



Active Adventure Clubs and the National Curriculum

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Active Adventure Clubs and Links to the National Curriculum

Active Adventure Clubs are not only fun and enjoyable experiences, which take learning outside of normalized context's children encounter within schools, but many of our activities align with the English National Curriculum. While each activity naturally lends itself towards certain dominant cognitive modalities, with some forethought and planning, staff can cater sessions to meet your student's needs across a broad range of embodied learning experiences. This is where consultation with our staff can serve to direct lessons to better integrate learning to parallel learning inside the classroom.

What follows is an overview of the English National Curriculum and the areas where outdoor experiential learning transects elements of this, at this juncture we explore how specific activities we provide serve to meet these curricular standards. The following, using the key stage framework, incorporates the different areas of study which could be utilized within an outdoor learning setting. All standards referenced in this document are directly from the [Department of Education's National Curriculum \(2014\)](#). Included is a section for [Relationship Education](#), this stems from the mandatory curriculum changes which will include relationship, sex, and health education from September 2020. Our focus here is to provide safe spaces for students to mindfully practice tasks which lend themselves to physical and mental wellbeing, through promoting self-control, self-regulation, and self-awareness, all being core fundamental principals of effective social and emotional functioning.

If you would like to learn more about what the Active Adventure team can you for you and your school, please feel free to contact me directly to discuss your options.



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Key Stage 1 & 2

English

Curriculum Links:	Adventure Club Activity:	Methods:
<ul style="list-style-type: none"> • Apply phonic knowledge and skills to decode words • Read accurately by blending sounds in unfamiliar words that have been taught • Read other words of more than one syllable • Read aloud books that are consistent with developing phonic knowledge • Listening and discussing a wide range of poems, stories at a level beyond which they can read independently • Being encouraged to link and reflect what they read or hear to their own experiences • Learning rhymes and poems, and recite some by heart • Predict what might happen on the basis of what has been read so far • Participate in discussion about what is read to them, taking turns and listening to what others say • Clearly explain their understanding of what is read to them 	<p>Camp Fire Stories <i>(reading, or listening)</i></p>	<ul style="list-style-type: none"> • Story telling using folk stories as a basis for interpretation • Questioning students throughout to gain understanding as to their interpretation or perspectives • Active reflection on the key values or morals of the stories, how were they displayed in the story? • Encouraged to think how this could link to their lives, have they experienced something similar

Mathematics

Curriculum Links:	Adventure Club Activity:	Methods:
<ul style="list-style-type: none"> • Measure, compare, add and subtract lengths (km/m/cm/mm) • Convert between different units of measure (km-m) • Measure the perimeter of simple 2-D shapes • Make 3-D shapes using modeling materials • Identify horizontal and vertical lines and pairs of perpendicular and parallel lines • Multiply two-digit and three-digit numbers by a one-digit number using the distributive law • Measure and calculate the perimeter of a rectilinear figure • Find the area of rectilinear shapes by counting squares • Describe positions on a 2-D grid as coordinates in the first quadrant 	<p>Topography <i>(map making)</i></p> <p>Orienteering</p>	<ul style="list-style-type: none"> • Student select a land area to draw a map of. They will measure the x and y axis to then estimate the surface area of their maps • Student to do a distribution count of key plant life within their mapped area • Build and design their 2-D maps, in a sculpted 3-D sand model, highlighting orientation, topography, distribution of resources, horizontal or parallel lines • Using grid, reference areas within certain quadrants in relation to their geographical location <p>Student using compasses to collect and mark out the orienteering course, using measurement of steps, angles and direction of travel. They then draw the corresponding locations on their maps</p>

Science

Curriculum Links:	Adventure Club Activity:	Methods:
<ul style="list-style-type: none"> • Asking simple questions and recognizing they can be answered in different ways • Performing simple tests • Observing closely, using simple equipment • Identifying and classifying • Using observations and ideas to suggest answers to questions • Gathering and recording data • Identify and name a variety of common plants • Identify and describe the basic structure of common flowering plants, including trees • Identify and name a variety of common insects of birds • Identify and name a variety of common animals that are carnivores, herbivores and omnivores • Draw, name and label the basic parts of the insect or bird • Observe changes across the four seasons • Observe and describe weather associated with the seasons and how day length varies • Identify the concept of habitats and to which some animals are better suited • Describe the basic principles of the food chain, tropic systems • Find out and describe how plants need water, light, and suitable temperature to grow 	<p>Tree Identification</p> <p>Mini Beast Exploration</p> <p>Bird Watching</p> <p>Meteorology</p>	<ul style="list-style-type: none"> • In small groups, using identification cards students are to identify 3 trees in the area • Groups to identify the key structures of this tree, using worksheet, using terminology • Groups to identify needs of the tree, light, nutrition, soil, water • Group to explore and find three mini beasts • Groups will sketch their mini beast and label their basic parts • Groups, using identification cards, to identify their minibeasts • Groups, using binoculars to find and identify one bird • In small groups conduct a small bird survey, observing numbers, where they were located, species, color • Students to sketch and label their bird from their observations • Groups to conduct a small cloud survey, collecting information on shape, size, height, using descriptive terms of what they see • Students to describe the weather with different types of clouds • Demonstration of the water cycle and how clouds are formed Discussion surrounding changes in weather throughout the year

Art and Design

Curriculum Links:	Adventure Club Activity:	Methods:
<ul style="list-style-type: none"> • Produce creative work, exploring their ideas and recording their experiences • Become proficient in drawing, painting, sculpture and other art, craft and design techniques • Know about great artists, craft makers and understand the historical and cultural development of their art form • Use drawing, painting and sculpture to develop and share their ideas, experiences, and imagination • Develop a wide range of art and design techniques using color, pattern, texture, line, shape, form and space 	<p>Nature Art Projects</p> <p>Fire Pottery</p>	<ul style="list-style-type: none"> • In small groups build and design a woodland village using natural materials • In pairs created a sculpt a mud face to characterize one of the trees in the area • Individually create basic pottery items to be fired over an open fire • Using natural materials, build the structure of a large leaf, make it large and show attention to detail

Design and Technology

Curriculum Links:	Adventure Club Activity:	Methods:
<ul style="list-style-type: none"> • Design purposeful, functional, appealing products for themselves or others based on design criteria • Generate, develop, model and communicate ideas through talking, drawing, templates, mock-ups • Select a range of tools and equipment to perform practical tasks • Select from a range of materials and components, including construction, according to their characteristics • Explore and evaluate a range of products • Evaluate their ideas against design criteria • Build structures, exploring strength, stability and function-ability • Explore and use mechanisms (levers, sliders, wheels) in their products • Understand how key events in design and technology have shaped human history 	<p>Giant Catapult Build</p>	<ul style="list-style-type: none"> • Students receive a design template and a set amount of resources to build a catapult to launch an object as far as they can • Explore the ideas of levers, counterweights • Demonstrate with pre-made example • Review design and students can work together in rebuilding their own version based on the same principals • Students to test and re-evaluate their structures based on observation • Discussion surrounding the early uses of the Catapult during Greek and Roman warfare
<ul style="list-style-type: none"> • Use basic principles of a healthy and varied diet to prepare dishes • Understand where food comes from • Prepare and cook a variety of predominantly savory dishes using a range of cooking techniques • Understand seasonality and know how a variety of ingredients are grown, caught and processed 	<p>Camp Fire Cooking</p>	<ul style="list-style-type: none"> • In small groups students to plan and prepare a dish, presented with ingredients and recipes, and able to be cooked over the fire, using a Dutch oven, embers, or large cast iron skillet • Groups to discuss how their meal meets healthy eating guidelines, or if it doesn't why not

Geography

Curriculum Links:	Adventure Club Activity:	Methods:
<ul style="list-style-type: none"> • Understand geographical similarities and differences through studying the human and physical geography of a small area of the UK, and of a small area in a contrasting non-European country • Identify seasonal and daily weather patterns in the UK and the location of hot and cold areas in relation to the Equator and North and South Poles • Use basic geographical vocabulary (Beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley) • Use of world maps, atlases and globes to identify the UK and its countries, then countries outside of the UK • Use simple compass directions (N, S, E, W) and locational and directional language (near, and far, left or right) to describe the location of features and routes on a map • Use aerial photographs and plan perspectives to recognize landmarks and basic human physical features, devise a simple map, and use and construct basic symbols in a key • Use simple fieldwork and observational skills to study geography of their school and its grounds, and the key human physical features of its surrounding environment • Name and locate counties and cities of the UK, geographical regions and their identifying human and physical characteristics, key topographical features (hills, mountains, coasts and rivers), and understand how these have changed over time • Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, The Tropics, Arctic and Antarctic Circles, GMT) • Describe the water cycle, earthquakes, rivers, mountains • Use the eight points of a compass, four and six-figure references, symbols 	<p>Mapping and Navigation</p>	<ul style="list-style-type: none"> • Using world maps students to identify where the UK is located, and the countries making up the UK • Using these maps students to demonstrate where the points of the compass point, introduction of compasses here also • Students to make a basic map of the school grounds, using a template, drawing basic buildings, vegetation, etc • Using these maps students are to use basic grid referencing to locate different positions • Using their maps and a compass students to identify what direction features are in relation to themselves • Using Ordnance Survey Maps, students to identify areas within Oxfordshire where they would find different geographic features, lake, hill, buildings, trees, canal • Using world maps students to draw on geographic information such as equator, hemispheres, Arctic, Antarctic • Demonstration given of the water cycle and its impact on the landscape

History

Curriculum Links:	Adventure Club Activity:	Methods:
<ul style="list-style-type: none"> • Know and understand the history of Britain, its chronological narrative, and how people have shaped the nation • Gain an understanding of abstract terms such as; empire, civilization, peasantry • Using historical enquiry, discern how and why different perspectives of the past have been constructed • Gain historical perspective by placing their knowledge into differing historical contexts, and understand connections between military, political, impacts • Understand lives of significant individuals of the past who have contributed to the national achievements • Develop an understanding of early Neolithic hunter-gatherers and early farmers 	<p style="text-align: center;">Archery</p>	<ul style="list-style-type: none"> • Discussion of the early origins of the Neolithic hunter-gatherers and the applications of bows, with the history of the bow dating back to around 10000 years ago • How bows were represented in early cultures within art • How Bronze and Iron age technology changed arrow design from primarily hunting to a tool for warfare • Accessibility of the bow as a tool, opposed to precious metals used for early swords, bows are readily made with some wood working skills • Students could make and design their own bow using basic woodworking techniques • Demonstration of the different bow types and designs • Applications and uses of different bow designs • Bows and other cultures, Mongolian, North Africa, Roman, East Asian, and India • Practical application of archery, students to demonstrate skills that early archers would have to display • Students to discuss how different archery is in the 21st century

Music

Curriculum Links:	Adventure Club Activity:	Methods:
<ul style="list-style-type: none"> • Students have an opportunity to perform, listen, review and evaluate music across a range of historic periods • Learn to sing and to use their voices to create an compose music on their own and with others • Understand and explore how music is created, produced and communicated • Use their voices expressively and creatively by singing songs and speaking chants and thymes • Play both tuned and untuned instruments • Listen with concentration and understanding to a range of high-quality live music • Experiment and create using a combination of sounds using the inter-related dimensions of music • Appreciate and understand a wide range of live music from different traditions and cultures 	<p>Camp Fire Musical Circle</p>	<ul style="list-style-type: none"> • Students have the opportunity to build and design rudimentary instruments including drums, percussion instruments, wood wind whistles • In small groups student to construct a piece of music using their rudimentary instruments, and if appropriate they can perform this to the group • Students to listen and appreciate others musical interpretations • Students to participate in drumming circle, facilitated by staff, where they can come in and out of musical attentiveness, listening for rhythms, beats, and flows

Physical Education

Curriculum Links:	Adventure Club Activity:	Methods:
<ul style="list-style-type: none"> • Master basic movements including running, jumping, throwing and catching. Agility and co-ordination across a range of activities • Perform dances using simple movement patterns • Play competitive games, and apply basic principles of attacking and defending • Develop flexibility, strength, technique, control and balance • Perform dances using a range of movement patterns • Take part in outdoor and adventurous activity challenges both individually and within a team • Compare their performances with previous ones and demonstrate improvement to achieve personal goals • Use a range of swimming strokes to swim a distance of at least 25m • Perform safe self-rescue in different water-based situations 	<p>Team Building Activities</p> <p>Slacklining</p> <p>Raft Building</p>	<ul style="list-style-type: none"> • Students to perform a series of team development activities which have a variety of focuses, physicality, cognitive processing, agility, co-ordination, communication and teamwork • Each activity is de-briefed with guidance to reflect upon aspects such as performance, teamwork, listening, level of engagement, trust • Student to engage in a series of adventurous activities which expose them to collective teamwork, such as slacklining • Students to participate in the building of a raft which they have to paddle a fixed distance • Students to demonstrate a self-rescue on raft, including them swimming to the side of the water

Relationship Education

Curriculum Links:	Adventure Club Activity:	Methods:
<ul style="list-style-type: none"> • How important friendships make them feel safe, happy and secure, and how people choose to make friends • Characteristics of friendships, mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests, sharing experiences, and support with problems or difficulties • Healthy friendships have ups and downs, that can be worked through, repaired or strengthened, and do not make others feel excluded • How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manager these situations and how to seek help if needed • The importance of respecting others, even when they are different from them (physically, character, personality, or backgrounds), or make different choices such as preferences of beliefs • The conventions of courtesy and manners • The importance of self-respect • What a stereotype is, and how stereotypes can be unfair, negative or destructive 	<p>Team Building Activities</p>	<ul style="list-style-type: none"> • Students to partake in a series of sequential and progressive games and activities focused on: Team Building, Self-Awareness, Listening, Co-operation, Working together, Communication • Throughout the activity's students will be questioned and challenged to engage all participants • Upon completions of activity a group reflection is facilitated by leaders, with a focus on: What went well, Considering the ideas of everyone, What could they do differently in the future, How did they manage conflict as a group, how did they show respect to others, did anyone surprise them • This guided reflection is recorded on a blended learning worksheet, giving a indication of development of their learning within the social environment • Throughout the activities leaders to run collective group challenges, with a competitive spin, but a focus on embodiment of inclusive practices
<ul style="list-style-type: none"> • How to make a clear and efficient call to emergency services if necessary • Concepts of Basic First Aid for example dealing with common injuries, including head injuries 	<p>Mini Medics First Aid</p>	<ul style="list-style-type: none"> • Mini Medics course is designed to give students a basic overview of First Aid including the following: Role of First Aid, Scene assessment, calling 999, wound management, CPR, Defibrillator, Primary Survey, Choking, Anaphylaxis, Respiratory System, Shock • The course in designed to use a series of blended techniques, slideshow, practical scenarios, role playing, case studies, and worksheets

Key Stage 3 & 4

English

Curriculum Links:	Adventure Club Activity:	Methods:
<ul style="list-style-type: none"> • Reading a wide variety of fiction and non-fiction, short stories, poems and plays, across a wide variety of historical periods • English literature, both pre-1914 and contemporary • Demonstrate knowledge of historic context and intended audience • Understanding how the work of dramatists is communicated through performance and how different interpretations of a play • Plan, draft and edit, their own stories in reference to their intended audience • Improvising, rehearsing and performing play scripts and poetry in order to generate language and discuss the use and its meaning • Identifying and interpreting themes, ideas and information • Seeking evidence in the text to support a point of view, including justifying inferences with evidence • Analyze the writer's choice of vocabulary, form, grammatical, and structural features • Working effectively in groups of different sizes and taking on required roles, leading, managing, inclusion, reviewing, and summarizing to outcomes 	<p>Cultural Narratives and Folklore surrounding the interpretation of Nature</p>	<ul style="list-style-type: none"> • Select three key texts for performance, using a variety of cultural interpretations of the natural world. (Coleridge, Paul Repts, Greenwood) • Students can explore their text in small groups and discuss the key themes, messages and narratives they are attempting to put across. • Discussion surrounding how these narratives have shifts • Students can plan a prepare a 'micro' performance incorporating key interpretations of their text • Students work in small groups to explore text, discuss, review, and reflecting on key themes, messages

Science

Curriculum Links:	Adventure Club Activity:	Methods:
<ul style="list-style-type: none"> • Ask questions and develop a line of enquiry based on observation of the real world alongside prior knowledge and experience • Make predictions using scientific knowledge • Select, plan, and carry out appropriate scientific enquiries to test predictions, including identifying independent, dependent, and control variables • Make and record observations and measurements using a range of methods • Identify magnetic poles, attraction and repulsion • Magnetic fields by plotting with compass, representation by field lines • Earth's magnetism, compass and navigation • Identifying organisms that are interdependent and show adaptations to their environment • Levels of organization within an ecosystem • The role of microorganisms (decomposers) in the cycling of materials through an ecosystem • Positive and negative human interactions with ecosystems 	<p>Navigation</p> <p>Foraging</p>	<ul style="list-style-type: none"> • Students to build a magnetic compass using basic materials (batteries, leaf, needle) • Demonstration on earth's major magnetic fields, polar axis, magnetic poles, rotation • Using a compass, students to demonstrate magnetic variation • Discussion around the earth's crustal magnetic fields • Demonstration of magnetic deviation • Students to complete triangulation exercise, allowing them to measure and map an area with accuracy • Foraging exercise looking expressly for fungi, or mycorrhizal relationships • Small research project of the role of decomposers and how they reproduce • Students to take cross section of fungi and label basic parts • Group discussion surrounding fungi's interdependence within an ecosystem • Brainstorm human impact on a selected area of woodland, what are the cascading effects to the organisms within the ecosystem?

Art and Design

Curriculum Links:	Adventure Club Activity:	Methods:
<ul style="list-style-type: none"> • Use a range of techniques to record their observations in sketchbooks, journals and other media • Use a range of techniques, media, including painting • Increase their proficiency in the handling of different materials • Analyze and evaluate their own work, and that of others to strengthen the visual impact or applications of their work • Understand the history of art, craft, design and architecture, including periods, styles and major movements from ancient times to present day 	<p>Green Wood Carving</p>	<ul style="list-style-type: none"> • Individually students can carve a traditional folk craft item, using basic techniques (spoon, cup, bowl) • Students to select and harvest required material, showing an understanding of historic sustainable practices • Students to use a range of traditional design and art methods to beautify their craft item (etching, kolrosing, painting) • Students to evaluate their work through reflective analysis, focused on visual and practical implications • Discussion on traditional Scandinavian 'Sloyd' techniques and their resurgence in education and training in the UK in recent years

Citizenship

Curriculum Links:	Adventure Club Activity:	Methods:
<ul style="list-style-type: none"> • Acquire a sound knowledge and understanding of how the UK is governed, its political system and how citizens participate actively in its democratic system of government • Develop an interest in and commitment to participation in volunteering as well as other forms of responsible activity • Equip students with the skills to think critically and debate political questions, to enable them to manage their money, and plan for future financial needs • The precious liberties enjoyed by the citizens of the UK • The nature of the rules, laws and the justice system. • The roles played by public institutions and voluntary groups in society, and the ways in which citizens work together to improve their communities, including opportunities to participate in school-based activities • Different ways in which a citizen can contribute to the improvement of his or their community, to include the opportunity to participate actively in community volunteering 	<p>Community Environmental Projects</p>	<ul style="list-style-type: none"> • Students to take a local case study focused on environmental citizenship and research why this organization has filled a niche to meet a demand • Students to analyze how within the UK political system citizens can participate voluntarily to meet the needs of their communities • Students to brainstorm what aspects of a liberal society underpin an individual's ability to act within their communities if they believe the government is not fulfilling this need • Trip to local community project (environmental, or social) to experience firsthand people volunteering in their communities • Sign posting opportunities to various school or community groups for further exploration

Design and Technology

Curriculum Links:	Adventure Club Activity:	Methods:
<ul style="list-style-type: none"> • Use research and exploration, such as different cultures to identify user needs • Identify and solve their own design problems and understand how to reformulate • Develop specifications to inform design, functionality, and performance • Select from a wide variety of materials, components, taking into account their properties • Analyze the work of past and present professionals • Test, evaluated, and refine their ideas based on data collection • Understand and use the properties of materials and performance of structural elements to achieve functioning solutions • Understand more advanced mechanical systems used in their products enable changes in movement and force 	<p>Giant Catapult Launch</p>	<ul style="list-style-type: none"> • In small groups students to research and design their own Catapult, given a list of available resources • Cross group examination of designs to provide feedback and considerations for improvements • Development and test phase used to collect data for further improvements of design • Groups to analyze the different periods of design of Catapults, why did it change? Why aren't they used now? • Students to discuss the mechanisms of stored energy, motion, acceleration, counterweights, levers, in relation to their design
<ul style="list-style-type: none"> • Understand and apply the principals of nutrition and health • Cook a repertoire of predominantly savory dishes so that they are able to feed themselves and others • Be competent in a range of cooking techniques (preparing ingredients, seasoning, applying heat in different ways, taste, texture, smell) • Understand the source, seasonality and characteristics of a broad range of ingredients 	<p>Camp Fire Cooking</p>	<ul style="list-style-type: none"> • Student to plan and prepare a meal for others that is able to be cooked using one of the following resources (Dutch oven, Earth Oven, Open Fire, Embers, Iron Skillets, Grill Plates). These could use a variety of methods, cooking, steaming, flame grilling, baking • Students to present their meal to the group and discuss the values of its nutrition, availability of ingredients, methods they used to cook, and how this impacts the taste and smell

Geography

Curriculum Links:	Adventure Club Activity:	Methods:
<ul style="list-style-type: none"> • Understand how human and physical process interact to influence, and change landscapes, environments and the climate: and how human activity relies on effective functioning of natural systems • Interpret Ordnance Survey maps in the classroom and the field, including using grid references and scale, topographical and other thematic mapping, and aerial satellite photographs • Use Geographical Information Systems to view, analyze and interpret places and data • Use fieldwork in contrasting locations to collect, analyze and draw conclusions from geographical data, using multiple sources of increasingly complexity 	<p>Wetland Study</p> <p>Canal Study</p> <p>Map Creation and Navigation</p>	<ul style="list-style-type: none"> • Students to research the history of the UK Canal system, and the changes it brought to the landscape • Students to complete an off-site field study of a wetland and discuss why the RAMSAR agreement was so crucial in managing the worlds remaining wetlands • Students to map a wetland or area of canal with basic measuring apparatus (measuring wheels, compasses), from which they are to produce a topographic map similar to an Ordnance Survey map • Student to sculp a 3D map, using an Ordnance Survey Map, using sand, paying attention to height, slopes, angles, features • Using this 3D model students to explain and demonstrate one geographical process, tectonic plates, erosion, water systems, sediment distribution

History

Curriculum Links:	Adventure Club Activity:	Methods:
<ul style="list-style-type: none"> • The development of Church, state and society in Medieval Britain 1066-1509 	<p>Archery</p>	<ul style="list-style-type: none"> • Discussion of the early origins of the Welsh Longbow prior to English militarization • The rise of the longbow use, because of Edward I • Discussion of the dominance of King Henry V in France expanding the English territories • The Battle of Agincourt (1415), Crecy (1346), and Poitiers (1356) • The Hundred Years War (1337-1453) • Demonstration of the different bow types and designs • Applications and uses of different bow designs • Practical application of archery, students to demonstrate skills that early archers would have to display • Students to discuss how different archery is in the 21st century • Case studies of the importance of religion throughout this period, how did the military dominance expand the religious ideals of the sovereign

Physical Education

Curriculum Links:	Adventure Club Activity:	Methods:
<ul style="list-style-type: none"> • Use a range of tactics and strategies to overcome opponents in direct competition through team games, and individual games • Develop their technique and improve their performance in other competitive sports • Take part in outdoor and adventurous activities which present intellectual and physical challenges and be encouraged to work in a team, building on trust and developing skills to solve problems, either individually or as a group • Take part in competitive sports and activities outside of school through community links or sports clubs • Take part in outdoor and adventurous activities in a range of environments, building trust, and developing problem solving skills 	<p>Team Building Activities</p> <p>Raft Building</p> <p>Slacklining</p>	<ul style="list-style-type: none"> • In small groups students to complete a host of small team building activities with different core competencies, teamwork, communication, co-operation, co-ordination, emotional regulation, trust development • Students to critically self-evaluate their performance for future success, and provide constructive criticism • Students to build a raft with limited resources which must meet the following criteria, float, secure, uses displacement theory, hold together for the duration • Students raft is then tested, and critical evaluation from groups as to their design and materials • Students to partake in a series of trust building initiatives, from basic trust falls, to slacklining, and spotting exercises

Relationship Education

Curriculum Links:	Adventure Club Activity:	Methods:
<ul style="list-style-type: none"> • The characteristics of positive and healthy friendships (in all contexts) including trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. • Practical steps they can take in a range of different contexts to improve or support respectful relationships • How stereotypes, in particular, gender, race, religion, sexual orientation or disability, can cause damage (eg: how they might normalize non-consensual behaviour or encourage prejudice) • That in school and wider society they can expect to be treated with respect by others, and they in turn should show due respect to others, including people in positions of authority and due tolerance of other people's beliefs • The legal rights and responsibilities in reference to the Equality Act 2010 	<p>Team Building Activities</p>	<ul style="list-style-type: none"> • Students to partake in a series of sequential and progressive games and activities focused on: Team Building, Self-Awareness, Listening, Co-operation, Working together, Communication • Key focus on activities could include the following: Social Network Theory, Social Capital, Emotional Intelligence, Socio-cognitive Development, Individualistic Personalities, Humanistic Approach to Beliefs • Upon completions of activity a group reflection is facilitated by leaders, this is focused on individual development as well as wider sociological implications • This guided reflection is recorded on a blended learning worksheet and activities • Staff lead framing, briefings, and debriefings utilizing the experiential learning cycle
<ul style="list-style-type: none"> • Basic treatment for common injuries • Life-saving skills, including how to administer CPR • The purpose of defibrillators and when one might be needed 	<p>Student First Aid Course</p>	<ul style="list-style-type: none"> • Student First Aid course is designed to give students a basic overview of First Aid including the following: Role of First Aid, Scene assessment, Scene Management, Calling 999, wound management, CPR, Defibrillator, Primary Survey, Secondary Survey, Choking, Anaphylaxis, Respiratory System, Shock, Head and Spinal Injuries, Recovery Position • The course is designed to use a series of blended techniques, slideshow, practical scenarios, role playing, case studies, and worksheets, and a summative assessment for each module