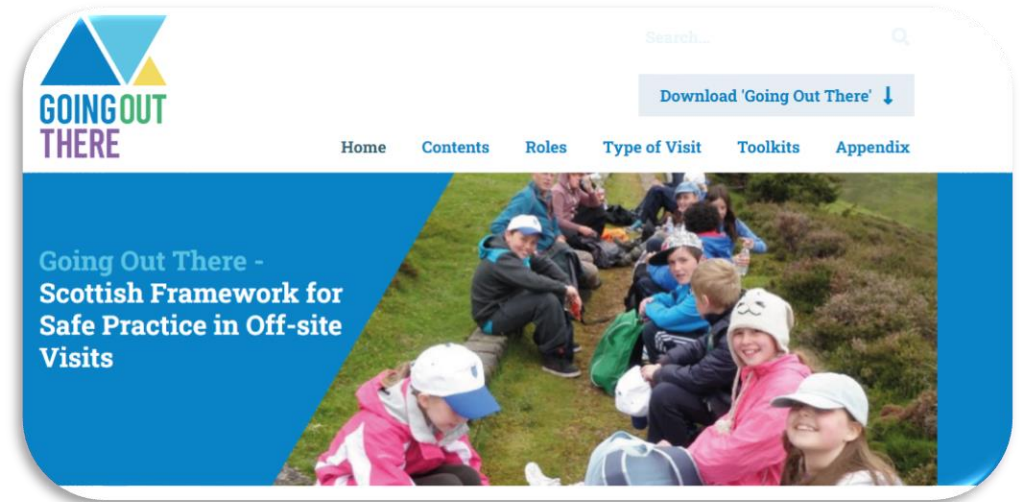
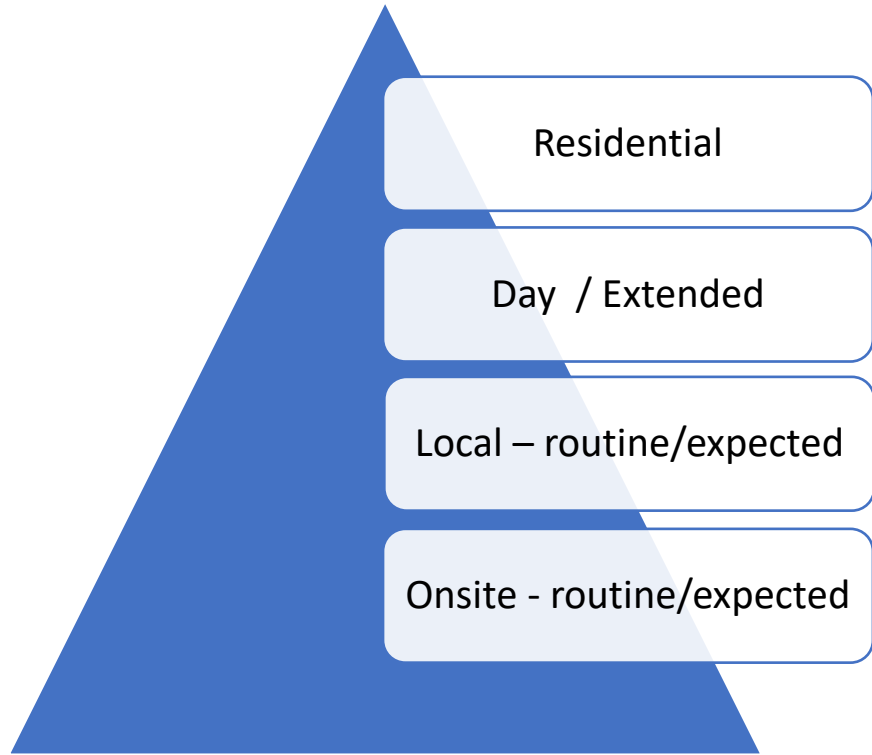


The Cross Party Group on Outdoor Education



- Very brief SAPOE introduction and update
- Membership evidence: good practice / challenges / suggestions
- Two case studies (more?):
 - Sgoil Dhalabroig (Western Isles Council)
 - Ormiston Primary School (East Lothian Council)

**COPY FOR SHARING.
MOST PHOTOS HAVE
BEEN REMOVED.**



A new CEO

Good Practice (different levels) December 2022

Themes	Examples
Strategic / supporting priorities	<ul style="list-style-type: none"> -OL local authority strategy e.g. OUTSIDE NOW (settings & school, key expectations / integral to school improvement plans). -OL embedded into wider LA plans e.g. Sustainability Board / responding to YP feedback. -OL supporting key priorities e.g. school attendance, care experience, transition, additional support needs (ASN), COVID-19 recovery, holiday programmes, Ukrainian families and young person leadership programmes.
Workforce and training	<ul style="list-style-type: none"> -SAPOE online courses: https://www.sapoe.org.uk/courses/supporting-learning-outdoors/. Minimal national funding / easy access. Council online websites e.g. LOST. -Workforce training programmes – teaching and learning / national governing bodies / MIDAS / outdoor first aid / online. -High supervision ratios – 1:6 to support early stages of targeted programmes. – Use of volunteers. Share good practice e.g. OL Map. –Targeted workforce e.g. ASN pathways.
Partnerships	<ul style="list-style-type: none"> -Providers including the third sector build capacity and provide specialist provision e.g. ASN / residential capacity / forest schools. -Partnerships provide access to wider funding e.g. ASN – includes residential visits.
Supporting attendance (residential)	<ul style="list-style-type: none"> -Reducing the cost of the school day – ‘Community Benefits’ schemes (£10k since mid-October) / fundraising as part of the curriculum (outwith of the school community). Workshop for Head Teachers / key staff – shared action plan and good practice. -Pre-visit: provider presentations and engagement / child planning meetings / social stories. -Monitor attendance (LA wide) – 90% attendance. –Established and sustained partnerships allows for investment. -Progression in overnight visits / matched to local contexts (case studies). –Matching schools re: transport needs.
Curriculum / School Improvement	<ul style="list-style-type: none"> -Links with sport and physical activity and progression models e.g. swimming (pools to open water). -Accreditation / wider achievement e.g. John Muir Award and Scottish Credit and Qualifications Framework. -Pre and post residential learning. – New school improvement toolkit (whole-school change).
Funding	<ul style="list-style-type: none"> -Core central funding – (i) direct delivery / schools allocated days (allocated from national priority funding or ‘local’ Council, budgets); and (ii) access to wider Council funding e.g. social care and additional needs.

Challenges

Themes	Challenges	Common / Some / Single
Strategic	<ul style="list-style-type: none"> -Instability especially linked to budgets. -OL via strategic plans (limited / isolated). 	Common Some
Workforce, training and whole-school change	<ul style="list-style-type: none"> -Skills and knowledge gaps. -Low confidence. -Staff shortages (across operations). -Accessibility to training (geography). 	Common (proportions can vary)
Curriculum (whole-school)	<ul style="list-style-type: none"> -Understanding OL as an ‘approach to learning’ as opposed to a single subject. -Whole-school and sustain - staff changes / ‘heroic’ / extend beyond individuals. -‘Busy’ curriculum. 	Common
Reducing the cost of the school day / rising costs / ‘wider’ barriers	<ul style="list-style-type: none"> -Risk of narrowing the OL offer. -Attendance on residential visits (not just cost). -Considering reducing number of nights / time of year (residentials). -High / unpredictable / inconsistent transport costs. 	Common
Inspections	<ul style="list-style-type: none"> -Thematic inspection welcomed / what next – not just good examples? 	Common
Measuring impact	<ul style="list-style-type: none"> -Capacity / confidence / competency at all levels. 	Common
Capacity / workload	<ul style="list-style-type: none"> -Ability to address challenges; often within the context of rising demand. -Accessibility to high quality guidance and support. 	Common

Suggestions – ensuring high quality OL across Scotland – not just funding

Theme	Suggestions for national discussion and action by partners including the Scottish Government – SET WITHIN THE LEARNING FOR SUSTAINABILITY CONTEXT
Strategic / supporting priorities / partnerships	-Renewed national review of Learning for Sustainability. Progress so far. What next? How can OL contribute to key priorities? Overarching ‘national picture’ and strategy developed by partners – common goals.
Workforce and training	-National workforce plan linked to above, includes e.g. Initial Teacher Education. Training MATCHES expectations/vision. Funding to continue to develop national online training (SAPOE) – accessible / consistent.
Reducing the cost of the school day	-Training to build capacity and reduce the costs. -Case studies re: good practice: all scales.
Curriculum entitlement	-Ensure updated curriculums reflect and incorporate young persons’ feedback and retain/develop prominence of OL (progression model).
Inspection	-Greater profile for Learning for Sustainability; contributes to a follow-up baseline for OL in Scotland and monitor improvement: build on the thematic inspection.
Transport	-National discussion and action regarding the <i>Young Persons’ (Under 22s) Free Bus Travel scheme</i> and how this may support day and residential transport.
Good practice, resources and research	-Update and maintain relevant case studies and resources across current priorities (fund). Hosted by SAPOE’s Going Out There? MEANINGFUL / USEFUL. -Active / live research hub: resources to support strategic planning and evaluation.

?

**OUTDOOR
EDUCATION AT
SGOIL
DHALABROIG,
UIBHIST A DEAS**



CONTEXT

Heritage

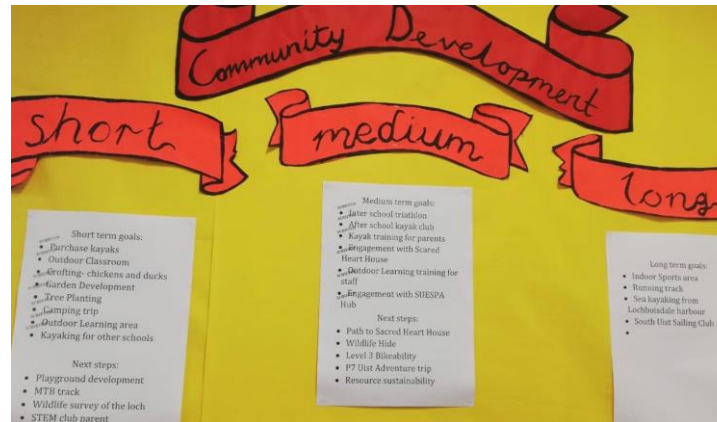
Community

Wellbeing

Environment

KEY STEPS

- Mountain bikes in 2017
- Kayaks, crofting and pupil-led planning in 2018
- Wild area & camping 2019
- Curricular re-design 2020
- Sailing and pump track in 2021
- John Muir Award and Cluster transitions 2022
- Intergeneration cycling and city residential 2023



PROGRESSION

- Developing school policy
- Engaging regularly with stakeholders
- Adopting SAPOE guidance
- Changing approaches to risk
- Developing our own residentials
- Training staff and parents to embed sustainability
- Building links with community groups out with education

19.2.21

L1 - to make connections and ask questions about a text.

Build fires

Run down stairs behind
kaps
trip wires

Reverse down hill
stay out at night

What do the characters do in Chapters 13 and 14 that might not be safe? What risks do they take?

What Is the Danger?	Who Could Be Affected?	What Could You Do to Prevent Harm?
Building/lighting fires	The children could get burnt. The woodlands could catch on fire. Other people/animals could be hurt if the fire is not put out properly.	Make sure an adult supervises. Training by an adult on fire safety.
Reversing down the hill backwards staying out ALL night running down stairs backwards	can't see bump into cars dark no adult trip or fall	check & go carefully tell adult have phone go forwards
trip wires	trip people up fall, hurt people	don't set them

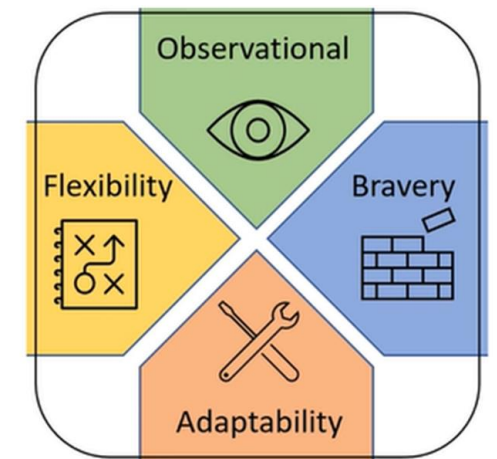
Have you ever taken a risk that you think you should not have?
Do you think the children are right to take these risks? Why?



Outdoor Education at Sgoil Dhalabroig

At Sgoil Dhalabroig we use outdoor Education to:

- Regularly experience the outdoors and natural environment through activities and Inter Disciplinary Learning.
- Encourage creativity through outdoor play.
- Maximise the mental and physical health benefits of outdoor learning.
- Allow learners, staff and parents to join us in experiencing new things.
- Build pupil resilience to challenge and encourage risk taking in a safe manner.
- Develop social skills and emotions through working and learning outwith the classroom.
- Engage in our local community and build links with community groups.
- Meet Scottish Advisory Plannel for Outdoor Education (SAPOE) objectives for quality and quantity of time spent outdoors.
- Reduce the amount of sedatry time spent in school and at home by encouraging pupils and families to spend more time outdoors.



CHALLENGES

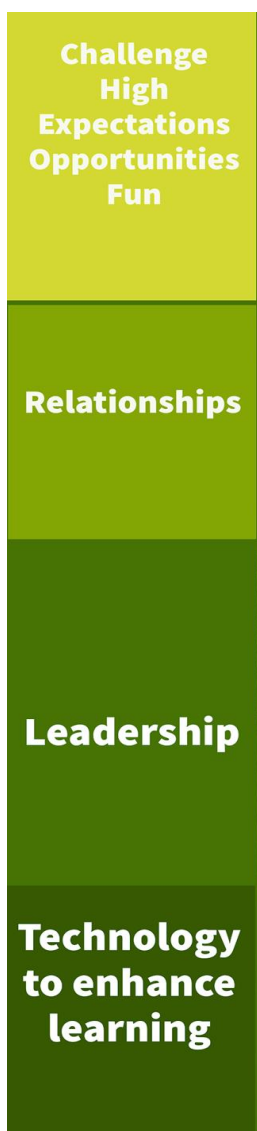
- Changing attitudes across education and local government
- Teacher workload and delivering breath of curriculum
- Climate change
- Mental health crisis in young people
- Cost of the School day/funding
- Sustainability of skills



ORMISTON PRIMARY SCHOOL

OUTDOOR LEARNING





Our Leadership Promise

- We will give you experiences in your 'stretch zone' to help you to develop your knowledge of yourself and what you can achieve.
- We will challenge you to take your learning beyond our school walls to make a difference for yourself and for others.
- We will support you to take on new challenges and opportunities and we'll celebrate your successes with you along the way.

We'll give you the opportunity to do things you never knew you could do!

OUR CURRICULUM RATIONALE





- Set goals
- Plan ahead
- Be organised
- Be responsible
- Manage my time



- Dealing with problems
- listen to others
- Caring
- Sharing ideas
- Problem solving
- Teamwork
- Respect and manners
- Being honest




- Healthy body
- Healthy mind
- Getting along with others
- Wanting to learn
- Helping in our community
- Having fun



- Goal Setting
- Planning
- Time Management
- Organisation
- Initiative
- Vision
- Integrity



- Conflict Management
- Listening/Empathy
- Speaking Skills
- Valuing Diversity
- Problem solving
- Teamwork
- Respect
- Ethics/manners
- Honesty
- Openness



- Physical wellness
- Social Skills
- Emotional Wellbeing
- Contribution
- Desire To Learn
- Fun



LEADERSHIP SKILLS



Children experience a well structured programme to give them the opportunity to build upon their skills and to experience situations to develop resilience and to explore what they are capable of achieving.

**P4 go to the
climbing wall**

**P5 experience
canoeing**

**P6 try out
paddleboardi
ng**

**P7 go
coasteering**



STRUCTURED PROGRAMME



Primary 3 visit a local residential centre. This is a two day and one night stay indoors. This camp has no direct cost to families as all costs are covered by the school.



STRUCTURED PROGRAMME OF RESIDENTIAL EXPERIENCES - P3



Primary 4 have an overnight stay in tents they pitch themselves, cooking their meals on open fires. This camp costs families £2. Children walk to and from the campsite adding to the adventure!



STRUCTURED PROGRAMME OF RESIDENTIAL EXPERIENCES - P4



Primary 5 have a two night and three day overnight stay at an Outdoor Centre. This gives them the opportunity to try out more adventurous activities and to have the opportunity to support each other to try new things.



STRUCTURED PROGRAMME OF RESIDENTIAL EXPERIENCES - P5



Primary 6 have another opportunity to spend the night under canvas. The activities have a very strong leadership focus and are designed to set them up for their Senior Leader roles in P7. This camp costs families £2.



STRUCTURED PROGRAMME OF RESIDENTIAL EXPERIENCES - P6



Primary 7 have the opportunity to go to Benmore Outdoor Centre from Monday to Friday in January. This is a culmination of all their experiences at Ormiston. The outdoor environment is a step up from their experience in P5.



STRUCTURED PROGRAMME OF RESIDENTIAL EXPERIENCES - P7



Children in P6 and 7 have the opportunity to put themselves forward to be an Outdoor Leader and attend the P3 and 4 camps. Children who put themselves forward are interviewed by the P3 and 4 children who are very specific about the qualities they are looking for in leaders! The Outdoor Leaders then have the opportunity to design and run activities at the camps. These children do not pay to attend the camps.



DEVELOPING LEADERSHIP SKILLS



We have collected a variety of outdoor clothing for children to borrow including waterproofs, boots, rucksacks and torches. We can also borrow sleeping bags and roll mats from the Outdoor Education Team.

We support families to apply for grants to pay for the costs of school camp through the East Lothian Educational Trust. This can cover the cost of a P5 or P7 camp.

Families also have the opportunity to save up for school camp over a two year period at amounts that work best for them.



KIT AND FINANCES





Tents

In this activity you will have the opportunity to develop these leadership skills.

Set Goals	Be	Dealing with	Problem Solving	Healthy body	Wanting to
Plan Ahead	Responsible	Problems	Teamwork	Healthy mind	learn
Be Organised	Manage my time	Listen to others	Respect and	Getting along	Helping in our
		Caring	Manners	With others	community
		Sharing Ideas	Being honest		Having fun

Learning Intentions

To put up a tent successfully.

Success Criteria

-  I can identify the poles, pegs inner and outer part of a tent.
-  I can assemble tent poles taking care of those around me.
-  I can take care of the tent fabric and I know not to stand on it.
-  I can feed poles through the tent fabric taking care not to snag anything
-  I know to put the inner tent up first
-  I can attach the outer tent to the poles
-  I can peg in the guy ropes
-  I can match poles to the sleeves on the inner tent and I can put them up without over flexing them
-  I can secure the outer tent to the inner tent using suitable knots
-  I can make sure the footprint of the tent is balanced so the fabric has equal tension
-  I can secure the tent with pegs at right angles to the ground at the base of the fabric and at 45 degrees for the guys
-  I know to have the slider on the guys at the half way point and to secure them in line with the poles.
-  I can make sure the fabric is not too tight or too loose by balancing pegs and guys.

Rookie's Challenges take place in four blocks throughout the year. One of these blocks have an outdoor adventure focus. Children can select whichever activity they would like to take part in with mixed P1 to 7 groups. They can experience fire building, orienteering, tracking, putting up tents and many more activities. Older children in the school often help to lead these activities using the skills they have developed over their time in school.

Personal Achievement Award Developing Independence: Personal Health Personal Relationships

Rookie Leadership Journal: Taking Time To Care Learning a New Skill



ROOKIE'S CHALLENGE



~~We use our outdoor environment to develop our fitness. Cycling, running and other sports are developed in the local park, on the railway trail and around the village.~~



FITNESS





NURSERY WOODLAND PLAY



PS CANOEING + KAYAKING

I shared a boat with: Baillie

Learners evaluate their experiences and their developing leadership skills

Highlight the leadership skills you used to canoe/kayak.



- Set goals
- Plan ahead
- Be organised
- Be responsible
- Manage my time



- Dealing with problems
- Listen to others
- Sharing ideas
- Problem solving
- Teamwork
- Respect and manners
- Being honest



- Healthy body
- Healthy mind
- Getting along with others
- Wanting to learn
- Helping in our community
- Having fun

I was setting goals by not giving up when I could not move.

I had to plan ahead to make sure I had the right clothes on.



I had to deal with problems because I tried to get the water out of Joe's boat when he fell in.

I had to be organised because I had to remember to bring a change of clothes.

I had to care by not laughing when people fell in.

It gave me a healthy body and a healthy mind.

I wanted to learn how to kayak and canoe.



My favourite part was... Playing the ball game on the kayaks.
because...I had to move stealthily.

My most challenging part was...Getting the canoe to move.
because...I couldn't work out how to paddle.

I learned this about myself
I learned to kayak and canoe!

REGULAR EVALUATIONS



We have used initial training from the East Lothian Outdoor Education team to cascade skills throughout our team. All of our teachers and some of our nursery team have taken part in fire training led by one of our teachers. This has developed confidence and has led to children being exposed to more experiences than they would have otherwise.



FIRE TRAINING




In August of 2020 P5, P6 and P7 undertook the John Muir Award. By structuring learning around this award we were able to have a robust context for learning outdoors while we returned to face to face learning following school closure.















Pupils planned and undertook a wide range of learning including sensory mapping of our outdoor areas, art activities, storytelling and writing of traditional tales.

Pupils also designed and built Bat Boxes to enhance our outdoor areas.



Anya
Native American Spirit Animal Characterisation.



-  I can use VOPP strategies to adjust my sentences.
-  I can use at least one simile.
-  I can include at least 2 examples of indirect characterisation.
-  I can write in paragraphs.
-  I can use direct characterisation.
-  I can use long descriptive sentences and short dramatic ones (I am beginning to use commas to structure longer ones).
-  I can use simile imagery.
-  I can include examples of 'writer's trick'.
-  I can include at least 3 examples of indirect characterisation.
-  I can create imagery using figurative language.
-  I can use **SPICE** and **SPICE** characterisation using **STRAL** to help me.
-  I can include simile, metaphor and personification.
-  I can include **COMPLEX** sentences.
-  I can use paragraphing in more creative ways.

All the animals gathered in the circle. The time had come to make a decision. Coyote knew he was the best for this task. All the other animals were much less smart than him.

As Coyote sauntered into the circle he looked at the gathered animals with disdain. He didn't care that the other animals thought he was scruffy, he knew better than them. Coyote had no real friends among the other animals. They either ignored him or spoke down to him. He would show them one day.

The only place left to sit in the circle was next to Wolf. Coyote had to think carefully about this, he had to show that he was brave enough to sit by Wolf. He squeezed into the



JOHN MUIR AWARD



P7s worked with the East Lothian Outdoor Education team to develop their leadership skills outdoors. They developed a series of activities and they delivered experiences to P5 based around the Outdoor Learning Cards.

Naomi Dylva
September 2020

OUTDOOR LEARNING LEADERSHIP

Highlight the leadership skills you used during this experience to make outdoor learning successful.

<ul style="list-style-type: none"> • Goal Setting • Planning • Time Management 	<ul style="list-style-type: none"> • Organisation • Initiative • Vision • Integrity 	<ul style="list-style-type: none"> • Conflict Resolution • Leadership • Problem Solving 	<ul style="list-style-type: none"> • Teamwork • Respect • Effective members • Honesty • Openness 	<ul style="list-style-type: none"> • Physical Fitness • Emotional Well-being 	<ul style="list-style-type: none"> • Contribution • Open to Learn • Fun
-----------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------

What did these skills...

look like? 🗣️	sound like? 🗣️
<ul style="list-style-type: none"> • Working well together with our groups and the people we were teaching. • Organising our equipment and making sure everything is ready. • Helping people that may need it. 	<ul style="list-style-type: none"> • Telling the group that we are teaching what to do and different ways that you can do it. Also what to do if you get something wrong

Which of these skills do you think you used less effectively?

Time management, because there was times that we ran out of time at the end.

What could you have done to use this skill more effectively?

Organise our time better so that we won't run out of time.

The next time we do Outdoor Learning, which skills would you like to develop further?

I would like to explore further areas near here.

Naomi Dylva
September 2020

OUTDOOR LEARNING LEADING OUTDOOR ACTIVITIES

This week we led activities for P5 using the Outdoor Learning Cards as our inspiration. Highlight the leadership skills you used during this experience to make outdoor learning successful.

<ul style="list-style-type: none"> • Goal Setting • Planning • Time Management 	<ul style="list-style-type: none"> • Organisation • Initiative • Vision • Integrity 	<ul style="list-style-type: none"> • Conflict Resolution • Leadership • Problem Solving • Public Speaking 	<ul style="list-style-type: none"> • Teamwork • Respect • Effective members • Honesty • Openness 	<ul style="list-style-type: none"> • Physical Fitness • Emotional Well-being 	<ul style="list-style-type: none"> • Contribution • Open to Learn • Fun
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Choose some photos to add to show you using your leadership skills. Add some of your thoughts about your learning throughout the day.



LEARNERS LEADING LEARNING



In the summer term, each class has the opportunity to cook outdoors on a fire. We have enjoyed making bread on stick, chocolate cake in an orange, fruit crumble and camp fire toasties.

Our Fire Leaders are involved in setting this up and use their skills to encourage everyone to be safe around the fire, and our senior pupils support our younger classes during this activity.



OUTDOOR COOKING



We have have a strong partnership with East Lothian Council Outdoor Learning Service. We have regular discussions with Liz Brookes (PT Outdoor Learning) the outdoor learning experiences we are offering.

Liz has been hugely supportive in helping us to further develop our camping experiences, supporting us with ensuring we meet all requirements.

Working closely with the teaching staff from East Lothian Outdoor Learning Service has enable our staff continue to develop high quality teaching outdoors.

We are also supported by Judith Wood, East Lothian Council Health and Senior Safety Advisor who provides a trusted sounding board.



EAST LOTHIAN OUTDOOR LEARNING SERVICE



The Cost of the School Day

Art supplies

photocopying

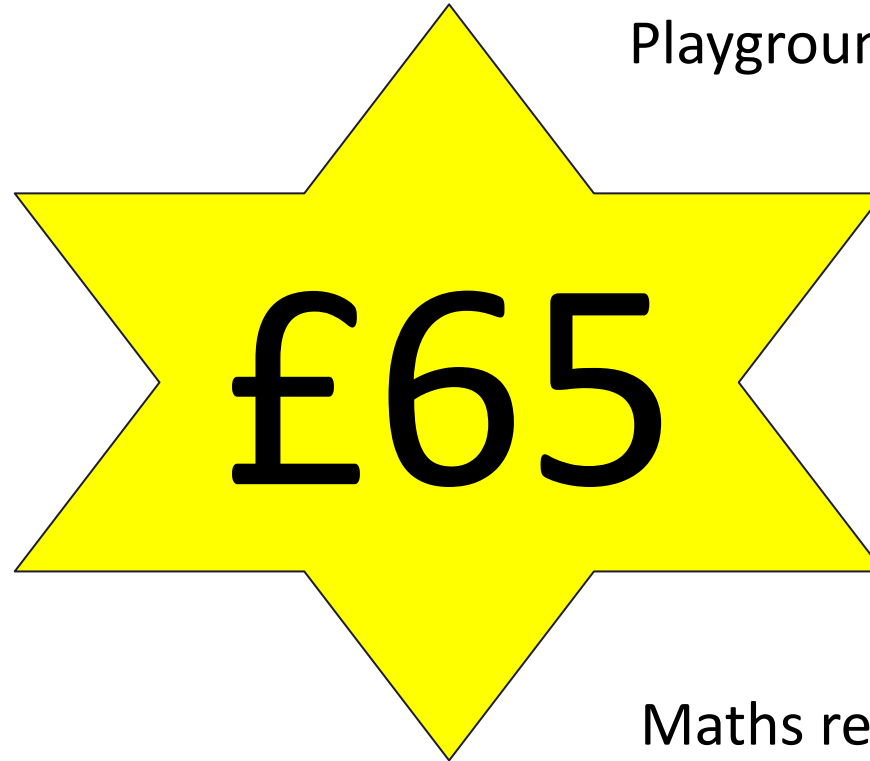
Reading books

Paper towels

Breakfast and snacks

Text service to communicate with families

Gym equipment



Playground equipment

Maths resources

Musical instruments

First aid supplies

science equipment

Phone bills

Toilet rolls
paper

Computers and
other technology
items



CHALLENGES

