



UWTSD Outdoors

PLANNING AND DELIVERING AN OUTDOOR ADVENTUROUS LEARNING SESSION: ORIENTEERING WITH YEAR 5

**University of Wales Trinity Saint David –
Facilitating Learning in the Outdoors**

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BMSH4102/C

CONTEXT AND SESSION AIMS

This orienteering session was delivered as part of a university module for Year 5 pupils at the University of Wales Trinity Saint David. The session aimed to develop essential outdoor navigation skills while fostering teamwork and confidence.

Map Symbol Interpretation

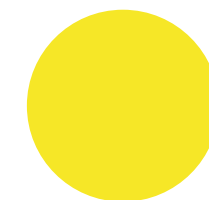
Help pupils identify and interpret basic map symbols accurately.

Route Navigation Skills

Develop skills to follow simple routes using maps effectively.

Cooperative Learning

Encourage teamwork, confidence, and problem-solving outdoors.



TEAM AND ROLES

Our orienteering session was delivered collaboratively as a group effort. Working together with Sam and Dylan, we shared responsibilities for planning, preparation, and facilitation to ensure a successful learning experience for Year 5 pupils.



Me

Led warm-up games and cross-country navigation activities.

Collaborative Planning

Joint session design, resource preparation, and activity sequencing.

Team Facilitation

Shared delivery roles supporting pupil engagement.



SESSION ACTIVITIES OVERVIEW

The orienteering session featured a progressive sequence of activities designed to build map-reading skills and confidence. Each activity encouraged active participation, teamwork, and problem-solving in an outdoor environment.

Find Your Control

Warm-up game where pupils follow a numbered sequence to find and touch controls in the correct order before returning to the start.

Cross-Country Navigation

Pupils follow a simple route around the map using resources in a polly pocket such as a map with markings, checklist, tick list and prompts. Pupils find one cone at a time and return to be checked before going again.



LEARNING APPROACHES USED

Our orienteering session employed a variety of evidence-based teaching methods to maximise pupil engagement and learning outcomes. These approaches ensured Year 5 pupils were actively involved throughout the outdoor experience.

Active Learning

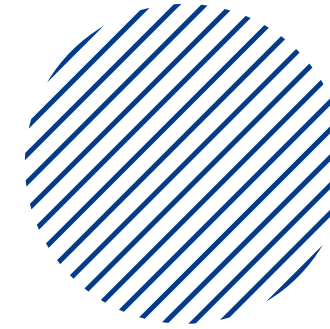
Engaging pupils physically and mentally through movement-based tasks.

Guided Discovery

Encouraging pupils to find answers themselves through exploration.

Cooperative & Experiential

Teamwork in pairs and groups with hands-on outdoor experience.



RESOURCES AND EQUIPMENT

A well-prepared orienteering session requires thoughtful resource organisation. The following materials were essential in supporting pupil engagement and learning outcomes.

Core Navigation Equipment

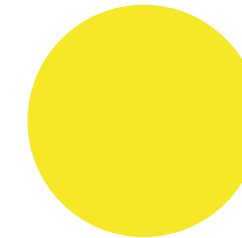
Maps, cones, flags, and hole punchers for control points.

Polly Pocket Resource Packs

Containing maps, clue sheets, and checklists for each group.

Differentiated Route Cards

Different numbered routes tailored for each group's ability.





INCLUSION AND SUPPORT STRATEGIES

Every learner deserves the opportunity to succeed. Our orienteering session was designed with inclusive practices to ensure all Year 5 pupils could participate fully and confidently in the outdoor learning experience.

Visual Prompts

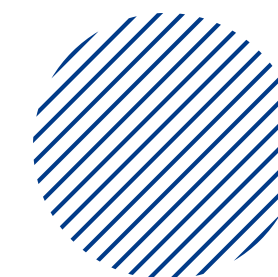
Clear visual aids and pictorial instructions for clarity.

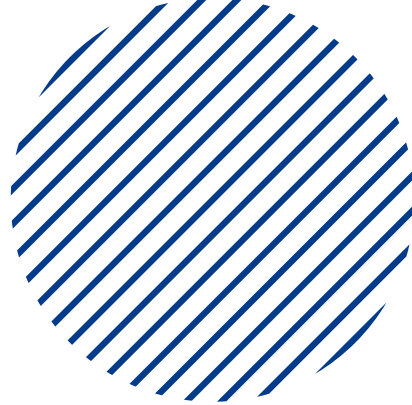
Paired Work Support

Buddying system to aid social interaction and confidence.

Structured Boundaries

Clear instructions and defined areas for safety and focus.





RISK MANAGEMENT

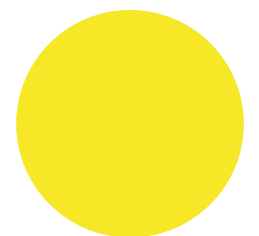
Thorough safety planning was essential before delivering the orienteering session. Risk assessments were completed to identify and mitigate potential hazards across all activities.

Hazard Management

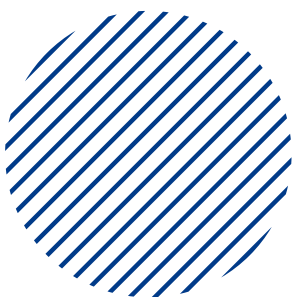
Addressed slips, trips, collisions, weather conditions, and cars driving past due to the session being held near a car park and main road.

Equipment & Boundaries

Supervised equipment use and ensured pupils stayed within designated areas.



REFLECTION ON DELIVERY



Delivering the orienteering session provided valuable insights into facilitation and adaptability. While challenges emerged with early groups, the team responded effectively, refining our approach throughout the day to ensure successful outcomes.

Time Management Challenges

First two groups faced difficulties with pacing and transitions.

Successful Completion

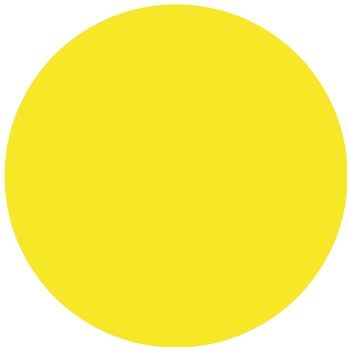
All planned activities completed by session end.

Improved Organisation

Enhanced facilitator communication and smoother transitions for later groups.

Key Takeaway

Flexibility and team coordination were essential for success.





AREAS FOR IMPROVEMENT

Reflecting on the orienteering session delivery, several key areas were identified for enhancement in future outdoor learning experiences with Year 5 pupils.

Search Area Optimisation

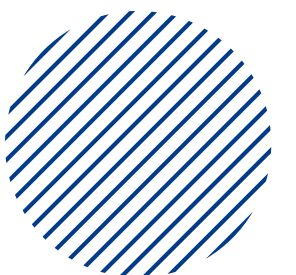
Reduce the search area size in the main activity so pupils can find controls more quickly.

Time Allocation

Allow more time for challenging tasks later in the session.

Facilitator Coordination

Refine team communication and implement clearer pacing strategies.



LEARNING OUTCOMES

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This orienteering session developed essential teaching and facilitation skills including leadership, communication, and adaptability. Through hands-on delivery, we strengthened behaviour management techniques and inclusive practice approaches that ensured every pupil could participate meaningfully.

Skills Developed

Leadership,
communication,
adaptability, and
behaviour management.

Session Impact

Teamwork, problem-solving,
independence, and
enjoyable outdoor learning.



REFERENCES

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THANK YOU

Any questions?

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