

Lesson Plan

Dosbarth: BL/Yr. 3 & 4	Dyddiad/Date: 29/4/22	Nifer o ddisgyblion/No of pupils: 16 Mixed Ability: Yes	Hyd y wers (mins)/Length of time for lesson: 1 hr	Cyfeirnod tuag at Gwricwlwm Cenedlaethol Addysg Gorfforol / NC ref: overcome challenges of a physical and problem-solving nature with a partner or in a small group. Use what they find out to plan how to improve their next attempts (Physical education in the National Curriculum for Wales, 2008, p14)
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Adnoddau: Map- cut into 7 pieces, instruction sheet- cut into 4 pieces, 4 plastic wallets, Sellotape, cards with information about the location of the next check point on them, 8 combination locks, 4 boxes, 6 pens, 4 sheets of paper, 16 mars bars.

Health and Safety Issues: See attached risk assessment

Teitl uned o waith / Title of unit of work : Adventurous Activities

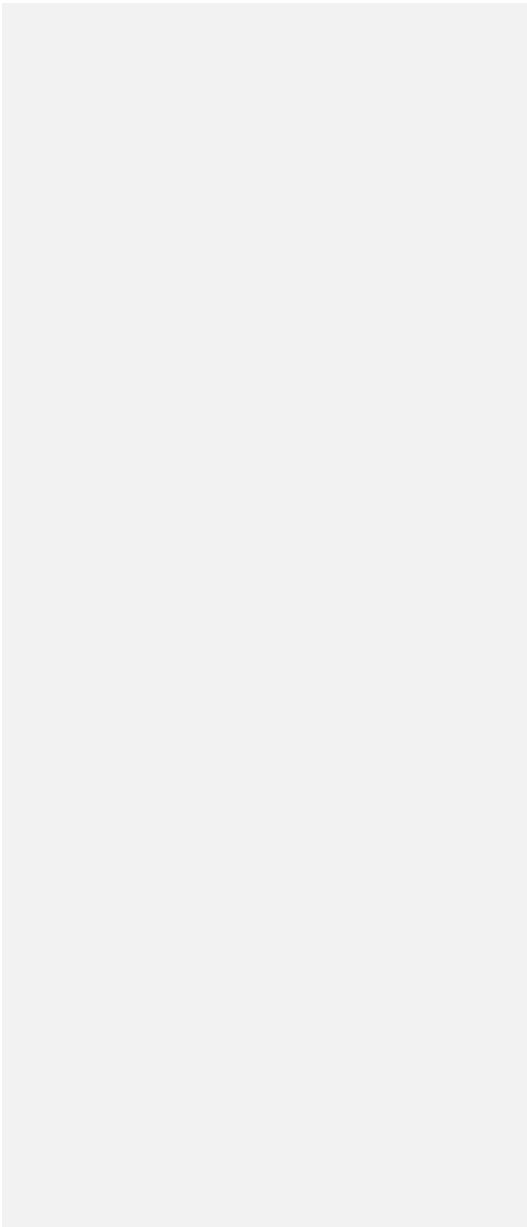
Deiliannau Dysgu / Learning Purpose: The purpose of this lesson is to improve my teamwork, listening and communication skills. I will also improve my understanding of maps, grid coordinates and navigation over this period. I should be able to demonstrate this by using the map and following instructions provided to complete the task and unlock the treasure chest.

Lesson Structure / Strwythur Gwers

Time Amser	Activity Sequence	Organisation	Teaching and learning Methods	Points to Remember	Assessment Focus
10 mins	Warm-Up/Introduction Introduction: We're on a ship. We are going to land on a desert island to find some treasure. We're going to exercise some motor skills as well as looking at team building, navigation and the ability to follow both written and verbal instructions. The purpose of this session is to improve our map reading skills, as well as putting a focus on our ability to listen, and to communicate as a team to make informed and collective decisions. Progress will be measured based on the debrief using a reflective process in which the team self-assesses their performance. Warm up: Captain's coming Facilitator is the captain – they call the commands N S E W, scrub the decks, boom coming over, climb the rigging, submarine, captain's coming Recap on previous learning from prior sessions	Hall or section of a field with no clutter Whole class activity The game will progress in its speed as the group becomes accustomed to the rules. This will then allow the 'captain' to eliminate those who do the wrong action/are the last person to complete the action.	This will be conducted in a command style. The leader will shout the commands and the students will be expected to do the correct associated action	Ensure game is explained properly and that students spend a moment reflecting on how they can keep themselves safe based on their understanding of the rules and what they think they are likely to end up doing. Do this as group discussion Behaviour- "what are you doing? What <i>should</i> you be doing?" (Brown, 2002) Use this line of inquiry to allow the misbehaving student(s) to self-reflect on their behaviour and facilitate them in their reflections. Chance for people running into each other and injuring themselves in or as a result of the collision. Also small chance of students	Focuses on elements of physical literacy Requires students to listen and follow commands- teaching style Allows a winner and encourages competitiveness Fun activity that is stimulating and promotes and rewards listening skills as well as those with the physical ability

Commented [E(1): Confronting Dimension: Cooperative Mode

				injuring themselves performing the actions required in the game Incentive- to win the game Increase pace of the game as the students get more used to the format of the activity Eliminate people to find a winner	
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45 mins	Development / Datblygiad The class must be split into groups. If the warmup and introduction went well and the group listened well then they can pick their own. If not, it will be by random selection. Groups will then be given the cut-up map and instruction sheet in a plastic wallet. The group must first piece and stick together the instruction sheet in order to find out that they must then in fact piece together the map in order to hunt for the treasure. Little information will be given to them. Simply use the resources (tape) to piece together the contents of your wallet. You have 40 minutes from now to complete the tasks stated. The map will have a 'start' point, close by the base where they stuck together the map. From there they will get their first set of co-ordinates or description of the next point they must get to. Each check point will have a number which the students must make a note of. This number corresponds to a padlock combination. The numbers will be in order- meaning the group must go round in the correct order following the instructions in order to be able to unlock the padlocks which guard the treasure. This eliminates groups roaming and trying to find the checkpoints without following the procedure. There will be 10 points they must navigate to. The final point will be at the base or close by. The 'treasure chest' will be there. The students must then insert the numbers in the correct order. They will then gain access to the treasure.	Groups of 4/5 depending on class size The whole site will be used to allow maximum distance between points, increasing the need for accurate navigation and promoting physical exercise The groups will have their own start times based on how quickly they assemble their instructions and maps	The teaching method for this section will be convergent discovery. There is a specific answer that needs to be found. The students must find the correct information in order to get to the answer. Due to the environment and age of the students, the task is set out in a way that means the students must follow the process in order to help keep them safe and on task. It significantly reduces the chance of children roaming the area looking for the cards at random, as the numbers must be collected in the correct order to unlock the treasure chest. It is important therefore to use the correct language to get the 'buy in' from students in order to make sure they stay on task and stay motivated to complete the session. Setting the course out for them eliminates the need to make a plan and therefore the groups can focus on navigating between set points and offers opportunity for them to develop their understanding of using grid coordinates.	Hold a safety briefing with groups after they piece together their maps before they set out. Allow them again to assess the risks themselves and fill in any gaps Ask them to explain the expected behaviours and stress the need for them to stay on task, as without it they will not be able to fully complete the task This is a good time to ask them to reflect on how the taping process went and see if they will make any changes to the group dynamic/leadership structure/style Explain that accurate completion of the task will allow them to gain the reward Explain that it is not a race but there is a time constraint on the activity Explain the need for teamwork and effective communication in order to come to collective decisions. A leader may naturally emerge, or one may be elected to have the final say on some issues the group may face	Literacy skills – joining up the information sheet Mathematical skills- co-ordinates Physical ability- moving between the points quickly and efficiently Artistic skills- being able to piece together the map Fine motor skills- taping the paper together Organisation skills- making sure the numbers for the padlock can be written down clearly and in order
5 m	Warm Down / Conclusion/ Review / Sesiwn Cloi ac Adolygu Congratulate the team who completed it the fastest. Reflective time where groups are allowed to voice their opinions on what went well- plan do review, Kolb (1984) etc. Ask the group how effectively they thought they communicated- find if they felt could have done this more effectively and how they would amend this in future	Call all groups in together	Divergent discovery The feeling dimension: cooperative mode (Heron, 2002, p7-9) is appropriate here. This is an opportunity	Praise everyone who warrants it- this includes people who excelled at the less physical elements of the lesson ie those who put together the maps/instruction	Assessing performance and scope for improvement based on Kolb's ELC (1984).

Commented [E(2)]: Structuring dimension: Autonomous Mode. Here the students are left on their own to piece together their maps and instruction sheets and begin the orienteering challenge.

Commented [E(3)]: Structuring Dimension: cooperative mode. Here the students have a chance to have a conversation with the facilitator about the task and the need to stay focused. The facilitator has the opportunity to praise good suggestions, as well as develop and reaffirm the expected behaviours. It is also a good opportunity to discuss the outcomes of the activity and give the students a chance to review the previous task and apply the experiential learning theory to it. With this they may be able to work more effectively through the rest of the task.

	group orientated tasks. Find if the group felt they had enjoyed the balance of physical exercise and cognitive tasks	Remember to address all groups and ensure everyone gets a chance to speak should they want to contribute	for people to express themselves and give an appraisal of their group. This is an important feature of a debrief and fits in with the experiential learning cycle. It is important to lead by conversation and involve other members of the group who can contribute or add their own thoughts on the way they thought the group performed and how they would change things should they undertake a similar task again	sheets/contributed to navigation/solved puzzles. This activity has been in some way suited to all intelligence types. (Gardner, 1984)	
Contingency Activity (what if?) Poor weather- conduct the activity inside using the sports hall and flesh out the activity with more games. Make the task a relay race between the groups, removing the navigational elements to the lesson and replacing them with alternative cognitive challenges such as a trial and error exercise for guessing the correct combinations on the locks. Non-participants?				Home engagement	

GENERAL RISKS (Applies to all Activities)				Date: 29/4/22	
Completed by:			Signature:		Review Date: 29/4/23
HAZARD	WHO IS AT RISK?	UNMANAGED RISK	CONTROL MEASURES		CONTROLLED RISK
Cars in and around site colliding with students	Students, instructors	MED	- Students to be made aware of moving cars in the vicinity - Identify and reinforce the need for safe practice in areas where cars may be moving		MED
Medical emergency caused by pre-existing medical condition	Instructors, group and other visitors	HIGH	- Participants complete a medical declaration prior to session - Instructor to check all medicals prior to session - Instructors are qualified first aiders - Participants are requested to make themselves known to their supervising instructor if they have any pre-existing conditions		LOW

			• In the very unlikely event that a participant should suffer from a medical emergency (i.e. heart attack, stroke, epileptic fit, diabetic emergency) the emergency services will be contacted. Appropriate First aid treatment will be administered. • At the earliest opportunity the Mendip office will be informed and our emergency procedures instigated if appropriate	
Inappropriate behaviour		LOW	• Ground Rules to be discussed with all students regarding required behaviours • Abandon session if bad behaviour could affect the safety of the group	LOW
Collisions during activities		LOW	• Make students aware of the space they are operating in • Make sure they look where they are going • Make sure the game does not become too erratic to the point where injury is likely • Ensure the students are aware of these control measures in the safety briefing before they leave to complete the task unaccompanied • Ensure a leader is at the base at all times to deal with any issues swiftly	LOW
Weather conditions		MEDIUM	• Kit lists supplied in advance of activity session • Instructor to check all participants are dressed suitably to the weather conditions • Instructor to advise participants to apply sun cream when appropriate • Instructor to ensure group has enough water / fluids • Instructor to carry mobile phone and first aid kit • During overhead lightning groups will be taken to the safer location • In extreme conditions the activity may be delayed, postponed or cancelled	LOW
Slips, trips and falls		LOW	• Reiterate the need to be cautious when operating both inside and outside • Stress the need to stay as a group so help can be sought swiftly should an incident occur	LOW

References

2008. *Physical education in the national curriculum for Wales*. Cardiff: Welsh Assembly Government.

Mike Brown (2002) The facilitator as gatekeeper: A critical analysis of social order in facilitation sessions, *Journal of Adventure Education & Outdoor Learning*, 2:2, 101-112, DOI: 10.1080/14729670285200211

Heron, J., 2002. *The complete facilitator's handbook*. London: Kogan Page.

Kolb, D., 1984. *Experiential learning*. Prentice Hall.