

# GIRFEC in the outdoors

Adapted from Education Scotland, *Outdoor Learning: Practical guidance, advice and support for teachers and practitioners in Scotland* (2011)

## Achieving

- Provide opportunities for formal recognition of achievement such as ASDAN, John Muir Award, Duke of Edinburgh Award, Eco Schools etc;
- Provide opportunities to access natural areas and attend residential courses or expeditions where young people experience intrinsic rewards;
- Plan activities that appeal to the naturalist intelligence within young people and allow them to achieve in a range of real-world contexts.

## Nurtured

- Listen to and observe children outside away from the perceived stress of school. This can give a measure of how nurtured they are;
- Demonstrate respect for living things and the environment and model appropriate behaviours;
- Allow children to run off excess energy in line with an agreed approach;
- Use nurture group principles and apply in outdoor settings.

## Active

- Ensure children have opportunities to spend regular time in natural settings. This could be parkland, beaches, woods or other green-space;
- Enable children to have the freedom to enjoy unstructured play, providing physical challenge and a self-chosen level of risk;
- Provide big, open-ended resources such as guttering, planks of wood;
- Encourage children of different ages to play together.

## Healthy

- Ensure children have access to outdoors during intervals and lunchtimes;
- Provide time to walk and talk and spend time just being outdoors, engaging with nature in green spaces;
- Find ways to provide regular experiences in natural settings;
- Provide plenty of opportunities for physical activity outside.

## Health and wellbeing: responsibility of all

Successful learners  
Confident individuals  
Responsible citizens  
Effective contributors

## Respected

- Involve the children in outdoor projects that interest them and develop a sense of ownership and belonging, for example, growing plants of their choice in containers or gardens or improving play facilities in the playground;
- Listen to children and involve them in decisions at their level of understanding in a familiar context. Some children are more talkative outdoors;
- Use a variety of consultation techniques so that everyone can have their feelings and responses noted.

## Safe

- Enable children to take calculated risks that allow a sense of achievement and exhilaration;
- Actively involve learners in the risk-benefit assessment process;
- Ensure that health and safety guidelines are followed and interpreted sensibly;
- Be aware that child protection procedures must be in place outside too.

## Included

- Look for interests a child displays indoors and extend the possibilities outside;
- Create opportunities for children to make decisions that have clear consequences. Group challenges or team-building activities can help;
- Have seating and shelter available. Children need to feel comfortable outside;
- Provide extended opportunities to be outdoors and have lots of multi-sensory experiences.

## Responsible

- Create a collaborative learning environment, indoors and out, that enables children to have and take responsibility for themselves, resources and the environment;
- Encourage children to keep the grounds well maintained, organised and litter-free;
- Develop routines around going outside that encourage responsibility, for example involving children in the planning of work outside, including risk benefit assessments and learning how to manage in different situations (traffic, communication etc).



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Produced for Education Resources by Communications and Strategy 021467/May15