

WEEK 1- Key Vocabulary	WEEK 2 – Types of Outdoor Activities	WEEK 3 - Key Considerations	WEEK 4 – Key Considerations	WEEK 5 – Hazards
<p>Outdoor Adventure Activities – mainly non-competitive and offer alternative ways to enjoy a healthy approach to recreation and outdoor activities.</p> <p>Health and Safety – regulations and procedures intended to prevent accident or injury in workplaces or public environments.</p> <p>Hazards – anything that could cause harm</p> <p>Skills – The ability to perform a sporting skill consistently well at speed, under fatigue and pressure conditions in a competition environment</p> <p>Knowledge – facts, information, and skills acquired through experience or education; the theoretical or practical understanding of a subject.</p>	<ul style="list-style-type: none"> • Water sports (e.g., dinghy sailing, windsurfing) • Trekking (e.g. hillwalking, orienteering, mountaineering) • Camping (e.g. wild camping) • Climbing (e.g. single pitch, abseiling) • Caving (e.g. potholing, mine exploration) • Cycling (e.g. mountain biking, trail biking) • Snow sports (e.g. snowboarding, cross country skiing, downhill skiing, snowshoeing) • Gliding (e.g. hang gliding, paragliding) • Other land-based activities (e.g. gorge walking, sea level traversing, high rope courses) 	<ul style="list-style-type: none"> • Health and safety (e.g. is the activity suitable for the group, have all potential risks been identified) • Personnel (e.g. ratio of leaders to participants, is the activity leader suitably qualified) • Adventure Activities Licensing Authority (e.g. centres delivering outdoor activities have to have a license) • Clothing and equipment (e.g. appropriate to the activity, not damaged/torn) • Location (e.g. is the terrain suitable for the activity, is it suitable for the experience of the participants) <p>Supplies (e.g. will there be access to food and water)</p>	<ul style="list-style-type: none"> • 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) • Contingency plans (e.g. alternative route should there be an unexpected obstruction, spare equipment should any break) • Shelter (e.g. will an overnight stay be required, is there shelter from adverse weather conditions) • Weather forecast (e.g. will the weather conditions be suitable for the activity, will the weather conditions cause any risk during the activity) • Timing (e.g. is the time length of the activity suitable) 	<ul style="list-style-type: none"> • Inappropriate supervision/tuition • Poor/incorrect equipment (e.g. wrong type footwear, a back pack that is too heavy) • Unforeseen weather conditions (e.g. blizzards/flash floods) • Illness/injury (e.g. dehydration, frost bite, fractures/sprains) • Poor organisation (e.g. undefined roles within a team, inaccurate timings) • Getting lost • Unstable terrain (e.g. mud slides, avalanches) • Animals and insects (e.g. insect bites, animals scavenging food).

WEEK 6 – Skills and Knowledge	WEEK 7 –Lesson Planning	WEEK 8 –Skills and Knowledge	WEEK 9 - Targeted Planning	WEEK 10 – Differentiation of your activity
<p>You must be able to demonstrate these skills</p> <ul style="list-style-type: none"> • Reliability • Active listening and Active participation • Collaborative working • Demonstrating commitment • Treating others with respect • Problem-solving skills: • Prioritise issues • Set targets for resolution (e.g. I need to resolve this problem before the sun sets) • Use experience to help resolve problem (e.g. when encountered a similar problem I tried this to resolve it) • Monitor their performance in resolving a problem (e.g. this isn't working, I'll try something else) • Evaluate their performance in resolving a problem. e.g. (next time it will be better if I do this first) 	<p>Planning – the act or process of making or carrying out plans specifically : the establishment of goals, policies, and procedures.</p> <p>Differentiation – tailoring instruction to meet individual needs. Whether leaders differentiate content, process, products, or the learning environment, the use of ongoing assessment and flexible grouping makes this a successful approach to instruction.</p> <p>STEP Principle – STEP stands for Space, Task, Equipment, People.</p> <p>Warm up – prepare for physical exertion or a performance by exercising or practising gently beforehand.</p> <p>Cool Down - the act or an instance of allowing physiological activity to return to normal gradually after strenuous exercise by engaging in less strenuous exercise.</p>	<p>You must be able to demonstrate these skills</p> <ul style="list-style-type: none"> • Care and use of equipment: understanding of correct purpose and use of activity specific equipment • Safe practice: follow instruction closely ensure they have the prescribed clothing/equipment make sure they are aware of emergency procedures • Communication skills: verbal (e.g. appropriate language, suitable level of information provided) non-verbal (e.g. hand signals in scuba-diving) activity specific language/terminology • Decision-making skills: defining and clarifying an issue gathering facts about issues and understanding their causes, generating/brainstorming possible solutions comparing the pros and cons 	<p>What Outdoor Activity session do you think you will be planning and how are you going to deliver it?</p> <p><u>Target Client</u> Who is the activity for?</p> <p><u>Activity Ideas</u> What do you want to do?</p> <p><u>Aims and Objectives</u> Why do you want to do it? What do you want to achieve?</p> <p><u>Location</u> Where do you want your event to take place?</p> <p><u>Numbers</u> Overall size of the class that are participating.</p>	<ul style="list-style-type: none"> • The time length of the activity should be changed to suit the participants. For example, young participants have shorter sessions. • The type of activity should match the goal or specific activity for the participants. For example, a kayaker would train in a kayak or canoe • The intensity of the exercise should be high enough to push participants, but not so high that they injure themselves or do not enjoy the activity. • Equipment should be tailored to suit different situations and participants. For example, changing the type, size or complexity (specialised/adapted) of equipment. • Rules of an activity should be changed to suit the people participating. For example, simplified rules for children or adapted skills for disabled participants