



M4

Module 4 | Facilitation script 2

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

### Session 2 | Why does Learning Outside the Classroom create such powerful learning?

(105 minutes)

	Description and time	Activity	PowerPoint	Resources from pack	Resources to be acquired by trainer
2a	<b>Connecting activity</b> 5 minutes	Delegates should work in pairs with someone they do not yet know. Ask them to discuss what their hobbies and interests are. Do they have anything in common? What activity could they both do and enjoy equally? Is there anything one would love, but another would hate? Trainer to bring together by asking around the room what the delegates discovered about each other – what were their similarities and differences? What impact would this have on planning learning for these two individuals if they were in the same class? Multiply this by 30 young people!			
2b	<b>Aims of session and how we will meet them</b> 3 minutes	By the end of this session, you will: <ul style="list-style-type: none"> <li>understand why learning outside the classroom creates such powerful learning experiences</li> <li>be able to set meaningful learning objectives for your sessions and plan to meet them</li> <li>be able to create a positive learning environment and prepare learning that is accessible for all types of young people.</li> </ul> You will do this by: <ul style="list-style-type: none"> <li>taking part in activities that demonstrate differences and similarities</li> <li>finding out what different types of learner there are and thinking about the type of learner you are</li> <li>designing learning objectives and activities that can be used to stretch young people in their various 'zones'</li> <li>discussing why these activities would be more successful outside the classroom than inside.</li> </ul>	PowerPoint slides 7 and 8		Sufficient pens for anyone who may have forgotten to bring one



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2c	<b>Exploring understanding</b> 5 minutes	<b>Why is learning outside the classroom so powerful?</b> Ask delegates to each think of either a particularly successful session that they have taught or of a young person that they have seen blossom due to their teaching. They should think about what the young person achieved, how they did it, what made it so successful and what the contributing factors were to help them learn. The trainer may wish to point out that the learning could have been knowledge (e.g. facts or information), skills (e.g. physical) or attributes (e.g. teamwork, cooperation, etc).	PowerPoint slide 9		
2d	<b>Activating experience</b> 8 minutes	Ask the delegates to turn to a partner and to each spend no more than 4 minutes telling the other about their thoughts. They should concentrate on the positive aspects.			
2e	<b>Pulling together</b> 7 minutes	<p>The trainer pulls together the thoughts of the delegates. What were the positive influences on the learning of the young people? Record these on the flipchart.</p> <p>There will be others, but be sure to cover: challenge, safe risk taking, positive feedback, positive learning environment, being active and doing can be more effective than listening, supporting, teamwork, reflecting on what has been learned, having clear learning objectives, avoiding stress, avoiding boredom, taking out of comfort zone, making it safe to take risks, positive language, being aware that we all learn in different ways, having clear learning objectives.</p>			Flipchart and pen at the front of the room



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2f	<b>Exploring understanding</b> 10 minutes	<b>What can impede learning?</b> Show the list of influences on learning on the PowerPoint. In groups of four, delegates are asked to think now of negative things that would affect young people in each of these areas. If they wish, they can call upon their own experiences either as a learner, teacher or coach. Thinking in terms of the list, why might things go wrong? Why might a young person not learn? What would hinder learning? They can use specific examples if they wish.	Power Point slide 10	Appendix 2 has notes for the trainer – may be useful if groups need help.	Flipchart and pen per group
2g	<b>Activating experience</b> 10 minutes	Now pull these ideas together as a group discussion and begin to ask delegates how they would take advantage of the positive influences and avoid the negative ones.			Flipchart paper and pen at front of training room
2h	<b>Pulling together activity</b> 15 minutes	Explain to the whole group that there are many different types of learner. Each delegate should reflect here on what type of learner they are by answering a series of simple questions. This should be followed by a discussion based on what they have discovered and how these different styles could affect learning experiences in learning outside the classroom.		Delegate resource book, page 4	
2i	<b>Activating experience</b> 5 minutes	<b>Planning a learning experience. What makes good learning objectives?</b> Ask the group what they feel makes good learning objectives (e.g. specific goals, making sure they are shared with the young people, explaining how they will get there). How will they set these for their own field (e.g. What do the young people not know before they start that I want them to know at the end? What skills should they gain? What will they be able to do at the end of the session that they couldn't do before?)			



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2j	<b>Activating experience</b> 20 minutes	Tell the group that some of them are going to learn to juggle. Ask for three volunteers who <b>cannot</b> already juggle to be the learners. Then nominate two juggling instructors – A and B (they do not have to be able to juggle, but if they can, it would help). Ask the three learners to leave the room briefly, while you explain the task to the remainder of the group. Give the two instructors their instructions to read through (Appendix 3). Explain that two of the learners will go with Instructor A and (up to) five other delegates to another room, where they will spend 10 minutes learning to juggle. The remaining learner will stay in the training room with Instructor B and the remainder of the delegates. (Try to make group B larger than group A.) Allow the instructors time to read through the instructions with their groups, then they can rejoin their learners and carry out the activity as described in Appendix 3.		Appendix 3 How to juggle – notes for instructors	Ten tennis balls or similar for juggling  Six pieces of cloth, handkerchiefs or similar  Ask each delegate to bring a clean sock to the session.
2k	<b>Pulling together activity</b> 10 minutes	Bring the whole group back together. Ask the three learners to show what they have learned and to talk through how the learning experience was. Cover the following: how did it feel? Why? What helped the learning? What didn't help? What would have made the learning even better?  Allow the whole group to add information, for example were any of those observing bored or frustrated? What could have helped with that?  As a whole group, consider the differences between the learning experience for the individual learner (B) and for the pair (A). Make sure you consider the following: breaking the task down, setting clear objectives, showing and doing, listening to instructions, positive attitude, effect of competition, team spirit, extension, an easier version of activity and pressure to succeed.			Flipchart and pen at the front of the room



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2l	<b>Personal reflection</b> 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.		Delegate resource book, page 5	
2m	<b>Pulling together – summary</b> 2 minutes	Revisit the learning objectives.	PowerPoint slide 11		