



Adventurous Activities

Adventurous Activities

Definition

Adventurous activities include:

- **Climbing:** for example rock climbing, abseiling, ice climbing, gorge walking, ghyll scrambling, sea level traversing, high- and low-level ropes courses
- **Watersports:** for example canoeing, kayaking, dragon boating, wave skiing, white-water rafting, improvised rafting, sailing, sailboarding, windsurfing
- **Trekking:** for example hill-walking, mountaineering, fell-running, orienteering, pony trekking, off-road cycling, off-piste skiing
- **Caving:** for example caving, pot-holing, mine exploration
- **Challenges and Skills:** for example archery, quad bikes, assault courses, mountain boarding, initiative exercises.

Depending on the environment in which they take place, some of the adventurous activities listed are subject to licensing, under the Adventure Activities Licensing Regulations 1996.

However, not all adventure providers are required to hold a licence. Activity centres with an artificial climbing wall, for example, do not need a licence for that specific activity, though their instructors would still need an appropriate qualification or training to lead the activity. Many centres outside the scope of licensing submit to non-statutory inspection and accreditation.

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Learning opportunities

- Risk awareness: the knowledge that risks can be identified and managed increases confidence about new or uncertain situations
- Personal and social development: gearing activities for success allows for the development of self-confidence and self-esteem
- Citizenship: learning how to support, lead and follow being a team player, developing social skills and a sense of community and responsibility
- New ideas for physical exercise: alternatives to ball sports and team games
- Connection with the natural environment: a developed awareness of green issues
- Recreation: fun and enjoyment, stress relief, purposeful leisure



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An activity course can be directed at the Outdoor & Adventurous Activity targets of the PE Curriculum, but it can also meet many of the requirements of the Personal, Social, Health and Economic Education agenda.

Many centres offer adventurous activities in combination with other studies, such as geography, maths and science. There is also growing use of ICT to report, record and analyse outcomes.

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Range of provision

Freelance instructors

- arrange activities by the day in your school grounds or in the local countryside
- provide all the equipment you need along with appropriate guidance.

Local authorities

- may operate activity centres in your area
- may operate activity centres on a residential basis, in more distant rural parts of the country, with instruction, equipment, accommodation and meals. They use their surroundings — including hills, mountains, woodlands, lakes and/or rivers for activity and study.

Independent centres

- may be commercially operated
- may be owned and run by a charity or not-for-profit organisation
- often have extensive grounds, and offer multi-activity programmes in natural or man-made environments
- provide instruction, equipment, accommodation, meals and a wide range of activities.

Summer camps

- provide opportunities for informal learning, as well as the chance to make new friends, gain in self-confidence, learn new skills and relax and have fun
- are offered by a wide range of centres
- may offer assisted places, available via the Government's ['Do it 4 Real' scheme](#).

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Levels of support

Centres can offer different levels of support and you need to determine what is most appropriate to help you achieve the educational objectives of your visit:

- use of centre facilities, provision of activity equipment and instruction, self-arranged programme in the evenings
- fully inclusive provision of domestic arrangements and activity programme, plus customer service support at mealtimes and evenings
- as above, but with centre staff to act as facilitators and help you enact a 'Plan—Do—Review' regime to meet your educational objectives
- as above, but with tutoring or teaching run by centre staff, working to your requirements.

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Adventurous Activities Web resources

www.outdoor-learning.org

The Institute of Outdoor Learning is an essential first stop for anyone planning adventurous activities. This site is aimed at teachers of all subjects and all ages, with specific guidance available for each of England, Wales, Scotland and Northern Ireland. Particular guidance is given on health and safety, curriculum links and opportunities for professional development.

www.aals.org.uk

The Adventure Activities Licensing Authority (AALA) issues licences to commercial providers of adventurous activities to young people. This site contains guidance on good practice in the outdoors and self-assessment guidelines which will be useful in planning. A range of case studies is also included.

www.ahoec.org

The Association of Heads of Outdoor Education Centres (AHOEC) is a membership organisation for outdoor education providers of both residential and non-residential centres. Members abide by their Code of Practice for quality and safety standards. The site shows membership centres region by region.

www.baha.org.uk

The British Activity Holiday Association is the trade membership organisation of adventure holiday providers. Members abide by their Code of Practice for quality and safety standards. The site shows current membership.

www.thebmc.co.uk

The British Mountaineering Council – detailed information available on access issues, safety and leadership training will be useful for planning adventure activities with young people. Particular guidance is given on climbing, hill walking and mountaineering.

www.bcu.org.uk

The British Canoe Union – the lead body for canoeing and kayaking in the UK. Of particular interest is the coaching and education programme, with a list of local contacts, and an extensive suite of freely downloadable information sheets.



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www.britishorienteering.org.uk

British Orienteering – site for the national governing body of orienteering. Includes useful downloads for running an orienteering event and other information.

www.bsoa.org

The British Schools Orienteering Association – this site contains plenty of advice for teachers and leaders setting up orienteering courses locally, as well as guidance on professional development opportunities and a list of clubs and other local contacts.

www.nssa.org.uk

The National Schools Sailing Association – promoting sailing as part of the educational experience for young people. The association has an award scheme for young people and runs national events. It also publishes a newsletter and sailing handbook.

www.rya.org.uk

The Royal Yachting Association is the governing body for sailing, windsurfing and power-boating.

www.snowsportengland.org.uk

Snowsport England is the national governing body for English snow sports – skiing and snowboarding.

www.mlte.org

Mountain Leader Training England, formerly the Mountain Leader Training Board, is the governing body for mountain sports.

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