

ORN Webinar



Maximising Opportunities for Outdoor Learning

Welcome & Running Order

Welcome & Introduction

Chris Scott, ORN Secretariat

Engaging Children and Young People in the Outdoors.... Back to the Future

Fiona Groves, ORN Chair & Education and Learning Policy Manager, The Wildlife Trusts

Turning Learning Inside Out

Anne Hunt, CEO, Council for Learning Outside the Classroom

Wales – a little country but lots going on!

Karen Clarke, Specialist Advisor – Children, Education, Lifelong Learning and Skills for Natural Resources Wales

The Nature Premium Campaign

Sara Collins, National Nature Premium Campaign Coordinator and Deputy Chair of Forest School Association

Developing Assessment Outdoors

Matt Harder, Primary Teacher, freelance Forest School leader, and Forest School Association Director

Extending the Learning environment; removing the barriers

Natalie White, Principal Teacher and Development Officer for Outdoor Learning, Learning Outdoors Support Team (lost) East Ayrshire Council

Close and sign-post to Breakout Room

Chris Scott, ORN Secretariat

VIP Breakout Room: Member Q&A with presenters

Chaired by Fiona Groves, ORN Chair

**Engaging children and young people
in the outdoors...**

Back to the future...

**Fiona Groves
Chair of ORN**



Engaging children and young people....

- Recognising the importance of nature connection

Revelations.

- We are not all in the same boat

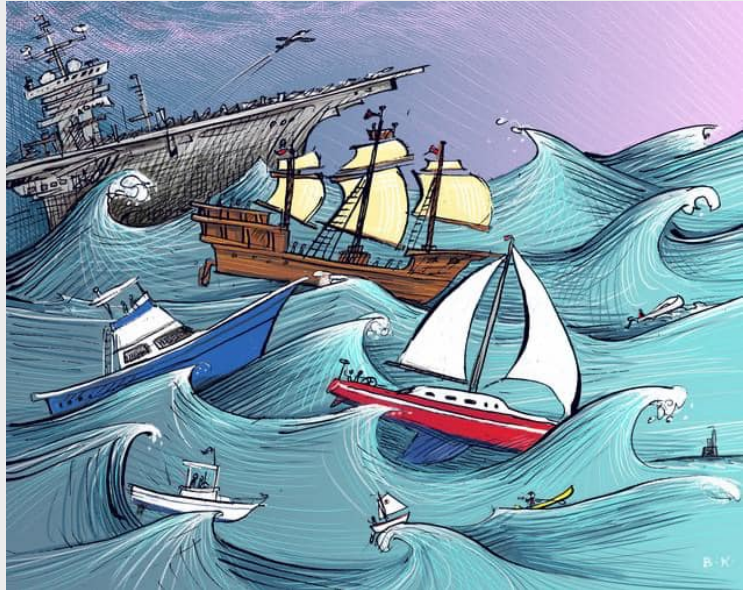


Illustration
by Barbara
Kelley

We now understand more

- How we make an impact and take forward what we are learning



ORN webinar - Maximising Outdoor Learning

Turning Learning Inside Out

Anne Hunt

CEO, Council for Learning Outside the Classroom

Turning Learning Inside Out Consortium

Delivering outcomes for children and young people by supporting schools to take learning beyond the classroom



<https://www.lotc.org.uk/consortium-steps-forward-to-support-schools-to-re-open-by-taking-learning-outdoors/>

Context: Covid-19 widening inequalities among children and young people

- More children facing poverty, food insecurity, stress of financial worries; school closures widening inequalities (e.g. reduced teaching time, access to remote teaching)

Recent reports

- ‘Chronic’: UNICEF (Worlds of Influence - Understanding What Shapes Child Well-being in Rich Countries) ‘More time playing outside is linked to much higher levels of happiness.’ Draws on PISA findings and low UK wellbeing ranking . <https://www.unicef-irc.org/child-well-being-report-card-16>
- EEF - Guide to Supporting School Planning: ‘A common misconception can be that pupils’ wellbeing and social emotional learning is separate from their academic, curriculum-based learning. [EEF guide](#)
- ‘Acute’: NFER: gap between disadvantaged and better-off pupils at English state schools has [widened by 46% in a year](#)
- Natural England/People and Nature Survey: 46% adults report their child seems happier when they have spent time outside (up from 36% in May). 28% adults report that learning outside or about nature is especially important for their child (up from 19% in May.) Press release [here](#).

Urgent need and opportunity to act now

- Strong evidence that LOtC can help address inequalities by delivering positive benefits across a whole range of outcomes – including health and wellbeing.

A unique opportunity and willingness and to work in new ways

- **Demand from schools** - to help them take learning safely and effectively beyond the classroom.
- **Supply from LOtC providers:** expertise, staff, sites and resources to support schools get into school grounds and beyond.
- **Match supply and demand: scale up coordination of support for schools from lotc providers**
 - Deliver better outcomes for all pupils now
 - Adopting a high-quality, progressive learning outside the classroom approach now (not just delivery of activities) will have a sustainable impact on practice/change the system for better.
 - ***Turning Learning Inside Out***

Consortium statement and Turning Learning Inside Out proposal put to Gov't

- Targets 6000 schools with the highest proportion of pupils eligible for FSM. Designed to overcome known barriers e.g. signposting to services that meet needs and training to increase confidence.
- Investment needed to scale up and speed up the coordination of high quality support for all schools from across the wealth of lotc networks we represent.

Meanwhile developing free tools to help build local confidence

- Case studies - schools working creatively with providers to innovate both on and off school sites. <https://www.lotc.org.uk/resources/case-studies-category/>
- Webinars - building confidence among schools and provider organisations. <https://www.lotc.org.uk/clotc-webinars-using-outdoor-learning-real-world-examples-from-schools-and-providers/> and <https://www.lotc.org.uk/news-and-events/clotc-events-training/clotc-training-dates/>
- Free Get Outside guide and tools for schools e.g. <https://www.lotc.org.uk/resources/education-resources/>

Current DfE guidance for schools (in England) includes:

- Recommendation to consider outdoors for curriculum delivery (aligned to guidelines)
- Day visits to indoor and outdoor venues for educational purposes allowed (aligned to guidelines)
- Residential visits are not allowed (domestic or abroad).
- Get Outside Guide has links to National Guidance, updated regularly.

Resolving specific issues for residential providers

- Campaign to remove embargo on domestic residential school trips (Lead :PGL/UK Outdoors) Cross-departmental response, DfE commitment to a formal review in November.
- Covid-19 Secure Policy and Procedures Document - framework for domestic residentials (Lead: AHOEC) https://www.outdoor-learning.org/Portals/0/Covid-19%20Secure%20Policy%20and%20Procedures%2027th%20July%202020_1.pdf
- Impact Surveys (Lead IOL) - 30% likely loss of capacity in UK OL sector in coming year. <https://www.outdoor-learning.org/Covid-19/Covid-19-Impact-Surveys>
- Travel In Safe Hands Project (Lead: School Travel Forum) is asking Government for:
 - Risk Protection Arrangement (RPA) to continue covering school trips for Covid-19 and fast track RPA for schools in Wales and Scotland.
 - Extension to the Government's Coronavirus employment scheme for this sector/retention to carry out health and safety checks.
 - Clear Government advice, informed by new STF report, to schools once overseas trips can recommence.
 - Funding to secure ongoing operation of recognised safeguarding qualifications for the Educational Travel Sector.

Commitment to a DfE working group to explore issues

Other related activity led by individual consortium members including:

- FSA petition and campaign for a Nature Premium for schools
- 'Our Bright Future' partners calling for an education select committee to gather evidence
- Many new recovery related projects
- Related activity in LOtC sectors other than OL e.g. [Space for Learning: Covid guidance](#) for museums, galleries, heritage and performing arts sites.

Asks of the Consortium

- **Let CLOtC know about any significant comms/lobbying/campaigning activity you plan:** so we can augment the messaging and join the dots.
- **Send CLOtC your case studies:** so we can showcase how high quality LOtC providers are working and innovating with schools on their recovery planning and delivery, on and off school sites, indoors and out.
- **Let your networks know what the Consortium are doing on your behalf and invite others to join**
- **Please use the new free CLOtC/OEA resources and guides** - these are intended to help build a whole school, progressive approach to lotc which will benefit schools and LOtC providers in the short and long term.

Contact: anne.hunt@lotc.org.uk

Turning Learning Inside Out - supporting schools to take learning outdoors

Consortium Networks and Members



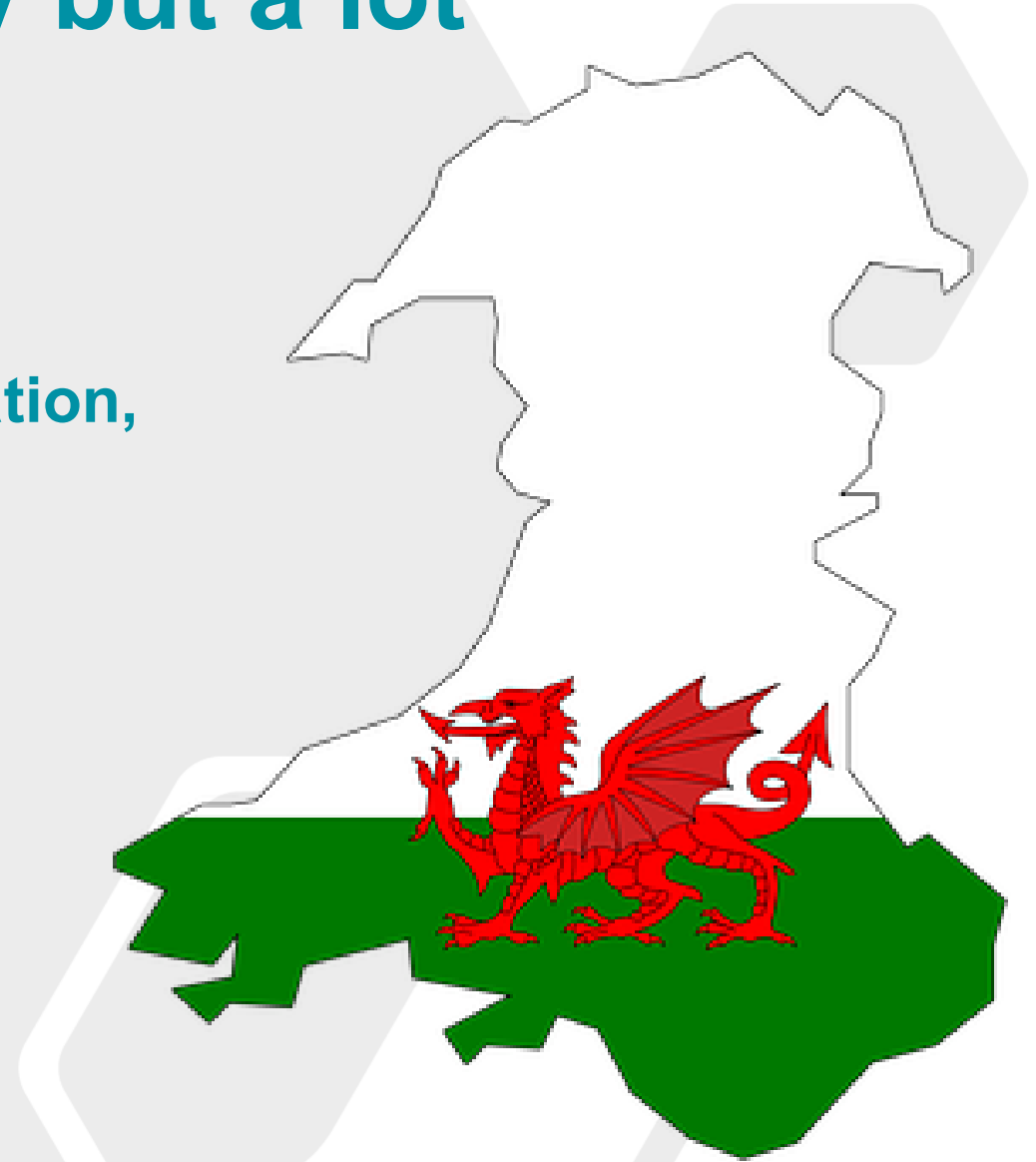
<https://www.lotc.org.uk/consortium-steps-forward-to-support-schools-to-re-open-by-taking-learning-outdoors/>

Wales - a little country but a lot going on!

Karen Clarke

**Specialist Advisor – Children, Education,
Lifelong Learning and Skills**

Natural Resources Wales



Curriculum for Wales guidance



Curriculum for Wales

Climate and Nature Emergency



Children's Rights Charter

Article 1: The Right to a Safe and Healthy Environment
We will help you enjoy the air, water, and land around you. We will make sure that the air is clean and the water is safe to drink. We will also make sure that the land is safe for you to play on.

Article 2: The Right to Participate in Decisions
We will give you a voice in decisions that affect your life. We will listen to what you have to say and we will take your views into account.

Article 3: The Right to Information
We will give you the information you need to know about the environment. We will make sure that the information is easy to understand and that it is available to everyone.

Article 4: The Right to Education
We will give you the education you need to know about the environment. We will make sure that you learn about the importance of the environment and how you can help to protect it.

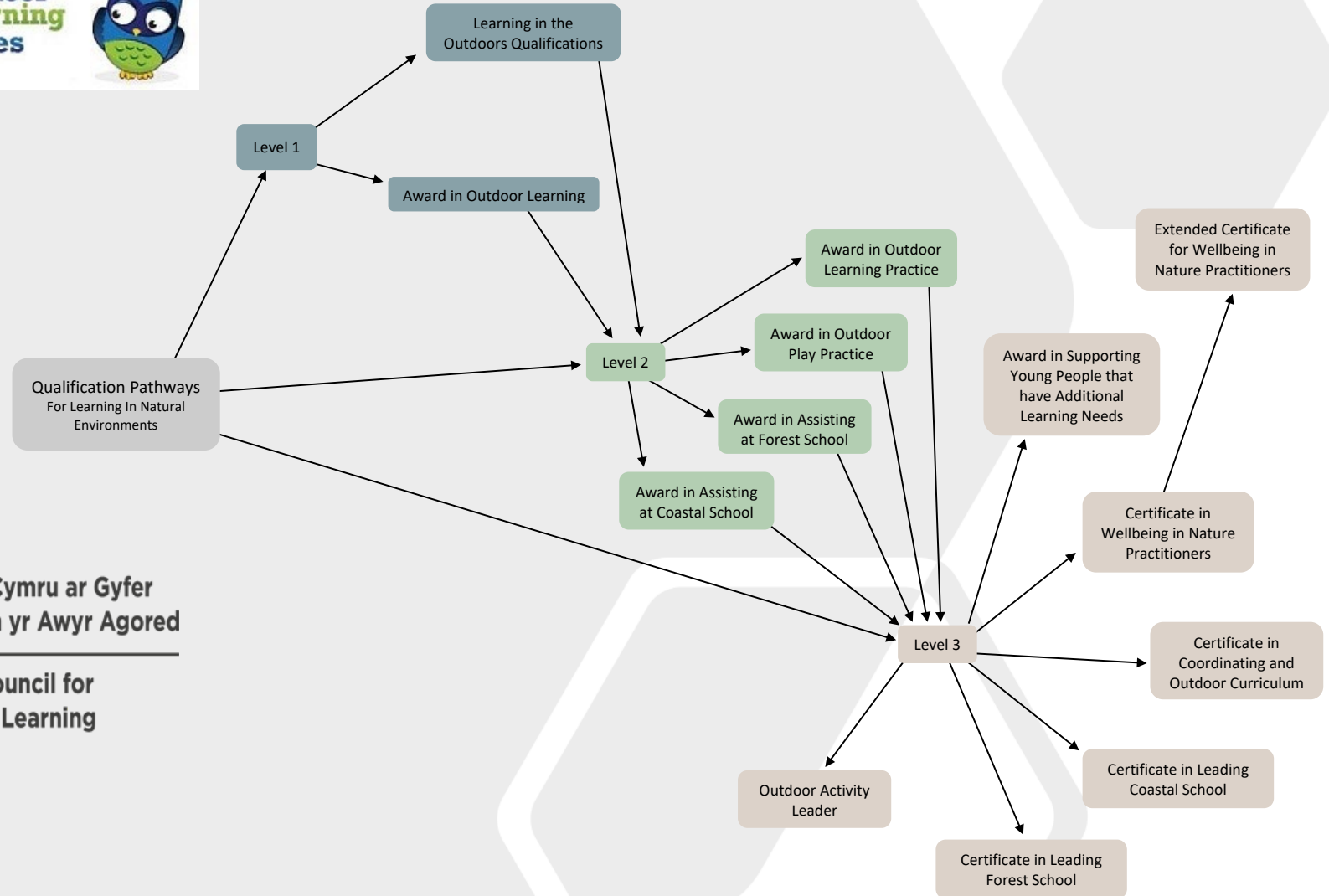
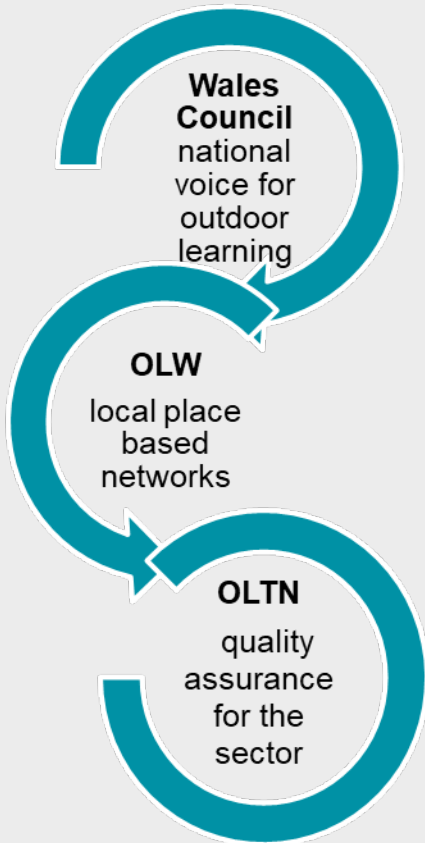
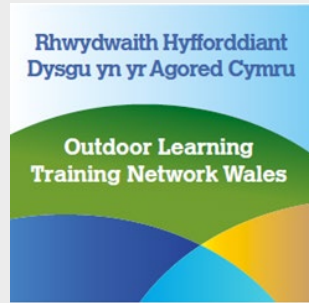
Article 5: The Right to Recreational Activities
We will give you the chance to enjoy the outdoors. We will make sure that there are safe and healthy places for you to play and to enjoy nature.

Article 6: The Right to a Clean and Healthy Environment
We will make sure that the air, water, and land around you are clean and healthy. We will take action to reduce pollution and to protect the environment.

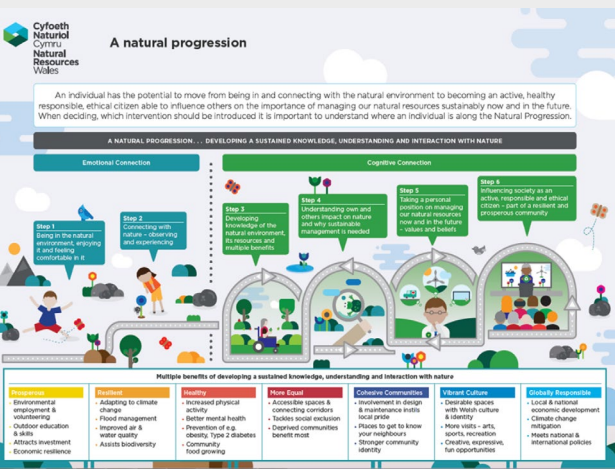
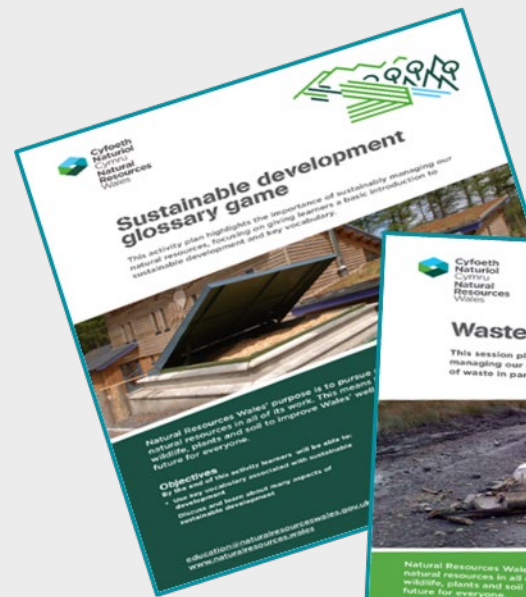
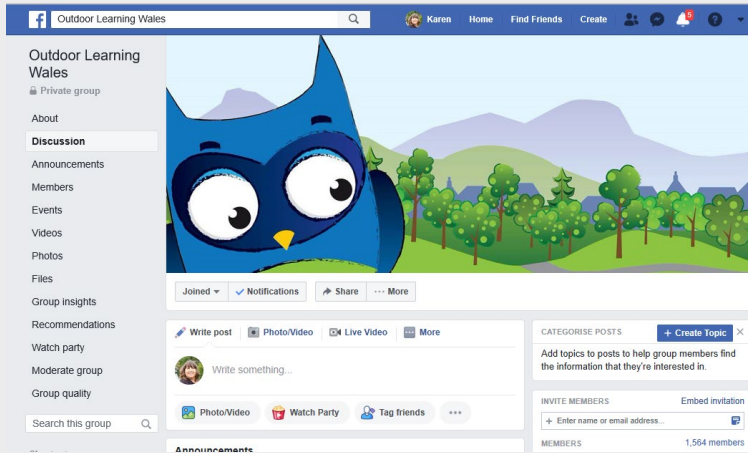
Article 7: The Right to a Safe and Healthy Environment
We will make sure that the environment is safe and healthy for you. We will take action to reduce the risks to your health and safety from the environment.

Article 8: The Right to a Safe and Healthy Environment
We will make sure that the environment is safe and healthy for you. We will take action to reduce the risks to your health and safety from the environment.

Outdoor Learning Networks and Accreditation

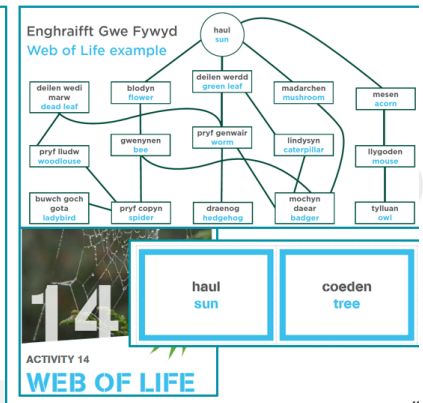
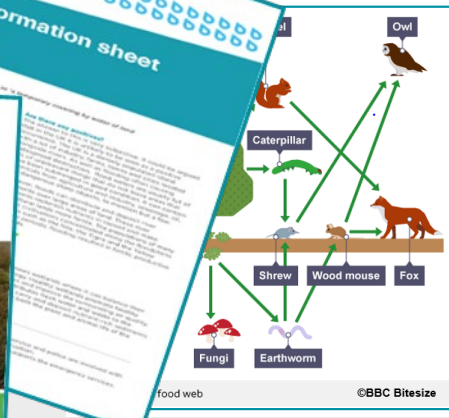


What next?



The woodland ecosystem

Ecosystem = A community of animals, plants and microorganisms, together with their habitat is called ecosystem.



Thanks for listening

www.naturalresources.wales

education@naturalresourceswales.gov.uk



The Nature Premium Campaign

Dr Sara Collins

National Nature Premium Campaign Co-ordinator
Deputy Chair of the Forest School Association



We are calling for the government to invest in a Nature Premium to fund regular nature experiences for every child.

The campaign has been designed and run by a small group of volunteers. Although we emerged out of the Forest School Association the campaign is not representing any organisation in particular.

We have used a broad definition of nature including conservation, forestry, rewilding school grounds, gardening, farming, city farms, Forest School, seashores, and more.



The campaign focus is about getting children regularly into nature





We have seen the positive impact that spending time in nature has on children. We speak from the heart.

We have a fantastic but simple idea that will change a generation.

We have used a pincer approach to the campaign, raising awareness via social media and a 38 Degree petition and speaking directly to politicians.

On the 7th October Vicky Ford MP Parliamentary Under-Secretary (Department for Education) responded to three written questions concerning the Nature Premium submitted by Stephen Morgan (MP). At the end of her response she stated that

'I have asked departmental officials to meet with representatives of the Nature Premium campaign to discuss the potential merits further'.



The Power of the campaign

We have a simple idea.
The time is right.
There is urgency.

The strength of the campaign

As volunteers we have not had to worry about the implications for our jobs, employees or funding.
We haven't had to worry about political machinations.
We haven't had staff furloughed reducing capacity.

The Approach.

We have asked politicians to make evidence informed decisions.
The evidence is well documented, we need a political decision to be made.
As a group with no track record we are professional and respectful.
We use the FSA membership to talk to their constituent MP's to directly speak to decision makers.
We have built a network of supporters who don't usually mix with each other.
We talk outside our usual network and comfort zones.



We want to make the most of this opportunity.

We want to emphasize the benefit to children AND the 'ripple effect' in the Outdoor Education Industry.

Please talk to your organisations and ask them to support the campaign.

Please speak to your MP and ask them to support the campaign.

www.naturepremium.org

#NaturePremium





Developing Assessment Outdoors

Matt Harder

Primary Teacher, freelance Forest School leader & Forest School Association Director

Bluebell Bushcraft





 Bluebell Bushcraft
 @bluebellmatt
www.bluebellbushcraft.co.uk

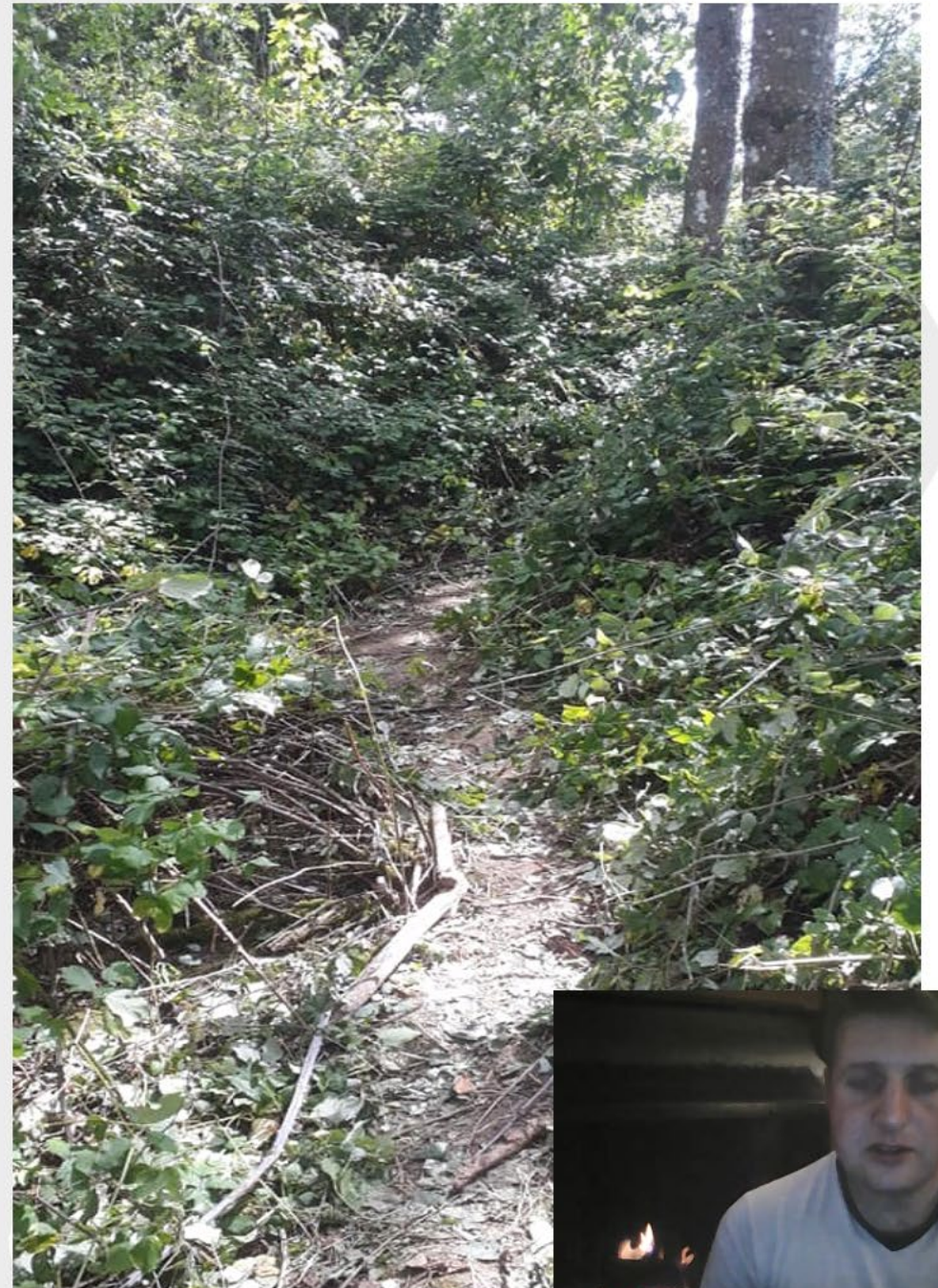


Advocacy for Outdoor Learning

- purpose
- process



 Bluebell Bushcraft
 @bluebellmatt
www.bluebellbushcraft.co.uk







Assessment Opportunities

 Bluebell
 @bluebell
www.bluebell.com



Learner Wellbeing



 Bluebell Bushcraft
 @bluebellmatt
www.bluebellbushcraft.co.uk



Resilience, Independence and Emotional Awareness – Assessing Progression Outdoors

Guidance Notes

	Stage 1	Stage 2
Communication	<p>I can seek comfort from others when I am feeling distressed</p> <p>I can use my words and actions to evoke a response in others</p> <p>I can respond to other people's facial expressions, body language, noises</p> <p>I can communicate to someone that I am in pain and where it is.</p> <p>I can actively engage in Intensive Interaction</p> <p>I can use 10 recognisable words</p> <p>I can initiate interactions with an adult</p>	<p>I can communicate what I have done well</p> <p>I can clearly communicate personal care/toileting needs</p> <p>I can combine 2 known words, including an adjective, noun or verb.</p> <p>I can ask where and when questions.</p>
Self-challenge	<p>I can show curiosity about objects and contexts with which I am unfamiliar</p> <p>I am starting to show desire to take part in activities, or repeat activities to achieve a better result.</p>	<p>I can work towards a goal</p> <p>I make attempts at challenging tasks outside my current abilities, often supported.</p>
Perseverance	<p>I can complete a task independently</p> <p>I can attend in a 1:1 situation for 5 minutes.</p>	<p>I can use adult-led strategies to continue with a task which I find difficult</p> <p>I can attend in a 1:1 situation for 10 minutes.</p>
Co-operation	<p>I can participate in intensive interaction turn taking games</p> <p>I can build relationships with special people such as a keyworker and favoured friends</p>	<p>I can interact successfully in a small group (playing or working on a joint task or interaction session)</p> <p>I can initiate interactions with a peer.</p> <p>I can attend in a group situation for up to 5 minutes.</p>
Daily tasks	I can pull clothing items up and down	I can put clothing items on and take them off



Extending the learning environment; removing the barriers

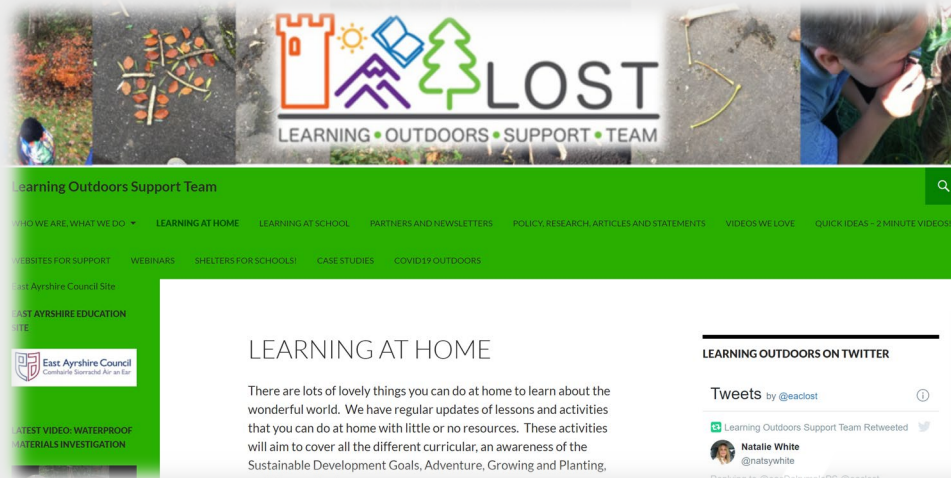
Natalie White

Principal Teacher and Development Officer for Outdoor Learning
Learning Outdoors Support Team (LOST)
East Ayrshire Council

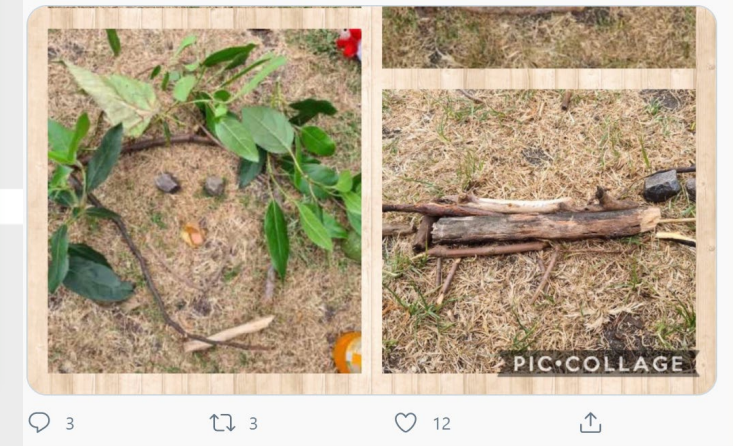


...During Lockdown

- Identifying learning spaces
- Access to resources
- Supporting parents



Creative Nature Pictures from Scarlett (aged 3) @eaclost @EacCreative



As Education returns

Learning spaces



TASK / ACTIVITY / PROCESS DESCRIPTION:	Potential exposure to COVID-19 (coronavirus) Use of Outdoor Spaces	DEPARTMENT / SERVICE:	Education
LOCATION:	EAC Establishments	REFERENCE:	COVID-19

TYPES OF INJURY / LOSS / ILL HEALTH
 This should include injuries, acute and chronic ill health, psychological harm etc. For example, burns, fractures, bruising, lacerations, punctures, vibration white finger, occupational dermatitis, stress.
FOR EACH HAZARD, PLEASE IDENTIFY THE PERSON AT RISK (direct and indirect)
 Consider those especially vulnerable (young/inexperienced workers, members of the public, School pupils, the elderly, residents and contractors).

Flu like symptoms, shortness of breath, pneumonia, severe respiratory illness in some cases

HAZARD / SOURCE OF HAZARD	PERSONS AT RISK	CURRENT CONTROL MEASURES IN PLACE	Severity Rating (1-5)	Likelihood Rating (1-5)	Risk Rating L/M/H (1-25)
		<ul style="list-style-type: none"> Time indoors should be kept to a minimum. Handwashing facilities (hand sanitiser) will be available 			



As Education returns

Teacher training



WHY LEARN OUTDOORS?

MESS

RISK

SPACE

NOISE

ARTEFACTS

AUTHENTICITY





MRS NAA

LOST



Small steps

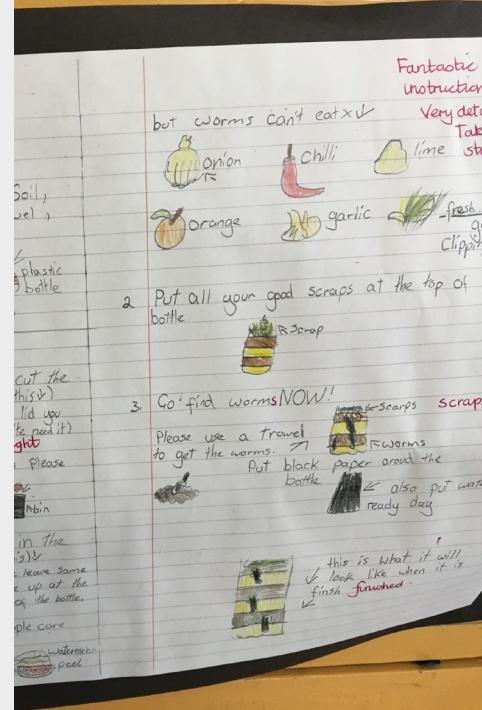
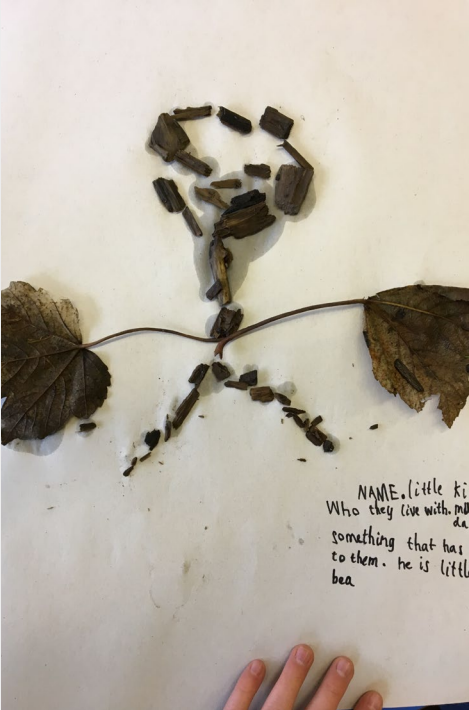


-  Introduce the outside inside
 - Introduce natural materials
 - Go outside to collect artefacts/information then return in
-  Meet pupils outside
 - Go out after or before lunch or break – stay out for 15 mins
 - Use the journey to and from classroom as part of the lesson
-  Make outdoor lessons Routine and Expected
 - Be comfortable; appropriate clothing for all
 - Build up confidence, skills and experience
 - Discuss and create boundaries and expectations with the pupils
-  Be flexible
 - Be spontaneous where appropriate
 - Allow for pupil led learning
 - Encourage creativity



Maths and Numeracy

- Angles – around us in our environment, building most effective dens
- Vocabulary – ordinals, measurement
- Number – forwards and back, calculations
- Shape – properties, 2D, 3D

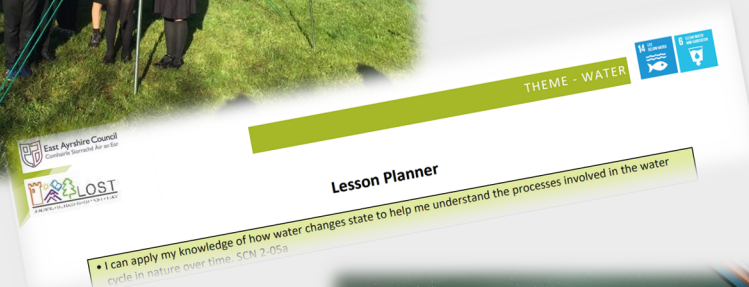


Literacy

- Listening and Talking – sharing stories, listening to set texts, discussing characters and plots, collaborating to build dens, re-telling journeys
- Writing – creating characters, inventing stories, using adjectives to describe scenes/events, writing journal entries on personal experiences, functional writing, instructional writing
- Reading – Listening to stories then re-reading passages when they return to school, reading fact sheets and using keys to identify trees, bugs and lichens.

As Education returns

Resources



Natalie White

Natalie.white@eastayrshire.org.uk

@natsywhite

@eaclost

