

Topic/ subject: Personal development through adventurous activities



Time: 1 hour 30 minutes (Approx.)

AIM

- To know about organisations that provide adventurous activities.
- To know the factors relating to outdoor adventurous activities.
- To be able to participate in outdoor adventurous activities.
- To be able to review the adventurous activities.

LESSON OBJECTIVES

1. **DESCRIBE** at least 4 adventurous activities provided by different uniformed organisations (Task 1)
2. **DESCRIBE** 2 benefits, 2 environmental factors and 2 safety factors for adventurous activities (Task 2)
3. **PARTICIPATE** in appropriate outdoor adventurous activities (Practical task)
4. **REVIEW** 2 adventurous activities you have taken part in and the skills and techniques you learnt or developed (Task 3)
5. **REVIEW** the involvement of a uniformed organisation in delivering adventurous activities (Task 4)
(‘What they provide’ / ‘Benefits to the participants/communities’ and ‘Benefits to the organisation’).

RESOURCES TO BE USED

- | | | |
|--|---|--|
| <ul style="list-style-type: none"> • Learner workbook (WB) • Learning guide (LG) • Post it notes • Pens • Whiteboard/Flip chart/additional paper: to record class discussions | <ul style="list-style-type: none"> • Learning objectives (x1) * • Adventurous Activity handout ‘How many have you completed’ (1 per learner) * • Skills and techniques handout (1 per learner) * | <ul style="list-style-type: none"> • Bingo template (1 per learner) * • Bingo PPT (Print a copy out if you don’t have access to IT during the lesson) * • Pre-set questions (x1) * • Pre-printed headers (x1)* |
|--|---|--|





TIMING



TOPIC



TEACHER ACTIVITIES



REMARKS/NOTES

4 - 5 minutes
(maximum)

Starter exercise
List adventurous activities

- As soon as the learners sit down in the classroom set the group a challenge to list as many 'adventurous activities' as they can (can work independently/pairs). Allow 2 minutes.
- Swop the list with another person/pair.
- Confirm the definition of an adventurous activity through discussion, sharing some examples on a whiteboard/flipchart. 'An activity that involves greater than normal risk'.
- Ask the learners to now 'mark' the new list (tick/cross) and add 2 more that fit the definition before returning the list.
- Refer learners to case study Part 1: Emma Dillon LG pg.65 for an example of Adventurous Activities in the ACF.

- **Must not** include sport activities: i.e. archery/ road marching or military activities: i.e. field craft/ shooting/assault course.
- Learners will be learning from each other during this exercise. *Peer assessment.

2 - 3 minutes

Introduce the workbook (WB)
and learning guide (LG)

- WB: Ask the learners to complete the front page (name / email address and unit).
- CVQO Ref: This will be created when a learners is registered with CVQO. Complete this section if known.
- Using WB pg. 2 explain referencing / command verbs / icons.

- Learner to sign the learner declaration (sign/date) **'after the lesson'** when the workbook is fully completed.

Additional information is available LG pgs. 3-7



TIMING



TOPIC



TEACHER ACTIVITIES




REMARKS/NOTES

2 - 3 minutes

British values

- Explain British values to the learners (refer learner to the leaflet in the learner pack).
- In terms of what it means in the classroom: Do not copy another person’s work. Do acknowledge quotes from printed sources. Do respect the views of others in the group.
- Linking into unit 5: Mutual respect between participants and tolerance of different abilities amongst participants.
- Manage any discussion

- Learners may have covered this in school/college.
-  Democracy/The rule of law/Individual liberty/ Mutual respect/Tolerance of difference faiths and beliefs.

1 - 2 minutes

Learning objectives

- Introduce unit and learning objectives.
- *You should display a copy of these (i.e. blue tack to the wall) and ‘tick’ them off as and when they are covered in the lesson.

- The unit consists of 4 written tasks and 1 practical activity.



TIMING



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TEACHER ACTIVITIES



REMARKS/NOTES

20 minutes

Describe a range of adventurous activities

Complete assessed work.
U5 Task 1. AC1.1



EXTENSION TASK

If learners finish earlier than others they could complete the word search pg. 66 LG.

- Ask learners to complete the 'Adventurous activities' handout. Discuss results across the classroom to find out what experience the group have.
- Ask the learners to choose one activity that they have taken part in and they should now 'describe' the activity. They can use the reverse of the first handout to do so.
- Ask the learners to share their descriptions with the group. Can other learners add any additional information to it to improve the description?
- Discuss the different 'uniformed organisations' and the different adventurous activities that they provide.
- Brief the group to complete Pgs. 33 and 34 of WB.
- Remind the learners that the activities **MUST** be **ADVENTUROUS** and they need to **DESCRIBE** different activities provided by **TWO DIFFERENT** organisations.

- Encourage learners to think when they have taken part in adventurous activities (whilst in cadets / school trips / holidays etc.) and what they did.
- Remind the learners that a description would be 'painting a picture with words' e.g. Who what why where when.
- Encourage other learners to contribute to discussion and provide feedback to their peers.
- Uniformed organisations could be Sea cadets / Air cadets / Army cadets / CCF / Scouts / Girl guides etc.
- Learners must NOT copy the card sort definition. It MUST be a description.



LESSON OBJECTIVE 1 / TASK 1 COMPLETE.
TICK THE OBJECTIVE OFF.



TIMING



TOPIC



TEACHER ACTIVITIES



REMARKS/NOTES

20 minutes

The benefits, environmental and safety factors of adventurous activities


Complete assessed work. U5 Task 2. AC2.1



EXTENSION TASK

If learners finish earlier than others then they could complete a word search pg. 70 LG.

- Divide the group into 3 smaller groups and allocate a table each. Give each group a pre-printed header, one group 'Benefits' another group 'Environmental factors' and the last group 'Safety factors of'.
- Ask them to record their ideas/thoughts on the paper on each topic. Set a timer allocating 3 minutes to complete the task.
- When the timer sounds ask the groups (all bar one learner from each group) to move clockwise around the room leaving the papers in place. Start the timer again and repeat the process.
- The learner remaining will talk through the ideas on the paper with the new group and then move seats to 'catch up' with their original group. Leave a different person behind the next time the timer sounds and repeat the process.
- When learners have looked at each of the 3 headings manage a discussion for them to share and confirm the answers as 1 group.
- Refer learners to case study Part 2: Emma Dillon LG pg. 69 for an example of the factors that need to be considered when undertaking Adventurous Activities.
- Following the group work/learning activity, brief the learners to complete pgs. 35 and 36 of WB independently. Remind the learners to **DESCRIBE** the 6 points as required.

- Learners to record their ideas/thoughts at the first table and move around the tasks as directed.
-  For a timer, you could use your watch/phone or an app e.g. 'ultimate buzzer sounds'
- Learners to contribute to group discussion. LG pgs. 70-72 provide additional support.



LESSON OBJECTIVE 2 / TASK 2 COMPLETE. TICK THE OBJECTIVE OFF.



TIMING



TOPIC



TEACHER ACTIVITIES



REMARKS/NOTES

N/A

Participate in adventurous activities

- Learners need to have taken part in a minimum of two outdoor adventurous activities.
- This will be recorded on Bader/Westminster and evidence this task.
- No additional work in the classroom is required



LESSON OBJECTIVE 3 / PRACTICAL TASK 3 **COMPLETE.**
TICK THE OBJECTIVE OFF.



TIMING



TOPIC



TEACHER ACTIVITIES



REMARKS/NOTES

20 minutes

Reviewing adventurous activities

Complete assessed work.
U5 Task 3. AC4.1



EXTENSION TASK

If learners finish earlier than others they could think about an activity they haven't done and write down the skills/techniques that would develop from doing it.

- Ask the learners to consider the skills and techniques they have learnt when they have undertaken different adventurous activities. Manage a group discussion and collate ideas on a group 'board blast'.
- Task learners to complete the skills and techniques handout and talk through their answers with them.
- Refer learners to case study Part 3: Emma Dillon LG pg. 76 for an example of Adventurous Activities in the ACF.
- Following the group work/learning activity, brief the learners to complete pg. 37 of WB independently. Remind learners to **REVIEW** 2 adventurous activities. They **MUST** be **ADVENTUROUS**.

- Contribute to the discussion. Record on whiteboard or flip chart paper.
- Complete the handout and contribute to discussions. A number of skills/techniques may apply to different adventurous activities e.g. 'developing teamwork' or 'improving balance'.



LESSON OBJECTIVE 4 / TASK 3 **COMPLETE**.
TICK THE OBJECTIVE OFF.



TIMING



TOPIC



TEACHER ACTIVITIES



REMARKS/NOTES

20 minutes





Review the involvement of uniformed organisations

Complete assessed work.
U5 Task 4. AC4.2

- Explain details of the annual Ten Tors expedition challenge managed by the Army. Show images on pg. 79 LG.
 - Ask the learners to work in pairs and consider adventurous activities that are run and managed by different uniformed organisations.
 - Ask each pair to make notes on 3 points: 'What the organisation is and what does it offer' 'The benefits to the participants and/or communities' and 'The benefits to the organisation itself'.
 - Manage a discussion to share group feedback.
 - Following the group work/learning activity, brief the learners to complete pgs. 38 and 39 of WB independently. Remind the learner to **REVIEW** the involvement.
- Learners to listen and engage with the questions asked.
 - Learners to make a note of the answers to the points and share them with the larger group.
 - Discussion points could be recorded on a white board.



LESSON OBJECTIVE 5 / TASK 4 **COMPLETE.**
TICK THE OBJECTIVE OFF.

 TIMING	 TOPIC	 TEACHER ACTIVITIES	 REMARKS/NOTES
4 - 5 minutes	Recap exercise/review learning to evidence the 'learning'	<ul style="list-style-type: none"> • Option 1: Split the group into small teams and ask pre-set questions. (Highest scoring team wins). Or <ul style="list-style-type: none"> • Option 2: Learners to play Bingo (as per the instruction on the PowerPoint Presentation) to confirm understanding. 	<ul style="list-style-type: none"> • Take part in the quiz activity as directed. Or <ul style="list-style-type: none"> • Take part in Bingo! (Who can be the first learner to shout 'House?')
1 - 2 minutes (maximum)		<ul style="list-style-type: none"> • Ask learners to check their work and to sign/ date the learner declaration on the front of the workbook. • Explain plans to cover other units in WB 2. 	



CONGRATULATIONS UNIT 5 COMPLETE!