

Midlothian Council – Education Communities & Economy
Outdoor Learning Service
Generic Outdoor Learning Lesson Plan



Generic Outdoor Learning Lesson Plan – Links to Curriculum for Excellence			
Stages of lesson	Aim	Example of activity	Some examples of links to CfE
Pre – activity day	Students investigate activity before leaving school to increase their knowledge base.	At home - students check weather forecast, ensure they have packed lunch, change of clothes and medication. In class - searching internet for information about activity and venue.	Throughout all my learning, I can use search facilities of electronic sources to access and retrieve information, recognising the importance this has in my place of learning, at home and in the workplace. TCH 2-03b (Also can include; LIT 3-05a / LIT 4-05a)
Introduction at school	Sharing information with students and making them aware of the expectations for the day	Introductions, expectations discussed, personal kit checked	I am developing confidence when engaging with others within and beyond my place of learning. I can communicate in a clear, expressive way and I am learning to select and organise resources independently. LIT 2-10a / LIT 3-10a (Also can include; MLAN 3-01a)
Discussion of activity plans	Sharing information about the activity plan and answering any unanswered questions	Sharing past experiences and knowledge, looking at maps, weather forecast	When listening and talking with others for different purposes, I can: <ul style="list-style-type: none"> • share information, experiences and opinions • explain processes and ideas • identify issues raised and summarise main points or findings • clarify points by asking questions or by asking others to say more. LIT 2-09a
Specialist equipment issue	Ensuring all students are appropriately equipped and understand why	Issuing equipment, ensuring it is put on correctly, learning about	I can show my understanding of what I listen to or watch by responding to literal, inferential, evaluative and other types of questions, and by asking different kinds of questions of my

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	such equipment is necessary	specific equipment for each activity e.g. map and compass for hill walking	own. LIT 2-07a (Also can include; MLAN 4-04a)
Discussion of activity venue	Informing students about activity site and local environment	Discussing venue, how it was formed, how accessible it is, other land users e.g. Musselburgh Lagoons – it's a man made pond, it's open to the public and other people use it such as; dog walkers	Representing my class, school and/or wider community encourages my self-worth and confidence and allows me to contribute to and participate in society. HWB 0-12a / HWB 1-12a / HWB 2-12a / HWB 3-12a / HWB 4-12a
Safety briefing	Ensuring students will be safe during activity and advising them of their personal safety responsibilities	Discussing safety drills and putting it into context at the activity site and discussing the weather, e.g. practicing capsized drill prior to kayaking	I am learning to assess and manage risk, to protect myself and others, and to reduce the potential for harm when possible. HWB 0-16a / HWB 1-16a / HWB 2-16a / HWB 3-16a / HWB 4-16a (Also can include; SCN 2-08b)
Discussion of activity skills	Explain skills required based on past level of experience and groups ability	Teaching the core skills required to get students involved in the activity, e.g. simple map reading skills so they can orienteer	I can ask for help confidently using learned phrases and familiar language. MLAN 2-04a
Teaching activity skills during lesson	Providing students with a progressive learning experience	Building on core skills during in lesson so students confidence increase, e.g. completing a bike skills course so students can complete a	I practise, consolidate and refine my skills to improve my performance. I am developing and sustaining my levels of fitness. HWB 2-22a / HWB 3-22a

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		journey	
Teaching additional experiences and outcomes	Ensuring cross curricular themes are embedded in lesson	Teaching subjects such as geography, numeracy, literacy, health and wellbeing, e.g. using Naismith's rule when walking or highlighting the importance of teamwork in tandem canoeing	Using simple time periods, I can give a good estimate of how long a journey should take, based on my knowledge of the link between time, speed and distance. MNU 2-10c (Also can include; EXA 0-02a, EXA 1-06a, SCN 0-12a)
Review and discussion at lunch time	Informal review to assess students progress and discuss other cross curricular themes	Discussions over lunch about activity experiences so far, skills/areas to work on in the afternoon. Using such opportunities to put learning into context – e.g. sharing ideas about healthy packed lunches	I can explain the links between the energy I use while being physically active, the food I eat, and my health and wellbeing. HWB 2-28a / HWB 3-28a
Teaching activity skills during lesson	Providing students with a progressive learning experience	Building on core skills during in lesson so students confidence increase, e.g. completing a bike skills course so students can complete a journey	I practise, consolidate and refine my skills to improve my performance. I am developing and sustaining my levels of fitness. HWB 2-22a / HWB 3-22a
Teaching additional experiences and outcomes	Ensuring cross curricular themes are embedded in lesson	Teaching subjects such as geography, numeracy, literacy, health and wellbeing, e.g. using Naismith's rule when walking or highlighting the importance of teamwork in	Using simple time periods, I can give a good estimate of how long a journey should take, based on my knowledge of the link between time, speed and distance. MNU 2-10c (Also can include; EXA 0-05a / EXA 1-05a / EXA 2-05a, MNU 2-09a, SCN 0-01a)

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		tandem canoeing	
Complete activity review	Draw out students learning outcomes, expectations met, experiences had	Using a simple quick 'thumbs up' review – to a more detailed group 'rounds' session to share personal learning with the class	I am aware of and able to express my feelings and am developing the ability to talk about them. HWB 0-01a / HWB 1-01a / HWB 2-01a / HWB 3-01a / HWB 4-01a (Also can include; RME 0-02a)
Clean and return kit	Ensure students are aware of the importance of looking after equipment and personal belongings	Working as a team to ensure the canoe trailer is packed or individuals cleaning their hiking boots after a walk – instilling a sense of ownership and respect over resources	Through contributing my views, time and talents, I play a part in bringing about positive change in my school and wider community. HWB 0-13a / HWB 1-13a / HWB 2-13a / HWB 3-13a / HWB 4-13a
Evaluate activity	Discuss the suitability of the activity and consider possible future options	Working with students and teachers ensuring the activities were tailored to their needs and what future experiences might look like	By reflecting on my own and others' work and evaluating it against shared criteria, I can recognise improvement and achievement and use this to progress further. HWB 2-24a
Discuss and signpost future opportunities	Provide students with opportunities to progress further in the days activity	Suggesting possible festivals or come and try events. Signposting to local clubs or competitions	By reflecting on my own and others' work and evaluating it against shared criteria, I can recognise improvement and achievement and use this to progress further. HWB 2-24a