

The Curriculum in Block 3

Courses starting in
September 2011

BEDALES SCHOOL

The Curriculum in Block 3

This booklet details the format of the curriculum in Block 3. The curriculum is designed primarily to fulfil the school's main academic aim, which is "to develop inquisitive thinkers with a love of learning who cherish independent thought". It builds on John Badley's conviction that education should fully involve the "head, hand and heart". It is also intended to be an appropriate preparation for the study further up the school, and to constitute a sound basis for public exam success, as well as preparing them for the broad and stimulating demands of Bedales Assessed Courses in Blocks 4 and 5.

Most of the curricular areas described are compulsory for all students, but there is some room for choice in relation to languages, as described below. To an extent, it is possible to create bespoke timetables according to needs and interests, but there is a substantial common core to the Block 3 curriculum.

Block 3 is a busy and rich time. We are, however, wary of allowing students to over-stretch themselves when we want to give them sufficient time to be reflective and pursue their extra-curricular interests whole-heartedly, so tutors will advise students on how best to achieve this balance. If a student's overall load exceeds 49 contact periods, we may require a student to drop something for their own good. The final decision on individual timetables rests with the Director of Teaching and Learning.

Curriculum choices in Modern Languages and Classics

The main area of curricular choice relates to languages.

All students who have significant prior experience of French (i.e. two years or more) continue this language in Block 3, even if they pick up another language in addition to this. This is to enable a fully informed decision as to which language to take to GCSE. All students are required to take at least one GCSE in a modern foreign language.

In addition to this, many students start a fresh course of study in either Spanish or German, though they are not obliged to do so. It does, however, give them some choice when it comes to deciding on their modern language GCSE.

Those who have studied Latin previously are able to continue with this should they choose to do so. Those who do not study Latin follow the course in Classical Civilisation.

Students with demanding extra-curricular loads who also study more than one language may be advised to drop either (or conceivably both) PRE and Drama to ensure adequate time is available for study and practice. This is at the discretion of the Director of Teaching and Learning. Both PRE and Drama can

be pursued at BAC level without having followed them in Block 3, so students are not disadvantaged in terms of later choices.

Notes on Individual Subjects

English

(4 periods of 35 minutes per week)

English is approached primarily through the reading of novels, stories, poems and plays. Pupils are encouraged to think, write and talk lucidly and critically about what they have read. As well as providing stimulus for the imagination and for discussion of social, ethical and personal questions, we hope that the study of literature will increase awareness of the potential of language as a medium of expression. This is developed through detailed examination of how language is being used to precise effect in particular contexts and it is hoped that a growing critical awareness will filter into the pupil's own creative use of language.

The study of the language spreads beyond its specifically literary uses and any examples of English in use are potential grist to the English teacher's mill. Journalism, diaries, letters, biography and travel writing, for example, provide a wide range of writing for study. Over the year pupils will build up a portfolio of written work which will form part of their end of year assessment.

As pupils develop their own writing their work is regularly corrected to improve basic accuracy. We would like to think that most will be familiar with a vocabulary of essential grammatical and literary terms before they reach us, but inevitably some will not be, and therefore some time is spent in Block 3 reinforcing this.

Mathematics

(5 periods of 35 minutes per week)

Pupils are taught in five sets according to ability. As well as reinforcing fundamental skills, the course provides a firm foundation for the IGCSE course in Blocks 4 and 5. The curriculum areas studied in Block 3 are:

- Number and Algebra (including indices, simple equations, simultaneous equations and sequences)
- Shape, Space and Measures (including the circumference and area of a circle, Pythagoras' theorem, areas of plane figures, volumes of prisms and straight line geometry)
- Handling Data (including mean, mode and median and frequency distributions).

The progress of each pupil is carefully monitored by regular testing and there is an end of year examination. More able pupils are entered for the intermediate Mathematical Challenge, which is a national contest.

Science

Biology

(2 periods of 35 minutes per week)

In Block 3 we concentrate on the fundamental topics of biology, although all the material studied is relevant to the IGCSE examination. As well as the content, we stress the development of scientific thinking (hypothesis formulation and testing); facility in report writing and presentation; observational skills (including use of the microscope and field work in the school estate), IT skills (including data-logging) and number skills, including graph plotting.

The topics covered are:

- Cells, Tissues and Organs – a study of the organisation of plants and animals, how substances move into and out of cells.
- Ecology, including work on the characteristics of life, classification and the use of keys.
- Nutrition, including diet and digestion, including the role of enzymes.
- Respiration, the chemical processes going on inside living things.

Lessons are conducted in an enquiry-based manner: seeking evidence, preferably from our own observation, and using experimentation (where possible) to verify hypotheses. Assessment is through preps, interim tests and a final end of unit test.

Chemistry

(2 periods of 35 minutes per week)

The Chemistry curriculum at Bedales is spiral and assumes no prior knowledge. Chemistry is studied using skills similar to, and co-ordinated with, those in Biology and Physics. Throughout the course, emphasis is placed on developing good practical, observational and recording skills and from those observations making sound conclusions. Experiments are learning experiences and we hope that the students gain skills in evaluating experiments so that they can be improved. In addition, good practice in scientific writing and diagram drawing is encouraged. Some experiments and lessons will involve the use of ICT and the internet. The sources are also evaluated.

The topics studied are:

- The periodic table and the metal non-metal division.
- The reactivity series through oxygen affinity and the extraction of iron
- REDOX reactions
- Word equations, naming and applying formulae to compounds

- Electrochemistry, cells and electrolysis

Progress through the course is assessed by the performance of pupils in preps and through end of topic tests. Other techniques widely employed include question and answer in class and also general discussion. At the end of the course students will evaluate their own performance and so will take with them improved skills for the next cycle of science education and for Block 4.

Physics

(2 periods of 35 minutes per week)

Physics in Block 3 introduces many of the key concepts that form an integral part of the work required for the IGCSE. In combination with Biology and Chemistry the emphasis is on developing scientific thinking and analytical skills to select, organise and present information clearly and logically, using appropriate scientific terms and conventions. While the mathematical demands are reduced, the patterns and principles emerge that will be developed at a later stage. An appreciation of the importance of accurate experimental work is built through developing practical skills and safe laboratory methods. The topics covered aim to develop an enjoyment of science and also an appreciation of its significance in wider contexts.

- Astronomy – the Earth's place in the solar system, galaxy and universe.
- Waves – wave properties, sound waves and the electromagnetic spectrum.
- Light – reflection and refraction and the behaviour of light.
- Domestic Electricity – its applications and hazards.
- Current Electricity – electrical circuits and their uses.
- Radioactivity – sources, uses and dangers.
- Energy resources – the future of the world's energy supply.

Assessment is through regular preps, assignments and topic tests. There will also be a formal presentation of individual research on the final topic and a synoptic examination at the end of the course.

History

(2 periods of 35 minutes per week)

Students join us in Year 9 from many schools and have pursued different routes through the National Curriculum Key Stages. By 'shadowing' rather than following the National Curriculum we are able to study topics in greater depth than is allowed for in Key Stage 3. We hope to offer students new experiences by selecting topics from the later stage of the chronological coverage and focusing on the more complex issues. Factual content is important but we are also determined to present students with challenging ideas.

We begin the year by examining the subject of History itself and great men and women in History. We look at the contribution of individuals to History and consider what might qualify some for 'Greatness'. This leads to a brief project by students in which they select, study and present their chosen 'Great' figure from History. In the process they will learn about research : how to use the library, how to use the Internet responsibly and even how to use a book! We then embark on a study of World War One, looking at causes, women's roles in the war, some key individuals (Haig, Lawrence of Arabia for instance) and the campaigns of the Somme and Ypres, leading to a 'Battlefields Tour' in the second term where we visit Belgium and France. Here pupils have an opportunity to trace the history of members of their family and to see how they were involved in the war. Towards the end of the year, pupils follow topics driven by the interest of their particular set teacher and the subject varies from set to set. Recent topics have included the Second World War, American History, a study of Empire and the French Revolution. Over the course of the year, we hope to find something that appeals to all students.

In History, we are attempting to develop the student's understanding of the process of historical argument by encouraging them to collect, sift and evaluate evidence. We also aim to improve their skills, such as reading, note-making, the construction of coherent explanations and extended writing, which we hope they will further develop in the GCSE course on Twentieth Century World History. A wide range of resources will be used during the year, including ICT software and the Internet, alongside more traditional sources of information. Where possible, we draw on students' knowledge and experiences in other subjects and environments.

Geography

(2 periods of 35 minutes per week)

Bedales provides the final year of Key Stage 3 continuing the geographical groundwork started prior to arrival at the school. Using the National Curriculum guidelines, we offer a dynamic and modern study of geography, including areas such as glaciation and climate change, investigations into 'Who do you think you are?', (looking at our place in the UK and Europe), Geographical Information Systems (GIS) and sustainable development.

Our aim is to provide a sound base for our students, guiding and preparing them for future study of Geography at BAC level should they choose to continue. Our curriculum is flexible; it enables us to incorporate the passions and interests of our students and follow current events on a range of scales from local to global.

The academic year begins with the Bedales Block 3 trip to Ullswater; students are given an introduction to the area prior to departure and complete

investigations on their return, making use of Ordnance Survey mapping and GIS early on. We build on these areas by looking into the long term effects of climate change on fragile environments. The next step is a move towards understanding what gives us a sense of place and where we fit in with significant places. We move through a range of scales from local to European and global places that have particular relevance and importance to our students as individuals.

The Spring term continues to build on the knowledge and understanding of sustainability and our future, before culminating in an extended project. This allows students to select an area of geography that is of interest to them and explore it thoroughly. Through their own individual study, students develop their research and presentation skills whilst putting together an in-depth finale to their studies of Geography in Block 3.

The development of independence and skills-based learning is a fundamental part of Geography at Bedales. Mapping and ICT skills are utilised extensively throughout the year, and working together with IT and other departments we aim to maximise students' use of these skills at every stage of their learning, whether guided or independent. Finally, fieldwork in any form is of great importance; whether completing environmental studies on-site or appropriate trips off-site we endeavour to provide the best for our students.

Assessment throughout Block 3 and subsequent years follows a formative approach, giving valuable feedback and guidance for future improvement. The students are encouraged to expand their use of skills and presentation styles, working on both individual and group assignments. There are a number of assessments throughout the year that will assess the application of skills and knowledge under examination conditions, and students are again given feedback and routes to improvement.

Modern Languages

(4 periods of 35 minutes per week for each language)

In today's world, knowledge of Modern Languages is an indispensable part of education. Through learning languages, students develop an appreciation of different countries and cultures. The ability to communicate in another language is a life skill and enhances opportunities for employment and travel. Learning a language enables students to develop their listening, speaking, reading and writing skills and supports the development of literacy in their own language.

French

In Block 3, all students except those with no prior experience of the language, study French and the majority carry on to GCSE. They are set according to ability and prior learning experience. The Block 3 curriculum aims to consolidate and to build on what they have studied so far, providing a solid

foundation for their GCSE studies. The course features a rigorous and comprehensive approach to grammar teaching as well as motivating and challenging topics and tasks, set in authentic contexts. For example, students work in groups to design a presentation on Paris. Use of the target language is widely encouraged in the classroom and a wide range of activities focus on reading and listening skills.

German and Spanish

Beginners' courses in German and Spanish are offered in Block 3; one of these options can be combined with the continued study of French. The courses assume no prior knowledge of the language. In German, we use Echo Express and in Spanish, Listos. These courses are designed for students taking an express route to GCSE in three years and aim to cover all the basics during the first year.

Lessons in a number of other languages such as Italian, Russian, Chinese and Japanese can be arranged on a private basis, leading to GCSE where appropriate.

Classics

Latin

The aim of the Block 3 Latin course is to consolidate the work students have done at their prep schools and further develop their understanding of Latin so that they are well placed to continue to GCSE if they choose to do so. Formal training in grammar and exercises to develop fluency in reading Latin are supplemented by the use of audio-visual and ICT resources. Latin's influence on English and other European languages is stressed throughout the course. As well as the Latin language the course explores many aspects of Roman and Greek civilisation, including mythology, entertainment, art and history and we use the very popular Cambridge Latin Course as our chosen textbook.

Some students will have studied Latin to Common Entrance standard at their previous school; however, it is possible in some cases for beginners to join the course. A prior consultation with the Head of Classics is necessary in such cases.

'Gratin'

Latin with Classical Greek, or 'Gratin', is offered to Block 3 Latinists and provides students with an opportunity to learn Classical Greek in parallel with their study of Latin. Students begin to learn about the language and culture of Classical Greece. Within the Bedales curriculum Gratin offers a unique opportunity to stretch and challenge our most talented linguists.

The study of Gratin assumes no prior knowledge of Greek.

Classical Civilisation

(2 periods of 35 minutes per week)

Classical Civilisation is studied by all students who are not following the Latin course. Many students have previous knowledge of Greek mythology, and the course builds on this through the study of the poems of Homer. Historical figures such as Alexander the Great and Julius Caesar, and topics such as Roman Britain and Athenian democracy, are studied to demonstrate how Greek and Roman culture still exercise a powerful influence through language, politics, philosophy, architecture and the visual arts. The work of the classes is carried out through a variety of means: reading and discussion; group work; oral presentations; ICT; videos; and more formal written exercises. This course provides a flavour of the corresponding BAC.

Art & Design

(2 periods of 35 minutes per week for each of these subjects)

In Block 3, the Art and Design Departments come together to introduce pupils to a wide range of techniques and concepts by running five-week courses in six areas. Three are run by the Art Department (Painting and Drawing; Pottery and Sculpture) and three by the Design Department (Resistant Materials, Textiles and Graphics with Systems).

Art

The Art Department offers pupils the opportunity to investigate and gain experience in the following areas:

- Aesthetics. Investigation of the basic elements of all Art. Colour, line, shape, pattern, texture, form.
- Impression. Objective visual analysis of the natural and man-made environment.
- Expression. The personal response to ideas and feelings.
- Communication. Investigation of the third major symbolic field, the communication of ideas that cannot be achieved by language or number.
- Manipulation. Direct intervention in shaping the world around us through the manipulation of materials.
- Environmental. The development of a critical awareness of the environment.
- Art: Historical and Social. A look at ideas in their context.

It is intended that during the course pupils should gain some experience of a wide variety of techniques, materials and processes.

In the 2D Art area these techniques include basic print-making and work with various types of paint media and coloured inks, oil pastel and coloured pencils.

In Pottery, pupils experiment with coiling, pinching, slabbing, inlay and sgraffito. In the Sculpture area the basic principles of modelling in 3D will be explored as well as assemblage and the building of structures. Group and individual project work is designed to develop some of the basic skills learned in Blocks 1, 2 and 3 at Bedales and at other schools, and to lay the foundations for future development. However, the main objective of work is to develop in all pupils, whether they will continue with an involvement with Art or not, some element of visual awareness and creative thinking.

Design

Resistant Materials

The course is designed to give experience with the basic hand tools and some machine tools that are found in the workshop. In the one or two small projects that are undertaken, emphasis is placed on accuracy and safety. There is always an input from the pupil into the designing of the work although it is rather limited in this first year.

Textiles

The course is designed to give the pupils an introduction to textiles and related techniques which use textiles. This is achieved through the development of one project. The techniques covered include dyeing, printing, painting and sewing by hand and machine.

Music

(2 periods of 35 minutes per week)

Members of Block 3 who are keen to develop their knowledge of music may opt to attend a weekly music class throughout their first year at Bedales. Having initially secured an understanding of the rudiments of music, students will be taken to more advanced levels of theoretical knowledge. They will also study the development of western notation, tuning systems and score textures. An appreciation of musical forms and historical styles will be encouraged through the analysis of scores and, albeit at an elementary level, the working of technical exercises in harmony and counterpoint. Case-studies will be made of various important composers through the use of both audio and visual media i.e. printed scores, CDs and DVDs. As the year progresses, students will have their aural perceptions developed through the writing down of rhythms and melodies dictated to them from the piano. The course is focused on western classical traditions, but *popular music* as well as *non-western music* and *experimental music* will also be included.

Drama & Dance

(2 periods of 35 minutes per week)

Drama seeks to establish good practice for group work, encourage a love of theatre, as well as lay the foundations for those who wish to continue with Drama as a Bedales Assessed Course.

The term is divided into different stages which open up various aspects of the subject, including improvisations, script-work, design sessions which comprise a visit to wardrobe, a talk on set and costume design with an introduction to our production history through our set models, newspaper costumes, mask-work and performing. Pupils also have the opportunity, outside lesson time, to get involved with the technical aspects of the theatre, through wardrobe and “Stage Crew”.

Throughout the term we aim to see self-confidence growing through pupils’ greater understanding of group dynamics, of the expressive nature of not only the voice but the whole body and in a growing awareness of the impact we make on each other as individuals and groups. We also aim to maximise the opportunities presented by the Olivier Theatre programme by linking work to this whenever appropriate.

Those who are particularly keen on acting have many opportunities to audition for both student-directed plays, the main school play which usually takes place in the Autumn Term and the Junior Play (Blocks 3 and 4) at the end of the Summer Term.

Dance forms an important part of the Bedales tradition, and all students are given some exposure to dance within their Drama groups. This establishes good practice for group work, encourages a love of movement and theatre, as well as laying the foundations for those who wish to continue with Dance as a Bedales Assessed Course.

Pupils create dances in response to an idea or stimuli often in pairs or groups, which strengthens their creative thinking and group work skills. They often perform their work to the class gaining in confidence from week to week.

Throughout the year we aim to see self-confidence growing through pupils’ greater understanding of group dynamics, of the expressive nature of the whole body and in a growing awareness of the impact we make on each other as individuals and groups.

There is a strong relationship between the Dance and Drama Departments and the Bedales Olivier Theatre, working closely on productions.

The annual Youth Dance Platform and Parents’ Day Display give performing opportunities as well as the chance to become a member of the new Bedales Dance Company who meet weekly.

There are continued opportunities to study Ballet, Tap and Modern as an extra-curricular lesson which builds specific style skills.

Games

All pupils in Block 3 follow a compulsory programme of Games. Activities include badminton, health and fitness, swimming, tennis and athletics, and pupils are able to make full use of the excellent facilities in the school. We also aim to develop successful teams, but still allow maximum participation, in our major sports. The major sports are football, hockey, basketball, tennis and cricket for boys and hockey, netball, tennis, rounders and athletics for girls. There are regular fixtures for these sports.

Outdoor Work

Outdoor Work on the school estate is available to Block 3 pupils in various slots. All students will have a short introduction to Outdoor Work as part of the induction programme. The work is varied; pupils might undertake particular projects, such as building barns, making a pond or creating natural sculptures. Otherwise they might, seasonally, make jam or chutney, plant trees, do hedging work, or undertake gardening and livestock management tasks. There is also a weekly opportunity to bake bread. An opportunity to deepen the skills developed on this course is available in the corresponding BAC option in Block 4.

Religious Studies and Philosophy

(2 periods of 35 minutes per week)

John Badley, the school's founder, claimed that "if the Bible is to be accepted or rejected as a religious document it should be done so from a thoroughly informed viewpoint". In keeping with this principle, the Religious Studies course aims to critically evaluate the key claims about the Bible. Students are asked to consider what kind of literature the Bible is, and whether it is intended for one function only. Focussing on the Genesis creation stories, students evaluate whether the Bible should be taken literally, and whether a religious believer can cogently accept a non-literal view of scripture. Following on from this, students undertake some work on whether science and religion are in conflict.

The second half of the course is more avowedly philosophical, and focuses on the thoughts of various philosophers on the nature of happiness. Students will consider the ideas of Aristotle, Epicurus, Seneca, Marcus Aurelius and the stoics, Jesus, and the Buddha. Central to the PRE course is that student should at all times have the opportunities to evaluate these approaches,

developing their skills to engage critically with philosophical ideas, as well as extending their knowledge and understanding.

Block Time

(2 periods of 35 minutes per week)

'Block Time' aims to prepare students for the world, both within and beyond Bedales: it incorporates PSHE, citizenship and current affairs.

Students receive and discuss health information relating to the following: mental health, safe sexual practices, the misuse of recreational drugs and tobacco and the use and misuse of alcohol. We aim to combine solid scientific facts with an appreciation of the emotional and social issues raised by these topics. We also discuss community values and various aspects of Citizenship. Using a flexible curriculum of current affairs, we explore national and international politics, economics and human rights. At various points in the year we bring in outside speakers to enhance our syllabus.

Private study

In addition to work in the classroom, students are given prep to complete in their own time. Prep can be done at various times in the week, a proportion of which will be supervised. The 'Junior Library' is the location for many of these sessions. To a large degree students have to allocate their time and prioritise their work according to their own programme and their own needs. During the course of Block 3 it is expected that each student will establish effective working habits and an appropriate balance between academic work and other pursuits.

Guidance and support

A student finding difficulty with a particular subject or piece of work should seek guidance from the subject teacher, who will offer advice on an individual basis. Guidance on organisation will be given by Tutors and House Staff, who will be informed by subject teachers or Heads of Department of any shortcomings over academic discipline. In such cases, discussion emphasising the need for the student to take greater responsibility, or illustrating strategies to overcome particular problems, will generally be sufficient; sometimes more formal measures such as a daily report sheet or Friday Work may be imposed. For students with specific learning difficulties, Learning Support lessons may be arranged; there is an extra charge for these.

Assessment and reporting

Students are regularly assessed through a variety of means appropriate to different subjects. These may range from short tests and written assignments to class presentations, practical projects and longer end-of-topic or end-of-year tests. Once or twice a term students are given 'Review' marks showing their attainment and application in class work and prep for each subject. These marks are discussed at a whole staff meeting and are made available online for parents to see, along with a comment from the Tutor. Students performing particularly well are referred to the Headmaster for commendation, and suitable measures are taken for those who are a cause for concern, either through their own lack of progress or through their impact on the work of others. Following this meeting, tutors discuss the Review in detail with each student. Parents' meetings for Block 3 are held in the Autumn and Summer terms, and written reports are provided each term.

Individual tuition

As well as the Learning Support referred to above, individual tuition is available in a wide variety of musical instruments, singing, speech and drama, tennis, dance, and in various modern foreign languages. Individual lessons are scheduled in periods specially reserved for the purpose, which are also used for music practice and private study; students are not withdrawn for these purposes from any timetabled lessons.

The wider curriculum

All students in Blocks 3, 4 and 5 take part in the daily Activities programme. From the moment they enter the school, students are also encouraged to take part in the wider life of the community. They may represent the school in competitive sports, join a choir, orchestra or band, take part in drama performances or write for the school newspaper. They can see a variety of exhibitions and performances in the Gallery and the Olivier Theatre.

Who to contact

During the first part of the academic year, House Staff will combine the pastoral and tutorial roles and will be the first point of contact for any questions about the student's personal or academic welfare. During the course of Block 3 each student will be assigned to a Tutor, who will be concerned particularly with the student's academic progress and extra-curricular programme. Thereafter, any questions about a student's academic programme or progress should be addressed in the first instance to the Tutor, who will refer to subject teachers for more detailed information. Any questions on the content of a particular subject should be addressed to the relevant Head of Department, whilst general questions about the content and structure of the curriculum or timetable should be referred to the Director of Teaching and Learning.

For further information about any aspect of the Bedales curriculum please contact the Director of Teaching and Learning, Alistair McConville, Bedales School, Petersfield, Hants. GU32 2DG; Telephone (direct line) 01730 711587; email amcconville@bedales.org.uk .

Activities

The Activities programme runs before supper on Mondays, Tuesdays, Thursdays and Fridays and after supper on Wednesdays and Thursdays. Students make a choice of activities each term and are encouraged to select a varied menu, including time for study and recreation, the development of special skills and interests and the opportunity to explore something new.

The Activities on offer change each term and vary from year to year. Here is a flavour of past activities offered:

Aerobics	Football
Aikido	Foreign Films
Archiving	Formula 1
Art Animation	Gem Sweater Jamboree
Art studio	Greek
Ball Games	Green Power
Basketball	Harry Potter
Basket-weaving	Hockey
Beading	Hydrotherapy
Beauty Salon	Japanese Bookbinding
Bedales Cadets Force	Jewellery Making
B-Daily (School newspaper)	Judo
Big Screen Cinema	Junior play rehearsals
Blacksmithing	Karate
Bread making	Library
Card Games	Meditation & Relaxation
Chamber Orchestra	Model Railway
Chamber Choir	Monopoly
Chess	Multi-gym
Choir	Multi Sports
Concert band	Music practice
Confirmation Class	Netball
Cooking	Photography
Country Walks	Playground Games
Creative Writing	Pottery
Cricket	Rugby
Dance	Sailing
Debating	Self-defence
Decorative Stitching	Sign Language
Digimedia	Sky at Night
Diving	Society Society
Drama games	Space Exploration
Duke of Edinburgh's Award	Spinning and knitting
Fencing	Stage Fighting
Film club	Step Aerobics
Film-making	Street Dance
First Aid	Supervised study

Swimming
Table Top Role Playing
Tap Dance
Tools for Self Reliance
Trampolining
Volleyball
Yoga
70's and 80's Music

