

# 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**

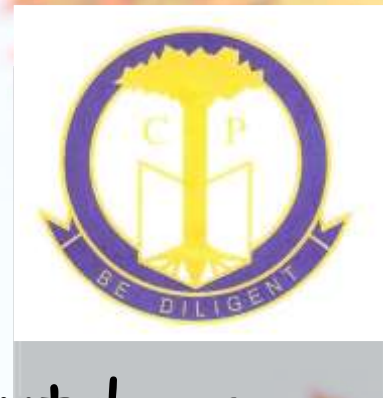
For Scotland's learners, with Scotland's educators

# 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

Schematic Play

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

Offers space for  
adventure, risk and  
challenge.

First hand experiences of  
living things and life cycles.

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

Meaningful learning in all  
areas of the curriculum.



## 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.







# 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).



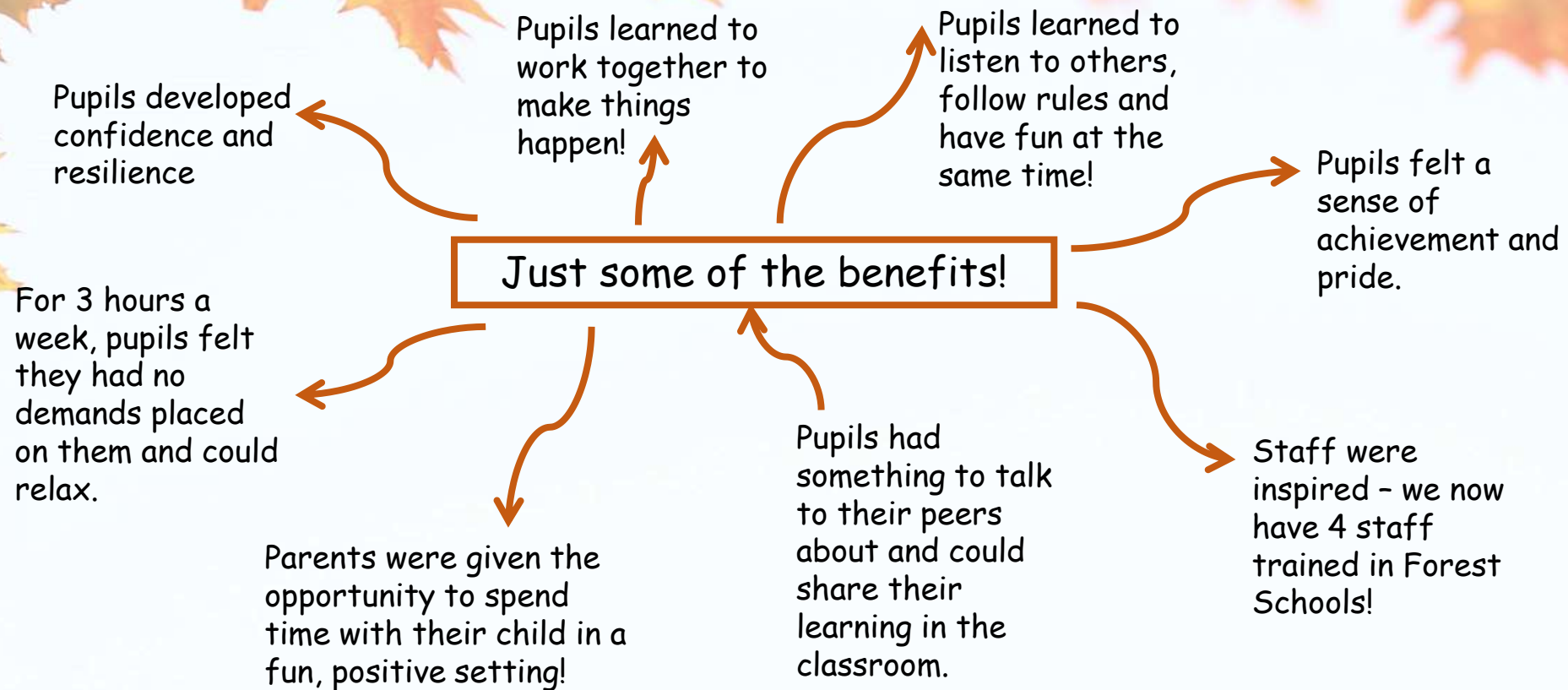
# Supporting Learners in Distress

## 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=SLCgfDNhoOY&list=PL4QIlmza-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**

- 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





# What to do Outdoors...



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



# Further Information

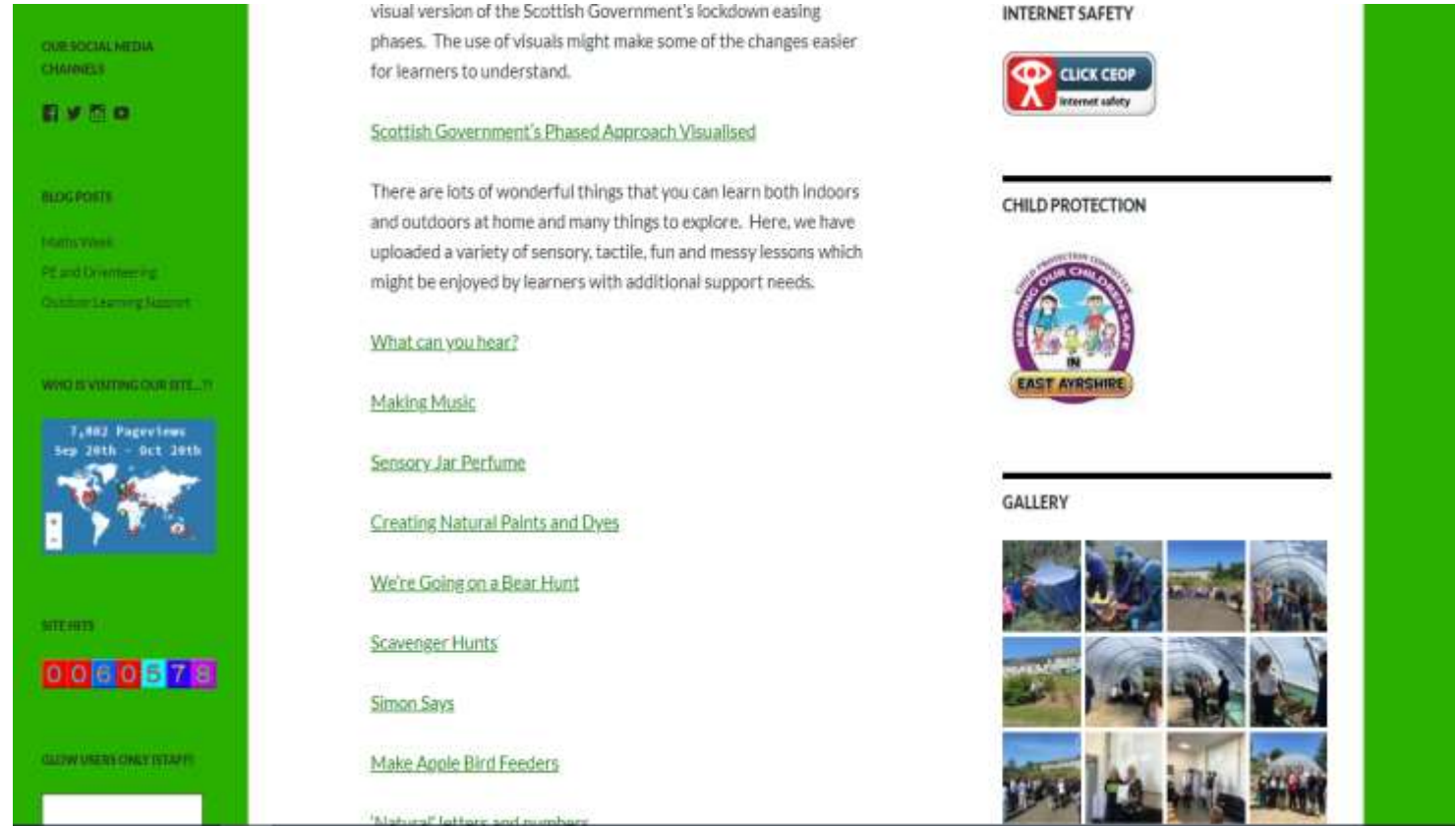


## East Ayrshire Council LOST Webpage

<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/>



The screenshot displays the LOST webpage layout. On the left is a green sidebar with sections: 'OUR SOCIAL MEDIA CHANNELS' (with icons for Facebook, Twitter, YouTube, and Instagram), 'BLOG POSTS' (listing 'Maths Week', 'PE and Orienteering', and 'Outdoor Learning Hub'), 'WHO IS VISITING OUR SITE...?' (showing '7,482 Pageviews Sep 28th - Oct 28th' with a world map), 'INTERESTS' (a digital counter showing '0060578'), and 'GLOW USERS ONLY (STAFF)' (with a login field). The main content area has a header about a 'visual version of the Scottish Government's lockdown easing phases' and lists several blog posts: '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...', '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', and 'Natural' letters and numbers. On the right, there are sections for 'INTERNET SAFETY' (with a 'CLICK CEOP' button), 'CHILD PROTECTION' (with a circular logo), and a 'GALLERY' of photos showing outdoor activities.



## 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/thisislfs-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



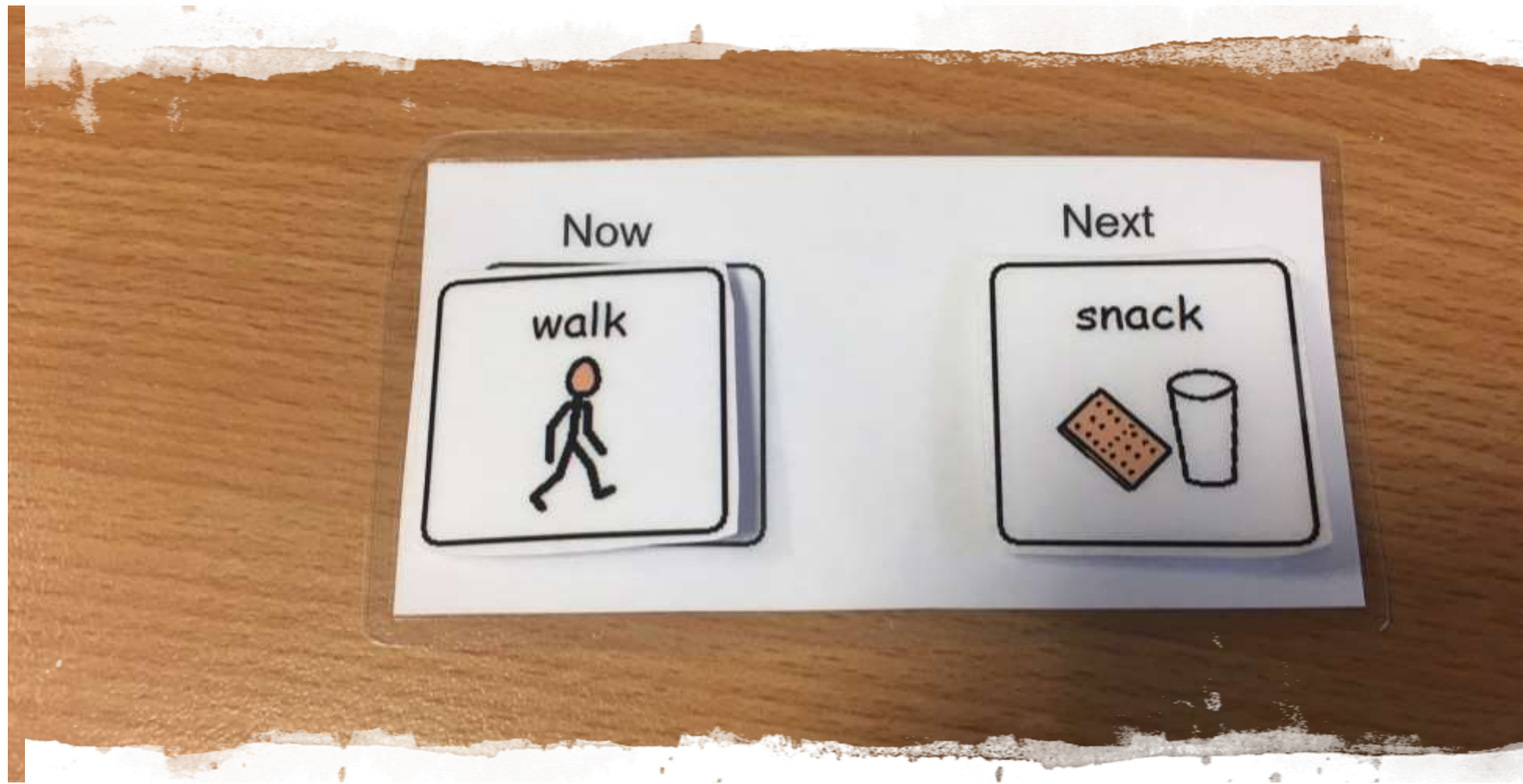


## 2. Behaviour





### 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



	Experiences	Be aware	Participate	Be independent	Know / do
Season Weather clothing/ equipment	Season Weather * wear appropriate clothes.	Be aware of weather conditions Participate in putting on appropriate clothes.	Put on appropriate clothes	Be independent choose clothes put away	Knows season / weather Be responsible for own clothing - equipment
Place	Symbols In school / out of school In woods / on beach etc. - Back to school.	Know understanding of if at school, or in woods or at beach.	Know we are outside/ in woods etc. There is bus awareness school	Know where we are - orientation - direction bus/ S/school	Navigate a route / direction Simple map!
Journey	Make on different terrain - puddles, gravel, grass, up-down	Participate by making on different terrains / gradients.	Move independently as road changes	Practice journeys, start - get finish	Handle journey plan - do - review
Senses Environment	Symbols / Know experience wear see smell touch.	Show an awareness of how, smell, sounds. Textures awareness	Contribute / Monitor a changing environment	Choose what is interesting - objects - sights - sounds - smells	Interest in knowing the world around □
Self + others	Be with others in different places. Together.	Participate in a group - awareness of others.	Help others more of actions / self / others	Achievements of self - group cannot a	- Co-operate - communicate - Achievements of all
Safety	Experience - Be safe / use signals / stop look listen / wait.	Show awareness of dangers / safety (seatbelts, stop, etc)	Be safe - with instructions eg wait at gate	Safe - self	Safe - demonstrate responses for others.



Name Aaa blank	<b>Outdoor learning progression template</b> ..... Pre early..... Early..... First..... Second.....				
Themes	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.	conditions / activity.	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 NSW, 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	<div> <div>Outdoor learning progression template</div> <div> <div></div> <div>Pre early.....Early.....First.....Second...</div> </div> </div>				
Themes	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. 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 and 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 NSW, 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. 8.1.14 Vogrie 15.1.14 Carberry	*I can be active or move on different terrains and gradients. 22.1.14 Dalkeith in woods	*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. 8.1.14 Vogrie 15.1.14 Carberry	*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. 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

Name J	<b>Outdoor learning progression template</b> <div> <div></div> <div>Pre early.....Early.....First.....Second...</div> </div>				
Themes	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
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 21.1.14 Traprain view etc	*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 14.1.14 Tynningham 21.1.14 Traprain	*I am aware of achievements of self and others. HWB 1-14a 28.1.14 Hailes 4.2.14 Harlaw.	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 14.1.14 Tynningham 28.1.14 Hailes	*I can be safe and take some responsibility for others safety.. HWB 2-17a HWB 2-16a



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](http://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



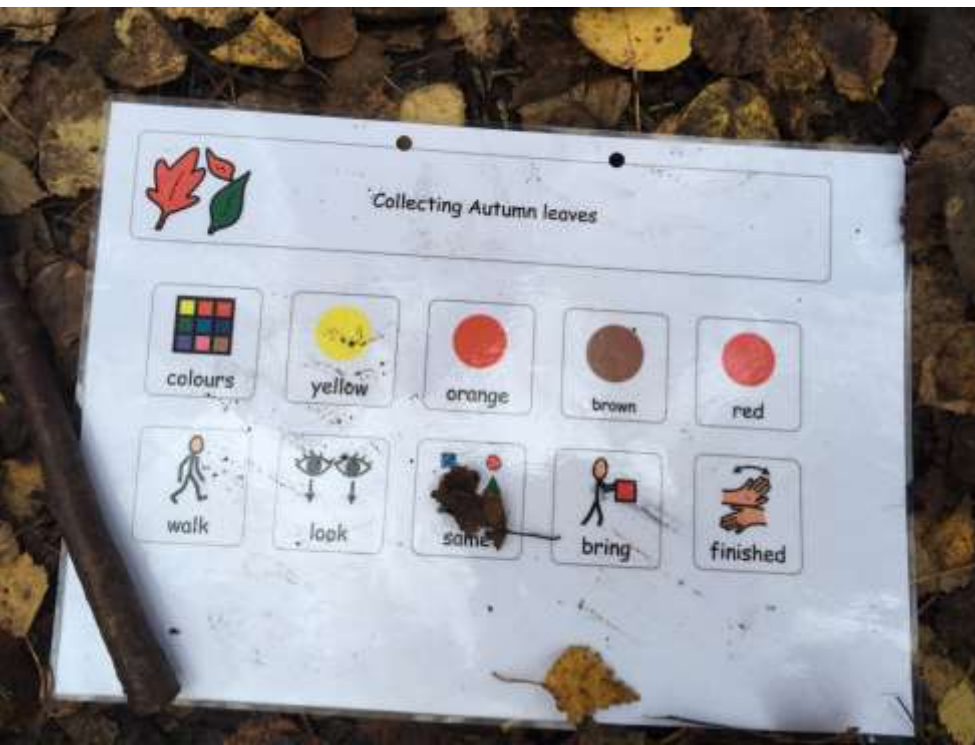
- All but 2 of our pupils have accessed our Forest School programme
- During Forest School and Children's Wood sessions since 2018 there have been 5 incidents of distressed behaviour. In comparison to weekly incident report numbers, and given the number of pupils participating, the significance of this 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



# • How we manage risk

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







# • 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



The background features abstract, overlapping green geometric shapes, primarily triangles and polygons, in various shades of green, creating a modern, layered effect on the right side of the slide.

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>

## 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.



The background of the slide features a soft-focus photograph of a forest stream with water flowing over rocks. On the right side, there is a decorative graphic consisting of several overlapping, semi-transparent green triangles of varying shades, creating a modern, abstract design.

## 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/15e1nuHffENF4R4NO5PCkGLIR4toOpg8E/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

Scottish Outdoor Access Code

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



## Beyond your boundary: easy steps to learning in local greenspace

NatureScot

Learning in local greenspace



## Geography in Loch Lomond & Trossachs National Park

Padlet

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.



Resources | Outdoor and



## Schools | Quaybridge

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:



## 10 Tips for Outdoor Learning

Nnolsotland

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



## Get learning - Climate | Scotland's environment web

Gov

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



## Inspiring Scotland Thrive Outdoors Guides

Inspiring Scotland

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



## Educational resources | Scotland's environment web

Gov

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.



## STEM By Nature

John Muir Trust

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



## Outdoor Learning

Outdoorlearningdirectory

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



## Outdoor Learning : The Extended Classroom - A&DS

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](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

For Scotland's learners, with Scotland's educators  
Do luchd-ionnsachaidh na h-Alba, le luchd-foghlaim Alba



Thank you



# Outdoor Learning Webinar Evaluation

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

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



**Education Scotland**

Denholm House

Almondvale Business Park

Almondvale Way

Livingston EH54 6GA

**T** +44 (0)131 244 5000

For Scotland's learners, with Scotland's educators