



Outside the Classroom Language, learning and leisure!

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ELT and international education since 1994

Intercultural understanding, diversity and inclusion, learning outside the classroom, school leadership

BC inspector, International Baccalaureate workshop leader, founder of arcQ

How can a leisure programme enhance learning?

John Amos Comenius (1592 - 1670)

Comenius (Komensky) talked of developing schooling through play, and learning through the senses. He established a branch of philosophy called pansophism, meaning 'all knowledge', which gives equal weight to knowledge, spirituality and emotional wellbeing in the pursuit of learning and development.



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‘All major industries and companies are investing money for team building and management training using the outdoors. If they’re prepared to do that, it’s logical we should be using these strategies in schools. The skill set that you derive from outdoor learning includes everything that society determines is valuable.’

Professor Nicholas Gair, Chairman of the Association of Surgeons of Great Britain, school governor and author of *Outdoor Education: theory and practice* (1997)

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- Applying classroom learned language to the real world

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**What are the challenges of running a great
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- Cost
- Safety
- Training
- Time
- Resources

BC Criteria and leisure programmes

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W23, W24, W25, W26, W27

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W2, W23, W24, W25, W26, W27

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W2, W23, W24, W25, W26, W27

S5

BC Criteria and leisure programmes

T14, T16

W2, W23, W24, W25, W26, W27

S5

Example of critical thinking routine - 3 x 3 x 3

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T16 Courses include strategies which help students to develop their language skills outside the classroom and benefit linguistically from their stay in the UK. (S)

- Make sure that students maximise their learning outside of the classroom.
- Think about experiences that are unique to the UK/ English speaking environments.
- Café, breakfast, afternoon tea, international restaurants.
- UK cultural references.
- Interviewing/ meeting real people including hosts, residence staff etc.
- Don't just think excursions, think about their exposure in their out of class time.
- Teachers set tasks for homework, e.g. 'photograph 3 adverts that you don't understand'



W24 The content of any leisure programme is appropriate to the age and interests of the students. (S)

- Vary your activities.
- Know your students
- Offer options.
- Demonstrate that programme is different according to student profiles.



W26 There are effective systems to ensure the health and safety of students on all on-site and off-site activities. (S)

- Risk assessments are individually prepared and are updated to address risks of activity **and students.**
- Person preparing RA visits the location and references the venue's own RA, if applicable.
- Activity leaders read and sign to say they have understood RA.
- Risk assessments include requirement for first aid kit, named first aider, mobile phone(s), list with student mobile numbers, water for juniors etc as appropriate.
- There is feedback after every trip and RA is reviewed accordingly.
- RAs cover unsupervised time for U18s

W2 There is a comprehensive plan to respond to any emergency. This plan is known to all staff, and relevant elements are known to students. (S)

- Ensure that RA makes provision for risks posed by major incident.
- Would a major incident pose a different risk to different students depending on their needs?



Recommended adult to child ratios for working with children

Topics: Safeguarding and child protection

Introduction

Supervision

Staff to pupil ratios in schools

Early years

Recommended adult to child

Guidance on appropriate levels of supervision for children and young people

When working with groups of children and young people there must be enough adults to provide the appropriate level of supervision.

Staffing and supervision ratios can sometimes be difficult to judge. You need to make sure you have enough staff and volunteers to ensure children are safe – and that these adults are suitable to undertake various tasks as needed.

Safeguarding and child protection

Resources and guidance for organisations and groups to help keep children safe.

Find out more

Further resources



Preparation materials, learning materials, reading/reference list,
plus this presentation!

Your Questions



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