Introduction

This scheme of work has been devised to help teachers deliver the adventurous activities element of the 2008 PE curriculum and follows on from the ESIS / PESS Key Stage 2 scheme of work. It assumes that some or all of the KS2 SOW has been followed. If it has not been used then much of that scheme can be used as introductory / developmental work before progressing on to the new material. Learners at Key Stage 3 can build on previously acquired skills, knowledge and understanding by applying their skills to new, more challenging environments and activities.

The scheme of work focuses on four areas of activity: Orienteering, Teambuilding, Personal survival (requires access to additional expertise and resources and must only be undertaken by appropriately qualified teachers who have been approved by their local Authority), Indoor (rock) climbing

The scheme is designed to be used in conjunction with the OEAP Outdoor learning card resource pack but uses other resources and activities which are appropriately signposted. The scheme is not prescriptive and can be used in part or in its entirety depending on available resources and staff expertise.

The activities within the Outdoor Learning Cards are an ideal medium to develop:
• Learning across the curriculum - PSE, citizenship, cwricwlwm Cymreig.
• Skills across the curriculum - thinking, communication, ICT and number.
• Cross-curricular themes – e.g. geography, science, languages etc.

This exciting new scheme of work offers an opportunity for all children to gain expertise in a range of exciting outdoor learning experiences and provide and opportunity to be exposed to carefully managed risk without exposing them to significant dangers.

By their nature adventurous activities often take place in challenging environments. Schools should realise the educational benefits of these experiences and consider how they can offer them to their pupils. Opportunities can include; visits to residential outdoor centres, participation in the Duke of Edinburgh award scheme, providing access to local outdoor clubs.

Authors
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### General Learning Outcomes for the Scheme

#### Acquiring and Developing Skills
- Expand and develop more advanced skills in a range of land and water based adventurous activities
- Take on a variety of roles and responsibilities to safely and successfully undertake a range of team building and adventurous activities

#### Selecting and Applying Skills
- Make informed decisions to solve problems
- Apply the appropriate safety rules applicable to themselves and others in a range of adventurous activities and team building tasks
- Develop pupils ability to plan their work both individually and collaboratively in a range of group sizes

#### Evaluate and Improve
- Develop pupils observation and evaluation skills which involves:
  - Working with others
  - Asking questions of one another
  - Listening to others
  - Communicating with others
  - Using key words ‘word power’
  - Co-operating with others
  - Understanding roles and responsibilities
  - Taking responsibility for their own learning
  - Identifying strengths and weaknesses
  - Setting goals and targets
  - Employing different strategies to evaluate their own and others performances e.g. using ICT
## Expectations for Unit 1: Orienteering

### Acquiring and Developing Skills

**Pupils understand / are able to:**
- Demonstrate more defined orienteering skills
- Use more complex / unfamiliar maps

### Selecting and Applying Skills

**Pupils understand / are able to:**
- Compete against others in the sport of orienteering
- Make effective route choices focusing on speed and accuracy

### Evaluate and Improve

**Pupils understand / are able to:**
- Work with others
- Communicate with others
- Co-operate with others
- Take responsibility for their own learning
- Set goals and targets
### Outcomes for Unit 1 Orienteering

<table>
<thead>
<tr>
<th>Lesson</th>
<th>Outcomes</th>
</tr>
</thead>
</table>
| 1      | • Successfully undertake a series of short loop cross country courses using an unfamiliar map  
      | • Demonstrate effective use of orientating (setting) a map, understanding changes of scale and map symbols  
      | • Negotiate and agree route choices with a partner |
| 2      | • Collaborate with peers to read, interpret and undertake the task  
      | • Remember and record information accurately  
      | • Use the recorded information to successfully complete short loop courses in the fastest time possible |
| 3      | • Improve map reading and running skills in a competitive situation  
      | • Refine navigational skills through forward planning and decision making (speed versus accuracy) |
| 4      | • Practice and refine thumbing the map, setting (orientating) the map, route choice and symbol recognition  
      | • Make informed decisions that reflect an improved understanding of the key navigational skills |
| 5      | • Understand and practice the techniques of ‘aiming off’ and using ‘attack points’ to find control markers  
      | • Identify and use the most appropriate technique for each control marker  
      | • Explain and justify why you used a particular technique for each control |
| 6      | • Plan a short loop course for others to follow containing 4-8 controls which requires the participants to use ‘aiming off’ and ‘attack points’  
      | • Undertake a short loop course to evaluate how well the course was set |
| 7      | • Practice pacing skills and use of the protractor compass  
      | • Demonstrate understanding of bearings and scale by setting a short loop course for others to follow  
      | • Discuss and evaluate the effectiveness of each pairs’ contribution in relation to the groups’ success |
| 8      | • Develop the use of a protractor compass to take and use accurate bearings  
      | • Develop understanding of the relationship between scale and pacing  
      | • Undertake a short cross country course using bearings and pacing |
### 8 Lesson Progression for Orienteering – Lesson 1

#### Phase 1: Introduction

**Introduce the unit** (see unit outcomes and key stage 2 scheme of work)

**Lesson outcomes:**
- Successfully undertake a series of short loop cross country courses using an unfamiliar map
- Demonstrate effective use of orientating (setting) a map, understanding changes of scale and map symbols,
- Negotiate and agree route choices with a partner

**Key Words:** short loop course, orientate, set, scale, symbols, negotiate, route

**Geirfa Allweddol:**

#### Phase 2: Teacher Input

**Skills Framework:**
- Thinking
- Communication
- Personal and social education
- ICT

- Warm pupils up by preparing a simple star orienteering exercise around a netball court or larger football pitch (see O8)
- Prepare a number of short loop courses around the school grounds (4-6 controls x 6 courses). Each course should be marked on separate maps.
- Discuss with pupils the main orienteering skills be used; orientating the map, using scale, understanding symbols and instructions.
- Explain the activity and organise pupils into groups of 2-4.

#### Phase 3: Pupil Interaction

- Pupils should work in groups / pairs to navigate their way around the short loop courses, balancing speed with accuracy.
- Pairs / groups to complete as many short courses as time allows.

**Resources and equipment:** Outdoor Learning Card O10, O8, laminated school maps with pre-set short loop courses

#### Phase 4: Review

- Re-visit the lesson outcomes;
  - How does the school map differ from previous maps you may have used? (E.g. scale, complexity)
  - What strategies did you and your partner employ to successfully complete the task?
  - How did you agree on route choices?

- Think of your own personal target for next lesson

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### 8 Lesson Progression for Orienteering – Lesson 2
### Phase 1: Introduction

**Recap last lesson**

**Lesson outcomes:**
- Collaborate with peers to read, interpret and undertake the task
- Remember and record information accurately
- Use the recorded information to successfully complete short loop courses in the fastest time possible

**Key Words:** accurate, record, collaborate

**Geirfa Allweddol:**

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### Phase 2: Teacher Input

**Skills Framework:**
- Thinking
- Communication
- Curriculum Cymreig
- Personal and social education
- ICT

- Set out 6-8 short loop courses, one per group. Set out the maps as pictured in O14. Each group should have a blank map and pencil on which they record the necessary information.
- Give out AR1 to one person from each group.
- Monitor progress of groups both inside (those completing the memory task) and outside (those completing the courses).

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### Phase 3: Pupil Interaction

- Groups should discuss the task outlined on AR1 and agree on a course of action.
- Once one course is completed, groups should move to another map and start the challenge again.

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### Phase 4: Review

- **Re-visit the lesson outcomes:**
  - Did you find the instructions on the task card easy or difficult to follow? Discuss.
  - How did you ensure you remembered the information accurately to record on your map?
  - If you were to complete a similar task again would your group do anything differently?

- **Think of your own personal target for next lesson**

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**Resources and equipment:** Outdoor Learning Card 014, Additional Resource Card AR1
8 Lesson Progression for Orienteering – Lesson 3

<table>
<thead>
<tr>
<th>Phase 1: Introduction</th>
<th>Phase 2: Teacher Input</th>
</tr>
</thead>
<tbody>
<tr>
<td>Recap last lesson.</td>
<td>Warm pupils up by arranging pairs across a netball court. They take turns to relay across the coned area, changing direction and speed as they zig zag around the cones. Mobilise and stretch.</td>
</tr>
<tr>
<td><strong>Lesson outcomes:</strong></td>
<td>Pair pupils of equal ability. Explain the rules of the race as outlined in O12.</td>
</tr>
<tr>
<td>• Improve map reading and running skills in a competitive situation</td>
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</tr>
<tr>
<td>• Refine navigational skills through forward planning and decision making (speed versus accuracy)</td>
<td></td>
</tr>
<tr>
<td><strong>Key Words:</strong> competition, planning, decision making, speed, accuracy</td>
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<tr>
<td><strong>Geirfa Allweddol:</strong></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Phase 3: Pupil Interaction</th>
<th>Phase 4: Review</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pupils undertake a number of sprint races.</td>
<td>Re-visit the lesson outcomes;</td>
</tr>
<tr>
<td>Pupils refine the skills of orientating the map, thumbing the map, planning ahead and should demonstrate their ability to make more informed decisions regarding route choices.</td>
<td>• Identify with your partner where you made good or poor decisions on route</td>
</tr>
<tr>
<td>Pupils should analyse their performance with their partner after each race and make the appropriate improvements</td>
<td>• Discuss the reasons why you made these decisions and what you might do to improve your performance next time</td>
</tr>
<tr>
<td></td>
<td><strong>Think of your own personal target for next lesson</strong></td>
</tr>
</tbody>
</table>

**Resources and equipment:** Outdoor Learning Card O12, control cards, pencils, maps
## 8 Lesson Progression for Orienteering – Lesson 4

<table>
<thead>
<tr>
<th>Phase 1: Introduction</th>
<th>Phase 2: Teacher Input</th>
</tr>
</thead>
<tbody>
<tr>
<td>Recap the last lesson</td>
<td>Skills Framework:</td>
</tr>
<tr>
<td><strong>Lesson outcomes:</strong></td>
<td>Warm pupils up by playing the Map Symbol Running Game as outlined on O4. Mobilise and stretch.</td>
</tr>
<tr>
<td>• Practice and refine thumbing the map, setting (orientating) the map, route choice and symbol recognition.</td>
<td>Recap the rules for a score orienteering event and set the time limit for the challenge. The challenge is to visit as many control points within the specified time period. Stress the importance of keeping details of control points secret from other competitors.</td>
</tr>
<tr>
<td>• Make informed decisions that reflect an improved understanding of the key navigational skills.</td>
<td></td>
</tr>
<tr>
<td>Key Words: setting the map, thumbing the map, symbols, route, informed decisions</td>
<td></td>
</tr>
<tr>
<td><strong>Geirfa Allweddol:</strong></td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Phase 3: Pupil Interaction</th>
<th>Phase 4: Review</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pupils complete the score event in pairs or individually.</td>
<td>Re-visit the lesson outcomes:</td>
</tr>
<tr>
<td>The score event challenge is outlined on O9.</td>
<td>• What did you need to consider when making decisions about your route choices?</td>
</tr>
<tr>
<td></td>
<td>• Do you feel your choices were correct? Discuss with a peer.</td>
</tr>
<tr>
<td></td>
<td>• How might you improve your performance in a future event?</td>
</tr>
<tr>
<td></td>
<td>Think of your own personal target for next lesson</td>
</tr>
</tbody>
</table>

**Resources and equipment:** Outdoor Learning Cards O4, O9, maps, AR 2a-d (symbol set)
# 8 Lesson Progression for Orienteering – Lesson 5

<table>
<thead>
<tr>
<th>Phase 1: Introduction</th>
<th>Phase 2: Teacher Input</th>
</tr>
</thead>
<tbody>
<tr>
<td>Recap last lesson.</td>
<td>Identify a number of control points (4-8) that should be visited using one of the two new techniques. For variety add one or two that can be visited directly.</td>
</tr>
<tr>
<td><strong>Lesson outcomes:</strong></td>
<td>Explain the new techniques: ‘Aiming off’ - aiming to one side of a control or feature so that pupils know which way to turn when they hit the feature and before seeing the control. ‘Attack point’ – pupils navigate to an obvious feature near the control point from which the control point can be located.</td>
</tr>
<tr>
<td>- Understand and practice the techniques of ‘aiming off’ and using ‘attack points’ to find control markers</td>
<td></td>
</tr>
<tr>
<td>- Identify and use the most appropriate technique for each control marker</td>
<td></td>
</tr>
<tr>
<td>- Explain and justify why you used a particular technique for each control</td>
<td></td>
</tr>
<tr>
<td><strong>Key Words:</strong> aiming off, attack point, feature, justify</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Phase 3: Pupil Interaction</th>
<th>Phase 4: Review</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pupils should visit the designated controls one at a time (star orienteering) ensuring that they use the most appropriate technique to locate the control.</td>
<td><strong>Re-visit the lesson outcomes:</strong></td>
</tr>
<tr>
<td></td>
<td>- What is an attack point?</td>
</tr>
<tr>
<td></td>
<td>- What is meant by ‘aiming off’?</td>
</tr>
<tr>
<td></td>
<td>- Give an example of each and explain how your reached your decision</td>
</tr>
<tr>
<td>In groups discuss which was the most appropriate technique for finding each control. Explain and justify your answers.</td>
<td><strong>Think of your own personal target for next lesson</strong></td>
</tr>
</tbody>
</table>

**Geirfa Allweddiol:**

Warm pupils up by organising a star exercise around the netball court using cardinal points as markers. Mobilise and stretch.

**Resources and equipment:** AR 3, pencils
### 8 Lesson Progression for Orienteering – Lesson 6

<table>
<thead>
<tr>
<th>Phase 1: Introduction</th>
<th>Phase 2: Teacher Input</th>
</tr>
</thead>
<tbody>
<tr>
<td>Recap last lesson.</td>
<td>Explain the task. Each group / pair is to devise a short loop course for another group to complete using a master map of pre-set controls. The course must contain examples of aiming off and attack points.</td>
</tr>
</tbody>
</table>

**Lesson outcomes:**

- Plan a short loop course for others to follow containing 4-8 controls which requires the participants to use ‘aiming off’ and ‘attack points’
- Undertake a short loop course to evaluate how well the course was set

**Key Words:** short loop course, aiming off, attack points, evaluate, terrain

**Geirfa Allweddol:**

<table>
<thead>
<tr>
<th>Phase 3: Pupil Interaction</th>
<th>Phase 4: Review</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pupils plan a short loop course as directed.</td>
<td>Re-visit the lesson outcomes;</td>
</tr>
<tr>
<td>Pairs undertake the course set by another pair. Pupils should ensure they are thoroughly warmed up before they set out to complete the course.</td>
<td>- How obvious were the examples of aiming off and attack points?</td>
</tr>
<tr>
<td>Pairs double up into groups of 4 to discuss and evaluate how well the courses were set.</td>
<td>- What did you need to consider when planning these control points?</td>
</tr>
<tr>
<td><strong>Resources and equipment:</strong> master maps with pre-set controls, blank map, pencils,</td>
<td>- Give an example where these techniques may be used on unfamiliar terrain</td>
</tr>
<tr>
<td></td>
<td><strong>Think of your own personal target for next lesson</strong></td>
</tr>
</tbody>
</table>
## 8 Lesson Progression for Orienteering – Lesson 7

<table>
<thead>
<tr>
<th>Phase 1: Introduction</th>
<th>Phase 2: Teacher Input</th>
</tr>
</thead>
<tbody>
<tr>
<td>Recap last lesson</td>
<td></td>
</tr>
<tr>
<td><strong>Lesson outcomes:</strong></td>
<td>Group children into teams of 6.</td>
</tr>
<tr>
<td>• Practice pacing skills and use of the protractor compass</td>
<td>Explain the task to all groups (as outlined in phase 3). Pupils work in pairs to complete each part of the task.</td>
</tr>
<tr>
<td>• Demonstrate understanding of bearings and scale by setting a short loop course for others to follow</td>
<td>Warm pupils up by completing activity 1 on Outdoor Learning Card O15.</td>
</tr>
<tr>
<td>• Discuss and evaluate the effectiveness of each pairs’ contribution in relation to the groups’ success</td>
<td>Facilitate discussion to evaluate the effectiveness of the task.</td>
</tr>
<tr>
<td><strong>Key Words:</strong> pacing, bearings, protractor compass</td>
<td></td>
</tr>
</tbody>
</table>

### Geirfa Allweddol:

#### Phase 3: Pupil Interaction

Group A is to devise a short loop course for group B.

Group B completes the short loop course, checking the accuracy of the bearings and paces and recording the control details.

Group B then traces the locations of the control points onto a blank piece of paper and gives to group C to complete.

Each group undertakes all 3 tasks.

**Resources and equipment:** Outdoor Learning Card O15, compasses, maps, tracing paper, pencils

#### Phase 4: Review

**Re-visit the lesson outcomes:**
- How well did you operate as a team?
- Outline the team skills required to successfully complete the task

**Think of your own personal target for next lesson**
### Phase 1: Introduction
Recap last lesson.

**Lesson outcomes:**
- Develop the use of a protractor compass to take and use accurate bearings
- Develop understanding of the relationship between scale and pacing
- Undertake a short cross country course using bearings and pacing

**Key Words:** scale, pacing, cross country course, bearings, compass

**Geirfa Allweddol:**

### Phase 2: Teacher Input
Prepare a number of short courses (6-10 controls each) as outlined on Outdoor Learning Card O16

- Ensure pupils are able to take a bearing from the map using a protractor compass.
- Explain the task as outlined on O16.
- Warm pupils up by pairing them up, one behind the other on a netball court. The lead person jogs and changes direction at will. On the whistle, the person behind becomes the lead. Repeat until all pupils are thoroughly warm. Mobilise and stretch.

### Phase 3: Pupil Interaction
Pupils complete cross country courses in pairs. When completed they can return to be given further courses.

### Phase 4: Review
Re-visit the lesson outcomes:
- What was the most important skill needed to achieve success?
- Why was it important to ensure an accurate bearing?
- Why was it important to ensure your pacing was accurate?

Think of your own personal target for next lesson

**Resources and equipment:** Outdoor Learning Card O16, compasses, maps, controls, pencils
## Expectations for Unit 2: Team Building

### Acquiring and Developing Skills

**Pupils understand / are able to:**
- Undertake a variety of roles and responsibilities within a team
- Develop the skills required to undertake these roles and responsibilities

### Selecting and Applying Skills

**Pupils understand / are able to:**
- Work collaboratively with others demonstrating effective communication and analytical skills
- Use these skills in a variety of problem solving scenarios

### Evaluate and Improve

**Pupils understand / are able to:**
- Work with others
- Ask questions of one another
- Listen to others
- Communicate with others
- Co-operate with others
- Undertake a variety of roles and responsibilities
- Take responsibility for their own learning
- Identify strengths and weaknesses
- Set goals and targets
# Outcomes for Unit 2 Team Building

<table>
<thead>
<tr>
<th>Lesson</th>
<th>Outcomes</th>
</tr>
</thead>
</table>
| 1      | • Take on various roles and responsibilities within a team  
        • Develop communication skills to clearly explain and understand the task  
        • Work collaboratively within teams |
| 2      | • Develop roles and responsibilities within a team  
        • Identify and test a variety of possible solutions  
        • Discuss and agree the most appropriate solution  
        • Develop team collaboration |
| 3      | • Analyse and adapt the Electric Fence challenge to make a more complex task for another group to undertake  
        • Explain the revised task to another group  
        • Offer and accept support within the team  
        • Develop trust between team members |
| 4      | • Cost, design and construct a suitable container / holder which will enable you to drop an egg from height without it breaking on impact  
        • Compete against other teams to achieve the most points judged from a set criteria |
4 Lesson Progression for Team Building – Lesson 1

<table>
<thead>
<tr>
<th>Phase 1: Introduction</th>
<th>Phase 2: Teacher Input</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Introduce the unit;</strong> see unit outcomes and recap prior knowledge and experience gained from the key stage 2 scheme of work.</td>
<td>Set out the two activities, roller ball, and two spiders webs as outlined on TB16 and TB18.</td>
</tr>
</tbody>
</table>

**Lesson outcomes:**
- Take on various roles and responsibilities within a team
- Develop communication skills to clearly explain and understand the task
- Work collaboratively within teams

**Key Words:** collaborate, roles, responsibility, communication, delegate

**Geirfa Allweddol:**

<table>
<thead>
<tr>
<th>Phase 3: Pupil Interaction</th>
<th>Phase 4: Review</th>
</tr>
</thead>
</table>
| Team leaders explain the task to the group and delegates roles and responsibilities e.g.
Roller Ball: team leader, equipment managers
Spiders Web: team leader, safety monitor | Re-visit the lesson outcomes:
- What contributed to your groups’ success?
- Were a range of solutions discussed beforehand?
- How was the final solution decided upon?
- What skills are required to be a successful team leader (and others)? |

Groups complete the designated tasks in the specified time and then move to the next task.

**Think of your own personal target for next lesson**

**Resources and equipment:** Outdoor Learning Card TB16, TB18, materials as outlined on the TB cards.
## 4 Lesson Progression for Team Building – Lesson 2

### Phase 1: Introduction

**Recap last lesson.**

**Lesson outcomes:**
- Develop roles and responsibilities within a team
- Identify and test a variety of possible solutions
- Discuss and agree the most appropriate solution
- Develop team collaboration

**Key Words:** identify, test, solution, collaborate, teamwork

**Geirfa Allweddol:**

### Phase 2: Teacher Input

**Skills Framework:**
- Thinking
- Communication
- Personal and social education
- ICT

Set out the two activities, toxic waste and ski walk, as outlined on the OL cards TB13 and TB15.

Divide the class into 4 groups, two groups for each activity. A nominated team leader collects the activity card and explains the task to their group, allocating various roles and responsibilities to other team members. Two groups complete toxic waste and two complete the ski walk, they then swap tasks.

*An alternative solution to that shown on TB13 for the toxic waste challenge might be to lift and retrieve the container by twisting the ropes in alternate directions to tighten the grip around the bucket (using ropes with no tyre).*

### Phase 3: Pupil Interaction

Team leaders should explain each challenge to their group and nominate any other appropriate roles and responsibilities within the team.

Groups complete the designated tasks in the specified time and then move to the next task.

### Phase 4: Review

Re-visit the lesson outcomes:
- Which task required greater use of communication skills? Why?
- Did every team member contribute to the discussion?
- What was the team leaders’ role in ensuring this happened?
- How many possible solutions did you identify?
- How did you decide which method to use?

Think of your own personal target for next lesson

**Resources and equipment:** Outdoor Learning Cards TB13, TB15, materials as outlined on the TB cards
### 4 Lesson Progression for Team Building – Lesson 3

<table>
<thead>
<tr>
<th>Phase 1: Introduction</th>
<th>Phase 2: Teacher Input</th>
</tr>
</thead>
<tbody>
<tr>
<td>Recap last lesson.</td>
<td></td>
</tr>
<tr>
<td><strong>Lesson outcomes:</strong></td>
<td>Skills Framework:</td>
</tr>
<tr>
<td>- Analyse and adapt the Electric Fence challenge to make a more complex task for another group to undertake</td>
<td>Thinking</td>
</tr>
<tr>
<td>- Explain the revised task to another group</td>
<td>Communication</td>
</tr>
<tr>
<td>- Offer and accept support within the team</td>
<td>Curriculum Cymreig</td>
</tr>
<tr>
<td>- Develop trust between team members</td>
<td>Personal and social education</td>
</tr>
<tr>
<td><strong>Key Words:</strong> analyse, support, trust, complex</td>
<td>ICT</td>
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<tr>
<td><strong>Geirfa Allweddol:</strong></td>
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<tr>
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</thead>
<tbody>
<tr>
<td>Groups complete the designated tasks in the specified time and then move to the next task. No leader should be designated to this task. Everyone should be encouraged to contribute equally to the solution and reach a consensus before commencing the task.</td>
<td>Re-visit the lesson outcomes;</td>
</tr>
<tr>
<td>- What did you identify to be the key challenges in the electric fence task?</td>
<td>- What did you identify to be the key challenges in the electric fence task?</td>
</tr>
<tr>
<td>- How did you decide upon the revised task?</td>
<td>- How did you decide upon the revised task?</td>
</tr>
<tr>
<td>- Were there any other alternatives?</td>
<td>- Were there any other alternatives?</td>
</tr>
<tr>
<td>- Why is planning so important in the leaky tube challenge?</td>
<td>- Why is planning so important in the leaky tube challenge?</td>
</tr>
<tr>
<td>- What are the consequences of not doing so?</td>
<td>- What are the consequences of not doing so?</td>
</tr>
<tr>
<td><strong>Think of your own personal target for next lesson</strong></td>
<td></td>
</tr>
</tbody>
</table>

**Resources and equipment:** Outdoor Learning Cards TB14, TB17, materials as outlined on the TB cards
### Phase 1: Introduction

**Recap last lesson.**

**Lesson outcomes:**
- Cost, design and construct a suitable container / holder which will enable you to drop an egg from height without it breaking on impact
- Compete against other teams to achieve the most points judged from a set criteria

**Key Words:** cost, design, construction, judge, criteria

**Geirfa Allweddol:**

<table>
<thead>
<tr>
<th>Skills Framework:</th>
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<tbody>
<tr>
<td>Thinking</td>
</tr>
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<td>ICT</td>
</tr>
</tbody>
</table>

### Phase 2: Teacher Input

**Skills Framework:**

- Divide the class into 4 groups.

**Divide the class into 4 groups.**

**Explain the task and outline the criteria for success**
- Cost
- Design
- Effectiveness

**Groups compete to collect materials to complete the challenge as outlined on AR4.**

**Allocating a set time to plan the task and build the container / holder.**

**Judge the cost and design elements of the task.**

**Test the designs with the eggs being dropped from a suitable height. Judge the effectiveness of the design.**

### Phase 3: Pupil Interaction

**Decide and agree which materials you need, costing out each item within your budget.**

**Compete to collect the required materials.**

**Design and construct the egg drop container / holder. Demonstrate its effectiveness.**

### Phase 4: Review

**Re-visit the lesson outcomes:**
- Did you buy the right materials for your structure? If not why not?
- Were you within your budget?
- How effective was your design?
- Did your egg break?
- How could you have improved your design?

**Think of your own personal target for next lesson**

### Resources and equipment

- **Additional Resource Card AR4**, materials as outlined on AR4
## Expectations for Unit 3: Personal Survival

### Acquiring and Developing Skills

**Pupils understand / are able to:** -

- Develop survival skills in land and water based activities
  - Demonstrate personal survival skills in the water
  - Acquire first aid management skills
- Take on a variety of roles and responsibilities to safely and successfully manage personal survival situations

### Selecting and Applying Skills

**Pupils understand / are able to:** -

- Make informed decisions to successfully manage survival scenarios
- Adhere to the appropriate safety rules when managing survival tasks
- Plan collaboratively to successfully manage survival situations

### Evaluate and Improve

**Pupils understand / are able to:** -

- Work with others
- Ask questions of one another
- Listen to others
- Communicate with others
- Use key words
- Co-operate with others
- Understand roles and responsibilities
- Take responsibility for their own learning
- Identify strengths and weaknesses
- Set goals and targets
## Outcomes for Unit 3 Personal Survival

<table>
<thead>
<tr>
<th>Lesson</th>
<th>Outcomes</th>
</tr>
</thead>
</table>
| 1      | • Practice and perform the straddle entry from the poolside  
       | • Improve stamina and stroke technique in order to swim further and more effectively  
       | • Practice climbing out of deep water without assistance |
| 2      | • Design, build and paddle a raft that will enable your team to cross from one side of the pool to the other  
       | • Work as a team demonstrating effective communication and problem solving skills  
       | • Be able to tie the clove hitch and half hitch knots and use the ‘square lashing’ technique |
| 3      | • Make an assessment of the situation and agree on the best course of action  
       | • Apply basic first aid and casualty management skills  
       | • Discuss and evaluate how effective the task was managed and undertaken |
| 4      | • Discuss and agree on a plan of action and allocate roles and responsibilities appropriately  
       | • Complete the tasks in the time given  
       | • Discuss and evaluate each groups success |
### Phase 1: Introduction

**Introduce the unit:** Work towards the water based personal survival skills as outlined in the STA Seal 1 award (use 1-4 in Seal series as appropriate)

**Lesson outcomes:**
- Practice and perform the straddle entry from the poolside
- Improve stamina and stroke technique in order to swim further and more effectively
- Practice climbing out of deep water without assistance

**Key Words:** straddle entry, tread water, swim, clothing

**Geirfa Allweddol:**

### Phase 2: Teacher Input

**Skills Framework:**
- Thinking
- Communication
- Curriculum Gynæg
- Personal and social education

To achieve this award, it is assumed that all pupils have a basic swimming competence i.e. can swim one length unaided (25m) and are reasonably water confident.

Warm pupils up by playing a fun game of water ball tag

Organise pupils into pairs to practice and improve swimming over widths/lengths.

Introduce the straddle entry into the pool and demonstrate the most effective way to get out of deep water

### Phase 3: Pupil Interaction

Practice swimming widths / lengths using their preferred technique

Observe and offer feedback in order to help a partner improve their stroke technique and stamina from agreed criteria

Practice and perform the straddle entry into the pool and practice getting out of deep water unaided

### Phase 4: Review

Re-visit the lesson outcomes:
- What feedback did you offer to your partner in order to improve their performance?
- How has your technique improved?
- What are the criteria for an effective straddle entry? When would you use it?

Think of your own personal target for next lesson

### Resources and equipment

- STA Seal Awards
- Ball
- Flip chart
- Paper

---

**Personal Survival Skills**

**Swimming Teachers Association Awards** ‘Shark’ and ‘Seal’ Series

For more information: [www.sta.co.uk](http://www.sta.co.uk)
## 4 Lesson Progression for Personal Survival – Lesson 2

<table>
<thead>
<tr>
<th>Phase 1: Introduction</th>
<th>Phase 2: Teacher Input</th>
</tr>
</thead>
<tbody>
<tr>
<td>Recap last lesson.</td>
<td>This lesson should only be undertaken in a supervised indoor swimming pool. It must NOT be undertaken in an outdoor location without suitably qualified outdoor staff and appropriate safety equipment.</td>
</tr>
<tr>
<td>Lesson outcomes:</td>
<td>Set out the equipment, enough for 3 teams of 8-10.</td>
</tr>
<tr>
<td>• Design, build and paddle a raft that will enable your team to cross from one side of the pool to the other</td>
<td>Ensure pupils have basic knot tying and lashing skills (see AR card 5a-d)</td>
</tr>
<tr>
<td>• Work as a team demonstrating effective communication and problem solving skills</td>
<td>Provide pupils with the following scenario: Your group needs to get to the other side of the river (pool). The river is infested with piranha fish. Using the materials provided, find a method of getting all of the group to the other side of the river without being eaten.</td>
</tr>
<tr>
<td>• Be able to tie the clove hitch and half hitch knots and use the ‘square lashing’ technique</td>
<td></td>
</tr>
<tr>
<td>Key Words: raft, communication, problem solving, clove hitch, half hitch, square lashing</td>
<td></td>
</tr>
</tbody>
</table>

### Geirfa Allweddol:

Skills Framework:

<table>
<thead>
<tr>
<th>Thinking</th>
<th>Communication</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</table>

<table>
<thead>
<tr>
<th>Curriculum Cymreig</th>
<th>Personal and social education</th>
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</table>

<table>
<thead>
<tr>
<th>ICT</th>
</tr>
</thead>
</table>

**Phase 3: Pupil Interaction**

Groups should discuss and agree on the most effective design to build their raft. Each team member should offer suggestions which should be given careful consideration by the rest of the team. Pupils build their raft and transport their team to the other side of the river. (Arms and legs can get wet but trunk and head must remain out of the water).

**Phase 4: Review**

Re-visit the lesson outcomes;

- How did you decide which was the best design for your raft?
- What were the limiting factors?
- Discuss how well you worked together as a team (think about leadership, communication, listening skills etc)

Think of your own personal target for next lesson

### Resources and equipment:

AR Card 5a-d, paddles, ropes, spars (smooth, treated timber)  
[www.keyonline.co.uk/tight-head-drums](http://www.keyonline.co.uk/tight-head-drums) for suitable barrels
### 4 Lesson Progression for Personal Survival – Lesson 3

<table>
<thead>
<tr>
<th><strong>Phase 1: Introduction</strong></th>
<th><strong>Phase 2: Teacher Input</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Recap last lesson.</td>
<td>Set out enough equipment for 8-10 in each group.</td>
</tr>
<tr>
<td><strong>Lesson outcomes:</strong></td>
<td>Ensure pupils have basic first aid skills.</td>
</tr>
<tr>
<td>• Make an assessment of the situation and agree on the best course of action</td>
<td>Provide pupils with the following scenario: You are on a Duke of Edinburgh’s expedition when one of your group falls and injures their lower leg. They are in a great deal of pain and are unable to move. You are out of range and cannot call for help and you are in a dangerous position. The casualty must be moved 20 metres to a safer location before you send someone for help. Using the materials provided, safely transport the casualty without causing further injury to him/her or to anyone else.</td>
</tr>
<tr>
<td>• Apply basic first aid and casualty management skills</td>
<td></td>
</tr>
<tr>
<td>• Discuss and evaluate how effective the task was managed and undertaken</td>
<td></td>
</tr>
<tr>
<td><strong>Key Words:</strong> stretcher, casualty, transport, assessment, discuss, evaluate, decision making</td>
<td></td>
</tr>
<tr>
<td><strong>Geirfa Allweddol:</strong></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Phase 3: Pupil Interaction</strong></th>
<th><strong>Phase 4: Review</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Work as a team to assess and agree a course of action to solve the given task.</td>
<td>Re-visit the lesson outcomes;</td>
</tr>
<tr>
<td>Pupils should carry out the rescue.</td>
<td>• What were the priorities you needed to consider?</td>
</tr>
<tr>
<td>In groups, pupils should discuss and evaluate the effectiveness of their decision making.</td>
<td>• Did you discuss a number of options?</td>
</tr>
<tr>
<td></td>
<td>• How did you decide on the best course of action?</td>
</tr>
<tr>
<td></td>
<td>• Did a leader emerge?</td>
</tr>
<tr>
<td></td>
<td>• How effective were your decisions?</td>
</tr>
<tr>
<td></td>
<td>• What would you do differently next time?</td>
</tr>
<tr>
<td><strong>Resources and equipment:</strong> AR Card 6a, 6b, exposure bag, camping mats, rucksacks, triangular bandages</td>
<td></td>
</tr>
<tr>
<td>Young First Aider Pack by St John Ambulance (lesson plans, first aid fact sheets, scenarios)</td>
<td></td>
</tr>
<tr>
<td>Phase 1: Introduction</td>
<td>Phase 2: Teacher Input</td>
</tr>
<tr>
<td>-----------------------</td>
<td>------------------------</td>
</tr>
<tr>
<td>Recap last lesson.</td>
<td>Provide pupils with the following scenario: Your plane has crashed in a remote jungle location. It will soon be getting dark and your priority is to attract help and to construct a shelter for the group for the night. Even if you make contact you will not be rescued until morning and will need a rainproof shelter to keep you dry. You know that there will be one more plane flying over in 45 minutes time (times can be varied). You have salvaged a small VHF radio from the wreckage and if you can build an aerial, you will be able to make a mayday call when the plane flies over (the taller the aerial the better the signal). You must also create a visual signal for the rescue aircraft to identify your position.</td>
</tr>
</tbody>
</table>

**Lesson outcomes:**
- Discuss and agree on a plan of action and allocate roles and responsibilities appropriately
- Complete the tasks in the time given
- Discuss and evaluate your groups success

**Key Words:** plan of action, time, evaluate, aerial, shelter, signal

**Geirfa Allweddol:**

<table>
<thead>
<tr>
<th>Phase 3: Pupil Interaction</th>
<th>Phase 4: Review</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agree a course of action and allocate roles and responsibilities to the group. Complete each of the tasks</td>
<td>Re-visit the lesson outcomes;</td>
</tr>
<tr>
<td>Review the task and the effectiveness of your groups actions using the teamwork self assessment sheet OL CD Reviewing Recording Sheets: Teamwork Self Assessment 2</td>
<td>• Were any of the tasks more important than the others? Why?</td>
</tr>
<tr>
<td></td>
<td>• Did you get rescued? If not why not?</td>
</tr>
</tbody>
</table>

**Resources and equipment:** OL CD Reviewing Recording Sheets: Teamwork Self Assessment 2, thin bamboo (gardening poles) twine (string), shelter making materials – plastic sheeting, ruck sack containing basic survival materials, laminated pictures of VHF radios
## Expectations for Unit 4: Climbing

### Acquiring and Developing Skills

**Pupils understand / are able to:**
- The ethos and conventions of the sport of rock climbing
- Develop bouldering skills and techniques
- Demonstrate basic rock climbing and belaying techniques
- Take on a variety of roles and responsibilities to climb safely and successfully

### Selecting and Applying Skills

**Pupils understand / are able to:**
- Make informed decisions regarding route choice
- Apply the appropriate safety rules applicable to themselves and others in a range of climbing situations
- Choose the most appropriate technique to suit the climb

### Evaluate and Improve

**Pupils understand / are able to:**
- Work with others
- Ask questions of one another
- Listen to others
- Communicate with others
- Use key words ‘word power’
- Co-operate with others
- Understand roles and responsibilities
- Take responsibility for their own learning
- Identify strengths and weaknesses
- Set goals and targets
### Outcomes for Unit 4 Indoor Climbing

<table>
<thead>
<tr>
<th>Lesson</th>
<th>Outcomes</th>
</tr>
</thead>
</table>
| 1      |  • Be able to warm up safely and independently  
         |  • Recap basic skills of spotting, footholds, handholds, positions and sequences  
         |  • Apply safety considerations (as listed on OL card B1) |
| 2      |  • Be able to put on a harness and helmet correctly  
         |  • Be able to connect a rope to the harness with a re-threaded figure of 8 knot with a stopper knot  
         |  • Demonstrate a safe belaying technique |
| 3      |  • Be able to put on a harness and helmet correctly  
         |  • Be able to connect a rope to the harness with a re-threaded figure of 8 knot with a stopper knot  
         |  • Demonstrate a safe belaying technique |
| 4      |  • Apply skills and techniques to a number of climbing routes  
         |  • Apply belaying techniques to safeguard a climbing partner  
         |  • Work together as a team showing good communication and safety awareness |
| 5      |  • Apply skills and techniques to a number of climbing routes  
         |  • Apply belaying techniques to safeguard a climbing partner  
         |  • Work together as a team showing good communication and safety awareness |
| 6      |  • Practice and refine all skills and techniques learned  
         |  • Gain wider experience by completing additional and more varied climbs |
Indoor Climbing

The National Indoor Climbing Achievement Scheme
The National Indoor Climbing Achievement Scheme is a UK wide scheme designed to promote climbing development and accredit individual achievement on artificial climbing structures. It can be used as a starting point for those wishing to take up climbing and mountaineering. It is anticipated that most of the participants on this scheme will be under 18 years of age and the guidelines have been written with children in mind.

The scheme offers 5 levels of achievement. This unit of work is geared towards achieving the Level 1: Foundation Climber Award. This level focuses on developing a safety conscious attitude as much as climbing skills.

Candidates must have completed a minimum of 10 top roped climbs and undertaken 10 belays.

All climbing activities MUST be supervised directly.

Minimum Facility Requirement for the Level 1 Award
3 Climbing lines (minimum of 5 metres high)

Teacher Competence
Teachers should hold one of the following in order to deliver the Level 1 Foundation Climber Award:-
  • Climbing Wall Award
  • Single Pitch Award
  • Have received appropriate ‘in-house’ training and been approved by the local authority to supervise at a site specific venue (contact ESIS for details on training / assessment)

Class Management
The unit of work consists of 6 lessons. Lessons 1-3 can be delivered to the whole class. Lessons 4-5 are designed to be delivered to a maximum of half a class (12-15 pupils). It is envisaged that the other half class will be supervised to undertake another activity by a suitably competent member of staff. Some ideas might include:-
  • Extra cover teacher
  • A freelance climbing instructor
  • Senior Sports Leaders
  • Join with another PE group and manage 2 activities between 2 members of the PE Dept.

For more information: www.nicas.co.uk
## 6 Lesson Progression for Indoor Climbing – Lesson 1

<table>
<thead>
<tr>
<th>Phase 1: Introduction</th>
<th>Phase 2: Teacher Input</th>
</tr>
</thead>
<tbody>
<tr>
<td>Recap previous work undertaken in key stage 2.</td>
<td>Warm up using the ‘climb on demand’ activity. Mobilise and stretch as outlined on OL CD Bouldering card 1</td>
</tr>
<tr>
<td><strong>Lesson outcomes:</strong></td>
<td>Recap and practice basic bouldering techniques using the appropriate OL CD support material cards (2-6).</td>
</tr>
<tr>
<td>• Be able to warm up safely and independently</td>
<td>A variety of challenges should be provided for pupils to complete as outlined on OL CD cards 7-8.</td>
</tr>
<tr>
<td>• Recap basic skills of spotting, footholds, handholds, positions and sequences</td>
<td></td>
</tr>
<tr>
<td>• Apply safety considerations (as listed on OL card B1)</td>
<td></td>
</tr>
</tbody>
</table>

Key Words: warm up, safety, spotting, rock over, heel hook, smear, bridge, egyptian, frogging, foot swap, cross through, jug, jam, edge, pinch, undercut, pocket, sloper, slap / dyno sequence

**Geirfa Allweddol:**

<table>
<thead>
<tr>
<th>Phase 3: Pupil Interaction</th>
<th>Phase 4: Review</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pupils work from support material cards on the OL CD (cards 2-6) practicing various bouldering techniques.</td>
<td>Re-visit the lesson outcomes;</td>
</tr>
<tr>
<td>Pupils complete challenges as provided by the teacher.</td>
<td>• In pairs discuss suitable warm up activities that you might use prior to bouldering</td>
</tr>
<tr>
<td></td>
<td>• Which hand holds / moves did you find most useful? Why?</td>
</tr>
<tr>
<td></td>
<td>• Which hand holds are best for shaking out from?</td>
</tr>
<tr>
<td></td>
<td>• Why is it important to stop and find a relaxed position when you are climbing?</td>
</tr>
</tbody>
</table>

**Think of your own personal target for next lesson**

**Resources and equipment:** Bouldering support materials cards 1-8 on Outdoor Learning CD
## 6 Lesson Progression for Indoor Climbing – Lesson 2

<table>
<thead>
<tr>
<th>Phase 1: Introduction</th>
<th>Phase 2: Teacher Input</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Recap last lesson.</strong></td>
<td>Organise the class into two groups. One group should be given bouldering challenges (see OL bouldering cards 7-8) for ideas. The other group will learn how to prepare for indoor climbing.</td>
</tr>
<tr>
<td><strong>Lesson outcomes:</strong></td>
<td></td>
</tr>
<tr>
<td>- Be able to put on a harness and helmet correctly</td>
<td>Show and explain to pupils the various items of equipment used in climbing. Demonstrate how to put the equipment on.</td>
</tr>
<tr>
<td>- Be able to connect a rope to the harness with a re-threaded figure of 8 knot with a stopper knot</td>
<td>Explain and demonstrate the tying on method (re-threaded figure of 8 with stopper knot).</td>
</tr>
<tr>
<td>- Demonstrate a safe belaying technique</td>
<td>Explain and demonstrate how to belay using a sticht plate.</td>
</tr>
</tbody>
</table>

**Key Words:** harness, helmet, re-threaded figure of 8 knot, stopper knot, belay

### Phase 3: Pupil Interaction

Half of the class should complete the bouldering challenges. The other half class puts on the helmets and harnesses and practices how to tie the required knots.

Pupils practice how to belay correctly and safely using a weighted object (e.g. sandbag)

### Phase 4: Review

**Re-visit the lesson outcomes:**

- Devise a checklist to ensure your partners equipment has been put on correctly
- Explain the 5 hand movements involved in belaying
- Why do you use a stopper knot?
- Why do you use a figure of 8 knot?

**Think of your own personal target for next lesson**

**Resources and equipment:** OL Bouldering cards 7-8, helmets, harnesses (12) ropes, sticht plates
# 6 Lesson Progression for Indoor Climbing – Lesson 3

<table>
<thead>
<tr>
<th>Phase 1: Introduction</th>
<th>Phase 2: Teacher Input</th>
</tr>
</thead>
<tbody>
<tr>
<td>Recap last lesson.</td>
<td><em>SWAP GROUPS and repeat lesson 2</em></td>
</tr>
</tbody>
</table>

**Lesson outcomes:**
- Be able to put on a harness and helmet correctly
- Be able to connect a rope to the harness with a re-threaded figure of 8 knot with a stopper knot
- Demonstrate a safe belaying technique

**Key Words:** harness, helmet, re-threaded figure of 8 knot, stopper knot, belay

**Geirfa Allweddiol:**

<table>
<thead>
<tr>
<th>Phase 3: Pupil Interaction</th>
<th>Phase 4: Review</th>
</tr>
</thead>
<tbody>
<tr>
<td>Half of the class should complete the bouldering challenges.</td>
<td>Re-visit the lesson outcomes;</td>
</tr>
<tr>
<td>The other half class puts on the helmet and harness and practices how to tie the required knots.</td>
<td>- Devise a checklist to ensure your partners equipment has been put on correctly</td>
</tr>
<tr>
<td>Pupils practice how to belay correctly and safely using a weighted object (e.g. a sandbag)</td>
<td>- Explain the 5 hand movements involved in belaying</td>
</tr>
<tr>
<td></td>
<td>- Why do you use a stopper knot?</td>
</tr>
<tr>
<td></td>
<td>- Why do you use a figure of 8 knot?</td>
</tr>
</tbody>
</table>

**Think of your own personal target for next lesson**

**Resources and equipment:** OL Bouldering cards 7-8, helmets, harnesses (12) ropes, sticht plates
### 6 Lesson Progression for Indoor Climbing – Lesson 4

<table>
<thead>
<tr>
<th>Phase 1: Introduction</th>
<th>Phase 2: Teacher Input</th>
</tr>
</thead>
<tbody>
<tr>
<td>Recap last lesson.</td>
<td>Pupils warm themselves up in their teams of 3. See Bouldering CD card 1 for mobilising and stretching exercises.</td>
</tr>
</tbody>
</table>

#### Lesson outcomes:
- Apply skills and techniques to a number of climbing routes
- Apply belaying techniques to safeguard a climbing partner
- Work together as a team showing good communication and safety awareness

**Key Words:** belay, climb, communication, teamwork, safety

### Phase 3: Pupil Interaction

Organise teams, so that each person climbs, belays and tails.

Pupils should be responsible for checking each others kit and applying the safety rules.

Teams should offer encouragement and support to each other.

Pupils must only climb once they have been given specific permission to do so by the teacher.

**Resources and equipment:** helmets, harness, ropes, sticht plates

### Phase 4: Review

Re-visit the lesson outcomes:
- What was the hardest part of the route you chose? Why?
- How did you overcome the difficulties?
- What additional skills would help you to climb future routes more effectively? (technique, strength, confidence)

Think of your own personal target for next lesson

Ensure pupils put harness and helmets on correctly and check each team before any climbing takes place.

Recap the belaying technique and safety rules.

Set each climber off one at a time once checks have been satisfactorily completed.

When the climber has reached a suitable point, ensure that you supervise each ‘lower’.
### 6 Lesson Progression for Indoor Climbing – Lesson 5

<table>
<thead>
<tr>
<th>Phase 1: Introduction</th>
<th>Phase 2: Teacher Input</th>
</tr>
</thead>
<tbody>
<tr>
<td>Recap last lesson.</td>
<td>* This is a repeat of lesson 4 for the other half of the class*</td>
</tr>
</tbody>
</table>

**Lesson outcomes:**
- Apply skills and techniques to a number of climbing routes
- Apply belaying techniques to safeguard a climbing partner
- Work together as a team showing good communication and safety awareness

**Key Words:** belay, climb, communication, teamwork, safety

**Geirfa Allweddol:**

<table>
<thead>
<tr>
<th>Phase 3: Pupil Interaction</th>
<th>Phase 4: Review</th>
</tr>
</thead>
<tbody>
<tr>
<td>Organise teams, so that each person climbs, belays and tails.</td>
<td>Re-visit the lesson outcomes;</td>
</tr>
<tr>
<td>Pupils should be responsible for checking each others kit and applying the safety rules.</td>
<td></td>
</tr>
<tr>
<td>Teams should offer encouragement and support to each other.</td>
<td>• What was the hardest part of the route you chose? Why?</td>
</tr>
<tr>
<td><strong>Pupils must only climb once they have been given specific permission to do so by the teacher.</strong></td>
<td>• How did you overcome the difficulties?</td>
</tr>
<tr>
<td></td>
<td>• What additional skills would help you to climb future routes more effectively? (technique, strength, confidence)</td>
</tr>
<tr>
<td><strong>Resources and equipment:</strong> helmets, harness, ropes, sticht plates</td>
<td><strong>Think of your own personal target for next lesson</strong></td>
</tr>
</tbody>
</table>

Pupils warm themselves up in their teams of 3. See Bouldering CD card 1 for stretches.

Ensure pupils put harness and helmets on correctly and check each team before any climbing takes place.

Recap the belaying technique and safety rules.

Set each climber off one at a time once checks have been satisfactorily completed.

When the climber has reached a suitable point, ensure you supervise each ‘lower’.
# 6 Lesson Progression for Indoor Climbing – Lesson 6

## Phase 1: Introduction

### Recap last lesson.

### Lesson outcomes:
- Practice and refine all skills and techniques learned
- Gain wider experience by completing additional and more varied climbs

**Key Words:** Practice, refine, experience

**Geirfa Allweddol:**

### Phase 2: Teacher Input

- Organise a visit to an alternative climbing venue (indoor or outdoor) or continue to use your existing climbing wall using the lesson structure outlined in lessons 4 and 5.

**Any such visit should only be undertaken once local authority permission has been obtained. The activity must be supervised by appropriately qualified staff.**

## Phase 3: Pupil Interaction

- Pupils log their completed number of climbs and belays to obtain the required minimum for the Level 1 Foundation Climber Award (10 of each).

## Phase 4: Review

- **Re-visit the lesson outcomes:**
  - How could you continue to develop your climbing skills?
  - Describe to a partner the safety rules and hazards of climbing

**Think of your own personal development.**

## Resources and equipment:
- Helmets, harnesses, sticht plates, ropes