

In the tables below are a sample of activities on offer at Pendine outdoors along with a generic overview for each activity. These are examples and are not to be classed as a definitive list.

Generically each activity should have the following learning objectives

| Title | Key terms/ Principles | Curriculum link |
|-----------------------------|---|---|
| Intro | Self and team organisation | Healthy confident individuals (HCI)- finding information and support to be safe and well |
| Additional equipment | Additional safety equipment that specific to an activity and key principles | Ambitious, capable Learners (ACL)- building on knowledge and have the skills to connect and apply that knowledge in different contexts Enterprising and creative contributors (ECC)- Give of their energy and skills so that other people will benefit |
| Drive | | Time away from activity is important to allow pupils to reset for the next activity |
| Lunch | Re-fuel Rest and compare what has happened so far | Time away from activity is important to allow pupils to reset for the next activity |
| Reflection | A chance to reflect on the day what has happened through the day while enjoying the food just created earlier. | ECC- Thinking creatively; express ideas and emotions Ethically informed citizens (EIC)- Respect the needs and rights of others; understanding and considering their current, community and culture; showing a commitment to a sustainable future. HCI-having secure values; taking measured decisions about lifestyle. |
| Drive back | | Time away from activity is important to allow pupils to reset for the next activity |
| Sorting equipment | The need to unpack and to sort equipment at the end of the day | ECC- give energy so that others will benefit. EIC- being knowledgeable about the society they are part of; showing their commitment to the sustainability of the planet. |

Topic / Unit title: Woodland ranger day**Duration: Full day****Main Learning Outcomes**

1. Basic needs for living- Water; Food; Protection; Hygiene; Sleep
2. Use of different senses how they come together to assist us in our daily living
3. How we as a community come together like our senses but on a bigger scale to create a community in sync
4. Sense of place, what makes this location work well

Example program, different groups may do this in a different order

| Title | Key terms/ Principles | Curriculum link |
|-------------------|--|--|
| Walk up | Dryads A sense of place Awareness of location | ACL- questioning and solving problems. ECC- express ideas and emotions through different media EIC- knowledge about culture and community in the past; sustainable future |
| Night line | Trust Communication methods and needs | ACL- Solving problems; communicate effectively in different forms. ECC- Take measured risks; give energy and skills so that others may benefit. EIC- understand and consider the impact of their actions when making choices. HCI- developing trust; Managing risk; face and overcome challenge; physically active. |
| Shelters | Basic shelter requirements | ACL- building upon skills and knowledge they already have and apply in different contexts. ECC- thinking creatively; identify and grasp opportunities EIC- knowledge about past cultures; consider impact of actions. HCI- Take part in physical activity. |
| Fires | Fire triangle, basic premise for starting a fire and the need for doing so. | ECC- Take measured risks EIC- Knowledge about culture, community, society and the world, now and in the past. HCI- Manage risks; face and overcome challenge |
| Cooking | Method for cooking and the need for cooking in the first instance | ECC- Take measured risks; give energy and skills so that others can benefit EIC- Understand impact of actions; Knowledge about culture and the world now and in the past HCI- Measured decisions regarding risk; face and overcome challenge |
| Walk down | A heightened awareness of location by this point | EIC- Knowledge about culture and the world now and in the past; Showing a commitment to a sustainable future. HCI- having secure values; taking measured decisions about lifestyle. |

Topic / Unit title: Extreme stream

Duration: Half day

Main Learning Outcomes

- 1. Teamwork and cooperation**
- 2. Challenge by choice and risk acceptance/ risk assessing**
- 3. Individual and group thought processes**

Example program, different groups may do this in a different order

| Title | Key terms/ Principles | Curriculum link |
|-------------------------------|--|---|
| Walk up | A sense of place Awareness of location Topography and landscape | ACL- questioning and solving problems. ECC- express ideas and emotions through different media EIC- knowledge about culture and community in the past; understand and consider the impact of their actions when making choices and acting |
| Basic river navigation | Trust Communication methods and needs | ACL- Solving problems; communicate effectively in different forms; can explain the ideas and concepts they are learning about. ECC- Give energy and skills so that others may benefit. EIC- Respect the needs and rights of others and a member of a diverse society HCI- Developing trust; physically active. |
| Challenges | Individual and group decision making Challenge by choice | ACL- Set themselves high standards and seek and enjoy challenges ECC- Take measured risks EIC- Knowledge about culture, community, society and the world, now and in the past. HCI- Manage risks; face and overcome challenge |

Topic / Unit title: Climbing tower activities**Duration: Half day****Main Learning Outcomes**

- 1. Teamwork and cooperation**
- 2. Challenge by choice and risk acceptance/ risk assessing**
- 3. Individual and group thought processes**

Example program, different groups may do this in a different order

| Title | Key terms/ Principles | Curriculum link |
|-----------------------------|--|--|
| Ground activities | Trust Communication Team work | ACL- Building up a body of knowledge and have the skills to connect and apply that knowledge in different contexts ECC- Express ideas and emotions through different media EIC- knowledge about culture and community in the past; sustainable future |
| Activities at height | Trust Communication methods and needs | ACL- Solving problems; communicate effectively in different forms. ECC- Take measured risks; give energy and skills so that others may benefit. EIC- understand and consider the impact of their actions when making choices. HCI- developing trust; Managing risk; face and overcome challenge; physically active. |

| | |
|---|---------------------------|
| Topic / Unit title: Sea activities | Duration: Half day |
|---|---------------------------|

| |
|--|
| Main Learning Outcomes |
| <ol style="list-style-type: none"> 1. Teamwork and cooperation 2. Challenge by choice and risk acceptance/ risk assessing 3. Individual and group thought processes |

Example program, tide and weather dependant

| Title | Key terms/ Principles | Curriculum link |
|---------------|--|---|
| Mega SUP | Team Work, Agility Balance, Coordination | Helping build positive relationships, respect and trust (HCI) Take part in physical activity (ECC)- leading and playing different roles in teams. |
| SURFING | Balance, timing cooperation, personal confidence | (ACL)-setting standards, enjoying the challenge [can they get to standing] (HCC)- great wellbeing promotional activity |
| BOadyboarding | Personal confidence, | (HCI) Taking part in physical activity-and more confidence building. |

| | |
|--|--------------------------|
| Topic / Unit title: Evening program | Duration: Evening |
|--|--------------------------|

| |
|--|
| Main Learning Outcomes |
| <ol style="list-style-type: none"> 1. Teamwork and cooperation 2. Challenge by choice and risk acceptance/ risk assessing 3. Individual and group thought processes |

Example program, different groups may do this in a different order

| Title | Key terms/ Principles | Curriculum link |
|--------------|--|---|
| Round House | Reflective, educational, engaging presentation | (EIC)- Knowledgeable about cultures, and societies past and present. Engaging with contemporary issues. (ECC)- Take measured risks. |
| Orienteering | Competitive navigation. | (ACL)- number skills and application, understand mathematical concepts eg: time, speed & distance. |

| | | |
|--|--|--|
| Beach Games & ice cream | Dealing with currency, spending time together socially, | (HCI)- taking measured decisions. (ACL)- communicating effectively with people they encounter, shop keepers, members of the Public etc... |
|--|--|--|