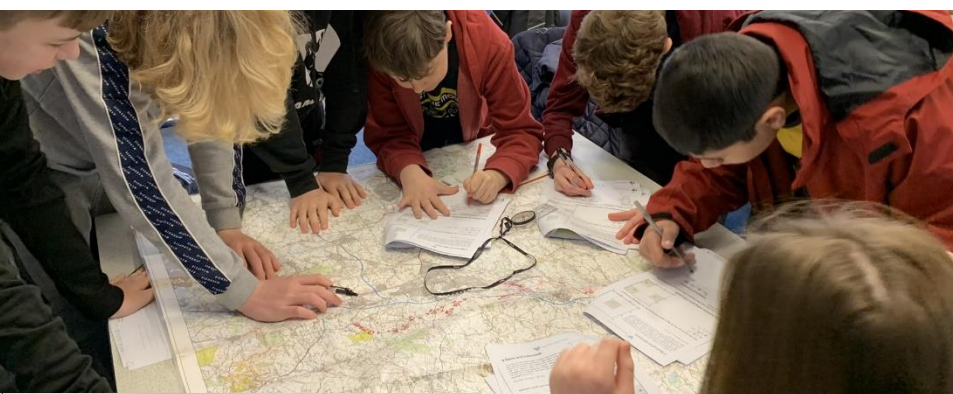




King's Norton Boys' School  
Outdoor Education Programme



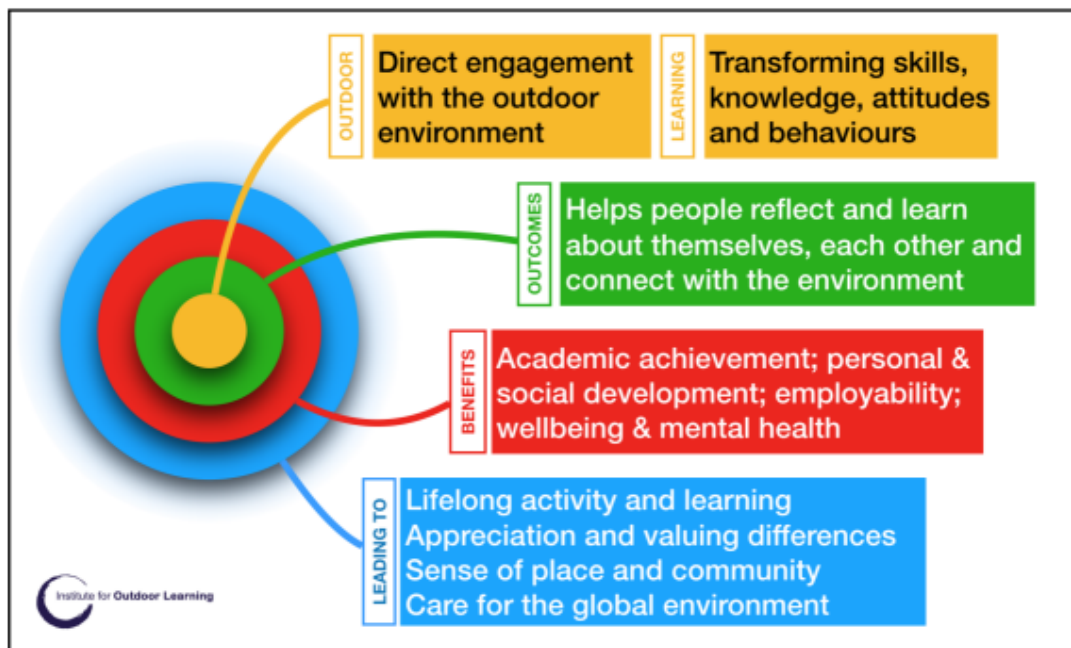




## Introduction

King's Norton Boys' School (KNBS) has a long history of outdoor education, which to this day is still a popular addition to the students' school lives. While the wide range of activities on offer continues to grow, the impact remains the same, enriching students' lives and inspiring young people to achieve at the very highest level. Engaging in the wide spectrum of experiences available provides opportunities for students to participate in new and exciting activities and to develop skills imperative for adulthood.

Outdoor education can be simply defined as experiential learning in, for, or about the outdoors. The institute for outdoor learning defines outdoor learning as a broad term that includes discovery of, experimentation with, learning about and connecting to the natural world, and engaging in environmental and adventure activities. Learning outside of a classroom involves the transformation of knowledge, skills, attitudes or behaviours through direct engagement with the outdoor environment for the personal and social benefit of individuals, families, society and the planet.



To maximise the positive impact that outdoor experiences have upon students, the Outdoor Education Advisor's Panel have recommended that students should have access to frequent, continual and progressive experiences of outdoor learning. Over the last few years, there has been a growing body of evidence that supports the value of the 'outdoors' in terms of a students' development. Indeed, in Ofsted's 2008 report "Learning outside the classroom: How far should you go?" they recognised that: 'When planned and implemented well, learning outside the classroom contributed significantly to raising standards and improving pupils' personal, social and emotional development'. This impact is a key reason why KNBS promotes such an inclusive outdoor education programme.



## Reasons why KNBS promotes an inclusive outdoor programme:

### Health and well-being

Outdoor programmes are seen as a fantastic tool to promote the health and well-being of young people. Increasing engagement with the natural environment through the education system can produce a number of beneficial health outcomes, such as increasing levels of physical activity, helping tackle childhood obesity, promoting a greater well-being and improving mental health.

### Environmental sustainability awareness

By promoting empathy and an ethic of care towards the environment, outdoor education can make a clear and significant contribution towards fostering positive sustainable behaviours and attitudes. Guided time spent in outdoor environments can help develop skills in risk-assessment, promote health and well-being and stimulate an affective relationship with the environment that promotes these sustainable behaviours.

### Developed personal qualities

Through the outdoor education programme, students are able to develop and demonstrate increased initiative, self-reliance, responsibility, perseverance, tenacity and commitment. In addition to fostering academic success, KNBS goes beyond to the development of behaviours and attitudes that help set students up for adult life. Employers want young people who are enthusiastic, confident, creative and resilient. The outdoor education program focuses on developing and extending their key skills of communication, problem-solving, leadership and teamwork. By broadening their horizons, doors are opened to a wider range of employment opportunities, life choices and lifestyles.

### Self-confidence and achievement

The outdoor programme provides a valuable alternative avenue for achievement, as well as opportunities for students to develop their independence and self-reliance. Through successfully facing up to the challenges which outdoor activities provide, overcoming fears and apprehensions along the way, students can make major strides in confidence, with implications for all aspects of their development. It also offers alternative avenues for physical achievement where the only 'competition' is within oneself against the environment (e.g. a rock face or the weather). This sort of challenge frequently motivates young people who find difficulty expressing themselves physically in a competitive 'head-to-head' situation.

### Social and emotional resilience

Progressive exposure to learning outside provides a route for students to become more resilient. They can move from exploring the world outside their classroom onto more demanding visits and expeditions in the UK and abroad. In doing so they develop lifelong skills and attitudes that will contribute towards fit, healthy and fulfilled lives. The outdoor programmes at KNBS provides opportunities for students to develop social and emotional resilience, support wider learning outcomes and develop broader interests. The development of 'character and resilience' are typical outcomes of learning outdoors, and provide essential skills for life both in employment and as a part of wider society.



## **STRIVE**

At KNBS the 'STRIVE' values of Self-discipline, Teamwork, Resilience, Initiative, Vision, Endeavour are reinforced by the work of all staff and students. These principles are core values that underpin all outdoor education. The outdoor programmes are a means of challenging students to develop their knowledge, skills and confidence. Challenge can be used to encourage all students to 'strive' to do their best, and, having done so, to take pride in their achievements.



## **Summary**

Research evidence suggests that outdoor education offers significant potential in priming healthy physical activity behaviours, developing life skills, enhancing self-esteem and promoting improved academic performance. Outdoor education offers students the opportunity to learn in a different environment where real-world and progressive, practical learning skills can be developed. It provides an environment where students can develop their self-confidence and character, practically manage risk and provide truly memorable moments. For many, just being outdoors can have a huge benefit in terms of health and well-being, stimulating curiosity and developing an appreciation of the world around them. When such experiences are part of a progressive programme designed to support integrated learning in both formal and informal settings, the impact is greatly enhanced. The outdoor education programmes at KNBS has been designed to impart core life skills in the students by having fun outside of the classroom and as such we encourage all students to get involved. Our ever growing and inclusive portfolio of potential outdoor activities provide the students with opportunities to develop crucial skills that they will need now, perhaps more than ever, to survive and thrive once they leave us and go on to the next stage in their lives.







## Kings Norton Boys' School Outdoor Adventure Programme

The following information outlines the different outdoor education activities available for students at KNBS:

### Year 7

- **Climbing**
  - Every student will participate in a session on the climbing tower at school
  - Students will complete the activity in their form groups during the Autumn term
  - All students will work towards their *Bronze* climbing award
- **Bikeability award (Levels 1, 2 or 3)**
  - Open for students who can ride a bike
  - Some students may have previous experience of the Bikeability programme in their primary school, therefore the level students complete will be dependent on any prior awards achieved
- **Residential trip**
  - Open for all year 7 students to attend

### Year 8

Students have the choice to participate in 2 outdoor programmes from the following activities:

- **Climbing**
- **Mountain biking**
- **Canoeing**
- **Dinghy Sailing**
  - Students will work towards their Bronze or Silver award in both their chosen activities
- **Bikeability award (Level 3)**
  - Open for students who had no previous experience of the Bikeability programme at primary school and have completed their Levels 1 and 2 in year 7
- **Residential**
  - Open for all students in year 8 (although places are limited)

### Year 9

Students will continue with the same 2 outdoor programmes they completed in year 8:

- **Climbing**
- **Mountain biking**
- **Canoeing**
- **Dingy Sailing**
  - Students will continue to work towards their Silver or Gold award in both their chosen activities
- **Duke of Edinburgh – Bronze Award**
  - Open for all year 9 students
- **Residential trip**
  - Open for all year 9 students

### Year 10

- **Duke of Edinburgh – Silver Award**
  - Open for students who have successfully completed their Bronze DofE award in year 9
- **Student Mentor Programme**
  - Open for all students



# Structure of Outdoor Adventure Programme at King's Norton Boys' School

## Year 7

Climbing  
BRONZE  
AWARD

Bikeability  
Level 1, 2 or 3  
(Dependent of previous  
primary school  
experience)

Residential Trip

## Year 8

Students select two activities out of:

Climbing  
BRONZE/SILVER  
AWARD

Mountain Biking  
BRONZE/SILVER  
AWARD

Dinghy Sailing  
BRONZE/SILVER  
AWARD

Canoeing  
BRONZE/SILVER  
AWARD

Bikeability  
Level 3

Residential Trip

## Year 9

Students continue with their two selected activities:

Climbing  
SILVER/GOLD  
AWARD

Mountain Biking  
SILVER/GOLD  
AWARD

Dinghy Sailing  
SILVER/GOLD  
AWARD

Canoeing  
SILVER/GOLD  
AWARD

Duke of Edinburgh  
Award  
BRONZE

Residential Trip

## Year 10

Student Mentor Programme

Duke of Edinburgh  
Award  
SILVER



## **Climbing**

The climbing programme here at KNBS offers the opportunity to introduce the next generation of young people into the sport of climbing. Participating in climbing and other physical activities helps students to grow physically, emotionally and socially, developing skills that will support them in school and later on in life. The uncertain conditions students face in outdoor activities, such as climbing, mimic the environment we face in the real world, forcing them to learn how to adapt to different situations.

### **Aims**

This programme has been designed to promote climbing and accredit individual achievement on artificial climbing structures. This programme aims for students to:

- Develop their climbing movement skills and improve their levels of ability.
- Learn climbing rope-work, bouldering techniques and how to use the equipment appropriately.
- Develop an awareness of safe, consistent and effective climbing behaviour.
- Provide a structure for development, motivation and improved performance.
- Work as a team, communicate with, and trust climbing and bouldering partners.

### **Structure of the programme**

The climbing programme comprises three distinct levels that the students can work towards (see below for more details). Students have the opportunity to participate in climbing activities in years 7, 8 and 9. After achieving each level, students are awarded with a certificate to show them recognition for the skills they have developed and provide a record of their personal achievements.

#### **Year 7 students**

Every year 7 student has the chance to participate in a climbing session on our new purpose-built tower situated in the school grounds. During the Autumn term, students in year 7 will have a 2-hour session on the climbing wall in their form groups. The purpose of this session is to build student confidence, help develop friendships and aid in the transition from primary school to secondary school. All students will work towards their Bronze award (see below for more details).

#### **Year 8 and 9 students**

Year 8 and 9 students have the opportunity to participate in further sessions at 'Creation', a purpose-built climbing centre, if they choose climbing as one of their two outdoor activity choices. These day sessions (consisting of approximately 5 hours) focus on further developing climbing skill sets and progression towards the Silver and Gold awards (see below for more details).



## **Awards**

The programme comprises three levels of award aimed at complete novices all the way to expert climbers. The programme provides a clear direction for students wishing to develop their skills in climbing. Beginner climbers will start with the Bronze award and once achieved will progress towards the Silver and Gold awards. The programme has been designed to motivate students to participate in physical activity whilst also providing opportunities for the development of climbing and movement ability.

The following outlines the criteria students will need to meet in order to achieve their awards:

### **Bronze**

- B.1. Demonstrate awareness of safety rules and hazards
- B.2 Put on a harness correctly with assistance
- B.3 Tie a rethreaded figure of 8 knot with assistance
- B.4 Climb a chosen route with confidence
- B.5 Descend from a route correctly
- B.6 Belay safely under supervision
- B.7 Demonstrate consistent safe behaviour
- B.8 Communicate effectively with climbing partners

### **Silver**

#### **All the criteria for the Bronze award plus:**

- S.1 Demonstrates connecting self and others with rethreaded figure of 8 and stopper knot
- S.2 Consistently performs pre-climb checks of self and others
- S.3 Belays and lowers skilfully with a Gri Gri
- S.4 Communicates well with climbing partner
- S.5 Understands grading and selects appropriate routes
- S.6 Demonstrates safe and effective use of a bouldering wall
- S.7 Climbs consistently well and shows good technique

### **Gold**

#### **All the criteria for the Bronze and Silver award plus:**

- G.1 Demonstrates detailed knowledge of climbing equipment commonly used
- G.2 Demonstrates and explains 5 warm up exercises
- G.3 Belays skilfully using the 5 steps
- G.4 Demonstrates good climbing movement
- G.5 Demonstrates consistent safe descent from boulder problems in a controlled manor
- G.6 Holds a simple top rope fall skilfully
- G.7 Improves climbing performance by one grade





## **Benefits**

The climbing programme creates an exciting and inspirational environment for students to engage in climbing and, over time, can provide a pathway to expertise.

The following are just some of the transferrable characteristics and skills that students can gain from learning to climb:

- **Responsibility:** Students have to learn how to take responsibility for their own safety. They must carefully follow instructions and double check their own equipment before every climb. They learn to consider their own safety and the safety of others in different situations.
- **Problem solving:** Students have to mentally plan a route up the wall and then adjust that plan if they get stuck. This requires quick, flexible, and creative thinking.
- **Motor skills:** There are few other sports that use such a variety of motor skills. Students develop hand and finger strength which helps to improve dexterity and mind-muscle connection. They also gain physical strength in their arms, legs and their core muscles.
- **Resilience:** Students learn to challenge themselves, set their own personal goals and endure when they are struggling.
- **Confidence and self-esteem:** When students succeed at a challenge they have set for themselves they gain confidence in their ability and a great sense of achievement.
- **Concentration:** Climbing demonstrates the value of patience, perseverance and determination encouraging them to be focused and determined, yet fluid and adaptable in achieving their goal of getting to the top.
- **Teamwork and trust:** Students learn that they need to rely on each other for support and for their safety.

## **Summary**

Climbing and bouldering offer great health benefits, both physically and mentally. The programme gives students the opportunity to learn about safety, equipment, grades, belaying, warming up, training and progression as well as the many other positive aspects of becoming a climber. Combine this with life skills: trust, communication, team work, self-confidence, awareness, risk management and understanding limitations and it quickly becomes clear why there is a huge amount of learning and development that can take place at the climbing wall.



## Terminology

- Belaying** A technique climbers use to exert tension on a climbing rope so that a falling climber does not fall very far. A climbing partner typically applies tension at the other end of the rope whenever the climber is not moving, and removes the tension from the rope whenever the climber needs more rope to continue climbing.
- Bouldering** A form of rock climbing where the climber does not exceed 15 ft. in height and relies on crash pads for safety instead of a belayer
- Grading** Climbers give a grade to a climbing route or boulder problem, intended to describe concisely the difficulty and risks associated with climbing it.
- Gri Gri** An assisted braking belay device designed to help secure rock-climbing activities.
- Top Rope** A safe form of climbing where the anchor point for the rope is above the climber





## **Mountain Biking**

The school have a fleet of mountain bikes, which provides the means for students to become heavily invested in maintain biking, potentially as a lifelong activity. The progression pathway provides students with an outlet to appreciate the outdoors; stay fit and healthy; and recognise their developing personal riding skill, techniques and knowledge. In addition to these direct sporting advantages, the mountain biking programme at KNBS imparts softer skills such as teamwork, making friends, and gaining self-discipline and confidence.

### **Aims**

This programme aims to provide students with the knowledge and skills required to complete mountain bike activity sessions safely, effectively, and enjoyably. The topics covered by the programme include:

- Supervised rides on routes appropriate for the ability level of the students.
- Equipment set-up and maintenance.
- Development of core mountain bike techniques such as:
  - Techniques for bike control on different terrains, gradients and over obstacles.
  - Ridding positions when braking, cornering and going over obstacles.
  - Awareness of other riders and associated responsibilities.
- Personal and group risk management.

### **Structure of the programme**

The mountain biking programme comprises three distinct levels that the students can work towards (see below for more details). Students have the opportunity to go mountain biking in years 8 and 9. After achieving each level, students are awarded with a certificate to show recognition for the skills they have developed and provide a record of their personal achievements.

#### **Year 8 students**

Year 8 students have the opportunity to go mountain biking at Sandwell Valley Country Park. Exploring the park as a group, students are taught different core biking techniques such as: body position; balance and co-ordination. They then put these techniques into practice on different gradients, surfaces and obstacles. Once these skills are mastered, students move on to a purpose-built off-road trail course where they are taught how trails work, the associated rules and the skills required to complete set pieces within the course.





## Year 9 students

In year 9 students have the opportunity to participate in a second day session in a different location (Sutton Park). Here they further develop the same techniques but in their natural environment. Students are taught how to pick the correct lines with an emphasis on group and risk management in a remote setting. In addition to this, individuals learn how to minimise their environmental impact and gain an appreciation and understanding of sustainability.







## **Awards**

The programme comprises three levels of award aimed at complete novices all the way to expert bikers. The programme provides a clear direction for students wishing to develop their skills in biking. Beginners will start with the Bronze award and once achieved will progress towards the Silver and Gold awards. The programme has been designed to motivate students to participate in physical activity whilst also providing opportunities for the development of core biking techniques and maintenance.

The following outlines the criteria students will need to meet in order to achieve their awards:

### **Bronze**

- B.1 Correctly fit a helmet with assistance
- B.2 Demonstrate correct use of other safety gear (gloves, eyewear)
- B.3 Carry out a basic pre-ride check (M Check)
- B.4 Demonstrate how to adjust the saddle height
- B.5 Explain and demonstrate the correct use of gears
- B.6 Demonstrate good braking with balance and control
- B.7 Demonstrate good riding position
- B.8 Working within the group to complete a set course
- B.9 Complete a bike wash after a muddy ride

### **Silver**

#### **All the criteria for the Bronze award plus:**

- S.1 Correctly fit a helmet and other safety gear
- S.2 Demonstrate correct use of gears when riding up and down hill
- S.3 Demonstrate good braking when riding downhill with balance and control
- S.4 Demonstrate different riding positions when riding on different terrains and gradients
- S.5 Demonstrate correct riding position when cornering
- S.6 Complete a grade blue bike trail

### **Gold**

#### **All the criteria for the Bronze and Silver award plus:**

- G.1 Correctly select and fit safety gear that's suitable for the ride
- G.2 Carry out a comprehensive pre-ride check
- G.3 Can carry out basic bike adjustments (brakes, chain, wheels)
- G.4 Demonstrate excellent riding positions when braking, cornering and going over obstacles
- G.5 Demonstrate excellent bike control on different gradients and over obstacles
- G.6 Knowledge of group management
- G.7 Knowledge of risk management
- G.8 Lead a group of riders



## **Benefits**

In addition to being fun and exciting, mountain biking offers the following physical, emotional and social benefits to those who partake:

- **Physical:** Regular exercise is known to improve cardiovascular fitness. Mountain biking uses large muscle groups that require a lot of oxygen. This makes the heart work steadily, increasing your heart's fitness. Regular moderate exercise is also known to strengthen your immune system and keep you healthy.
- **Reduced Stress and Improved Mood:** The vigorous demands of mountain biking stimulate your body to release natural endorphins, which are the body's way of feeling good and getting more energy. Exercise also boosts serotonin, an important neurotransmitter in the brain which helps to prevent depression and anxiety.
- **Confidence and self-esteem building:** Gaining new skills and improving your mountain biking abilities is a natural way to improve these soft skills.
- **Improved balance and coordination:** Mountain biking is a dynamic activity that requires the rider to constantly adjust to varying terrain, pitch, and elevation. Balance and coordination require the combined use of the brain, senses, muscles and nervous system.
- **Social Benefits:** Completing the activity in groups provides a perfect opportunity to build personal bonds and make new friends with people who enjoy the same activities.
- **Enjoy Nature:** Mountain biking is one of the more immersive and engaging ways to enjoy and appreciate the solitude of nature.

## **Summary**

As an activity that inspires young people, mountain biking remains a popular outdoor recreational activity at KNBS. It can be utilised to encourage students to explore and appreciate their environment both close to where they live and the wider countryside. Mountain biking can be a great tool to improve students' overall physical, mental, and emotional health.

**NB: Students must be able to ride a bike to participate in the mountain bike programme.**

For students that are unable to ride a bike there are after school opportunities to gain this life skill.







## **Canoeing**

Canoeing is a water-based sport which involves paddling with a single-bladed paddle. The school have their own fleet of Open Canoes and safety equipment of the highest quality and safety standards. The canoeing programme offers an awe-inspiring experience to discover, explore and gain new skills in a completely different environment outside the classroom. In addition to improving their fitness, flexibility and strength, canoeing can also help build student confidence, resilience, self-belief and the passion to succeed. Navigating reservoirs and undertaking adventurous expeditions in a canoe can be a truly memorable experience.

### **Aims**

The canoeing programme is comprised of different sessions designed to take students from a complete beginner, all the way to styling their lines on a day-expedition. The programme covers the fundamentals of canoeing by including:

- An understanding of the equipment to optimise safety and control of a canoe.
- Knowledge of how to safely enter and exit a canoe along with a variety of different effective paddling techniques on different bodies of waters.
- Deep water safety, group risk management and understanding of the potential hazards of different bodies of water.

### **Structure of the programme**

The canoeing programme comprises three distinct levels that the students can work towards (see below for more details). Students have the opportunity to go canoeing in years 8 and 9 where they can practice and demonstrate the skills necessary to achieve their awards. After accomplishing each level, students are awarded with a certificate to show recognition for the skills they have developed and provide a record of their personal achievements.

#### **Year 8 students**

Year 8 students have the opportunity to go paddling at Bartley reservoir in the fleet of canoes owned by the school. In addition to undertaking activities that lead them towards achieving their Bronze award (see below for outcomes), students undertake a deep-water exercise. Using the specialised equipment provided this exercise is designed to increase their understanding of buoyancy aids and help increase their confidence in open water. Once completed, students have the opportunity to explore the reservoir as a group and practice the skills required to achieve their Bronze award.



## **Year 9 students**

In year 9, students have the opportunity to canoe in a different location. Here they further develop the same paddling techniques whilst undertaking an adventurous journey. Students are taught how to adjust their paddling skills to suit the different body of water. In addition to these adjustments, there is an added emphasis on group and risk management in an expedition setting. These developments allow students to work towards and demonstrate the necessary skills and knowledge to achieve their Silver and Gold awards (see next page for more details).





## **Awards**

The programme comprises three levels of award aimed at complete novices all the way to expert canoeists. The programme provides a clear direction for students wishing to develop their canoeing skills. Beginners will start with the Bronze award and once achieved will progress towards the Silver and Gold awards. The programme has been designed to motivate students to participate in physical activity whilst also providing opportunities for the development of core canoeing skills.

The following outlines the criteria students will need to meet in order to achieve their awards:

### **Bronze**

- B.1 Can put on a buoyancy aid correctly with assistance
- B.2 Can put on a wetsuit and other clothing correctly
- B.3 Can explain what a canoe is and relevant equipment needed to go paddling
- B.4 Understands how to carry a canoe with assistance
- B.5 Can demonstrate how to get in and out of a canoe
- B.5 Understands how to hold the paddle and perform the following manoeuvres:
  - B.5.1 How to paddle forward
  - B.5.2 How to paddle backwards
  - B.5.3 How to turn the canoe
  - B.5.4 How to stop the canoe
- B.6 Is aware of other people and craft on the water
- B.7 Has practical understanding on what to do encase of a capsize
- B.8 Understands local hazards and how to attract attention

### **Silver**

#### **All the criteria for the Bronze award plus:**

- S.1 Can correctly put on a buoyancy aid
- S.2 Understands what safety kit to carry and how to store it
- S.3 Can name parts of a canoe and paddle
- S.4 Can select the right size paddle
- S.5 Can get in and out of the canoe from different access points
- S.6 Demonstrate good craft control whilst paddling
- S.7 Carry out a canoe day trip
- S.8 Understands hazards whilst canoeing
- S.9 Understands how weather effects canoeing
- S.10 Knowledge of group management whilst on a journey

### **Gold**

#### **All the criteria for the Bronze and Silver award plus:**

- G.1 Can tie a canoe securely on to a trailer
- G.2 Understands what personal kit and safety kit to carry for different environments
- G.3 Demonstrate excellent paddle technique on a variety of different waters
- G.4 Demonstrate excellent craft control on different waters
- G.5 Understands hazards on different waters
- G.6 Can gain a weather forecast and explain it
- G.7 Knowledge of group management on different waters
- G.8 Knowledge of risk management on different waters





## **Benefits**

The canoeing programme creates a fun and exciting environment for students to engage in and can help to develop the following characteristics and skills:

- **Problem solving:** Learning how to canoe teaches students to use creative problem-solving skills under pressure. While canoeing, they will often have to re-evaluate and come up with a new plan on the spot. They will need to solve those problems as they arise, especially when on the expedition.
- **Nature:** Learning how to paddle creates an awareness of the natural world, and the need to protect it. It will provide students with a reason to take care of our environment. By being a part of nature, and relying on it for fun, students learn to appreciate the natural world and develop a desire to preserve it.
- **Physical health:** Participating a fun, adventurous sport like canoeing is a great way for students to stay active and provide all the associated health benefits of undertaking exercise.
- **Persistence:** Learning new skills can sometimes take time to master. Students will feel a great sense of achievement when they practice and develop the different paddling techniques.
- **Water confidence:** Learning how to canoe teaches students to evaluate risk and how to balance it with reward in a fun, interactive way. The canoeing programme helps students to develop an awareness of the risks associated with deep-water and help build their confidence in open water.
- **Teamwork and communication:** In order to paddle successfully, students will be required to communicate effectively with each other and work together as a team. Students will learn that they will achieve more by working together rather than in isolation or in opposition.

## **Summary**

By immersing students in canoeing, we can expose them to a new and exciting form of exercise. It can also teach them to develop vital skills such as teamwork, nurture an appreciation of nature, and create long-lasting memories. As Sir John Lubbock, the Vice Chancellor of the University of London, said, “Earth and sky, woods and fields, lakes and rivers, the mountain and the sea, are excellent schoolmasters, and teach some of us more than we can ever learn from books.”



## **Dinghy Sailing**

Dinghy sailing is the activity of sailing small boats, powered by the wind. It is a great way to get out on the water and even in a beginner session, students can take control of the boat and experience the thrill of sailing. Dinghy sailing is a fantastic and rewarding water sport. Learning a new skill, whilst experiencing the rush of the wind in your hair and the sun on your face is hard to beat. Sailing is a sport that demands skill, strength and flexibility - the constant shifting to find your balance on the boat naturally engages most of the muscles in your body and helps to develop your core strength.

### **Aims**

The dinghy sailing programme is comprised of a series of two different days enabling students to progress quickly from beginners to experts in a controlled, safe and enjoyable environment. This programme aims to build:

- An understanding of the equipment to optimise safety and control of a dinghy boat
- Knowledge and skills required to sail safely, effectively, and enjoyably
- An understanding of deep and open water risk management.

### **Structure of the programme**

#### **Year 8 and 9 students**

Students have the opportunity to go dinghy sailing in years 8 and 9 at Bartley Green Reservoir with the school's own fleet of sailing boats. After achieving each level, students are awarded with a certificate to show recognition for the skills they have developed and provide a record of their personal achievements. In addition to undertaking activities that lead them towards achieving their awards (see below for outcomes), students also undertake deep-water exercises. Using the specialised equipment provided these exercises are designed to increase their understanding of essential deep-water management and help develop their confidence in open water. Once completed, students move onto capsizing drills. These controlled activities are important for students to be able to manage and take responsibility of the sailing boats in open water.

### **Awards**

The programme comprises three levels of award aimed at complete novices all the way to expert sailors. The programme provides a clear direction for students wishing to develop their sailing skills. Beginners will start with the Bronze award and once achieved will progress towards the Silver and Gold awards. The programme has been designed to motivate students to participate in physical activity whilst also providing opportunities for the development of core sailing skills.



The following outlines the criteria students will need to meet in order to achieve their awards:

### **Bronze**

- B.1 Can put on a buoyancy aid correctly with assistance
- B.2 Can put on a wetsuit and other clothing correctly
- B.3 Can assist with rigging a boat
- B.4 Can launch and recover a dinghy with assistance
- B.5 Can tie a figure of 8 knot
- B.6 Has knowledge of wind direction
- B.7 Can steer when sailing and being towed
- B.8 Can steer on a reach and go about (reach to reach)
- B.9 Understands the basic boat controls
- B.10 Understands how to right a capsized boat
- B.11 Can name basic parts of a boat
- B.12 Understands local hazards and how to attract help

### **Silver**

#### **All the criteria for the Bronze award plus:**

- S.1 Can put the boat head to wind for rigging
- S.2 Can rig a dinghy
- S.3 Can launch and recover a dinghy
- S.4 Can control speed and stop by lying-to
- S.5 Understands the no go zone
- S.6 Can get out of irons
- S.7 Can tack and gybe
- S.8 Sail up wind and down win
- S.9 Can sail a shallow tringle
- S.10 Understands the 5 essentials
- S.11 Can right a capsized dinghy
- S.12 Knows the importance of personal safety and telling someone ashore

### **Gold**

#### **All the criteria for the Bronze and Silver award plus:**

- G.1 Can rig, launch and recover in an onshore wind
- G.2 Can reef a dinghy according to the weather conditions
- G.3 Can tie a round turn and two half hitches, bowline and clove hitch
- G.4 Can demonstrate the 5 essentials
- G.5 Can sail on all points of sail
- G.6 Can beat up wind
- G.7 Can gybe from training run
- G.8 Can come alongside a moored boat
- G.9 Understands how a sail works
- G.10 Knows basic terminology for use afloat
- G.11 Understands a racecourse, starting procedure and racing rules
- G.12 Understands the Beaufort scale
- G.13 Knows when to reef





## **Benefits**

Dinghy sailing is great for the mind and the body and can provide the following benefit for students:

- **Fitness:** Sailing helps to build core muscle groups, with the demands of hiking on the side of a boat; improve balance and concentration to stay safely on course; and develop hand-eye coordination when steering the boat.
- **Adventure:** Instilling a sense of adventure in a student is an important seed to plant. Sailing takes students away from the normal and places them firmly in an environment that is exciting and refreshing.
- **Work Ethic:** Sailing is a great way to teach work/reward lessons in an instantaneous way. There is hard physical work to be had while sailing but it is a work that is gratifying and immediately shows its purpose, which is of particular benefit for students with a short attention-span.
- **Responsibility:** Students will need to be aware that boat must be handled with care and that this is imperative for the safety of all persons on board. They also build an appreciation and a responsibility for the natural environment they are in.
- **Teamwork:** The importance of good communication on board and the quality of teamwork is crucial. Sailing requires precise and timely communication among crew members, and other sailors, so this form of exercise is ideal for developing communication skills.
- **Ability to decide:** During navigation, students are responsible for making decisions for safe boat management. They will build self-confidence because there is nothing more significant than to be able to "captain" the boat by themselves.
- **Water confidence:** Learning how to sail teaches students to develop an awareness of the risks associated with deep-water and can help build student's confidence in open water.

## **Summary**

Sailing uses of combination of technique, strategy, technology, strength and skill, making it a challenging discipline to master. The constant mix of stimulation and ever-changing wind and water conditions will also work students' coordination and motor skills. Their brain will be constantly engaged on everything they need to do to sail the boat, making them 100% focused on the wind and the water. The RYA, the regulating authority for sail training in the UK and Europe, states that, "With a reliance on nature and the elements, sailing ... is about adventure, exploration, teamwork and fun."



## **Terminology**

- Boom** the horizontal pole that extends from the bottom of the mast. Adjusting the angle of the boom to the wind is how the dinghy harnesses the wind power.
- Hiking** the action of moving body weight as far to windward (upwind) as possible, in order to decrease the extent the boat heels (leans away from the wind).
- Tacking** turning the bow of the boat through the wind, so that the wind changes from one side of the boat to the other side. The boom will always shift from one side to the other when performing a tack - so you duck underneath it and sit the other side.
- Gybing** the opposite of tacking and is turning the stern of the boat through the wind so that the wind changes from one side of the boat to the other side and is simply a downwind turn.
- Capsize** when the wind gets the better of you and you don't hike hard enough the boat falls over. Students will learn how to right it and carry on sailing.
- Main Sail** the sail on the boom – usually the biggest therefore the main.
- Reef** Reefing is the means of reducing the area of a sail, usually by folding or rolling one edge of the canvas in on itself.
- Rigging** the system of ropes or chains employed to support a ship's masts and to control or set sails.





## Residential Trips

Residential experiences have been a traditional core element of outdoor education. Studies researching the effect of residential trips have stated that these experiences are a powerful developmental experience and high-quality residential learning does appear to boost attainment.

High quality residential trips are characterised as being most effective on improving outcomes for young people when they are progressive and embedded within existing programmes of delivery. It is also recognised that there can be significant increases in 'psychological resilience immediately following an outdoor adventure based residential' and that 'residential experiences can promote personal growth. These include the extent to which students feel in control, act independently and are able to solve problems.

Access to such important experiences should be an expectation for all young people. As illustrated by the highlighted benefits below:

**Improved Teacher-Student relationships:** Under a regular school environment there is sometimes friction between teacher and pupil. The environment created on a school residential trip allows the breakdown of this formal student-teacher relationship. As teachers involve themselves in residential activities pupils see a different side and a positive relationship is formed. This has endless benefits in the classroom post trip as students are more engaged with their teachers achieving an increase in learning.

**Engaging hard to motivate students:** In 2008 an Ofsted report concluded that taking students out of the classroom and into a more interactive environment was an excellent way to engage those students who find academic work challenging. Those who are sometimes disruptive in the classroom can use their energy in a positive sense either to engage in physical activities or explore their curriculum through visual stimulus, which is proven to be far more engaging.

**Personal and social development:** This is a very important factor in the lives of young people and schools play a huge role in this. Residential trips aid the personal development of pupils through taking a child away from home and embracing the world without their parents. Many children are away from their parents for the first time on school trips, which aids social development through creating strong bonds with their peers. Spending days and nights together creates enjoyment and life long memories that children cherish all the way into adulthood.

**Improving confidence:** A monumental outcome of school residential trips is the build-up of confidence among young people. On physical trips overcoming set challenges gives students a large boost as they learn to realise that they can achieve things they did not think possible. This can foster further academic confidence improving a student's capability in the classroom.





## **Duke of Edinburgh Award**

The Duke of Edinburgh (DofE) Award is a non-competitive, internationally recognised programme designed to encourage young people to develop positive skills and lifestyle habits. The Award is about personal challenge. It provides a balanced program of voluntary activities which encourages personal discovery and growth, self-reliance, perseverance, responsibility to themselves and service to their community.

### **Structure of the Award**

The DofE programme consists of three progressive levels which, when completed, leads to a Bronze, Silver or Gold Duke of Edinburgh's Award. At KNBS students are offered the opportunity to participate with the Bronze DofE Award in year 9. If students successfully complete their Bronze DofE Award, they are offered the opportunity to progress onto their Silver DofE Award in year 10.

There are four sections to complete at Bronze and Silver level. They involve helping the community/environment; participating in a physical activity; developing new skills; and working as a team to plan, train and complete an expedition.

### **Benefits**

Any student at KNBS can do their DofE – regardless of their ability or background. Achieving an Award isn't a competition or about being first. It's all about setting personal challenges and pushing personal boundaries. Through the DofE programme students have fun, make friends, improve their self-esteem and build confidence. They gain essential skills and attributes for work and life such as resilience, problem-solving, team-working, communication and drive, enhancing their CVs and university and job applications. Beyond academic achievements, universities want to see evidence of 'soft skills' that have been developed through extra-curricular activities, such as communication, commitment, leadership and teamwork. The DofE Award is a fantastic way to demonstrate and evidence these skills in practice.





## **Bikeability**

Bikeability is a scheme based on the government approved National Standards for cycling training. The aim of the programme is to gain practical cycling skills to give students the skills and confidence to cycle on today's roads. Bikeability is much more than a cycle training programme. It delivers wide-ranging and long-lasting benefits to the students, their families and the community. Bikeability supports the culture, ethos and environment of a healthy school.

### **Structure of the programme**

Bikeability is organised and delivered at KNBS to years 7 and 8, depending on their previous experience of the award in their primary school.

Bikeability is delivered in three stages:

- Level 1 - Bikeability aims to develop cycle handling in an off-road environment and prepare riders for cycling on the road. Riders must be able to cycle (i.e. pedal and glide) to participate in Bikeability Level 1.
- Level 2 - Bikeability will develop riders' skills and confidence for cycling on single-lane roads and simple junctions with mostly moderate motor traffic flows, preparing riders to deal with short journeys such as cycling to school or the local shops.
- Level 3 - Bikeability equips riders with the skill and confidence to ride in more challenging roads and traffic situations, such as busier streets, queuing traffic, complex junctions and roundabouts. It also includes planning routes for safe cycling.

### **Benefits**

Bikeability training will equip students with the capability and awareness to cycle confidently on the roads. Cycling itself has many benefits:

- It is an essential life skill for children teaching them coordination, spatial awareness and confidence in their own abilities.
- It offers them the opportunity for independence and a sustainable travel option, plus it provides a healthy activity with physical and mental benefits.
- By encouraging more cycling amongst students (and their families) post Bikeability training, it can contribute to less traffic on local roads with the associated improvements in air quality and road safety.

The King's Norton Boys' School Outdoor Education Programme was constructed by B. Julian and P. Bishop in connection with the following awarding bodies and organisations:

