

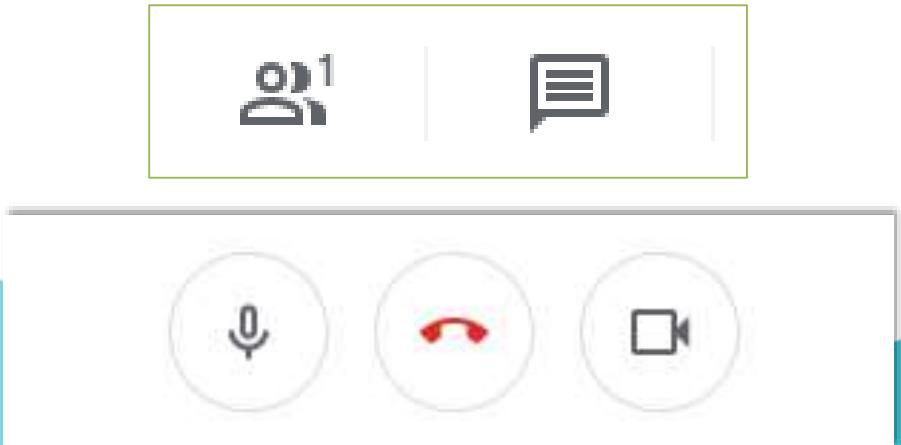
Outdoor Learning with a focus on ASN

Webinar 28 October 2020



Please note the protocols for the session

Please take a moment to say hello in the chat box and tell us where you are and what the weather is like there



Protocols:

- Mute your microphone
- Turn off your camera
- Post comments, questions and thoughts into the chat window
- The chat will be facilitated
- The first part of the event will be recorded.

Twitter: #LearnOutdoors
@STEMedscot

For Scotland's learners, with Scotland's educators

Today's webinar

- Eleanor Duncan and Angela Gibson, Crawforddyke Primary and Nursery Class and Forest Friends Community Organisation; South Lanarkshire Council
- Aly Conquer, COACH programme, Learning Outdoors Support Team (LOST), East Lothian Council
- Mary Higgins, outdoor education lead, Saltersgate School, Midlothian Council
- Martyn Pegg, Outdoor Learning Service, East Lothian Council
- Ailie Davie, East Park School, grant aided school for complex needs based in Glasgow
- John Bradshaw – Bothwellpark High School, North Lanarkshire Council



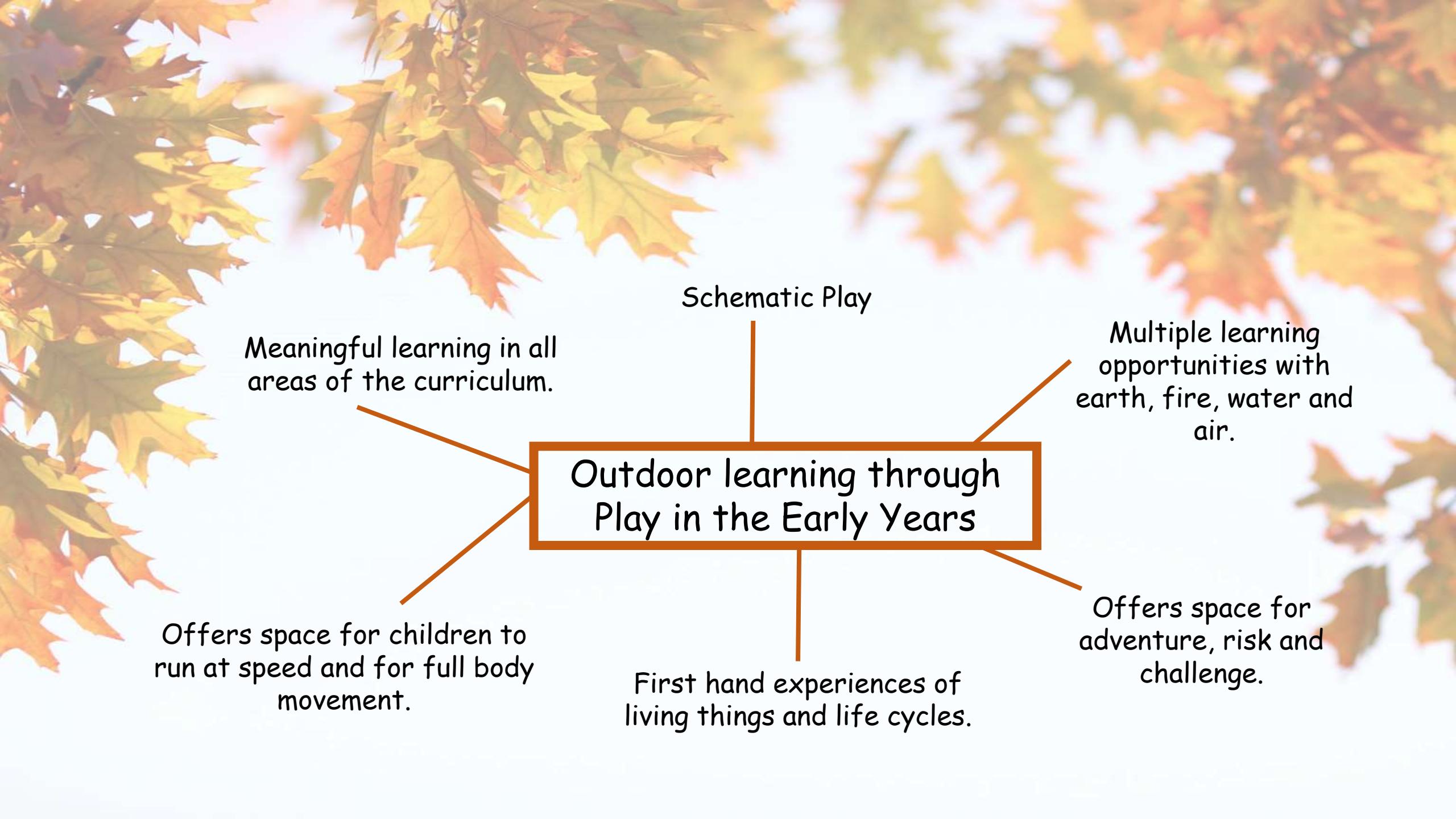
Outdoor Learning



Meeting The Needs Of All Learners Through Outdoor Learning

Crawforddyke Nursery Class and Primary School
and Forest Friends Community Organisation

Eleanor Duncan - Early Years Worker with SLC and founder of Forest Friends
Angela Gibson - Head Teacher of Crawforddyke Primary School and Nursery Class



Outdoor learning through Play in the Early Years

Offers space for children to run at speed and for full body movement.

Meaningful learning in all areas of the curriculum.

Schematic Play

First hand experiences of living things and life cycles.

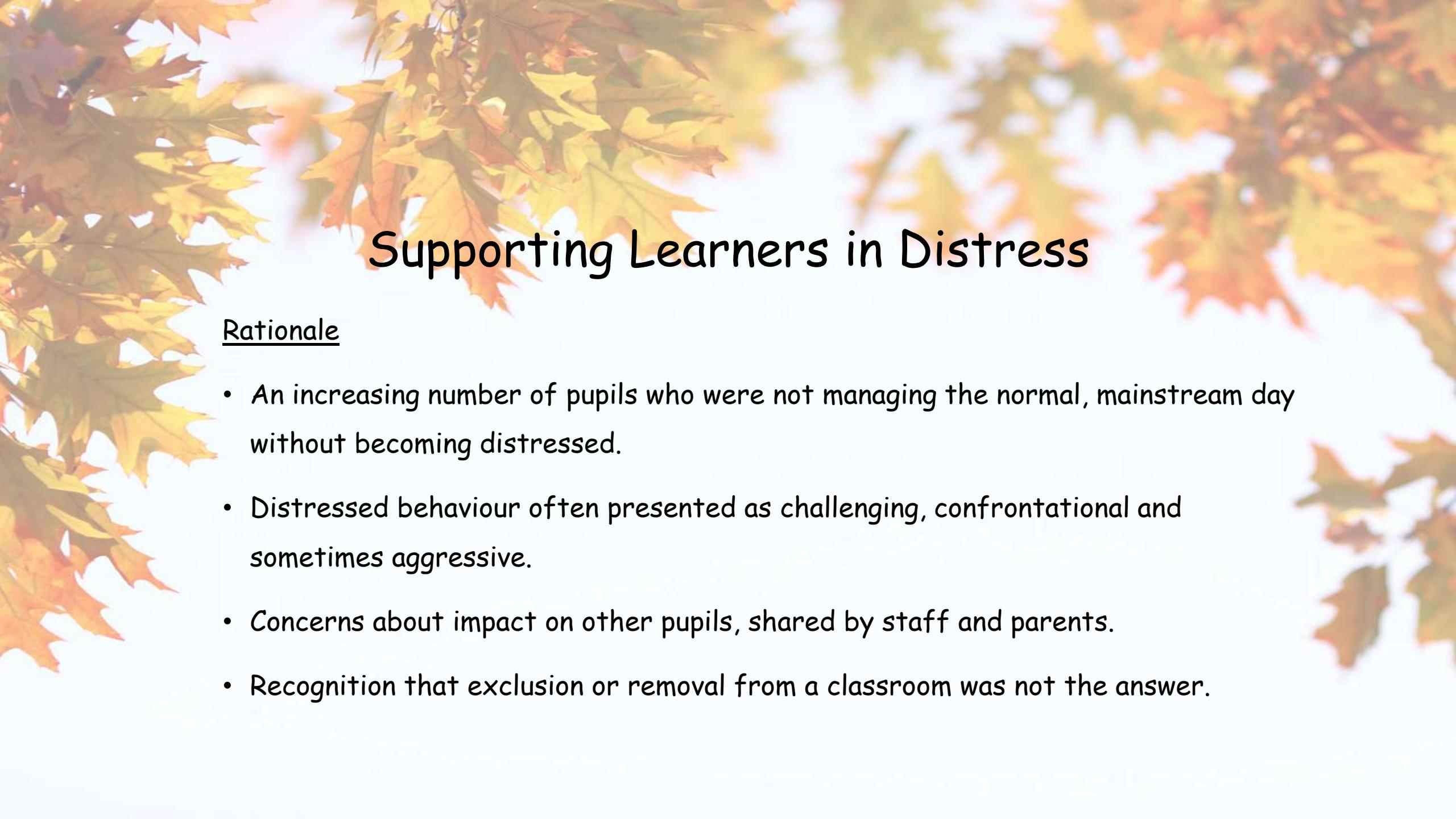
Multiple learning opportunities with earth, fire, water and air.

Offers space for adventure, risk and challenge.

Outdoor learning through Play in the Early Years and ASN

Outdoor experiences offer children with ASN the space and freedom to release energy. Opportunities for sensory experiences, develops fine and gross skills that helps with mobility, coordination balance and body awareness. Boosts self esteem, confidence, helps develop friendships and improves wellbeing and mental health.



A soft-focus background image of autumn leaves in shades of yellow, orange, and red, scattered across the slide.

Supporting Learners in Distress

Rationale

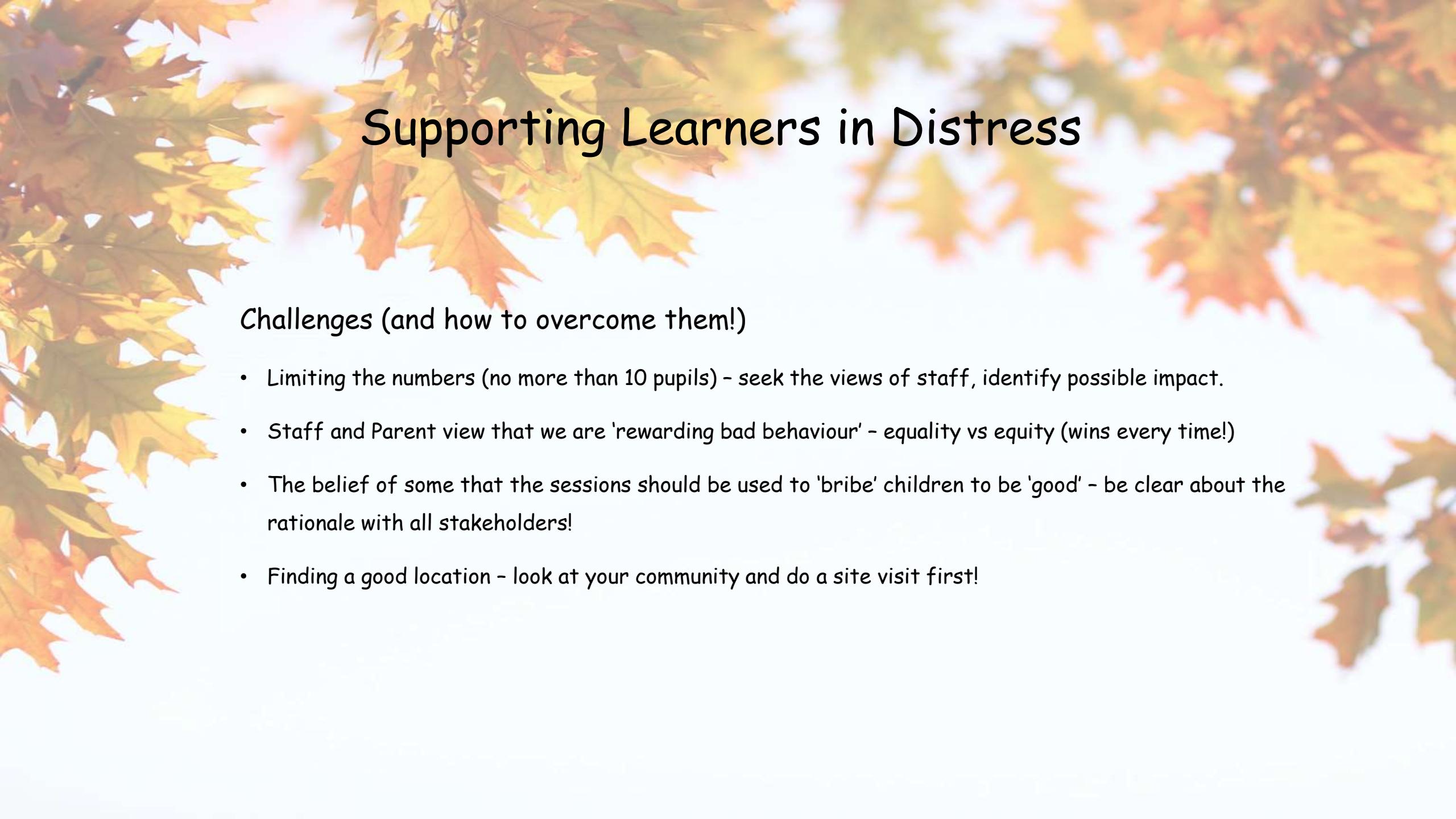
- An increasing number of pupils who were not managing the normal, mainstream day without becoming distressed.
- Distressed behaviour often presented as challenging, confrontational and sometimes aggressive.
- Concerns about impact on other pupils, shared by staff and parents.
- Recognition that exclusion or removal from a classroom was not the answer.



Supporting Learners in Distress

Forest Schools and Outdoor Learning

- Partnership with a local charity (South Lanarkshire Countryside and Greenspace)
- Project - 'Growing Up Wild'
- Identifying pupils who were:
 - A range of ages
 - Facing different challenges
 - Were 'at risk' of disengaging from the classroom or school experience
 - Lacked confidence in their own abilities (negative self-image)
 - Finding their relationships difficult to maintain (with peers, staff and parents).

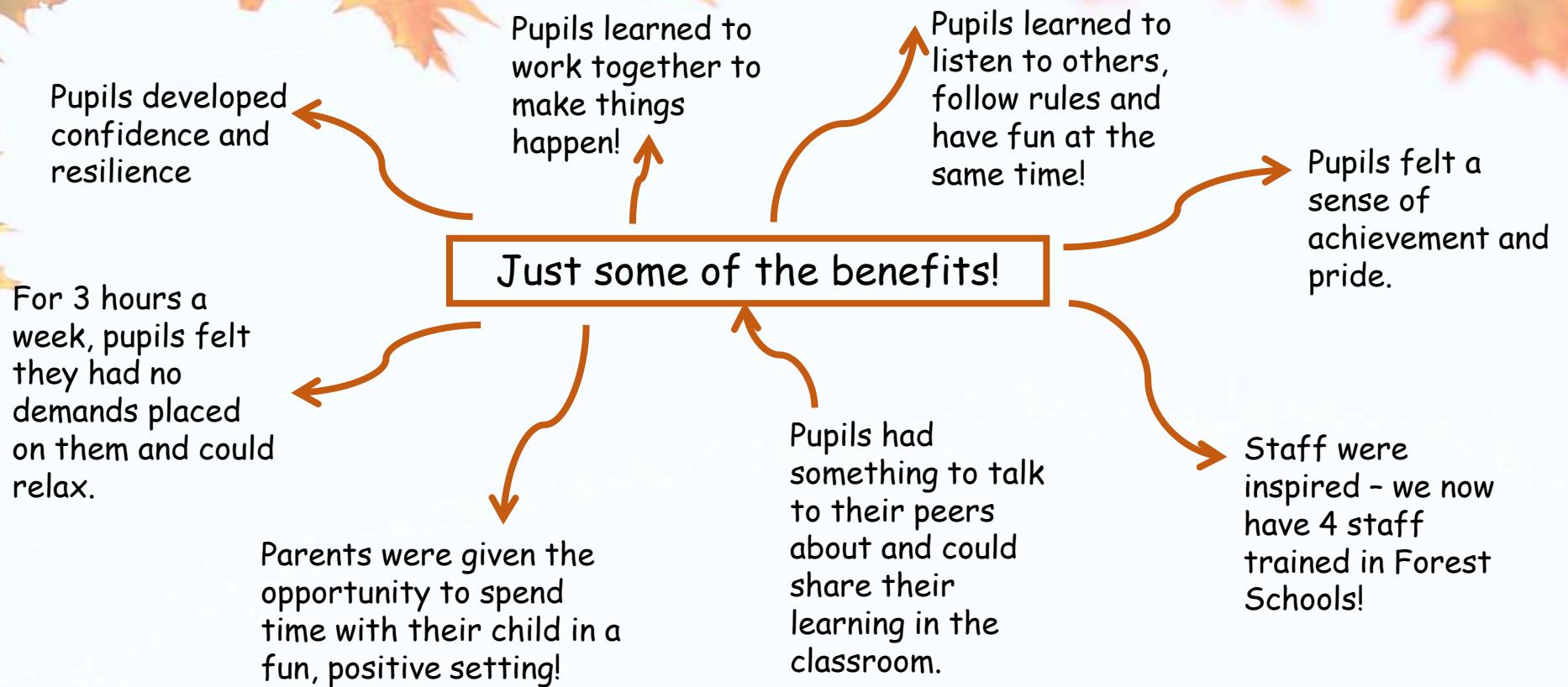


Supporting Learners in Distress

Challenges (and how to overcome them!)

- Limiting the numbers (no more than 10 pupils) - seek the views of staff, identify possible impact.
- Staff and Parent view that we are 'rewarding bad behaviour' - equality vs equity (wins every time!)
- The belief of some that the sessions should be used to 'bribe' children to be 'good' - be clear about the rationale with all stakeholders!
- Finding a good location - look at your community and do a site visit first!

Supporting Learners in Distress





Growing Up Wild

"It's more alive than school!"
Glenn, aged 9

<https://www.youtube.com/watch?v=SICgfDNhoOY&list=PL4QIImza-ehj8qUbyjUNQaPLrx4bFv6AX&index=2>

Practical Ideas and Support

28.10.20

Aly Conquer
Teacher - COACH
Learning Outdoors Support Team (LOST)
East Ayrshire Council

@alyconquer1 and @eaclost

'How to' Outdoors...



- **Transitions/management**
- **Resources**
- **Routine**
- **Confidence**
- **Assessment**

Small steps



	Introduce the outside inside <ul style="list-style-type: none"> • Introduce natural materials • Go outside to collect artefacts/information then return in
	Meet pupils outside <ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> • Be comfortable; appropriate clothing for all • Build up confidence, skills and experience • Discuss and create boundaries and expectations with the pupils
	Be flexible <ul style="list-style-type: none"> • Be spontaneous where appropriate • Allow for pupil led learning • Encourage creativity



What to do Outdoors...

- **Exploration**
- **Multi sensory experiences**
- **Making connections**
- **Meeting Es and Os**
- **Play and fun!**



Further Information



East Ayrshire Council LOST Webpage

<https://blogs.glowscotland.org.uk/ea/learningoutdoorssupportteam/>

Our dedicated page of ASN ideas,
advice and activities

<https://blogs.glowscotland.org.uk/ea/learningoutdoorssupportteam/additional-support-needs/>



visual version of the Scottish Government's lockdown easing phases. The use of visuals might make some of the changes easier for learners to understand.

[Scottish Government's Phased Approach Visualised](#)

There are lots of wonderful things that you can learn both indoors and outdoors at home and many things to explore. Here, we have uploaded a variety of sensory, tactile, fun and messy lessons which might be enjoyed by learners with additional support needs.

[What can you hear?](#)

[Making Music](#)

[Sensory Jar Perfume](#)

[Creating Natural Paints and Dyes](#)

[We're Going on a Bear Hunt](#)

[Scavenger Hunts](#)

[Simon Says](#)

[Make Apple Bird Feeders](#)

INTERNET SAFETY



CHILD PROTECTION



GALLERY



Saltersgate - some links

Saltersgate Ramblers group was featured on Radio 4's Ramblings with Clare Balding.

<https://www.bbc.co.uk/programmes/b09sqrmj>

Extra recording 'A different kind of difficult' - two fathers of members of our ramblers group, discussing what it is like living with their sons.

<https://www.bbc.co.uk/programmes/p05zdxhz>

Our work at Vogrie Country Park was highlighted by Education Scotland (link within the link below) <https://learningforsustainabilityscotland.org/2019/03/25/thisisifs-saltersgate-school/>

Outdoor Learning and ASN

-Mary Higgins

Saltersgate School, Dalkeith, Midlothian.



Outdoor Learning and ASN

- The group -5 things to consider
- Natural resources / weather
- Activity and learning



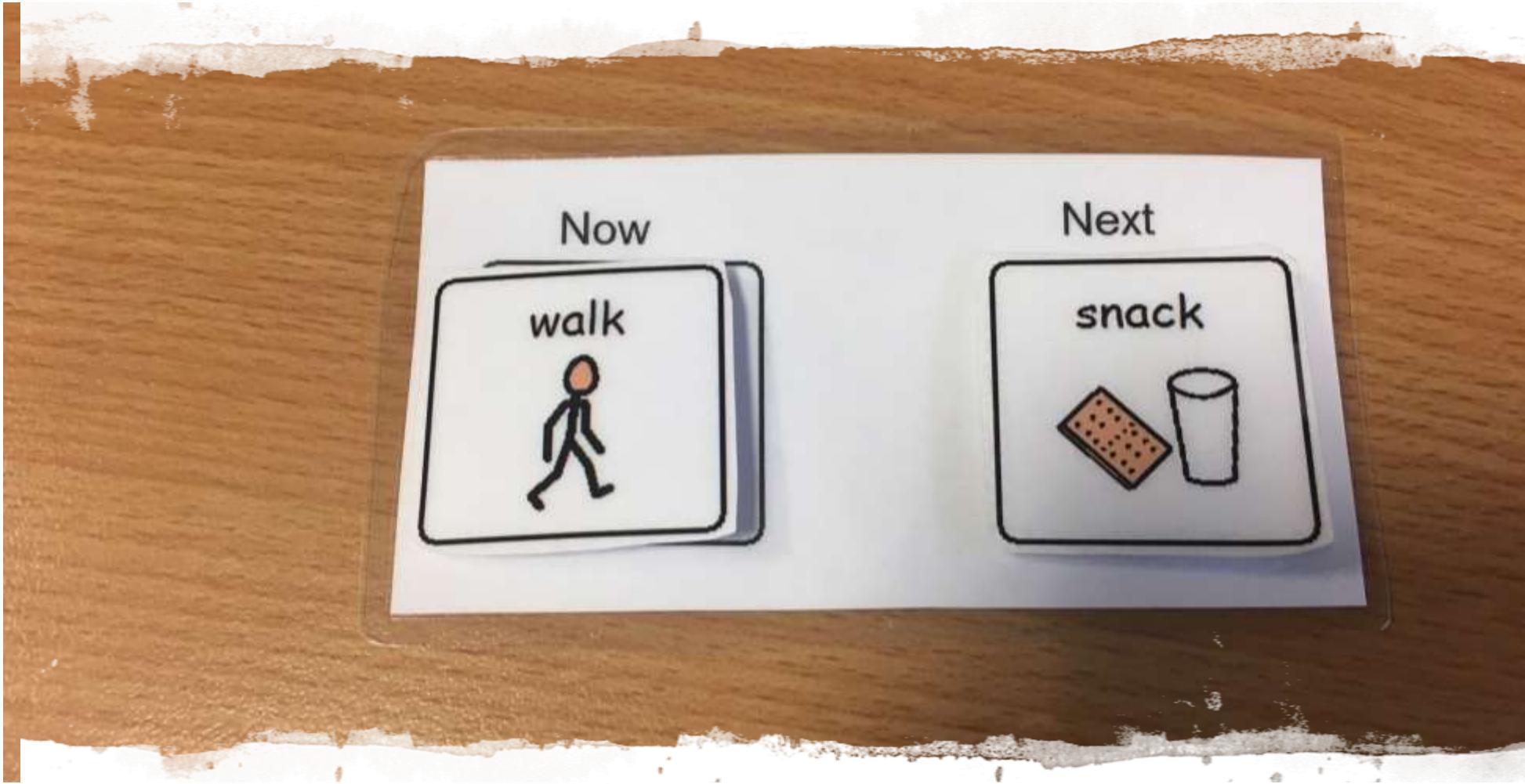
1. Mobility



2. Behaviour



3. Medical needs



4. Communication needs



5. Personal care needs

Outdoor Learning and ASN

- The group
- Natural resources / weather
 - 5 things to consider
- Activity and learning



Location...



Slopes



Hilltops



Tunnels



Woods



Beaches



Puddles -water



Puddles - mud



Puddles - ice



Wind



Solitude



Other people/ friends

Outdoor Learning and ASN

- The group
- Natural resources / weather
- Activity and learning - 6 themes



1. Season/ weather/ clothing and equipment



2. Place



3. Journey



4. Senses / Environment



5. Self / Others



6. Safety

Experience	Be aware of a side in school because of leaves weather	Participate in putting on appropriate clothes	Be independent choose clothes put away	Know / do responsible things about season / weather be responsible for our living spaces
sensor- weather clothing/ equipment	* wear appropriate clothes.	Participate in putting on appropriate clothes	Put on appropriate clothes	
Place	Symbols In school / out of school in woods / on beach etc. Back to school	grow understanding of at school or in woods or at beach	Know we are outside/ in woods etc there is less movement school	Know where we are - orientation - directions - bus/ S/school
Journey	move on different terrain ~ puddles, gravel, grass, up / down	Participate by moving on different terrains / gradients.	Move independently and confidently	Practice journeys, start - go - finish Create journeys plan - do - review
Sensor environment	Symbols / sensor experience ear smell taste small borders	Show an awareness of noise, smell, sounds, textures / awareness	Calibrate / know in environment	Choose with an interest - objects - smells - sounds
self- others	Be with others in different places. Together.	Participate in a group. - awareness of others.	Help others aware of actions / self / others	Achievements of self - group create a
Safety	Experience - Be safe / use carps / stop look listen / wait.	Show awareness of danger / safety (seatbelts, stop, etc)	Be safe - self with instructions ignorant at gate	Safe - self - demonstrate responsibility for others.

Name Aaa blank	Outdoor learning progression template				
Themes	Experience	Aware/ Involved	Participate	Becoming independent	Responsible
Season / Weather	*I can go outside in different seasons/weather, and I can wear appropriate clothes.	I am aware of weather and I can be involved in putting on appropriate clothes.	I can appropriate clothes for conditions / activity.	I can put away outdoor clothing / footwear and put away in wash basket.	* I can be responsible and make good choices for, outdoor clothing, equipment and footwear.
Clothing / Equipment					
Place	*I can see symbols or signs for where I am, eg in /out of school, beach / woods.	*I can show understanding of where we are eg school, beach, woods.	*I have a good idea of where we are eg Vogrie, beach, Dalkeith, woods (say / sign)	*I know some simple directions eg where we are, direction to bus, where is the sun, orientation.	* I can demonstrate orientation and direction eg NSWE, bus, school. * I can navigate with simple maps. SOC 1-14a
Journey	*I can travel on different terrains eg puddles, grass, gravel, up and down.	*I can be active or move on different terrains and gradients.	*I can move independently whilst exploring with a group. (no hands)	*I can make simple journeys eg start, travel, finish.	*I can plan, do and review journeys. HWB 2-18a
Senses / Environment	*I can see symbols or signs for smell, see, hear, touch.	*I can demonstrate awareness of sounds, smells, view, textures, environment. SOC 0-07a	*I can contribute / enjoy/ comment on environment/ wildlife. SOC 0-08a	*I can follow my own interest in the environment eg objects, views, sounds, smells, wildlife	*I can show respect for wildlife and the world around.
Self / others	*I can be together with others in different outdoor places.	*I can join in with a group, and am aware of others.	*I can help others HWB 0-14a	*I am aware of achievements of self and others. HWB 1-14a	I can communicate effectively and demonstrate cooperation. I can recognise achievements of others. HWB 2-14a
Safety	*I can experience safe practice; seatbelts, stop, look and listen, wait, as appropriate.	*I can show awareness of dangers/safety. eg seatbelt, stop, road.	*I can be safe with instructions. eg put on seatbelt, wait at gate.	*I can demonstrate being safe. HWB 1-18a	*I can be safe and take some responsibility for others safety.. HWB 2-17a HWB 2-16a

Name A	Outdoor learning progression template					
	Themes	Experience	Aware/ Involved	Participate	Becoming Independent	Responsible
Season / Weather	*I can go outside in different seasons/weather, and I can wear appropriate clothes. 8.1.14 Vogrie 15.1.14 Carberry 22.1.14 Dalkeith CP wellies	*I am aware of weather conditions. I can be involved in putting on appropriate clothes. 28.1.14 Boots ands coat	*I can put on appropriate clothes for conditions / activity.	*I can choose outdoor clothing / footwear and put away/in wash basket.	* I can be responsible and make good choices for, outdoor clothing, equipment and footwear.	
Place	*I can see symbols or signs for where I am. eg in /out of school, beach / woods.	*I can show understanding of where we are eg school, beach, woods.	*I have a good idea of where we are eg Vogrie, beach, Dalkeith, woods (say / sign)	*I know some simple directions eg where we are, direction to bus, where is the sun, orientation.	* I can demonstrate orientation and direction eg NSWE, bus, school. * I can navigate with simple maps. SOC 1-14a	
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Safety	*I can experience safe practice; seatbelts, stop, look and listen, wait, as appropriate. 28.1.14 Tunnel -cycles warning	*I can show awareness of dangers/safety. eg seatbelt, stop, road.	*I can be safe with instructions. eg put on seatbelt, wait at gate.	*I can demonstrate being safe. HWB 1-18a	*I can be safe and take some responsibility for others safety.. HWB 2-17a HWB 2-16a	

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	Experience	Aware/ involved	Participate	Becoming independent	Responsible
Season / Weather Clothing / Equipment	"I can go outside in different seasons/ weather, and I can wear appropriate clothes.	"I am aware of weather conditions. I can be involved in putting on appropriate clothes.	"I can put on appropriate clothes for conditions / activity. 14.1.14 Tynningham	"I can choose outdoor clothing / footwear and put away/ in wash basket. 21.1.14 Traprain 28.1.14 Hailes	" I can be responsible and make good choices for, outdoor clothing, equipment and footwear.
Place	"I can see symbols or signs for where I am. eg in /out of school, beach / woods.	"I can show understanding of where we are eg school, beach, woods.	"I have a good idea of where we are eg Vogrie, beach, Dalkeith, woods (say / sign) 14.1.14 Tynningham 21.1.14 Traprain	"I know some simple directions eg where we are, direction to bus, where is the sun, orientation.	" I can demonstrate orientation and direction eg NSWE, bus, school. " I can navigate with simple maps. SOC 1-14a
Journey	"I can travel on different terrains eg puddles, grass, gravel, up and down.	"I can be active or move on different terrains and gradients.	"I can move independently whilst exploring with a group. (no hands)	"I can make simple journeys eg start, travel, finish. 28.1.14 Hailes 4.2.14 Harlaw.	"I can plan, do and review journeys. HWB 2-18a
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Thanks! Any questions?



Partnership working - Severe and Complex needs unit and Local authority outdoor learning service

Welcome



East Lothian Council
Outdoor Learning Service

www.eastlothian.gov.uk/outdoorlearning



@eloutdoored



@elcoutdoorlearning



@eloutdoored

Describe your Establishment

- A significant and complex additional support needs unit based within a mainstream secondary provision in East Lothian.
- Around 30 pupils in classes of very small size



What Partnership?

- East Lothian Council Outdoor Learning Service
- A small centrally based team of 2.2 teaching staff supporting schools to maximise outdoor learning opportunities



Interest began?

- Professional learning opportunity
- Enjoyed being outdoors - how can this be embedded as part of my working week



Barriers?

- Transport
- Valid concerns of colleagues



Impact?

- Ongoing



Anything you would do differently?



What has been done to secure legacy of programme?





Questions?





EAST PARK

- AILIE DAVIE OCTOBER 2020

Outdoor Learning at East Park

- With a focus on managing risk
and challenges presented
when working in open spaces



• East Park School

- We are a grant aided school for pupils with complex additional support needs including autism, in Maryhill in Glasgow.
- All of our pupils require significant support to stay safe and to achieve to their full capacity, as such they are supported 1:1 or 2:1 both in school and out.
- We have residential provision, but I am speaking as a teacher on behalf of the school.



• Where Outdoor Learning takes place

- School grounds – playground and Sensory Garden
- Canal
- Local parks
- Forest School sessions – within woodland in a local park
- The Children's Wood – local community wild space

• Risk Assessing

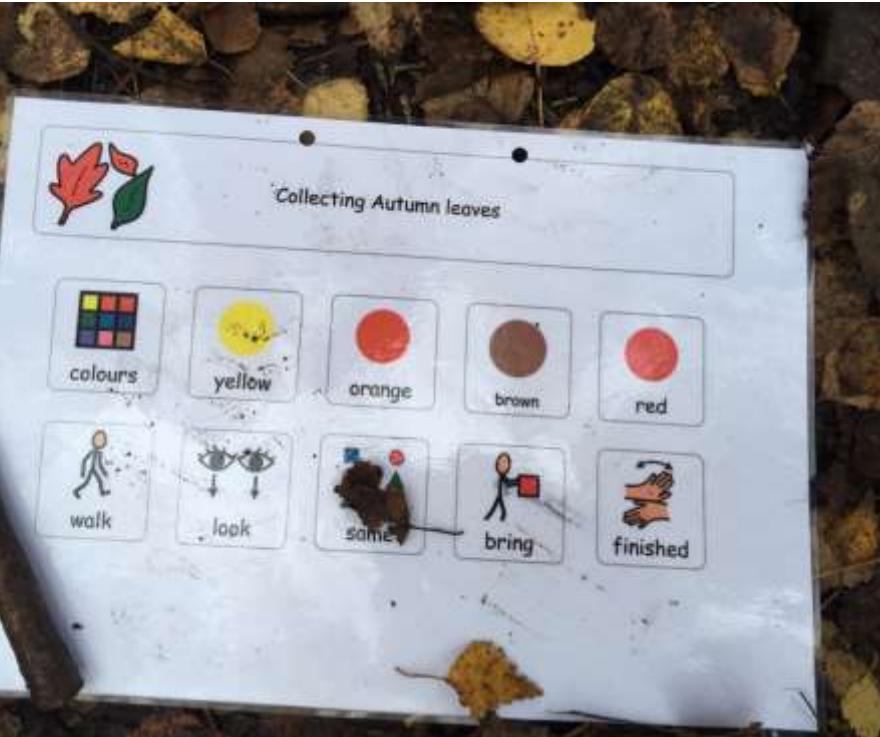


- All but 2 of our pupils have accessed our Forest School programme
- During Forest School and Children's Wood sessions since 2018 there have been 5 incidents of distressed behaviour. In comparison to weekly incident report numbers, and given the number of pupils participating, the significance of this data cannot be underestimated.
- Our pupils are calmer when outdoors participating in these activities
- Their Sensory needs are being met – proprioceptive and vestibular



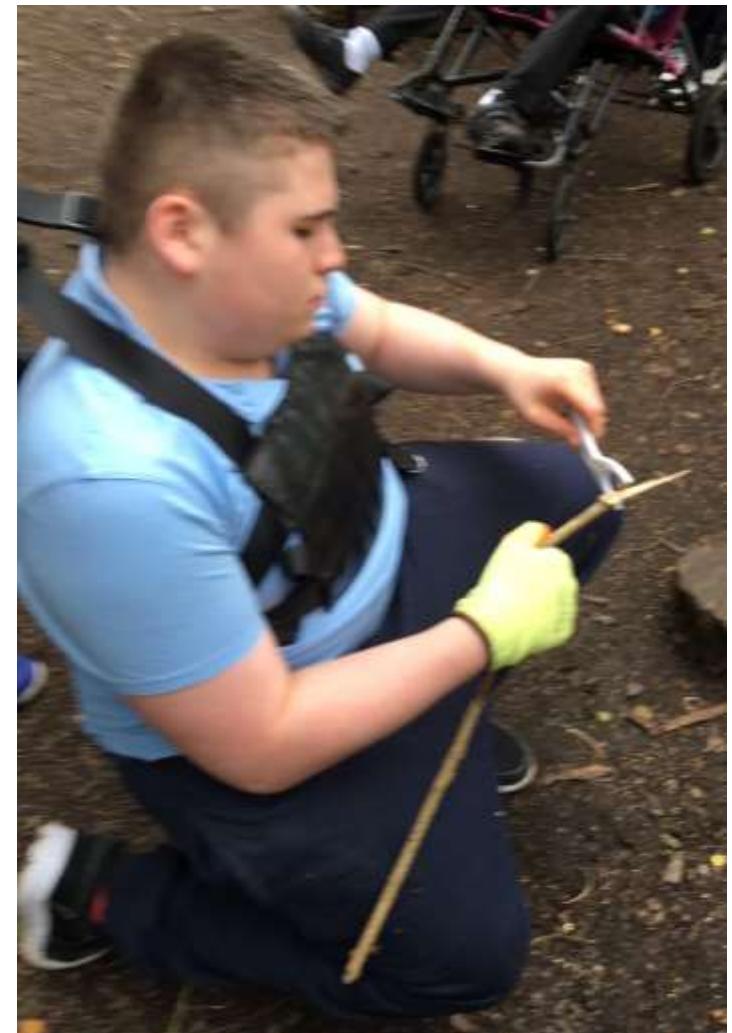
• How we manage risk

- Risk Assessments and Dynamic Risk Assessing
- Use of familiar visuals
- Relationships with staff
- Motivating, risk taking activities – fire, tools, climbing, water sports



When we give our pupils the opportunity to take part in risky activities, our experience tells us they are less likely to seek it in less appropriate and dangerous ways

- How we manage risk





• Challenges to overcome

- Staffing numbers
- Staff enthusiasm
- Staff confidence
- Weather
- Where to do it



• Curricular areas



Orienteering, which encompasses
maths and geography

Science – whilst still allowing for
personal interests and sensory
exploration



- Curricular areas



Technology and Maths, using real life experiences, play and exploration



Forest School and Outdoor Learning.

Benefits and Role in
Scottish ASN Schools

Whole School Strategic Vision

To reap the rewards and benefits of Forest School and Outdoor Learning, a shared vision is key.

- HGIOS
- School Improvement Plan
- Whole School Vision
- Staff Training - Forest School Course, ODL Courses, Sharing Good Practice
- Embedded Ethos
- Leadership at all levels - Staff and Pupils
- Risk Assessment, Policy and Procedure, School Handbook
- Staff Enthusiasm *Versus* Staff Resistance
- Resources - Equipment, Clothing, Staff
- Parental Engagement and Partner Agencies



Questions we need
to ask ourselves
when considering
benefits...

*“Education is not something to keep in a box,
even when the box is classroom shaped.”*

*(Out-Of-Classroom Learning, Real World Learning Partnership,
2005)*



Are We Stealing Our Children's Boredom?

I find myself worrying most that when we hand our children phones, we steal their boredom from them.

As a result, we are raising a generation of writers who will never start writing, artists who will never start doodling, chefs who will never make a mess of the kitchen, athletes who will never kick a ball against a wall, musicians who will never pick up their aunt's guitar and start strumming.

Glennon Doyle

Intrinsic Motivation is so important



Why Go Outside? Why Learn Outside?



Think pro-active not re-active. Forest School and ODL shouldn't be an intervention.

Improved Relationships and Behaviour ... Why?

Setting Conditions:-

- Organisational Culture
- Environment
- Personal
- Programme Related
- Relationships

7 functions of behaviour:-

- Attention
- Revenge/Justice
- Control
- Tangible
- Escape/Avoidance

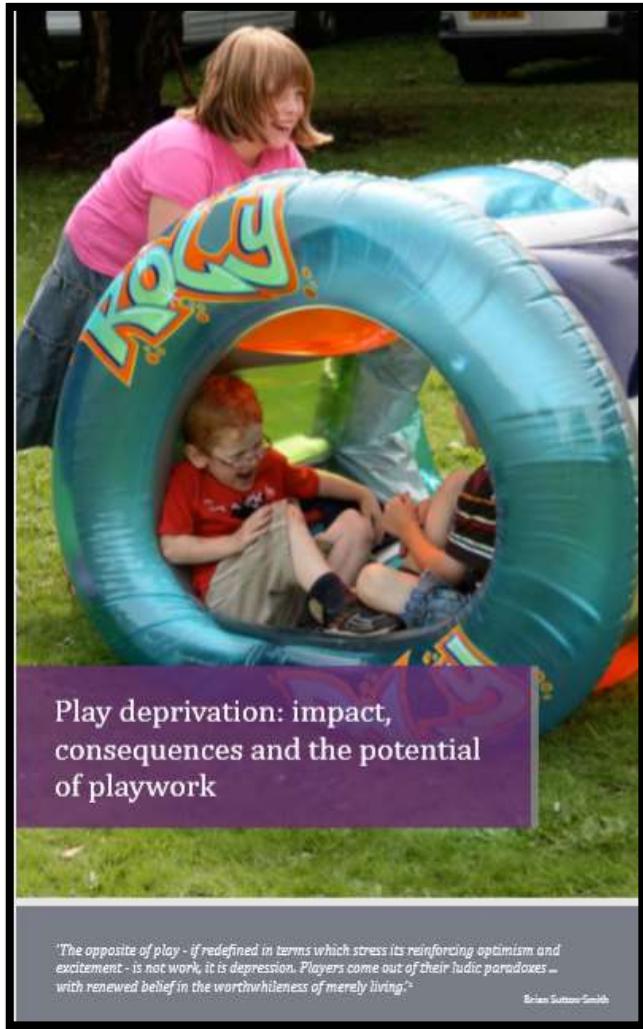
And the two internal factors are:-

- Self-regulation
- Managing emotions

Positive Behaviour Support Techniques:-

- Managing the Environment
- Prompting
- Caring Gesture
- Hurdle Help
- Redirection
- Proximity
- Directive Statement
- Time Away

Emotional Competence - by understanding your own feelings, beliefs, strengths and limitations, this can help you to manage your emotions in stressful situations.



**Children learn as they play.
Most importantly, in play
children learn how to learn.**

[https://www.playwales.org.uk
/login/uploaded/documents/INFORMATION%20SHEETS/play%20deprivation%20impact%20consequences%20and%20potential%20of%20playwork.pdf](https://www.playwales.org.uk/login/uploaded/documents/INFORMATION%20SHEETS/play%20deprivation%20impact%20consequences%20and%20potential%20of%20playwork.pdf)

The 6 Principles of Forest School:-

- Forest School is a long term process of frequent and regular sessions in woodland or the natural environment, rather than a one off visit. It involves planning, adaption, and observations at regular and integral intervals.
- Forest School takes place in the woodland or natural environment to support the development of a relationship between the learner and the natural world.
- Forest School aims to promote the holistic development of all those involved, fostering resilient, confident, independent and creative learners.
- Forest School offers learners the opportunity to take supported risks appropriate to the environment and to themselves.
- Forest School is run by qualified practitioners who continuously maintain and develop professional practice.
- Forest School uses a range of learner-centred processes to create a community for development and learning.

Clear benefits of Forest School and ODL:-

- Building confidence and independence
- Understanding empathy
- Physical and mental wellness and fitness
- Building resilience and adaptability
- Exposure to manageable risk
- Learning through experiences
- Learning through play
- Better mood and sleep patterns

5 Minute Fire: The Power of the Fire Steel

<https://drive.google.com/file/d/15e1nuHffENF4R4N05PCkGL1R4toOpg8E/view?usp=sharing>



Watch Here



Rocket Science



My Journey (Beginning)

Go outside.

It's raining. We need shelter. Get a tarp and build a shelter den.

We're tired and need to sit. Get another tarp and use as ground sheet.

Its windy and ground sheet is blowing away. Peg tarp down.

Forgot pegs. Make them from sticks

Sticks not sharp enough to dig into ground. Learn tool use. Use a knife and whittle a point.

It's cold. Build a fire.

We're hungry. Cook over the fire (marshmallows, rolls and sausage, hot dogs, pancakes).

Our shelter isn't high enough. Build a rope ladder to reach the high points.

I need a lie down. Set up a hammock.

All work no play. Build a rope bridge rope or ratchet strap (watch those crocs under the bridge).

What Are The Children and Young People Achieving? Where is the Attainment?



<https://www.sqa.org.uk/sqa/65698.html>

<https://www.sqa.org.uk/files/nu/N1PracticalCraftSkillsWorkCraftToolsUnitSpecH70F71.pdf>

Practical Craft Skills: Working with Craft Tools (National 1)

SCQF: level 1 (6 SCQF credit points)

Unit code: H70F 71

1 Work with craft tools by:

1.1 Choosing an activity

1.2 Choosing tools and/or equipment required for the chosen activity

1.3 Following instructions/and or procedures to complete the chosen activity



<https://www.sqa.org.uk/files/nu/N1ScienceEnviroMaterialsUnitSpecH70971.pdf>

Science in the Environment:

Materials (National 1)

SCQF: level 1 (6 SCQF credit points)

Unit code: H709 71

1 Participate in practical activities to explore materials used in everyday objects by:

1.1 Identifying the main property/properties of everyday objects

1.2 Sorting everyday objects into sets by material and/or property



<https://www.sqa.org.uk/files/nu/N1NumberShapeUnitSpecH6BY71.pdf>

Number Skills: Shape (National 1)

SCQF: level 1 (6 SCQF credit points)

Unit code: H6BY 71

1 Recognise shape in real-life contexts by:

1.1 Identifying 2D shapes

1.2 Identifying 3D shapes

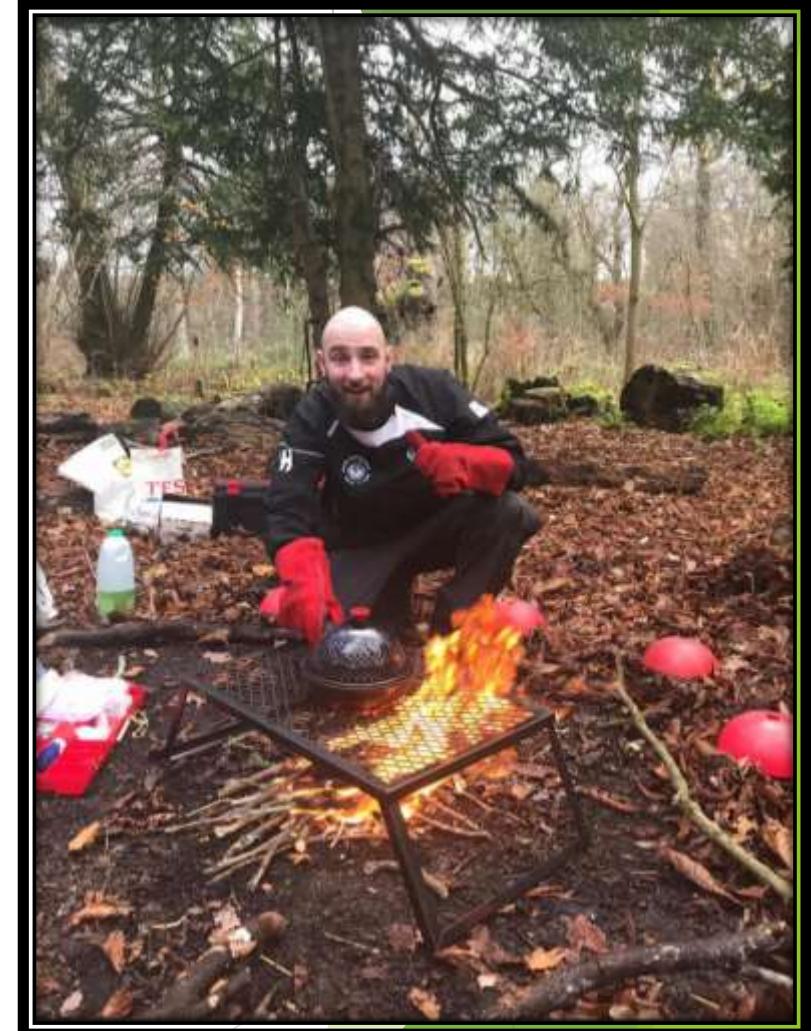
1.3 Using 2D shapes and 3D shapes in everyday activities



Thanks for
listening.

I hope this was
helpful.

John Bradshaw



Outdoor learning/Learning for Sustainability Wakelet

<https://wakelet.com/wake/dx8-511rFvLFU03cIV9eh>



Outdoor access code education resources.



Activity Guides for teachers and group leaders across two age groups (8-12 years and 12-14 years) are available. Enjoy your day out!



Geography in Loch Lomond & Trossachs National Park



Visitor Management, Sustainable Tourism and Landscapes in the National Park. Some of the content on the Padlet is linked to information published by third parties. Whilst we make every effort to ensure the information is correct, Loch Lomond and The Trossachs National Park Authority is not responsible for, and cannot guarantee the accuracy of, any third party information.



Schools | Quaybridge



Welcome to the Quaybridge interactive guide for jobs in the offshore wind industry. Here you can learn about the wide variety of opportunities across the life-cycle of an offshore wind farm, from engineers to marine mammal observers and everything in-between! Please select your age group below:



Get learning - Climate | Scotland's environment web



Get learning about climate with this learning resource written by a qualified teacher that complements the Scottish curriculum for excellence.



Educational resources | Scotland's environment web



Maps, data, resources and useful links about Scotland's environment, for use in the classroom - all of which have been carefully matched with Curriculum for Excellence levels and National Qualifications.



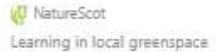
Outdoor Learning



Scotland's Outdoor Learning Directory aims to provide a portal to services supporting outdoor learning which are provided by these Scottish organisations.



Beyond your boundary: easy steps to learning in local greenspace



Learning in local greenspace



Resources | Outdoor and



10 Tips for Outdoor Learning



Blog from Rob Bushby on top 10 tips for outdoor learning in recovery phase



Inspiring Scotland Thrive Outdoors Guides



Really useful short guide for practitioners and families on being outdoors from the Thrive Outdoors Series.



STEM By Nature



STEM By Nature resources FSC Scotland and the John Muir Trust have made the professional learning sessions piloted in



Outdoor Learning : The Extended Classroom - A&DS



Historically, geographically, climatically and culturally, Scotland offers schools and their pupils one of the richest and most varied outdoor classrooms in the

Keen for more outdoor learning professional learning?

Online teaching learning outdoors 2 hour module (SAPOE):

- <https://professionallearning.education.gov.scot/learn/learning-activities/teaching-learning-outdoors/step-1>

SAPOE supporting outdoor e-learning course for non-teaching staff, instructors, classroom assistants and third sector organisations

- <https://www.sapoe.org.uk/courses/supporting-learning-outdoors/>

Previous webinars:

- HT's journey <https://youtu.be/Oecsj8AXiTA>
- OL across the 4 contexts <https://youtu.be/CeFrR2iLy7Y>
- Using digital tools to capture, create and share outdoor learning <https://youtu.be/YS32oAUJL7w> and a Sway with all the links from the session <https://bit.ly/33ekdJ5>
- Numeracy and Maths in the outdoors https://youtu.be/dyzhJn_M6DU

Further opportunities

Upcoming webinars

- Literacy in the outdoors 11 November
- RME and outdoor learning 19 November
- Equalities and outdoor learning 23 November
- Social Studies and outdoor learning 25 November

Booking <https://professionallearning.education.gov.scot/learn/events/>

Outdoor learning summary page <https://education.gov.scot/improvement/learning-resources/a-summary-of-outdoor-learning-resources/>

Wakelet - Outdoor learning <https://wke.lt/w/s/beXI3C> and family activities
<https://wakelet.com/wake/KMW1WM-0qbHCxN8MJACVu>

Keep in touch

- [STEM Nation Webinar Team](#) - joining code kz41xx4

Thank you



Outdoor Learning Webinar Evaluation

<https://bit.ly/2FwUZNP>

Share your outdoor learning, and tag us at
@STEMedscot
#LearnOutdoors



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