Prepare for Excursions

Excursions form a major part of ANGLO programmes. They are intended to be fun and enjoyable but need to have structure and purpose so that they make sense in the context of the programme.

Here we look at preparing for excursions from multiple perspectives.

Preparation Students Receive

As part of their lessons, students learn about the places they will visit in the second lesson of each day. Care is taken to ensure students do these lessons *before* they go on the related excursion but due to timing and logistics, this isn't always possible.

In these lessons students have the opportunity to share what they already know about the place they'll visit, learn basic information about the place, and also receive an 'excursion challenge', some kind of task they have to try and complete during the excursion. In the equivalent lesson the next day, students feed back to the class on the results of the challenge.

Immediately prior to departure, ANGLO Leaders will brief students on the itinerary for the trip ahead including: transport, timings and safety information (see subsequent sections for more info).

Preparing for the Excursion (as an ANGLO Leader)

1. **Know** the destination. Check the timetable, and ask your AM/PM.
2. **Check** the method of transport with your AM/PM.
3. **Confirm** leaving **time**, return time, food instructions and entrance instructions.
    1. You'll need to know what time you are leaving and what time you are returning to campus. This will help you plan your journey times.
    2. Full day excursions and some half day excursions involve a packed meal or meal out.
    3. Some excursions include an entrance to a museum/attraction. The time of the entrance may be very strict so you will need to plan for this.
4. **Grab** the **itinerary** for your excursion from the Activity Hub
5. **Liaise** with your group leader. Normally your AM/PM will pair you with a group. It's best to talk to the group leader directly to make sure their expectations for the excursion are understood.
    1. **Modify** the itinerary as necessary in agreement with the group leader.
6. **Route planning**. If you are using public transport, plan the route you will take, and take note of it. Consult with a teammate or your AM/PM if you have any doubts. If you are travelling by coach, plan the route around the city you will be visiting.
7. **Weather**. It's a good idea to check the weather the day before your excursion. You might want to change your clothing, and/or remind your group to bring some extra water to drink.

> Think: destination, route, communication, food, itinerary, safety, weather

> The Activity Hub hosts a wealth of information and resources for all excursions

Preparing Yourself for the Excursion

1. Make sure you're confident on the itinerary (ask a colleague or manager if not)
2. Have you got a booking reference number if there is an entrance to an attraction?
3. Have you got a specific train (or bus) to catch?
4. Have you got a water bottle for yourself?
5. Have you got appropriate shoes (no sliders/flip-flops) and jacket/raincoat? (Weather dependent)

Before Leaving Campus

- Before you leave campus with your group (regardless of your transport method), make sure you're ready
  - You've done all the steps in Preparing for the Excursion
  - You've done all the steps in Preparing Yourself for the Excursion
  - You know how many students and group leaders you are accompanying
- Meet your group, introduce yourself to the group leader and group (if you don't know them already)
- Double check the number of people matches the information you have been given by your PM
- Make sure everybody knows the immediate plan e.g. get on coach number 1, or catch the tube to x station
- Review the Emergency Reaction Plans, in particular:
  - Make sure that students know if they are separated from their group on public transport, they must get off the train at the next station and wait (or if they fail to get on the train they should wait on the platform)

> TOP TIP: Shout a big hello to get your students' attention and introduce yourself. You can then ask them to repeat any instructions to check comprehension: e.g. "Where are we getting off the train?"

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