



The Outdoor Council: Promoting Outdoor Citizens

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**GREENWOOD
ACADEMIES TRUST**



Who are we?

OC is a forum of the principal representative organisations operating in the field of outdoor education, training and recreation.

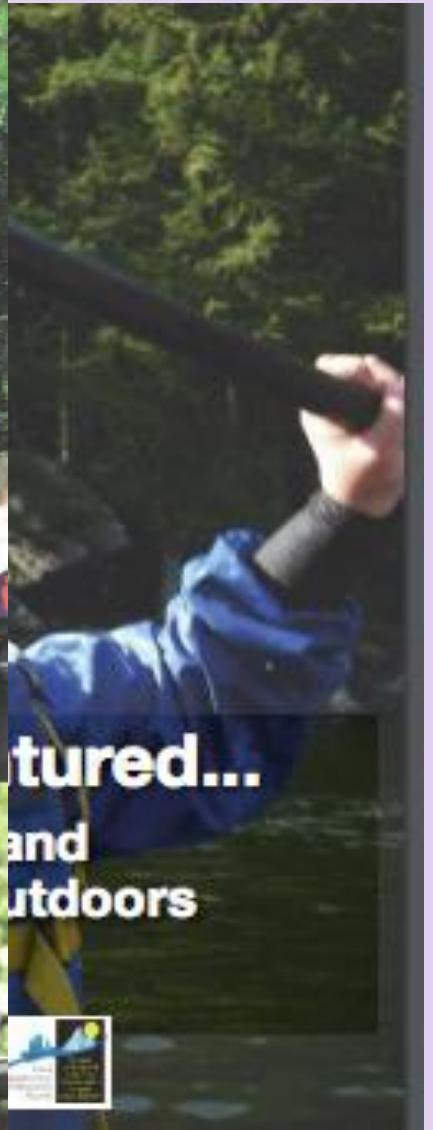
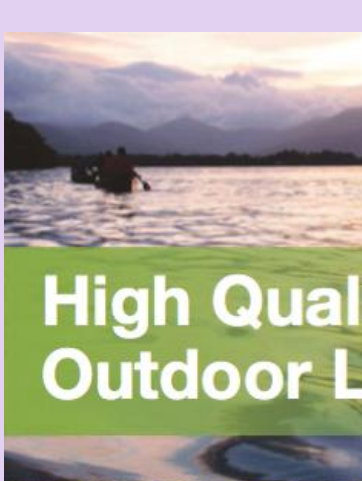




Some of our current work streams:

- **Outdoor Citizens: <http://outdoorcitizens.uk/>**
- **UK Outdoors**
- **Adventure UK - Adventure Activities Licensing Regulations**
- **CLOtC Sector Working Group**
- **Learning Away Consortium**
- **Lobbying and outdoor sector support**
- **Publications**
- **Briefing papers**

Our Publications



Partnership Working



UK Outdoors

Transformation Group position statement 14 August 2019

The Association for Heads of Outdoor Education Centres (AHOEC), British Activity Providers Association (BAPA), Institute for Outdoor Learning (IOL), and the Outdoor Council (OC) are supportive of and committed to exploring the development of a new organisation, 'UK Outdoors', as a body to represent the interests of the outdoor and adventure activities sector across the UK.

Partnership Working



‘Strengthening support for schools’

A partnership between the Outdoor Education Advisers’ Panel (OEAP) and the Council for Learning Outside the Classroom (CLOtC)

Partnership Working

Adventure UK

- A merger of AAIAC and UKAIG
- Developing a non-statutory Adventure Licensing Scheme
- Managing Adventuremark



Outdoor Citizens



In 2035 every 18 year old will be an

‘Outdoor Citizen’

<http://outdoorcitizens.uk/>

Outdoor Citizens



HOME

UPDATES



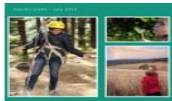
In 2035 every 18 year old will be an 'Outdoor Citizen'

There were 755,000 births in the UK in 2017. The Outdoor Citizens campaign aims for these children to live, learn and play outside so that by the time they are 18, in 2035, they have become true Outdoor Citizens - able to co-exist with nature, understand their surroundings and reap the benefits of an outdoor lifestyle.

Outdoor Citizens have respect for the outdoors. They have the knowledge and skills to both protect the natural environment and to personally thrive within it. They are adults who have experienced outdoor adventures throughout their childhood and understand how to manage risk and challenge. Their academic success has been aided by the impact of effective outdoor learning.

Outdoor Citizens are future parents who know that outdoor education is a must have for their own children. They are connected to nature in a way that benefits their physical and mental well-being. They are equipped to address the challenges facing the natural world - in their community, across the country and around the world.

Latest blogs and updates



Character and Resilience and the Outdoors



Outdoor Learning and the Ofsted Framework



Outdoor Learning in Practice



Leading Learning in the Outdoors Conference October 2018



Outdoor Council Update – Autumn 2018



Why the Outdoors?



Schools Wanted for EEF Research on Adventure Learning



Outdoor Learning in Practice

Outdoor Citizen

The campaign's aims are:

- ▶ ***“To ensure that the 750,000 four-year olds entering reception classes in September 2022 will be guaranteed high quality outdoor learning throughout their school life and through a rich set of family, youth work and community experiences”.***



Outdoor Learning
and the Ofsted
Framework



Outdoor Learning in
Practice

Who are Outdoor Citizens?

Outdoor Citizens - able to co-exist with nature, understand their surroundings and reap the benefits of an outdoor lifestyle.

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Outdoor Citizens are future parents who know that outdoor education is a must have for their own children. They are connected to nature in a way that benefits their physical and mental well-being.



A Progressive Model

The Institute of Outdoor Learning have led work on building a progression framework for outdoor learning. This is being tested with the outdoor learning sector, parents, young people and schools.

Challenge 1: to enable a progression of outdoor learning **OPPORTUNITIES**

Challenge 2: to use a new progression of opportunities to enable a progression of outdoor learning **OUTCOMES**

Spectrum of OL opportunities

Formal outdoor learning	Non-formal outdoor learning	Informal outdoor learning
<p>Activities or programmes which have a defined structure or curriculum, and which are evaluated and recognised through accreditation.</p>	<p>Activities or programmes that tend to be facilitated and that can be evaluated or accredited.</p>	<p>Activities or programmes that are part of daily work, family or leisure time and that tend to be self-facilitated. daily work, family or leisure</p>
<p>Characterised by school based curricular programmes, youth development programmes, HE/FE courses, CPD and accredited professional training or placement volunteering and therapeutic natural health programmes etc.</p>	<p>Characterised by activities such as: organised park runs, guided walks, special interest gardening or sports groups, environmental volunteering, school success trips and public health interventions etc .</p>	<p>Characterised by everyday activities such as: a walk in the park at lunchtime, walking to school or work, a picnic in the park etc</p>

Age Developmental outcomes

Pre 5

- Attachment
- secured
- nurtured

5-9

- Exploration
- Engagement
- Memory making

9-13

- Independence
- Inclusion
- Risk taking

13-18

- Leadership
- Influencing
- Problem solving

Formal

- Structured use of outdoors in personal, social & emotional development
- Introduction to seasonal indicators
- Local environment species identification
- Describing affective nature experiences through written word and visual art
- Science experiments in 'nearby nature'
- Geography field trip
- Exploring human impact and dependency on nature
- Residential field study trip gathering, analysing & interpreting data
- Adventurous outdoor activity accreditation programmes and development of leadership

Non-formal

- Petting farm visits
- Outdoor nurseries
- Guided seasonal walk
- Nature reserve visit
- Growing plants from seed
- Voluntary organisations e.g. cubs & brownies
- Enjoying 'living outdoors' :
- Camping, fire-lighting, cooking & shelter building
- Observing wildlife & keeping a journal
- Voluntary organisations with outdoor focus e.g. scouts, guides, cadets, woodcraft folk
- Exploring global sustainability
- Facilitated or self led expeditions over seas
- 'Solos' in nature

Informal

- Outdoor Play
- Family Walks
- National Trust '50 things'
- Family beach combing
- Nature trails
- Self led play in nearby nature
- School farm visits
- Age specific activity from 'Nature Organisations'. e.g. WWT or RSPB
- Tree planting
- Wild camping
- Volunteering in local outdoor conservation and leadership roles e.g. National Parks & Nature Reserves

Some but not all formal experiences are facilitated by schools/colleges. Many other organisations offer structured and accredited services (e.g. youth and community organisations)

Developing Outdoor Citizens?

Recognising the importance of ensuring that in 2022 this group of children are entering primary schools that need to be equipped to support outdoor learning the Outdoor Council has committed to a specific piece of work on developing the ‘outdoor learning’ primary offer.

- **A scalable model – developed with primary school and education partners – that builds the capacity of every primary school to support high quality outdoor learning.**
- **Picking up on some of the issues raised by Natural England in their reports– Inclusion, engagement and family**
- **Develop a clear a sector statement on the benefits of the outdoors in addressing key societal issues.**
- **Develop general principles – to improve accessibility and connection similar to Brilliant Residential Theory of Change.**

Why brilliant residential?

LEARNING
AWAY

Residential provide the opportunity and experience of living with others.

This transforms relationships and develops a strong sense of community and belonging between staff and students involved. Our evaluators found that this sense of community supports a wide range of positive social and learning outcomes long after the return to school.

So what is it about the residential that uniquely builds this lasting and impactful sense of community? And how does this experience translate into short, medium and long-term outcomes for students?

This diagram sets out our theory about the changes that happen to learning through brilliant residential experiences.

Residential bring:

The overnight stay and an intensity of experience

- Extended time away from home
- A new environment and routines
- Fewer distractions
- Opportunities to work intensively and be immersed in learning
- A collaborative community environment
- Unstructured time

A new context for relationships

- Opportunities to break down existing barriers, hierarchies and power relationships
- Students and teachers work more collaboratively in unfamiliar surroundings on unfamiliar tasks
- The teacher is not automatically the expert
- Residential are a leveller for students and staff
- Opportunities to develop and practise key social skills

Different and varied opportunities to experience success

- A wide range of practical and physical challenges
- Opportunities for everyone to be successful at something
- Opportunities to overcome fears
- Immediate opportunities to revisit and build on learning experiences

New ways of learning

- A safe space to explore new ways of teaching and learning
- Focus on real-life activities and experiences
- Increased levels of student responsibility

Which in the short and medium term lead to:

Enhanced relationships

- Students and staff trust each other
- Students feel more able to ask staff for help
- Students feel more comfortable with each other
- Students are more able to empathise
- The sense of community is sustained

Improved engagement and confidence in learning

- Increased motivation and engagement
- Improved behaviour and attendance
- Increased participation in lessons
- More enjoyment of learning
- Enhanced confidence, resilience and wellbeing
- Increased ability to overcome challenges and try new activities

New and developing skills and understanding

- New learning continues to develop, including skills in: independent learning; study and research; self management; communication; team working and problem solving
- Deeper and better understanding of specific subjects/topics
- Developing vocabulary
- Improving creativity
- Meaningful opportunities to develop and practise leadership skills
- Increased ability to apply learning and skills in new contexts

Which in the longer term lead to:

- Improved achievement, progress and attainment
- Improved knowledge, skills and understanding
- Improved relationships
- Improved engagement
- Improved behaviour and attendance
- More successful transition experiences (at all key stages)
- Raised aspirations
- Greater cohesion and a sense of belonging
- Enhanced trajectories to work, sixth form, further and higher studies



What next for Outdoor Citizens?

- **What do we need to do?**

Continue to promote the Campaign and keep the website and Blogs up to date.

- **What can you do?**

#outdoorcitizens

Highlight the Campaign to colleagues and through your networks.
Write a Blog!

- **What can the Campaign do?**

Continue to act as a point for the sector to rally around regarding a single ask of decision makers.