



M2 Module 2 | Facilitation script 1 From Curriculum to Compelling Learning

Session 1 | What are we trying to achieve?

(130 minutes)

	Description and time	Activity	PowerPoint	Resources from pack	Resources to be acquired by trainer
	Pre-training	Run the PowerPoint slide show with the pictures and text. Let the pictures speak for themselves.	Slide show		Screen and computer
1a	Introduction 5 minutes	Introduction and welcome.			
1b	Aims of session and how we will meet them 2 minutes	By the end of this session, you will: <ul style="list-style-type: none"> know what is meant by compelling learning experiences understand the range and scope of learning outside the classroom opportunities understand the benefits of building learning outside the classroom into the curriculum. You will do this by: <ul style="list-style-type: none"> analysing case studies analysing how learning outside the classroom can help meet a school's Every Child Matters (ECM) agenda considering how learning outside the classroom contributes to personal learning and thinking skills. 	PowerPoint slides 2 and 3 showing aims and how they will be met		Sufficient pens for anyone who may have forgotten to bring one
1c	What constitutes a compelling learning experience? 10 minutes	Divide the delegates into groups of four. (These will be referred to as home groups throughout the training and need not be made up of people working in the same school/curriculum area/age group.) Ask them to create a table on the flipchart (as shown on PowerPoint slide 6). Give each group three icon cards and ask them to complete the first two columns.	PowerPoint slides 4–6	Three icon cards per group – A4, C4 and E5	Flipchart paper and pen



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1d	10 minutes	Now give them each a case study card and ask them to complete the remainder of the table. If time allows, they can do the same for the remaining two case studies.		Case study cards (Appendix 3)	
1e	10 minutes	<p>Come together as a whole group and ask which case studies were successful and which were not. Why? Why not? What constitutes a compelling learning experience? As SMT, learning outside the classroom impacts on them and their school – they will need to decide if the learning experience is worth taking young people out of lessons for. Some points to cover are:</p> <ul style="list-style-type: none"> • learning objectives clear to staff and young people • planning and preparation • good time planning during the visit – young people should spend a significant amount of time on task • mostly new learning – not just consolidating learning • substantial activities – don't let time slip away • cross-curricular learning • allowing for incidental learning • activity is safe/real and relevant • giving young people a sense of autonomy • giving opportunity for collaboration and cooperation • broaden horizons and raise aspirations. <p>Record useful information on the flipchart.</p>			Flipchart at front of training room



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1f	Building learning outside the classroom into the curriculum: ECM 15 minutes	This activity will look at how learning outside the classroom can contribute to the ECM agenda. Maintain the home groups and give each member of the group one of the ECM cards and place the Learning Outside the Classroom situation cards in the middle of the table. The Learning Outside the Classroom cards are a mixture of examples of learning outside the classroom activities. The instructions for each individual are on their cards. Encourage the groups not to discuss for too long, and to keep moving on to the next card.	PowerPoint slide 7	One set of instruction cards and one set of situation cards per home group (Appendix 4)	
1g	ECM 10 minutes	Ask home groups to add up how many situation cards they put into each of the sections of the ECM agenda. Record onto flipchart paper. Many of the cards would have fitted into several areas and there should be a good spread, showing just how well learning outside the classroom fits in to aspects of the curriculum that schools have already embraced.	PowerPoint slide 8	Appendix 4 General points linking to learning outside the classroom and ECM agenda	Flipchart paper and pen at front Make table as the one on the PowerPoint
1h	ECM 10 minutes	Invite delegates to give you examples of good practice from their schools that meet both the ECM and the learning outside the classroom agenda. Encourage them to stick to examples that they have found to be particularly valuable or that are unusual enough for other delegates to benefit from hearing about them.			



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1i	Building learning outside the classroom into the curriculum: PLTS 3 minutes	Ask delegates to work with their own school/dept members. Introduce the activity by showing the PowerPoint and asking delegates to think about what sort of personal, learning and thinking skills (PLTS) they would like the young people for whom they are responsible to show. They should write these in their resource books.	PowerPoint slide 9	Delegate resource book, page 2	
1j	15 minutes	Refer delegates to pages 4 and 5 of their resource book for more detail on PLTS. Ask the new groups to consider the learning outside the classroom opportunities they currently offer young people that develop these skills. Are there any others that would be more suitable? There is room to note their responses on page 2 of their resource books.	PowerPoint slide 10	Delegate resource book, pages 2, 4 and 5	
1k	10 minutes	Ask for volunteers to report back their findings.			
1l	Compelling learning experiences: What do you want to achieve? 10 minutes	Show the PowerPoint that displays the ten outcomes of high quality outdoor education as listed by the English Outdoor Council. Ask delegates to work individually and to consider which of these are most important to them for the young people in their own school. They should list them in order of importance in the Diamond 9 grid on page 7 of their resource books. After five minutes, ask them to share these with someone from another school.	PowerPoint slide 11	Delegate resource book, page 7	



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1m	10 minutes	Look back at the flipchart responses from the first activity – what makes a learning experience that is truly compelling? Ask delegates to think of (up to) three extremely compelling learning outside the classroom experiences offered to young people in their school/dept etc, to write them into their resource book with a quick note as to why they may be so compelling.		Delegate resource book, page 7	Flipchart with responses from first activity
1n	5 minutes	Ask for one or two people to volunteer some examples of truly compelling learning outside the classroom from their school.			
1o	Summary 5 minutes	Revisit learning objectives. Remind delegates that they will need to bring a copy of their school/dept etc. development plan to the next session.	PowerPoint slide 12		