multiple opportunities to increase difficulty and improve themselves and each other.	Observe students to ensure they stay safe and can achieve the learning outcome by taking part in the activity. Asking for feedback from students on their perceived confidence in their abilities (link to learning outcome).

1-2 minutes 3 minutes 10 minutes	Just fingertips. Repeat until everyone has had a go, that wants to. Final challenge: Attempt the slackline while not holding onto spotters. If they struggle, they can hold onto their spotters. Repeat until all have gone, that want to. Drinks/toilet break: Owen and Eleanor Give the group the option of a break. Getting climbing: Owen and Eleanor Have the group line up next to the wall and walk along the spots, grabbing the holds on the wall as they go (feet stay on the ground). Keeping their balance on the spots by using the handholds. Repeat a few times until everyone looks comfortable with the handholds. In pairs, get the group to start traversing the wall: One Climbing. The other spotting. Once they have reached the end, swap over until everyone has had at least one go Climbing game: Eleanor		Increase confidence with independent climbing and spotting. Allow children the freedom to explore their abilities. Work in a partnership to develop each other's climbing ability. Varying degrees of difficulty for students to increase or maintain a challenge. Co-operative mode (Heron, 1999).	Maintain good behaviour levels by keeping the group busy. Give feedback when students are climbing on how they can improve such as: where to put their feet. Differentiate the challenge for members of the group.	
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			confidence compared to the start of the day. Bring together everything they have learnt.		
Contingency Activity (what if?): If students are unable to climb the wall, get ill or if they have inappropriate footwear/clothes: Set up a game where the holds are on the floor and they have to crawl on the floor as if climbing. Have students traverse the wall, without leaving the floor. (If in a wheelchair, move along the wall, grabbing the holds as they go). Use the slackline and introduce different challenges (such as walking without holding on). Twister game using the cones and spots.					

General risk assessment		Date updated: 29th April 2024			
Completed by: Owen and Eleanor		Signature: Owen and Eleanor		Review Date: 3rd May 2024	
HAZARD	Risk	WHO IS AT RISK?	UNMANAGED RISK	CONTROL MEASURES	CONTROLLED RISK
Slippery floor	Slips and trips.	Students	MEDIUM	Make sure everyone has suitable footwear If a liquid is split put a wet floor sign out, tell people and clean it up. Have first aid readily available.	LOW
Loose holds (on the wall)	Falling off the climbing wall.	Students and instructors	HIGH	Make sure each hold is tight before using the wall. Have a spotter for each person. Have first aid in case of someone getting injured.	LOW
Climbing too high.	Falling from height.	Students	HIGH	Ensure students stay below the black lines. When students are spotting, tell their partner to stay within the boundaries.	LOW
Climbing ropes.	Entanglement, strangulation.	Students	HIGH	Move ropes away from the area of climbing, Attach ropes out of reach of children. First aid facilities are readily available.	LOW
Medical conditions.	Asthma, allergies, other conditions.	Students	MEDIUM	Gather medical conditions before activity. Ensure asthmatics have inhalers with easy access. Ensure any allergies are kept away and Epipen is accessible. Ensure appropriate equipment for other medical conditions is accessible. Mobile phone available and signal for 999.	LOW
Loose holds.	Dropping them on feet.	Students	MEDIUM	Make sure the students hold them away from their bodies. Don't use the heavy ones. Have first aid for any injuries.	LOW
Bad behavior.	Students getting in fights, risk of holds becoming airborne.	Students and instructors	MEDIUM	Keep students engaged Raise your voice if needed Split them up if there is a conflict Get everyone to be quiet so that they can listen to instructions and stay safe.	LOW

Entanglement.	Getting caught on equipment.	Students	MEDIUM	Supervising students while using the equipment.	LOW
Supervision of activities.	Injury, inappropriate behaviour.	Students	HIGH	Instructors to be watching students at all times When students are climbing, instructors stand in the position of most usefulness and within line of sight.	LOW
Temperature and hydration.	Dehydration, overheating/too cold.	Students and staff	LOW	Water and toilet break within the activity. Ensure participants are wearing appropriate clothing before the activity.	LOW
Other groups.	Collisions, interrupting other sessions, missing child.	Students and staff	LOW	No running when others are on the wall. Stay within the boundaries of the climbing wall. Do not throw holds.	LOW
Missing Child.	Car park outside the building, gym equipment in other rooms.	Students	MEDIUM	Regular head counts. Ensure students go to the toilet in pairs or with a teacher/instructor.	LOW
Exercise-related injury.	Pulling a muscle.	Students	LOW	Ensure students are warmed up. Make sure students have done stretches appropriate to climbing.	LOW
Slacklining.	Physical injury, entrapment.	Students	MEDIUM	Instructors to be always supervising children when on slackline. Have children spot each other. Demonstrate proper use of the slackline before use.	LOW

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