



M4

Module 4 | Facilitation script 1

Outdoor Education Professionals in Centres and Local Authorities: Learning Approaches and Impact

Session 1 | What is Learning Outside the Classroom and how does outdoor education fit into it?

(90 minutes)

	Description and time	Activity	PowerPoint	Resources from pack	Resources to be acquired by trainer
1a	Pre-training activity 5 minutes	Run the PowerPoint slide show with the pictures and text as delegates are arriving and settling down. Let the pictures speak for themselves.	Slide show		Screen and computer
1b	Connecting activity 10 minutes	Welcome and introduction. Delegates get out the items they have brought with them to show what type of outdoor learning they are involved in, for example specialist equipment, young people's work, leaflet, poster, demonstration, etc. Each delegate shows or demonstrates their item(s) and the rest of the group establishes what type of outdoor education they are involved in by asking questions that can only be answered 'yes' or 'no'. Each time a delegate's background is successfully established they can introduce themselves and add their item(s) to a display in the training room.			There is a reminder on the delegate form that they need to bring something to show. Trainers will need to record these details for groupings later on.



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1c	<p>Aims of session and how we will meet them</p> <p>2 minutes</p>	<p>By the end of this session, you will:</p> <ul style="list-style-type: none"> be able to define learning outside the classroom and understand the aspects of education that this covers understand how your area of outdoor education fits into the wider context of learning outside the classroom be able to explain the essential elements that make up learning outside the classroom be able to identify the benefits of learning outside the classroom. <p>You will do this by:</p> <ul style="list-style-type: none"> working in groups to establish the main aims of learning outside the classroom discussing the key benefits of learning outside the classroom and how you think your area of expertise fits into the wider context. 	<p>PowerPoint slides 2 and 3 showing aims and how they will be met</p>		<p>Sufficient pens for anyone who may have forgotten to bring one</p>



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1d	<p>Exploring understanding</p> <p>15 minutes</p>	<p>Select groups of four delegates from mixed backgrounds. At this point, talk briefly about the Learning Outside the Classroom Manifesto, explaining that the task for groups is to find out the key information about learning outside the classroom from the How To Guidance sections 'What are we trying to achieve?' and 'Why? Making the Case' and the Learning Outside the Classroom Manifesto. They will need to prepare a presentation of 2–3 minutes. Show the PowerPoint slide, which will direct them to the information they need to discover and distribute copies of the Manifesto to half of the groups. (Alternatively, the Manifesto can be found on the Learning Outside the Classroom website.)</p> <p>Give the remaining groups a copy of the circular plan and ask them to consider which types of activity would take place, and where. They can write up an enlarged copy onto flipchart paper. (The aim of this is to show the wide variety of learning outside the classroom activities and the range of people who will be involved in delivering it.)</p>	PowerPoint slide 4	<p>Delegate resource book, page 2</p> <p>Circular plan (Appendix 1A)</p> <p>Extracts from How To Guidance: explanation of learning outside the classroom and key aspects (Appendix 6)</p> <p>Print off one set per group. Explanation of why learning outside the classroom initiative, how came about link to 'real' learning.</p>	<p>Flipchart paper and pens for each group</p> <p>Copies of the Learning Outside the Classroom Manifesto for each group or access to this on the internet</p>



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1e	Activating experience 15 minutes	Ask for volunteers to make their presentations to the whole group – facilitate a discussion on any queries or misunderstandings.			
1f	Pulling together activity 5 minutes	As a whole group, discuss the findings from the circular plan activity and answer any questions. Ensure that delegates are aware that learning outside the classroom is not just outdoor learning, and that learning outside the classroom involves museums, galleries, work in school, heritage centres, etc. Extension: ask which pledges their organisation might be in a position to sign up for and how they could deliver them.			
1g	Exploring understanding 5 minutes	Move delegates into groups of four with similar backgrounds. The groups will now be in competition with each other, so will need to discuss quietly. In these groups, delegates should come up with as many benefits as possible to young people of learning outside the classroom. They should think of learning outside the classroom both in general and in their specific fields. Delegates should be encouraged to use their personal experiences and expertise here. One member of the group should act as a scribe and note their ideas.			Flipchart paper and pen per group



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	Description and time	Activity	PowerPoint	Resources from pack	Resources to be acquired by trainer
1h	Activating experience 5 minutes	Now ask the delegates to call out their ideas. Groups get a point for each benefit that they have thought of that makes it onto the trainer's final sheet.			Flipchart paper and pens at front of room
1i	Pulling together activity 15 minutes	Ask delegates to copy the Diamond 9 grid from the PowerPoint slide onto the back of their original piece of flipchart paper. On this, they have 5 minutes to record the top nine benefits – in their opinion – to young people (the most important at the top and least important at the bottom with those that are next to each other being of equal importance). At the end of 5 minutes, lead another discussion to agree as a whole group what are the top nine benefits and records these on a Diamond 9 grid at the front of the room. Groups gain a point for each benefit of theirs that reaches the final nine. The trainer's decision is final!	PowerPoint slide 5		Flipchart paper and pens at front of room
1j	Group reflection 5 minutes	Now lead a session where the group reflects upon what they have learned during this session. Group discussion can be started by each delegate saying 'I went to a training session today and I learned...'. Each delegate should try to say one thing that is different to those ideas that have been said before.			



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1k	Personal reflection 5 minutes	Give each delegate the opportunity to answer the questions in the 'Today I take away' section of their Delegate resource book. This will help delegates to think about the topics covered in the session and to make it personal to them and their educational setting. As they do this, you may wish to encourage them to think about the benefits of learning outside the classroom to which they currently don't contribute but which, with some small changes, they could contribute to in future.		Delegate resource book, page 3	
1l	Summary 3 minutes	Revisit the learning objectives.	PowerPoint slide 6		