

Lesson Plan					
Class:		Date: 29.04.22	Number of pupils: 9	Duration (mins): 1 hour	NC ref & Level/Syllabus: Acquire the skills necessary for the activities undertaken, e.g. read a compass, map or instructions, tying a rope or constructing a shelter.
			Mixed Ability level: All		
Resources: Map of school, ropes, tarpaulin, strong wooden poles, environment(trees, benches, fences), pegs, mallet, cardboard, firelighter, fire logs, newspaper.			Health and Safety Issues: The teacher in charge must follow the health and safety procedures including; the skills and qualifications of any other supporters, age and ability of the pupils and make sure all risk assessments are checked. Next, the teacher needs to make sure the grounds are secure and safe e.g. no loose branches or wild animals in the area if the activity. Finally, the equipment needs to have been thoroughly checked before every including the shelter building activity. Reduces the chance of injury and further damage of equipment which could impact other groups.		
Title of unit of work: Journeying, campcraft & shelters have different constructing and communication techniques in order for everyone to understand, skills such as; knot tying, teamwork and refining to show their commitment and mentality to the activity....			Learning Outcomes: By the end of the lesson most pupils should know / be able to		
Lesson Structure					
Time	Activity Sequence	Organisation	Teaching and learning Methods	Points to Remember	Assessment Focus
15mins	Warm-Up/Introduction (Expectations and sharing learning outcomes) Intro: Students will meet the teacher at the entrance of the school, inside the school gates and away from the car park. The teacher will be using a command teaching style to explain; the days activity of knot tying,going through a safety brief, splitting them into 3 groups and providing a map for each group, explaining what equipment is needed to be collected when following the map, and what is happening when they reach their destination. This means the students will be using audial learning and the teacher using a hierarchical approach to the start off the session. Warm up: Teacher using a guided discovery teaching style, the students learn how to tie specific knots. Once completed, they follow the map handed to them and take the route, guiding them around the school, students are now visual learners. The aim of the map task, is to get the students communicating with one another and to be specific when selecting materials. With students now moving around the school, they are becoming kinaesthetic learners. Here the teacher can become more of a cooperative facilitator and see what the students do but are able to help when questions are asked. Pre-Impact Decisions regarding the activity.	9 Pupils altogether, 3 per group/3 groups, 3x3.	Indicate which style you are going to use. e.g. command reciprocal, guided discovery, problem solving For more information refer to teaching styles and accelerated Learning files in the Teaching Experience Folder on Blackboard. From these you need to identify priorities and select the most appropriate methods to secure the highest quality learning and maximise pupil achievement in your lesson.	Safety: no inappropriate behaviour when listening to the teacher. Equipment is kept secure in hands when found and not to be thrown or players incorrectly with. Questions can be given and answered by the students/teacher to make sure the activity stages make sense. The pace of the intro/warm up will be controlled by the teacher. The teacher can intervene at any time if that is with feedback on knot tying or students finding the map difficult to follow. Finally, the teacher can provide demonstrations of map following and knot tying to help the students get a better idea.	The students by the end of the introduction, should be able to; map read (orientation/journeying), communicate with one another and begin to share ideas and observe the environment they are in and know what equipment /skills will suit them best. The questions that may be asked by the pupils will be something like; Would these knots hold the wood together? or Would using the tree be more stable for our shelter?

30mins	Development: Phase 1: Students are told to just go and build a structure/den by themselves without any instruction given. They can decide where to build their den, how to place the equipment and if any, what natural features can help with supporting their dens. Here the student is using a divergent discovery teaching style and again the students are learning kinaesthetically. This task is autonomous as the students are able to work without hints from the teacher meaning everything is self directed. This relates to the first stage of Kolb's teaching cycle where the students are able to have a "concrete experience..." Phase 2: After their first attempt, teacher uses guided discovery teaching style to help students come up with additional ideas to make their dens better. Students are therefore learning audibly as they have listened and answered questions/hints given by the teacher. With the teacher and students working together it means they are working cooperatively. Here, "reflective observation..." Phase 3: If the students are still struggling after the feedback, then the teacher can revert back to command teaching style in order for them to get a finished product and have a feeling of accomplishment as the lesson is over. This allows the students to learn visually and audibly with hierarchical and cooperative facilitation. Relating to Kolb's theory, the students are experiencing "active experimentation..." Impact Decision Making:	9 Pupils altogether, 3 per group/3 groups, 3x3.	Methods for intro: Command Audial Hierarchical Methods for warm up: Guided discovery Visual Kinaesthetic Cooperative Methods for Development phases: divergent discovery kinaesthetic learning autonomous Guided Discovery Audial learning Cooperative Command Visual/Audial Autonomous/ Cooperative	Every student will be participating within their group, if not, the teacher will intervene to help them be included and promote ideas. After receiving feedback, the students can consolidate their learning into ideas to help build a better shelter. The organisation of the groups remains the same with 3 people per group, each group may need a different special provision as their designs are all going to be very different. Throughout the session, the teacher will need to make sure students are learning positively and assess their group work, communication and selection skills. This means they will be able to work better together and be able to understand why trial and error is important if shelters aren't holding. The quality of the development stage of the activity is important as it's where the students will receive most of their feedback as well as develop their independence and communication skills. So any misbehaviour will impact more than just the individual.	By the end of phase 1, students should be able to tie ropes, communicate and share ideas with each other and have something similar to a shelter. After the second phase, pupil response, planning and evaluation should have taken place making them think differently on how to succeed at the task. Phase 3, should mean the students having a strong idea on how to build a strong shelter, observe their partners thoughts and opinions and be able to assess the final outcomes.
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15mins	Warm Down / Conclusion: Once every group have got a completed shelter, the groups will then split with 1 staying, in their shelter and the other 2 collecting information from the other groups and see how they built their shelter and what process they went through. Here, the teacher will be using Self Check as to a single task students are getting a multiple of answers. This means students are using audial learning as they are listening to their peers. Finally, with the students and teacher questioning one another autonomous and cooperative facilitation is being used. The final stage of Kolb’s theory “abstract conceptualisation...” Post Impact Decision Making:	3x3 into, 2x3 / 1x3	Self Check audial autonomous/ cooperative	Feedback will be provided by the teacher to the students as well as the students to each other. The pace of the warm down will be controlled by the teacher so every student can see each other's shelters. Safety of the activity needs to be monitored as students will be moving around and through the shelters/equipment. Finally, the teacher and students will be able to identify the difference between everyone's shelters and question which ideas may work better than others and why. Even though looking at this warm down with students moving everywhere, organisation is still in place but just with the students having more independence. There still may be a few non-participants who’s confidence levels haven’t improved much, the teacher can step in here and receive feedback from the student so that they know that the student has learnt the outcomes.	Every pupil can evaluate their own and peers' shelters. They can take any pros and cons from their shelter and observe that if they did it again, would they change anything or want to learn something different in order to help get a better result. As the facilitator, I would need to listen to the questions that were asked by the students to each other to see if their skills had developed. Phrases such as; Use this knot, Try leaning the wood against the tree and Let me show you how to do that.
Contingency Activity (what if?): Upon the day of the activity, if the weather was poor e.g. raining, strong winds or snowing, making the activity too dangerous for the students to be in as trees could fall, equipment would likely fall against the wind or snow would make surfaces slippery and uneven. Or the ability/ age of the students were too young meaning the students don’t have the skill level or strength to complete the tasks, then the activity could be moved indoors. The equipment needed; rope, tarpaulin, indoor benches, chairs, cardboard, blankets.				Home engagement: As the activity may have been completed indoors, it is likely that the students have similar equipment at home and are able to continue the activity. They are then able to come up with new ideas and or find out what type of indoor equipment is better than others. In addition, it is hopefully an activity that parents are	

The same process would take place, just in a safer environment with no risks of branches falling or uneven floor surfaces being a risk. Students would still learn how to tie the knots and then the teacher would still use the same teaching methods in the same order to see the results and development of the students. The hazards; falling equipment, rope burn, strangulation, slips/trips, bruising/cuts. The hazards are fairly similar to the outside version however, some of the hazards have been removed as they would not be experienced inside. Overall, the same learning outcomes would stay the same, even if the students' abilities were lower than expected or the weather restricted certain experiences.	willing to let their children do in order to grow in social skills, material selection and construction.
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Risk Assessment

Hazard	Level of severity 1-4	likelihood 1-4	What needs to be done about the hazard?	What action needs to be done further?	Action taken by who?	Result
Uneven Surfaces Risk: Slips/trips	1	3	Identify to the students that when building/walking they need to be aware of their surroundings.	Have first aid kits ready, search the area before activity to make sure the ground is safe.	Teacher, staff assistant, groundskeeper	Any hazards that may have been on the floor are removed. Students are aware that they need to move more carefully.
Handling Wood Risk: Splinters	1	3	Have a first aid kit ready, provide gloves if students are worried about them. Mention possible incidents to students so that they hold the wood with caution.	Have appropriate PPE ready if required to take a splinter out.	Teacher, staff assistant, someone qualified first aid	Students know that splinters are likely to get and can handle the wood carefully to try and avoid, or ask to wear gloves. Teachers are appropriately qualified to help students if an incident occurs.
Handling Branches Risk: Cuts/Bruises	2	2	Identify how these risks occur to the students before starting activity.	Have appropriate first aid gear and PPE, make sure students get attention if cuts or bruises occur so they can be checked.	Teacher, staff assistant	Likelihood of risk reduces, students know what to do as it can reduce chances of infection taking place.
Handling rope Risk: Rope burn	1	1	Ensure students know how to use rope correctly. Teacher needs to show correct techniques of knot tying to stop any burns.	Provide gloves if students prefer. Make sure students understand the safety measures when using rope.	Teacher	Students have the understanding of how to use the rope correctly in order to stop burning themselves & use safely to not hurt anyone else.
Using loose equipment Risk: Entrapment	3	1	Students are told to move carefully around shelters when others are inside them. Appropriate safety procedure in place for a rescue or behaviour around loose equipment	Use stabilising equipment if necessary to help keep the shelters stable. Each group has an adult with them to watch for any danger.	Teacher, teacher assistant	Students are aware of the entrapment risks, the teachers around can be monitoring the groups to reduce the likelihood of hazard.
Loose equipment Risk:	4	1	Students are made aware of chances of risk and how they should move around the shelters. If	Students could be given helmets when working around the shelters. Teachers are	Teacher, teacher assistant	Teachers are able to deal with concussion incidents, students are aware of incidents so

Concussion			any fallen wood occurs then teachers need to be alerted immediately.	appropriately qualified to deal with concussions.		move more carefully around each other with equipment.
Handling wood Risk: Eye irritants	2	2	Remind staff of first aid procedures to make sure if an incident occurs it doesn't get any worse. Students are to be told not to irritate their eyes and let the teacher sort it out.	Students are given glasses/goggles to wear whilst in the building area.	Teacher, teacher assistant	Likelihood of risk reduces and safety procedure is made clear to not make the incident worse.

Using rope Risk: Strangulation	4	1	Teacher explains the safe use of equipment and inappropriate use will lead to confiscation. Appropriate qualifications to deal with incidents by teachers.	Each group to be monitored by their own adult. Groups to be made randomly, reduces chance of 'friends' misbehaving.	Teacher, teacher assistant	With an adult with each group, likelihood is reduced, students know the consequences of misbehaving with rope etc.
Woodland environment Risk: Falling wood	2	2	Students should be aware of what's above them. Concussion safety procedures and head injuries are managed by a qualified teacher.	Grounds and trees to be checked before the area is in use, to make sure the weather doesn't weaken any branches. Helmets can be worn by the students.	Teacher, groundskeeper	Appropriate PPE makes the students a little safer from head injuries. Groundskeeper can talk to the teacher and say whether the area is fit for use.

Severity:

1- Slight/no injury

2- Minor

3- Major

4- Hospitalisation

Likelihood:

1- Unlikely

2- Likely

3- Probable

4- Frequent

Reference List

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