

## EXAMPLE BELA COURSE CONTENT

### WEEKEND ONE DAY ONE

Serial	Timings	Subject	Content
1	0900 - 1000	Course Induction Complete log books & send off Personal Introductions	Introduction, and personal introductions (what experience have the group got), aims & objectives of the course. Course administration & complaints procedure.
2	1000 – 1100	Responsibilities of the BELA	Introduction to BELA. Discuss candidate's perception of the course. Discuss what the qualification stands for "what can you do now you have passed the course".
3	1100 - 1115	Break	Tea & Coffee
4	1115 - 1230	Instructional & Organisational Methods 1	Discuss EDIP and how to use this to get the most out of outdoor training. What makes a good leader, barriers to learning, training aids, lesson planning. Give Students a 5 minute presentation/ice breaker to do on a topic of their choice to be carried out tomorrow.
5	1230 - 1330	Lunch	Students provide own lunches
6	1330 - 1430	Team Building Exercises	Carry out command tasks involving all the group, leader then leaderless task. Discuss group forming, bonding & group dynamics.
7	1430 - 1500	Review team building exercise	Group reviewing session led by the tutor most input from the group. How to get the best out of the teams/students.
8	1500 - 1530	Break-Time with Trangia	Coffee & Tea provided everyone out side to make a brew with Trangia. Instructor to give a safety brief
9	1530 - 1630	Conservation & Access	Discuss SSSI, Rights of Way, National Trust and other agencies. Ref: Mountain craft & leadership book
10	1630 - 1700	End of Day Reviewing session	Get group to bring something in to cook for lunch tomorrow on the Trangia. Group to bring their different stoves in to show other group members. Let group know they have 5 minute presentation tomorrow. (Outdoor topics given by tutor)

## WEEKEND ONE DAY TWO

Serial	Timings	Subject	Content
11	0900 - 1015	Ice breakers	Why we do them, then get students to carryout their 5 minute presentations
12	1015 – 1100	Instructional & Organisational Methods lesson 2	Everyone to show and discuss the stove they have brought in, safety points, pluses and minuses. Review the individual practices and look at ways of improving the lessons. (Done outside) Discuss D of E requirements
13	1100 - 1115	Break as lesson is carried out	Tea & Coffee provided. Make with stoves.
14	1115 - 1230	Child Protection	Instructor & child protection, protocol for both instructors and group, discuss guidelines.
15	1230 - 1330	Lunch	Students provide own lunches, cook and wash up.
16	1330 - 1430	Team Building Exercises	Use command tasks to stretch the group. One leader led task, one leaderless task.
17	1430 - 1445	Break	Tea & Coffee provided.
18	1445 - 1500	Drive to local Area	Use personal cars to visit local area to carry out orienteering exercise depart from this location at the end of the lesson.
19	1500 - 1700	Practical Navigation 1	Group to do short orienteering exercise. Then discuss different types of Navigation lesson. (Indoor-outdoor tips & skills. How to make it fun)

**WEEKEND TWO DAY ONE**

<b>Serial</b>	<b>Timings</b>	<b>Subject</b>	<b>Content</b>
20	0900 - 0930	Recap Days 1 & 2	
21	0930 - 1100	Leadership & Party Management Leadership in action Case study 2 Break as suits the lesson	John Adair Leadership Module, how to look after your group. Reference: Eric Langmuir's Book.
22	1100 - 1330	Classroom Map reading	Basic map & compass work
23	1330 - 1600	Lunch on route, Students provide own lunches Navigation (Local Area) Break as suits the lesson Drive to local Area, use personal cars	How to teach Navigation, Map work, Compass work and discuss GPS and other training aids. (How to make it fun) Ground to map, features on the map, types of map.
24	1600 - 1700	Mental Agility Test (Ex Hot potato) Discuss tomorrows	The group are required to pack appropriate rucksack tomorrow for the day given by the instructor. (Pack as per Silver D of E practice to the New Forest)

## WEEKEND TWO DAY TWO

<b>Serial</b>	<b>Timings</b>	<b>Subject</b>	<b>Content</b>
25	0900 - 1000	Equipment Weather permitting this will be carried out at Alice Holt	What to carry, cost, why it works, show the group a selection of equipment & its uses, layering systems. Types of clothing, waterproofing, boots & rucksacks.
26	1000 - 1030	Break	Tea & Coffee provided.
27	1030 - 1200	Camp Craft	Locating & Establishing Campsites, types of tents. Comfort Techniques other equipment. Energy Requirements.
28	1200 - 1300	Lunch	Students provide own lunches Hot drinks on Trangia
29	1300 - 1500	Camp Craft	Continued!
30	1500 - 1515	Break	Tea & Coffee provided.
31	1515 - 1700	Route Planning	Explain the uses of route cards. Group to make route for the final weekend.

**WEEKEND THREE DAY ONE**

<b>Serial</b>	<b>Timings</b>	<b>Subject</b>	<b>Content</b>
32	0900 - 1030	Risk Assessments	Why we do risk assessments. Explain using Lifesigns Group Risk Assessments the types employed. Get them to start writing a Risk Assessment for the final weekend. Home work complete risk assessments
33	1030 - 1045	Break	Tea & Coffee provided.
34	1045 - 1200	Fitness	Discuss fitness standards. Organising programs to get people ready for the outdoors. Take the group out for a practical session with different size/weight rucksacks.
35	1200 - 1300	Lunch	Students provide own lunches
36	1300 - 1500	Incident Management	Discuss and set up a scenario, nominate a leader to carry out the exercise. Group discussion on the scenario & how the group would improve this next time.
37	1500 - 1515	Break	Tea & Coffee provided
38	1515 - 1630	Incident Management	Practice to confirm skills taught
39	1630 - 1700	Individual Presentations	Give all group members a topic to give a lesson on tomorrow, some lessons to be carried out indoors some outdoor to last no longer than 20 minutes. Home work carry out the rest of the of tomorrow's lesson

## WEEKEND THREE DAY TWO

Serial	Timings	Subject	Content	
40	0900 - 1030	Individual Presentations	Three 20-minute lessons to be given by the students with 10-minute discussion led by the instructor.	<b>2. Understanding instructional and organisational Methods</b> <ul style="list-style-type: none"> <li>a) deliver the subject matter</li> <li>b) communicate confidently with groups</li> <li>c) organise, prepare, manage and conduct activity sessions</li> <li>d) use a variety of teaching aids and resources effectively</li> </ul>
41	1030 - 1045	Break	Tea & Coffee provided.	
42	1045 - 1200	Individual Presentations	Three 20-minute lessons to be given by the students with 10-minute discussion led by the instructor. (Depending on numbers this lesson may be extended.)	<b>2. Understanding instructional and organisational Methods</b> <ul style="list-style-type: none"> <li>a) deliver the subject matter</li> <li>b) communicate confidently with groups</li> <li>c) organise, prepare, manage and conduct activity sessions</li> <li>d) use a variety of teaching aids and resources effectively</li> </ul>
43	1200 - 1300	Lunch	Students provide own lunches	
44	1300 - 1400	Equal Opportunities	Application to the outdoor environment & policy.	
45	1400 - 1500	Behaviour Management	Motivation with out domination, followed by group discussion.	
46	1500 - 1515	Break	Tea & Coffee provided.	
47	1515 - 1630	Incident Management	Practice to confirm skills taught by setting up a scenario getting the group to sort out the situation.	

## WEEKEND FOUR DAY ONE

Serial	Timings	Subject	Content
48	0900 - 0920	Aims & Responsibilities of the First-Aider	With reference to outdoors working with groups.
49	0920 - 0940	Priorities of Treatment	To include: reference to multiple casualties & multiple injury casualties.
50	0940 - 1020	Primary & Secondary assessments	
51	1020 - 1040	Break	Tea & Coffee provided.
52	1040 - 1200	Basic Life Support	Adult resuscitation, airway obstructions & airway management To include jaw thrusts & casualty monitoring.
53	1200 - 1300	Lunch	Students provide own lunches
54	1300 - 1350	Bleeding & Shock	Types of wound & types of bleeding. Treatment to cover direct & indirect pressure & non-invasive wound closure. Causes of shock, signs, symptoms & treatment.
55	1350 - 1400	Break	Tea & Coffee provided.
56	1400 - 1500	Disorders of Circulation & Consciousness	To include fainting, head injuries, epilepsy, asthma, diabetes, drowning.
57	1500 - 1530	Bites & Stings	To include: animal, insects & snakes.
58	1530 - 1600	Burns	
59	1600 - 1645	Revise Incident Management	Discuss from previous lesson. Up the tempo with a multiple scenario.

## WEEKEND FOUR DAY TWO

Serial	Timings	Subject	Content
60	0900 - 0920	Recap on Day One	
61	0920 - 0950	Extremes of Temperature	Discuss Hypothermia, frostbite, heat stroke & exhaustion.
62	0950 - 1010	Break	Tea & Coffee provided.
63	1010 - 1100	Musculoskeletal Injuries 1	To include: breaks, dislocations, sprains & special Explain HSE requirements & expeditions.
64	1100 - 1200	Casualty Evacuation	Considerations & improvisations
65	1200 – 1230	Lunch	Students provide own lunches
66	1230 - 1300	Musculoskeletal Injuries 2	To include: spinal injuries and spinal boards.
67	1300 - 1330	Expedition Health & Hygiene	To include: cleanliness, water & food preparation, driving, first aid kits and use of drugs.
68	1330 – 1400	Written Assessment	
69	1400 - 1700	Group to discuss and show plan, routes kit list for the final weekend. Discuss group roles.	The group with direction from the instructor to put together all arrangements using the risk assessments and route cards from previous lessons.

## WEEKEND FIVE

Serial	Timings	Subject	Content	Learning Outcomes
70	Friday 1900 until Sun 1630	Expedition Leadership Skills Weekend (Students will organise & run this weekend as part of the final assessment)	The arrangements for this weekend will be carried out during the course by those attending as a final assessment piece. The tutor will be reviewing the group throughout the weekend. The main emphasis will be on the group putting into practice all aspects of the course. The weekend will culminate in a final review session before dispersal, and explaining the procedure for the 30 hours voluntary work.	<b>1. Understanding the principles and practice of Leadership</b> <ul style="list-style-type: none"> <li>a) identify the purpose of the journey</li> <li>b) plan and prepare a scheme of work for a journey</li> <li>c) communicate the aim of a journey effectively to groups and individuals</li> <li>d) lead groups and individuals with confidence throughout a journey</li> <li>e) care for groups and individuals throughout a venture</li> <li>f) ensure the safety of individuals at all times</li> <li>g) communicate the review to the group and to individuals</li> <li>h) demonstrate a range of leadership style</li> </ul>