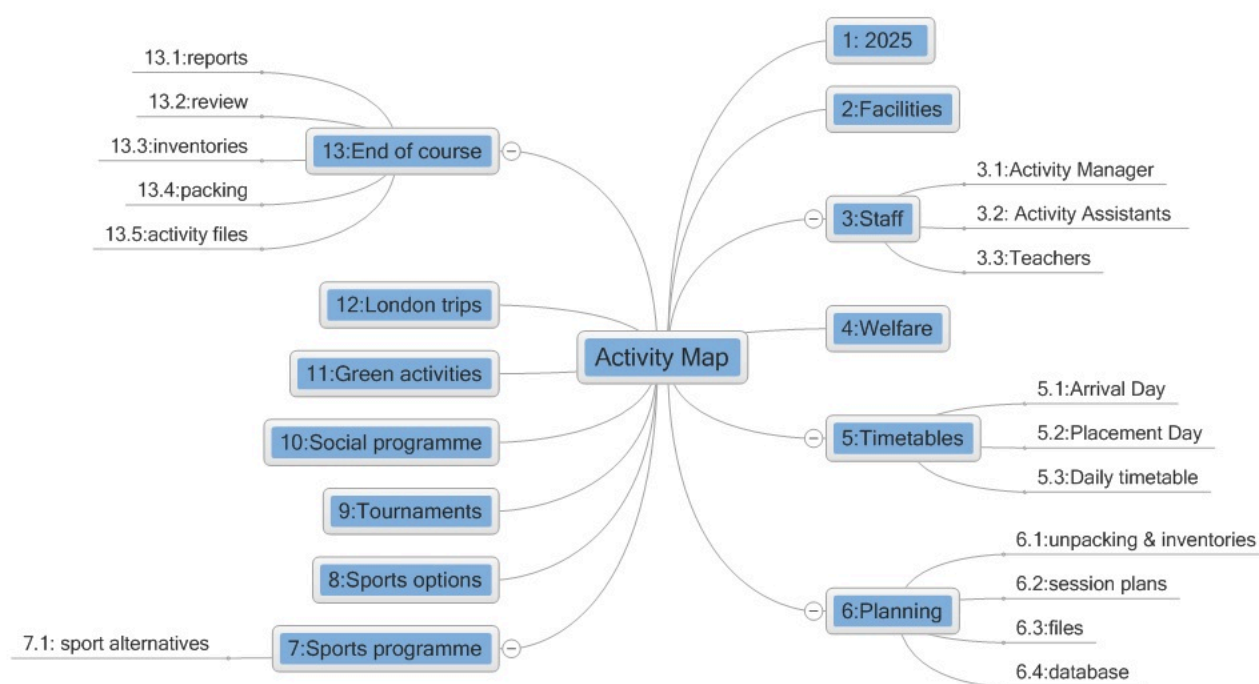




## ECS Activity Map 2025



ECS courses offer fun, friendship, and learning in a safe, natural environment. We offer supervised sports and social activities each day, tailored to the children's age group. The goal is for everyone to have fun, make friends, stay active, and improve their English. This activity map outlines the full program—please read it and ask if you have any questions.

### 1: 2025

- Two age groups: children (8 – 12) and teenagers (13 – 17).
- 8 - 12 year olds will be accommodated in Grosvenor House. Teen boys and girls will be in Prichard House.
- We may host a small monolingual group staying in The Mansion but taking part in activities with the other children.
- Two 2-week courses over four weeks. There will be three airport days.
- Two weekend trips to London (first and third weekends).
- Planning in the morning, sports and outdoor activities in the afternoon, social programme in the evening
- Golf and tennis lessons will be held at the school.

## 2: Facilities

Port Regis School has large grounds with sports fields, a practice golf course, woodland, ponds and a stream. Facilities include an all-weather pitch for football, hockey, and tennis, additional tennis courts, a sports hall with squash and table tennis, and a 25m indoor pool. There are two performance halls - one for lectures, films, and shows, and another for discos, stage performances, and indoor activities. Activity staff work in two classrooms near the summer school office - one for sports equipment and planning, the other for social program equipment.

## 3: Staff

**Activity Manager** - has overall responsibility for the successful and safe delivery of sports, social events and excursions for pupils of all ages. Oversees report writing. Helps plan and lead a full, varied and safe activity programme.

**Activity Assistants** - flexibly provide help with planning and delivery of the activity programme across the age groups.

**Teachers** also assist with the afternoon and evening activity programme on a rota basis.

### 3.1: Activity Manager

Before the course:

1. Read our Notes for Staff, our Child Safeguarding policy, this Activity Map, the ECS Excursions Guide and other information we may send you about the activity programme. Raise any queries with the head office.
2. Try to bring any first aid qualification up to date before employment begins.
3. Talk to ECS and begin planning the activity programme.
4. Attend online and in-person induction meetings. Find out about the skills of the staff team. Explain the programme and systems to new staff.

During the course:

- Help unpack at the start of the course and pack at the end.
- Work with the Course Manager, staff and providers to ensure activities run smoothly and safely.
- Follow the **Excursions Guide**, organise excursion groups, brief the Trip Leader, occasionally join and supervise trips.
- Check **session plans** before activities, including risk assessments and backup plans for bad weather. Ensure facilities and equipment are ready.
- Lead **daily planning meetings**. Make sure everyone knows their tasks. Encourage creativity and the 'wow' factor.
- Post clear and up to date schedules and posters for activities and trips.
- Assign **teaching staff** to assist with activities, brief them and handle any issues.
- Start every sport session with warm-ups and skills training.
- Encourage staff to track and record students' achievements for meaningful reports. Write and oversee the writing of **student reports** by sports staff.
- Communicate with students, encourage participation and help them mix with other nationalities.
- Use and manage the use of two-way radios for activities.
- Help supervise students during morning break times and make sure pupils stay hydrated.
- Ensure **first aid kits** are complete and that staff know where to find them.
- Play an active part, for example coaching sports or leading a social activity.

- Monitor activities, discuss improvements and record feedback.
- Log all incidents and near misses in the **Incident Book**.
- Keep **equipment** in good condition, maintain clean playing areas and store equipment properly. Request new supplies in good time and make inventories at the end of the course.
- Conduct staff evaluations and give feedback on teachers' participation.

### 3.2: Activity Assistants

Before the course:

1. Read our Notes for Staff, our Child Safeguarding policy, this Activity Map and other information we may send you. Raise any queries you have with the head office.
2. Attend online staff meetings and help plan the programme.

During the course:

- **Plan ahead:** Create and submit a full session plan before each activity.
- **Make activities exciting:** Ensure they are engaging, realistic, and well-prepared, with backup plans for bad weather.
- **Ensure safety:** Assess risks and ensure activities are safe, age-appropriate, and enjoyable. Know where to find first aid kits.
- **Respect pupils:** Stay patient and friendly and remember this is their holiday.
- **Explain clearly:** Think about the best way to demonstrate activities to students.
- **Join teacher briefings** before activities.
- **Be organised and punctual:** Request supplies in advance and be on time for meetings and activities.
- **Encourage English practice:** Use activities to help students improve their English and mix with other nationalities.
- **Communicate:** Get students involved and listen to their ideas.
- **Use two-way radios:** Bring them to activities and recharge them afterward.
- **Take care of equipment:** Keep spaces clean, turn off lights, and put everything away after use.
- **Provide feedback:** Discuss any issues and suggest improvements.
- **Record incidents:** Log serious incidents or near misses in the **Incident Book**.
- **Supervise students** during morning free time and assist with excursions / at airports as necessary.
- Take part in **debriefings**, help write **student reports** and help **pack up** at the end.

### 3.3: Teachers

We choose teachers who are willing to help with activities. They may not all be good at sports, but they should set a good example and participate. Try to match teachers with activities they enjoy - just ask them what they'd like to do. If someone isn't making an effort, let us know as soon as possible so we can address it. We advise teachers:

- Let activity staff know your preferences and skills (e.g., arts and crafts, walks, drama, music, etc.), but be open to helping with other activities too.
- Find out each day whether you're helping with the afternoon or evening program.
- Attend activity briefings to understand your role.
- Be on time and wear appropriate clothing.
- Your role usually doesn't involve planning, but you'll assist or help run activities.
- Help group students and take charge of a group if needed.

- Support activity staff in giving instructions to foreign students - speak clearly, use simple language, and demonstrate when possible.
- Be positive and involved - avoid standing on the sidelines.
- Safety is a priority; report any concerns to the organiser.
- After the activity, help tidy up and escort students to their houses.
- Your duty period doesn't end with the activity; afternoon duty continues until the evening meal and evening duty continues until student bedtime.
- Enjoy spending time with the students and help them make the most of their holiday. The more you put in, the more you and they will get out!

#### 4: Welfare

Your role requires special attention to health, safety, and welfare. You must read and follow our Child Safeguarding Policy. Know which staff members are First Aid trained and update your training if possible. Plan activities with safety in mind and with at least two staff members present. Ensure a working two-way radio is available and a first aid kit nearby.

Remember our aim of providing fun, friendship and learning for the young people in our care. Be patient with the children—they may be shy, confused, homesick, or unfamiliar with the schedule. Never shout at them. Explain things clearly or ask experienced teachers to help.

#### 5: Timetables

##### 5.1: Arrival Day

There are separate timetables for Arrival Day, for Placement Day (the first teaching day when we allocate pupils to classes); for weekdays and weekends. The following table is a guide only, with timings subject to change.

08:00	Breakfast
08:30	Staff on airport duty leave. Some activity staff may need to help at the airport.
Morning	Plan activities, create lists of students doing sports options, put up notices, displays, flags, bunting, etc. and occupy any early arrivers.
13:15	Lunch
14:00	Meet, greet and occupy early arrivers. Most students will arrive by coach from the airport around 4.30 and 7pm. Some will arrive with parents around 2pm, maybe earlier. Think about how to occupy early arrivers. Non-demanding, fun, drop in activities are best. eg. parachute games, football, play ground, etc. Make sure there are attractive notices about what is on offer throughout the day.
16:00	Refreshments. This is a good opportunity to gather everyone together and check everyone is OK. Try to encourage them to join the afternoon activity afterwards.
16:30 (approx)	First coach arrives form airport. Provide low-key ongoing activities for them to join after they checked in with house parents and have moved into their rooms.
18:30	Evening meal
19:00 (approx)	Arrival of second coach from airport. Be prepared for delays. Help to meet and greet and direct students to their boarding houses.

19:30 – 20:30	Evening activity
20:30	All pupils return to boarding houses for meetings and fire practice.
	Bed times as appropriate, probably a bit earlier than usual

## 5.2: Placement Day

Placement Day is the first teaching day after pupils arrive. The timetable is different from normal. You may be asked to assist teachers with placement and to help occupy pupils while tests are marked. Students will be going back into class so it's best not to organise anything too physically demanding. Make sure pupils remain hydrated.

## 5.3: Daily Timetable

Please see the Student Weekday Timetable at the end of these notes.

## 5.4: Duty timetable

We divide the day into three parts, morning, afternoon and evening. Teachers are usually 'on duty' (ie. available to help with the activity programme) for one of these sessions each day. There is a staff duty timetable that shows this and also shows days off.

## 6: planning

Please see [www.countryschools.co.uk/courses/staff-induction](http://www.countryschools.co.uk/courses/staff-induction) for details of pre-course induction events. Our online resources database (see below) will be helpful.

## Activity Planning Guidelines

- **Variety is key** – Include different activities each week for both sports and social events. Avoid repeating favourites too often.
- **Start with familiar games** – This helps students feel comfortable before introducing new or sillier activities. See *How Teens Play* in the resources database.
- **Prioritise safety** – Plan for risks and ensure staff are prepared.
- **Check equipment and make backup plans** - for example for equipment failure or bad weather
- **Encourage diversity** – Avoid activities that promote national rivalry. Create mixed teams to ensure fairness.
- **House system** – can encourage enjoyable competition, but rotate members and staff to maintain motivation and fairness.
- **Gender-based activities** – Occasional boy vs. girl or separate gender activities can be fun, but don't overuse them.
- **Staff vs. student games** – These are popular, but focus on making the game fun rather than overly competitive.
- **Respect teachers' time** – Use their help wisely and fairly, balancing their workload.
- **Clear explanations matter** – Break down complicated activities into simple steps and provide clear briefings plans for staff.
- **Don't assume** - any activity will run itself! Even discos and film nights need planning and preparation! Check previous planning notes for ideas.

- **Make activities exciting** – Add elements that make students say “Wow!”—it can turn an average event into a great one.

### 6.1: unpacking and inventories

On arrival at the school help unpack and organise resources for the activity programme. As you unpack make an inventory of equipment. If you notice anything missing or in short supply tell the course office. New orders can take several days to arrive.

### 6.2: session plans

For each activity you must complete a session plan. Session plans from previous years are available in the resources database and in files at the school. The aim of session plans is:

- To draw on experience from one summer to the next
- To help you to think systematically about each activity and plan it in detail including What if? scenarios and safety issues
- To tell other staff how the activity works and their role
- To record anything that went wrong / improvements that can be made for the future

### 6.3: Files

There are various files of materials relating to the sports and social programme for different age groups. Please take time to look through these when you get to the school. Activity files vary in content but between them expect to find:

- Lists of students: names, ages, genders, health notes, sports options
- Posters from previous programmes
- Weekly programmes and session plans from previous summers
- Instructions for various activities, warm-up and skill development exercises
- Sports hall / swimming pool timetable
- Advice and general info manuals
- Ideas for skits and games for camp fires / course shows
- Ideas for indoor games

### 6.4: Database

Many of the above are also in a database of documents for the academic and activity programme: useful for pre-course planning and for finding things quickly. You can find it at <https://countryschools.infomanaged.co.uk> Please contact us for log in details.

## 7: sports programme

Expect to be able to organise any or all of the following:

- |                |                                 |
|----------------|---------------------------------|
| • Squash       | • Handball                      |
| • Croquet      | • Football (indoor and outdoor) |
| • Dodgeball    | • Unihoc                        |
| • Swimming     | • Tag rugby                     |
| • Water Polo   | • Rounders / baseball           |
| • Multi sports | • Tennis                        |
| • Volleyball   | • Table tennis                  |
| • Badminton    | • Athletic / 'Olympic' events   |
| • Basketball   | • Frisbee                       |

## **Sport alternatives**

In 2025 we plan to organise nature-based alternatives to sport under the heading 'Nature Connection'. These might include:

- map reading
- countryside walks
- geocaching
- nature art
- kite making / flying
- pond dipping
- litter picking
- bird / flower / tree spotting & identification
- drawing & painting
- den building

## **8: Sports options**

On weekday afternoon some students will receive lessons in tennis or golf. These are booked and paid for in advance. The Activity Manager is responsible for liaising with sports coaches and house parents so that students know about their lessons and attend punctually. A teacher should accompany students for their first session. Keep an eye on sports options in progress and provide feedback.

## **9: Tournaments**

Free time is provided daily for each age group but some students prefer to be occupied. You and house parents can organise informal tournaments for those who are interested:

- chess
- Connect 4
- tennis
- table tennis
- squash
- pool

Tournaments should be held during free time, not as official activities—except in bad weather. Students need clear guidance and encouragement to join. Explain the options, rules, sign-up process, and umpiring. Check the Activities File for details. Offer a good prize for winners and make the final a fun event for spectators. Emphasise that tournaments are for enjoyment, not competition.

## **10: social programme**

Expect to be able to organise the following:

- Hunts of various kinds: scavenger hunt, sardines, hide and seek
- Swimming pool games
- Water games
- Wide games
- Tag games
- Quizzes
- Films
- Discos
- Karaoke
- Tag rugby
- Board games (chess, draughts, Connect 4)
- Blind Date
- Man o Man / Girl o Girl
- Crazy sports
- Capture the Flag
- Countryside walks
- Song nights
- Talent show
- International evenings
- Ultimate Frisbee

+ lots of other game-like activities: see the Activities File for further ideas.

## IMPORTANT!

In order to ensure variety, each week try to include at least one of the following activity types:

- A whole-school outdoor activity (eg. wide game, swimming gala, crazy sports, water slide)
- A disco
- A stage activity (eg. talent show, fashion show, Mr & Mrs)
- An indoor 'floor' activity (eg. Casino, quiz, Bingo / Beetle Drive)
- A film
- A 'social sport' activity for everyone - eg. multi sport, dodgeball, crazy relays, staff v students
- From time to time include a 'free choice' from a number of smaller activities - eg. choose between makeup session, croquet or football. This works well, but you still need to session plan each activity.

## 11: Green Activities

Our courses take place in a beautiful rural location. As members of Green Standard Schools we try to operate as sustainably as possible and encourage our pupils to connect with nature. See 7.1 Sport Alternatives above. Read more at <https://www.countryschools.co.uk/why-ecs/environmental-responsibility> and watch a video at [https://www.youtube.com/watch?v=BLLEM\\_3urPc&t=3s](https://www.youtube.com/watch?v=BLLEM_3urPc&t=3s)

## 12: London Weekend Trip

This year we will be organising two London weekend trips – each with around 15 people going. You will need to take these into account when organising weekend activities.

## 13: End of course

### 13.1: Reports

We use an electronic report system where parents can view reports online. Near the end of each child's stay, activity staff should help complete their report. This includes a standard paragraph about the activity program and individual comments on the child's participation.

#### How to Complete Reports:

1. Log in at <http://www.countryschools.co.uk/CRM/login.php>.
2. Click 'Student Reports', select a course and student.
3. Copy the approved standard paragraph into the report and add your own comments about the child's participation.
4. Enter your name, and click 'submit' to send it for review.

#### Important Notes:

- The office may correct spelling or ask for rewording—this is to ensure clarity for parents who may not speak English fluently.
- There are separate reports for **sport and social activities**.



- Be honest and informative. Parents want to know what their child has done and how they interacted with others. Mention personal growth, like becoming more confident or cooperative.
- Give feedback gently, with suggestions for improvement.
- Keep language simple, avoid colloquial language, and remove unnecessary qualifiers like 'seems', 'quite', or 'rather'. You can use AI tools to help simplify wording.

### **13.2: Course Review**

We have traditionally run a Course Review before students leave - a show involving students and staff. Content is usually some or all of the following:

- Photos
- Video films produced by classes
- Songs by classes or by the whole school
- A sketch or other performance by classes
- Individual talents – e.g. music, dance, juggling, etc.
- A staff performance

Done properly, the end-of-course review is often the highlight of the course and forms a natural conclusion to all the fun and activity before pupils return home. It is often emotional, as the end of camp draws near.

#### **Planning the Show:**

- Start planning several days ahead.
- Coordinate with teachers about videos, photos, and class performances.
- Keep the number and length of acts manageable—focus on quality over quantity.
- Create a running order early so everyone knows what to expect.

#### **Preparation:**

- Arrange necessary equipment (lights, microphones, speakers, projector, etc.).
- Assign someone to handle technology and test everything beforehand.
- Encourage staff to participate—suggest ideas like a dance, song, or comedy act.

#### **Building Excitement:**

- Use posters and announcements to generate buzz.
- Schedule extra practice sessions, ensuring proper supervision.
- Keep waiting students engaged with activities.

#### **During the Show:**

- Choose a confident adult or senior students to host.
- Consider a fun "warm-up" to engage the audience (eg. clap and whistle signs).
- Remind students to be respectful and not talk during performances.

#### **Extras:**

- If possible, create a program for students to keep as a souvenir, with space for messages.

**Simplified Version:**

if time or energy is short, instead of a Course Review you can hold a talent show where students perform individually. Teachers and staff can still take part.

**13.3: inventories**

At the end of each course you will need to take stock of what equipment you have or may need for the next course. Tour the school and grounds for equipment that belongs to ECS. Update the inventory you made at the start of the course. Clearly indicate any new equipment needed for the next summer. Sign and date the inventory and leave it at the front of the activity file.

**13.4: packing**

Pack equipment away in boxes in as organised a way as possible. Seal the boxes, add an ECS sticker and a label describing the contents of each box.

**13.5: Activity files**

Organise the activity files so that they are ready for next year. Include in it your updated inventories, your programme for the summer, details of any particularly successful activities, etc. Also include copies of which children have done which options (golf, tennis, horse riding.) The activity files must be returned to the office at the end of the course.

**Finally**

We hope these Notes help you run activities smoothly. Your role is important, as a well-run programme significantly enhances the ECS experience for students. If you have any questions, just ask—we're happy to help!

Chris Etchells  
March 2025