

## What can you do at Edgmond Hall?

### What are the purposes of the different activities offered?

At Edgmond Hall one activity can be used to address a wide range of different purposes.

### What types of intended learning outcomes do teachers look for from the sessions?

Learning outcomes can be designed to meet the needs of your group.

Please find below *examples* of different activities, purpose of activity and some intended learning outcomes. However, please use this as a guide only. **We would first like you to consider the purpose, aims and outcomes of your trip using our ‘Residential Planning Information Leaflet’ and we can then further discuss the types of activities we can offer that might best meet these aims.** We have a wide range of activities that we can offer, below are just some examples.

Sandwell’s Feel Good 6 developed from 5 ways to well-being are: **Connect, Learn, Give, Move, Notice, Talk** these thread through everything we do. Some examples of how well-being is found in our learning experiences are highlighted below.

Examples of some of the activities we offer	Examples of purpose of activity	Examples of learning outcomes that teaching and Edgmond staff have developed during pre-course planning. By the end of the session children / students...	Key Stage
<b>Shelter building</b> <b>Nest building</b>	*Working together as a team. <b>Connect</b>	*Students will have constructed a shelter as a team making a plan, helping each other and reviewing their success against set criteria (e.g. how strong, how waterproof)	KS2/3/4/5
	*Learning basic survival skills <b>Learn</b>	*Students will have explored the need for shelter in a survival situation and used learning to construct a simple stable and weatherproof structure for at least 2 people.	KS2 / KS3
	*Fun / Enjoyment <b>Move</b>	*Children have had fun working outdoors with their team in a safe woodland setting.	KS1 LKS2
	*Effective construction using woodland materials	*Children will have explored the properties of woodland materials and used them to construct a strong, waterproof shelter.	All
	*Hands on experience of using natural materials	*Children /Students will have got ‘hands on’ and dirty in a new environment working with different materials found in nature.	
*Constructing homes for woodland creatures or birds	*Children will have constructed a nest or animal home with features to suit a certain type of bird / animal and considered how to protect it from predators.	KS1 LKS2	

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<b>Team Challenges</b>	<ul style="list-style-type: none"> <li>* Working together as a team <b>Notice</b></li> <li>* Showing resilience and perseverance</li> <li>* Communicating with each other. <b>Give</b></li> <li>* Well being</li> </ul>	<ul style="list-style-type: none"> <li>* Children / students will have worked together identifying when their team was successful and when they were not successful and talking about why this happened.</li> <li>* Children / students will have shown resilience and persevere during tasks.</li> <li>* Children / students will have practiced and repeated tasks adapting their strategies to achieve success.</li> <li>* Children will have talked and listened effectively to share their ideas and come up with a plan.</li> <li>* Children experience a sense of well- being through achieving successes with their team</li> </ul>	<p>All</p> <p>All</p> <p>All</p>
<b>Orienteering</b>	<ul style="list-style-type: none"> <li>* Learning Geography skills</li> <li>* Develop map skills- being able to orientate the map.</li> <li>* Develop map skills - use the map to navigate and find the markers. <b>Move</b></li> <li>* Personal and Social development. <b>Notice</b></li> <li>* Cooperating in a pair <b>Talk</b></li> </ul>	<p>Children / students can describe or explain that a map is the land shown from a bird's eye view.</p> <ul style="list-style-type: none"> <li>* Children /students will be able to turn a map to match it correctly with features in real life from a specific place on the ground.</li> <li>* Children / students will be able to use simple steps to set the map and move in the correct direction to match the correct marker on the ground to the one on the map.</li> <li>* Students will be able to use the map and plan a route to find markers in a competitive timed situation.</li> <li>* Children / Students will discover and assess own abilities in orienteering</li> <li>* Children will be able to work with a partner, communicate and make shared decisions when orienteering.</li> </ul>	<p>All</p> <p>All</p> <p>All</p> <p>All</p>
<b>Animal care / animal magic</b>	<ul style="list-style-type: none"> <li>* Taking responsibility by looking after animals <b>Give</b></li> <li>* Learn facts about selected animals (link to science curriculum)</li> <li>* How to feed the animals <b>Connect</b></li> <li>* Overcoming fears <b>Notice</b></li> </ul>	<ul style="list-style-type: none"> <li>* Children / Students will have seen and undertaken some of the key aspects of looking after animals as pets.</li> <li>* Children /Students will have learnt some facts about our pets, e.g. what they eat (and what type of animal that is called)</li> <li>* Children / students will have experienced feeding the animals (or getting close to them with adult support)</li> <li>* Children /students will have fed a pet for the first time and described how this felt.</li> </ul>	<p>All</p> <p>All</p> <p>All</p> <p>All</p>

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<b>Archaeology</b>	<ul style="list-style-type: none"> <li>* Learning about different jobs / careers (what an archaeologist does)- <b>Learn</b></li> <li>* Broadening horizons</li> <li>* Historical knowledge</li> <li>* Discovery and excitement</li> <li>* Learning / using scientific method</li> </ul>	<ul style="list-style-type: none"> <li>* Children will have experienced the key things an archaeologist does and be able to discuss why each part is important.</li> <li>* Children will be able to link the artefacts they've seen in the session to different periods of history i.e. Romans/ Victorians etc.</li> <li>* Children will be excited about digging and discovering objects</li> <li>* Children will be able to accurately record their findings and explain why they need to do this.</li> </ul>	<p>KS2</p> <p>KS2</p>
<b>Village Explorer</b>	<ul style="list-style-type: none"> <li>* Compare urban and rural settings</li> <li>* Broadening Horizons</li> <li>* Learn about the materials used in the village</li> <li>* Exploring and enjoying</li> <li>* Brining history to life - <b>Talk</b></li> </ul>	<ul style="list-style-type: none"> <li>* Children will be able to identify things in the village that are different to where they live.</li> <li>* Children will see what materials the buildings like the church and the Tudor houses are made out of.</li> <li>* Children will have enjoyed exploring an Historical village and link facts and features of the village to history topics like the Tudors, Victorians and Georgians.</li> </ul>	<p>KS2</p> <p>KS2</p> <p>KS2</p>
<b>Lilleshall Abbey Time Travellers</b>	<ul style="list-style-type: none"> <li>* Exploring an ancient monument</li> <li>* Opportunities for experiencing awe and wonder.</li> <li><b>Connect</b></li> </ul>	<ul style="list-style-type: none"> <li>* Children will learn about the Lilleshall Abbey and experience aspects of how Monks lived in 11<sup>th</sup> Century.</li> <li>* Children will have experienced a range of feelings and emotions from a calm and tranquil setting.</li> </ul>	<p>KS2</p>
<b>Pond Dipping</b>	<ul style="list-style-type: none"> <li>* Experience pond dipping and observing wildlife <b>Notice</b></li> <li>* Exploring different habitats in British wildlife</li> <li>* Understand scientific method. Use classification systems to identify the pond creatures. <b>Talk</b></li> <li>* Working together safely</li> </ul>	<ul style="list-style-type: none"> <li>* Children will match creatures caught to picture cards and learnt the names of some of the pond creatures they found.</li> <li>* Children will be able explore different creatures and how they are adapted to their pond environment to survive.</li> <li>* Children will use a classification flow diagram and answer questions about each creature to identify them.</li> <li>* Children / students will have shared equipment and resources to dip and identify creatures.</li> </ul>	<p>KS1 /KS2</p> <p>All</p> <p>KS2 /KS3</p> <p>KS2/KS3</p>
<b>Animal Habitats and homes</b>	<ul style="list-style-type: none"> <li>* Discover more about native British animals <b>Learn</b></li> <li>* Learn about the habitats animals live in.</li> </ul>	<ul style="list-style-type: none"> <li>* Children will have learnt some of the features and habits of a range of British wild animals.</li> <li>* Children will learn about the habitat each animal, how it uses this to survive and the importance of this animal within its habitat.</li> </ul>	<p>KS1</p> <p>KS1</p>

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<b>Map walk /navigation Hill walk</b>	<ul style="list-style-type: none"> <li>*To learn and apply Geography skills in a practical setting.</li> <li>*Working with increasing independence.</li> <li>* Learn to use a map to navigate on a journey.</li> <li>*Physical challenge <b>Move</b></li> </ul>	<ul style="list-style-type: none"> <li>*Children / students will be able to identify the key features of a map, what the basic symbols are e.g. Roads, footpaths, churches, pubs etc.</li> <li>*Children/ students have lead part of the map walk by navigating from one point to another with little or no adult guidance.</li> <li>*Children/students can apply their learning about maps by using the features on the map to relate to their surroundings when navigating.</li> <li>*Children / students will complete a physically demanding hill walk with a team.</li> </ul>	<p>KS2 - KS5</p> <p>KS2 -KS5</p> <p>KS2 -KS3</p> <p>KS2 –KS5</p>
<b>Woodland Fire lighting</b>	<ul style="list-style-type: none"> <li>* Science curriculum links – The fire triangle.</li> <li>*Showing perseverance <b>Learn</b></li> <li>*Experience cooking on an open fire</li> <li>* To be safe around the fire.</li> </ul>	<ul style="list-style-type: none"> <li>*Children / students will have learnt the 3 elements needed for a fire to light and survive.</li> <li>*Children /students will have shown how to use appropriate woodland materials to build, light and maintain a fire</li> <li>*Children / students have built a fire maintaining it strongly enough to cook.</li> <li>*Children/students will have demonstrated how to be safe around a fire and how to put it out safely.</li> </ul>	<p>KS2</p> <p>KS2-KS5</p> <p>KS2-KS5</p> <p>KS2-KS4</p>
<b>Sensory activities Blind Line, Bare foot walk, sensory garden.</b>	<ul style="list-style-type: none"> <li>* Explore the senses (curriculum links) <b>Notice</b></li> <li>* Understanding the importance of each sense.</li> <li>*Challenge and new experience.</li> <li>*Trust and empathy <b>Give</b></li> </ul>	<ul style="list-style-type: none"> <li>*Children /students have fun using different senses during practical activities.</li> <li>*Children will have experienced or understood that when losing a sense the other senses have to work harder.</li> <li>*Children will have challenged themselves to go through a blindfolded obstacle course or walked barefoot on new materials.</li> <li>*Children /students will trust others to lead them and show greater empathy for the way they feel.</li> </ul>	<p>All</p> <p>All</p> <p>All</p> <p>All</p>
<b>Gardening/ Kitchen Garden Activities</b>	<ul style="list-style-type: none"> <li>* How plants grow and how to care for them (curriculum links)</li> <li>* Environmental Awareness</li> <li>* Develop new skills by using different tools <b>Learn</b></li> </ul>	<ul style="list-style-type: none"> <li>*Children /students have planted some plants and cared for them by giving them water and weeding.</li> <li>*Children /students will have seen the kitchen garden and the process from the start of sowing / planting to the fruit and veg on their plate.</li> <li>*Children / students will learn to use tools such as a spade and hoe</li> </ul>	<p>All</p> <p>All</p> <p>All</p>

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<b>Apple Pressing</b>	<ul style="list-style-type: none"> <li>*Health and enjoyment</li> <li>*Learn the process of making apple juice from start to finish.</li> <li><b>Connect</b></li> <li>* Exploring nature</li> </ul>	<ul style="list-style-type: none"> <li>*Children will have made their own apple juice and tasted it.</li> <li>*Children will have picked apples, sorted, washed, crushed and pressed them to make apple juice.</li> <li>*Children will understand how an apple tree produces apples, when they are ready for harvest.</li> </ul>	All KS2
<b>Nature Art</b>	<ul style="list-style-type: none"> <li>* Exploring creativity through natural materials <b>Talk</b></li> <li>* Explore a range of colours, textures and shapes from nature</li> <li><b>Notice</b></li> </ul>	<ul style="list-style-type: none"> <li>*Children will have used a range of materials e.g. cones, leaves, sticks, bark to create a piece of art.</li> <li>*Children will have explored different colours, textures and shapes whilst making their art work.</li> </ul>	All All
<b>Digital Photography</b>	<ul style="list-style-type: none"> <li>* Creativity in composing a photo.</li> <li>* Review and reflection make and accept judgments</li> <li><b>Give</b></li> </ul>	<ul style="list-style-type: none"> <li>*Children will learn how to compose a picture and the do's and don'ts of a good picture.</li> <li>*Children will identify things that are good and need improving about their own and others photo' and make improvements to their work</li> </ul>	KS2 - KS3 KS2- KS3
<b>Archery / Fencing</b>	<ul style="list-style-type: none"> <li>* Learn a new skill.</li> <li>*Broaden horizons</li> <li>* Competitiveness and resilience.</li> <li><b>Move</b></li> </ul>	<ul style="list-style-type: none"> <li>*Children will have developed skills in a new sport</li> <li>*Children will have experienced the competitive element of these sports and how to cope with being successful or unsuccessful.</li> </ul>	KS2 – KS4 KS2- KS4

\*Note: Some activities may be seasonal

Edgmond Well-Being Hand – Sandwell’s Feel Good Six

