

Cynllun Gwers / Lesson Plan

Dosbarth / Class:	Dyddiad/Date: 1 st & 8 th May	Nifer o ddisgyblion/No of pupils: Mixed Ability / Gallu Cymysg	Hyd y wers (mins)/Length of time for lesson: 45 mins	Subject specific language / Geirfa pwnc penodol Tom Caitlin	
Adnoddau/ Resources:				Asesiad risg yn atodol / Health and Safety Attached	
Deilliannau Dysgu / Learning Outcomes: Teamwork, den building and physical literacy					
Lesson Structure / Strwythur Gwers					
Time Amse	Activity Sequence / Trefn y gweithgareddau	Organisation / Trefniant	Teaching and learning Methods Dulliau Dysgu ac Addysgu	Points to Remember Pethau i gofio	Assessment Focus Ffocws yr Asesu
	Warm-Up/Introduction / Cynhesu a Chyflwyniad Intro – ourselves & session-(what is journeying?) Establish story framework of session (Iron age) Warm up game – Caitlin : arrange obstacle course to encourage the children to travel over and along - bench or if outside a skipping rope / over and around - hurdles / under? these movements will be also encouraged during the journey. Tom: introduce the iron age theme and engage students with the theme. Teamwork outcome for session	Caitlin: Ideally activity inside because of resources but could be done outside Tom: If weather permits run activity outside to reduce noise and business in the sports hall. Outdoor space also improves immersion of the iron age story. Tom: Hula hoops, stepping stones, skipping ropes,hurdles	A & D self check – teacher will ask the children to think of different ways of travel around the objects i.e. skip / hop / jump / run / jog / gallop and doing so going forwards / backwards and sideways/ diagonal / zigzag. E – inclusion – children choose the difficulty of participation	Tom: high energy to engage and enthuse students. Children are not all same ability so only progress when ready – adapt activities to suit each individual.	

	Development / Datblygiad Part 1 Journey Set the scene – intro maps Support understanding of maps Begin journey – encourage children to guide to checkpoint 1 Checkpoint 1 – move around obstacles in variety of ways, on successful children to go to CP 2 Checkpoint 2 – knot tying (Tom) Once competent, encourage them to find cp 3 bringing ropes with us. Checkpoint 3 – den building	Map – stars to show checkpoints Tom: print out examples, ropes at activity site, 6 poles to practice clove hitches, take ropes and poles to next activity.	Checkpoint 1: A & D self check – I will ask the children to think of different ways of travel around the objects i.e. skip / hop / jump / run / jog / gallop and doing so going forwards / backwards and sideways/ diagonal / zigzag this gives them complete freedom in body movement. It is being completed outdoors; therefore, children also have freedom in choosing which objects they want to travel around. <u>Checkpoint 2</u> Style B- split the students into two groups with one group learning the overhand knot and the other group learning how to make a clove hitch. Style C- pairing up a student from each group and teaching each other the knots they learnt previously	<u>Checkpoint 1</u> Create a positive environment where students feel free to experiment body movements <u>Checkpoint 2</u> Relate the knots to den building. One group may finish before the other so keep them engaged with challenges eg. Do it with their eyes closed, how quickly can they tie it?	
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	Part 2 Den building Near the wooded area by the outdoor classroom. Framework of overnight stay – hunters and gatherers – reset scene Tarp blocking opening to create tunnel or cave Tom intro equipment gives children freedom to explore and build their own Split into 2 groups	Bring ropes and poles from last activity. Print out examples and tarps already prepped Have an example den	Style F – guided discovery: by providing students with knowledge of rope tying and examples of tarp shelter layouts it provides students the ability to discover creatively within the time constraints for the lesson. Style H – Divergent discovery: The initial input from me is to present the task of den building. The use of the wooded area affords many different points for ropes to be attached and for a variety of shelter types to be built by the students. Give prompts when needed	Initially give students a lot of freedom but step in depending on time and ability. Keep giving students reminders of time left to promote fast work rate and focus.	
	Part 3 Run activity from the shelter if there is time Set scene of an overnight trip big fire, dinner, sleep set the scene: wind swirling, bugs, animals in the distance Bug hunting kit – leave shelter to find bugs?	Leave tarps, poles and ropes behind for next session	Style A- should result in dens being packed away in the fastest time which is relevant due to the short time frame of the lesson.	Will likely be running low on time so keep giving time reminders and prompting the students to be urgent.	
	Wrap Up / Conclusion/ Review / Sesiwn Cloi ac Adolygu Conclusion as we walk back Conclude hard skills and soft skills learnt	One of us will have to reset the ropes and poles while this happens or during the walk over from the dens	Style H- by asking open, broad questions to the students it affords multiple opinions and feedback from all	Ask questions using the Kolb cycle model	

	Obstacles on way back-(woolly mammoth- silent steps) – (lava river only if time permits)				
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Risk assessment

Hazard	Risk	Uncontrolled risk	Control measures	Controlled risk
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Vehicles on the road	Vehicle collision	medium	• Have staff stand approximately 6ft apart to create a channel for children to cross through • Give clear area boundaries at each checkpoint	low
Tripping hazards (hurdles, tree branches, etc.)	Falls	low	• Take a first aid kit • Warn students to watch out for trip hazards	low
Nails in the fence in the wooded area	Cuts	medium	• Take a first aid kit • Instruct students to stay away from the fence • Keep an active eye on watching the fence or stand nearby	low
UV exposure	Sun burn	low	• Advise sunscreen and hats on a sunny day • Run activities in the shade when possible	low
Weather	Hypo/hyperthermia	low	• Adjust activity as necessary or run it indoors • Take spare equipment in case students don't have their own	low
allergies	Anaphylaxis	med	• Ask students and teachers if they have any allergies or medical conditions and medication with them	low

			• Take medication with us to each checkpoint • Adapt activity if necessary	
Slips trips and falls	Wounds, bleeding	Medium	- Provide demos of movement around obstacle - Conduct a pre-activity safety check - Ensure suitable footwear and clothing at all times - First aid kit and qualified aider is present at all times.	Low
Sharp sticks or rough surfaces	Splinters or similar	Medium	- Inspect materials for rough edges - Set clear boundaries – no structure climbing - Check for nettles and brambles - Ensure dens are checked for stability before entering.	Medium
Tangled rope	Falls	Medium	- Demonstrate correct knot techniques. - Set rules - Show safe handling	Low
Frayed/ Damaged rope	Burns/Snapping causing unstable structures	Low	- Provide individual rope lengths to avoid tangling. - Check ropes regularly for wear and tear.	Low

			- Supervise closely during practice.	
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Bibliography

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