

How do school visits contribute to the development of learners' skills?

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| Learners send us a set of questions before the visit. | The learners have organised the visit themselves, <i>e.g. bus hire, guide.</i> | The learner makes field sketches during the visit, <i>e.g. of a machine, site, building, decoration, artefact</i> |
| The learners make a souvenir, <i>e.g. badge, banner, book mark</i> during the visit. | The learners work as a member of a team in order | The learner works as a member of a team in order to collect data. |
| The learner works as a member of a team in order to solve a mystery, <i>e.g. 'why isn't Twm in work today?' 'why aren't there as many birds here today?' 'who lived here?'</i> | The learner works as a member of a team in order to search for evidence, <i>e.g. remains, signs, symbols, dates, plants, natural materials.</i> | The learner has to make careful observations during the visit. |
| The learner has to make accurate measurements during the activity. | The learner has an opportunity to classify, <i>e.g. materials, artefact, factors.</i> | The learner works as a member of a team in order to plan an experiment or investigation. |
| The learner completes a worksheet or questionnaire during the visit. | The learner has to communicate clearly during the visit, <i>e.g. express an opinion, present an argument, role play, give instructions, present ideas.</i> | The learner has an opportunity to create a sequence of steps, <i>e.g. manufacturing process, water cycle, prepare for a voyage, series of events.</i> |

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| <p>The learner has an opportunity to use a second (or third) language.</p> | <p>The learner has an opportunity to identify causes and effects, e.g. <i>industrial growth and decline, chemical, human or physical changes, an event.</i></p> | <p>The learner has an opportunity to solve a problem, e.g. <i>'how can we move the heavy stone?' 'how can we cross the river?' 'how can we drain the land to grow crops?' 'how to improve access to disabled visitors?'</i></p> |
| <p>The learner has an opportunity to make decisions, e.g. <i>which 5 artefacts tell the story..? What equipment do we need to prove...? What equipment do we need to make... What materials do we need to create..?</i></p> | <p>The learner has an opportunity to present his / her conclusion(s), e.g. <i>a presentation to the curator, portfolio councillor, animation, model, mural.</i></p> | <p>The learner has an opportunity to reflect on the learning, e.g. <i>'I've learnt..' 'the visit has helped me by..' 'tomorrow I will...' 'when I have an opportunity like this again I will...'</i></p> |
| <p>The learner has an opportunity to use subject / specialist terms.</p> | <p>The learners have told us what they hope to gain (knowledge and skills) as a result of the visit.</p> | <p>The learners have planned the learning process or method.</p> |
| <p>The learner has an opportunity to identify, describe and explain the similarities and differences, e.g. <i>by comparing settlements, ships, processes, ships, tools.</i></p> | <p>The learner has an opportunity to identify, describe and explain patterns and relationships, e.g. <i>what's the connection between Anglesey and Liverpool? What's the connection between rhododendrons and the rest of the World?</i></p> | <p>The learner has an opportunity to develop a point of view and to make a decision, e.g. <i>'how should we remember slavery? How should we remember the local landowner?'</i></p> |
| <p>The learner is able to use a website which is linked to the site / visit.</p> | <p>The learner can use a collection of digital sources which are relevant to the site / visit, e.g. <i>MP3 files, GIS data, a collection of photographs.</i></p> | <p>The learners can use specialist equipment and materials which are not available in schools.</p> |