



## Brief Description

Students will experience working at height and using ropes and friction devices to control their descent. They will learn to coordinate arms and legs and use core strength to maintain balance and body position. In addition they will enjoy a shared experience with friends and peers and appreciate differences between individual confidence levels, risk taking, comfort zones & personal action planning & development aspirations

## PSHE and Wider Learning Outcomes

- Build stronger relationships
- Introduce & use safety systems
- Increase self-esteem and confidence
- Increase awareness of respect for others and learn tolerance through appreciation of the diversity of comfort zones and appetite for adventure and risk taking
- Assessment of risk and consequences

## Session Objectives

By the end of the session, students will:-

- Understand the need for and develop skills to don personal protective equipment making links to the structure and function of the body
- Estimate height and distance
- Experiment with their own levels of confidence and appetite for risk
- Appreciate safe systems of work
- Have fun

## National Curriculum Outcomes

### Science (forces)

- Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object.
- Identify the effects of friction, that acts between moving surfaces

## Progression / Differentiation

Students to be offered different venues, gradients and heights. Students can be offered the opportunity to practice and be coached before they are offered the vertical twenty metre bridge abseil. Students can be offered support roles should they choose not to commit to the solo bridge abseil. Students can be paired with a more confident classmate to support anxious students on the descent. Students can take a mentoring role to encourage their classmates.

## Vocabulary

Commitment, coaching, gradient, systems, mentoring, safety, anxiety, reticence, progression, gravity, friction, pulleys,