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Module 6 Primary | Facilitation script 2

ITT Providers and NQT Coordinators: Learning Outside the Classroom – an Introduction

Session 2 | Focus on a further understanding of Learning Outside the Classroom

(105–115 minutes)

	Description and time	Activity	PowerPoint	Resources from pack	Resources to be acquired by trainer
2a	3 minutes	Show the Power Point slide. This explains the standards to be met for the award of QTS and completion of the induction year.	PowerPoint slide 11		Screen and computer
2b	Aims of session and how we will meet them 2 minutes	By the end of this session, you will: <ul style="list-style-type: none"> be aware of the cross-curricular potential for learning in the early years, KS1 and KS2 be motivated to incorporate learning outside the classroom opportunities in your teaching. You will do this by: <ul style="list-style-type: none"> engaging in a learning outside the classroom experience reflecting on the benefits of learning outside the classroom and possibilities for your professional use. 	PowerPoint slides 12 and 13	Delegate resource book, page 5	
2c	5 minutes	Distribute the two (or four) QTS standards to each pair. Ask participants to work in pairs. Partner A should imagine that he or she is an alien who has just arrived on earth. Partner B is an 'earthling' who must describe in simple terms the meaning of one of the QTS standards. They must then show how learning outside the classroom is linked to it, and how it can enhance the learning experience. Swap roles, and explain the other QTS standard as detailed above. Should the trainer wish, this activity could be extended to include Q22 and Q31.	PowerPoint slide 14 Appendix 10 QTS cards		
2d	5 minutes	Give the 'aliens' a chance to feed back to their partners how clear the explanation was.			
2e	5 minutes	Ask for an 'alien' volunteer who feels that their 'earthling' partner explained particularly well to explain			



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		the first standard. Repeat for the second one.			
2f	5 minutes	<p>You will have identified a suitable area outside of your training room to run the activity. Introduce the learning outside the classroom activity. Explain to participants that they are about to participate in a learning outside the classroom activity, either alone or with a partner. Refer them to the guidance notes (Appendix 4: Outdoor activity) and explain that they will need to complete at least two of the tasks. They will then come back to the training room and present their findings to the group.</p> <p>Ask if they have any questions and keep a record of these on the flipchart (e.g. Where do we go? What do we do? How long do we have?)</p> <p>You can later use this list to model the information that the young people they teach would need to know.</p> <p>Explain that they will have 30 minutes to complete the task, and to prepare their presentations.</p> <p>Finish with any health and safety information you need to give about the area that they will be learning in (e.g. Do not go behind the fence at the end of the field as that is public access land.) Again, use this to model good practice. Encourage participants to be creative and develop their findings outside of the tasks so as to extend the boundaries of learning.</p> <p>Wet weather alternative – there is much to be said for experiencing environments in all weathers. For instance, visits are planned in advance and usually take place whatever the weather so consider what is still possible in these circumstances. It may lead to a shorter time in the environment and a shorter session overall. Time could then be spent at looking at the case studies (Appendix 5) and discussing the learning objectives, benefits, risks, etc.</p>		<p>Appendix 4: guidance notes on learning outside the classroom outdoor activity and activity sheets (enough copies for all members of the group).</p> <p>Appendix 5</p>	<p>Flipchart paper and pen</p> <p>Wax crayons</p> <p>As many of the following as possible:</p> <ul style="list-style-type: none"> camera double-sided sticky tape scissors magnifying glasses coloured pens paper collecting pots.



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2g	30–40 minutes	Participants decide whether they wish to work alone or with a partner, organise themselves accordingly, and go outside to get on task.			
2h	30 minutes	<p>Allow for at least half an hour for the presentations. If time is tight, split group into two or three, with participants reporting back to their own group.</p> <p>Groups might:</p> <ul style="list-style-type: none"> introduce and show their responses to looking at the outdoor environment summarise the key points they wish to make about the potential for cross-curricular learning and social development. <p>This can then be related back to the key documentation referred to on page 4 of the Delegate resource books, in particular National Curriculum programme of study requirements and Excellence and Enjoyment.</p>		Delegate resource book page 4	
2i	10 minutes	<p>Introduce the slide, which summarises three approaches that might be taken when planning activities outside the classroom:</p> <ul style="list-style-type: none"> qualitative quantitative development of feelings and action <p>Hold a brief group discussion on how participants' experience of the learning outside the classroom activity met each of these approaches.</p>	PowerPoint slide 15		



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2j	10 minutes	<p>Play some music and invite participants to review the session for themselves. The idea is that participants 'interview' each other asking the following questions, which are also displayed on PowerPoint slide 16. Participants interview a partner then, after a minute or so, are interviewed themselves (trainer can change music track to signal time to move).</p> <p>What have you learned? How engaged were you in this activity? Why? What did you enjoy? How easy was it to set up? How might you do something similar with young people How enthused are you to incorporate learning outside the classroom regularly into your planning?</p> <p>They should then look back at page 9 of their Delegate resource book and plot where they feel they are on the scale now. They can also write any additional notes, including what they feel they need to do to move further along the scale.</p>	PowerPoint slide 16	Delegate resource book	