

Adroddiad ar Gynllun Peilot
Pilot Activity Report

RDP042		Cymraeg yn y Sector Awyr Agored Welsh in the Outdoor Activity Sector	
Dyddiad Date	29/06/19	Awdur Author	Huw Thomas
Rhif Peilot Pilot Number	2	Testun Subject	School lunch time mountain biking sessions

Disgrifiwch y cynllun peilot
Outline the pilot activity

Use the adventurous activity of mountain biking as a tool for engaging with young people in schools and colleges during lunch time. Open access sessions experiencing mountain biking during school lunch breaks and to raise the profile of the Welsh language during the sessions.

Beth yw bwriad y cynllun peilot?

What are the objectives of the pilot activity?

- Use mountain bikes as a tool to engage with pupils.
- Open access session for anyone interested.
- Teach core mountain bike skills
- Encourage young people to use Welsh whilst being active
- Introduce conversational Welsh to learners
- Publicise the holiday activity programmes with more challenging day long rides during school holidays.

Sut wnaethoch chi osod lan y cynllun peilot?

How did you go about setting up the pilot activity?

- Identified mountain biking as an activity which would readily engage young people and potentially be run within schools without incurring costs to schools/participants.
- Discussed idea with schools, activity providers, colleagues and other practitioners to ensure there is no duplication of provision.
- Bought five second hand bikes from University of Wales Trinity Saint David and gave them a complete service.
- Constructed a range of wooden obstacles which developed skill, were challenging and allowed for progression within the sessions.
- Contacted the Heads of PE within the secondary schools to explain my role and the objectives of the project.

Pa adnoddau oedd angen arnoch chi i gynnal y cynllun? Oedd rhaid dibynnu ar eraill?

What resources were required to set up and run the activity? Did you need to rely on others for this?

Purchase of bikes/helmets and wood for constructing the obstacles. Being a qualified bike technician I was able to service the bikes myself. Bikes and obstacles are transported in my van.

Beth oedd amserlen y peilot?

What were the timescales of the pilot?

It took 3 months from initial idea through to running the first session. The process involved:

- 1. Discussing the initial idea with schools, colleagues and other practitioners*
- 2. Sourcing second hand quality bikes*
- 3. Constructing obstacles*
- 4. Lesson planning*
- 5. Contacting schools to timetable sessions*

Following the structured P.E lessons the open access sessions were run during the lunch break.

Beth oedd yr heriau yn y peilot?

What were the challenges of the pilot?

Managing large numbers of participants- 20 + during some of the sessions.

Difficult to introduce Welsh into the very busy sessions.

Sut weithiodd y peilot yn ymarferol?

How did the pilot activity work in practice?

Engaged with lots of young people but with large numbers it was difficult to include coaching and conversational Welsh- it was a case of ensuring everyone had sufficient time on the bikes. It engaged with the young people who were proficient riders [the weaker/beginner riders did not participate]

Os am ailadrodd y cynllun, beth fuaswch yn newid?

If repeating this pilot activity, what would you do differently?

Limit the numbers to 10 participants or target different year groups or offer the opportunity to beginners/new riders only?

Ydy'r cynllun peilot yma yn gynaliadwy? Os na, sut allwch ei wneud yn fwy gynaliadwy y tro nesaf?

Is this pilot activity sustainable? If not, how could you make it more sustainable next time?

For the project to continue there needs to be a qualified staff member to take the lead role. Potentially school staff members could be trained as leaders and bike technicians. It would however be more economically viable if schools were to budget for and buy in this specialist support.

Os yn parhau'r cynllun yma, pa gamau fydddech chi'n ystyried nesaf?

If this activity were to continue, what steps would you look to take next?

Explore whether schools were in a position to make a financial contribution towards the costs of the project.