



Year 3: *The Field Trip*

The programme begins in the classroom. The two main characters, Simon and Tanya become members of the class for the purpose of the drama. Enter the activity leader Roger Morgan, who tells the class about the exciting week that awaits them at the Lady Dorothy Heathcote Outdoor activity Centre, including a treasure hunt with a mystery prize. Simon is intrigued by the treasure hunt and does not stop talking about it to Tanya. Roger tells the pupils they are about to board the coach and gives guidance about in-vehicle-safety and behaviour. They are also told whilst at the centre and inspector may appear to make an assessment.



The drama relocates to the school hall where the story continues inside the coach. Simon and Tanya are last on board and sit on the back seats. Tanya is nervous about staying away from home. Her mum has given her a

mobile phone and postcards to enable her to stay in touch. Simon is more relaxed and pre-occupied with the treasure hunt and eats his sandwiches as soon as the coach starts.



When the pupils arrive at the centre, Roger sees them off the coach and introduces them to his assistant (the teacher). The pupils are led to an information point where they are shown the layout of the activity centre and given some ground rules. Using a large map of the centre, the pupils work in three groups to identify the safety hazards in each of the zones and write rules for them. The first day at the activity centre ends with the pitching of the tent and all the pupils under canvas listening to a story.

The pupils settle down for the night. Early the next morning, Simon wakes up before everyone else and he and Tanya sneak out of the tent to go on a 'secret mission'. Simon and Tanya are still absent when Mr Chipchase, the inspector, arrives to check the smooth and safe operation of the centre. He is followed moments later by the irate Mrs Whitting, carrying a bicycle with a twisted wheel caused by a collision with her car. She claims it was being

ridden dangerously by two pupils from the site and demands to know who the culprits are.

Whilst Roger attempts to keep control of the situation, Simon and Tanya are seen sneaking back to the class group dirty and dishevelled. Roger reappears to find Simon and Tanya, and calls a meeting of the camp council in an attempt to find out the truth about what has happened. Using the hot seating technique the pupils are given the opportunity to question Simon and Tanya about where they have been and why they have disobeyed the safety rules.



The programme ends with a letter writing activity in which the pupils work in groups to write one of the following letters to explain their actions and the safety lessons and responsibilities they have learned: Simon to Mrs Whitting, Tanya to Mrs Whitting and Roger to Mrs Whitting. The group reconvenes to read out the letters.



Evaluation Overview:

Collated results of The Field Trip provided excellent, positive feedback.

The teacher evaluation form asked teachers to rate aspects of the programme on a scale of one to five, 1 being poor and 5 being excellent. Of the fifty responses over 75% rated the road safety information in the programme as good, very good or excellent. Over 70% rated the opportunities for pupils to practise skills in relation to keeping safe as good, very good or excellent and over 85% rated the quality of the overall performance as good, very good or excellent.

Teacher responses also included:

‘The drama was fantastic – one of the best we have ever had in school – this was not run of the mill, the pupils and staff were full of praise.’

‘Very good, travel, seatbelt safety and the idea of examining the map areas and pointing out potential dangers was particularly useful. Children felt involved and their contributions worthwhile.’

‘Excellent, it gave them a chance to use and discuss their skills, they may know these skills but unfortunately don’t use them. Very good character displays and visual aids added a lot more depth and helped imagination.’

‘Super idea to make the children think about safety in a stimulating and fun environment.’