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Outdoor activity learning outcomes

	Learning Outcomes	How can this be assessed	Teaching Style	Possible pre post session activity
Air rifle	Understand the importance of range rules and discipline by taking responsibility for their own safety as well as that of others.	Follow rules as displayed in the range	Very direct teaching style	Post session activity –reflect on performance in relation to ability.
	Developing social and emotional skills by appreciation of the contributions and achievements of themselves and of others.	Act as spotters for partner Add up scores for other group members Behave in a way which allows the other group members to reach their maximum potential. Supporting peers and help others to develop skills	Individual coaching as appropriate	What do I need to do in order to shoot successfully and accurately? Recognize and applaud the achievements of others, regardless of how these compare with their own.

Activity	Learning Outcomes	How can this be assessed	Teaching Style	Possible pre post session activity
Archery	Follow range rules	Practical demonstration during the session	Directive	Each student remembers a rule and say out as a group
	Activity Skills	Be able to hit the target and understand how to adjust the aim as appropriate	Practical demo and do	
	Relate to the history and development of archery	Name a famous battle where bows played an important part. What is archery still used for today? Famous people associated with the use of bows and arrows.	Group discussion	
	Acquire and develop appropriate technical knowledge and skills.	Understand basic archery terms. Terms nock, pile, fletching.	Talk	
	Analyze their performance and adjust accordingly	Adjust aiming	Self and peer motivation” resourcefulness”	
	Gaining personal confidence, developing character and resilience through taking on challenges and achieving success.	Having a second go if they find it challenging the first time.	Encouragement	Talk openly as a group about their successes, and of their misses, allowing them to feel proud of what they have achieved.

Activity	Learning Outcomes	How can this be assessed	Teaching Style	Possible pre post session activity
Assault course	Team work and social awareness	Work as part of a team to negotiate obstacles	Instructor input at appropriate time during the session	
	Physical ability	Negotiate a variety of physically challenging obstacles. Recognising their own current strengths and limitations and those of others.	Group work on a challenge by choice Policy	
	Managing emotions	Helping others if struggling or distressed by recognising they need support and willingly offering it to them, staying positive. Also willingly trusting each other and accepting support from others when they need it themselves.		

Activity	Learning Outcomes	How can this be assessed	Teaching Style	Possible pre post session activity
Abseiling	Understand the importance of wearing appropriate safety equipment	Practical demonstrations and verbal questioning	Directive with open questions during session	Pre course discussion on looking after self Taking responsibility Appropriate behavior
	Activity skills	Abseil down a variety of pitches demonstrating appropriate techniques. Responding positively in challenging environments – heights.	Practical Training	
	Personal qualities. Taking responsibility for oneself	Check own equipment	Instructor led discussion	
	Enhance their sense of self, improve their capacity to manage challenging circumstances and develop caring and respectful relationships	By providing challenging activity. This provides an opportunity for students to provide a mutually supportive structure		
	Personal challenge, facing fears, trusting the equipment, building confidence.	Practical exercise. Developing resilience through perseverance of fears by succeeding the abseil if they felt they could not.	Encouragement	
	Encourage peer to peer support	Buddy system. Students give support or advice to climbers	Avoids excess noise distractions student becoming over whelmed	

Activity	Learning Outcomes	How can this be assessed	Teaching Style	Possible pre post session activity
Coasteering	Environmental awareness and the effects of the sea	Observe effects of erosion. Demonstrate care for the environment through their own actions, leave no trace.	Swim past it and have a look	
	Identify at least one type of marine organism	Discuss limpets, barnacles sea weed as appropriate.	Find them in their natural environment and discuss.	
	Water safety	Appropriate equipment	Demo and talk put kit on and use it in appropriate environment	
	Effects of weather on the sea	Questions why is the sea like it is rough / calm. Experience and gain respect for the power of natural forces.	Questions and observation	

Activity	Learning Outcomes	How can this be assessed	Teaching Style	Possible pre post session activity
Gorge walking	The environmental effect of this activity. Understanding the importance of conservation.	Discuss why we only do this at certain times of the year. Discussing the impact of human activities on the environment.	Discussion	
	Water safety	Use appropriate safety equipment. Dressing appropriately for the activity.	Practical session	
	Appreciation for nature	Experience 'awe and wonder' in response to the natural beauty of the wild environment.		Talk about how a gorge is formed.

Activity	Learning Outcomes	How can this be assessed	Teaching Style	Possible pre post session activity
Climbing	Set own personal goals Trying hard to succeed at activities they find physically or emotionally challenging.	Climb a part of the wall appropriate to your own ability. Set realistic targets for themselves, and keep focused until they succeed.	Competition against peers or self to improve skills. Challenge by choice.	Aim 1 level higher or further each time
	Awareness of the world	Visual representation of the various mountains of the world in proportion	Visual	
	Environmental Awareness	What type of tree is the abseil tree	Oak	Talk about the leaves and how to distinguish an Oak tree from other types.
	Health and Well-Being	Understand how much exercise is required to remain healthy. Learning to appreciate the benefits of physical activities like climbing and the lifelong value of participation in health leisure activities.	Group discussion	Talk about the benefits to their health through participation in physical activities like climbing

Activity	Learning Outcomes	How can this be assessed	Teaching Style	Possible pre post session activity
Canoeing	Activity skills and working with peers.	Paddle canoe with one or two other group members. Working as a team, developing and valuing friendships.		Why is it hard to paddle a canoe on your own?
	Have knowledge of the history of canoeing	Questions and answer who paddles canoes and kayaks? What could people use kayaks canoes for today?	Closed questions and open questions	
	Awareness of the effect of weather on the canoe	Be able to paddle the boat in the weather conditions	Practical skills development	
	Enjoyment	Participants want to repeat the canoeing experience either straight away or after reflection, they talk about canoeing positively and with enthusiasm. And encourage their friends to take part in canoeing during the session or in the future.		

Activity	Learning Outcomes	How can this be assessed	Teaching Style	Possible pre post session activity
Kayaking	Develop personal kayaking skills	Demonstrate basic understanding of sweep stroke, forward paddling and reverse paddling and apply them effectively. Recognize the value of training and practice in developing skills and improving kayaking performance.	Demonstration and practice	
	Understand water safety issues	Understand the importance of wearing a buoyancy aid		
	Confidence and character building	Overcoming any apprehensions about kayaking and taking part in the activity. Wanting to move forward on the next kayak skill or challenge.		

Activity	Learning Outcomes	How can this be assessed	Teaching Style	Possible pre post session activity
Raft Building	Activity skills	Build a raft in teams and try it out on the water, then racing it in a competition. Recognize the value of competition as a potential spur to high performance.	Safety talk and skills training on how to tie it together. Talk about working as a team to paddle the raft.	
	Apply skills that you have learnt in a practical situation	Learn how to tie a square lashing and use it to build a raft	Visual learning show I and I will understand. Each person takes responsibility for each stage of the lashing Teamwork SEAL Social and emotional aspects of learning	
	Skills for life- listen to instructions and respond accordingly, listen to each other and work co-operatively as part of a team.	While building the raft each team member should understand the importance of listening to the ideas and opinions of others and how team members take on different roles to achieve success.	Instructor input at appropriate time during the session	

Activity	Learning Outcomes	How can this be assessed	Teaching Style	Possible pre post session activity
Sailing	Technical Knowledge, to be able to name parts of the boat. Bow, stern, port , starboard, rudder, tiller, dagger board	Verbal question and answer. Practical demonstration of knowledge	Verbal using correct nautical terms	
	Basic understanding of beaufort scale	Estimate wind force		
	How to tie boat up probably with round turn and two half hitches	Practical demonstration	In groups of 2 -3 has responsibility for one stage of the knotting process	
	Practical sailing skills. Sail on a reach go about and return	Practical demonstration		
	Environmental awareness around changing weather conditions	Experience the impact of the wind on a sailing boat; discuss the difference it would make if there was little-to-no wind or strong gusts.	Practical experiences and group discussion.	

Activity	Learning Outcomes	How can this be assessed	Teaching Style	Possible pre post session activity
Orienteering	Technical activity skills. Be able to orientate a map using topological features	Practical demonstration. Then put in to practice on centre's orienteering course	Talk then do	
	Be able to set a compass for a given bearing and follow that compass over a short distance	Practical demonstration then practice on compass course	Talk then do	
	Personal qualities, working towards self-reliance in outdoor activities by undertaking appropriate tasks with minimum levels of supervision and increasing independence.	In small groups, participants take themselves around the Venture Centre site looking for orienteering markers using a map.	Supervised remotely	

Activity	Learning Outcomes	How can this be assessed	Teaching Style	Possible pre post session activity
Campcraft/ Survival	Learn about different types of wood	Be able to select suitable wood for fire lighting	Practical demonstration	
	Safety	Construct fire place to contain fire Choose suitable site Be responsible for the safety of themselves and other members of their group around the fire.	Consider health and safety and wind direction. Talk about safety around a lit fire.	
	Environmental issues	What type of wood do we burn? Is this environmentally sound. Demonstrate as a group care for the environment, not leaving litter. Understand the impact of human activities on the woodland.	Discussion ideally around fire while waiting for food to cook	
	Work as part of a group for common objective	Collect wood, light fire and cook food as part of a group	Practical demonstration	

Activity	Learning Outcomes	How can this be assessed	Teaching Style	Possible pre post session activity
Coastal walk	Personal preparation for activity	Wear appropriate clothing for weather and understand how to keep themselves comfortable when outdoors with advice from instructor	Group discussion	Look at kit list and explain why equipment is important
	History of area and knowledge of wildlife	Verbal question and answer during the journey	Talk and walk	Wild life bingo
	Awareness of geographical location place in the world	Group discussion	During coastal walk identify areas which can be seen from the walk e.g. lake district hills	
	Health and well-being	Talk about fitness and links between physical and emotional well-being.	Discuss walking as regular activity to keep fit	
	Environmental awareness	'Leave only footprints and take only pictures' talk about humans impact on the local environment, for example litter, wildlife, footpaths and erosion.	Group discussion.	

Activity	Learning Outcomes	How can this be assessed	Teaching Style	Possible pre post session activity
Off road cycling	Understand the requirements for safety equipment	Wear appropriate equipment throughout the session	Group discussion Look at parts of bike what do they do?	
	Develop skills as appropriate to ability of group	Be able to use brakes effectively Balance and control bikes over basic obstacles. Development on the mental skills necessary for example resilience and determination.	Practical skills session on centre's course	Talk about the value of continued practice in improving their skills.

Activity	Learning Outcomes	How can this be assessed	Teaching Style	Possible pre post session activity
Shared Residential Experience	Working together	Group review/informal discussion	Be part of a team as part of a group taking part in new activities	Challenge cards outlining what they think they do best and what they need to develop
	Helping other people		Assisting other members of a team	
	Shared social experiences	Meal times, spare time, activity time	Responsibility clearing away plates at meal times	
	Caring for others	How do group members deal with their peers who may be upset or distressed?	Shared group experience Pick a partner you wouldn't normally work with.	
	Increased motivation and appetite for learning	The young people are aiming to achieve their very best during their stay by showing a desire for new challenges, developing good or better relationships with friends, teachers and instructors and talking positively about learning and taking part in outdoor activities.	Be part of a team as part of a group taking part in new activities	
	Improve on personal qualities, demonstrating increased initiative, self-reliance and responsibility	Young people are starting to organize themselves by arriving on time in the mornings properly equipped and prepared for the activities of the day. Preserving good humor in the face of bad weather or	Sharing a dorm room with friends and classmates.	

		tiredness. And taking care of their personal possessions, space and hygiene.		
	Activity knowledge and organizing themselves for each day	Knowing how to dress appropriately for each activity and how to keep themselves comfortable in the outdoors in a variety of environments and weather conditions.	Instructor guidance on what to wear and to pack.	Discuss shared group kit for each activity
	Broadened Horizons	Traveling to the Isle of Man, getting exposed to and becoming more aware of different environments and cultures	Group chat about the differences we have here on the island to the UK.	
	Enjoyment	Opting in to activities and participating fully. Young people's eagerness to repeat activities and experiences again and talking about their time with enthusiasm and positivity.		Talk about favorite parts of the week.

Activity	Learning Outcomes	How can this be assessed	Teaching Style	Possible pre post session activity
Team Tasks and Problem Solving	Social and emotional development while working as a team	Being able to help their group arrive at a team decision and implement it in order to solve problems, treating each member of the group with tolerance and respect if a disagreement occurs.	Small challenges in a competition setting for the young people to complete as part of a group.	
	Confidence and character building	Group challenges with the aim to bring young people 'out of their shell' and show more social confidence. They can feel they can make a positive contribution to the success of their group.	Setting a challenge for the group to complete without giving them too many clues on how they should go about it.	
	Skills for life	Young people encouraged to come up with ideas and express them, as well as listening to the ideas and opinions of others. Showing willing to try out a variety of ideas to find out what will work to solve the puzzle.	Stepping back and allowing the group to work through their options until they arrive at an answer.	
	Leadership skills	Young people are able to take on a position of responsibility and leadership roles where appropriate while trying to solve a variety of problems and puzzles but	Appointing a group leader for each challenge and changing it round regularly.	

		are also able to step back and allow others to take leadership roles			
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The Venture Centre Outdoor Activity Learning Outcomes for year 5 and 6 created using the 'High Quality Outdoor Learning' guidelines written by Outdoor Education Advisers' Panel and published by the English Outdoor Council. In association with IBD