



Get Out!

Coastal and Woodland Education

25 11 24 Arran Schools
Tim Conner
Whiting Bay

Structure of presentation (this will be available to all staff)

About me

Why Outdoor Education or Outdoor Teaching?

Outline for today

Some resources

About me



About me







Pilot Whales and Allies (Subfamily Globicephalinae) needs ID



timconner

1 observation



Observed:
Jul 12, 2024 · 10:25 BST

Submitted:
Jul 17, 2024 · 10:09 BST



Activity



timconner suggested an ID

Improving

4mo



Ungulates, Carnivorans, and Allies

Superorder Laurasiatheria



grimseeker suggested an ID

Improving

5d



Toothed Whales

Parvorder Odontoceti



uru_hdo suggested an ID

Leading

4d



Pilot Whales and Allies

Subfamily Globicephalinae

Community Taxon

[What's this?](#)

Toothed Whales (Parvorder Odontoceti)



Cumulative IDs: 3 of 3



Agree

About

Top Identifiers of Pilot Whales and Allies

Copyright Info and More

Observation © timconner · [some rights reserved](#)



Why Outdoor Education or Outdoor Teaching?

Outdoor learning within the curriculum

**'We are not saying 'good bye' to our classrooms;
we are opening them up.'**

Simon Beames, Outdoor Education Lecturer, Edinburgh University

Practitioners may find using the snippets helpful when:

- considering the benefits of outdoor learning
- planning programmes of support for specific groups or individual children
- communicating with the wider school community to promote taking learning outdoors
- undertaking continuing professional development activities linking to outdoor learning

Residential programmes have a positive impact on children⁴

At-risk children who attended a week-long residential outdoor education programme increased their test scores compared with children who did not have this experience. There was a 27% increase in measured mastery of science concepts, enhanced co-operation and conflict resolution skills, gains in self-esteem, gains in positive environmental behaviour, and gains in problem solving, motivation to learn and classroom behaviour.

Field trips help young students to better articulate environmental problems⁵

Complex environmental problems are challenging for pupils to understand. In addition to using pictures and diagrams, and examining a problem sequentially, using kinaesthetic and auditory learning approaches on field trips made a notable positive difference.

Improving school grounds helps children's health and wellbeing⁶

Children who experience school grounds with diverse natural settings are more physically active, more aware of nutrition, more civil to one another and more creative.

Short-sightedness in children affected by time spent outside

Australian Government research⁷ suggests that myopia, or short-sightedness, in children appears to be positively affected by the amount of time spent outside. The vision of 6- and 7-year-olds of Chinese ethnicity in Singapore and Australia was compared. Ten per cent of the Australian children were short-sighted compared with 30% of the Singaporean children. All the children spent a similar amount of time reading, watching TV and playing computer games. However, the Australian children spent on average two hours a day outdoors, which was 90 minutes more than the Singaporean children.

Nature is a buffer of life stress

Nearby levels of nature moderate the impact of stressful life events on the psychological wellbeing of children. The life stress impact is lower among children with high levels of nearby nature than among those with little nearby nature.⁸

Being outside affects children's behaviour

A Swedish study⁹ was carried out at two day nurseries, one an outdoor 'I Ur och Skur' kindergarten and the other a traditional nursery in new, spacious premises. The research team studied children's behaviour as a whole: how they played, how often they were outside, their play routines, and the development of motor function and powers of concentration during the course of a year.

'When it comes to concentration capacity, the children within I Ur och Skur pre-schools are more than twice as focused as children within a normal pre-school. Their motor skills are better, they are less frustrated, restless and sick.'

The impact of outdoor learning cannot be assumed – it depends on the activities undertaken and how they are facilitated¹⁶

The delivery of outdoor learning and the aims and focus of the experience make a big difference to what is learned. 'Simply 'being outdoors' is not sufficient for young people to express an ethic of care for nature or develop an understanding of natural processes. These things seem to be learned when they are an explicit aim of experiential activities and when they are mediated in appropriate ways.' (Key finding 14)

Making connections across the curriculum

- A whole-school approach.
- Early years outdoors.
- The health and wellbeing of children and young people.
- Sustainable development education and outdoor learning.
- Fostering creativity through learning outdoors.
- Skills for learning, skills for life and skills for work.
- Informal outdoor learning opportunities for children and young people during and beyond the school day.
- Bridging the Gap outdoors for young people.
- ICT and digital technologies.
- Interdisciplinary learning.

Why Outdoor Education or Outdoor Teaching?

Education Scotland

<https://education.gov.scot/media/0fklf35p/hwb24-ol-support.pdf>

Outline for today

Start to Coffee Time (10.30)

Intro./Sticky Toes/Resources/Beech Bingo/Scavenger Hunt

10.50 -12.15 Risk Benefit

12.15 - 1pm Lunch

1-2pm Your games time (small groups) 20 min plan 20 play 20 swop

2-3pm Lesson ideas and planning (5 sessions) Collaborative lesson planning

Apps and sites

Tides

Metoffice

Marine Traffic

Seek

iNaturalist

British Trees

Google Earth