

Cynllun Gwers / Lesson Plan					
Dosbarth: BL/Yr. 5	Dyddiad/Date: 5/05/2023	Nifer o ddisgyblion/No of pupils: 8-10 Mixed Ability / Gallu Cymysg	Hyd y wers (mins)/Length of time for lesson: 1 hour	Cyfeirnod tuag at Gwricwlwm Cenedlaethol Addysg Gorfforol / NC ref: Number 3. Adventurous activities 1. Overcome challenges of a physical nature with a partner or in a small group 2. Acquire the skills nessecary for the activities to be undertaken 3. Identify why they should be mindful of their own and others safety and how to respect the environment 8. apply their skills in familiar and unfamiliar environments (Welsh assembly government, 2008)	
Adnoddau: Bouldering holds for warm up, blindfolds, beanbags, bouldering wall, cones			Agweddau asesiad risg / Health and Safety Issues: See attached risk assessment		
Teitl uned o waith / Title of unit of work : Facilitating adventurous activities Deilliannau Dysgu / Learning Outcomes: At the end of the session most pupils should be able to: comfortably traverse the wall, spot a partner and trust a partner to spot them while climbing, recognise the different holds when climbing, understand the basic safety practises of bouldering, use coloured bouldering holds to make use of welsh language skills					
Lesson Structure / Strwythur Gwers					
Time Amser	Activity Sequence / Trefn y gweithgareddau	Organisation / Trefniant	Teaching and learning Methods Dulliau Dysgu ac Addysg	Points to Remember Pethau i gofio	Assessment Focus Ffocws yr Asesu
	Warm-Up/Introduction / Cynhesu a Chyflwyniad 20 minutes				
3mins	Introducing ourselves Purpose of the activity is for them to have fun and try something they possibly haven’t tried before, as a way to calm any nerves.	As a whole group in the sports hall		Making the children feel comfortable will mean they will be more likely to pay attention and hopefully easier to manage in terms of behaviour.	Acquire the skills nessecary for the activities to be undertaken Question and answer + observation
5 mins	Warm up activity: Stuck in the mud		Command		
5mins	Warm up activity: Cone games Pupils put a cone on their head and have to move around the boundary Trying to knock other pupils cones off gently, last one with a cone on their head wins.		Guided discovery	Make sure everyone is getting involved with the activity, if a pupil seems unsure or unwilling to take part try and put them at ease	
5 mins	warm up activity: Bouldering holds moving around the holds doing different movements, standing on the holds Stop after a few goes and have a conversation about what the different				

5mins	types of hold are allowing the children to lead the conversation this will help them learn how to hold the holds when traversing across the wall		Practise	Make sure to highlight how important safety on the wall is	Overcome challenges of a physical nature with a partner or in a small group Aquire the skills nessecary for the activities to be undertaken Identify why they should be mindful of their own and others safety and how to respect the environment Observation question and answer after activity
5 mins	before getting on the wall explain clearly that the childrens feet MUST not be above this point, and they must not put their hands any higher than the top row of holds. Demonstrate this by the position. Warm up activity: jumping off and on wall Have everyone stand on the line opposite the wall, Tell them when you say go they are going to as race to the wall and hold then demonstrate how you want them to get onto the wall and how they should be jumping off the wall. Use this to identify if they are safe to be using the equipment.	Talk to the group as a whole	Command	Ensure the pupils understand	Aquire the skills nessecary for the activities to be undertaken Identify why they should be mindful of their own and others safety and how to respect the environment Observation and question and answer

	Development / Datblygiad 30 mins Move onto the main activities: 5 mins Traverse: Make sure the children understand they need to stay safe but other wise they can just go. Have one half go from one side and one half go from the other side and meet in the middle. If this is too easy, they can traverse the whole wall. 10 mins Beanbag reach: Pupils in two teams from either side of the wall must get on the wall and place a beanbag on a hold as far as possible away from them, the next pupil must climb to the beanbag and again place it as far along the wall as possible, this is repeated until the beanbag reaches the finish line. 5 mins Getting through hoops: pupils will be in threes with one person holding the hoop one person climbing and one spotting, the climber will attempt to stay on the wall and climb through the hoop 10 mins Blindfolded traversing: pupils will be in two groups again traversing half the wall. With one person climbing, and the others verbally directing the climber. The climber will have to listen to the verbal instructions given by their peer and traverse along the wall while blindfolded. .	Group split in two one half spotting then they switch After the group are in there spotter climber pairs, have half (4-5) on each side of the wall doing the activities Depending on the receptiveness of the group after each activity explain the next one to all of them together then split up again.	Practise <
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	This will allow the children to reflect on their experiences and hopefully learn from them as they go forward. (Kolb, 2015)				
Contingency Activity (what if?) / Syniad rhag ofn Pupils ability may be higher or lower than expected, if this occurs and the pupils are less capable spend more time on the easier activities and if they are more able move the activities on quicker and give pupils the chance to try more challenging bouldering games.					

Risk assessment:

Introduction to bouldering session				Date: 5/05/2023	
Completed by: Sean Donovan			Location: UWTSD Sports centre College road, SA313EP		
HAZARD	WHO IS AT RISK?	UNMANAGED RISK	CONTROL MEASURES		CONTROLLED RISK
Falling off wall and being injured	students	HIGH	• Clear briefing given to students • Students taught how to spot a partner • Staff to observe pupils practising spotting and if pupils are not competent at this more time will be spent on it until they are • Children must never be on the wall unsupervised • Pupils instructed how to get on and off the wall safely		LOW
Slips trips and falls	Students/ staff	MEDIUM	• Students to wear appropriate footwear that provides grip • No running outside warm up activities • Shoelaces to be tied up at all times • Space to be cleared of objects or obstructions as much as possible		LOW
Failure of equipment (holds)	Students	MEDIUM	• All hold on the wall to be checked by staff before the session • Staff to set up and check all equipment before session to identify any faults • Students instructed to alert a member of staff if they find a loose hold •		LOW
Entanglement		MEDIUM	• hair tied up at all times • climbing ropes tied away at all times • loose clothing to be avoided as much as possible • pupils to be spotted by peers and supervised by staff at all times		LOW

Behavioural issues	Students	MEDIUM	• Expectations for behaviour clearly stated at the beginning of the session • Students made aware that this activity can go wrong and good behaviour is vital for them to stay safe • 1:2/3 staff student ratio	LOW
Falling objects	Staff/students	LOW	• ropes tied at top of wall away from bouldering area • pupils supervised by staff at all times	LOW
Entrapment	Students	MEDIUM	• Pupils made aware of proper bouldering technique • Clear instructions only to climb using the holds	LOW

References

Kolb, D. (2015) *Experiential Learning: Experience As the Source of Learning and Development*. 2nd edn. Pearson Education.

Welsh Assembly Government, Department for children, Education, Lifelong Learning and Skills (2008) *Physical education in the National curriculum for Wales*.

Available at: <https://eur01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fhwb.gov.wales%2Fstorage%2F7b01cf26-9974-4c3d-bb1f-ee79e111b448%2Fphysical-education-inthe-national-curriculum.pdf&data=05%7C01%7C2204938%40student.uwtsd.ac.uk%7C57a9ecacb8514ddf581c08db4d6aa431%7C4e0f11f9046e45059cb8db2152311e21%7C0%7C0%7C638188892631656799%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzliLCJBTiI6IjE6IjEhaWwiLCJXVCi6Mn0%3D%7C3000%7C%7C%7C&sdata=Wrt%2FwquvZ41uOM%2BQurWEATPXpuPE%2FkhhbZtjl5MOXcpg%3D&reserved=0>

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