

Scheme of Learning: Developing knowledge and skills in outdoor adventurous activities

Key Stage: KS4	YEAR: 10-11	DURATION: 32 weeks
<p>AIM: By completing this unit, learners will know about the range of outdoor activities that are available in the UK and be able to identify organisations that provide access to these activities. They will also be able to appreciate the reasons why people become involved in these activities and the risks they face when participating. Learners will consider how to plan an outdoor activity and be able to participate in one. They will gain an understanding of health and safety and risk assessments in outdoor scenarios, of detailed planning for a group activity with multiple variables, and they will develop their communication, decision making and leadership skills in challenging scenarios and environments.</p> <p>The practical element of this unit will be accessed by students over a period of time and the activities that students complete will be dependent upon available facilities and access arrangements.</p>		
Prior learning:	Resources	
<ul style="list-style-type: none"> Students will have experienced some OAA lesson as part of their PE curriculum. 	<ul style="list-style-type: none"> Power point to accompany each lesson Saved in Staff shared drive 	
Assessment	Enrichment opportunities:	
<ul style="list-style-type: none"> Internal 	<ul style="list-style-type: none"> Extra-curricular Volunteering opportunities 	

Lesson	Learning Intention	Learning activities	Homework
On going	<p>LO1- : Know about different types of outdoor activities and their provision</p>	<p>The definition of an outdoor activity (e.g. a leisure, recreation or sport activity undertaken in a natural, rural or urban space, can be done as an individual or part of a group)</p> <ul style="list-style-type: none"> • Outdoor activities on the approved list: <ul style="list-style-type: none"> o water sports (canoeing, dinghy sailing, windsurfing) o trekking (hillwalking, orienteering, mountaineering) o camping (wild camping) o climbing (single pitch, abseiling) o caving (potholing, mine exploration) o cycling (mountain biking, trail biking, BMX) o snow sports (snowboarding, skiing, snowshoeing) o gliding (hang gliding, paragliding) o other land-based activities (gorge walking, sea level traversing, high rope courses, canyoning, coasteering,) • provision of outdoor activities in the UK, i.e. <ul style="list-style-type: none"> o outdoor activity providers (e.g. outdoor activity centres, activity specific organisations, residential centres/camps) o national sports centres (e.g. Plas-y-Brenin in North Wales, Holme Pierrepont in Nottinghamshire) o voluntary organisations (e.g. Scouts, Guides, Duke of Edinburgh's Award) o examples of local and national providers of the different outdoor activities identified 	

On Going	LO2- Understand the value of participating in outdoor activities	The general benefits of participating in outdoor activities, i.e. <ul style="list-style-type: none">o increased confidenceo enjoyment and challengeo improved health and fitnesso greater environmental awarenesso increased motivationo opportunity to socialise• how participating in outdoor activities can help skills development, i.e.<ul style="list-style-type: none">o social skillso team-building skillso decision-making skillso planning and organisation skillso problem-solving skillso communication skills	
----------	---	---	--

<p>1-10</p>	<p>L03-</p>	<ul style="list-style-type: none"> • key considerations to make when planning an outdoor activity, i.e. <ul style="list-style-type: none"> o health and safety (e.g. is the activity suitable for the group, have all potential risks been identified) o personnel (e.g. ratio of leaders to participants, is the activity leader suitably qualified) o Adventure Activities Licensing Authority (e.g. centres delivering outdoor activities have to have a license) o clothing and equipment (e.g. appropriate to the activity, not damaged/torn) o location (e.g. is the terrain suitable for the activity, is it suitable for the experience of the participants) o supplies (e.g. will there be access to food and water) o emergency procedures (e.g. is there a first aider available, is there an escape route should you become trapped, will there be mobile phone reception to contact emergency services) o contingency plans (e.g. alternative route should there be an unexpected obstruction, spare equipment should any break) o shelter (e.g. will an overnight stay be required, is there shelter from adverse weather conditions) o weather forecast (e.g. will the weather conditions be suitable for the activity, will the weather conditions cause any risk during the activity) o timing (e.g. is the time length of the activity suitable) 	
-------------	--------------------	--	--

10-15		<ul style="list-style-type: none"> • hazards to be aware of when planning outdoor activities, i.e. <ul style="list-style-type: none"> o inappropriate supervision/tuition o poor/incorrect equipment (e.g. wrong type of footwear, a back pack that is too heavy) o unforeseen weather conditions (e.g. blizzards/flash floods) o illness/injury (e.g. dehydration, frost bite, fractures/sprains) o poor organisation (e.g. undefined roles within a team, inaccurate timings) o getting lost o unstable terrain (e.g. mud slides, avalanches) o animals and insects (e.g. insect bites, animals scavenging food). 	
15	<p>LO4-Be able to demonstrate knowledge and skills during outdoor activities</p>	<ul style="list-style-type: none"> • Care and use of equipment, i.e. <ul style="list-style-type: none"> o understanding of correct purpose and use of activity-specific equipment (e.g. harnesses in rock climbing) o ability to use activity-specific equipment o appropriate storage to avoid damage 	
	<p>LO4-Be able to demonstrate knowledge and skills during outdoor activities</p>	<p>Safe practice, i.e.</p> <ul style="list-style-type: none"> o follow instruction closely o ensure they have the prescribed clothing/equipment o make sure they are aware of emergency procedures 	
	<p>LO4-Be able to demonstrate knowledge and skills during outdoor activities</p>	<p>Communication skills, i.e.</p> <ul style="list-style-type: none"> o verbal (e.g. appropriate language, suitable level of information provided) o non-verbal (e.g. hand signals in scuba-diving) o activity specific language/terminology (e.g. a 'shaft' in caving is a vertical passage whereas in fishing the 'shaft' is part of the fishing rod) 	
	<p>LO4-Be able to demonstrate knowledge and skills during outdoor activities</p>	<ul style="list-style-type: none"> • Decision-making skills, i.e. <ul style="list-style-type: none"> o defining and clarifying an issue o gathering facts about issues and understanding their causes o generating/brainstorming possible solutions o comparing the pros and cons of the options o selecting the best option 	

	<p>LO4-Be able to demonstrate knowledge and skills during outdoor activities</p>	<p>Team-working skills, i.e.</p> <ul style="list-style-type: none"> o reliability o active listening o active participation o collaborative working o demonstrating commitment o treating others with respect 	
	<p>LO4-Be able to demonstrate knowledge and skills during outdoor activities</p>	<p>Problem-solving skills, i.e.</p> <ul style="list-style-type: none"> o prioritise issues o set targets for resolution (e.g. I need to resolve this problem before the sun sets) o use experience to help resolve problem (e.g. when I encountered a similar problem, I tried this to resolve it) o monitor their performance in resolving a problem (e.g. this isn't working, I'll try something else) o evaluate their performance in resolving a problem (e.g. next time it will be better if I do this first). 	