



OUTDOOR LEARNING COVID-19 IMPACT SURVEY IV



OUTDOOR LEARNING WITHIN EDUCATION

SUMMARY REPORT
22 MARCH 2020

OUTDOOR LEARNING COVID-19 IMPACT SURVEY IV

OUTDOOR LEARNING WITHIN EDUCATION

Report Contents

1. Summary & recommendations	3
2. Principle findings	5
3. Reporting context & respondent profile	12
4. Examples of provision & case studies	14



UK Outdoors

Learning • Health • Adventure



Institute for **Outdoor Learning**



Leading Outdoor Learning



BRITISH ACTIVITY
PROVIDERS ASSOCIATION



OUTDOOR LEARNING COVID-19 IMPACT SURVEY IV

OUTDOOR LEARNING WITHIN EDUCATION

Report Summary

The survey this report is based on was conducted in February 2021 and was designed to provide insight into the breadth of outdoor learning activity being used by schools and colleges during periods of Covid related constraints in the past year.

The findings demonstrate that whilst the sustainability of the provider base has been hugely challenged during the pandemic, a range of models have been able to provide some outdoor learning experiences for children, young people, students and families.

- **Over 75% of schools and providers have been using a new or adapted approach to outdoor learning provision**
- **Children and young people are particularly reliant on schools to benefit from outdoor learning with 73% of provision accessed through schools**
- **Outdoor Learning is particularly valued by those working with the most vulnerable and disadvantaged.**

With government backing in England, Northern Ireland, Scotland and Wales, Outdoor Learning can continue to make a difference to jobs, businesses and children's and adult's education, mental health and active lifestyles.



UK Outdoors

Learning • Health • Adventure



Institute for **Outdoor Learning**



Leading Outdoor Learning



BRITISH ACTIVITY
PROVIDERS ASSOCIATION



OUTDOOR LEARNING COVID-19 IMPACT SURVEY IV

RECOMMENDATIONS & OPPORTUNITIES

The peak capacity of survey respondents is more than 19,122 learners/beneficiaries per day

Respondents identified they can draw on available capability of more than 7000 teachers and outdoor learning professionals

Home Nation responses should be tailored to the take full advantage of the range of delivery models, their outcomes and beneficiaries that have been engaged to date and have the scope to be expanded with further support

Recommendations

The pandemic and the outdoor learning sector's response has revealed the level of commitment and innovation amongst the provider base. The Institute recommends :

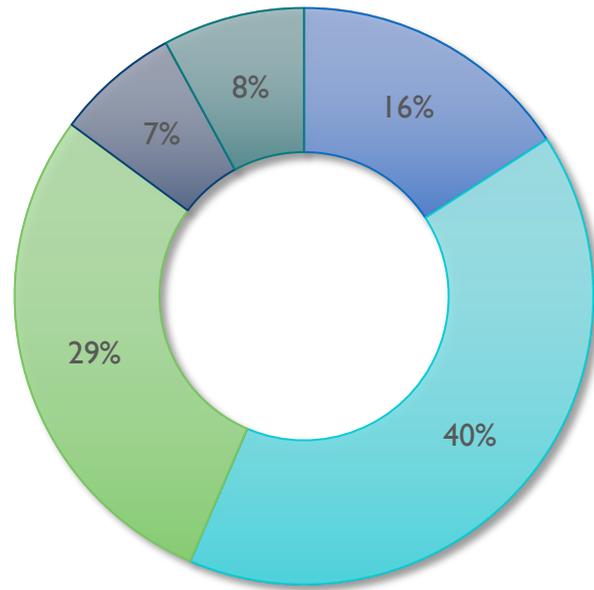
1. Immediate **targeted use of outdoor learning models** as catalysts in the Covid19 recovery activity for children and young people
2. A **continued development of understanding** of the many developmental roles outdoor learning plays for children and young people during their school age years
3. More **structured development & training of teachers, school leadership & youth workers** to enable better use of outdoor learning through their own staff and contracted in providers
4. Continued development of the **integration of a range of outdoor learning to deliver curriculum** drawing on the experience of other nations

OUTDOOR LEARNING COVID-19 IMPACT SURVEY IV

IMPACT ON OUTDOOR LEARNING WITHIN EDUCATION

205

Responses from individuals, schools and providers of outdoor learning in England⁽¹⁶⁹⁾ Scotland⁽⁴²⁾ Northern Ireland⁽⁶⁾ and Wales⁽⁵⁰⁾



Over 70% of respondents work with pupils in early years, primary or secondary schools

13%

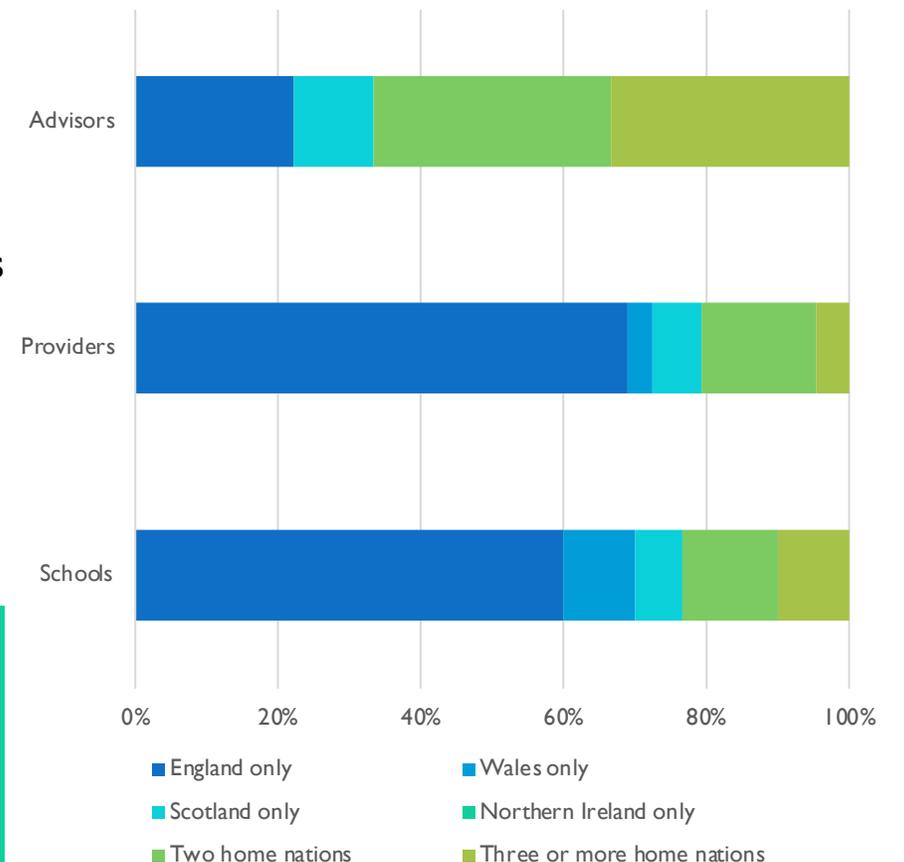
of respondents deliver outdoor learning outside the UK

Respondents to this survey have been providing outdoor learning to over 1.5 million learners / beneficiaries.

Respondents to the survey

■ School ■ Provider ■ Employee ■ Advisor ■ Other

Home Nation in which your organisation provides Outdoor Learning



OUTDOOR LEARNING COVID-19 IMPACT SURVEY IV

CHANGE IN EDUCATION PROVISION

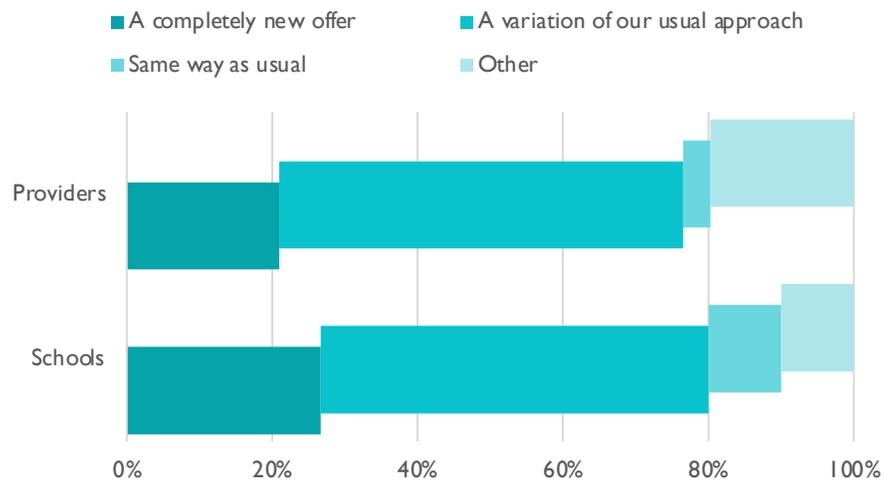
17% of Advisors have seen the biggest increase in volume of work

Over 75% of schools and providers have used a new or adapted approach to outdoor learning provision

Providers have been hit hardest with 63% reporting more than 75% down or stopped completely

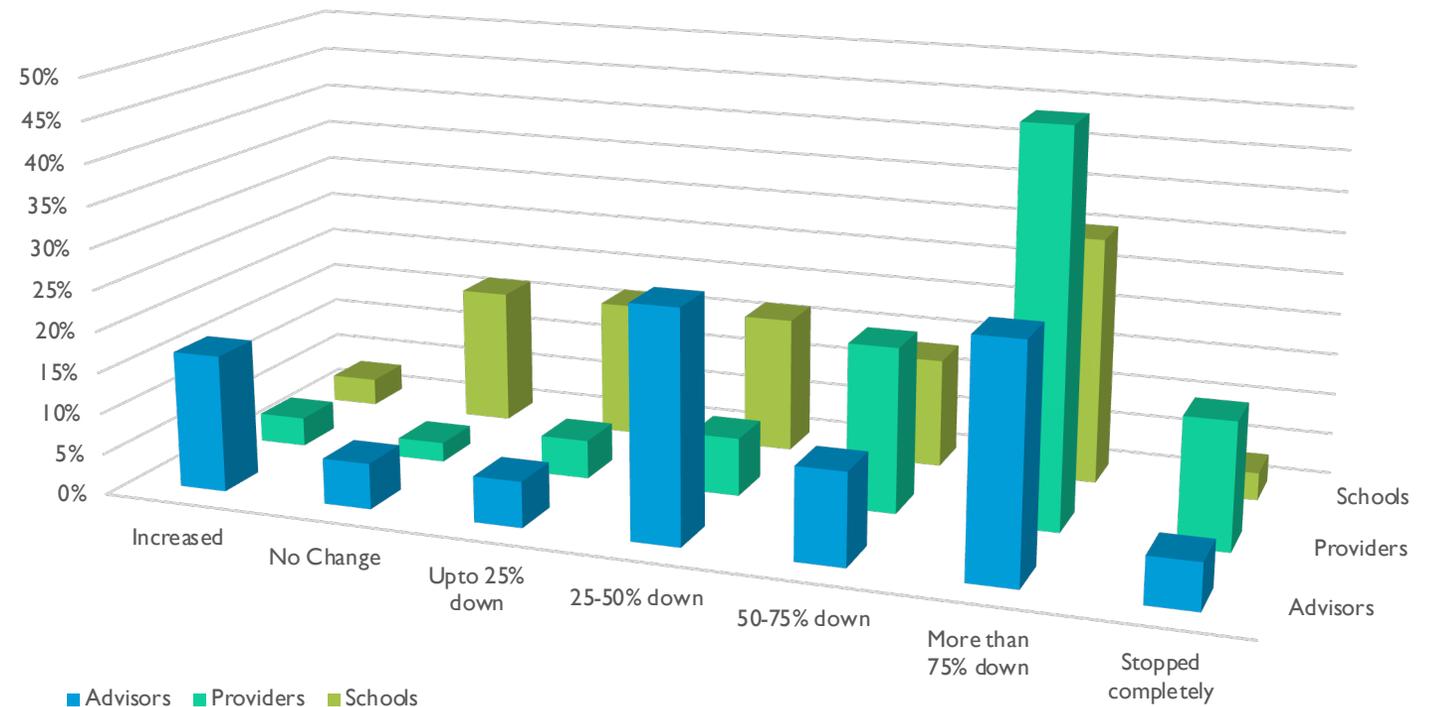
80% of schools have reported a reduction in outdoor learning provision

How provision has changed



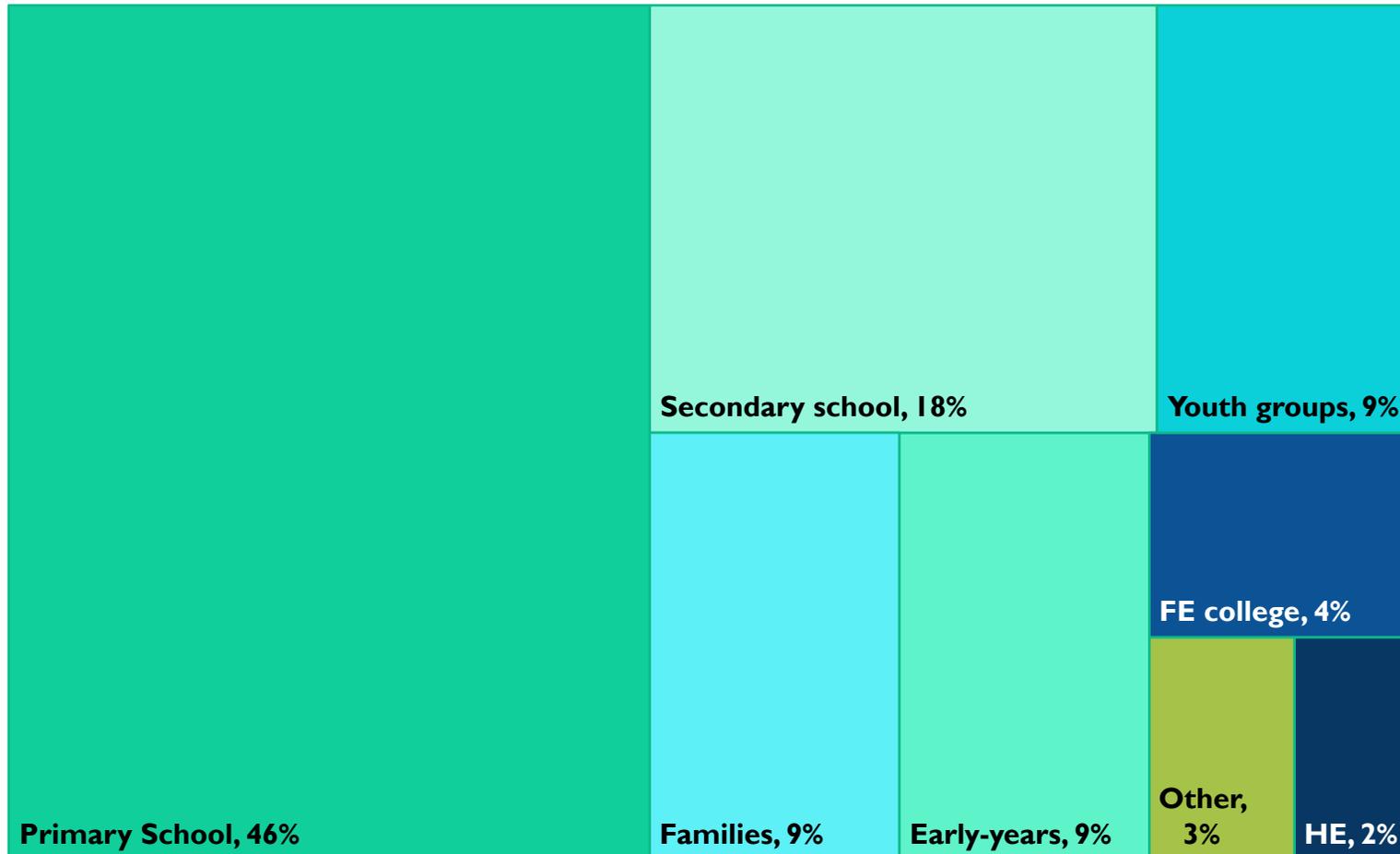
The vast majority of respondents experienced significant reductions in the scale of their provision and expressed frustration at being unable to provide support to children and young people through their schools.

% of respondents reporting a change in levels of provision



OUTDOOR LEARNING COVID-19 IMPACT SURVEY IV

LEARNER GROUPS WORKED WITH



Schools and external providers responding to this survey **have worked work with over 1.5 million learners / beneficiaries.**

73% of the outdoor learning provided by respondents was to those in Early Years (9%), Primary Schools (46%) and Secondary School (18%).

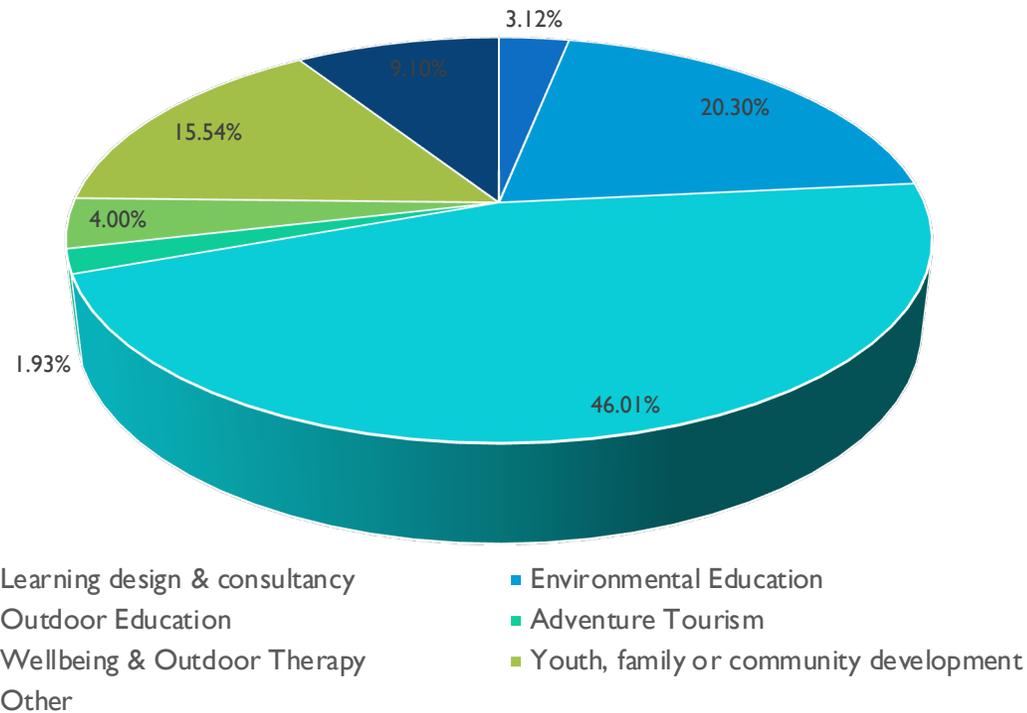
Respondents have been providing outdoor learning to **nearly 100,00 learners in colleges and universities.**

More than 344,000 families and youth groups (18%) have benefitted from respondents provision.

OUTDOOR LEARNING COVID-19 IMPACT SURVEY IV

OUTDOOR LEARNING PROVIDED

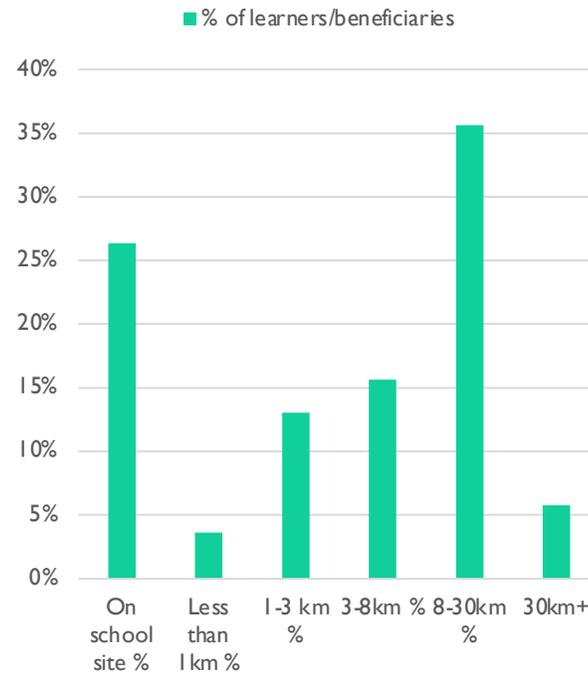
Type of Outdoor Learning Provided



15% of provision was identified as youth, family or community development

Outdoor and environmental education made up 66% of outdoor learning provision

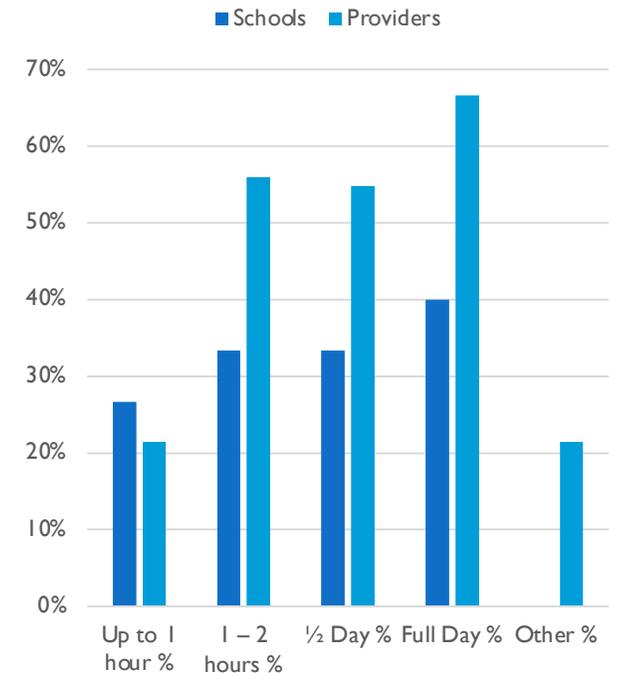
Distance Travelled



26% of all provision was at a school site

Over 400,000 learners travelled over 3km to benefit from outdoor learning

Session Length

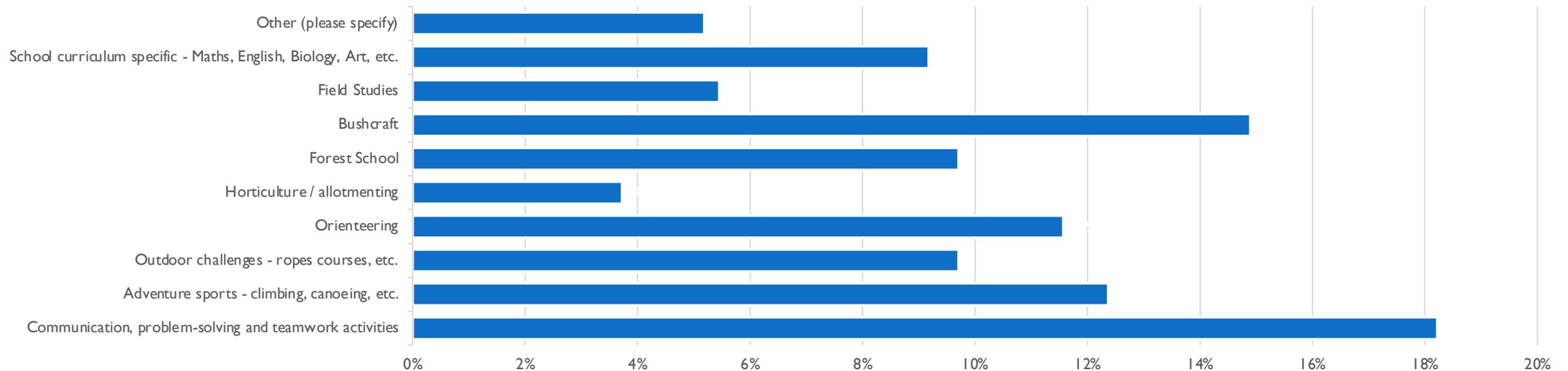


Over 50% of providers delivered sessions of 2 hours or longer.

OUTDOOR LEARNING COVID-19 IMPACT SURVEY IV

ACTIVITY PROVISION

Most delivered sessions



Special schools

Schools working specifically with children and young people with special educational needs disproportionately utilise outdoor learning compared to mainstream schools. During the pandemic outdoor learning activities provided valuable continuity and well as developmental opportunities.

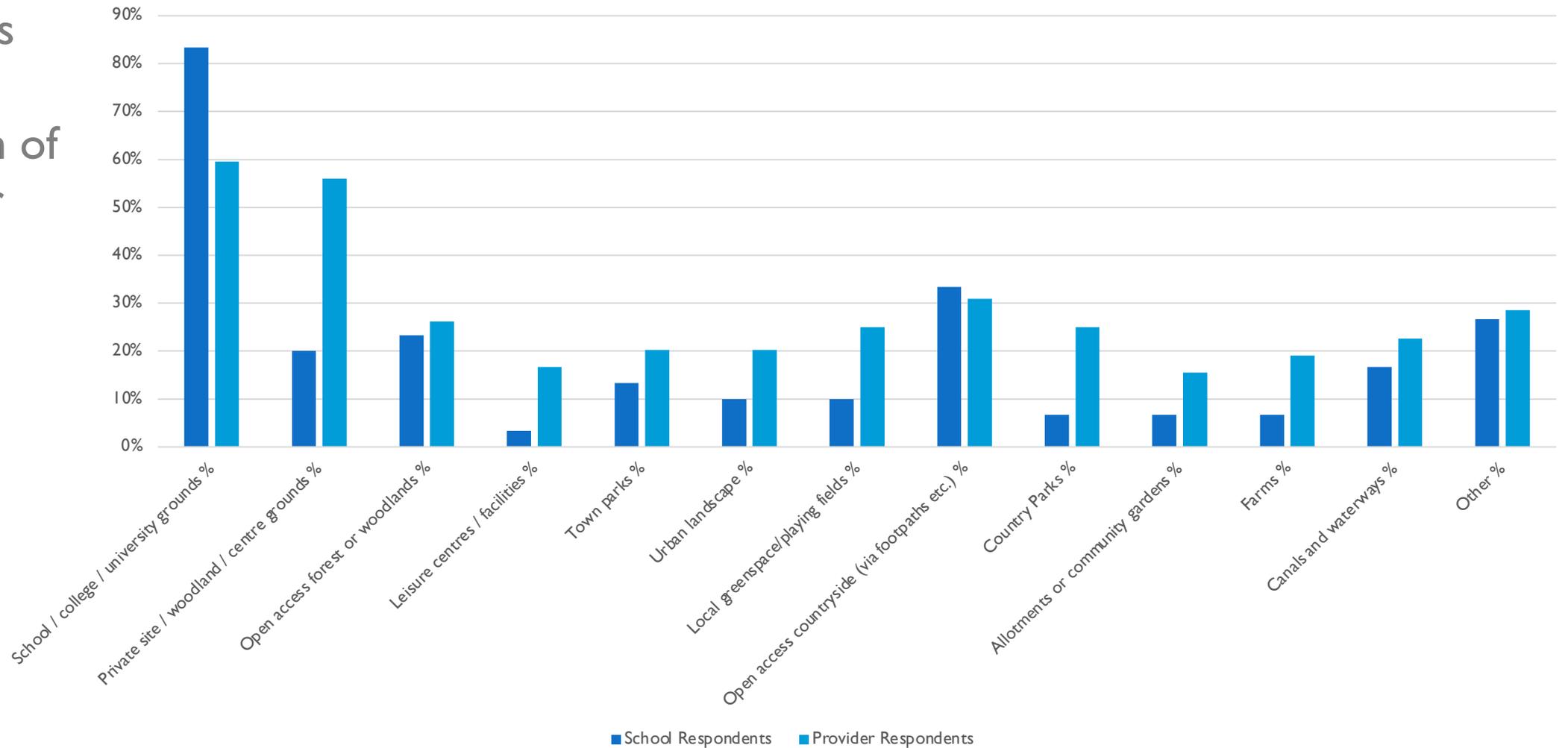
Local authority and other public services

In addition to direct school provision some local authorities used their outdoor learning provision and/or contracted in independent specialist provision to meet their obligations to children and young people with additional needs. Outdoor learning providers were also engaged to provide respite care services as well as to meet specific health care and therapy needs.

OUTDOOR LEARNING COVID-19 IMPACT SURVEY IV

LOCATIONS USED

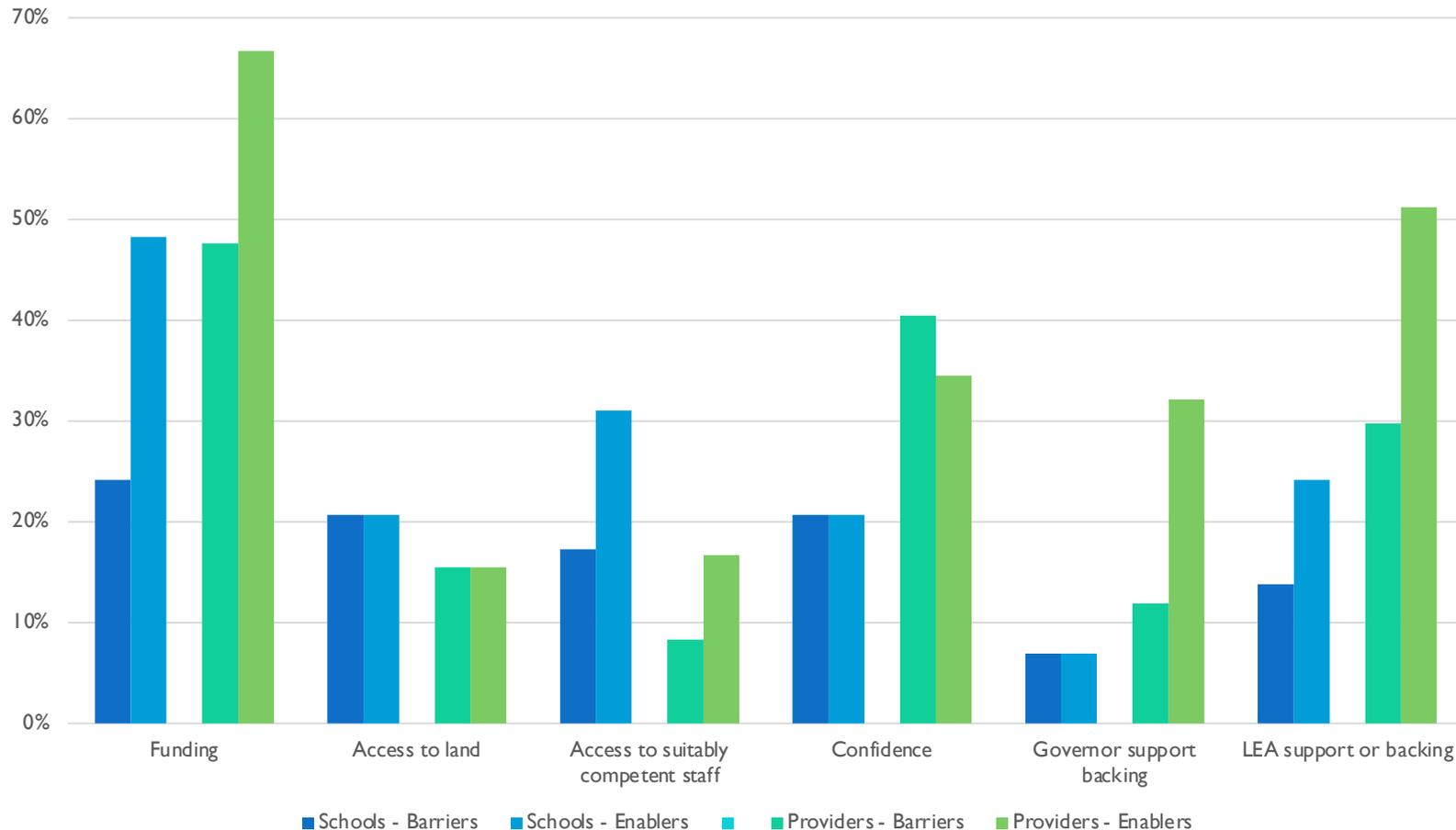
Locations used for provision of Outdoor Learning



OUTDOOR LEARNING COVID-19 IMPACT SURVEY IV

ACTIVITY PROVISION

Barriers and Enablers for provision of Outdoor Learning



Funding was seen as the biggest barrier for both schools and providers.

Over 30% of responding schools felt **access to suitably competent staff** would enable more provision.

Providers identified a need for **greater support or backing** from Governors and/or LEA to enable provision.

Providers can **assist schools access suitable venues** to enable more outdoor learning provision.

OUTDOOR LEARNING COVID-19 IMPACT SURVEY IV

OUTDOOR LEARNING WITHIN EDUCATION

Reporting context

UK Home Nation and Department for Education guidance has advised against residential school visits since March 2020 effectively closing the established residential outdoor education model for mainstream schools. At times during the same period education and general national guidance has allowed some day or part-day based provision, in the form of school grounds based or local visits, to take place.

As the measures to restrict transmission and protect health services take effect, the scope for outdoor learning providers to assist children and young people to recover from the impact of the pandemic is very significant.

We recognise that whilst education is a devolved issue for Home Nations, ownership or responsibility for outdoor learning organisations and their education services can be UK wide. This report provides some understanding of the range of delivery models, their outcomes and beneficiaries that have been engaged to date and have the scope to be expanded with further support.



UK Outdoors

Learning • Health • Adventure



Institute for **Outdoor Learning**



AHOEC
Leading Outdoor Learning



**BRITISH ACTIVITY
PROVIDERS ASSOCIATION**

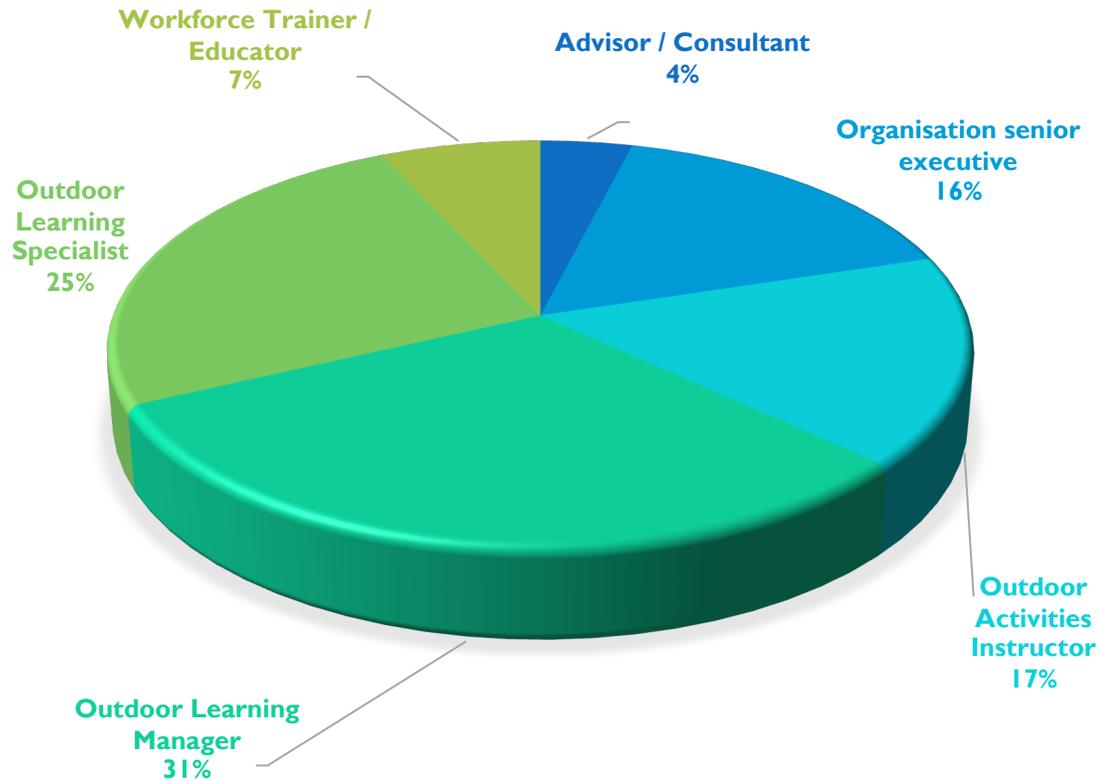


**Outdoor
Council**

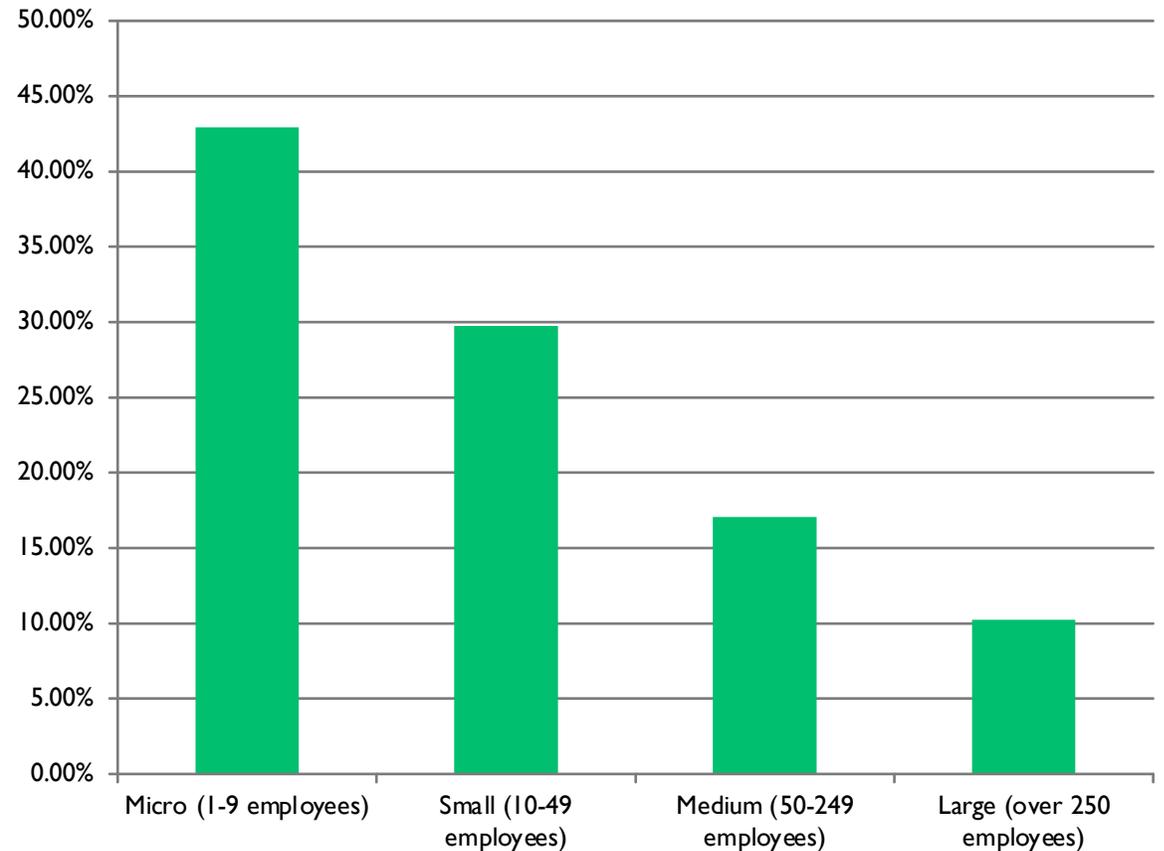
OUTDOOR LEARNING COVID-19 IMPACT SURVEY IV

PROFILE OF RESPONDENTS

Job role of respondents



Size of respondents organisations



OUTDOOR LEARNING COVID-19 IMPACT SURVEY IV

SUMMARY OF PROVISION

In School Practice

A range of different outdoor learning opportunities were delivered on school premises when government restrictions permitted including:

- Horticulture
- Outdoor heritage and crafts
- Bushcraft
- Forest schools
- Connecting to nature
- Wider curriculum topic delivery through outdoor learning
- On-line engagement relating to outdoor learning including field studies, team skills development & expedition preparation
- Specific funded initiatives including 'Nature Friendly Schools' (led by the Wildlife Trusts) and 'My School My Planet' (led by Learning Through Landscapes)

The development of self-awareness, confidence and self-belief, ability to communicate effectively, problem solve and work with others, were all sited as key outcomes targeted by schools

Wider Provision

Wider provision for schools and colleges included:

- 'Extra-long' day visits to outdoor centres
- Visits to nature reserves
- Duke of Edinburgh local expeditions
- Farms visits
- FE college outdoor adventure sports
- Teacher/work force training & CPD

Other Provision

Other provision for children and young people (outside schools & local authority provision)

- Direct support for families on-line and enabling learning from home
- Covid secure Summer day camps
- Therapy & therapeutic activity privately or grant funded
- Princes Trust programmes
- Outdoor personal development programmes for apprentices in employment

Resources for Schools

A wealth of free resources are available for teachers & schools to draw on provided by specialist charities, local authorities, provider member organisations and individual providers.

From those responding to the survey these include but are not limited to Wildlife Trusts, Royal Forestry Society, LEAF, Brecon Beacons & New Forest National Parks.

It is worth noting that in most cases this resource provision is not integrated with teacher training and development, school strategy & planning and external provider usage. Such integration can be seen in a small number of English authorities and Trusts but is best demonstrated by Scottish authorities drawing on the Education Scotland's approach to Outdoor Learning as a key element of Learning for Sustainability.

Examples of outdoor learning provided – school, college and advisor respondents

Students who struggle to engage in a classroom are given activities that increase their resilience and motivation to attend school as well as helping social skills.	Growing Devon Schools Partnership https://www.growingdevonschools.org.uk Teacher training days and twilight sessions - practical, hands-on activities giving people working in schools the confidence to start growing food, activities around the food cycle, making gardens to improve habitat for wildlife, craft skills working with natural materials etc.
We are a Specialist Independent school, supporting children with comorbid learning challenges. We use Outdoor Education. extensively as part of the programme to build up their self-worth & self-belief working towards re-engaging them back into education.	Working as "outdoor learning teacher" in a primary school, 2 x weekly curriculum linked lessons with similar content
We use a unique behavioural competency curriculum to develop our students. It had nine areas split into three categories.	Sailing, DofE expeditions, team building, orienteering, canoeing.
Weekly visits to outdoor centres for Primary, Secondary and sixth form phases. Weekly learning outside the classroom sessions for 6th form students. all provision is for special needs students with EHCP's School has remained open through lockdown.	SQA group Award in Activity Tourism with school pupils- some practical and blended learning has been possible. BA outdoor education and learning degree with students at UHI Inverness College (remote learning only)
We are a large secondary special school in Sheffield and recognised FSA provider . Throughout the pandemic we have remained open and I have provided face to face teaching regular Forest School sessions & taking the curriculum outside as much as possible. Activities include; Cooking on the fire Sledging Releasing hedgehogs in the school grounds Production of recorded sessions Outdoor Learning & Forest School Twitter challenges Benefits have been huge for students and staff! Checkout transition video produced during lockdown: https://youtu.be/bBkjdLJ4NnI	Weekly forest school sessions for 60 Foundation age children.
Providing Forest School to key worker and vulnerable children.	Forest School, Habitat studies, Mindfulness sessions, various national curriculum sessions. Benefits include positive engagement with learning despite other pressures during covid restrictions.
We have been teaching general self-reliance in nature to adults for 16 years, this increases their confidence, many have never lit a fire then leave having lived by and cooked by it all week/weekend. Connection to nature and our symbiotic relationship, opens their eyes to the possibilities all around.	Student instructor training, hopefully accredited by the IOL. Similar to an outdoor leadership degree in content, personal and social development are the specific outcomes.
Schools based outdoor learning. Out of UK residential multi activity camps	Adventure activities, 'ad ed' development sessions, taster sessions, coaching/leadership sessions.
We have been providing virtual teaching and expeditions at St. Davids College https://www.linkedin.com/feed/update/urn:li:activity:6759851980849512448/	A range of nature based and bushcraft activities, outdoor games, PE activities to maximise pupils opportunities to connect with nature, problem solving, teamwork, enjoyment
Activities for pupils in quarantine at Sedbergh School on school site. Activities for pupils who could not go home for holiday at Sedbergh DofE	Running learning outside the classroom curriculum as part of an SEN school which has remained open throughout. Doing John Muir award and ASDAN awards. Not used my paddling or mountain training qualifications.
Adjusted range of activities e.g. no canoeing due to social distancing.	(1) Ecology Fieldwork CPD sessions for teachers and technicians via Zoom and face to face to meet secondary curriculum requirements. (2) Online CPD sessions in outdoor maths and science to meet the primary curriculum requirements. (3) Online CPD sessions in outdoor learning for EYFS professionals
Remote challenges, on site climbing and bushcraft	Half day forest school with up to half of one primary school class per week.

Examples of outdoor learning provided – school, college and advisor respondents

<p>Advice on the safe delivery of outdoor learning of all varieties. County Council seem to have chosen to not require any advice! Some schools using private companies, some carrying on where possible.</p>
<p>Curriculum development and teacher training around nature and outdoor learning. Grounds development and student voice in practical actions for wildlife, including practical conservation days. Raising education standards through experience, transforming learning in school settings, raising teacher confidence and skills in the outdoors</p>
<p>Day visits at environmental/field studies centres as day visits Day expeditions for DofE participants Bespoke sessions for young people in secure and specialist care 1:1 support for vulnerable young people Training for teachers and leaders in outdoor learning e.g. orienteering, visit leadership and PESSPA e.g. swimming and gymnastics</p>
<p>Environmental learning in situations that encourage social and communication skills. These develop self confidence self-sufficiency.</p>
<p>Nature Friendly Schools Drop off days Nature Tots https://www.essexwt.org.uk/what-we-do/outdoor-learning</p>
<p>Provision of adventurous outdoor activities in a manner that reduces anxiety for this that have experienced complex trauma and resulting PTSD. Supported care experienced young people who's educational placement was in jeopardy. Supported young people accommodated away from home who's placement was in jeopardy.</p>
<p>Small key worker groups during lockdown, aiding mental & physical health, wellbeing and nature connection in a time where many are restricted to being indoors through parental anxiety.</p>
<p>Targeted 1:1 and small group interventions working with our council Children's Services, social workers etc</p>
<p>We've been delivering our Lumberjunks outdoor timber recycling reusing and making projects Simply #lumberjunks for more info</p>

<p>Working in the wooded area , bush craft, archery , tree climbing, ropes course , open fire cooking, camp cooking.</p>
<p>Working with PRU pupils. Outcomes have been health and well being, confidence and team work during this time</p>
<p>Edinburgh College runs two courses, Understanding Outdoor Pursuits Adventure Leadership, Outdoor Pursuits Adventure Leadership These courses provide our students with the opportunity to become qualified Instructors within the Outdoor Industry and or progress to University.</p>
<p>East Lothian Council Outdoor Learning www.eastlothian.gov.uk/outdoorlearning @ELOOutdoorEd</p>
<p>Well-being through the outdoors, we deliver well-being to FE students through a slow adventure experience i.e. orienteering, challenge games and positive reflection around a fire while preparing a meal.</p>
<p>Personal competence and skills delivery in sailing, climbing, paddlesports, navigation, team building and windsurfing plus Powerboat level 2 qualifications</p>
<p>Planning fieldwork for teachers and training teachers Providing activities for voluntary sector groups</p>
<p>Supporting Outdoor Activity Instructor apprentices through their journey to End Point Assessment, benefiting in learners gaining skills, knowledge and behaviours to help them progress as Outdoor Activity Instructors.</p>
<p>Through student teachers working in school placements - delivering curriculum OEd for KS3 and 4 and delivering outdoor learning aspects of KS2 and FP</p>
<p>University level courses with practical aspects outcomes: degree level qualifications, preparing students for careers in OE/ OAE</p>
<p>We have been providing the BTEC in sport and outdoor activities that support a broad understanding of the outdoor sector from environmental education and sustainability, personal skill & leadership, health and well being etc.</p>
<p>Wide range of outdoor activities delivered to student wanting to go into the industry as instructors. Beginner session up to NGB provision.</p>

Examples of the outdoor learning provided – provider and employee respondents

Forest School style nurture groups for vulnerable children. Children showing increased socialisation and improved vocal skills which had deteriorated during lockdowns
Large Lottery funded project My School My Planet with Learning through Landscapes and school based training for staff in Outdoor Learning
Therapeutic support and city and guilds to vulnerable young people. 1-1 and groups www.theseedsofchange.co.uk
Mixture of traditional adventure activities alongside bushcraft with a forest school ethos. main objectives of our outdoor learning provision is to build resilience, provide positive learning opportunities and re-engage with education
Instructor led and facilitated outdoor learning in groups of up to 12 for 5 - 19 year olds. Delivered in school grounds or nearby suitable venues. Learning outcome focus on confidence, self-awareness, communication, team work, social skills, supporting well-being, awareness of local environment https://www.outwardbound.org.uk/outward-bound-in-school-adventures
To children in care only during the lockdowns, days visits to schools when allowed & DoE Spring to Autumn.
We have been providing after school clubs and 1:1 mental wellbeing sessions
While there is no replacement for in person face to face teaching our Education Team have reached out to our young learners via social media - with a number of short videos detailing fun activities that encourage children to spend time outside enjoying and exploring nature while learning. Activities involve a range of craft, art and literacy and numeracy skills.
We have been providing forest school sessions which are curriculum lead. The outcomes are that it facilitates the current curriculum and it benefits connecting children outdoors in socially economically deprived areas.
Lancashire Fire and Rescue Service Princes Trust Groups x 5 in Oct/Nov 2020. Week 2 of 12 week programme for NEET young people to get them back into college learning with a trusted cohort. The residential normally provides the extra time and shared 'neutral' space away from gangs/home hassles for the team to get to know - and start to understand/tolerate - each other. This autumn we did the programme non residentially working with half sized groups from 10am arrival until 8pm departure - outside all day apart from eve meal. It was less effective than the residential but better than nothing. It did involve an hour travel in minibus morning and evening and more risk to our staff than if they had stayed onsite and not gone home each evening. Not one participant in the 12 weeks dropped off the programme, and non developed covid. All were ready to access the college rolling education programme in Jan 2021. Summer holidays - family adventure sessions working with one family at a time. Families who could afford this clearly really benefited from the support to enjoy their staycation.
Outdoor learning sessions in a number of different schools for year groups/classes on a weekly basis during Terms 1 & 2 in 2020. These were due to continue in 2021 but had to stop due to school closures due to lockdown.
Providing day sail opportunities for school pupils. The benefits are getting outside, mixing up the learning environment and helping pupils gain confidence in a variety of aspects
Adventurous activity specific training and participation providing essential foundation knowledge and experience for future outdoor professionals with attendant mental and physical well being benefits. Additional advice and judgment building training to reduce the chance of hills and mountain accidents whilst students participate recreationally in activities.
Team building and bushcraft sessions on school sites for quarantined international pupils. Mental health benefits from getting outdoors and moving around outside.

Main activities include Bushcraft, Outdoor challenges, growing food and forest school. Our core priorities are to maximise time in the natural landscape, in order to promote a connection to nature plus self-esteem & wellbeing through play, interaction, expression and self-realisation.
Leadership & Followership skills: https://beventuresometrips.co.uk/team-building-at-schools/
Tree climbing using a rope and harness. https://www.goodleaf.co.uk/isle-of-wight-school-trips/
Walks for small groups (2-3) in non-mountainous terrain within easy travelling of Bradford. Outcomes: Enjoyment, reduced stress, calming of anxiety, raised self-esteem.
Where possible and when restrictions have allowed we have adapted our day visit offer to be Covid-19 secure with additional social distancing and hygiene measures in place. We have offered additional online provision via our social media and website www.services.derbyshire.gov.uk/EnvStudies . We have also adapted projects we were commissioned to lead an 'offline' learning project linked to the Derwent Valley Mills World Heritage Site for vulnerable groups who did not have resources at home or digital access. This resulted in both offline and online engagement during the pandemic. You can find out more here http://www.derwentvalleymills.org/discover/learning-for-all/learning-families/derwent-valley-mills-creative-activities/
CPRE and New Forest National Park award winning Woodlander stride to improve, develop our social forestry objectives, to run alongside our permaculture principles and adding value to the work we do with children and young people to motivate and inspire them to go onto further education within the landbased industry. We also teach nature awareness skills that relates directly into woodland management for primary school students. Woodlander also works alongside other agencies, such as New Forest National Park Authority, Forestry England. A new 2 year course that is in development, is the New Foresters course, which is designed to equip students with the knowledge and understanding of the New Forests heritage, its traditions, history and way of life and how and who manages it. It is aimed at those students and families that have migrated to the area and have no understanding of the New Forest. Consultation has already been taken with Forestry England, New Forest National Park Authority, Commoners and Natural England and is to line up alongside our 2 year Introduction to Woodland Management course for secondary education academy school supported by Sparsholt College. 31st December 2020 British Empire Medal Civil Division Central Chancery of the Orders of Knighthood St. James's Palace, London SW1 31 December 2020 THE QUEEN has been graciously pleased to award the British Empire Medal (Civil Division) to the undermentioned: B.E.M. Paul BROCKMAN Woodland Manager, New Forest For services to Woodland Management and Nature Conservation. https://www.facebook.com/Woodlander-Coppice-Paul-Brockman-BEM-160143757378721
Our main focus on outdoor learning has been to build confidence and facilitate social and well being opportunities for local young people, in collaboration with charities to target those heavily impacted by lockdown and deprivation.
Day courses for local primary schools and Princes Trust teams, We also ran a residential summer camps under hostel rules for teens over 3 weeks with very reduced numbers
Forest School, benefits are children's wellbeing, children's mental health during this time
Supporting theraputic programmes for young traumatised children by utilising the outdoors and its many opportunities.
We offer curriculum and co-curriculum outdoor learning experiences for school pupils and families through school sessions, after school clubs and holiday clubs. www.ekolearning.org.uk
We have been providing curriculum based resources for free during lockdown (https://loveoutdoorlearning.com/free-resources) and an online portal with training and lesson/ activity ideas (https://loveoutdoorlearning.com/registration/)

Examples of the outdoor learning provided – provider and employee respondents

Field studies and curriculum based OL activities in school grounds. www.naturedays.co.uk
Delivering Forest School to vulnerable children and children of key workers at a secondary school, as part of the Defra-funded Children & Nature Programme: the Community Forest & Woodland Outreach Project. The pupils do not really get out during the school day and are excited about getting outside and learning practical skills.
Approved training in Bushcraft focusing on depth of understanding and building personal confidence
We have been providing a range of outdoor activities and team building sessions. Benefits included leadership, communication, team skills, problem solving and improved wellbeing and physical health.
We have been delivering high quality outdoor learning experiences. Outreach programmes have focused on team work, communication and mental well being. Days at our site have been focused on resilience and confidence building.
1:1 support for vulnerable and disengaged children and young people. Sessions for SEND children and their family/bubble
School Day visits to our site - adventure, independence, key skills. Gold DofE residentials - independence and interdependence, estate skills
5000,000 children/ 2,300 nature reserves/ 150,000 junior members- https://www.wildlifetrusts.org/learning https://www.wildlifetrusts.org/our-bright-future https://www.naturefriendlyschools.co.uk/ https://www.wildlifewatch.org.uk/childrens-mental-health-week-2021 https://www.wildlifewatch.org.uk/
Forest school sessions, mostly delivered to SEND children. They have benefited from continuity in a time when much of their lives have been disrupted. The FS sessions have helped with social cohesion and mental health.
Forest School in 6 primary schools, Home Ed / Flexischooled FS, childcare holiday clubs, school after school clubs, parent and toddler groups when guidance allowed. Benefits - reduced anxiety, social skills & connection, physical health, increased confidence, nature connection, emotional regulation. www.beingoutdoorscic.org
LEAF Education is the leading organisation working throughout England and Wales to inspire future generations about food, farming and the environment. This is delivered nationally through on-farm and in-school delivery to young people, from ages 4 to 18; professional development for teachers and trainee teachers who learn how to use farming and food production as a vehicle to deliver national curricula and exam specifications; and supporting, training and accrediting farmers how to deliver high quality educational visits.
Duke of Edinburgh's Award Expeditions on Foot: https://zestforadventure-my.sharepoint.com/:v:/g/personal/david_goss_zest-for-adventure_co_uk/EQC3krO9sKZJm_9tnTifcloBfh2qxK30rwz3PsGsINq_aQ?e=aGIDgF .
Focus on individuals nature connection, well being and supporting risk taking experiences. Team challenges and self-directed free exploration every session.
https://www.forestschoolltraining.co.uk/ Blended learning Forest School training for adults. Face- to-face in woodland when restrictions allowed.
BAME community youth work based on outdoor learning Ashton Youth Club

Forest school with vegetable and fruit growing. Pupils so happy to be outside especially some who live in flats during the first lockdown. Growing vegetables and fruit that they could take home parents /carers very happy about this as many Key worker families so grateful for fresh fruit and veg. We have found that there are less behaviour issues and conflicts between pupils since covid. The children seem to be so happy to be outside and able to play with other children that they are more cooperative and happy to share.
We have worked to support those children most impacted by lockdown. Our work with SEND children has been on our beautiful site helping children deal with challenges as we always have but now their challenges are greater. We have taken our work with disadvantaged children into schools. We seek to raise aspiration and attainment of under privileged children by unlocking ambition and confidence to succeed. Our work has increasingly focused on wellbeing and developing skills to combat CCE&CSE and deal with ACE which are increasing.
Outdoor Education Recovery Programme. Based on the Health and Wellbeing Outcomes, building resilience, learning new skills, STEM and intrinsic personal and social development.
We are a private training comp[any with no funding and have been delivering outdoor training at our own private woodland site for over 20years, we have also been delivering Ascentis Forest school leader training for over 8 years, our clients range from pre-school and school students on day trips or overnight stays, corporate teambuliding, bush craft and mental wellbeing days. www.whitehorse-leadership.co.uk
We provide school day visits to support curriculum learning with practical courses, i.e. field studies. We also provide wellbeing sessions, forest school style provision for early years and family events and activities
We have continued to support SEN units especially during the lockdowns and school closures . Benefits are a sense of normalcy
1:1 walks or bike rides with young people/adults with autism. Small group outdoor activities with young people/adults with autism when restrictions allow
Forest School Leader Training Outdoor Learning
Outdoor learning and bushcraft for young people aged 2 - 15 and families, mainly Home Ed community and after school clubs. Teaching traditional skills, resilience, team work, communication etc.
Outdoor activities that build self confidence and social skills. Activities that help children and young people understand social distancing and hygiene and helping them feel safe and comfortable
We understand how important it is for children to return to their formal education, however, their physical health and wellbeing is of equal importance especially during these unprecedented times. It is important that we offset the negativity of recent events surrounding Covid-19. Children have been restricted from their normal social movements and displaced from their usual learning routines. Children will be bursting with energy and need to be reintegrated into a class environment. The Anderton Centre provides a range of land and water based outdoor activities in a safe and exciting environment. Research supports the benefit of green space and water for wellbeing and we can provide both in abundance. Children will have fun and learn important interpersonal skills such as taking responsibility, building self-confidence and resilience, and become an effective team player.
Tree-Mendoza Learning Holiday Club 2020 providing learning opportunities in the natural environment to develop skills & children's well-being. Hall burn Community Windfarm (Grantscape) parish school outdoor learning project

Examples of the outdoor learning provided – provider and employee respondents

<p>Outreach outdoor learning in school grounds. day visit outdoor learning at our outdoor learning centres. school holiday programmes at our outdoor learning centres. respite support for looked after children. 1-1 work with very vulnerable young people. family activities - day and overnight. activity and food provision for children on free school meals. duke of edinburgh award gold residential. duke of edinburgh award expedition. volunteering projects for vulnerable young people. outdoor learning training for teachers. advice, guidance and consultation for schools wishing to develop outdoor learning. orienteering mapping of school grounds. health and well- being programmes for critical workers. school holiday programmes for children of critical workers. regular outdoor learning programmes for SEN young people.</p>
<p>An outdoor learning session with Tees Valley Wildlife Trust is a perfect way to get connected with nature & bring learning to life. We offer a range of sessions linked to the curriculum for Early Years, Key Stage 1 & 2 classes. We aim for all young people to come away having experience the natural world in a fun, hands on and engaging way.</p>
<p>https://www.rfs.org.uk/learning/teaching-trees-age-3-14/</p>
<p>SOECs Mission... "To inspire, motivate and empower young people to develop the qualities and skills that they will need in their future... Qualities and skills that they will need at school, at work, in their communities and for the environment."</p>
<p>We have been providing bespoke one-to-one sessions of a walk and talk style for participants in need. We have also managed to deliver some small group activities prior to the last lockdown</p>
<p>I have been supporting an adult client outdoors and also developing educational resources related to rocks, fossils, landscape and the prehistoric world which hopefully be of use after Covid.</p>
<p>We deliver outdoor education within the school environment, particularly with schools running a six week programme of activities including climbing, orienteering, problem solving, archery, forest school, and other activities depending on the schools requirements. We are based in Coventry and travel to a wide range of locations. http://www.elitesportsuk.com/oaa</p>
<p>We provide a range of team building activities and National Curriculum linked activities for schools. We introduce children to the environment and get them to consider the role they can play in protecting and enhancing the environment. The trip itself encourages children to become more independent, resilient and social.</p>
<p>Forest school and bushcraft activities. Children are able take risks, work as a team, problem solve, relax and forget covid 19 (still maintaining social distancing), discover new things and build self confidence. Take part in physical and mental activities.</p>
<p>Exploring Mumbai's rivers on kayaks https://mumbai.citizenmatters.in/kayaking-on-the-ulhas-river-21889</p>
<p>Day visits from schools & / or delivery on schools' sites which support Primary schools in the enrichment and depth of educational experience for their pupils. Children develop social skills, self confidence, environmental & other curriculum knowledge & skills. Holiday Day Camps: Children experience purposeful & fun activities which develop social skills, self confidence & knowledge. Such experiences provide respite for families, particularly following periods of lockdown.</p>
<p>Increase awareness of own skills • Increase confidence and self-belief • Improve ability to communicate effectively • Increase awareness of local environment Additional: • Increase understanding of effective teams • Increase understanding of leadership skills https://www.outwardbound.org.uk/outward-bound-in-school-adventures</p>
<p>A mixture of Forest School and Curriculum linked outdoor learning.</p>

<p>1:1 alternative provision - 1/2- 2 days per week per young person. Curriculum tailored to their interests & skills Home education group sessions - bushcraft, forestry skills Holiday Clubs - these have been invaluable for supporting children's wellbeing during the pandemic Special Needs Woodland Sessions - for families to access the woodland and take part in various activities. We've been hugely oversubscribed for this with 138 people trying to book 15 places. So we're seeking funding for further sessions.</p>
<p>1:1 and small groups at my plot and Bothy to work on school attendance and re engagement to education. Building cv's and personal statements for school leavers and H&W improvements for younger pupils. www.letslooc.co.uk fb page Let's LOOC (Let's Learn Outside Of the Classroom)</p>
<p>Adventure activities. Communication and preparation for adult life. Prep for military life and help rehabilitation people</p>
<p>Basic primary and secondary curriculum subjects through nature and garden activities</p>
<p>Day sessions with families and young people doing adventure activities to increase time outside, and develop relationships and confidence</p>
<p>Day visits to our schools who would normally visit for a week long residential. Pupils have benefitted from being outside and enjoying the space. Teachers have enjoyed seeing their pupils engage in outdoor activities.</p>
<p>Delivering a two hour activity twice a week for an alternative provision which uses our site as a base.</p>
<p>Delivery in schools. Support and resources for teaching staff. Residential for Social Work residential care units/young people. Non-residential programmes with a mixture of delivery in schools, local venues and day visits to our centre. www.blairvadach.org.uk</p>
<p>Equine Assisted Learning progressing with a therapeutic outcome, focusing on confidence, communication, team work, leadership, self motivation, engagement in learning with possible progression to Changing Lives through Horses, an accredited qualification.</p>
<p>Extended School day visits - as a replacement for lost residentials, to provide some of the incredible developmental experiences lost. Holiday activities for vulnerable pupils - to provide children who need it the most with memorable outdoor experiences</p>
<p>Only been able to deliver 2 fieldwork days in a country park since March. Developing online resources instead</p>
<p>Outdoor activities coupled with social skills and home school topics to children in care</p>
<p>Outdoor learning activities for vulnerable young people in school bubbles as identified by the schools and under NYA guidelines. Activities include bushcraft, orienteering, cycling, litter picking, woodwork, outdoor cooking, walking etc. Nacro Greater Manchester Outdoor Learning - find us on fbook and get in touch with us there.</p>
<p>Paddling sessions, consisting of short journeys, cooking food and return. Woodland sessions, usually involves cooking lunch</p>
<p>Principally team building and confidence building through outdoor activities</p>
<p>Friends of the Award – DofE provision https://www.fota.org.uk/</p>
<p>In schools day adventures</p>
<p>Mainly learning visits to our wetland centres - all age groups from early years to adults. Benefits - nature connection, care and concern for natural world, positive behaviour change, mental wellbeing, transferable skills, curriculum learning</p>

Examples of the outdoor learning provided – provider and employee respondents

Forest School to local schools and weekend Forest School to private individuals. Benefits are those of any Forest School: child holistic development, mental wellbeing, physical activity, nature awareness, risk awareness, self confidence, social interaction.
Holiday activity clubs and childcare(3-5 days) 1:1 alternative provision support for children excluded from class, with autism/behavioural issues 6 x Weekly outdoor activity session blocks for whole class groups eg Year 1 or Y7-9 SEND group Short Breaks for families with SEND children. Children have gained confidence, core PSHE & social skills and helped mental health.
Horticultural therapy, animal care courses, learning programmes for young people with EHCPs, Respite and short breaks, schools programmes, holiday clubs, family camping experiences.
Multi-activity summer programme for families. Online team skills programme for university students.
Only a small amount of provision in October. *To work with others showing engagement, collaboration and resilience during team challenges and creative outdoor activities. *To help students better understand themselves; particularly their personal strengths and areas for development as they start their secondary school learning journey. Supporting local primary school to improve wildlife area Exploring habitats, nature art, developing a wider understanding of nature, seasons. Nativity trail
Respite care for vulnerable young people in the care system
Running sessions for key workers and vulnerable children in primary schools focussing on curriculum links.
Sailing, kayaking, assault course, climbing, team building activities. RE assemblies with inclusion focus. PSHCE bespoke to school's values and aims.
School Activity days at outdoor centre Support for vulnerable young people during home schooling Regular outdoor activities for small groups Activity sessions within school grounds
Scottish CfE linked sessions. Focused on "living things" but also with health and well-being outcomes.
See our case study at http://www.ardroy-oec.co.uk/dayvisits.asp and http://www.ardroy-oec.co.uk/seniorphase.asp
SEND Rationale for provision of Bushcraft skills to students: * Opportunities to learn practical skills and practice those skills in a relevant setting * Develop their self-confidence through working individually and achieving tasks * Improved communication, both in terms of comprehension, answering and asking questions, and working together / helping each other with projects
Since September 2020 we have been providing 7 different after school adventure clubs per week for KS1 and 2 children from 5 different schools. Total numbers approximately 100 children per week.
Small groups experiencing outdoor adventure and learning skills, e.g. map reading. Relaxed environment where participants can talk - consideration of mental health as well as physical health.
Supporting Children's services with Children in Care for activity days and emergency accommodation
We have mostly been concentrating on guided play and socialisation for our younger participants.
We provide outdoor learning to both mainstream and special schools on site, private sites, and areas in the peak district national park

We have supported the hubs and schools throughout the year with a variety of support and sessions. We have made maps for schools do do orienteering created CPD opportunities for staff and coaches to deliver a range of sessions. Created resources and videos to help teachers and coaches with session planning and ideas. We have run sessions in a variety of schools including bikeability, orienteering, team building archery bushcraft etc. Outside of school grounds we have ran paddle sports, biking, rock climbing, hill walking etc to smaller groups. And for those children at home we have run online events and videos with ideas to do things at home such as building send and mini rafts etc
We have travelled into schools and provided a number of team building and problem solving challenges. We have also worked with a mobile climbing wall provider. This is definitely seen enjoyment, a boost in morale, better social skills, improved mental health.
Working in Special school for dyslexia working in a special school for those with emotional behavioural difficulties. supporting key worker children in schools www.woodsforlearning.com
Working with single classes at a time in their school grounds delivering hour long 'learning outside the classroom'
Learning and behavioural support for both main stream and alternative curriculum programmes. www.LoadedUK.org.uk
We support children individually to attend other clubs such as scouts Cubs brownies etc.

REPORT PREPARED BY INSTITUTE FOR OUTDOOR LEARNING.

- For further details please contact Andy Robinson, IOL CEO or Neal Anderson, IOL Professional Standards Manager
- institute@outdoor-learning.org
- Download this report and previous COVID-19 Impact Reports conducted for the outdoor learning sector at:
- <https://www.outdoor-learning.org/Covid-19/Covid-19-Impact-Surveys>



UK Outdoors

Learning • Health • Adventure



Institute for **Outdoor Learning**



AHOEC
Leading Outdoor Learning



**BRITISH ACTIVITY
PROVIDERS ASSOCIATION**



**Outdoor
Council**