



TOP.....! SCHOOL #3 TRIPS

LIVING HISTORY

Easy ways
to teach
timelines

INSIDE

VIRTUAL VISITS
Museums in the
metaverse

FUNDING
Get outdoors
with a £500 grant

THE BIG APPLE
Do NYC in style
with a tailored trip

**HOW TO BE
AN EXPERT
TOUR GUIDE**

**USE A TRIP
TO EXPLORE
EMOTIONS**

UNLOCKING THE WORLD

50 VISITS THEY'LL NEVER FORGET

teach
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Hello...



Did you know that over half a million children missed out on school residential during the Covid pandemic? And what's more, over two million young people faced lockdown without access to a garden or local green space. With school trips finally back on the cards (hurrah!), it's clear that learning outside the classroom is more important than ever in supporting young people's personal, social and academic progress as we all get back on track.

As you'll read about over the course of the following pages, school trips are fantastic opportunities to build confidence and boost esteem – to get children exercising in the fresh air and trying activities they might otherwise never have access too, whether that's throwing themselves off a trapeze or sleeping under the stars. Days away can give pupils a valuable taste of independence and broaden horizons in a way that can have a lifelong positive impact. They can also generate genuine conversations, running jokes and beautiful shared memories that you can return to again and again over the course of a school year, helping you to forge true connections with your pupils.

If you're keen for pupils and staff to get out and about again after all the uncertainty of the last two years, why not set up a partnership between your school and a local cultural organisation? Find out how on page 18.

While we're all too aware that dwindling budgets, staffing issues and curriculum pressures are an ever-present problem, we hope that there's plenty of advice and inspiration in this issue to help you plan an excursion that's right for your class, whether that's an outdoor theatre visit (p30), an inspirational STEM trip (p27) or something entirely different.

Elaine Bennett
Editor



Editor: Elaine Bennett,
elaine.bennett@theteachco.com

Head of commercial solutions: Richard Stebbing

Education manager: Hayley Rackham,
hayley.rackham@theteachco.com

Product manager: Ria Bentham,
ria.bentham@theteachco.com, 01206 505928

Deputy product manager: Ashley Lower,
ashley.lower@theteachco.com, 01206 505926

Senior account manager: Ian Blackiston,
ian.blackiston@theteachco.com, 01206 505617

Account manager: Laura Ingle,
laura.ingle@theteachco.com, 01206 505628

Group editor: Joe Carter

Designer: Hannah Kemp

Accounts: 01206 505995

Design & reprographics: Ace Pre-Press
01206 508608

Subscriptions department: Sharon Kilbride,
sharon.kilbride@aceville.co.uk,
help@aceville.co.uk

The Experts



LUCY CUTHBERTSON

Co-director of education
at Shakespeare's Globe



HELEN KERRY

Education visits officer
at English Heritage



HOLLY CASEY

Centre manager at Centre
of the Cell at Queen Mary
University of London



ANDY LOCKE

Commercial director
of Regent's Park Open
Air Theatre



CATHERINE BARKER

Head of music and
performing arts at
United Learning



LAUREN FRANCIS

Education programme
development coordinator
at Cadbury World

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25 Phoenix Court, Hawkins Rd, Colchester,
Essex, CO2 8JY. Tel: 01206 505900

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Take pupils somewhere new and fascinating this year, with these brilliant school trip ideas.



Book your next school trip with confidence

Halsbury Travel's Covid Guarantee offers you the flexibility you need to book your next trip with confidence.



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Halsbury
travel

IDEAS & INSIGHTS

From the latest workshops and research to expert advice and topical comment, get your school trip news right here...

Trips for health & happiness

English Heritage is urging schools to starting visiting again

Despite being one of the UK's largest providers of school trips, English Heritage welcomed a mere fraction of its average educational visitors last year. In 20/21, just over 4,000 students visited, down almost 99% on normal annual figures of 340,000.

With studies consistently showing that children's mental health has worsened during the pandemic, Kate Mavor, chief executive of English Heritage, said, "We are extremely hopeful that by encouraging more schools to return to educational visits, we can play our part in the process of levelling up and improving the wellbeing of children from every community. I am personally inviting teachers up and down the country to bring their pupils to one of our historic sites and to see for themselves the huge benefits the experience can bring, not just to children's learning, but also their health and happiness."

MORE DETAILS

For 2022, the charity has appointed 38 new volunteers and created new teachers' kits and downloadable resources. Expert-led visits have been revised, with a greater number now SEN appropriate. Book at english-heritage.org.uk/learn



"Connecting with a building that has stood for many centuries is a deeply grounding and rewarding experience"

— KATE MAVOR, CHIEF EXECUTIVE, ENGLISH HERITAGE —

Engineering workshops for KS3 STEM

Take part in an in-person or virtual KS3 engineering day at London Transport Museum

Take KS3 pupils to the London Transport Museum's depot in Acton, west London, between 20th-24th June to take part in a special engineering day. Skilled facilitators will be on hand to inspire your pupils with enquiry-based activities and stories from practising engineers.

The day will involve interviews with inspiring engineers and an interactive

'Sustainable Cities' challenge.

Pupils will explore the engineering wonders at the London Transport Museum depot and will receive a Discovery CREST Award. It costs £150 per 30 pupils and runs for just over four hours, starting at 10.30am.

Further away? A digital experience is available between 13th-16th June. Lasting two hours, the session will include a virtual introduction to the depot's iconic collection, a chance to interview a STEM ambassador and an enquiry-based challenge. It costs £80 per class, with a fee of £20 for additional classes. Book at ltmuseum.co.uk/schools/key-stage-3





Letting off STEAM

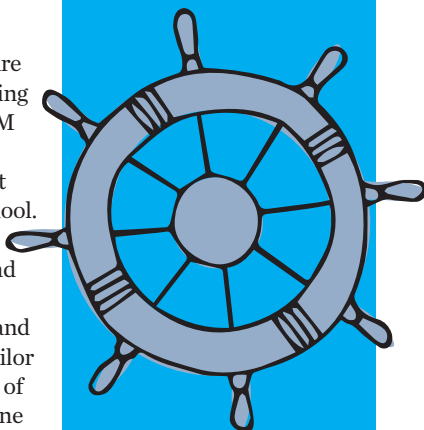
A 300-year-old silk mill in Derby has had a multi-million-pound makeover and is now the Museum of Making. Celebrating three centuries of industry in the city, the museum houses 30,000 exhibits, including a model railway and a tiny engine run using a human hair. The education team are on hand to facilitate engaging and award-winning STEAM sessions to challenge and excite your pupils, either at the museum or in your school. Workshops are mapped to the national curriculum and are richly resourced with original or replica objects and costumes. The team can tailor sessions to meet the needs of your learners and free online STEAM-themed CPD is also on offer for teachers. Find out more at derbymuseums.org

Get a £500 grant

Want to get pupils learning outdoors but need help financing it? The EVOLVEAdvice Get Out! grant is open to UK schools. Each month, a £500 grant is awarded which can be used for equipment purchase, specialist training, travel or resources – all with the goal of getting children out and about. A recent successful bid allowed a school to buy tools and outdoor wear to enable pupils to make the most of the school's new allotment. Find out more at evolveadvice.co.uk/grants

NIGHT IN THE NAVY

Take part in a unique overnight stay experience in Chatham, Kent, on board second world war destroyer HMS Cavalier. Sleeping in real ships bunks, pupils will get first-hand experience of what life was like on board and can take part in an evening programme of fun naval-themed activities, followed by breakfast in the mess deck. Visit thedockyard.co.uk



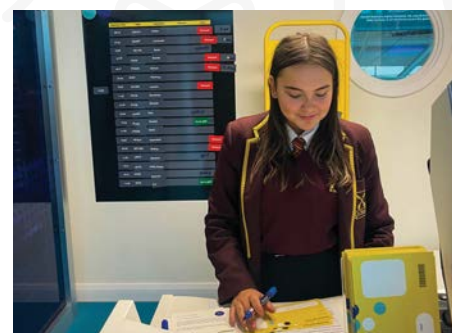
Up, up & away

Manchester Airport unveils its brand new education centre

Manchester Airport has recently unveiled a state-of-the-art education centre aimed at inspiring future generations about a career in aviation. AeroZone is expected to welcome more than 5,000 children and young people aged between four and 18 every year, with curriculum-linked sessions focused on the wide range of careers available in aviation.

Cutting-edge design and educational technology will be used to link aviation-related activities to the curriculum. The centre offers a mix of classroom space and interactive zones and features a cabin with real seats and a cockpit, complete with flight simulator.

A dedicated careers wall showcases the wide range of careers available in aviation.



Airport staff also appear as guest speakers, giving youngsters the chance to put questions to them.

Aviation minister Robert Courts said: "Providing clear paths for young people to get into our brilliant aviation industry is absolutely crucial as it bounces back from the pandemic and faces up to the challenges of climate change. We want the next wave of talent to think big and the Aerozone at Manchester Airport gives pupils of all ages the chance to do that." Find out more at manchesterairport.co.uk/education

NEWS IN BRIEF

CULTURAL EDUCATION

Charity Curious Minds works to make creative and cultural learning opportunities available to all children, wherever they live and whatever their

name and zoom in to find out more about the expertise that exists in your area. Search the map at culturalmap.org.uk

ONLINE CPD

The Council for Learning Outside the Classroom is running new online CPD workshops – free for members or £45 otherwise – that are suitable whether you're just at the start of your LotC journey or it's already fully embedding in your curriculum. One session will cover balancing risk when it comes to learning outside the classroom. Book now at bookwhen.com/clotcevents



METaverse MUSEUM

Holo-Museum is an accessible way for pupils to virtually visit museums using desktop augmented reality technology. They'll be able to explore exhibits like the steam locomotive Stephenson's Rocket, currently housed in York's National Railway Museum, without leaving the classroom. Apply for free 3D glasses at holo-museum.com/school-partnership-program.

circumstance. Visit its website to find a creative providers map, which aims to connect schools with cultural educators who can deliver enriching learning experiences to pupils. You can search for creative providers by postcode or place

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2022

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undiagnosed
condition

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UNITED KINGDOM



WE'RE THE EXPERTS

“We take the hassle away”

Alice Raines from Thorpe Park explains how to get the perfect blend of learning and thrill-seeking...

What lessons can I create pre- and post-trip?

The science and maths behind rollercoasters is a great place to start. Designing, building and maintaining our rides could be a whole module in itself. Check out our website for an example of a 'science of rollercoasters' lesson. Alternatively, it's interesting to look at the HR structure of such a large business, or perhaps explore the hospitality and guest care side of things. Also, as Thorpe Park offers live shows and seasonal scare mazes, the park offers a variety of interesting performance aspects for more theatrical students.

What feedback have you received from teachers?

We've been so grateful to receive excellent feedback from both teachers and students. With something for everyone, we've welcomed back schools from up and down the country for yearly trips. We've been fortunate to work with some great teachers – their feedback has helped us sculpt our school trips to be as fun and educational as possible.

What workshops do you offer?

We offer workshops themed around science, maths, business and marketing, with more to come! Our eye-opening lessons in STEM and business will challenge young minds and align with national curriculum requirements. Our workshops last 25 minutes – enough time to add some educational value, but not long enough to disrupt your day. Each workshop includes a presentation on your chosen subject from one of our education officers, as well as a group activity within marketing and business workshops.



EXPERT PROFILE

Name: Alice Raines

Job title: Education officer

Area of expertise: Educational workshops

Best part of my job: When a student asks a question about something I haven't thought about

What support can you offer ahead of a visit?

We know that organising a school trip for an entire class or more can be quite a challenge so we do everything we can to take the hassle away and help you arrange a perfectly smooth school trip. Available for download on our website we have a permission slip, lead teacher checklist, risk assessment and a guide to ride safety. You also get two free teacher planning tickets to visit and complete any checks you require.

What support can you offer post-visit?

Our care for our guests doesn't end as soon as they leave the island! Any item lost on the day can be reported to guest services, or following your visit you can contact the team via the number below. There's been plenty of times where a student or teacher has thought of a great question to ask the education team while on the coach back home. Get in touch and we'll be happy to find out anything we can for you!

ASK ME ABOUT

GETTING THE BEST OUT OF YOUR DAY – We can advise on meal deals, Fastrack tickets and how to beat the queues.

LINKING YOUR LESSONS – Need some supporting information? Get in touch and we'll see what we can dig up for you.

STUDENTS WITH ADDITIONAL NEEDS – Get in touch to see how we can accommodate students to ensure they have the most thrilling day possible.

thorpepark.com T: 01932 577131 E: tpschools@thorpe-park.co.uk

Bold AMBITIONS

Is a night away for every child too much to ask for? No, but we need collaboration and more government funding, says YHA's **Alison Stevens**

In 2019, Landscapes Review was published. This independent review, asked for by the government, looked into whether the protections for National Parks and Areas of Outstanding Natural Beauty were still fit for purpose. In the report, lead reviewer Julian Glover called for “a night in a national landscape for every child.” This is a bold ambition, but one which is achievable with support, collaboration and central government funding. Only when we do this will the outdoors be truly inclusive.

There are currently around ten million pupils attending school in the UK. A night in a national landscape would mean at least one residential experience for every one of those pupils at some point in their school career. I estimate this to be around one million residential experiences a year. Achievable? Absolutely.

Generation Green

In 16 months, the Generation Green project, funded by a £2.5 million Green Recovery Challenge Fund grant, reached more than 100,000 young people aged seven and above, giving them meaningful opportunities to connect with the outdoors. This project wasn't just the work of YHA, the organisation I work for. Far

from it, in fact. We know that we can only succeed if we work with others, which is why we formed Access Unlimited – a coalition of 15 not-for-profit outdoor education providers.

At YHA our mantra is “Because where you go changes who you become.” To make real meaningful change, we've learnt that it isn't just where you go, but who you take on the journey with you, and who you meet on the way. Together with Scouts, Girlguiding, The Field Studies Council, The Outward Bound Trust and the ten National Parks in England, we've made a real difference.

Combined expertise

It is through working together, using our combined expertise and learning from one another, that we've been able to ensure that we reach those young people who would benefit the most from this funding.

YHA's pot of Generation Green funding provided more than 1,800 fully-funded day stays and residential activity breaks alone. Demand for the breaks was unprecedented. A simple digital marketing campaign in May 2021 resulted in demand outstripping places by 400%. We were able to offer funded breaks to 62 schools – all of which were new to YHA and hadn't been on a trip with us before. However, we are acutely

aware of the very real need for more of these opportunities, particularly in light of Covid. Our partners reported similar levels of high demand.

This phase of the Generation Green project ended in March, but over this time we've seen the power of the collective reach of 15 partner organisations. We will continue to work together as a coalition to make a difference. We're rightly proud of our collective achievements, but this is tempered by frustration and concern. With the gap between rich and poor widening and more families falling into poverty, more children than ever are missing out because their parents can't afford a school trip.

Proven benefits

According to the World Health Organisation, 75% of all mental health problems are established by the time someone is 18, and one in ten school children have a diagnosable mental health condition. Giving young people the opportunity to see how the

outdoors can be explored all year round, and introducing positive, active behaviours and habits in young people can have life-long benefits to mental health.

At YHA we see first-hand the benefits of residential outdoor activity breaks from

“More children than ever are missing out because their parents can't afford a school trip”



the thousands of schools we work with each year. Wayne Norrie is CEO of Greenwood Academies Trust which operates more than 35 academies in some of the most deprived areas of the UK. He's a residential school trip advocate, saying: "When children participate in a residential visit, they benefit in so many ways. Visits increase a child's confidence, develop their independence, aid their social skills and give them an opportunity to experience an environment different to the one they are familiar with. These are all vital life skills, and it's so important all children are offered access to visits, not just those who have a family that can afford it."

Covid legacy

Covid has also shown us the value so many of us place on accessing nature and culture. The stark reality is that over two million young people faced lockdown without access to a garden or local green space. Half a million children have also missed out on a school residential during the pandemic. The inequalities of access to the outdoors and green spaces that existed pre-Covid have only been compounded by the pandemic.

Residential visits have played an important role supporting young people returning to the classroom following lockdown. The Outward Bound Trust's Generation Green fully-funded adventure days helped young people aged 11-17 adjust to life post-lockdown, giving them confidence and a new motivation to return to school, as well as opening their eyes to considering a career in the outdoors.

Research by the University of Cumbria in 2019 found that the profound and transformative impact that residential experiences

HOW TO SAVE ON A SCHOOL RESIDENTIAL

- **BOOK IN LOW SEASON.** A residential in winter means lower costs but no less outcome for children if you take a 'whatever the weather' approach.
- **SAVE WITH A SELF-LED RESIDENTIAL.** Plan and deliver your own activities rather than using an instructor. Free resources for outdoor activities which have been created as part of Generation Green are available to download at tinyurl.com/tst-yha and tinyurl.com/tst-nationalparks
- **GO LOCAL.** Use a local outdoor education centre or provider to save on travel costs.
- **USE YOUR PUPIL PREMIUM.** This can be used to subsidise or fully pay for the cost of a residential.
- **ACCESS BURSARIES AND FUNDING.** A number of residential providers, like Rock UK and YHA, offer bursaries and funded places for pupils in receipt of pupil premium

can have on pupils was significantly greater for 'vulnerable' pupils. Without further funding how can we ensure that all young people are being included in and given access to the outdoors?

Long-term we need central government funding. This would enable Glover's ambition to be achieved. In Defra's response to Glover's review, it said "Programmes such as Generation Green demonstrate that national-scale partnerships and coordinated collaboration can augment what our lead partners are already doing so well", so we're hopeful of further funding.

Looking to the future

If you're a school looking for immediate options for support and funding, they are out there, but they're limited. Because YHA is a charity, it can support schools which are on the DfE/WG deprived schools list and have high numbers of children in receipt of pupil premium by offering an education subsidy discount. Pupil premium can be used to subsidise or fully pay for the cost of a residential. A number of residential providers, including YHA, also offer bursary and funded places for pupils in receipt of pupil premium.

There needs, however, to be continued funding from central government for projects like Generation Green which are underpinned by national and local collaboration. We know they work. If we fail to create sustainable connections to the outdoors for young people then, without continued funding, we risk losing some of the nation's most vital assets – like youth hostels and many more social tourism organisations that enable schools to access the outdoors. Consider for a moment the impact this would have on a young person who has never seen the sea, a sheep in a field or the landscape of a National Park.

It's a long road ahead of us. Until we get there, we can only do our best to make residential visits as affordable and accessible to all schools as possible.



Alison Stevens is head of education and youth at YHA

(England & Wales) and Generation Green Programme Director.

@yhaofficial

yha.org.uk/generationgreen

10 OF THE BEST

DAY TRIPS & ACTIVITIES

There's lots that your group can learn in a few hours beyond the classroom – if you know where to go...

1 Thorpe Park

Thorpe Park Resort Theme Park welcomes schools from all over the country for a school trip like no other. At Thorpe Park you'll find a full day's worth of thrilling rides and attractions for students and teachers.

To make booking a trip as easy as possible, there's a variety of resources on the resort's website for download, including checklists, risk assessments, permission slips and lesson plans.

The park also has a dedicated school team to help you every step of the way.

For more information, email tpschoools@thorpe-park.co.uk or visit thorpepark.co.uk/schools



2 West Midland Safari Park

If you would like to experience a variety of unique and immersive education sessions your students will find memorable and informative, West Midland Safari Park may be the perfect destination for your school trip!

The park's Education team have been delivering curriculum-linked activity sessions for all age groups for over 10 years. The team aim to complement learning and bring topics to life, with fun and interactive sessions that can even include involvement from the safari park's smaller, friendlier animals!

Education sessions are delivered in the Safari Academy: a fully sustainable education centre with five spacious classrooms.

Booking is easy – contact a member of the team at education@wmssp.co.uk or call on 01299 404888





3 English Heritage

Visit one of the top English Heritage sites with your GCSE history pupils. Whether you choose an expert-led GCSE tour at Kenilworth Castle; an interactive Discovery Visit at Battle of Hastings Abbey and Battlefield; or explore the rich history of sites such as Dover Castle, Carlisle Castle or Stonehenge, English Heritage school trips are guaranteed to bring learning to life.

You can also download free resources from the English Heritage website, developed by a team of qualified teachers, educational experts, historians and in partnership with AQA and OCR.

To find out more and to plan your school trip, visit english-heritage.org.uk/learn or email bookeducation@english-heritage.org.uk

4 Regent's Park Open Air Theatre

This year, Regent's Park Open Air Theatre celebrates its 90th anniversary and the season opens with the perfect musical for a summer's day – *Legally Blonde* (13 May-2 July). Based on the movie of the same name (which has a BBFC rating of 12), the creative team is led by Lucy Moss, co-director and co-writer of the hit musical *SIX*, so it promises to be something pretty amazing.

The performance is packed with fabulous songs and brilliant choreography, and with a message that will empower every young person to believe in themselves, it's a great choice for secondary schools.

Education tickets are just £16.50. Visit openairtheatre.com/education



PICNIC IN THE PARK

To complete your Open Air theatre experience, why not enjoy a picnic on the theatre's lawn before the show?



5 Imperial War Museums

IWM offers a range of learning sessions that support students to understand the impact of war on people's lives. Students may have the opportunity to tell stories in their own words by making short documentaries, or meet veterans and eyewitnesses of conflict.

Whether you book a learning session at one of IWM's three sites or opt for a self-guided visit, staff and volunteers will help you and your students get the most out of your day.

To find out more about school visits with IWM, visit iwm.org.uk/learning or call 0207 416 5000



6 Halsbury

Halsbury Travel offers school day trips to a variety of destinations in France, including the Opal Coast, Lille, Disneyland® Paris, Dunkirk and the Somme. Just like all Halsbury trips, your school day trip to France will be tailor-made to suit your curriculum and learning objectives.

Halsbury also offers a great range of residential school trips in the UK, which provide the exciting opportunity to try out a variety of activities, from water sports to ghyll scrambling.

Founded by former teachers over 35 years ago, staff will support you every step of the way, and you can be sure your trip is in safe hands – Halsbury Travel is ABTA bonded, an STF member and holds the Learning Outside the Classroom Quality Badge. To find out more, visit halsbury.com or email contact@halsbury.com

VIRTUAL CLASSROOMS

If your class is unable to visit in person, award-winning workshops can now be experienced through distance learning.

7 Jewish Museum London

At Jewish Museum London, students will learn about the history of Judaism and the culture of the Jewish community in Britain.

All workshops are interactive and, depending on what you have planned, students might handle precious objects with important and personal stories, watch films, listen to stories and sound clips, or participate in craft activities. The museum also provides the opportunity for students to hear from a Holocaust survivor speaker who will tell their personal story.

The Living Communities gallery offers a space for craft activities and group work. Students may get the chance to practise calligraphy skills and learn some Hebrew.

Asking questions is an important part of your visit – Jewish Museum London offers a safe space to ask anything about Judaism or Jewish people that you ever wanted to know. Visit jewishmuseum.org.uk/schools or call 020 7284 7384





8 Historic Royal Palaces

With 1,000 years of history to uncover, a visit to some of the country's most iconic historic palaces offers students the unique opportunity to experience history where it happened.

Students can take part in enquiry-based school sessions, including: Tudor kitchens revealed at Hampton Court Palace; The Normans at the Tower of London; Victoria and India: Perspectives on Empire at Kensington Palace; and Politics, Power and the Path to Peace at Hillsborough Castle and Gardens.

Led by expert presenters and designed to spark debate, students work together to develop critical and creative thinking skills, and question everything. For more information, visit hrp.org.uk/schools

9 Warwick Castle

Warwick Castle has a full day of learning and discovery jam-packed into its walls, with an experienced education team dedicated to bringing history vividly to life through a full programme of tours and workshops.

A trip to the castle is made easy for teachers, with one-to-one booking support and a brand-new schools officer, who helps make sure your trip goes perfectly, even helping organise your day upon arrival.

Look out for the brand-new Falconer's Quest – it's set to be the UK's largest bird of prey show and is included in your ticket price. Call **0871 222 2772** or visit warwick-castle.com

SAFEGUARDING THE PAST
Over £6 million has been invested in restoration at Warwick Castle during the last 10 years.



10 Cadbury World

With 32 years' experience and more than 2,000 school groups attending each year, Cadbury World offers unique educational trips that provide a fascinating insight into the nation's favourite chocolate brand.

There's an assortment of interactive chocolatey zones to explore and a variety of informative curriculum-linked talks and workshops, including Marketing, Investigating Business and Geography.

The one-hour talks and workshops complement your group's day out perfectly, expanding pupils' knowledge on a range of topics. Self-guided tours are also available. To find out more, visit cadburyworld.co.uk

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The KS4-5 Marketing workshop offers students a unique insight into how Cadbury utilises marketing planning tools. Pupils will apply this knowledge and design their own product, create a marketing proposal and pitch it back to the Cadbury World education team for feedback.

Session 2 - Design and Technology workshop

Pupils will discover the fascinating process by which Cadbury develops new chocolate bars and learn how both wrapper and advertisements are linked to the design of each bar. They'll also take a closer look at Cadbury's packaging and discover how it has evolved over the past 100 years, work in small groups to design their own wrapper, and see real life chocolate moulds used in the Cadbury factory at Bournville.

Session 3 - iMedia talk

Discover how Cadbury utilises graphics and media in a range of different formats. Look at how we research and adapt to trends in the market to ensure that we're keeping up with consumer needs. Discuss practicalities of various advertising campaigns and how we need to adhere to government legislations and our brand ethos when creating new media and campaigns.

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With 32 years' experience and more than 2,000 school groups attending each year, Cadbury World offers unique educational trips that provide a fascinating insight into the nation's favourite chocolate brand. There's an assortment of interactive chocolatey zones to explore and a variety of informative curriculum-linked talks and workshops, including Marketing, Investigating Business and Geography.

The one-hour talks and workshops complement your group's day out perfectly, expanding pupils' knowledge on a range of topics. Self-guided tours are also available, currently priced from just £9.20 per pupil, with one adult admitted free for every eight paying children. All of this makes Cadbury World the perfect day out for schools. To find out more and to book, visit the website (details below).

CURRICULUM LINKS



HISTORY

In Bull Street, the Cadbury Story and the Bournville Experience zone, uncover the philanthropy of the Cadbury family, and how their beliefs created a holistic approach to industry.



FOOD TECHNOLOGY

Discover how chocolate production has changed with the advent of modern technology through our Manufacturing and Chocolate Making zones.



MARKETING

Explore Advertising Avenue to discover how Cadbury's marketing campaigns have changed through the decades and how they're tailored to specific products and audiences.

cadburyworld.co.uk T: 0121 393 6004 E: cwe@mdlz.com



Making the ordinary EXTRAORDINARY

How establishing partnerships with cultural organisations is unlocking the world for young people at this group of schools

CATHERINE BARKER

As Oprah Winfrey once said, “Education is the key to unlocking the world, a passport to freedom.” With no disrespect to Oprah, I’d add to it: arts education is the key to unlocking the world. Why, you ask? Well, arts and culture nourish both the head and the heart. Great arts education can transport students to new worlds, help them to think and empathise; and allow them to discover more about themselves in the process. It’s honestly like magic.

Throughout my career I’ve seen this happen countless times. The arts have the power to transform the ordinary into the extraordinary and lift people out of their everyday lives, as well as to entertain, question and provide challenge about the ways we see and experience the world. And they have a key role to play in supporting people to get through these unprecedented times.

Re-orientation journey

In my role at United Learning, I’m lucky to see the power of the arts at scale. United Learning is a national schools group, with educational settings from EYFS to sixth form across England. Our schools look after the education of over 40,000 children and young people and the careers of 7,000 staff. While the initial group of schools in United Learning were independent schools, the largest

part of the group is now in the state sector – academies that serve some of the most deprived communities in the country in urban, rural and coastal locations.

We seek to bring out the best in everyone and provide an education with character. Bringing the best opportunities to students, regardless of their background and starting point, is an important way for us to delivery on this promise. Our national scale makes this all the more possible.

In the summer of 2021, against the backdrop of the ongoing pandemic – but with schools reopened to all pupils and restrictions slowly easing – our CEO, Sir Jon Coles, approached Arts Council England. His aspiration was that young people in United Learning’s Manchester and Salford secondary schools should have the opportunity to experience a cultural venue, and what it had to offer, as part of their re-orientation journey. Venues were closed to the public in this region at that time, while young people were able to come together in education settings.

We wanted both pupils and staff to simply get out and enjoy themselves after lengthy periods of uncertainty and change. In his unique response to this time, Jon recognised the particular pressures being felt by schools and their population. He also wanted to trial a model that could be replicated by other schools to address this challenge.

Working in partnership

Our solution to this challenge? Our UNLocked project. Planned for summer 2021, we wanted several hundred pupils from our schools across Manchester and Salford to experience the thrill of visiting a cultural venue. Curious Minds, a charity that works to create fair access to arts and culture for all young

people, relished the opportunity to lead on this work. It was able to utilise its expertise and local knowledge to broker and support partnerships between individual schools



and suitable local cultural organisations.

Manchester is rich in cultural venues, so Curious Minds brokered a range of visits for participating schools, as well as funding the initiative, as part of its work as Art Council England's Bridge Organisation for the north west. At the time, cultural organisations were in the early stages of re-opening and finding ways they could re-engage with larger groups of people. This created opportunities for venues to test new approaches.

Memorable experiences

Manchester Camerata hosted a musical event at the spectacular venue of the Monastery in

Gorton. 120 students from our Irlam & Cadishead Academy and William Hulme's

Grammar School were treated to a performance, workshops and careers conversations led by musicians and the Camerata team. Their first trip since the pandemic, it gave confidence to teachers to restart their programme of musical events for students.

HOME, an arts and events centre in Manchester, developed a temporary outside theatre space in response to Covid. 280 students from Salford City Academy attended an outdoor performance of A Midsummer Night's Dream before the end of the summer term. This school has a strong focus on education with character so giving such a large number of students a memorable live theatre experience was an excellent fit.

Sadly, a significant rise in Covid numbers in schools at the end of the summer term and beyond meant that not all schools and year groups were able to take up the opportunities and experiences

HOW TO TEAM UP WITH A VENUE

Derri Burdon, chief executive of Curious Minds, explains how to get the best out of the charity's creative providers map, which helps schools find cultural learning providers and venues.

BIGGER ISN'T ALWAYS BETTER: While 'wow factor' venues in major cities have a place in shaping children's cultural lives, they should be part of a broader entitlement that connects them with their local cultural offer. This will help students to be active in their community and understand that arts can be part of their everyday lives.

BRING CULTURE TO YOU: Inviting creative practitioners into school not only injects imaginative energy into the curriculum, but also gives children access to diverse local role models and invaluable insight into creative career choices. Have you signed your school up to Access All Arts yet (accessallarts.skyarts.uk)?

GET STUDENTS INVOLVED IN PLANNING: Consider inviting smaller groups of students to organise their own trips. Let them be as proactive and curious as possible – maybe even give them pocket money (pre-paid debit cards are great for this) to experience 'culture as a leisure-time pursuit' (something more fortunate children often take for granted). Ask us about Curious Citizens Clubs for more inspiration.

Search the map at culturalmap.curiousminds.org.uk

that had been programmed for them. However, the links with the bridging organisations are now in place, which wasn't the case previously. This is key because before, schools didn't realise the structures available to support them to make better connections with arts and cultural organisations. Now that partnerships are established we hope this will unlock more of the world for our students.

Forging stronger bonds

Curious Minds continues to work with us to further the capacity of our schools to develop and deliver arts and culture as an aspect of education with character. We've now begun to deliver Curious Minds' flagship Specialist Leaders in Cultural Education (SLiCE®) leadership development programme to a nationwide cohort of United

Learning middle leaders through a blended training model, combining online with face-to-face sessions.

These teachers will examine 'cultural capital' as their research focus; interrogating what the term really means and identifying ways to develop and deliver cultural capital in their school. Through the programme, they will develop skills in commissioning, cultural production, project management and building partnerships, to further enhance what their academies can offer.



Catherine Barker is head of music and performing arts at United Learning.

 unitedlearning.org.uk

“Arts and culture nourish both the head and the heart”

Imperial War Museums

IWM offers a range of learning sessions that support students to understand the impact of war on people's lives

BOOK NOW!

Whether you book a learning session at one of our three sites, or choose a self-guided visit, staff and volunteers will help you and your students get the most out of your day.

1 Documentary Challenge

Explore IWM's collections by making short documentaries for Smash TV! Students will explore our galleries to find objects and tell the stories the world needs to hear. Available at IWM London, Duxford and North.

2 We Were There

We Were There is back! This session gives students a unique experience to meet veterans and eyewitnesses of conflict. Book now as places are limited. Available at IWM London, Duxford and North.

3 Holocaust Learning Programme

Students use new technology to guide them through The Holocaust Galleries, looking at personal stories and objects to critically consider this difficult topic. The Holocaust Galleries can only be accessed by booking a session (age 13+). Available at IWM London.

4 Shadow of the Future

Students use game mechanics and critical thinking to explore how the Soviet Union and the United States averted conflict in the Cuban Missile Crisis. Exclusive to IWM Duxford.

5 Life in Germany, 1919-39

Students will facilitate discussions with IWM experts and interact with objects and stories to deepen their understanding of political, economic and social change in Germany. Available at IWM North.



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Theatre can be a life changing experience

Choose your show, whether in London or on one of our UK tours...

11am

Arrive at your workshop venue or take part in a virtual workshop via a live link to your school. Our pre-show workshops are usually held in working dance and rehearsal studios in central London. This is an exciting experience for any group and a great first-time opportunity for many students.

11:15am

Take part in a 90-minute performance-based workshop led by two Disney Theatrical Teaching Artists. Your pupils will explore scenes or a track from the show, learning choreography and vocals, rehearse and perform at the rehearsal studios.

The Teaching Artists will adapt the content of the session to suit the needs and requirements of your pupils.

"Wow! Just wow! The workshop was fantastic, and (teaching artists) were amazing in the way that they were able to challenge and engage such a wide range of ages and abilities." **Dance teacher**



Disney's Frozen - Samantha Barks (Elsa) - Photo by Johan Persson © Disney



2:30pm

The show starts. Experience a spectacularly reimagined beloved Disney classic brought to life using the latest theatrical innovations as Disney Theatrical Productions presents The Lion King, Frozen, Mary Poppins and a limited run of Beauty and the Beast in London this summer.

"It is educational, it is creative and it is pure enjoyment!"
Headteacher

5pm

The show ends. After your theatre visit, watch and learn about the process of theatre making. Explore backstage videos and careers-focused videos that take your pupils behind the scenes to learn what it takes to put on a Disney show eight times a week.

Meet the 100+ cast and crew who work on the production. These video resources are a useful prompt for discussion around careers in the creative industries, the multitude of roles that exist and the skills and attributes required to fulfil them.

{ AHEAD OF THE DAY }

Review the teacher resources available from the shows' education sites.

All Disney Theatrical productions have a wealth of freely available, curriculum-linked session plans and background information about the shows.

Session plans are flexible, can be adapted to suit your group, and are designed to be delivered in the classroom.

Worksheets and additional resources, such as show synopsis, are also supplied.

frozenthemusical.co.uk/enrichment
lionkingeducation.co.uk/teacher-library
disneyonstage.co.uk/education-resources/beauty-and-the-beast-musical
marypoppinsonstage.co.uk/education

Where history HAPPENED

Use a trip to help pupils develop a greater understanding of chronology and how historical events link together

HELEN KERRY

Whether taught at school, presented on a TV documentary or noted in a history book, most of us are aware of history's key moments and we know who the main protagonists are. You know, "1066 and all that". Understanding how life was different thousands of years ago can be relatively easy for our students to grasp – handling objects at Stonehenge to get under the skin of Neolithic life, for example, can help transport students back. Finding continuity, or things that are directly relatable, however, can be more challenging for them.

Appreciating how events link together throughout history, and then considering our place within it, is beneficial from both an academic and wellbeing perspective. "If we can find these links," says Katie Thoburn, learning manager at English Heritage, "it brings learning history to life. And this is where school trips can have a real impact. They help make the past much more relatable, tangible and assist pupils in developing a much greater understanding of period and chronology."

Hugely beneficial

There's nothing quite like standing in the places where history happened. Spending time in places where people lived, breathed, worked and fought can be hugely beneficial for students in understanding key moments in history in a

way that transcends text books. Pupils have a chance to interact with each other and their teachers in a new way, sparking conversation and debate.

Bea Honap-Baker, teacher of history and politics, sums it up, saying: "Students ask probing questions, get excited about learning new facts, and they enjoy learning about different perspectives about the past."

Understanding our place within history, too, can be massively beneficial for our wellbeing. Historic England has reported how heritage can help "improve personal wellbeing, by helping us understand

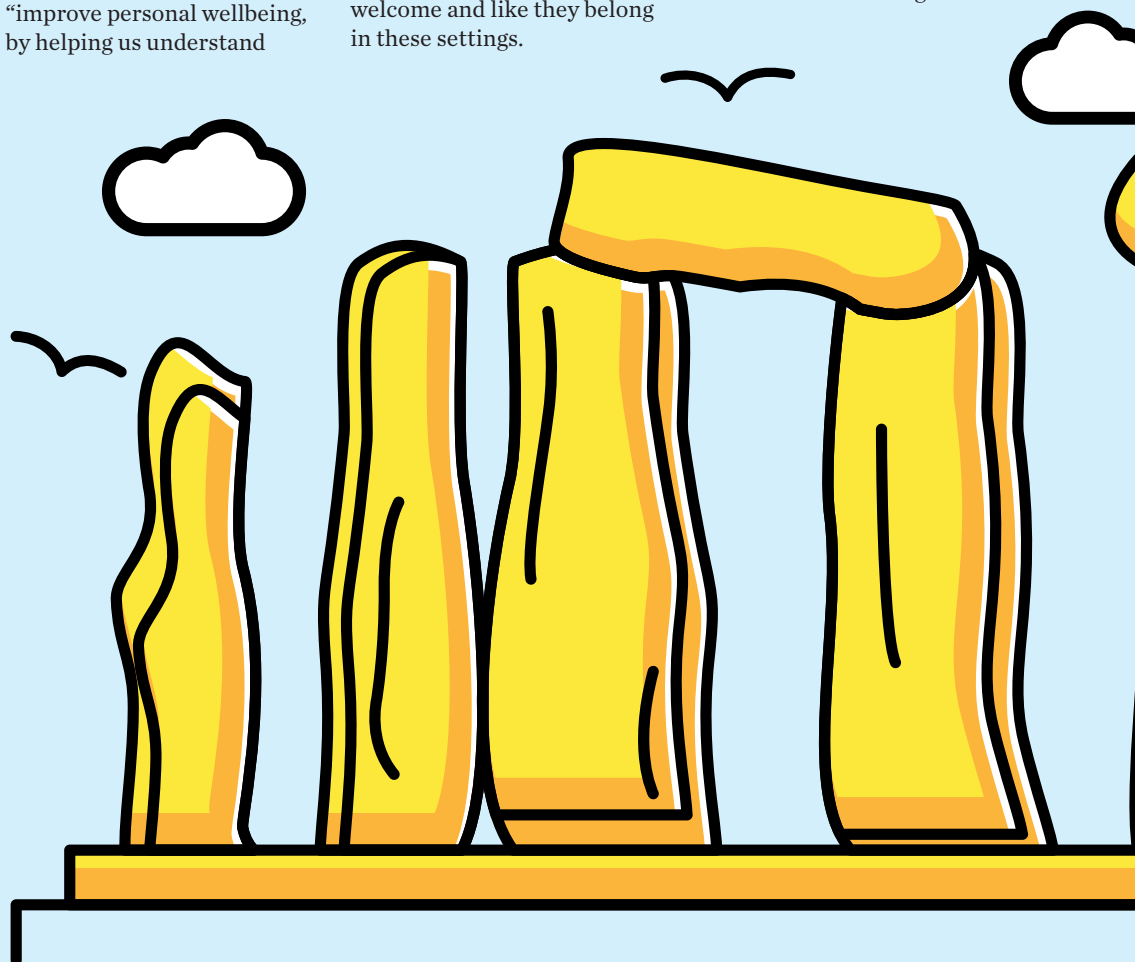
our past, our individual and communal identity and help us connect with the places where we live." Bea adds, "Importantly for us, it has allowed us to really connect with local history and has given us so many chances to develop our students' cultural capital."

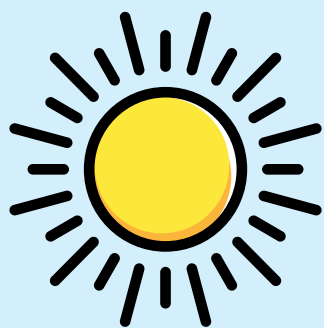
School trips also widen a student's horizons, reinforce their cultural rights and their right to participate in the culture of their community. Providing these experiences means they feel confident visiting as an adult – they feel welcome and like they belong in these settings.

Passing of time

It might be that you want to use a visit to a site to go into detail on a particular moment in time, like Neolithic life at Stonehenge, or you may want to use a trip to help students understand progress throughout history and the passing of time, as you can at sites such as Dover and Portchester. Either way, there are a wealth of historical sites throughout the country that can address both of these challenges.

While some heritage sites





“Venues are generally more than happy to help with your planning”

offer expert-led tours at a small cost, there are also opportunities for you to organise your own free, self-led visit (see panel, right) at many locations. The prospect of organising one of these may bring you out in some sort of stress-induced rash, with risk assessments, permission slips and coach travel admin to arrange. However, venues are generally more than happy to help with your planning and can point you in the direction of what you need to know. Once you're out of the classroom, it's well worth the effort.

Taking the opportunity to get out of the classroom is enormously helpful for both you and your students, giving you the chance to explore both breadth and depth elements of the history curriculum. It also allows both you and your class to approach a topic from a new perspective.

A school visit is often the first and only time a young person will visit a heritage site, even if it's to a very local place. Their excitement and joy at being out of the classroom visiting somewhere different is infectious.

SELF-LEAD A TOUR LIKE AN EXPERT

As well as being low cost, leading a trip yourself means you can choose to explore the topics, or even elements of topics, that are of particular interest to your class. The trip can be tailor-made according to your group's needs and you can spend as much or as little time as you need on the site

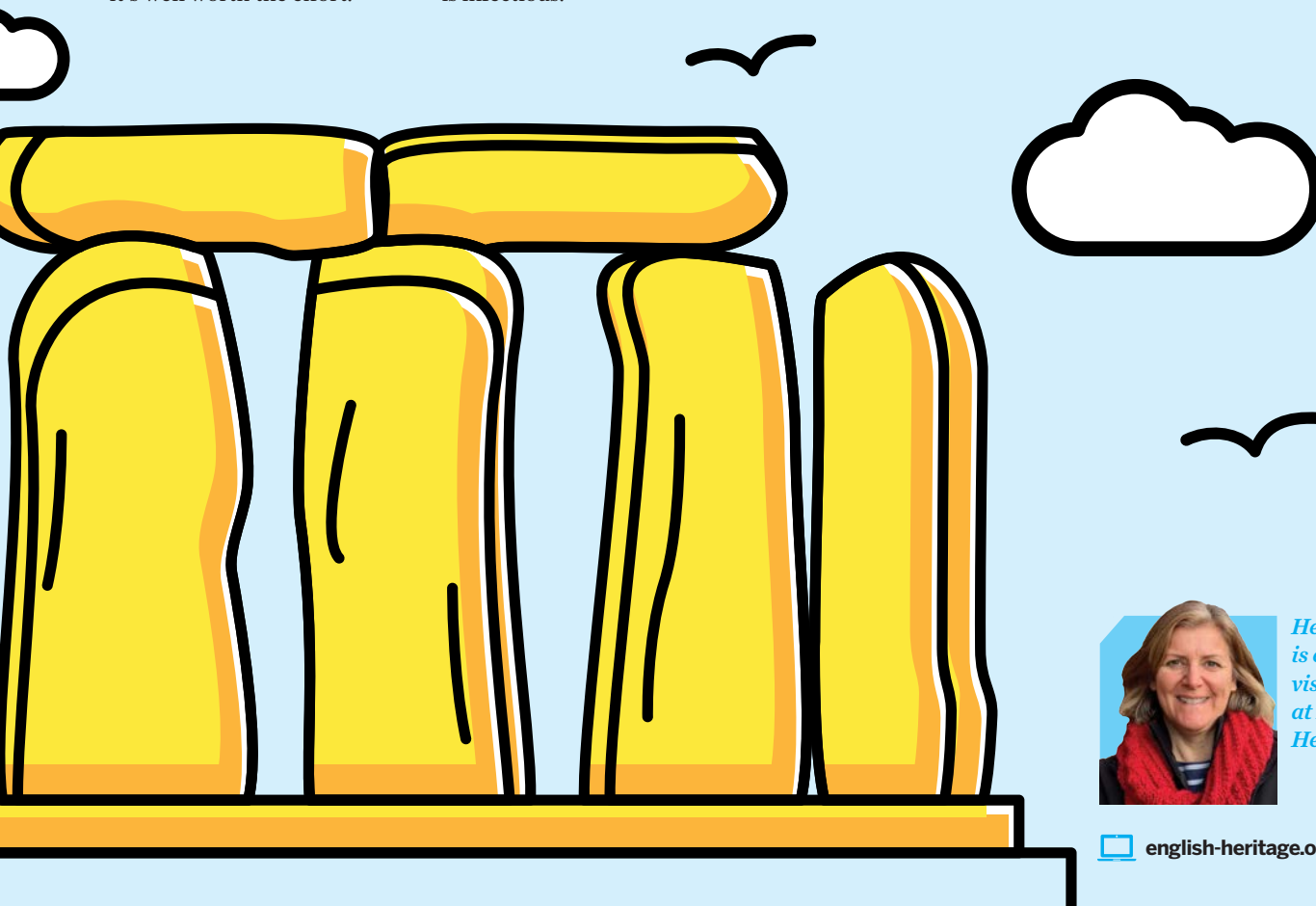
● **NARROW YOUR FOCUS.** Before you go, consider the topic you want to cover and how a visit to the site will benefit your students and their understanding of it. What parts do you want to go to and what can you do there?

● **DO A PRE-VISIT.** If you can, take up the opportunity to go on a free planning visit ahead of your trip. This way you can get all the logistical worries out of the way, as well as being inspired before the main event.

● **ASK ABOUT RESOURCES.** There are often free resources or handling collections available for schools to use – just make sure you book them in advance. At English Heritage we provide these at many of our sites and they always go down really well.

● **SORT OUT LOGISTICS.** Venues can often help with risk assessments and hazard information, taking the hassle out of planning your day. Before you go, find out who your point of contact is for the day, where the toilets are, where you can have lunch and where you can store your bags and coats.

● **GET BACK-UP.** Find out if there will be any staff or volunteers around to help on the day who can provide additional information or insight during your trip.



*Helen Kerry
is education
visits officer
at English
Heritage.*

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What sets you apart?

From the moment you enquire, you'll have your own dedicated contact who has extensive school travel knowledge and will go the extra mile to create a bespoke tour to match your group's learning outcomes and needs. Plus, our award-winning technology tools help your trip run smoothly and include our handy MTM travel app for instant access to documents while on your trip and Locate My Trip – live updates on your group's tour location with NST's trip tracker.

What support do you offer?

We have resources available to help you at every stage of the school trip process:

Tailor-made quotes – incorporating all visits, transportation, student-friendly accommodation and insurance. Prices are fully inclusive so there are no hidden costs.

Reassurance – when booking with NST you'll have the security of an established business that is financially protected with both ABTA and ATOL licences, protecting parents' money.

My Tour Manager – our award-winning online trip organiser gives teachers 24/7 access to their school trip information and helps keep you on track of admin.

24/7 support – while you're away, benefit from the support of NST's representatives in many of our destinations, our handy MTM travel app and Locate



EXPERT PROFILE

Name: Sarah Robertson

Job title: Senior educational travel advisor

Area of expertise: Creating tailor-made experiences for school groups

Best part of my job: Hearing the fantastic feedback we receive from our teachers

My Trip tracker – designed to provide reassurance to both parents and teachers. Plus, don't forget our 24-hour emergency cover.

What are the benefits for students and teachers?

There's no substitute for real experience in the wider world to inspire students' imaginations. Learning outside the classroom not only boosts student engagement with learning but also improves their knowledge, skills, understanding, self-confidence and wellbeing. What's more, a school trip fosters deeper relationships and boosts cohesion and a sense of belonging. On top of this, the experience will help develop teachers' pedagogical skills.

What feedback have you received?

Our teachers regularly leave us feedback telling us they've found their trips to be a perfect balance of fun activities and educational content. We pride ourselves on retaining our one-to-one support and providing exceptional customer service, and as such we have been awarded the Feefo Platinum Service award – an independent seal of excellence that recognises businesses for delivering exceptional experiences, as rated by real customers.

ASK ME ABOUT

TAILORING YOUR TRIP – I can create a tour itinerary to suit the learning requirements of your group, as well as including visits to build confidence and resilience.

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2 Stonehenge, Wiltshire

This iconic monument is the perfect place to explore its construction, significance in the landscape and changing attitudes towards the site over the years. Visit for free and use our GCSE guide for historical information in your planning.

3 Dover Castle, Kent

Dover Castle's rich history makes it ideal for studying changing attitudes towards defence and the evolving psychology of war. Download our free GCSE guide and resources to support your free visit.

4 Battle of Hastings Abbey and Battlefield, East Sussex


An expert-led, interactive GCSE tour of the 1066 battlefield covers the causes of the Norman invasion; military equipment; tactics and technology, and how the Normans established and maintained control following their victory.

5 Carlisle Castle, Cumbria

A prison for Mary, Queen of Scots, and a Royalist stronghold at the start of the Civil War, visiting Carlisle brings alive the study of both siege warfare and the changing use of castles. Download our free GCSE guide to support a study of the historic environment.



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CH7221_09/22

Sparkling a PASSION

A science school trip inspired this pupil to undertake a medicine degree, and it could do the same for your students...

HOLLY CASEY

Sally, a medical student at Queen Mary University of London, knows the value of a STEM trip for inspiring children and raising their aspirations. She visited Centre of the Cell, an informal science learning centre at Queen Mary, as part of a home-school group when she was a teenager.

Her parents weren't knowledgeable about science and growing up she didn't have much exposure to STEM, but she loved our STEM Pod so much that she began to teach herself science. Her passion for science – uncovered following this one school trip – eventually led her to a medicine degree at the place where she had first been inspired all those years before.

Improving science capital

As a teacher you'll understand the value school trips can offer. They enhance learning in the classroom and allow concepts to be better embedded in students' minds. Science capital – the sum of an

“She loved our STEM Pod so much that she began to teach herself science”

individual's science-related knowledge, attitudes and experiences – is now widely recognised as a key determiner of success in STEM. As such, methods to increase and improve science capital are being implemented across the informal science learning sector to develop more effective and inclusive activities and resources for students and teachers alike.

A key element of the concept of science capital is the importance of children seeing science as 'for them'. Students who have a family member or friend working in STEM, or those who see themselves reflected in well-known professionals, are more likely to pursue a career in a STEM-related subject. With an absence of these networks, students may not perform as well in these subjects, and can carry negative opinions of STEM that can then impact on future generations.

By showing students early on that these subjects are not only 'for them' but are present in the world around them, we can start to break this cycle and create positive attitudes towards STEM. This eventually leads to an increased interest in STEM subjects and careers, and builds trust and respect for science across society.

Beyond the curriculum

One way to increase a student's science capital is by supplementing classroom learning with a science-themed school trip. This can help build pupils' feeling that STEM is 'for them' by seeing scientists at work and exploring different career options and the routes into STEM that might be available to them. Learning about science subjects in an alternative and engaging way can also provide an opportunity for students who may not flourish in classroom and examination environments to still have a positive interaction with science. It may even spark a hidden love for science that the 'Sally' of your class hadn't realised before.

But inspiring children in STEM goes beyond just showing them that they can do it. They need to be interested in the concepts, and excited by the prospect of learning and building their understanding. Classroom teaching is limited in what it can offer here. You're restricted by a curriculum and the need to prepare students for important exams, and work with limited time and resources.

However, informal science centres are able to go beyond the curriculum and explore cutting-edge science and interesting facts that might never come up in an exam but could stay in a student's mind forever. They are often the best places to learn about the

weird and wonderful ways that science interacts with our everyday lives, both in and out of the classroom.

Immense impact

As an industry, science centres can focus much more on the inspiration side of science learning, spend more time connecting learning to everyday examples, coming up with simple (and often silly) ways of getting across complex concepts, as well as just making STEM seem fun rather than difficult or intimidating to students that may already have a negative view of those subjects.

By allowing pupils to increase their science capital through new connections, new role models, happy memories and positive experiences, science-related school trips can have an immense impact on both their attainment in and attitude towards STEM subjects. So much so, in fact, that there are likely many more people like Sally out there, whose lives have been shaped by a scientific curiosity sparked into life by an exciting school trip that has stuck with them ever since.



Holly Casey is centre manager at Centre of the Cell, based at Queen Mary

University of London. It's the first science education centre in the world to be located within working biomedical research laboratories.

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WE'RE THE EXPERTS

“We understand education”

Cate Madden explains how a Conway Centres visit supports students in a number of important areas

What do Edsential Conway Centres offer to schools?

Conway Centres work in partnership with schools to extend and enhance their curriculum, enabling students to experience a wide range of unique creative and performing arts sessions, combined with real-life adventurous outdoor activities. Our courses contribute to building the health and wellbeing of students, encouraging reflection, self-awareness, communication, appreciation of others and fun. We support the curriculum, delivering courses that contribute to raising attainment in examinations.

What makes your arts provision unique?

We have carefully considered the demands of the national curriculum and have created inspiring arts programmes to support students in broadening their knowledge in key topics. Don't think you will be in a classroom – Conway Centres' outside arts provision is more than moving indoor activity outside. We've created learning spaces rich in natural finds to inspire your students' exploration of the environment through the arts. From our Tattenhall trail in the Cheshire countryside to our brand-new woodland theatre at Anglesey, we use the beautiful natural surroundings for our arts learning.

Which programme is best for my school?

Whether you want to bring your students to one of our GCSE or A-level exam support courses, improve students' understanding of glacial valleys or combine outdoor learning and immersive cultural experiences with our brand-new outdoor woodland theatre, we have ready-made programmes available for all secondary students. But don't worry – if you have a certain topic in mind, our team can tailor an arts programme to suit your school's specific goals.



EXPERT PROFILE

Name: Cate Madden

Job title: Head of culture

Area of expertise: Creative and Performing Arts

Best part of my job: Seeing students' personal, social and academic progression as they immerse themselves in Creative and Performing Arts

How are Edsential Conway Centres committed to improving outcomes?

Schools say our staff are such a significant part of their stay. Our creative specialists all come from, and understand, education and will support your school's goals from the moment you book your trip through to when you are settled back at school. We only employ a high calibre of very qualified and experienced staff, who differentiate their teaching to suit the needs of different groups or individuals. Our arts provision has been proven to raise attainment, supporting young people across all subjects and with their all-important exams.

Why are the arts so important to young people?

At Conway Centres, children take away far more than just fantastic memories. Our arts residential aims to support pupils' emotional health and wellbeing, having a positive effect on self-esteem, confidence and their ability to interact successfully with others, while offering a unique opportunity for them to alleviate stress, express their feelings and practise mindfulness.

ASK ME ABOUT

CREATIVITY THROUGH THE FOREST – Combine the great outdoors with immersive arts in our brand-new outdoor woodland theatre.

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Cave of TREASURES

It's time to shout "open sesame" and share rich theatre experiences with young people...

ANDY LOCKE

As the world emerges from coronavirus restrictions, societies, communities and individuals are re-evaluating their priorities to determine what constitutes the new normal. There will be those who will throw themselves back out into the world and consume more of what life has to offer in celebration of their renewed independence. Others will, understandably, feel more cautious as freedom from restrictions raises the possibility of catching a virus that, while appearing to be weakening, has not been eradicated.

Regardless of how cautious we are, we should all be optimistic about the future, and it is perhaps more important than ever for teachers, parents and youth leaders to embrace the returned opportunities that contribute towards realising the full potential of our young people.

Continued impact

The closing of the arts and culture sector during peak periods of coronavirus, while necessary, had a profound impact on us all. Safe spaces where creativity could be explored, minds stimulated and human connection embraced all closed with immediate effect in March 2020. While some organisations reopened five months later, with Regent's Park Open Air Theatre and Minack Theatre leading the way (incidentally, both

outdoor venues celebrate their 90th anniversaries this year), further shut-downs were enforced by Christmas, severing the financial lifeline that pantomimes and festive events offer to many in the cultural sector. Not only was this damaging to those working in the arts, but the continued impact on our young people cannot be underestimated.

As venues reopen and business, it appears, returns to normal, we should therefore all seize the chance to reintroduce our young people to the incredible benefits offered by the creative industries, whether this be a visit to a gallery, museum or theatre.

Share the riches

Research pre-pandemic suggested that 70% of parents said that their child had visited a theatre, and 90% of those reported that their child gets excited about going. The research, by Encore Tickets, also said that 19% of these children talk about their experience for months, sometimes years, later. While these statistics are good, they also indicate that 30% of parents said that their child had never seen a live performance. So, even before the enforced closure of venues, a large proportion of our young

people were missing out on the Aladdin's cave of treasures afforded by theatre. It is time to shout "open sesame" and share the riches with all our children.

Theatre is storytelling, and through stories young people embark on a journey of discovery that brings developmental benefits and improved emotional intelligence. Stories can expose



“While not all students may excel in creative subjects, all can profit from exposure to arts and culture”

children to difficult subjects, some which may relate to personal experience – such as bullying or the death of someone close – and stimulate conversation. They can also help untangle the complexities of human emotions, such as love, friendship, envy and hate.

Importantly, stories also expose young people to a world beyond their own – enlightening minds and celebrating diversity in all its forms. Of course, stories can be read, but those that are consumed ‘live’ heighten connectivity, turning monochrome text into a multi-coloured, hyper-sensory experience.

A visit to the theatre improves pupils’ communication skills, which in turn increases self-esteem and builds confidence, laying the foundation blocks for effective learning. Because covid restrictions limited opportunities for physical connection, re-engaging on a human level has never been so important.

Hearing spoken word extends a child’s vocabulary and develops an understanding of sentence structure. How text is delivered also aids interpretation. For example, reading Shakespearean text can be challenging, but consume the words aurally and students can access meaning more readily.

The process of watching a play also develops listening skills, patience and powers of concentration – competences that are increasingly undermined with the immediacy of our digital world.

Enriching society

The benefits of exposing students to live performances are many. It is clear, then, why creative subjects, such as drama, music and art, are so important to the development of our young people. Championing self-expression and celebrating individuality enriches our society, and while not all students may excel in creative subjects, all can profit from exposure to arts and culture.

Central to work created by theatres around the UK is the

desire to entertain, enlighten and inspire, and introducing new audiences to their work is essential to organisations. A welcome is therefore guaranteed to school and youth groups. At most theatres, significantly reduced price tickets are available, with free tickets often available for accompanying teachers. These can be reserved directly with the box office or through education departments of

WHY THEATRE VISITS ARE GREAT FOR TEENAGERS



EMOTIONAL CONNECTIVITY

Allowing students to engage in the emotional journey of a character on stage can bring a deeper connection to personal feelings.

Being empathetic can challenge perceptions and pre-conceived ideas and stimulate conversations around tolerance, acceptance and lived experiences.

A visit may also allow students to access topics they find difficult. By its very nature, theatre is a shared experience, and this continues after the performance.



CREATIVITY

The effectiveness of a play or musical does not solely rely on the text or lyrics. Animating the story through costumes, lighting, choreography, sound effects, design and physicality heightens impact and stimulates creativity, as students explore the choices made in telling that story.

Creative thinking and originality can be applied across a wide range of academic subjects, and can set students apart from their peers.



UNDERSTANDING

Theatre doesn’t just connect us with our emotions. It helps students understand the physical world in which we live and, increasingly, the impact we have on our planet.

Subjects such as climate change, war and social and economic injustice, when challenged on stage, can enlighten minds and attitudes in an effective and easily digested form. As a species we cannot live in isolation – we are connected to each other and to the earth.



larger organisations. Ask about resources that may be available to help you prepare students in advance of your visit, such as worksheets or – to bring a closer physical connection to the themes explored – workshops.

Protocols set by local authorities and individual schools can make out-of-school visits complicated to organise, with risk assessments, parental permissions and transport all needing careful consideration. However, by introducing children to theatre, know that you are not just aiding development in their formative years. As you demystify the experience and dispel the notion that theatre is a closed, exclusive club, you are opening them to a future of life-long learning and entertainment. Let’s not forget,

as well as a place for discovery and enlightenment, theatres are places of joy, celebration and community. We all need a bit of that in our lives.



Andy Locke is commercial director of **Regent's Park Open Air**

Theatre, a charity based in the heart of one of London’s Royal Parks. The theatre’s summer season runs from 13th May to 24th September and includes productions of *Legally Blonde*, *101 Dalmatians* and *Antigone*.

openairtheatre.com.

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1 Drive-through safari

Our four-mile safari brings you nose-to-nose with some of the most magnificent animals on earth, including rhinos, lions, giraffes, cheetahs, tigers and elephants. See if you can spot the latest babies or hire an on-coach safari ranger to guide you with fantastic commentary.

2 Adventure theme park

During the summer season, schools can upgrade their admission tickets to include wristbands for our rides. Plummet 30 metres on the Venom Tower Drop, get soaked on Wild River Rafting or take it easy on the Congo Carousel.

3 Walk-through exhibits

There's plenty to do on foot too. Visit the Discovery Trail, home to penguins, red panda, free-flying bats, rainbow lorikeets and more. Lemurs and meerkats can be found in the African Village, or step back in time in Land of Living Dinosaurs and Ice Age.



4 Talks and shows

Throughout the day, there are various talks and shows available to help pupils learn even more about animals. Listen to a fascinating hippo talk next to the lake, or catch our popular sea lion show where you can admire the impressive abilities of our intelligent California sea lions!

5 Safari Academy

Located near the Hippo Lakes, our purpose-built Safari Academy enables pupils to immerse themselves in a unique learning environment, where the park's education team aim to inspire a future generation of conservationists.



6 Outdoor learning

Informative 45-minute discovery sessions are held in one of the park's five classrooms and are designed to complement your chosen topic/theme. Alternatively, further enhance students' knowledge with a walking safari guided tour of our walk-through areas or an on-coach safari ranger experience. Our outdoor classroom, seating up to 30 pupils, provides a unique learning experience, with students surrounded by goats, chickens, rabbits and ferrets.

Best-laid PLANS

Guilty of trying to pack too much in on day trips?
Sometimes less is more, says **Lauren Francis**...

When considering an educational visit, it's important to make sure you are balancing experiences and learning. Sometimes it's too easy to focus on what objectives and outcomes the children will be meeting, while not paying enough attention to the day as a whole.

In my former role as a teacher, I found myself falling into the trap of overplanning school trips. My first outing was to a museum in London. This was a big journey for my classes and I wanted to ensure that we made as much of the day as we possibly could. I focused too heavily on learning outcomes and not enough on the holistic experience for the children. I thought that by planning for every inch of the day and booking every educational experience we could access – with strict schedules for each group – the pupils would get a lot out of the visit. While the children were able to experience a lot, it became a very tiring day for them. With so much information to absorb, pupils didn't come away with as much excitement and passion for the topic as I had hoped.

I was lucky enough to run a similar trip a few years later. Learning from my previous experience, I created a schedule which balanced the outcomes I was looking for with space to allow the children to develop their own curiosities. Giving pupils the chance to explore their own

passions alongside your curriculum focus allows them to see their learning positively, and not as something that hinders their natural search for knowledge.

This trip was not only more worthwhile for my classes, but for me too. It allowed me to engage more fully with them and not worry so much about the schedule. I learnt more about my pupils' passions and what sparked their interest, and I was able to share my enthusiasm with them in turn, building stronger relationships and increased engagement when we returned to school.

Balancing act

As the UK has reopened slowly over the last year, there are now more opportunities to organise worthwhile excursions and create a memorable experience for pupils, while still allowing them to cement their knowledge in a unique and interactive setting.

My current role involves creating these experiences for classes visiting the attraction where I work. I always endeavour to balance curriculum-focused learning with an engaging experience, allowing pupils space to explore their own ideas and passions within an outcome-focused workshop. Through encouraging pupils to ask the questions they have always wanted to in a unique space outside of their normal classroom, it allows them to develop the courage to

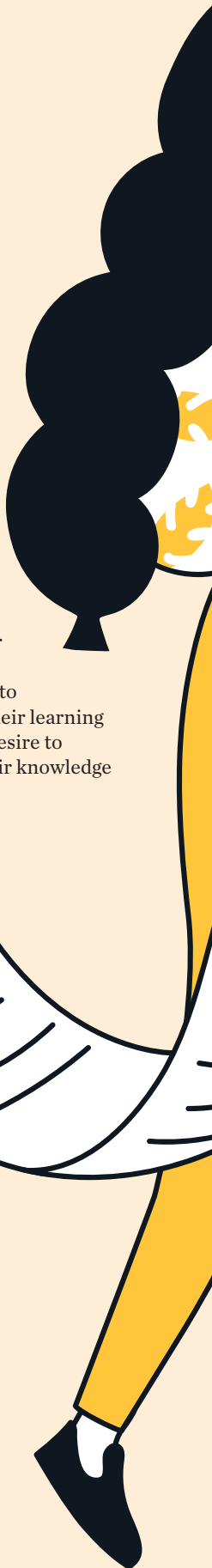
explore areas of learning they may have been unsure about or too shy to explore when in a traditional classroom environment. Through this, you may also discover a pupil's hidden passion, giving you the opportunity to help your student start to build the foundations of a lasting curiosity.

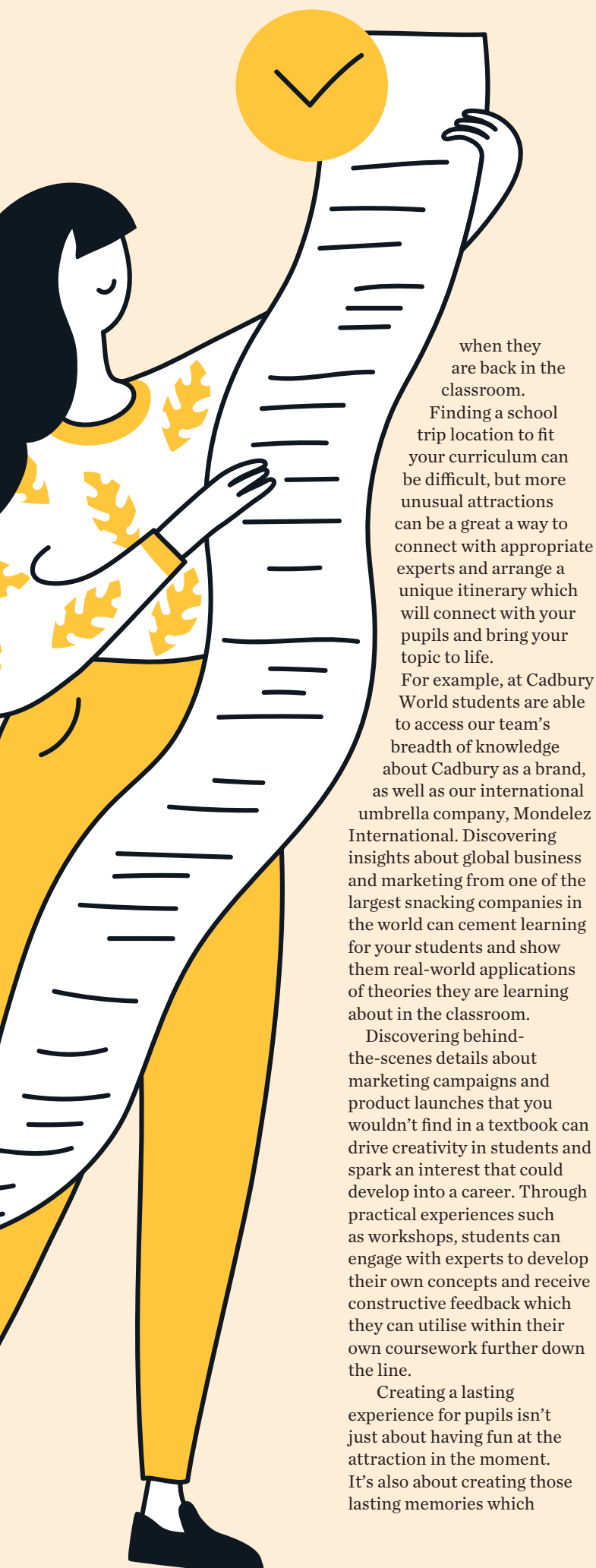
As we start to move towards normality with the easing of restrictions, school trips should once again become an integral part of curriculum planning. They can offer unique experiences that enrich the learning of pupils by allowing them to utilise their knowledge in an external environment and discover new things relating to a topic. Engaging with a topic outside of the classroom allows the words and pictures children saw in school to come alive in new and exciting ways, leaving a long-lasting impact which could ignite a passion and be the potential inspiration for an enduring love of learning.

Unique itinerary

Engaging with educational workshops during a visit gives pupils further opportunities to really delve into the heart of a topic with experts in that field, thus creating a newfound interest and excitement for the subject. This encourages pupils to dive deeper into their learning and gives them a desire to further extend their knowledge

"I focused too heavily on learning outcomes and not enough on the holistic experience for the children"





when they are back in the classroom.

Finding a school trip location to fit your curriculum can be difficult, but more unusual attractions can be a great way to connect with appropriate experts and arrange a unique itinerary which will connect with your pupils and bring your topic to life.

For example, at Cadbury World students are able to access our team's breadth of knowledge about Cadbury as a brand, as well as our international umbrella company, Mondelez International. Discovering insights about global business and marketing from one of the largest snacking companies in the world can cement learning for your students and show them real-world applications of theories they are learning about in the classroom.

Discovering behind-the-scenes details about marketing campaigns and product launches that you wouldn't find in a textbook can drive creativity in students and spark an interest that could develop into a career. Through practical experiences such as workshops, students can engage with experts to develop their own concepts and receive constructive feedback which they can utilise within their own coursework further down the line.

Creating a lasting experience for pupils isn't just about having fun at the attraction in the moment. It's also about creating those lasting memories which

ARE VIRTUAL VISITS WORTH IT?

Over the last couple of years, school trips have seemed like an unattainable luxury for children. With lockdowns and Covid restrictions, it has been a struggle to facilitate an off-site visit to enrich pupils' learning and allow them to embed what has already been learnt both in the classroom and at home.

School trip venues have had to become very creative with their offering, and many attractions have continued these offers even though they have reopened their doors to on-site visits. This has allowed them to reach teachers and pupils who may not have considered visiting in the past due to cost or distance, vastly increasing their audience and the opportunity to inspire children across the country, or even the world.

These offerings vary, including live virtual workshops and tours, pre-recorded sessions which can be accessed on demand, interactive online activities and more. These experiences give pupils the unique chance to have access to experts, allowing them to pose questions to people who they may not have the chance to engage with in normal circumstances.


This broadening out of the idea of a "trip" has also affected teachers positively – meaning you're not restricted by location or budget. The chance to speak to an expert on your topic can really bring learning to life. Even if they are projected on your whiteboard, it doesn't make the experience any less worthwhile for your pupils.



can stem from an engaging learning provision with educators who understand how to develop curiosity from the spark already present, planted by the learning already achieved in your classroom. School trips are a valuable resource for learning, offering tools that can support your classroom learning. Ultimately, they could change your pupils' lives forever.



Lauren Francis is education programme development coordinator and DSL at Cadbury World.

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WE'RE THE EXPERTS

“We go above and beyond”

Luke Shearring, PGL's business development director, tells us how PGL is setting itself apart from the competition

What sets PGL apart from other outdoor learning providers?

PGL has been successfully delivering high quality learning experiences for 65 years, amassing a wealth of experience within outdoor education. We're the largest outdoor learning provider in the UK, with over 350,000 young people benefiting from a PGL trip each year. We're hugely committed to further improving our programmes and facilities for students of all ages. With 15 centres across the UK, most schools are no more than two hours away from their next PGL adventure. With four centres in France and a ski programme in Europe, we're perfectly set up to cater for all of your school trip needs.

How is the PGL experience tailored for secondary schools?

We understand that the requirements for primary and secondary schools students are very different, and have been working on clearly defining different experiences for each stage in a student's school life. This includes expanding the range of activities we offer, tailoring the way sessions are delivered, investing in our menus and portion sizes and improving free-time activities.

What improvements can guests expect to see?

New activities such as axe throwing, archery tag and stand up paddleboarding are available and we've also upgraded equipment. We've added auto-belay to all of our climbing towers, meaning more turns and the opportunity for students to learn and challenge themselves. It's important to tailor programmes and activity sessions to the age range and ability of each group. We believe that it's not only about the great sessions that are included, but also about making sure



EXPERT PROFILE

Name: Luke Shearring

Job title: Business development director

Area of expertise: Outdoor learning

Best part of my job: Making a difference in young people's lives

we don't run activities that are more appropriate for younger guests. Our programmes keep students engaged throughout and allow you to get the most out of your stay with PGL.

Aside from activities, what else has been improved?

We've been focusing on improving free-time activities and creating menus that stand out for all the right reasons – more choice, higher quality ingredients and more ethically sourced food. We've also been upgrading and refurbishing facilities, along with the continual review of on-site processes and standards.

What measures are in place to ensure the safety and security of guests?

Our training, policies and procedures go above and beyond the minimum industry requirements and we work with many organisations and National Governing Bodies to ensure we're working to the highest possible standard. This allows us to constantly improve the services and provision we offer for young people.

ASK ME ABOUT

TAILORING SESSION DELIVERY – Activity delivery is tailored to the age range and ability of students, in conjunction with your learning objectives.

LESS QUEUING, MORE DOING – With changes to infrastructure and smaller group sizes, students have more turns and can challenge themselves.

SAFETY – We continue to go above and beyond the industry minimum requirements to ensure that your students are in safe hands.

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“Wait, we have to learn?”

How to find the middle ground between fun and educational on a school trip

ALICE RAINES

Keeping students engaged in a classroom is hard enough, even when you’ve got a killer lesson plan and you’ve googled a popular meme to try and convince the kids you’re cool. So imagine how hard it is to get them interested in the gravitational energy of theme park rides when they’re in the middle of a school trip and can hear the UK’s fastest rollercoaster bursting into action behind them. I teach educational workshops at Thorpe Park and after a few lessons filled with blank faces and awkward silences, I knew I had to change things up.

I have a strong memory of one of my own school trips, but not for the best reason. I excitedly planned my outfit and packed my lunchbox the night before, only to spend the day tramping up and down a Basingstoke canal, covered in mud. It was quite easily the most boring day of my young life. The only thing I learnt was not to laugh at your teacher when he drops his map in an oxbow lake or you’ll end up in detention.

The difficulty is finding the middle ground between fun and educational. School trips should be enjoyable for both teachers and students and I’m a huge advocate for learning through fun. However, I also understand that proving a trip’s educational value can be essential for gaining the approval of parents or that one school governor who loves the word “no”.

Start early

When it comes to making sure your trip is educational, a vital tip is to start early. Incorporate your chosen venue into your lessons weeks before you visit. Choose specific experiences you know pupils will encounter on the day and discuss them in class.

This takes away a lot of the pressure on the day as you’ve done most of the hard work already. It means you won’t be spending the day trying to teach. Instead, the knowledge will already be there and it will be up to pupils to apply it. Many venues will have resources you can download beforehand. This can also be a huge help for students who may be nervous or struggle when their routine is adjusted.

Introduce competition

Once, when getting ready to deliver a marketing workshop to a class of surly teenagers whose main form of communicating was grunting, I thought, “Well, this isn’t going to work. I’m going to look like a right loser.” However, breaking the kids up into teams and introducing the chance of a half-decent prize into proceedings made quite the difference to enthusiasm levels.

I never knew 17-year-olds would be so eager to design their own marketing plan for a rollercoaster, but throw some doughnuts into the mix and suddenly it’s like they’re on Dragons’ Den. You know your class best and what kind of thing would motivate them, but introducing an element of competition can work wonders.

Embrace technology

We spend so long trying to get kids off their phones. If I had a penny for every time a text alert went off while I was talking about the velocity of The Swarm I’d be in Barbados by now. However, there are a range of fantastic apps out there that you can utilise to mix things up and keep kids interested.



“Proving a trip’s educational value can be essential for gaining the approval of parents”

Just don’t fall into the pitfall of simply converting worksheets into online resources.

For older students, think of ways to utilise social media. The internet is your oyster and there are plenty of ways to get creative. Off on a theatre trip? Have the students act out how they think the second half will go during the interval, film it, and upload it to their TikTok to watch when you’re back in the classroom. Art trip? Ask

students to recreate their favourite piece on Snapchat and hold an art show back at school. The possibilities are endless, and the weirder and more creative, the better.

There are also plenty of apps out there to help. Actionbound is one, and allows you to create a treasure hunt, complete with challenges and quests that pop up on your students’ phones when they reach certain co-ordinates. I was lucky to try this approach out on a staff teambuilding exercise and let me tell you, you haven’t

lived until you’ve run 300m while filming yourself doing the alphabet backwards. The best thing? You can set the coordinates far apart from each other and set short time limits – an excellent way to tire pupils out for the coach ride home (thank me later!).

Some apps, such as KidsGuard, even let you track where your groups are (with their consent, of course), so you’ll be able to send polite reminder to the cool kids in group C to keep moving after you notice they’ve been in the same spot for 40 minutes.

Post-trip activities

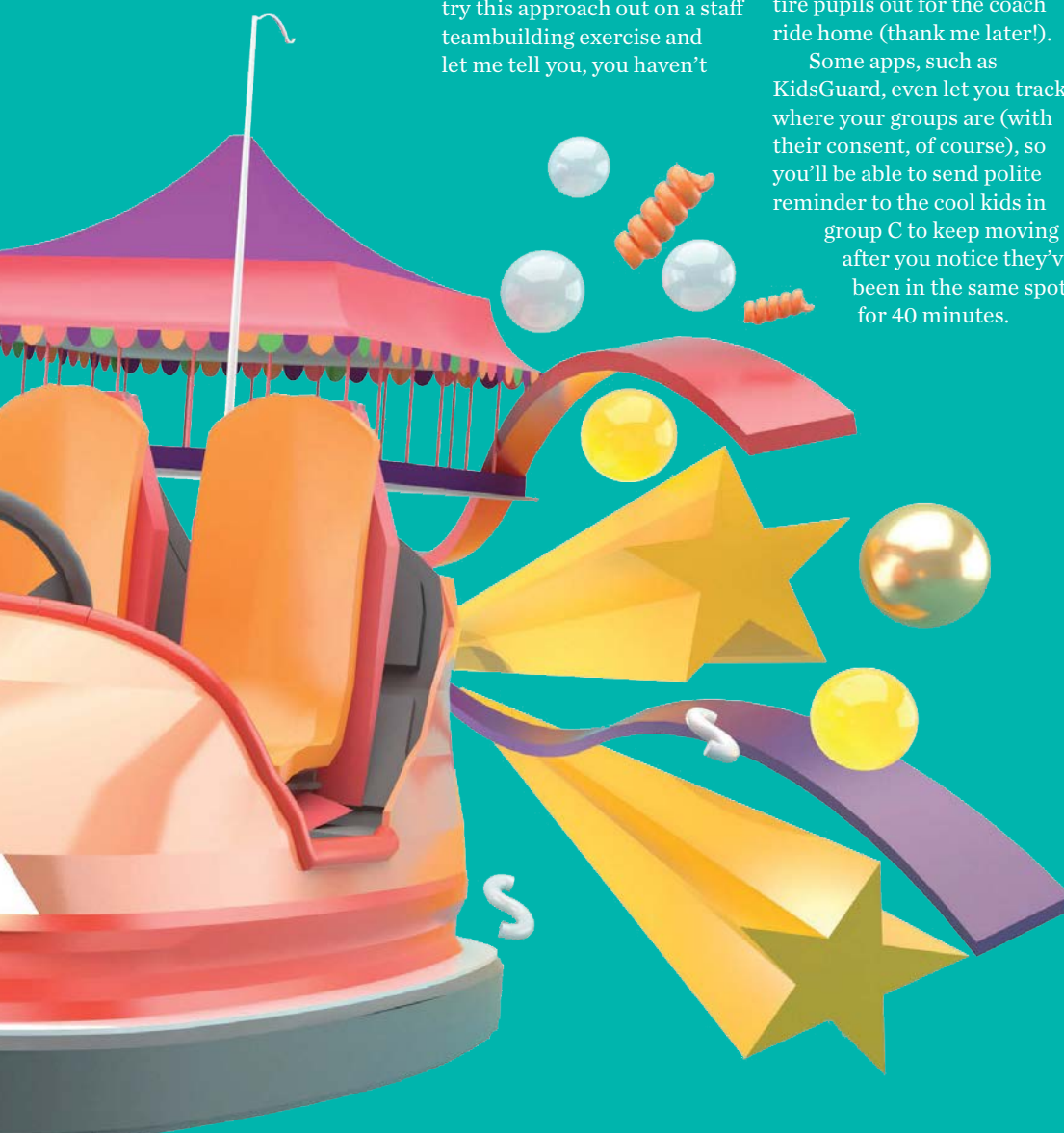
Squeeze the most out of your trip by carrying on projects or tasks after you get back to school. Just don’t set pupils an essay task where they talk about their trip – there’s a million and one more inventive ways to encourage students to retain what they’ve learnt on their trip.

Don’t forget to ask pupils if they have questions that weren’t answered during their visit. If so, get in contact with your venue’s education team and see if they can help. I often receive emails from students and teachers post-trip featuring extra questions that they were too shy to ask, or something they thought of on the coach ride home. Most places will be more than happy to assist.

Not every school trip is going to be life-changing for every student, but if you’ve all enjoyed yourselves, broken the monotony of the five-day week and learnt at least something, then who’s to say it’s not worth it?

HOW TO KEEP YOUR HEAD ON SCHOOL TRIPS

- Research quiet meeting points away from crowded areas.
- Leave with plenty of time, but not too much. There’s nothing worse than being stuck on a coach with no back-up plan.
- Ask venue staff if they have any resources for you to download ahead of time.
- If you don’t need to be with your pupils, find a good place for a cuppa.
- Remember to enjoy yourself – this is meant to be fun for you too.



Alice Raines is education officer at Thorpe Park.

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Fly to NYC and begin your adventure with a visit to the **Empire State Building Observatory**. Enjoy panoramic views of the Big Apple and get those essential social posts sorted! For an unforgettable first evening in the city, we can arrange **match day tickets** at the world-renowned **Madison Square Gardens**, home to the Knicks and the Rangers.

Day 2

For your art students, a visit to the **Met, Whitney or Guggenheim Museums** will provide students with portfolio motivation, while **Central Park** will ignite photographic inspiration. For business studies students, experience a dynamic city at the heart of the global economy. Take in **Wall Street** – the world's largest stock market – and the



PARTNER CONTENT

iconic **NASDAQ building** on a **Financial District walking tour**. Round off your day with a **Broadway show**.

Day 3

Inspire your students' future careers at one of our exclusive events. **Art & Design LIVE!** and **Business LIVE!** are held at the iconic **MOMA museum**. Students can hear first-hand accounts and exclusive insights from leading industry experts, helping to ignite their passion in their subject. During a Q&A session, students will get a unique opportunity to put their questions to experts and get the answers they've always wanted to know. Finish the day with a trip to **Top of the Rock** to see the city sparkle at night.

Day 4

Ride on the **Staten Island Ferry** and view the impressive Manhattan skyline

"Everything was brilliant from start to finish with European Study Tours. Our students had an excellent time and it was great to be visiting New York again!"

City College Norwich,
February 2022

and the **Statue of Liberty**. On a visit to **Ellis Island** discover an important part of New York's immigration history, before experiencing the **9/11 memorial site**. Have a final meal in the city at **Ellen's Stardust Diner** before transferring to the airport for your flight home.

Day 5

Fly back to the UK. Students will arrive home tired but inspired, with unforgettable memories that will last a lifetime.

{ BEFORE YOU GO }

SAVE MONEY

More students means bigger savings, as costs are spread across the group. Combine with other departments on your trip and we'll tailor your programme to meet the needs of each subject group.

DO YOUR PREP

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SAVE TIME

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More than a DAY OUT

You never know when a theatre trip might change a pupil's life – all children have the right to that experience...

LUCY CUTHBERTSON

It shouldn't really come as a surprise, but surveys tell us that more than half of students feel their mental health and wellbeing worsened during the Covid pandemic. There were, of course, some students who had quite a pleasant time at home during lockdown – some who may have even preferred it to being in school – but the negative impact was disproportionately felt by those children and students already disadvantaged. Existing inequalities have widened.

Unfair disparity

Many children and young people living in challenging situations rely heavily on school for new experiences and opportunities, but sadly not all schools feel able to take advantage of the cultural sector reopening. We have a situation where, post-lockdown, theatres are back open but many schools are choosing not to come.

We know that even prior to the pandemic, state schools were taking fewer trips to the theatre, with budgets, staffing and curriculum pressure being the most cited reasons. There is a real-life lottery for young people in the state sector as to whether they happen to attend a school that provides these experiences or one that rarely does. This disparity is simply unfair.

Like adults, children and young people have also been impacted from the lack of connection, interaction and the immediacy of experiencing life-affirming live events that previously formed a normal part of their lives. However, unlike adults, for children, this last two years of the pandemic has affected a disproportionately large chunk of their lives. It's sobering to remember that older students have now experienced huge disruption, affecting three of their academic years at school.

We may feel that, post-vaccination, we are coming out of the worst of it, but theatres up and down the country, who normally see a huge flood of school bookings for pantomimes, reported that schools were still reluctant to come out. That tradition – sometimes the only theatre visit children get – disappeared for another year.

Private vs state

We know that the independent education sector places a high value on the arts and sports. Facilities and opportunities are generally excellent. It's not even just about money – it's part of the parental expectation that these activities are a vital element to a holistic education, so they are appropriately budgeted for.

When the Globe reopened in May, the first schools back through the doors were predominantly independent ones. I was very glad to see them as they represented post-pandemic hope, but I wanted to see more of a balance and range of schools.

Narrowing the gap

The theatre industry has recently woken up to the lack of diversity in new actors coming through the drama school system and the significant bias to those from more privileged backgrounds. However, it can come as no surprise if the pipeline lower down isn't working; if opportunities to study these subjects are shrinking as courses

are cut and schools aren't able to provide these experiences to the very children who need them most. It's difficult to imagine yourself in the future doing a particular job if you haven't been exposed to it.

Here at the Globe we're doing our bit to narrow the gap in access to theatre trips by offering thousands of free tickets to state schools. All students in the audience will have a memorable experience (especially if they're standing in the yard and it rains), but for a small number it may be life-changing. As adults, we can't predict who will fall into which category; we can only facilitate experience.

We know it works – artists have returned to the Globe to work on shows in a professional capacity after first visiting during their time at school. School trips to the arts and live theatre are more than a nice day out – they need to be understood and prioritised as a child's educational right.



Lucy Cuthbertson is co-director of education at Shakespeare's Globe. The Playing Shakespeare with Deutsche Bank project offers free tickets to Y6-Y13 students in non-selective London and Birmingham schools.

@the_globe

[shakespearesglobe.com/learn](https://www.shakespearesglobe.com/learn)



Mental health and young people

Explore the emotions of grief and loss via the experience of Holocaust survivor Solly Irving...



PARTNER CONTENT

10.30am

Start by exploring Solly's life by watching a specially made film. KS2 and KS3 students will learn about Solly's life through his own words and those of his descendants. By listening to Solly's experiences and hearing about what helped him cope, students will reflect on how Solly lived with grief and loss.

11.30am

Visit the galleries and explore objects that are related to grief and loss. Consider why stories linked to objects make them important and why it matters that objects linked to the Holocaust were saved.

JEWISH MUSEUM LONDON

11.00am

Students can handle authentic objects linked to memory such as yahrzeit candles and family photographs. Through facilitated discussions students will unpack why and how we remember people in Judaism.

12.00pm

Students can create a unique piece of art based on one of Solly's family photographs. Through images and words, they will reflect on their own ideas about grief and loss and explore why it is important to remember.

{ BEFORE YOU GO }

READ

Our teachers' resource has tips to support students with grief and loss, including signposting information.

KNOW

We've partnered with Grief Encounter, a UK bereavement charity supporting children and young people.

ASK

If cost's a barrier, ask about our bursary scheme, generously funded by the Irving Family.

© Benedict Johnson Photography

jewishmuseum.org.uk/schools T: 020 7284 7384 E: learning@jewishmuseum.org.uk

JEWISH MUSEUM LONDON

Now Booking New School Workshop Life with Loss: Understanding Grief and Memory



This new workshop supports students with their mental health around the universal emotions of grief and loss as told through the story of Holocaust survivor Solly Irving, the sole survivor of his family.

During the workshop students will:

- Reflect on how Solly lived with grief and loss through filmed testimony
- Understand the idea of memory in Judaism through Object Handling
- Explore artefacts in our galleries related to loss and grief
- Create a unique piece of artwork to process this difficult topic and reflect on the importance of memory

This workshop is suitable for:

Key Stage 2 (Yrs 5 & 6)
Key Stages 3, 4 & 5

Curriculum links to RHSE, Holocaust Education and Religious Education



grief encounter
supporting bereaved children & young people

A partnership with the charity Grief Encounter, a UK bereavement charity supporting children and young people.



For more information get in touch with our learning team
learning@jewishmuseum.org.uk

This workshop focuses on mental health. If cost is a barrier for your school, you can book this programme through our Bursary Scheme generously funded by the Irving Family. Please get in touch for more information.

Historic Royal Palaces

Enrich students' learning with a visit to one of our incredible palaces

With 1,000 years of evidence to interpret, our KS3-5 sessions encourage students to consider historical concepts and engage in discussion and debate in the very spaces where history happened.

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Explore the White Tower and its role in Norman England; consider the consequences of religious turmoil during the reign of Queen Elizabeth I; examine primary evidence to complement the study of the Wars of the Roses and Henry VIII's reign.

2 Hampton Court Palace

Using contemporary sources and the palace buildings, study the English Reformation, the rise and fall of Thomas Wolsey and the impact that changes in

religion and the monarchy had on the stability of Tudor society.

3 Kensington Palace

Discover Queen Victoria's childhood home and probe primary sources from her reign to analyse the complexities of British rule in India and Victoria's role within it.

4 Hillsborough Castle and Gardens

Uncover the pivotal role the castle has played in modern Northern Irish history; discover natural and man-made habitats in the gardens; explore the castle's collection of art and objects to create historically inspired textile designs.



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Coming up

Don't miss out – here's what's planned over the next few months...

13 MAY

The Reel Store – Machine Memoirs: Space

Book a special school slot at The Reel Store in Coventry to see the 'Machine Memoirs: Space' immersive digital art exhibit. Your students will experience a 360-degree view of futurist images, accompanied by 3D audio. Created by artist Refik Anadol in collaboration with NASA, pupils will see two million images of space taken by NASA satellites and telescopes as part of a new digital interpretation of space. Tickets are free to selected schools from the 13th May. Find out more at coventry2021.co.uk



National Maritime Museum Cornwall – Monsters of the Deep



Take a deep breath, plunge down to the dark murky depths of the ocean and discover the monsters that lurk beneath. At this special exhibition, pupils will explore centuries-old tall tales about deep sea creatures and will learn how, even today, these stories continue to capture imaginations. Become a 19th century pioneer scientist aboard HMS Challenger, handle real objects, try out microscopes and understand what it felt like to be an explorer aboard a floating laboratory. (Until January 2023). nmmc.co.uk

Walker Art Gallery – The Tudors: Passion, Power & Politics

This exhibition in Liverpool presents the five Tudor monarchs – Henry VII, Henry VIII, Edward VI, Mary I and Elizabeth I – and encompasses the tumultuous years of the Reformation, conflict with Scotland, France and Spain, conquest and colonisation in Ireland and America and the expansion of England's global reach through piracy and trade. The exhibit also spotlights historically underrepresented Black Tudor history and LGBTQ+ history. (Until 29th August). liverpoolmuseums.org.uk



17 MAY

British Museum – World of Stonehenge

Stonehenge, the awe-inspiring ancient stone circle in Wiltshire, has always been shrouded in mystery and folklore. In the British Museum's World of Stonehenge exhibition, pupils can learn the human story behind the stones through a variety of fascinating objects. Schools can visit for free during exclusive school sessions on 17th May and 22nd and 27th June. Visit britishmuseum.org

27th

World Museum – Doctor Who

From epic monsters to costumes and props, bring science to life by exploring some of the Doctor's many adventures through space and time. Visit the Doctor Who: Worlds of Wonder exhibit at Liverpool's World Museum to see original artefacts, sets and much more. Pupils can discover how science weaves its way through the world's longest-running sci-fi show. (From 27th May). liverpoolmuseums.org.uk



Science & Media Museum – Top Secret

Explore the fascinating world of codebreaking, ciphers and secret communications at the Science & Media Museum in Bradford. Discover the story of Alan Turing and his team of codebreakers at Bletchley Park, challenge friends in the interactive puzzle zone and trace the evolution of the gadgets and devices used to conceal and decode crucial messages. (Until 5th June). scienceandmediamuseum.org.uk



1 SEP

Gillian Lynne Theatre – Cinderella

Andrew Lloyd Webber's energetic musical, featuring a rebellious goth Cinderella, is available to book in London until February 2023. Schools can purchase ten or more circle seats for £25 each, with one teacher going free for every ten tickets. andrewlloydwebberscinderella.com



Science and Industry Museum – Musical Mind



Explore the science of music's mysterious hold over us and how it drives us to create, perform, feel and share at the Science and Industry Museum in Manchester. Pupils will be able to get hands-on, interacting with extraordinary musical instruments and performances to explore the science of music. This riotous, interactive experience will encourage children to feel, remember and reflect on what music means to them. (From October). scienceandindustrymuseum.org.uk

Out of our COMFORT ZONE

Addressing difficult subject matters outside the classroom can be daunting, but with the right support it can be an impactful and rewarding experience...

KIRSTY MCKENNA

When planning a school trip, our initial thoughts are often about logistics – concerns over costs, coaches and cover are all too familiar – but what about the content of the visit itself? How much initial thought is put into preparing for what students might encounter, questions they may ask, how they may feel and what reflection time might be needed after the visit?

At Imperial War Museums, our collections often address difficult historical issues as part of our mission to explore the causes, course, and consequences of conflict. Staff and volunteers are expertly equipped to have challenging conversations with school groups and families in a way that not only complements a variety of curriculum outcomes, but delivers them in a safe and supportive way, placing emphasis on context and robust safeguarding.

Elsewhere, a wide variety of cultural and historical sites address a range of challenging topics across the curriculum, and many of the same strategies and considerations will apply when planning and undertaking a successful visit.

These trips are so important to students' learning, both in terms of the academic benefits of seeing topics in context outside of a classroom, but also the social benefits of tackling these subjects and empowering students to understand their role as global citizens.

Challenging topics

History teachers are familiar with addressing many challenging subjects in the classroom. Curriculums cover war, genocide, terrorism, slavery and empire, which raise a wide range of issues such as independence, race, religion, exploitation, class and nationalism, as well as different political systems and doctrines.

But difficult issues can be found in many curriculum areas, from addressing the context of characters in historical literature, to understanding today's global challenges such as climate change, religious conflicts or wealth distribution.

Some school trips may overtly seek to address complex topics, and other times you may find yourself faced with a situation which stimulates emotions and questions from students that you had not anticipated.

Taking students outside the classroom to address issues in context can be a valuable way of approaching topics from a different angle, whether that be exploring different attitudes to artworks in a gallery, experiencing a historical site or place of worship, or visiting organisations that enable students to meet and learn from people who have direct experience of these challenging issues themselves.

Where to start

It's important that you feel prepared for the topic and setting before addressing this with students. If you are taking other staff with you, they should be briefed in advance so they feel comfortable supporting students during the visit. This might include background information on the topic itself, context around what students have studied so far and key information about the site you are visiting, such as objects or people students may

encounter. Remember that all your students (and staff) will bring different expectations and personal experiences to the visit, and may find some aspects triggering which you do not.

Plan your day carefully, considering the order in which topics might be addressed, what to do at more challenging times of day, and grouping your students and staff effectively.

Focused thinking

Many organisations will offer guided learning sessions or provide resources to help you get the most out of your day.



“...we should seek to model to young people how important it is to address these issues respectfully”

These can be a great starting point from the experts to get you thinking.

Avoid the assumption that booking a formal learning session means the day is planned for you – there will doubtless be free time to manage. A helpful way to add some structure, purpose and support here can be to use prompts and open-ended questions to focus students’ thinking. You might choose an image or item which enables them to engage with the topic directly, particularly if the scale of the issue is overwhelming.

For example, instead of attempting to approach The Holocaust through statistics, which can be incomprehensible, try starting with a focus on the stories of one or two ordinary people and considering how what you have seen in the museum affected their lives.

Select these carefully to encourage students to think about different experiences and viewpoints. Challenge students to analyse where information has come from and why the museum has chosen to display it in this way – curatorial decisions are rarely a matter of accident.

Museums are not just filled with objects, but also people. Encourage your students to respect that their peers or members of the public may also be making sense of the same challenging objects and stories in their own way.

There may be an opportunity to meet staff or volunteers who share personal stories and eyewitness testimony, such as Imperial War Museums’ We Were There veterans, who have all experienced conflict first-hand, and it is important to consider their emotions and personal boundaries.

PLANNING YOUR TRIP

● **PREPARATION.** Read background information on the subject/location and where possible do a pre-visit to familiarise yourself and address the issues below. Discuss the topic in a familiar environment before your visit to ensure students know what to expect.

● **ENVIRONMENT.** Find out whether breakout spaces are available for discussion/reflection. Be aware of particularly confronting issues/items and where they may be displayed. Plan timings carefully – avoid tackling the most confronting issues directly before or after lunch when students may be distracted.

● **EXPECTATIONS.** Set expectations around appropriate behaviour in certain public spaces, for example near memorials. Discuss some ground rules for conversations around the topic – students should feel safe and confident to ask their questions and share opinions.

● **CONTEXT.** Consider when in the learning unit you will make your visit – giving students context for what they will experience will avoid harmful misconceptions and ensure they gain a deeper insight from their visit.

● **OUTCOMES.** Whilst you can never fully anticipate the direction students’ reactions and discussions may take, set out what you hope the visit will achieve in terms of knowledge, understanding and critical thinking. Write these as broad or reflective questions, which you can use to frame discussions.

Plan questions and set clear expectations in advance of these interactions, as these can be hugely valuable and memorable encounters for students when approached with care.

Back in the classroom

For some difficult questions there are no right answers, or you may not have all the information you need to answer effectively on the spot – this is okay and demonstrating this to students is an important part of the visit. Discuss together how you might find out more: other organisations you could approach or appropriate ways that your students could respond to the issue if they feel strongly about taking action after what they have seen.

Encourage students to note down feelings or

questions during the day, then allow sufficient time to address their responses back at school in a familiar environment. Just because a topic is difficult or confronting, we should not avoid it; as educators we should seek to model to young people how important it is to address these issues respectfully so they can build the confidence to do the same.



Kirsty McKenna is a former history teacher, now working as Producer

for Schools and Families Programmes at Imperial War Museums. For further details and resources, visit the website below.

 iwm.org.uk/learning



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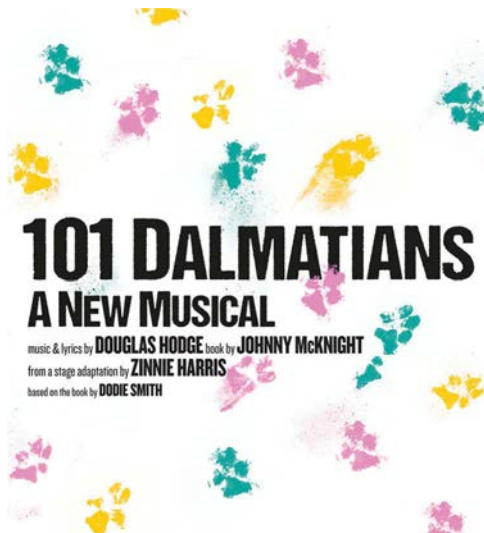


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WE'RE THE EXPERTS

“Every performance is unique”

Find out why a trip to Regent's Park Open Air Theatre is a magical and educational experience

What can schools expect when they arrive?

Arriving at the Open Air Theatre for the first time is magical. The box office is situated in the heart of the park so whether you arrive by underground (Baker Street) or by coach (dropping off on the Inner Circle), the journey begins with a short walk through the beautifully kept gardens. Once through the box office, you are greeted by a vista of greenery and a picnic lawn – although many schools bring their own packed lunch to enjoy in Queen Mary's Gardens, just outside the box office.

What sets your venue apart?

Every live theatre performance is unique to that particular audience, but being outdoor, performances here are augmented by weather and temperature. The natural elements affect how the actors tell their stories, and also how audiences consume and respond to the work. I'll never forget the unity felt in Lord of the Flies as we, the audience, sat beneath the blazing sunshine of a matinee performance while Piggy and Ralph struggled in the blistering heat of their deserted island.

What productions are you staging this summer?

Our first production of the season is the musical Legally Blonde (13th May-2nd July). This story of female empowerment and self-belief is directed by Lucy Moss, co-writer and co-director of the smash-hit musical, SIX. Our brand-new family musical, 101 Dalmatians (12th July-28th August) is packed with puppetry and features everyone's favourite villain, Cruella de Vil. Concluding the season, and one for schools to book early, is a blistering new



EXPERT PROFILE

Name: Andy Locke

Job Title: Commercial director

Area of expertise:

Audience development

Best part of my job: Seeing new audiences experience our theatre for the first time

contemporary adaptation of Antigone (3rd-24th September) by Inua Ellams.

Can you accommodate students who require access assistance?

We have seven level-access wheelchair spaces. We are also offering assisted performances for all three productions, including captioned, BSL interpreted and audio described shows. There is also a Sunday afternoon relaxed performance of 101 Dalmatians.

What are the benefits to students watching theatre in Regent's Park?

Watching theatre outdoors is a real shared experience. As all performances start in daylight, audiences can see each other and the performers can visually connect with all 1,256 pairs of eyes. We offer contemporary and relevant productions to students, presented in an auditorium that resembles the form of a Greek amphitheatre. With the audience essentially wrapped around the performance, it is inclusive and gives every person an experience that feels inherently intimate.

ASK ME ABOUT

PERSONAL DISCOVERY: Storytelling may expose students to difficult subjects beyond their lived experience. We can help navigate issues raised.

LINKING YOUR LESSONS: We can help link the stories we tell with the work you do, from universal themes to specific content.

OPPORTUNITIES IN THE ARTS: A theatre visit opens up conversations about the vast array of career opportunities available in the arts.

openairtheatre.com/education

E: education@openairtheatre.com

King of SHOWS

Why a trip to see Disney's The Lion King is a life-enhancing experience for secondary students

NANCY SHAKERLEY

Disney's The Lion King has been thrilling audiences in the West End of London for more than 20 years and is currently also on the road with its second tour of the UK and Ireland. Set against the majesty of the Serengeti Plains and featuring the evocative rhythms of Africa, Disney's multi award-winning musical has thrilled more than 16 million people since performances started in 1999.

From the moment the curtain rises, audiences are transported to a dazzling world that explodes with glorious colours, stunning effects and enchanting music. At its heart is the powerful and moving story of Simba and his epic journey from wide-eyed cub to his destined role as king of the pridelands.

Although set in South Africa, The Lion King is truly a celebration of culture from around the world. Julie Taymor's directorial vision brings together a variety of international theatrical techniques, designs and influences to create a unique staging that includes masks, puppetry, costume, dance and music.

Timeless themes

The themes within the show of love, loss, community, growing up and finding oneself are timeless and remain important to young people. Theatre can provide the vehicle and the framework for tackling challenging topics and facilitating difficult conversations. It can also inspire learning and provide pupils with an opportunity to develop.

A theatre visit can also be a chance for students to learn about the wealth of career opportunities within the cultural industries. We have video resources available that will give pupils the opportunity to see behind-the-scenes and take a look at some of the hundreds of roles available, with everyone working together to bring the show to life on stage eight times a week. This can be an eye-opening experience – many young people don't know that some of these interesting roles exist, so it can spark new passions.

Practical workshops

In addition to classroom-based learning, practical performance-based participatory workshops are a popular addition to theatre visits. These aim to give pupils the opportunity to immerse themselves in theatre making; to challenge and surprise themselves; to do something

they have never done before and, most importantly, to have fun.

Workshops are an excellent way of challenging a drama or musical theatre group, but the sessions are not just for those studying performing arts. All participants can benefit from the shared experience – just being in a dance studio for the first time can be eye-opening. Pupils will collaborate, develop speaking, listening and presentation skills, and grow in confidence as a result.

Over one million audience members have experienced the show through our comprehensive education programme. The purpose of The Lion King education programme is to engage students in learning using collaborative, creative and participatory activities to inspire a broad spectrum of learning – and to give teachers ready-built tools to do this. Launched alongside the show, the education programme has





“Workshops are an excellent way of challenging a drama or musical theatre group”

expanded over time to include KS2 and KS3 curriculum-linked resources for art and design, drama, music, citizenship, English and PSHE/PSE. Each of the resources can be adapted to suit the needs of your classroom and provide creative tools to deliver learning objectives.

Created in collaboration with Disney Theatrical Group's teacher advisory board, as well as independent education consultants, all of the resources are linked to the national curriculum and are frequently refreshed to ensure they remain relevant to teachers and students.

The education resources aim to assist in lesson planning and embed the theatre experience in wider learning. We provide a range of sessions you can deliver

in school, including ideas for English, performing arts and PSHE. There are also resources available to support music and art and design, plus a range of materials that give insight into the production itself. There's even a social action project framework, developed with educational charity Young Citizens.

Immense privilege

Some pupils can go on a huge development journey in just 90 minutes – and what a joy it is when that happens. One of our Disney Teaching Artists shared that halfway through a workshop, as they were handing out scripts, a boy turned to them and asked, “Is it alright if I don't do this bit? I don't do this sort of thing”. He explained

that he wasn't an actor, and was clearly nervous. As the Teaching Artist explains, “After a little persuasion he jumped into action and was brilliant – honestly, one of the best performances of the piece I've seen! After the workshop, I went up to him to thank him so much for being so brave and taking part. Before leaving, he came up

to me and said, “I've never done anything like this before – it's a big moment for me”. I was welling up! What an immense privilege.”

Theatre can provide a broad and balanced curriculum, give insight into culture, an opportunity to study a subject in a new way and give students the chance to reflect on their relationship to others and the world around them. A theatre trip, and the learning experiences that take place around the production, are life-enhancing for many, and will definitely be a highlight of your school year.

WHAT TEACHERS THINK ABOUT THE SHOW

“From the opening notes of the Circle of Life and through the trials and tribulations of Simba's life journey, the children were transfixed. The Lion King is the complete package – educational, creative, pure enjoyment.” **Headteacher**

“I taught a lesson after the show where each student had to stand up and tell me their favourite part. Nearly all their answers were different, which is testament to how engaging and alive The Lion King is as a piece of theatre – something for everyone.” **Drama teacher**

“The workshop was fantastic and the Teaching Artists were amazing in the way that they were able to challenge and engage such a wide range of ages and abilities. All the students enjoyed the workshop immensely and had a fantastic time at the theatre too.” **Dance teacher**

“All I've heard since is 'That was the best trip ever!'. The students absolutely loved it and have not stopped talking about it. From the excitement of the bus journey and waiting outside the theatre to the costumes, acting and story itself – they loved every single minute of it and will cherish those memories for the rest of their lives.” **Teacher**



Nancy Shakerley
is education & audience engagement manager at Disney

Theatrical Group. For information about education rates visit thelionking.co.uk. To learn more about the education programme visit lionkingeducation.co.uk

5 OF THE BEST

TRIPS AND TOURS

For inspirational trips guaranteed to bring learning to life, look no further...

1 Conway Centres

With four centres across North Wales and Cheshire, Conway Centres offers the perfect location for schools to come together and make life-long memories.

Conway Centres combines real-life outdoor adventure with unique creative and performing arts activities, which increase achievement and inspire individuals.

Whether students are canoeing on the private dock in Anglesey, with the stunning Snowdonia Mountain range as a backdrop; boosting grades with an exam support course led by creative specialists; or taking centre stage at the outdoor woodland theatre, Conway Centres has something to inspire everyone. For more information, visit conwaycentres.co.uk or email conwaycentres@edsential.co.uk

READY-MADE PROGRAMMES

From adventure to arts, Conway Centres' ready-made itineraries take the hassle out of trip planning.



2 European Study Tours

European Study Tours is a leading tour operator trusted by teachers to organise educational tours and experiences since 1982.

Catering for destinations all around the world, European Study Tours also holds curriculum-focused conference events in New York and Disneyland® Paris. The LIVE! conferences bring students together with leading industry professionals to provide subject insight and inspiration that can't be found in text books or the classroom.

LIVE! conference events provide the opportunity for students to hear first-hand accounts and put their questions to the experts during Q&A sessions.

Visit euro-study-tours.co.uk or email estsales@euro-study-tours.co.uk

3 NST

Founded in 1967 by a maths teacher in Lancashire, NST has been creating inspiring and unique school trips for over 50 years. Learning outside the classroom not only boosts pupil engagement with learning but also improves their knowledge, skills, understanding, self-confidence and wellbeing.

The team at NST work closely with teachers to ensure your school trip meets curriculum requirements and provides an exciting experience for students.

A dedicated Educational Tour Co-ordinator will use their destination knowledge and expertise to create an itinerary that's tailor-made, perfectly timed and meets your school travel needs. For more information, visit nstgroup.co.uk/trips or call 0845 293 7970

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Provides instant access to travel documents, checklist and map with your hotel and visits pinpointed for you.



4 PGL

PGL has been successfully delivering high-quality learning experiences for 65 years, amassing a wealth of experience in outdoor education. As the largest outdoor learning provider in the UK, over 350,000 young people benefit from a PGL trip each year.

With 15 centres across the UK, most schools are no more than two hours away from their next PGL adventure. There are also four centres in France and a ski programme in Europe.

Residential trips offer unforgettable experiences at PGL adventure centres where experienced instructors and a dedicated member of staff will look after you and your group during your stay. To find out more, visit pgl.co.uk/tstsecondary or email schools@pgl.co.uk



5 Kingswood

A Kingswood adventure brings out the potential in every child. With award-winning programmes focused on building confidence, boosting resilience and developing key life skills, your class will enjoy a breath of fresh air, a taste of independence and make memories to last a lifetime.

Choose from 11 adventure centres across the UK, where the Kingswood team will deliver activities from abseiling to zip wires, while providing learning outcomes and so much more.

The new Confidence Tracker helps measure and demonstrate the outcome of your trip. Plus, you can explore pre- and post-trip activities from Kingswood's partners, Enrich Education. Visit kingswood.co.uk or call 0800 655 6564

Day in the LIFE

Ever wondered what being an education officer involves?
Chloë Walton-Stenson spills the beans...

It's just before 9.30am and at West Midland Safari Park we're about to welcome today's learners to the Safari Academy, our purpose-built, sustainably-made learning centre, perched by the side of the hippo lake. Along the entrance to the academy our wildflower beds are springing into action and there are great views from here across the safari. It's a little early for the giraffes, but the eland antelope are already wandering across the grass, taking things at a slow and leisurely pace (much like our learners at this time in the morning!).

My role at the park is education officer, which is as varied as it is exciting. A large part of my job is working on our accredited courses in animal care and animal management, but I also deliver educational experiences for visiting school groups. This means I can be delivering a lecture to post-16 learners on the mechanisms of DNA transcription in the morning and asking primary school children what noises dinosaurs make in the afternoon! Rest

assured, I did ask the post-16 learners what noises a dinosaur might make, but got a less enthusiastic response...

Qualified staff

Becoming an education officer requires a range of skills and experience, and this allows our educational offerings to meet the high standards our guests expect. All education staff at our park have a foundation degree, or higher, in an animal-related subject. Many of us have further degrees, such as master's degrees or PGCEs. What all our staff have in common is an endless enthusiasm for the natural world, a true passion for what we do, and a great love of tea and biscuits.

My day begins by arriving at work at 8.30am, then taking a brisk walk across the park to the Safari Academy. We start by checking our bookings board for the day's educational extras. During the summer we can have between 15 and 45 schools on-site on any given day, so our scheduling for animals, staff and rooms must be done with precision by our administrator.

Every day is different, but

when I'm teaching visiting school groups the morning typically begins with a safari ranger session. I board the school's coach and take them on a tour of the reserves. I love helping learners (and teachers!) identify our lesser-known species – if you struggle to tell your Pere David's deer from your lowland anoa, I can help with that!

The four-mile drive whizzes by as we chat about our tigers, elephants and lions, get up close and personal with the cheeky eland, and gaze upwards as giraffe walk alongside the coach. Our safari ranger experiences take around 90 minutes and covers a huge selection of the 140 species of animals we have at the park. Every year, we work with our wildlife keepers and conservation partner organisations to update our

script to ensure our tours contain the latest information about our animals.

Meet and greet

On a typical afternoon, I might lead a 45-minute 'walking safari' in the Land of the Living Dinosaurs. I'll present and guide a group of 20 students and teachers around our life-size animatronics. We start with a quick class photo by the T-rex skull, then jump back through

"I'm grateful to work with such knowledgeable colleagues in such an incredible environment"



time to the Permian era – the time before the dinosaurs. We walk through the Triassic, Jurassic and Cretaceous period and immerse ourselves in activities – acting out a battle between a stegosaurus and an allosaurus; dancing a display like a dilophosaurus; stretching out as a team to make the 12m wingspan of a quetzalcoatlus.

My final session for the day might involve a 30-minute meet and greet with some of our smaller, friendlier animals, such as cockroaches, bearded dragons and chinchillas. I introduce animals by running a

guessing game, asking learners to think about the features of each creature. Children get to meet and stroke each animal and we discuss what role the animal plays in the wild, and what threats might be impacting their habitat.

We promote the highest standards of animal welfare and don't use the same animals more than once a day, which means each class visiting gets different experiences to take away. At the end of the session, I return the animals to their enclosures and monitor their behaviour.

Continuously developing

Throughout the year we undertake extensive reviews of our educational extras. We're always happy to receive feedback from visiting school groups and have worked with our partner primary school to develop our education sessions. We have excellent links with our local secondary

school and offer careers mornings, interview practise sessions and open days.

We've also worked extensively with our partner, Kidderminster College, to run accredited courses and bring together excellent FE provision in the animal management sector.

While environmental education and awareness seems to be a current topic in the media, we deeply believe that engaging with the natural world must be a lifelong experience, and not a trend. Our team has spent years studying our core areas of delivery, and are continuously developing as educators.

We work with five brilliant conservation organisations and are working to build messages from these partnerships into all of our education

HOW TO PLAN A ROARSOME WILD DAY OUT

- If you're travelling to a safari park or similar, always set aside the first 30 minutes on arrival for settling in and toilet breaks.
- Communicate with coach drivers about your itinerary and when their breaks are scheduled for to avoid delays during your day.
- Guided tours are a great way to add educational value and curriculum links to parts of the venue you were going to visit anyway – this increases time efficiency. Because they take place outside, they're also a more Covid-safe option.
- Let the education staff at your venue know in advance if there are specific animals or habitats you are currently learning about. We love the chance to show off our animal knowledge.
- Plan enough, but not too much – remember to leave time in your day to enjoy the experience, rather than clock-watch.
- Use your teacher preview tickets to practise walking the distances around the zoo you are visiting. Think about how long it will take you with 30 excited students in tow.

experiences, delivering positive messages about what young people can do at home to make a difference to the natural world.

Every day at work is an amazing experience and I'm grateful to work with such knowledgeable colleagues in such an incredible environment. I'm reminded of this every morning when I stand at the gates to the academy, waiting for the day's lectures to begin.



Chloë Walton-Stenson is an education officer at West

Midland Safari Park. Find out more about educational visits by emailing education@wmssp.co.uk or call 01299 404888 (option 1). Schools are given trip planning support throughout, no deposits are required and schools can get up to 50% discount for ten or more paying people.

 wmssp.co.uk

7 SCHOOL TRIPS

you might not have considered

Searching for something a little left field? Look no further than these unusual options...



1

FIRED UP

Fireground in Rochdale is the perfect place for young people to explore the world of firefighting. KS3 and 4 students can focus on life-saving science, the Victorians or firework safety. fireground.org.uk

2 ALL AT SEA

Discover living heritage with an unforgettable stay on Excelsior, one of the UK's most historic vessels. Students will participate in all aspects of sailing and develop interpersonal skills.

theexcelsiortrust.co.uk



3

THEATRE OF DREAMS

Walk in the footsteps of famous footballers at Manchester United Museum & Tour Centre. Pupils will get a chance to step through the tunnel, emerging into the 'Theatre of Dreams'.

manutd.com

4



ORDER, ORDER!

Take part in a two-hour interactive contemporary courtroom workshop in Manchester and learn about the role of the legal system. nationaljusticemuseum.org.uk



5 SPRING FORTH

Use historical sources, including Roman artefacts, to argue for and against the interpretation that Bath (then called Aquae Sulis) was a typical Roman town.

romanbaths.co.uk

PLANT A SEED

Experience over 7,000 extraordinary plant species at Birmingham Botanical Gardens.

Students can also get up close and personal with exotic animals. birminghambotanicalgardens.org.uk



6

7



WORKED UP

Interact with costumed characters and use historical documents to explore Victorian attitudes to

poverty, morality and social responsibility at Gressenhall Farm and Workhouse near Norwich. museums.norfolk.gov.uk



Aashika's breaking news

It started with a trip to Sky Academy Studios. A chance to go behind the scenes, to get to grips with the cameras, and present from behind a Sky desk.

But ever since she set foot backstage, Aashika has been obsessed with becoming a news reader. Now she's documenting everything from the family breakfast to her little brother's haircut.

It's this creativity that Sky Academy Studios was built to inspire. Since its launch in 2012, it's opened the minds of over 166,000 children, developing their curiosity, collaboration and communication and providing an experience they might never have accessed.

Giving young people, just like Aashika, the belief they can have a future in film and TV.





SCHOOLS FROM

£15

PER STUDENT



Tickets include:

- Access to over 30 rides & attractions
- Access to Key Stage 2 – 5 resources
- FREE teacher pre-visit planning tickets
- FREE teacher ticket on day of visit*
- FREE parking

Workshops:

- Add a KS2 – 5 Science, Maths, Marketing or Business workshop for £1.50 per student

[THORPEPARK.COM/SCHOOLS](https://thorpepark.com/schools)

*One free teacher for every five paying students for primary schools.
One free teacher for every ten paying students for secondary schools.