

Teacher's Information Sheet.

This sheet is written to aid the interaction between Wilderness Expertise and you, the teaching staff, when running any on-site or off-site personal development programmes for your school. If there is any aspect of this information sheet that you wish to discuss in more detail, then please call the office on 01344 774430.

Ethos:

The first and most important point to make is that:

Personal development is best facilitated by people who best know the students YOU.

We realise that we may only be working with the young people for 1-5 days whereas you will be working with them for up to 7 years. Therefore, we endeavour to involve you in all areas of the programmes that we run. To this end, we usually arrange a pre-visit to the school before running any programme and it would be extremely useful for any accompanying teaching staff to be present at this meeting if possible. It is important that you are involved in the learning process as much as you wish to be, without conflicting with the young people's ownership of the programmes. As many of the staff at Wilderness Expertise are qualified secondary teachers, we fully understand the time constraints that you face. As a consequence, we are able to run the programmes with minimum input from you if required.

Content:

The programmes that we run will usually include some aspects of the following modules, whether they are one day on-site or multi day off-site activity programmes:

Leadership:

Communication
Working Together
Task Achievement

Teambuilding:

Communication and Use of Resources
Working with others
Team Work & Goal Setting

Prefect Training:

Support
Empathy and Trust
Leadership Styles

Multi-activity camps:

Communication
Working with others
Responsibility

The Trainers may focus on the above modules in sessions of between 1 – 2.5 hours, using both indoor and outdoor activities and tasks.

Methodology:

The role of the Trainers is to run the programme with safety as of the paramount importance. They will aim to give maximum ownership to the young people in the decisions they make and the undertaking of each activity or task. Therefore minimum interjection will occur during the actual task, allowing the young people to fully own the task. We ask that you help to maintain this, thereby allowing the young people to understand the results of their own decisions and interactions with each other. This may mean that sometimes the task is not completed either successfully or in the set time frame. However, this can prove to be more powerful in terms of the young people's learning, which will be facilitated through a structured review by the trainer at the end of each task.

The structured review allows time for the young person, with the help of the Trainer, to reflect upon the activity they have just completed. The young person will process the experience and learning that has taken place and then transfer this to any new task they are set, eventually transferring these skills to their every day lives. It is at this juncture (the review) that the Trainers would welcome any input that you would like to add to aid the learning.

Ideas for Post Course Learning:

The following ideas are intended to help you further enhance the training that the young people have received on our programmes by continuing the work within PSHE lessons or tutorials. To help you with this, we can provide sheets on leadership styles, team behaviour, task achievement and communication if you require them.

- 1) Video footage can be shot during the course and used with the young people to enable them to see the ways in which they interact with others, aspects of their adopted leadership styles, ability to brief correctly, time management, planning, team behaviour etc.
- 2) Video footage or digital camera photographs can be used with the young people to create a presentation on different aspects of the course. The presentation could be a montage, a double sided A4 piece of work or a PowerPoint presentation and can be used as evidence towards wider key skills qualifications such as the ASDAN award or purely a work to be displayed for others in the school to see. Useful areas to focus on are leadership, working with others, problem solving, communication etc. The video footage or digital camera photographs can either be taken by teaching staff or delegated to members of the groups on the course.
- 3) Using the skills learned, the young people can arrange a morning or afternoon course to train younger pupils in their school or in primary schools in the area. We can help facilitate this if needed.