



Dear Families,

It has been another lively and spirited week at school, whatever the skies have thrown our way!

This week, the children have been learning about Internet Safety through interactive platforms such as Interland. They have enjoyed playing educational games while developing important skills to help them stay safe and responsible online. They will continue to explore this theme through this year's Safer Internet Day focus: 'Smart tech, safe choices – Exploring the safe and responsible use of AI'.

Monday evening's Music Soirée was a truly special occasion, showcasing the wonderful talents of our young musicians. Pupils performed confidently on a variety of instruments and delighted the audience with an impressive range of musical genres. From expressive solos to our Chamber Choir, each performance reflected the children's hard work, creativity and love of music. It was a memorable evening that highlighted the strength and diversity of our school's musical spirit. A special thank you to all the children and their families and our very talented Director of Music, Mrs Rees.

On Tuesday morning, our Nursery, Pre-School, Reception, Year 1 and 2 children had a wonderful time during their visit from the Toy Topic Theatre. The children were thrilled to step into the roles of their favourite toys, using their imaginations to bring them to life. They fully immersed themselves in the magical storytelling of the toy shop, discovering what happens when the toys awaken and begin to explore. It was a joyful, hands-on experience that sparked creativity, laughter and lots of enthusiastic role play.

Wednesday's special French lunch was a delightful celebration of French culture and cuisine. Pupils enjoyed trying a range of classic dishes, discovering new flavours and experiencing a little taste of France right here at school. The Dining

LPW

News

Hall was filled with excitement as children chatted about their favourite foods and embraced the themed atmosphere.

That evening, our Friends and Families of LPW Committee came together for a productive and uplifting meeting. It was wonderful to see such enthusiastic support from our school community as members discussed upcoming events, new ideas and ways to enrich school life even further. We are incredibly grateful for the time, energy and creativity everyone brings to the committee. The contributions make a real difference to the experiences and opportunities we can offer our children.

Today, the whole school community came together for our much-loved annual Pancake Flip Race, and it was every bit as joyful as ever. From our youngest learners to our oldest pupils—and with plenty of enthusiastic staff participation too—the playground was filled with laughter, cheers and some very impressive pancake-flipping techniques. The children showed wonderful teamwork and sportsmanship, celebrating each other's successes and enjoying the fun of this cheerful tradition. It was a delightful reminder of the strong, supportive spirit that makes our school such a special place.

This week is Children's Mental Health Week and the theme 'This is My Place' is based around belonging, how we can feel a sense of belonging and help others feel like they belong. The children have been learning about this in PSHEE lessons and form times.

Our Anti-Bullying Team met with Mr Grimshaw to talk all about kindness and how we can continue to make our school a caring, supportive place for everyone. The children were delighted to share how confident they feel knowing there is always someone they can talk to, they praised how our assemblies help remind everyone where to find support when they need it and had exciting plans for more inclusive playtimes including 'New Game Friday' in the Summer Term. With this week being Mental Health Week, the team came up with a wonderful idea: creating a WordCloud that celebrates all the things that make them feel calm, happy and



LPW

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grounded. Their creativity and thoughtfulness have been inspiring.

Since returning from their Academic Scholarship exams at Lancing College last week, our Year 8 Jemison class have not been resting on their laurels! They have been reflecting on gratitude and the importance of thanking those who do so much for us every day. To that end, in advance of Valentine's Day, they have all written poetry to share their thanks for the homemade dishes they enjoy daily from Mr Bell and his team. Highlights included: 'A Sonnet to Ben's Homemade Lasagne' and 'Ode to A French Bread Pizza.'

There are two exciting Art competitions coming up this term:

We have registered for the Royal Academy Young Artists Summer Show. Parents can directly enter their children into this competition- it would be fantastic to hear how our pupils do! The deadline for entering your children's work is the 4th March: [Young Artists' Summer Show | Royal Academy](#).

The second competition that pupils can enter is the IAPS i-Art competition. Pupils should bring their artwork in to Ms Yate for this competition by the 3rd March: [iArt](#).

Good luck with your entries!

Dates for the Diary:

Monday 16 February – Friday 20 February
Half term

Monday 23 February
Back to school

Any pupils that attend Brownies are allowed to wear their Brownie uniform to celebrate 100 years of World Thinking Day



LPW

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Friday 27 February

Friends and Families of LPW Quiz Night

All welcome. Book tickets here:

<https://app.classlist.com/events/#!/events/view/1388430962>

w/b Monday 2 March

Lockdown practice

Save the date:

Thursday 14 May 9.30am-10.15am

Year 3 Recorder Concert and Coffee Morning for Year 3 Parents

Congratulations to:

Emily J who is embracing a love of learning by putting into practice lots of her newly acquired knowledge and skills at home to develop her own learning.

Emily T who took part in Worthing Music Festival and won her group for classical singing. Emily has been working hard on her foreign classical song and is very happy to have her first medal.

Margo L who took part in Worthing Music Festival and was shortlisted for the Junior Singer of the Year Award.

Olivia J who took part in Worthing Music Festival and won the Junior Singer of the Year Award.

Leah B who took part in Worthing Music Festival. She participated in three singing categories and thoroughly enjoyed the experience. She achieved strong scores and was very proud of her performances, especially as she won the Classical Song category for her age group.



Follow us on socials

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LPW News

Delilah P who played in her first hockey tournament for Worthing Hockey Club, playing in both the U8 and U12 teams.

Our Anti-Bullying Team—we are very proud of their hard work and positive spirit!

I wish you all a wonderful half term break.

Best wishes,

A handwritten signature in blue ink that reads "F. Milling". The signature is written in a cursive, flowing style.

Francesca Milling

Headteacher Awards
06 February-12 February 2026

Ashley C	for all her hard work and resilience in completing her Art portfolio.
Autumn S	for excellent effort in her tapestry weaving.
Beau H	for giving 100% in Music and an excellent performance of a reggae song.
Benjamin N	for inquisitive and detailed research into ancient Egyptian pyramids.
Bertie C	{for presenting at the Spring Soiree. {for all his hard work and resilience in completing his Art portfolio.
Bobbie C	for crafting a fantastic earthquake poster designed to inform younger children what to do as soon as they feel tremors.
Chima O	for doing an outstanding job helping in the Science department during Open Morning.
Clemmy D	for achieving an excellent result on the recent algebra test, demonstrating accuracy, understanding and hard work.
Daisy M	for inquisitive and detailed research into ancient Egyptian pyramids.
Elijah S	for a recent increase in focus, enthusiasm and love for learning across all Humanities subjects that has led to great progress being made.
Ella S	for excellent effort and independence in her felt making.
Emily A	for inquisitive and detailed research into ancient Egyptian pyramids.
Emily J	for excellent effort and independence in her felt making.

Headteacher Awards
06 February-12 February 2026

Freddie B	for giving 100% in Music and producing an excellent reggae song performance which was clearly planned.
Grace T	for singing beautifully during Communion.
Isla L	for doing an outstanding job helping in the Science department during Open Morning.
Chelsea T	{for doing an outstanding job helping in the Science department during Open Morning. {for achieving an excellent result on the recent algebra test. She demonstrated accuracy, understanding and hard work.
Madhavan R	for achieving an excellent result on the recent algebra test. He demonstrated accuracy, understanding and hard work.
Max B	for giving 100% in Music all the time and an excellent class performance of a reggae song.
Max C	for achieving an excellent result on the recent algebra test. He demonstrated accuracy, understanding and hard work.
Nicholas M	for all his hard work and resilience in completing his Art portfolio.
Oscar T-M	for inquisitive and detailed research into ancient Egyptian pyramids.
Otis O	for showing adventurous and open-minded thinking when completing work on decimals.
Rufus P	for doing an outstanding job helping in the Science department during Open Morning.
Sofia S	for achieving an excellent result on the recent algebra test. She demonstrated accuracy, understanding and hard work.
Tilly R-C	for an excellent effort in her tapestry weaving.

Headteacher Awards
06 February-12 February 2026

Vivian B	for doing an outstanding job helping in the Science department during Open Morning.
William B	for presenting at the Spring Soiree.
Harry A	for achieving an excellent result on the recent algebra test. He demonstrated accuracy, understanding and hard work.
Hamish B	for achieving an excellent result on the recent algebra test. He demonstrated accuracy, understanding and hard work.
Olivia J	for achieving an excellent result on the recent algebra test. She demonstrated accuracy, understanding and hard work.
Rafee K	for showing kindness during the netball match, demonstrating excellent sportsmanship and supporting others positively.
Xanthe MMDC	for showing kindness during the netball match, demonstrating excellent sportsmanship and supporting others positively.
Chloe R	for achieving an excellent result on the recent algebra test. She demonstrated accuracy, understanding and hard work.
Zara R	for achieving an excellent result on the recent algebra test. She demonstrated accuracy, understanding and hard work.



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Worthing

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Music Lessons Week 7

Monday

Sophia Liu: Piano Keyboard Room	
12.45pm	Pasha S-N
1.45pm	Margo L
2.15pm	Penelope L

Barry Worley: Guitar and Drums Practice Room	
11am	Oscar K
11.30am	Freddie S
12pm	Oscar W
12.30pm	Lunch
1pm	Lucas B
1.30pm	Max B
2pm	Pippa W
2.30pm	Daisy M
3pm	Oscar T-M
3.30pm	Noah B

Simi Fyles: Singing Keyboard Room	
8.45am	William B
9.15am	Reeve E
9.45am	Otto D
10.15am	Primrose G
10.45am	Cleo S



Lancing Prep
Worthing

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Music Lessons Week 7

Tuesday

Natalie Mason: Voice

Practice Room

8.15am	Miri H
8.45am	Sia S
9.15am	Hunter L
9.45am	Zoya G-H

Sarah Leeves: Brass

Music Room

9.45am	Emily E
10.15am	Orlando B
11am	Harry A
12pm	Max C
12.30pm	Oscar W
1pm	Freddie B
2pm	Damian B
2.30pm	Lewis M
3pm	Toby C
3.30pm	Wind and Brass Ensemble





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Music Lessons Week 7

Wednesday

Simi Fyles: Singing Practice room	
8.30am	Lucas B
9am	Peaches C
9.30am	Elodie G
10am	Matilda W
10.45am	Chloe B
11.15am	Lilah MMDC
11.45am	Tilly RC
12.15pm	Xanthe MMDC

Liz Hosford: Piano and Double Bass Drama Studio/Keyboard room	
8.30am	Freddie S
9am	Rupert W
9.30am	Vivian B
10am	Damian B
10.45am	Verity P
11.15am	Rafi V
11.45am	Oscar K
12.15pm	Lunch
12.45pm	Devaansh M
1.15pm	Adelaide F
1.45pm	Lottie J



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Music Lessons Week 7

Thursday

Rob Campkin: Violin and Piano Practice Room		
8.45am	Rafee K	Piano
9.15am	Emily A	Piano
9.45am	Aria P-T	Piano
10.15am	Break	
10.30am	Albie F-J	Piano
11am	Rory B	Piano
11.30am	William J	Piano
12pm	Elijah S	Piano
12.30pm	Lunch	
1.30pm	String Group	Violin
2pm	Annie G	Piano
2.30pm	Florence W	Piano
3pm	Frances M	Piano

Friday

Dom Smith: Flute Drama Studio	
8.15am	Francesca G
8.45am	Oscar K



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Music Lessons Week 7

Barry Worley: Guitar and Drums Practice Room

8am	Miles C
8.30am	William B
9am	Ethan S
9.30am	Magnus D
10am	Mae C
10.30am	Rufus P
11am	Teddy C
11.30am	Devaansh M
12pm	Rowan T-R
12.30pm	Lunch
1pm	Rock Band
1.30pm	Rory S
2pm	Reeve E
2.30pm	Elijah S
3pm	Maisie C
3.30pm	Theodore L

Verity Lawrence: Cello Drama Studio

10am	Helena P
10.30am	Asher G
11am	Ted B-T

Lancing Prep Worthing Lessons
Week beginning 23rd February 2026



Lancing Prep
Worthing

A Lancing College Preparatory School

Lancing Prep Worthing

Music Lessons Week 7

Rob Campkin: Violin and Piano

Keyboard Room

8.30am	Miles C	Violin
9am	William J	Violin
9.30am	Madhavan R	Violin
10am	Hamish B	Piano
10.30am	Break	
11am	Rishita M	Piano
11.30am	Reeve E	Piano
12pm	Charlie B	Piano
12.30pm	Lunch	
1pm	Remy Z	Piano
1.30pm	Lucinda L	Violin
2pm	Rafee K	Violin
2.30pm	Marigold P	Piano

Nat Meierdirk: Clarinet

Music Room

3.30pm	Zara H
4pm	Esmee M

Lancing Prep Worthing Lessons
Week beginning 23rd February 2026

10 Top Tips for Parents and Educators

SUPPORTING SAFE USE OF AI

Artificial Intelligence (AI) is increasingly woven into young people's digital lives. It can offer some educational benefits and day-to-day assistance; however, it also raises concerns about misinformation, privacy, fairness, and safety. This guide provides parents and educators with practical strategies to support young people to navigate AI tools responsibly, and to use them safely and with discernment.

1 DEMYSTIFY WHAT AI REALLY IS

Children encounter AI in most online places, including games, streaming platforms, and school tools. Explain that AI uses patterns from past data to make decisions, but it doesn't think or feel like humans. Use age-appropriate examples, like how recommendations on YouTube or Netflix work, to build understanding and prevent false beliefs about AI being all-knowing or alive.

2 TALK ABOUT RISKS OF MISINFORMATION

AI can create convincing false information, including deepfake videos, photos, and fake 'facts'. Encourage children to think critically about what they see and read. Teach them to double-check information using reliable sources, to look at images and videos carefully, and to ask an adult if something doesn't seem right.

3 DISCUSS DATA AND PRIVACY

Explain that AI systems learn by analysing lots of data, sometimes including personal information. Help young people to be mindful of what they share online and why protecting personal data matters. Model good habits like reading app permissions together or reviewing what's collected by voice assistants like Alexa or Siri.

4 ENCOURAGE CREATIVE USE OF AI

Support children, when using AI tools, to explore ideas, make art, or build projects. This fosters confidence, imagination, and independent thinking. When children use AI creatively, rather than just passively consuming it, they are more likely to stay engaged and make thoughtful choices.

5 USE AGE-APPROPRIATE AI TOOLS

Not all AI platforms are suitable for children. Choose tools designed for education or creativity, with clear safety policies. Review terms of use and privacy settings, and help children use them in age-appropriate ways. For example, some chatbot tools mimic conversation but should only be used with guidance and boundaries in place.

6 USE AI TOGETHER

Exploring AI tools together can help adults understand how they work and spot potential issues. Try co-writing a story with an AI writing assistant or experimenting with an AI art tool. This encourages curiosity, helps you stay informed about the latest AI tools, and allows you to reinforce safe and respectful use while modelling critical thinking.

7 SET BOUNDARIES FOR AI USE

Establish when, where, and how AI tools can be used, just as you would with any digital technology. For example, you might agree not to use AI tools to complete school assignments without permission, or to avoid unsupervised use of voice assistants. Consistent boundaries help manage overuse and misuse.

8 WATCH FOR OVERRELIANCE

Some AI tools, like homework help apps, may be tempting shortcuts. Encourage children to use AI to support their thinking, not replace it. Celebrate effort and process over perfect answers. Reinforce that mistakes are part of learning and that relying too heavily on AI can limit real understanding.

9 TEACH DIGITAL ETHICS AND LITERACY

Help children explore how AI works, where it might be biased, and why ethical thinking matters. Building digital literacy alongside ethical awareness ensures children engage with AI critically, not just conveniently. Help young people to understand that not all people use AI for legitimate purposes; some use it for malicious reasons. Encourage questions about fairness, representation, and who benefits from certain tools; talk about algorithms, echo chambers, and the impact of automation on daily life.

10 STAY CURIOUS AND INVOLVED

AI is developing rapidly, and staying informed helps you support the young people in your care. Follow trusted sources for updates and keep the conversation going. If a child brings up a new AI trend or tool, take the opportunity to learn about it together. Showing interest builds trust and strengthens digital resilience.

Meet Our Expert

Home to the world's largest CPD library for educators, The National College has transformed the way education establishments go about developing their workforces and managing compliance. Our three memberships help all phases and types of setting raise standards, save time, reduce risk, and build a culture of improvement.

#WakeUpWednesday

The National College

What Parents & Educators Need to Know about GENERATIVE AI SAFETY

Generative AI tools – such as ChatGPT – are now commonly used by children. In fact, 3 in 4 pupils in the 2024 Annual Literacy Survey reported using generative AI, up from just 2 in 5 the previous year. While these tools can boost learning and creativity, they also raise concerns around misinformation, privacy and overuse. This guide explores the key risks and how to support safe use.

WHAT ARE THE RISKS?

MISINFORMATION AND ACCURACY



Generative AI can sometimes produce false or misleading content. Children – and even adults – may assume the information is accurate and trustworthy. This can affect learning and understanding of important topics. It's vital to teach children to critically assess all information, even when it comes from AI.

EXPOSURE TO INAPPROPRIATE CONTENT

Because generative AI is trained on vast datasets from across the internet, there is a chance it may occasionally generate harmful or inappropriate content. Without supervision, children could encounter disturbing or unsuitable material. Active monitoring and clear usage boundaries can help reduce this risk.

PRIVACY AND DATA SECURITY

Some AI tools ask for personal details or store users' interactions. If privacy settings are not correctly configured, children's personal data could be exposed or misused. Teaching good digital hygiene and setting strong privacy controls is essential for protecting children online.

REDUCED CRITICAL THINKING



Relying too heavily on AI-generated responses may reduce children's willingness to think independently. If they consistently use AI to solve problems or complete tasks, it could impact their ability to reason, analyse and form their own ideas. Encouraging thoughtful reflection is key.

DIGITAL DEPENDENCY

Regular use of generative AI can contribute to increased screen time and less real-world interaction. If left unmanaged, it may affect physical activity levels, sleep, and social development. Striking a healthy balance between online and offline activities is important for wellbeing.

UNCLEAR ETHICAL BOUNDARIES

Children may not fully understand the ethical implications of using AI to complete homework or creative tasks. This can lead to unintentional plagiarism or dishonest academic practices. Conversations around responsible use and academic honesty are crucial.

Advice for Parents & Educators

ESTABLISH CLEAR GUIDELINES

Set clear, age-appropriate rules for when and how generative AI can be used. Reinforce these regularly to help children develop a healthy, respectful and informed relationship with the technology.



ENCOURAGE CRITICAL EVALUATION

Help children to question the accuracy of AI-generated information and seek out additional trusted sources. This builds essential digital literacy skills and supports better decision-making.



PROMOTE ACTIVE SUPERVISION

Keep an eye on how the children in your care use AI tools. Check in regularly to ensure they're using them appropriately and be ready to step in if something doesn't feel right.



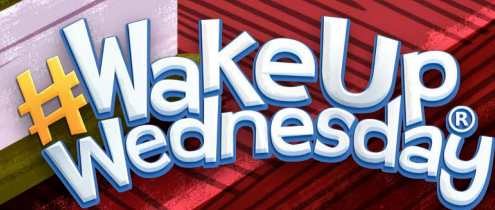
ENHANCE PRIVACY AWARENESS

Talk to children about the importance of keeping personal information private. Make sure privacy settings are in place and explain how data shared with AI tools could be used.



Meet Our Expert

Brendan O'Keeffe, Deputy Headmaster and Director of Digital Strategy at Eaton House Schools, has extensive expertise in digital safety, safeguarding, and generative AI in education. As an author and speaker on digital literacy and online safety for institutions such as The National College, Brendan guides parents and educators in creating safe digital learning environments.



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What Parents & Educators Need to Know about AI VIRTUAL FRIENDS

Artificial intelligence has seen significant development over the recent months, with companies releasing new AI-based software or adding an AI element to existing apps (such as Snapchat). One form of AI that has become especially popular has been the 'AI friend' or chatbot. There are now numerous 'virtual friend' apps available, with other successful platforms likely to adopt it soon.

WHAT ARE THE RISKS?

CONTENT AND ACCOUNTABILITY

AI chatbots may not always recognise when content is age inappropriate or harmful and should be filtered out. As a result, there's a possibility that children could be exposed to offensive language or explicit material while conversing with their virtual friend. The companies producing such AI solutions are also unlikely to take responsibility for any content that their algorithms generate.

REDUCED SOCIAL CONTACT

An excessive reliance on chatbots for social interaction could potentially cause a child to begin reducing the amount of face-to-face communication they have, leading to social isolation. If young people become dependent on chatbots to provide companionship, it could possibly hinder the development of their real-life social skills.

LACK OF SENSITIVITY

Chatbot software isn't always sophisticated enough to pick up on subtle emotional cues or recognise signs of distress in children, as most humans would. It might therefore fail to respond appropriately. AI misinterpreting what it's being told or replying insensitively to a young user who's already struggling could potentially impact a child's emotional wellbeing or exacerbate any existing emotional issues.

UNINTENTIONAL BIAS

AI companions are only as reliable as the information they've been programmed with. The algorithms they use, therefore, may unintentionally promote bias, stereotypes or discriminatory behaviour. As many chatbots originate from the USA or UK, for instance, they can display a distinctly western-centric worldview. This could lead to children developing skewed attitudes and behaviours if they interact with the AI consistently.

COGNITIVE LIMITATIONS

Although many are now undeniably advanced, AI-powered chatbots still have limitations in terms of understanding complex concepts, context and nuance. Depending heavily on chatbots to help with learning or solving problems may stunt the development of a child's own powers of critical thinking, their creativity and their ability to engage in open-ended discussions with other people.

PRIVACY CONCERNS

Chatbots typically collect data about users, including personal information and conversations. This is ostensibly to improve their performance as they gradually learn about our behaviour – but many experts warn that there may be significant risks associated with how this information is stored and used (for instance, the possibility of potential breaches or misuse by third parties).

Advice for Parents & Carers

CHAT ABOUT CHATBOTS

If a child is already expressing an interest in AI apps, then a relaxed, natural chat should help you to discover which ones they're aware of and how they're using them (or are planning to). Discuss these options with children and perhaps do your own research to ensure that you think they're suitable. Once you're totally happy, you could sit and explore the range of AI chatbots together.

CREATE A SAFE ENVIRONMENT

If a child is keen to engage with AI chatbots, encourage them to do so in a safe environment: ideally in a shared space, so you can easily keep an eye and ear on their progress. Set up appropriate content filtering measures in advance – and gently remind them that you'll be close by and ready to help with any questions or concerns that may arise.

FIND A BALANCE

Work alongside children to establish the right balance in terms of how they might use AI-powered chatbots – and when it's appropriate. It's important to make sure that children still get plenty of opportunities to learn to solve problems for themselves, as well as building their interpersonal skills through face-to-face conversations with friends, family members and teachers.

TAKE CONTROL

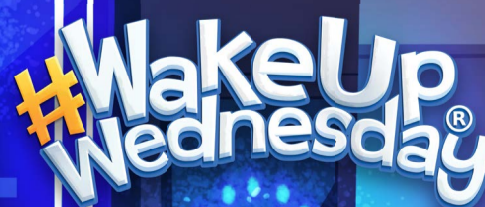
As with any form of app or game, when it comes to AI chatbots we'd strongly recommend that you consider employing parental controls (either on the device being used or within the software itself) to manage which apps children can download and interact with. This is particularly important for younger children, who may be more at risk of being upset or frightened by inappropriate content.

RECOGNISE THE RISKS

It's unlikely that most children will have even considered the potential risks attached to having a virtual companion. So it's probably wise to explain some of the possible hazards and challenges of AI chatbots to them. Emphasise that AI isn't a real person (however much it might sound like one) and may occasionally tell them something inaccurate or skewed by bias.

Meet Our Expert

A Certified Information Systems Security Professional (CISSP), Gary Henderson is the Director of IT at a large boarding school in the UK, having previously taught in schools and colleges in Britain and the Middle East. With a particular interest in digital citizenship and cyber security, he believes it is essential that we become more aware of the risks around technology, as well as the benefits.



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MONDAY 16 FEB

WE'RE GOING ON A YETI HUNT!

Become an explorer for the day and step into a world of mystery & adventure! Track the legendary Yeti through the wild as you follow hidden clues, build clever traps, & craft your own Yeti footprints as proof of your discovery. Work together to uncover the forest's secrets, outsmart the wild's most mysterious creature, and maybe even meet the Yeti itself!

TUESDAY 17 FEB

NERF: WILD WEST SHOWDOWN

Let's go back in time and ride into a Wild West world of heists and outlaws! Grab your blasters, team up, and join stagecoach standoffs, bank robbery missions, and cattle corrals in a full day of action-packed Nerf games. A fast-paced, high-adventure Nerf experience! (Age 6+ recommended)

WEDNESDAY 18 FEB

CAMPFIRE COOKOUT, PANCAKE SPECIAL & BUSHCRAFT SKILLS

Join us for the perfect winter campfire cookout! Make s'mores & Pancakes over the flames, learn different bushcraft fire lighting methods & enjoy a mix of classic outdoor games. A cosy & relaxed day filled with creativity, camp vibes, tasty treats and skills to take home and share with your family!

THURSDAY 19 FEB

TRIBAL ADVENTURE: BUILD, CRAFT & SURVIVE!

Join your tribe for a day of wild adventure! Work together to build your tribal woodland camp & get creative with tribal crafts. Take on castaway style team challenges & games as you learn how tribes across the world live & survive in the wild!

FRIDAY 20 FEB

BUSHCRAFT VS MINECRAFT

Minecraft comes to life outdoors! Team up to build your village using real bushcraft skills, earn reward pixels for completing survival challenges, & search for hidden resources to craft your tools. Take on Creeper & Lava Chicken games, protect your base, and experience Minecraft like never before! (knowledge of Minecraft is not required!)



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