

ECO CHALLENGE

Country: UK

Name of the programme?

Eco Challenge activity at the Field Studies Council in the UK.

Age of the children involved?

From 7 to 18 years old.

Teaser/Short introduction

A Journey from Challenging to Changing Places

The Eco Challenge project (2007-2011) was an innovative project which built on a challenging residential experience in remote, rugged and awe inspiring landscapes, to develop opportunities for young people to take part in local environmental projects.

Delivered by the Field Studies Council (FSC) and funded by the Big Lottery Changing Spaces programme, this residential project worked with some of the most disadvantaged schools and communities in England. For thousands of participants this was their first stay away from their home. For some it was a life changing experience.

Eco challenge was a 3, 4 or 5 day residential course offered at a variety of Field Studies Council centres in the UK. There was a pre-course activity visit to the school and a rich residential stay in one of the FSC centres. The sessions were firmly grounded in the areas of the Curriculum within England, Scotland and Wales. They combined educational and adventurous elements in an outdoor environment. Activities included GPS orienteering, mammal surveys and mini-beast hunts through to fire building, high ropes and raft building. For thousands of participants this was their first stay away from their home. For some it was a life changing experience. Altogether, Eco Challenge was a project which exceeded all of its formal outcomes and provided some extra and unexpected benefits 6700 students participated from 245 schools.

What is the frame?



The frame used for the programme was *"A journey from challenge to changing places"*.

A journey, in nature, within ourselves & shared with others, challenging ourselves to discover together our human gift for creating sustainable change within our hearts, minds and homes.





What are the goals of the programme?

To provide each student with a unique, engaging and entertaining outdoor learning experience. The project combined residential and local experiences focussing on personal development and increased understanding and involvement in the natural environment.

The residential programme was delivered at FSC Centres and combined challenging outdoor activities, environmental awareness raising activities and practical conservation skills training.

What values are promoted in the programme?

Respect for nature and care for the state of the planet, equal opportunities for all people to shape their lives and respect for future generations.

Students with behavioural issues have shown improvements in behaviour after building up relationships with staff on the trip Teacher

One pupil was in danger of being excluded, but since the trip has been amazing. He even got 'most improved student of the year' Teacher

By experiencing new places and carrying out successful projects such as involvement in community based food growing and allotments and intergenerational gardening in the local community, staff saw a growth in pride, self-fulfilment and teamwork in students. Students were empowered through the programme. Eco Challenge broadened horizons and changed attitudes both towards remote landscapes far from home, but also towards previously unexplored green spaces closer to home. 75% of students said that Eco Challenge had made a difference to them. 41% of young people thought more about the environment and around a quarter gave examples of practical action.

Which competencies are developed?

Learners will be able to reflect upon their own abilities and gain self belief in order to take action in a positive and sustainable way.
<i>Embedded into the programme were specific times & places for reflection, as well as flexible time as it was needed. Personal reflective skills were included in the learning & opportunities to reflect as groups were provided.</i>
Learners will develop the ability to reflect upon and modify their behaviour and actions in accordance with the effects these have on the world around them.
<i>Within each aspect of the programme, cause & consequence activities provided direct feedback to learners to enable them to experience the effects they have on the learning environment. The eco-induction activity is an example of this.</i>
Learners will be able to consider things from different perspectives and to understand the perspectives of others.
<i>Through the journey learners, perspectives relating to culture, expectations, other living creatures, as well as humans were incorporated into the questioning & feedback sessions.</i>
Learners will be able to take on individual and collective responsibility for themselves, others and the world around them.
<i>In transferring the learning from the residential to the learners home community projects, learners developed individual skills, as well as cooperative communication abilities to enable them to have the confidence to develop a response ability to challenges and issues that they & others face.</i>
Learners will be able to apply sustainability concepts to examples from their own lives, motivating themselves and others to act accordingly.
<i>The essential thread running through the programme, was of learning about sustainability directly in an outdoor environment through activities that provided immediate feedback. Each time a concept was developed or an activity reflected upon, learners applied this learning to their own home communities. After the residential, learners actually developed these projects in their home areas.</i>
Learners will be able to envisage a positive future, thinking and acting with respect for future generations.
<i>Futures thinking discussions took place, through-out the programme - in terms of what place would you like to live in,</i>



what area would you like your children to grow up in & what is important for your life. The outcomes of these discussions provided learners with the frameworks to contribute to the community projects after the residential.

Learners will be able to recognise their relationship to nature, appreciating the need to live in balance with it.

Inherent within the programme were the basic principles of life & the resources needed for all to live in balance on Earth. These were explored through direct expedition skills, conservation activities & the reflective sessions.

I can't believe I planted 28 trees – thanks Jenna! I enjoyed planting the most, we had a laugh and helped save the environment. Next we're going to get more recycling done in school Student

They have really enjoyed the hard work and have also realised how they can transform their local spaces with some determination and creativity Follow-up session provider

Small groups of pupils are now regular volunteers for their local community gardens. They help with weeding and planting, etc., during school and out of school hours Teacher

The residential provided a lot of ideas for integrating science and ecology with outdoor education and adventurous activities, and the follow-up activities have provided a wealth of ideas for new conservation/ecology activities that can be used in the future Teacher

More staff are now taking students out during lessons to look at the habitats around school and using the facilities at the school's eco lodge. A school gardening club has been set up Teacher

The personal development promoted in the programme was used as a springboard to increased environmental understanding, promoting the learning of new skills through practical conservation activities and then using these to take part in practical action close to home.

In school students achieved food growing, habitat creation, tree planting, wildflower meadow, bug hotels, bird boxes, bird feed stations and pond creation or maintenance, creation of willow walks and domes, and an outdoor classroom with a range of habitats to be used by the whole school for studying ecology. Improving the outdoor environment for people – sensory gardens, planters and seating from recycled timber. Starting eco clubs, gardening clubs or seeking Eco Schools status. Energy efficiency and sustainability projects and campaigns to engage the whole school community – recycling of paper and printer cartridges, energy reduction – turn off the light campaigns, addressing litter throughout the school.

In the local area they carried out practical tasks in local nature reserves or green areas such as coppicing, tree planting, scrub clearance, path creation. Students took part in visits to learn good practice, e.g. habitat creation, pond or woodland management was then transferred into school based projects and visits to recycling facilities. They surveyed trees, birds, otters and pollution monitoring.

Which of the specific scientific concepts does the programme relate to?

Cycles: e.g. through composting students learn that nature cycles nutrients.

Energy flow: e.g. composting shows that the energy contained in 'waste' materials can flow back into a food system as nutrients for plants; coppicing woodland to provide fire wood demonstrates how the sun's energy flows into tree growth and how the trees energy is released as heat whilst burning.

Change: e.g. in stream sampling students see how different invertebrates adapt to the different conditions in a stream; by spending time away from their homes and living in a residential centre



the students themselves experience change; by undertaking conservation projects in their community students see how they can bring about change.

Stability: e.g. by managing a pond students can learn how even a small ecosystem relies on a web of relationships to maintain a stable state of dynamic balance.

Which of the 9 areas of Big Science Issues does the case-study relate to?

The programme relates to different environmental issues represented in the mind maps:

Land use change: students often travel from urban areas to remote rural locations, seeing huge variations in land use. They can see where food and water comes from, and see the impacts of mismanagement, for example through biodiversity loss.

Climate change: activities draw student's attention to how we use energy, the results and possible solutions; these are exemplified in the Eco-Centres they visit as part of the Eco Challenge. By taking part in habitat creation work in their school and community students are also making a contribution to reducing greenhouse gases in the atmosphere.

Biodiversity loss: students explore a range of different habitats to learn how they work and what lives in them. They are encouraged to carry out practical conservation work in their school and community to increase local biodiversity.

Atmospheric loading: studying lichens helps students to understand the changing nitrogen and sulphur levels in the atmosphere.

Transferability: Which areas of learning are included and how?

Project staff coordinated follow-up sessions with local environmental organisations to enable students and teachers to carry out environmental projects in the school grounds or local area. This ensured that all different areas of life were included from relating learning and activities to the natural and man-made environment to considering the global society.

Support by dedicated Eco Challenge project officers, working closely with schools throughout the programme, helped teachers plan and organise the residential and the follow-up sessions. This was valuable for teachers with limited experience of organising a residential. Briefing meetings for students, staff and parents were held and helped provide information and reassurance, often breaking down barriers to participation, e.g. linked to special religious, dietary or medical requirements.

Working closely with teachers to gather information about the nature and needs of the group meant the programme could be adapted as appropriate. Information was shared with both residential and follow-up session staff. This ability to adapt to meet requirements, e.g. attending Mass on a Sunday morning, providing Halaal marshmallows for toasting at the bonfire, prayer time, special diets and modifying activities in response to the group ability, was commended by teachers.

This support gave schools with no track record of residentials and out-of-classroom learning the confidence to participate. There is some evidence that Eco Challenge has



helped schools realise the benefit of learning outside-the-classroom, whether on a residential or involvement at a local level. A third of schools who had never taken part in an FSC residential before Eco Challenge, have attended further FSC residential courses.

Building critical relationships

Spending time away from school in different surroundings also helped student/staff relationships. Barriers were overcome and students realised that staff are human too! There was evidence that these relationships continued following Eco Challenge, with students being more willing to share problems and to seek help from teachers.

The inspirational experiences and locations of the residentials were used to awaken interest, and then through working with local environmental organisations raise awareness of local green spaces and actively engage the students in their home area. Young people indicated that they used local parks, their own gardens and playing fields more following their involvement in Eco Challenge.

One of the outstanding successes of Eco Challenge was initiating relationships between schools and local organisations, and coordinating sessions so that students got actively involved – 666 sessions in school grounds or in nearby green spaces were delivered by a network of over 45 local organisations. Students got a real buzz from the practical activities during the residential and the followup sessions. They learnt how to use tools and then put this knowledge into action whether through tree planting, coppicing, learning how to make stiles, build footpaths or bird boxes. This enjoyment and enthusiasm often translated into schemes back in the school grounds or in local green spaces which far exceeded original plans – all due to increased interest and confidence of students and school staff, supported by the local environmental organisation and Eco Challenge project staff. These plans and activities often rippled out to engage and involve the wider school community, e.g. ongoing work with follow-up session providers to offer opportunities regularly to other cohorts of students within the school, such as those studying land-based skills or following an alternative curriculum. Both residential and local activities inspired some teachers to integrate elements into their 'day to day' teaching, and to share information with other colleagues. 90% of schools completed all elements of the programme and 31% indicated that they wish to continue working with the local organisation after the project. Contacting the environmental organisations six months after the project finished, we found that 35% of the environmental organisations had carried out some further work with the school.

What educational strategies are used in your programme?

A variety of strategies with their roots in outdoor education.

For example Kolbs experiential learning model:

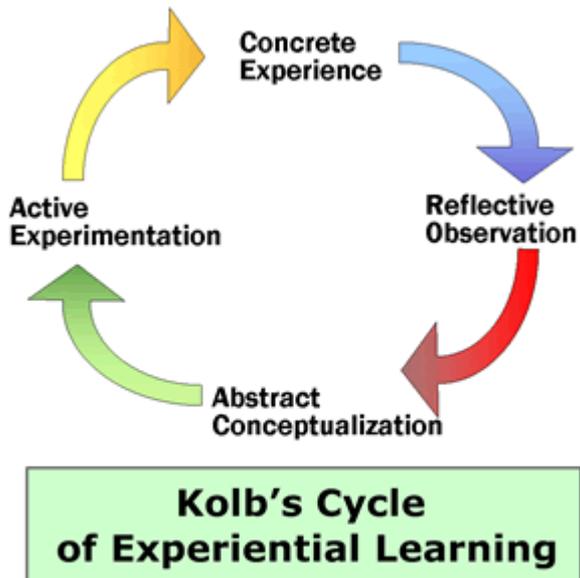


image by Karin Kirk

How is the programme evaluated?

Through questionnaires to students and staff, the programme was evaluated:

Over 90% of teachers thought that their students had:

- Achieved an increase in understanding of the environment.
- Improved personal and social development skills including cooperation, communication, self esteem and self confidence.
- Gained a sense of pride for local green spaces.
- An increased awareness of sustainability issues.

Over half of the students:

- Said that Eco Challenge had made a difference to them.
- Used local parks more following Eco Challenge.
- Had more positive behaviour towards environmentally sustainable actions.

-The lasting impact on schools

-15% intended to continue or develop Eco School or Sustainable School awards.

-19% started an Eco Club as a result of involvement in Eco Challenge.

-67% extended the Eco Challenge experience within the school community.

-11% intended to repeat or take another group on a residential – though funding was stated as a barrier to this occurring.

Describe the programme



“ It has helped me trust people more and I'm closer to people I didn't talk to before
Student

Their confidence and self esteem has gone through the roof as a result of this experience
Teacher

Eco Challenge has given me a sense of achievement – because you achieve small things that make a big difference
Student

Many students were personally challenged and proud of their achievements
Teacher

Eco Challenge made me realise how much fun the outdoors can be
Student

The best part was making the wigwam out of willow. The team had to pull together to make it work. It gave you a real sense of accomplishment to see it finished
Student

Pupils have been more willing to talk to each other and share ideas and thoughts outside of their friendship groups. This was evident in the follow-up workshops. Some of the 'quieter' girls have shown a greater confidence in talking to other pupils and to staff
Teacher



The funding enabled schools to offer an opportunity to students who are not usually included in residential experiences. Schools had freedom to select students and used a wide range of criteria – from rewarding good behaviour, effort or increased attendance, to those with difficult home circumstances or economic disadvantage.

This meant there was a huge diversity between and within groups. Mixed groups from years 7 to 9 were common. For many young people a residential away from home in the company of others who they may not know very well, or at all, can be a daunting experience. The residential programme included many opportunities for individual personal development and team building activities. Students were often stretched beyond their comfort zone whether through the personal challenge of a long walk, overcoming their fear of heights while climbing, or having to share communal space for eating and sleeping. Reviewing was an integral part of the programme so that students and staff were made aware of their achievements, and were able to reflect on the impact of the experience. Improved communication between students, and between students and teachers, was reported. Many students commented on increased self-esteem and confidence following Eco Challenge.

Below is an example programme from Kindrogen FSC aimed at 7-11yr olds for eco-challenge:



	Morning (9.30 – 12.30pm)	Afternoon (1 – 5pm)		Evening (7-8pm)
Day 1	Arrive midday	Orienteering An orientation to the centre grounds that scaffolds orienteering skills so children can combine map, GPS and compass skills to collect hidden Sense of place tokens. Low ropes course An introduction to helmets, team work, trust and safety on our low ropes course.	6-7pm: Tea 5.30-6pm: John Muir diaries	Night Hike Students use their navigation skills to find their way back to the centre.
Day 2	Sense of place The orienteering tokens are used to build an individual Scottish National Park.	Kindrogan Hill Hike Students take ownership of the hill hike using GPS units to plot the route and find bush-craft tokens, identify native flora and fauna, work as teams to build shelters and interpret the Scottish landscape. Bush craft skills Tokens are exchanged for kettles & flint-sticks to build fires, brew tea and bake bread with. Leap of Faith Students climb the pole while their team belay from below. A personal challenge through choice!		Mammal trapping We enquire after the diversity of native Scottish mammals before setting Longworth mammal traps overnight.
Day 3	Mammal release Find, enquire and release our overnight visitor.	Crate climb Interdependence is the key for teams to pass, pull and build their way to the highest crate tower. A high ropes challenge! High 'V' The final team goal relying upon the trust, communication and co-operation skills that have been built up. A high ropes challenge!	John Muir certificates A final presentation of certificate and a look over individual and team achievements.	Depart midday

	morning	afternoon		evening	
Additional Day	Sensory Maps Students chill out in our woodlands to draw sensory maps.	Raft Building Equipped with barrels, ropes, planks and paddles, students must build a raft for racing with on our local lake.	Pond and River After an introduction to the invertebrates found in two comparable habitats, we visit, collect and identify their diversity and adaptations.	5.30-6pm: diaries 6-7pm: Tea	Pond & River An extension to the day's activities with microscopes, data analysis and conclusions.

	morning	afternoon		evening
Additional Day	Highland Day Students visit the remains of an original crafting 'ferm-toun'. We'll go back in time to designate family roles. When the travelling shop comes to visit, students must be dressed up and ready to barter so they can fill their cottar's homes.	Flying Fox A pure thrill to fly through the air down our zip-line. Team Games A range of activities which will scaffold transferable team skills.	5.30-6pm: diaries 6-7pm: Tea	Bloodhound Car Race Teams construct a vehicle that will be propelled the fastest.



		People, Place and Past Events			
		Curriculum Themes <ul style="list-style-type: none"> ORIENTEERING SENSE OF PLACE KINDROGAN HILL HIKE SENSORY MAPS HIGHLAND DAY 			
SOCIAL SCIENCES	People, past events and societies	OR	OR	OR	OR
	People, Place and environments	NA	NA	NA	NA
EXPRESSIONS ARTS	Participation, performance and presentations	NA	NA	NA	NA
		NA	NA	NA	NA
HEALTH & WELL-BEING	Mental, emotional, social well-being	NA	NA	NA	NA
	Planning for choices and changes	NA	NA	NA	NA
LITERACY	Listening and talking	NA	NA	NA	NA
	Writing (Johns Mair / Journal)	NA	NA	NA	NA
NUMERACY	Money	NA	NA	NA	NA
	Measurement	NA	NA	NA	NA

These sessions explore the Scottish countryside from the perspective of the rural land-users, the historical inhabitants and the student's own interpretation of the landscape.

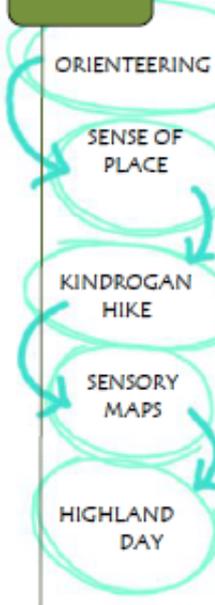
All of our sessions are carefully constructed to build upon young people's skills. Beginning with navigation and orienteering skills, children will develop their understanding of the history and culture of Scotland while exploring the local Highland area. Utilising a creative range of map skills, GPS handling, role play, design and construction, children can participate in a range of experiences that will broaden their appreciation of the Scottish cultural and physical landscape.



TEACHER'S RESOURCE
SESSION OUTLINES
PRIMARY
ECO-CHALLENGE

People, Place and Past Events

Summary of the sessions



- ORIENTEERING: Building navigated on skills**
Our orienteering course allows students to find their own way around the grounds at Kindrogan and begin to build skills that will be used throughout the residential stay. The session scaffolds the young person's capacity to navigate from an understanding of orientating grid-maps through to compass directions, maps and symbols and finally to use of GPS units to collect hidden 'Sense of Place' tokens.
- SENSE OF PLACE: Designing National Parks**
The children will utilize the 'Sense of Place' tokens that they collected during the orienteering session to build their own individual National Parks. Children are encouraged to use their imagination and creativity to find natural items in our woodland to create a unique park that reflects the aims of a National Park. Children complete the activity with a short presentation to others.
- KINDROGAN HIKE: Discovering the Scottish Highlands**
Using GPS units to lead the way, students take ownership of the hike up Kindrogan Hill. Along the way, students collect tokens to be exchanged for 'bush-craft' skills and work as teams to build shelters that will protect them from the rain. Activities lead the children to explore the changing environment, climate and land-use of the hill as altitude increases.
- SENSORY MAPS: Creating unique maps**
An individual beginning to the day for children to use a creative method to draw maps based on their sensory appreciation of the environment around them.
- HIGHLAND DAY: Living the crofter's lifestyle**
We will visit the historic remains of a crofter's 'farm-toun'. Following a tour of the tenant's and cottar's homes, the kale yard and killy, the children are taken 200 years back in time. Separated into family groups and charged with roles and jobs, students will develop their effective contribution skills while they work together. Ending in the realisation of the Highland Clearances, this day builds empathy for historical characters and an ability to reflect on their own potential and contribution to society.

		Habitats and Environments			
		Curriculum Themes <ul style="list-style-type: none"> MAMMAL TRAPPING POND and RIVER BLOODHOUND CAR RACE 			
SCIENCE	Planet Earth	NA	NA	NA	NA
	Forces, electricity and waves	NA	NA	NA	NA
EXPRESSIONS ARTS	Participation, performance and presentations	NA	NA	NA	NA
	Act and Design	NA	NA	NA	NA
HEALTH & WELL-BEING	Mental, emotional, social well-being	NA	NA	NA	NA
	Planning for choices and changes	NA	NA	NA	NA
LITERACY	Listening and talking	NA	NA	NA	NA
	Reading	NA	NA	NA	NA
NUMERACY	Writing (Johns Mair / Journal)	NA	NA	NA	NA
	Data and analysis	NA	NA	NA	NA
	Information handling	NA	NA	NA	NA

Kindrogan endeavours to instill in each of its visitors a sense of curiosity, wonder and understanding of their environment. These sessions use practical techniques to develop skills of scientific enquiry and investigation.

Kindrogan has an outstanding reputation as a deliverer of environmental understanding. These two sessions in particular will focus on applying practical techniques to identify and appreciate the bio-diverse habitats in our locality. Children's creativity and inventiveness is encouraged through role-play, discussion, drawing, recording and – of course – field work to demonstrate a secure knowledge and understanding of the environments that we study.



TEACHER'S RESOURCE
SESSION OUTLINES
PRIMARY
ECO-ADVENTURE

Habitats and Environments

Summary of the sessions



- MAMMAL TRAPPING: Capture and Investigate our nocturnal visitors**
Armed with Longworth traps that are set out overnight, children are fascinated by the capture and discovery of small mammals in our grounds. The introductory session and morning debrief allow students to build their vocabulary, experience scientific collection and become aware of the hidden occupants of our shared planet.
- POND and RIVER: Compare and query two habitats and their occupants**
We provide children with the experience to develop and practice a range of enquiry and investigative skills, scientific analytical thinking skills and develop attitudes and attributes of a scientifically literate young person. Following an introductory class session that sets the key vocabulary, expectations and inhabitants of each habitat, we visit the pond and river with a paraphernalia of data collection equipment. Afterwards we set out microscopes and ID charts to analyse the findings and draw some conclusions of the adaptations found at each habitat.
- BLOODHOUND CAR RACE: Build the fastest vehicle of them all**
Children work as teams with basic recycled equipment to build the fastest vehicle that they can. Issues of forces, motion and friction are included in order to design the most efficient car possible!

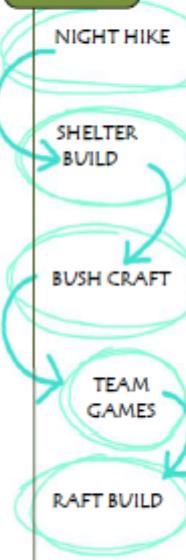


Discovery and Skills

Discovery and Skills

Summary of the sessions

TEACHER'S RESOURCE
SESSION OUTLINES
PRIMARY
ECO-CHALLENGE



- NIGHT HIKE:** Using the navigation skills learnt in the orienteering session, teams are given a GPS unit, map, whistle and appropriate lighting. They must follow a course through the forestry and find their way back to Kindrogan. Supervising staff are spotted at key points with tasks that help the students to understand the environment around them.
- SHELTER BUILD:** Teams work to create a natural (i.e. water-proof) shelter. Half way up Kindrogan Hill ridge, children are tasked with working as a team to build a waterproof shelter using the fallen timber in the local area. Teams are involved in the risk assessment of the specified zone. The children must make team decisions for the location and design of their shelter and delegate with one another different jobs so that the task can be completed in the time available.
- BUSH CRAFT:** Using natural tools to build fire, brew tea and bake bread. Children swap the tokens that they discovered on Kindrogan Hill to build a fire with. Small teams are equipped with a flint stick, wool, fuel, kettle and bread making ingredients and shown how to build their own small fire. A brilliant task that demands tenacity and determination to brew the tea.
- TEAM GAMES:** Transferable skills from team activities. Children are shown around a carousel of team challenges, each requiring a different attribute in order to be resolved in the short time available. Throughout, children are increasingly required to debrief themselves afterwards and reflect upon their own potential and contribution.
- RAFT BUILDING:** Design, construction and team work on our local lake. As an introduction to the following Pond & After session, we give teams of children the complex mission of building a raft from crates, planks and ropes that can be rowed successfully across our local lake. Children must be creative and open to innovation from one another. This is a wet and challenging activity which will increase the young people's team work and communication skills.

Curriculum Themes

- o NIGHT HIKE
- o BUSH CRAFT SKILLS
- o SHELTER BUILDING
- o RAFT BUILDING
- o TEAM GAMES

Although each session at Kindrogan incorporates an inherent sense of discovery and skill progression, these activities are led and debriefed with an eye to the development of the young person's transferable skills.

Each activity is introduced with an emphasis upon the team skills required for their successful completion and debriefed afterwards for students to identify one another's talents. All of these activities are linked to the other sessions: our bush craft follows the collection of tokens on Kindrogan hill, raft building helps to introduce pond and river habitats and team games is run alongside a high ropes challenge. This dovetailing of related sessions allows teachers and children to appreciate the transferable nature of the skills that have been developed.



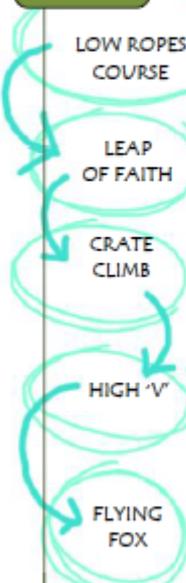
	Night Hike	Bush Craft Skills	Shelter Building	Raft Building	Team Games
CURRICULUM FOCUS/LEARNING					
Successful learners	*	*	*	*	*
Responsible citizens	*	*	*	*	*
Confident individuals	*	*	*	*	*
Effective contributors	*	*	*	*	*
APPROACHES TO LEARNING					
Active learning	*	*	*	*	*
Co-operation and collaborative learning	*	*	*	*	*
Creativity in learning	*	*	*	*	*
ICT in education					
Outdoor learning	*	*	*	*	*
LEARNING CONTEXTS					
Curriculum areas	*	*	*	*	*
Ethos and life in the school	*	*	*	*	*
Interdisciplinary learning	*	*	*	*	*
Opportunities for personal development	*	*	*	*	*

Adventure Course

Adventure Course

Summary of the sessions

TEACHER'S RESOURCE
SESSION OUTLINES
PRIMARY
ECO-CHALLENGE



- LOW ROPES:** Developing responsible participation. On the first day, we introduce the key elements of 'spotting', team work, balance and determination. Children work in small teams to safely follow one another around our extended low ropes activity. Strong team work and communication skills are built at this early stage.
- LEAP OF FAITH:** Creating confident individuals. Harnessed and with helmets, children will individually climb the pole and try to hit the ball when they jump off from the top. This is a 'challenge through choice', with individuals making their personal goals in the face of a daunting challenge. Meanwhile, the rest of the group hold belaying ropes and build their appreciation of risk and positive conduct.
- CRATE CLIMB:** Building effective contributors. A complex task involving everybody's active participation. Students rotate from roles that involve belaying the rope, passing crates or climbing and constructing the crate tower. Each student has an opportunity to develop their leadership qualities and communication skills in order to build as high a crate of towers as possible.
- HIGH 'V':** Putting it all together. The high 'v' utilises all of the skills developed in the previous adventure challenges. Two students climb the tree and use one another as support and balance as they make their way out along two ever-widening ropes. The belaying team below must install those above with confidence. Team work, strong communication skills and trust ensure everyone meets the challenge.
- FLYING FOX:** Good, fast fun! Our 80m zip-wire flies from the top of the river terrace to the oak tree below. Children love the fast action of the descent and the belaying to safety at the end. A great end to a residential stay at Kindrogan!

Curriculum Themes

- o LOW ROPES
- o LEAP OF FAITH
- o CRATE CLIMB
- o HIGH 'V'
- o FLYING FOX

Based on the concept of 'challenge through choice', our high and low ropes course builds upon the previous experiences aptitudes to install individual confidence and responsible team work.

Whether the children are climbing the Leap of Faith pole, holding ropes or spotting one another along the low ropes challenge, they will appreciate both their own place and the importance of others in the successful outcome. The team is required to belay one another, building an understanding of risk and risk management. Each activity holds a graduated level of challenge which young people are encouraged to recognise and overcome. The outcome is always an increased sense of confidence, fun and a positive attitude toward group responsibility.

Signature

	Lowropes	Leap of Faith	Crate Climb	High 'V'	Flying Fox
CURRICULUM FOCUS/LEARNING					
Successful learners	*	*	*	*	*
Responsible citizens	*	*	*	*	*
Confident individuals	*	*	*	*	*
Effective contributors	*	*	*	*	*
APPROACHES TO LEARNING					
Active learning	*	*	*	*	*
Co-operation and collaborative learning	*	*	*	*	*
Creativity in learning	*	*	*	*	*
Outdoor learning	*	*	*	*	*
LEARNING CONTEXTS					
Curriculum areas	*	*	*	*	*
Ethos and life in the school	*	*	*	*	*
Interdisciplinary learning	*	*	*	*	*
Opportunities for personal development	*	*	*	*	*