

## Evaluation of Learning Away

### Hypothesis 9: Resilience, self-confidence and wellbeing

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## Hypothesis 9: Resilience, self-confidence and wellbeing

*High quality residential learning programmes can significantly improve students' resilience, self-confidence and sense of wellbeing.*

### Background

Psychological resilience refers to how people cope with setbacks. People with high resilience are less likely to show negative emotions (such as anxiety or anger) or have mental health problems (such as depression) and are more likely to see situations in a positive light than those with low resilience. Resilience in children usually refers to individuals who are doing better than expected, given a history that includes adverse experiences<sup>1</sup>. There are many different protective factors that are important for resilience. Two that frequently emerge in studies of resilient children are good cognitive functioning and positive relationships, especially with adults<sup>2</sup>.

Self-confidence is having confidence in one's own abilities. Self-confidence can be a self-fulfilling prophecy as those without it may fail or not try because they lack it, and those with it may succeed because they have it, rather than because they have an innate ability.

A recent investigation<sup>3</sup> into the connections between wellbeing and achievement defined wellbeing as a condition of existence, or state of awareness, in which children and young people's social, emotional and psychological needs are met, in order that they can become successful learners, confident individuals and responsible citizens. A systematic review of child wellbeing research<sup>4</sup> noted five distinct aspects of wellbeing: physical, psychological, cognitive, social, and economic. Positive indicators comprise elements of a one-dimensional positive state, such as happiness. Deficit indicators represent a one-dimensional negative state, such as anxiety or depression. Anxiety is known as an important barrier to learning as it can have a negative influence on student performance, engagement and wellbeing<sup>5</sup>.

### Programme wide outcomes related to resilience, self-confidence and wellbeing

#### *Resilience*

Some clusters noted how the Learning Away experience was connected with improved resilience on the part of special educational needs (SEN) children. One SEN child from the Christ Church cluster (who had 1:1 support in school) explained before the residential that:

*'I'm happy sometimes, but need help when I'm stuck ... I'm sad sometimes and don't do my work. Sometimes I feel lonely. I have no-one to play with'.*

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<sup>1</sup> Cutuli, J. J., & Masten, A. S. (2009). Resilience. In S. J. Lopez (Ed.), *Encyclopedia of positive psychology*, volume 2 (pp. 837-843). London: Blackwell.

<sup>2</sup> Luthar, S. S. (2006). Resilience in development: A synthesis of research across five decades. In D. Cicchetti and D. J. Cohen (Eds.), *Developmental Psychopathology* (2nd ed.): Vol. 3 Risk, Disorder, and Adaptation (pp. 739-795). Hoboken, NJ: Wiley and Sons.

<sup>3</sup> CUREE & University of Wolverhampton (2008) Probe 5: What are the practical curriculum connections being made between wellbeing and achievement? QCDA/CUREE [www.curee-paccts.com/our-projects/qcda-building-evidence-base](http://www.curee-paccts.com/our-projects/qcda-building-evidence-base)

<sup>4</sup> Pollard, E. L. & Lee, P. D. (2003) *Child wellbeing: A systematic review of the literature* <http://64.106.149.16/c-pdfs/positive.pdf>

<sup>5</sup> Hattie, J. (2009) *Visible Learning: a synthesis of over 800 meta-analyses relating to achievement*. London: Routledge Taylor and Francis. pp 49-50.

Reflecting on the residential experience afterwards, the child's comments were much more positive:

*'I felt happy and brave. I wasn't scared of anything. I didn't need anyone to help me. I wasn't lonely.'*

But increased resilience whilst learning away wasn't confined to SEN children. Other children from Christ Church cluster reflected on the high levels of resilience they felt they exhibited during the residential, for example:

*'I persevered with the maze!'  
'The poetry was quite hard, but I kept trying!'*

For some, the increased resilience lasted long after the residential. A student from Thomas Tallis cluster reported:

*'I feel like I can do anything now. When I have a challenge that is difficult, I keep on doing it, even if I do it badly, until I can do it. Sometimes I am so proud of myself I feel like I am on top of the world.'*

#### *Self-confidence*

Student confidence was identified as one of the key intended learning outcomes by 12 out of 13 clusters, making this the most frequently selected aim of residential learning experiences. It was also the most frequently reported student outcome: a rise in student self-confidence was reported by all clusters and they highlighted this as one of the main benefits of Learning Away for their students.

##### *a) Whole cohorts of pupils*

As a result of Twickenham cluster residential, many pupils developed their confidence. For some, it was only after the trip that they admitted that they had been apprehensive about going away, e.g.:

*'I feel a lot more comfortable now that I've been'* (pupil diary, Goonhavern)

For others, increased confidence was associated with overcoming fears and worries about participating in specific activities during the residential. For example, almost three quarters of the children were worried about going surfing, with 'drowning' and being 'taken out to sea'; being mentioned most frequently<sup>6</sup>. During the residential, this activity was scaffolded and the pupils were offered different levels of participation (from surfing to just paddling) depending on their levels of confidence and swimming skills. After the activity, most of the children said they felt 'more confident', 'glad/proud I did it' or quite simply 'happy'. Many of them noticed the shift from being nervous about a challenging activity to feeling 'absolutely amazing' and proud of their achievement. They highlighted that they had learnt that [they need to] 'give stuff a try' and [that they] 'can do anything'.

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<sup>6</sup> Analysis of a sample (around 60% of the participating cohort) of pupil diaries from Twickenham

*b) Pupils with behavioural and emotional difficulties or SEN children*

There were several examples of benefits for pupils with particular challenges. Newall Green staff were particularly impressed with one student's increased self-confidence regarding communication with adults. Prior to her residential experience, the girl was unwilling to talk and typically replied to questions in a monosyllabic way. After her residential she confidently presented a PowerPoint presentation to a large group of staff, including the headteacher and external guests, describing her LA experience. Similarly, Christ Church cluster staff observed how one looked after child who usually suffered from lack of self-confidence in social situations, spoke to adults and students during the residential whom she had never spoken to before and she initiated conversations with her class teacher for the first time.

Hanover cluster reported how one child gained in confidence during the residential and how her confidence continued back in school afterwards. Before the residential, the child was nervous about going on the trip. She lacked confidence, could be withdrawn and tended to be on the periphery of social groups. She was also worried about her bedwetting problem.

Reflecting afterwards about the residential, the child commented *'I got to know people more than I did' and 'my happiest moment was...with friends'*. She was extremely positive about the trip, saying the experience was *'very fun'*. Her bedwetting was dealt with effectively by staff and she expressed her appreciation of this. Her eating was initially limited on camp, but improved considerably as the week progressed. She also became more confident and involved socially. By the end of camp she was actively sought out by a group of peers who might normally have overlooked her, and given a large role in the talent show. This made a significant impact on her confidence and ability to socialise with others which continued back in school.

*c) Confidence in specific areas of learning*

Other students gained confidence in specific areas of learning. Several students from the Calderglen cluster commented on the fact that their confidence in their sporting ability had been boosted. One student, for example, commented:

*'I disliked basketball as I didn't think I was very good, but after the trip my skills were much better and I can now shoot.'*

Many students spoke of how they had learned about the importance of 'giving something a go' and persevering from taking part in outdoor activities:

*'The more you do, the better you get.'*

*'I learned that I can do well if put my mind to it.'*

*d) Transferring learning and skills from LA to school/home contexts*

Some students went so far as to transfer what they had learned from having a go at some of the more adventurous activities to their life at school. One of the Canterbury cluster students described how learning about accepting an element of risk in outdoor activities, changed his attitude to trigonometric tasks and problems, which, in his own words, he would not have previously even looked at, let alone attempted to solve. Other students

commented on being more confident about going into lessons, especially English, and finding it easier to go into exams.

For primary pupils, it was often parents and staff that noticed the sustained change in some children's confidence. A parent from Twickenham, for example, emphasised that her son found it much easier to 'express himself in class' and 'try out new things' after going on the residential. She attributed her child's newly found ability to 'open up' to him having the time during the residential to build rapport with other pupils and staff and successfully overcoming challenges during the residential.

Taking part in adventurous activities helped to bolster the self-confidence of many children in the Bulwell cluster as their teachers' reflections below show.

*'Susan remembers sitting for what seemed an eternity at the top of the tower, plucking up the courage to go down the zip wire. As she was trying to pluck up the courage to leap into thin air, she thought about each of the other activities she had managed to take part in. This allowed her to overcome her anxieties and jump! My abiding memory is watching her, willing her on, hearing the rest of the group encouraging her and then joining in the most enormous cheer when she eventually flew down the zip wire.'*

*'Jane remembers feeling terrified at stepping back into empty space at the top of the abseiling wall then feeling very relieved when she got to the bottom and she felt the ground beneath her feet. This relief then turned to pride that she had managed to complete the activity.'*

### *Wellbeing*

Helping students to feel supported, safe, happy and positive about themselves and learning featured in several LA clusters' plans for their programmes. Whilst most students (particularly the primary aged students) felt excited about going on a residential, within each group there were some who were anxious about it. They felt worried about 'being away from home', 'not knowing what we'll have to do', 'being lost... lonely... and having nightmares' or 'scared' about meeting new people. As one student from Christ Church cluster commented:

*'I felt anxious as we were put together with different schools. Wouldn't you be?'*

But once on the residential, the children quickly found their fears did not become reality. Contrary to what some obviously expected, the children generally thoroughly enjoyed their residential experiences:

*'I was happy because I felt safe and had lots of fun.'*

*'I made new friends.'*

*'I liked it because I have done new things and would never have tried some of the activities.'*

*'Being outside and active made me feel more alive.'*

*'Being away with my friends made me feel grown up. Nobody fell out because we all had to look after each other. I think I am more outgoing about doing things now and I hope other children get to go and do the great stuff I did.'*

Parents also frequently commented on how well their children coped away from home, again, contrary to what many of them expected:

*'I was a bit nervous at first, but now I would definitely be happy for them to go for two nights in the future'.*

*'It was the first time Harry had left us so we were really worried about him, but he loved every minute'.*

The Hanover cluster provided a particularly noteworthy example of the improved sense of wellbeing facilitated by the residential for one of their children. The boy was often anxious in class and regularly asked questions about whether he was doing the right thing. His teacher felt that this was because he received significant pressure from home to succeed academically. Pressure to succeed usually led to him rushing tasks and making basic errors. He rarely saw value in embedding and deepening learning. Rather, he tended to see learning as being about completing something new.

During the camp, the class teacher noted a decrease in the child's normal levels of anxiety. He enjoyed the camp, particularly *'climbing the trees and getting to know the staff better'*. On camp he took great pleasure in learning to use an axe, and asked repeatedly to return to this task, seeking advice from staff to improve his technique. He reflected on the camping experience as *'a once in a life time opportunity, because I don't ever get to do things like this'*. He commented that a key thing he had learned from the experience was, *'never to be afraid of the outside world'*.

The camp met many of his needs as a learner. In particular, the removal of pressure to succeed academically enabled him to explore tasks he would otherwise have rejected. This shifted his approach to learning in positive ways. His anxiety levels reduced. He was able to find value in spending time on one task, deepening his understanding of it gradually. He also socialised with much more confidence than normal.

One cluster (Bulwell) attempted to collect evidence of the impact of Learning Away in the long term. Their analysis of an evaluation questionnaire, completed by children as part of the evaluation of one of the clusters' programmes at the end, and 6-8 weeks after the residential, showed that the positive outcomes and influence of LA on young people's wellbeing and concepts of self were not only sustained, but often intensified. More students felt they had gained confidence, felt safe, and enjoyed making friends two months after their LA experience than at the end of it.

### **Common features in the clusters' approaches to facilitating resilience, self-confidence and wellbeing**

The clusters' approaches to facilitating resilience, self-confidence and wellbeing fell into three main types:

- teachers showing empathy and understanding;
- the provision of challenging activities that built independence and helped students to experience success; and
- fostering supportive friendships.

*Teachers showing empathy and understanding*

Aware that some children had fears and anxieties about going on the residentials, staff used a range of strategies to help overcome them. The clusters noted that the most distressing aspect was being away from parents and family, especially for young children. But even for Year 6 children, the residential was often their first time away from home, and in some cases, away from their parents' bed. Consequently, staff paid a lot of attention to helping the children to feel happy, safe and secure.

To try to allay their fears, the clusters provided information about the physical environment for both students and parents before the residential took place. Hanover cluster for example was keen to demonstrate how the students would be grouped within smaller, 'family' units:

*'Apart from the central structures, there will be three group sites in which the children will camp. These will be separate to give the children the security of belonging to a smaller 'family' within the main camp. There will be fifteen children in each group with 3-4 members of staff, who will have direct responsibility for them. The children will sleep in groups of four or five in 'bell tents' ... and the staff in their own or similar tents, in a circle together. There will be a group fire site and the children will be able to decorate, name and plan their site themselves'. (Taken from Hanover cluster's handout introducing the idea of a camping residential to parents and children).*

Most of the clusters made sure that the children would be with their friends:

*'We asked the children to name one person who they really would like to share a room with. From there we planned the sleeping arrangements'. (Teacher, Christ Church cluster).*

Some also made the most of the existing relationships the children had with staff, by e.g. asking members of staff well known to children to offer additional support during the evening (Christ Church cluster).

During the residential, staff observed the children to identify any issues and provide immediate support for the children:

*'We recognise that the newness of camp and being away from home can be tough for children. Friendships will develop quickly within groups and change. We will keep a very close watch to ensure your child is coping well and making the most of the camping experience. We will discuss groups and children regularly and act quickly to resolve any issues that emerge'. (Hanover cluster's handout introducing the idea of a camping residential to parents and children).*

Staff made sure children were aware of the support that was available to them, e.g.:

*'If you have any questions or worries please talk to one of the staff, we are all here to help you have a lovely time!' (Hartington residential booklet, Bulwell cluster).*

Staff also helped students to make use of the support available from their peers. At Walney, although the activities during the day all took place in groups from across the schools so students would get to meet their secondary school class mates, they slept in tents with their existing class mates. They prepared for this by designing a flag to represent the skills of all

the tent residents so that every student knew explicitly about the coping and transition skills of those they were sleeping with.

But student' existing relationships were not always supportive. Teachers from one cluster realised that prior to the residential one of the students felt victimised by another student and stepped in to help. During the evaluation activity after the residential, he commented on how the adults on camp 'dealt with it properly for once'. The effect was sustained. The child explained that the rest of the year in school since camp had been much improved and that he had enjoyed school more than he expected because of this.

Some clusters felt it important to enable routines and objects children were used to when at home and school. Examples included children having their usual mid morning playtime (Burley), bringing their cuddly toy with them (South Hetton) or staff setting up a 'conveniences' tent where teenagers could style their hair, etc while camping (Canterbury).

Several clusters used day trips, sometimes with an option of staying overnight, as a way of introducing children to the idea of being away. Proximity to home and local community became a major factor in selecting the place for their residential by some of the clusters working with young children or students with SEN:

- in Walney, the Learning Away Camp represented a significant breakthrough in drawing students and families into extra curricular activities and the decision to hold the camp within school grounds in the centre of the community was key to this
- 'the camp provided a great opportunity to get younger Key Stage 2 children on a one night residential... the fact that they were so near to home gave both parents and children some comfort'. (Member of staff, Christ Church Cluster).

#### *Challenging activities that built independence and helped students to experience success*

As well as ensuring they made the children feel happy, safe and secure on the residentials, staff also put much effort into planning activities designed to help the children to become more confident. The clusters used three main types of intertwined strategies to achieve this:

- providing young people with new challenges and experiences;
- offering students opportunities for independence; and
- offering students opportunities to build supportive friendships.

The nature of challenge depended on the age of the children, the venue and the focus of the residential. Traditional mountain or residential centres, for instance, were able to offer adventurous outdoor activities such as rock-climbing, canoeing or kayaking whilst those who were camping faced the challenges on which their 'survival depended', such as pitching tents and cooking.

For some, the challenge lay in being able look after themselves whilst away. Students from Canterbury High School learned to make themselves a hot drink and use a washing machine, the children from South Hetton and Christ Church learned about being appropriately dressed and making their beds etc. The children themselves valued the opportunity for independence. Comments like these were common:

*'Helping out with dinnertime was the best thing. I've never helped cook before'. (Year 2 student, East EAZ)*

*'I don't clean up after myself at home, but I learned how to at [the residential]!' (Year 2 student, Christ Church)*

A child from Burley summarised:

*'I feel more independent. I learned I can survive without my family'.*

Several clusters noted that the nature of learning during the residential was different to that in school. Children were often given the time to approach activities at their own pace and find their own way of completing the task. Enquiry-based learning and problem-solving did not always result in an outcome/output per se, but both students and staff enjoyed the luxury of not being under pressure and having an opportunity to investigate and try things out.

Staff, children and their parents often linked the improvements in confidence with the new, challenging experiences and the sense of independence and achievement that the young people experienced while away.

*'[Being away from home] helps those that don't have much confidence because it helps them to see that they can do things themselves'. (Parent, Christ Church cluster)*

*'Students felt a sense of achievement staying away from home and taking part in activities such as making fires because it was new to them'. (Member of staff, Burley cluster)*

*'Children's confidence has improved in terms of taking risks and doing something they haven't tried before – all felt a sense of achievement'. (Member of staff, East EAZ)*

*'I feel I can do more things because I have tried them. I didn't know I could chop wood'. (Student, Burley cluster)*

The clusters noted how learning away often provided opportunities for less academically able students and those with emotional and behavioural difficulties to 'shine'. Some clusters chose to include a performance as one of the key points of their residentials to showcase and celebrate efforts and talents of all their students, and thus boost confidence further.

#### *Supportive friendships*

But it wasn't only the activities that were important for confidence building. As the reports on hypothesis 4 and 8 show, the relationships the students developed with each other during the residentials were important too. Clusters frequently observed the children and young people displaying a caring attitude, being kind to each other and responsible for each other (which came as something of a surprise to many participating members of staff). But the impact was profound:

*'When I feel happy and everyone helps me, I know I can do anything because I feel confident'. (Thomas Tallis)*

Canterbury cluster students commented how some of their peers had initially been very quiet and resistant about taking part in the activities. But after a while these students became more confident. The students felt that everyone being so supportive and respectful had been crucial to helping them try things out and experience success. They also thought that everybody being at the same level and working on the same issues also helped with confidence building and bringing people closer:

*‘When they [peers] could see people in the same position succeed, they wanted to try the activities too.’*

Such supportive relationships were no accident. Building relationships was an important goal of residential learning for most clusters. Consequently, they frequently included group work and team building activities. Examples of such activities included students working in groups to build shelters from available materials (East EAZ), making compost heaps (Burley), and cooking for the rest of the camp (Hanover). Sometimes, children were often offered moral problems and dilemmas to solve, such as deciding between protecting the beautiful wood they lived in during the residential and building new houses for those that need them.

Sometimes clusters set out to deliberately involve students in working with students they didn’t usually work with. Providing Year 5 students with opportunities to work with students from other primary schools and/or older students helped them to feel much more confident about their move to secondary school.

Students from the Walney cluster took part in activities such as rock climbing, orienteering and physical problem solving (e.g. getting the team from one space to another on horizontal stilts by pulling ropes) – all designed to build students’ self-esteem, confidence and teamwork skills. During their free time, students chose different things to do, such as football, trampoline, or chatting in their tents. Several teachers commented that they had been anxious about the free period, but in the event felt this had been very important in speeding up trust building because it gave children chance to get to know each other and discover shared interests.

The children stayed within their existing friendship groups whilst sleeping, but were grouped with different students during the activities in order to ‘take them out of their comfort zones’. One staff member explained that it was an opportunity for the students to demonstrate how they could work together effectively as a team – to each other and their secondary teachers. Another important aspect of the residential was teaching the students basic life skills. For example they had to make fires, clear up the camp, make their own packed lunches, learn how to prepare and serve meals on a limited budget, and table manners.

A key outcome for students was increased confidence. The interactive and physical nature of the activities helped the children to recognise a wider range of skills and to see and celebrate new skills in new contexts. Mingling and bonding with new people increased, their confidence forming friendships. Students also cited the ‘lack of pressure’ as a reason for this, and said that they felt more confident in asking for help when they start their

new school. Conversations with the students highlighted this further, with one commenting 'I've been camping, I can do anything now'. Enjoyment appeared to play a big part in the success of the residential. Their improved ability to build friendships with new people was specifically linked with the use of free time that was planned into the residential by several teachers.

### **Possible explanations for the outcomes**

The American psychologist Carl Rogers fervently believed in the importance of teachers creating an emotionally supportive environment. His beliefs, expressed in his book *Freedom to Learn*<sup>7</sup>, were underpinned by years of experience as a counsellor and supported by research evidence.

Rogers identified effective learning environments as ones in which teachers were understanding, caring, and empathic, all of which helped to build a warm and understanding emotional climate. Teachers with this outlook:

- fully accepted the fear and hesitation of the student as s/he approached a new problem and rejoiced in their satisfaction when they achieved; and
- acknowledged students' personal feelings that disturbed as well as promoted learning, such as distrust of authority and lack of self-confidence.

There were many examples of how teachers showed understanding and caring attitudes in the cluster reports. They included understanding the children's fears about being away from home and helping the children to feel safe through organising sleeping arrangements that enabled the children to be with their friends, and maintaining usual routines such as being allowed to bring a cuddly toy with them for bedtime. Rogers found that when teachers were empathic and understanding, their students tended to like each other better, feel liked by others and tended to have a more positive attitude towards themselves and school.

Rogers noted how it was common for people to have some sort of interpersonal experience in an intensive group. He noted how many businesses organised teams of people who participated in wilderness experiences together. Universities also sometimes organised retreat groups which included the students and staff. Sessions were held away from the campus in some informal, camp-like setting at which students built personal, first-name relationships with tutors and developed friendships with other students.

But showing empathy and understanding was only half of the story. Rogers also believed that it was important that teachers created a classroom environment where all participants (i.e. teachers as well as students) were co-learners. In such learning environments, students were engaged in collaborative learning activities, peer teaching, carrying out their own enquiries and engaging in talk that required multiple levels of thinking. He saw the teacher's role as one of facilitation – the opposite end of the spectrum to traditional directive teaching

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<sup>7</sup> Rogers, C. and Freiberg, H.J.(1993) *Freedom to learn*. (3rd edn.) New York: Merrill. Summary available at: [www.gtce.org.uk/tla/rft/rogers1008/](http://www.gtce.org.uk/tla/rft/rogers1008/)

which can involve students sitting and listening to their teachers talking, completing worksheets, working mostly by themselves and on what the teacher has provided. The newness of the Learning Away experiences described by the clusters provided the perfect opportunity for teachers to be co-learners in their students' learning journeys.

The third edition of Rogers' book *Freedom to learn* presented the findings of a variety of research studies, which showed how, when the teacher provided the kind of emotionally supportive, facilitative climate Rogers described, students learned more, enjoyed lessons and attended school more often. They were also more creative and more capable of problem-solving, showed more spontaneity, initiative and independence. Furthermore, studies indicated that high ratings on directive teaching accompanied lower levels of student intellectual performance and significantly negative emotional experiences.

Weare and Gray (2003)<sup>8</sup> reached similar conclusions. In their study, programmes that were successful in promoting wellbeing and achievement included:

- teaching behaviours and skills explicitly;
- using a positive approach - focusing on positive behaviour, rather than punishing negative behaviour;
- using active and participatory methods, for example, group work and role plays;
- using whole class settings to model listening, being assertive, empathising, and resolving conflicts;
- using co-operative group work; and
- using peer education, such as peer support work and buddying.

Many studies (e.g. Cooper, 1993<sup>9</sup>; Bunyan, 2000<sup>10</sup>; Fleming, 1998<sup>11</sup>; Kabel, 2002<sup>12</sup>; Stott, 2003<sup>13</sup>; Beedie, 2000<sup>14</sup>) have emphasised how residential experiences offer opportunities for building relationships, which in turn have a positive impact on participants' confidence and wellbeing. Importantly, there is strong research evidence indicating that, unlike many other interventions and approaches, positive outcomes of residential programmes (including self-

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<sup>8</sup>Weare, K. and Gray, G. (2003) *What Works in Developing Children's Emotional and Social Wellbeing?* Research Report RR456. London: Department for Education and Skills. Available at: [www.education.gov.uk/publications/RSG/Welfareandbehaviour/Page1/RR456](http://www.education.gov.uk/publications/RSG/Welfareandbehaviour/Page1/RR456)

<sup>9</sup>Cooper, P. W. (1993) Exploring pupils' perceptions of the effects of residential schooling on children with emotional and behavioural difficulties, *Journal Child and Youth Care Forum*, 22(2), pp.125-141

<sup>10</sup> Bunyan, P. S. & Boniface, M. R. (2000) Leader anxiety during an adventure education residential experience: an exploratory case study, *Journal of Adventure and Outdoor Learning*, 1(1), pp.37-44

<sup>11</sup> Fleming, J. A. (1998) Understanding Residential Learning: The Power of Detachment and Continuity, *Adult Education Quarterly*, 48(4), pp.260-271

<sup>12</sup> Kabel, C. J. (2002) Residential Learning: A Safehouse for Study and Growth, [Online]. In: *Proceedings of the 2002 Midwest Research to Practice Conference held at Northern Illinois University*. Indiana: University of Indiana. Available at: <https://scholarworks.iupui.edu/bitstream/handle/1805/408/Kabel%20C%20.pdf?sequence=1>

<sup>13</sup>Stott, T. & Hall, N. (2003) Changes in aspects of students' self-reported personal, social and technical skills during a six-week wilderness expedition in arctic Greenland, *Journal of Adventure Education and Outdoor Leadership*, 3(2), pp.159-169

<sup>14</sup> Beedie, P. (2000) Teaching outdoor adventurous activities: Issues surrounding modes of delivery, *British Journal of Teaching Physical Education*, 31(4), pp.18-20

concept and interpersonal relationships) can intensify and increase in the longer term, after the end of the programme<sup>15</sup>.

### **Conclusions**

The available evidence allows us to conclude that the residential experiences made available to students through the residential contributed to their enhanced resilience, self-confidence and wellbeing. Improved self-confidence was mainly linked to young people being challenged to try new and often adventurous activities and therefore feeling better about themselves as a result of achieving in areas that they had previously feared. The improved resilience and wellbeing was mainly linked to the empathy and understanding shown by their teachers, and the care and support shown by their peers.

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<sup>15</sup> Hattie, J., Marsh, H., Neill, J. and Richards, G. (1997) Adventure Education and Outward Bound: Out of class experiences that make a lasting difference, *Review of Educational Research*, Vol. 67, No 1, pp 43-87.