

April 2010

Dear Headteacher, Teachers and School Governors,

### **VENUE FOR OUTDOOR EDUCATION PROGRAMMES**

I am writing to introduce our Outdoor Centre as a suitable venue for outdoor education programmes. As you will be aware through government initiatives such as 'every child matters' and 'learning outside the classroom', these are changing times in the delivery of education. Careful course design, in consultation with individual schools, ensures that educational objectives, National Curriculum or otherwise, can be met. Feedback from our clients, which include Bury Grammar School for Girls, Langley Park School for Boys, Colfes and St John Houghton is very supportive:

*"At Lady Barn House School we believe that Outdoor Education opens up new horizons. Glaramara's superb location and excellent team offer a range of activities which promote high self esteem, self confidence and a positive approach to learning."* Mrs Sue Yule, Headteacher, Lady Barn House School, Cheadle, Cheshire.

The enclosed brochure/attachments include an information booklet explaining our approach to and methods of teaching across the later key stages as well as details of courses which we can offer through a variety of local organisations including the Lake District National Park, National Trust, Cumbria Wildlife Trust and the Forestry Commission.

Representatives of your school are, very welcome, to visit us to see, first hand, what we can offer. We are also happy to come to your school to explain our services further. We are looking to host an open day for teachers and administrators in 2010. If you are interested in Glaramara please return the request form below or, alternatively contact me by telephone or e-mail as detailed below.

Please also let us know if you would like to receive future newsletters.

Yours sincerely,

**GRAHAM DERBYSHIRE**  
Activities and Outdoor Education Manager  
Tel: 017687 77222/Email: [grahamd@glaramara.co.uk](mailto:grahamd@glaramara.co.uk)

# **INFORMATION FOR SECONDARY TEACHERS CONSIDERING USING GLARAMARA FOR EDUCATIONAL PURPOSES**

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## **INTRODUCTION**

Glaramara has been operating as an Outdoor Centre for a number of years. Its strengths have traditionally been found in providing outdoor activities to groups and individuals of all ages and backgrounds.

Glaramara is a very keen advocate of learning outside the classroom as part of the National Curriculum ('the curriculum') and believes that activities can be successfully conducted in a more formal educational context.

Even where your school does not or only partially follows the curriculum, we think this information booklet will still be of interest as it contains elements which can be appurtenant to a bespoke activity programme.

## **SPECIFIC CURRICULUM SUBJECTS**

### **1) CITIZENSHIP**

We have created outdoor activity programmes which are well suited to education in citizenship. As you are aware, Citizenship is a statutory subject at Key Stages 3 and 4. It is part of a non-statutory framework at Key Stages 1 and 2. Our approach to Citizenship can be summed up as follows, most of which we are sure you are already aware of:

#### **a) Where and how will Citizenship education happen?**

It can happen anywhere, including Glaramara. It's up to your school to plan the delivery of citizenship. It can happen:

- through a whole-school approach in curriculum time
- via dedicated Citizenship lessons
- through existing subjects such as PSHE, history, geography, physical education and science
- through the National Healthy School Standard Initiative
- in extra-curricular activities and special events

#### **b) What is the aim of Citizenship education at Glaramara?**

Education which aims to help people learn how to become active, informed and responsible citizens. More specifically, it aims to prepare them for life as citizens of a democracy and who, among other things, are:

- aware of their rights and responsibilities as citizens
- informed about the social and political world
- concerned about the welfare of others
- articulate in their opinions and arguments
- capable of having an influence on the world
- active in their communities
- responsible in how they act as citizens.

**c) Which essential elements can be taught at Glaramara?**

Citizenship education involves a wide range of different elements of learning, including:

- **skills and aptitudes:** e.g. critical thinking, analysing information, expressing opinions, taking part in discussions and debates, negotiating, conflict resolution and participating in community action;
- **values and dispositions:** e.g. openness, tolerance, courage to defend a point of view, and a willingness to listen to, work with and stand up for others.

We think the most effective form of learning in Citizenship education is:

- **active:** emphasises learning by doing;
- **interactive:** uses discussion and debate;
- **relevant:** focuses on real-life issues facing young people and society;
- **critical:** encourages young people to think for themselves;
- **collaborative:** employs group work and co-operative learning;
- **participative:** gives young people a say in their own learning.

Learning of this sort requires a certain kind of climate in which to flourish – an environment that is non-threatening, in which young people can express their opinions freely and without embarrassment and use their initiative without undue fear of failure. We believe and have found by experience that this environment is often better suited away from the school classroom.

**d) Where does Citizenship overlap with other subjects?**

Many of the themes explored in Citizenship occur in other areas of education. It is concerned with the development of the knowledge, skills and attitudes that permeate school life across all key stages. There is also considerable overlap between the forms of learning used in Citizenship and in other subjects, for example active learning, group work and discussion are common throughout the curriculum.

**e) Why is it important to distinguish between them?**

It is important to be aware that just because a certain theme or form of learning occurs elsewhere it doesn't necessarily make that activity a Citizenship activity. Unless you are able to distinguish between Citizenship education and other subjects:

- there is a danger that Citizenship will be subsumed in other activities and young people won't receive their entitlement to Citizenship learning;
- you will be unable to make Citizenship learning explicit, which is essential if young people are to develop a broad and balanced view of what being a citizen involves and a pre-requisite for inspection;

Following QCA modules and units, Glaramara attempts to retain this identity and implement Citizenship within its programmes.

#### **f) What is distinctive about Citizenship education?**

- **Distinctive focus**

On topical everyday issues that concern young people as citizens. These are to be distinguished from issues that concern young people as private individuals – that is, issues which are personal or relate only to family or friends

- **Distinctive approach to learning**

Citizenship learning develops through active involvement. Young people learn what it means to be a citizen through discussions and debates in the classroom and beyond. They are given opportunities both to develop their learning and to put it into practice in 'real life' situations.

#### **g) The programmes of study at Glaramara for Key Stages 3 and 4 include:**

- rights and responsibilities
- conflict resolution
- sustainable development

## **2) PHYSICAL EDUCATION (PE)**

We have created outdoor activity programmes which, as you may expect, are well suited to PE especially aspects of rock climbing, canoeing, ghyll scrambling, hill walking, orienteering and problem solving exercises. This will provide more than sufficient evidence to satisfy many of the curriculum requirements for PE.

At **Key Stage 3 and 4** the current requirements have been in place September 2008. The revised requirements offer us many opportunities to refresh and renew the curriculum, making it broader and more relevant in ways that will inspire and engage learners. Some of the key themes that underpin the revisions are:

- *Increased flexibility* to tailor courses and experiences to suit different kinds of learners.
- *Increased choice* to select the activities that most suit the aspirations and preferences of pupils in order to engage, challenge and inspire them.
- Opportunities for pupils to experience *a broader range of roles* allowing skill development in a wider range of contexts as leaders and officials as well as performers.
- *A curriculum that contributes to healthy lifestyles* focusing on developing pupils' understanding of the important contribution physical activity can make to the healthy functioning of the body and mind and its place as an essential component of a healthy lifestyle. This provides opportunities to work across the curriculum with subjects such as science, food technology and PSHE (see below). It may also contribute to studies of themes such as sustainable development (in terms of the impact of lifestyle choices on the environment and sustainability) and to the outcomes of Every Child Matters.
- *A greater emphasis on increasing specialisation*, with a focus on providing clear pathways into physical activity in and beyond school, will enable pupils to specialise and develop specific skills and techniques relevant to their interests.

Teachers are often surprised by which pupils achieve success through outdoor activity, as they are not always those who shine in the arena of more traditional

sports. The need for speed and agility can take second place in the outdoors to patience, courage or, even, a good sense of humour.

### **3) INTER-DISCIPLINARY and CROSS-CURRICULAR PROGRAMMES**

Glaramara also offers an 'interdisciplinary' or 'cross-curricular' approach throughout its activity programmes. There is a specific emphasis on the environment in line with the requirements of the Learning Outside the Classroom initiative ([www.lotc.org.uk](http://www.lotc.org.uk)). Most programmes include adventure, problem solving, developing personal and social skills as well as promoting environmental and conservation issues to provide a fun learning environment to help develop understanding. Glaramara attempts to make links to the curriculum real, not contrived. We will look for obvious links with subjects on the schools plan for that particular group. We will keep track of each separate subject to be included in the cross-curricular topic. Even though the teaching may be integrated, objectives will be identified specifically to subject matter; PE, PSHE, geography, and so on. Glaramara believes that this is the only way to check coverage of the curriculum overall, and to plan for progression in each subject.

All activity programmes with a cross-curricular approach aim to:

- enable students to make more confident and informed choices about their environment
- give the chance to reflect on spiritual, moral, cultural and social issues
- provide students with an understanding of basic concepts of sustainability
- foster a safe and caring environment in an enjoyable way
- enable students to experience what makes a healthy lifestyle including the benefits of exercise and healthy eating
- enable students to discover the location of places using maps and plans at a range of scales

Both ECE and PSE are, in addition, particularly relevant to **Key Stage 3 and 4**. Our approach to activity programmes at these key stages re-emphasises the skills gained during the early key stages and adds to them in the following way:

#### **a) Aims at Key Stages 3 and 4:**

- to promote the social and personal development of pupils by increasing their knowledge and understanding of themselves as individuals and as members of a group. This includes helping them to:
  - grow in awareness of their own physical capabilities
  - learn to work independently and co-operatively
  - communicate their experiences to others
  - respond expressively and creatively to stimuli
  - gain in confidence, self-reliance and perseverance
  - to help pupils to understand others and to develop concern for their feelings, welfare and safety through:
    - learning together out of doors, where possible in residential situations.
    - sharing ideas and taking into account the points of view of others.
    - undertaking activities which require mutual support and teamwork

- recognising hazards, assessing risk and then developing and implementing appropriate strategies and control measures.
- to foster responsible attitudes to the environment by providing opportunities for pupils to:
  - live and work in different settings
  - appreciate the outdoors for the first-hand experiences it offers
  - note the effects of the interaction of people and the environment
  - to enable pupils to take part in a variety of outdoor pursuits through helping them, for example, to:
    - develop the skills needed for successful participation
    - gain competence in the use of appropriate equipment
    - plan activities and meet challenges
    - to help pupils to see that outdoor activities can be a source of lasting enjoyment and recreation.

#### **b) Methods at Key Stages 3 and 4:**

Curriculum objectives reinforce the many other benefits of outdoor learning for young people. Glaramara courses combine an appropriate level of team building with progressive skills development in a range of activities. When linked with the adventure of learning to live co-operatively and harmoniously in unfamiliar surroundings, a residential activity course is a powerful tool for both imparting valuable life skills and addressing cross curricular issues. Teachers and students alike may reap enormous benefits from shared experiences. Varied teaching and learning strategies will be provided to ensure a differentiated programme for students. Skills, initiatives and courage will be challenged in a controlled environment. An appreciation of hazards should be fostered to allow personal evaluation of student's own role and responsibilities, with regard to their own safety and that of others.

#### **c) Successful learning outcomes at Key Stages 3 and 4:**

- Further personal development
- Personal and aesthetic awareness and respect, developed through a series of challenging activities and studies.
- Further social development
- Through students living and working together in a variety of adventurous situations, tolerance, trust and awareness of others is encouraged.
- Physical development
- Fitness levels are increased and specific motor skills associated with particular outdoor pursuits are acquired.
- Environmental awareness
- Moving and living for periods out of doors provides first hand experience that often increases environmental sensitivity, concern and understanding.

## **LEARNING OUTSIDE THE CLASSROOM AND HEALTHY SCHOOLS**

OFSTED reports on Learning Outside the Classroom identify that:

'When planned and implemented well, learning outside the classroom contributed significantly to raising standards and improving pupils' personal, social and emotional development'

*The Manifesto for Learning Outside the Classroom states that:*

'Every young person should experience the work beyond the classroom as an essential part of learning and personal development...'

'Staying away for a few days or more is a powerful way of developing key life skills, building confidence, self esteem, communication and team working'

OFSTED survey (from 2005 to 2008) as part of the Healthy Schools Initiative identifies that:

'Schools are on track for physical education (PE), with pupils taking part in a wider range of activities than ever before - including outdoor and adventurous activities'

The report, *Physical Education in Schools 2005/8: working towards 2012 and beyond*, published in April, recognises that PE makes a contribution to tackling increasing concerns about childhood obesity – but is not the sole solution.

It highlights that a creative approach to PE, which we think Glaramara can offer, not only encouraged pupils who were not keen on traditional team activities, but also reduced disaffection and improved engagement

Glaramara also supports the **Go4it Awards** which is a leading national award for schools which demonstrate a culture of creativity, innovation and adventure for learning with a positive attitude towards risk. It also backs **Campaign for Adventure** which seeks to show that life is best approached in a spirit of exploration, adventure and enterprise; to influence and better inform attitudes towards risk; to build wider recognition that chance, unforeseen circumstances and uncertainty are inescapable features of life and that absolute safety is unachievable

## **STANDARD COURSE STRUCTURE and INSTRUCTING TECHNIQUES AT GLARAMARA**

### **a) Structure**

Glaramara identifies three stages within each activity programme, whether it is cross-curricular or specific subject based. These are:

- Introduction
- Main activity
- Review

### **i) Introduction**

It will normally occur at the start of each activity session. The session should start punctually and not overrun. The aim of the session is to get the group settled and focused. It will set out the nature, organisation and aims of the day ahead. It should address any undue anxieties of the students. Other than the first day, it will often involve a review of the previous day. It should make clear the equipment and clothing needed for the day ahead. It should be used to encourage students to talk to the teacher/instructor, to discuss and to ask questions. 'Key words' should be repeated and emphasised. Finally the students

should be given an opportunity to collect necessary clothing and pack ready for the day with a definite time and place given to meet the teacher again.

### **ii) Main Activity**

This section addresses the key learning objectives and will usually be led by a Glaramara Instructor. This will involve the visiting staff in decision making and organisation of the day in an effort to ensure that the desired learning outcomes are achieved. Safety will be a central focus of the day. Students will be made aware of major hazards and there will some discussion of risk management. Individual fears and phobias will be dealt with sensitively. It is impossible to control key variables in the outdoor classroom and it must be appreciated by visiting staff that factors such as weather, nature of the environment, time of day, fitness of the group and available daylight will all impact on the structure and learning outcomes of the day.

### **iii) Review**

Glaramara accepts that review should be an important part of outdoor education provision including the elements of the curriculum being targeted. It is also an important source of feedback to teachers and will influence the development of subsequent activity days. The frequency, time, place and methods used are best decided by the Centre and visiting staff. Review should provide opportunities for students to recount and evaluate significant events of the days' activity including:

- High points and low points of day
- Examples of good Teamwork

After review, students are expected to:

- Listen and appreciate the recollections and opinions of their peers.
- Positively reinforce desirable actions of others in the group.
- Accept constructive criticism
- Take responsibility for their shortcomings.

A review session will look at:

i) The activity undertaken:

- Was the task completed efficiently?
- Was the task:
  - Appropriate?
  - Sufficiently challenging?
  - Enjoyable?
  - Satisfying?

ii) How did the group or individuals perform? e.g. Did the group

- Work well together?
- Focus on the task?
- Communicate ideas?
- Show understanding of the difficulties involved in carrying out the task?
- Identify opportunities for future learning?
- Suggest strategies that might overcome any problems or weaknesses identified earlier?
- Produce an action plan?

Formats for the review session may be through:

- Round robin - opportunities for group members to speak, without interruption, on specific aspects of the day.
- Review sheets.

- Questionnaires
- Completion of diaries.
- Dramatic re-enactment.
- Production of articles for a School Newsletter.
- Through art, poetry or prose.
- Production of action plans or contracts for changes in-group or individual performance.

## **b) Techniques**

The curriculum identifies certain Key Skills that “help learners to improve their learning and performance in education work and life”. These include:

- Communication - speaking and listening skills are important in most aspects of life. Small groups working within the challenging environment of a course at Glaramara will find them essential. Reviews will provide additional opportunities to develop the vocabulary used to describe experiences and emotion. Working together in groups of 3 or 4 on a rock face will provide numerous opportunities for significant communication.
- Problem solving - activities organised within the grounds and at venues away from the Centre can present opportunities for the development of problem solving skills. Student will be encouraged to develop skills and strategies that will help them solve problems that they may face in real life. Problems will need to be identified and understood; careful planning, testing, monitoring and review will be required if a solution is to be found.

There are a number of techniques which Glaramara encourages its instructors to employ in satisfying these requirements, some of which are outlined below:

### **i) Instructor explanation**

Challenges can be presented at the outset, information given, working groups established and hazards identified. Outside in an unfamiliar environment the strategies employed by Glaramara Instructors may be unfamiliar to students and visiting staff alike. They will involve environmental, group identity and safety considerations.

### **ii) Setting suitable learning challenges**

With careful pre-planning, the nature of the activity and the high staffing ratios will usually allow each programme to provide challenging learning opportunities. Levels of support for students whose attainment is significantly different to expected norms can be agreed prior to the event.

### **iii) Group discussion work**

Presenting a group challenge and then allowing students to discuss possible solutions freely within the group, provides excellent opportunities for students to think for themselves and develop roles within the group. It also provides an opportunity for staff to observe group dynamics allowing more focused review later. Clear timescales and expected outcomes will be set.

### **iv) Structured Questioning**

This provides opportunities to develop understanding. Instructors will:

- ensure a range of questions are asked

- rarely use hands up - much better to select students to answer. This enables teachers to ensure students have had adequate 'thinking time', and means questions can be targeted to push more able students
- not be afraid to ask the same student a series of progressively more challenging questions
- not repeat a student's answer. This encourages students to mumble. If a student is too quiet he/she will be encouraged to repeat the answer more audibly

If a student is reluctant to answer, then he or she will be given time to respond. If this fails, the Instructor will rephrase the question or ask another instead. The Instructor will not move on to another student until he or she has gained a response and praised it.

#### **v) Student demonstration**

This is perhaps the hardest technique to introduce, but the one which can contribute the most to learning when successfully implemented. It is very dependent on a suitable activity e.g. teaching a canoeing stroke. The instructor will model an explanation or demonstration then select a confident student. When students are leading, the Instructor will consider moving to a less dominant position.

#### **vi) Instructors and Visiting Teachers working together**

Although visiting teachers have overall responsibility for their students. In practice this is done in partnership with the Glaramara Instructors. Visiting staff will accompany students on activities. Glaramara Instructors depend on their active support and encouragement. The Instructors will brief the group at the start of the day and at subsequent times with essential information about clothing, safety and appropriate behaviour, and will instruct the activity.

#### **vii) Use of outside assistance**

Where available, Glaramara will try to use expertise and facilities offered by local organisations such as the National Trust, LDNP and the Forestry Commission. The format (formal joint venture or something lesser) of such a programme would need to be discussed with the body involved.

## **AWARD SCHEMES**

Outdoor Activities not only enable students to cover areas of the curriculum, they also allow students to participate in voluntary award schemes at the same time. Depending upon the specific requirements of your school, the following schemes can be offered to your students.

### **John Muir Trust**

**The John Muir Award** was launched in 1997 by the John Muir Trust. It was set up to:

- Promote educational, social and personal development through exploration of wild places and involvement in conservation

- Encourage an environmental agenda within youth organizations [including schools]
- Ensure that social circumstances don't exclude people from opportunities to experience wild places

There are three Levels of the John Muir Award, encouraging a progressive involvement (Discovery Award, Explorer Award, and Conserver Award).

All levels of the Award are based on meeting the same four challenges of: Discover, Explore, Conserve, Share

The award can be an integral part of your visit to **Glaramara**. It can be a small or large component of your visit. Our outdoor activity programmes are largely designed in such a way that groups can **explore, discover** and **conserve** their new surroundings, maintaining the main John Muir principles. Taking part can be optional for individual participants, the decision is theirs and/or yours.

We work with you to prepare a proposal form to submit to the John Muir Trust. This can be tailored to specific local interest areas. We, with your assistance, then try to ensure that we deliver the proposals before reporting back to the Trust. We have been heavily involved in delivering the Award as part of the Doit4real programme (YHA, Derwentwater Summer 2009).

### **National Navigation Award Scheme**

The Gold Star Award in YNSA leads in to the Bronze NNAS Level in the main NNAS scheme (generally, starting at Key Stage 3). As detailed on its website, this allows a natural progression for older children to the main scheme and higher levels of navigation skills.

The NNAS presents this scheme with the support of the British Orienteering Federation and Recta Compasses knowing that it will motivate children to develop lifelong skills in the use of map and compass and encourage more young people to enjoy outdoor sports and activities with safety and confidence.

**Glaramara** is a registered provider of the Scheme and

The website [www.nnas.org.uk](http://www.nnas.org.uk) gives an overview of the scheme and details individual awards as follows:

**Bronze Award** – navigation in the countryside using paths tracks and other linear features, basic map interpretation and compass work is included. Distance 2-5 kilometres

**Silver Award** – navigation in the countryside using skills acquired at bronze level and adding skills required to navigate to features and places some distance from paths and tracks, accurate compass work is required and an ability to use appropriate navigational techniques to go across country in some cases, eg. choosing an appropriate attack point. Distance 5-8 kilometres

**Gold Award** – navigation in the countryside using skills of the first two levels, but adding techniques and skills for dealing with complex contour features large and small. Distance 6-10 kilometres

### **WORKING WITH LOCAL ORGANISATIONS**

We have a good working relationship with a number of organizations who promote, manage and conserve Cumbria, the Lake District and their

inhabitants. They also assist us with provision of teachers, learning materials and other resource. We are happy to structure a course programme around the particular skill sets of one or more of these bodies:

**The Lake District National Park Authority** - which is tasked to promote as well as protect the National Park. It operates in a number of areas through its rangers and field works, advisers at our information centres, planners, ecologists and event organisers. These include looking after visitors with emphasis on things to do and places to see, conservation through projects and a volunteer service, advice and decision making in planning legislation and a comprehensive learning service.

At **primary school** level, its learning sessions aim to raise awareness about topics either in or relating to the National Park. They link closely to the KS2 National Curriculum and syllabuses. The modules enable pupils to gain practical experience of topics in the National Park and the fieldwork is enquiry-based investigation. The information gathered by pupils provides a sound basis for follow-up work back at the Centre. This includes a 5km discovery walk – The Story of Borrowdale - which has been designed to encourage pupils to discover the physical and human history of our spectacular landscape. The history of the landscape (its formation by ice, and the influence of man on the environment through farming, mining and tourism) is brought to life through interactive activities including word poetry, map reading and role play.

It also includes a full day walk in Keswick and its immediate surrounds, which is a popular settlement for contrasting locality and tourism studies. Fieldwork enables children to explore at first-hand, discovering if it is a 'town for tourists' by surveying the streets of Keswick and lakeshore of Derwentwater.

**The National Trust** - which works to preserve and protect the coastline, countryside and buildings of England, Wales and Northern Ireland. It does this, through practical caring and conservation, through educating and informing, and through encouraging millions of people to enjoy their national heritage. It is a significant land owner in the Lake District National Park. Our groups, including those from overseas, have assisted mainly with footpath maintenance and drainage work. The Centre is surrounded by Trust land and it is currently considering identifying an area which we can take over responsibility for which will give us a very useful resource for our educational programmes.

**Cumbria Wildlife Trust** – which is a voluntary organisation devoted solely to the conservation of the wildlife and wildplaces of Cumbria. It seeks to create wildlife havens, and raise environmental awareness as well as campaigning for the protection of endangered habitats and species. It forms part of a partnership of 47 local Wildlife Trusts across the UK and seeks to increase awareness of the natural world amongst adults and children. **Aimed at children of up to 12 years old**, workshops are designed around minibeasts, birds, trees and water voles. A typical workshop will include a range of activities to enhance learning through interactive group work, species identification, practical and creative sessions and games. Their most popular session is Bugs Galore, which is designed to help children explore their surroundings, identify the bugs they find and learn why they are important to the environment.

**Forestry Commission** – which is the Government department responsible for the protection and expansion of Britain’s forest and woodlands. It spans research, commercial timber production, sustainability programmes and policy, as well as learning and leisure. Its goal is to ensure that, at a practical level, Britain can use its forests to contribute positively to as many of the nation's needs as we can while sustaining this great resource for the future. Whinlatter Forest Park provides a local resource to Glaramara. Joint outdoor education programmes with the Forestry Commission can be arranged either at the Centre or at the dedicated classroom at Whinlatter Forest.

**Friends of the Lake District** – which is the only organisation working solely to protect and enhance the landscape in Cumbria and the Lake District. It seeks to influence decision-makers to understand the importance of both protection and enhancement. Through its Flora of the Fells education project, the emphasis is on greater understanding of Cumbria’s upland landscapes and environment and different aspects; biodiversity, culture, social economic and natural resources. Learning through a variety of experiential activities, curriculum links including geography, science, art, English, maths, PHSE. Sessions include outdoor classroom both in school grounds and outdoor sites also in the classroom.

**Save our Squirrels** - which is the largest single-species conservation project taking place in the UK at present with a remit to deliver red squirrel conservation, information, and access projects in Cumbria and beyond. Its project has three main aims:

- Raising the profile and plight of the red squirrel through working with schools and other educational institutions; involving local communities and the general public in red squirrel conservation; and providing places where people can see and engage with red squirrels in the wild
- Working with landowners and managers in 17 designated Red Squirrel Reserves to develop and maintain a good quality habitat and eliminate any grey squirrels that enter the area
- Securing the long-term future and sustainability of red squirrel conservation, access and public engagement activities until a deliverable vaccine against the squirrelpox virus is developed

The organization are able to visit Glaramara to provide information **for all ages**, learning materials and talk to children about its work, its need for volunteers and how we can all help in ensuring the survival of the red squirrel.

**The Environmental Agency** (with its partners organizations) supports Bassenthwaite Reflections, a Heritage Lottery funded programme of 22 exciting and varied projects. Through these projects it attempts to engage the whole community in getting to know and understand the Bassenthwaite landscape (close to Keswick), with a view to changing those things that are damaging the lake. It aims to work with the community to improve the water quality in Bassenthwaite Lake, which is heavily polluted with sediment and phosphates. The role of woodlands has a large part to play in improving water quality and most of its woodland volunteer opportunities will be aiming to restock a 2.5 ha site with native trees, like oak, in Masmill Oakwood situated in Whinlatter Forest Park. Through Glaramara, we can try to involve your group in participating in a conservation project such as this.

**Tourism and Conservation Partnership** – which is a not for profit organisation that works with tourism and related businesses, encouraging both fundraising for landscape conservation, and the development of environmentally sustainable practices within the industry. Glaramara, as a Corporate member, can arrange Learning Visits to allow you to see first hand the impact that this approach has had in Cumbria. Groups that have participated on these visits have understood the benefit of this approach, and such visits have inspired groups to try fundraising within their own organizations.

# NEW OUTDOOR CLASSROOM



## Integrating the National Curriculum

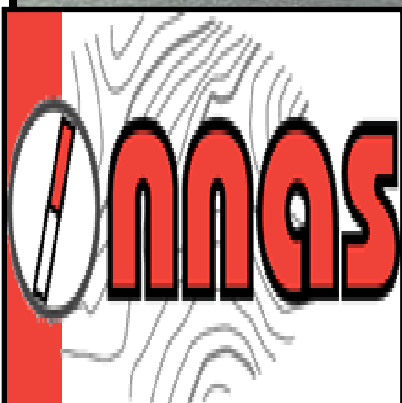
We can integrate the activities that we provide into aspects of the National Curriculum. We consult with each individual school to ensure that our programmes are designed to fulfil specific elements of the curriculum relevant to them. Our new classroom means that we can approach learning through both adventurous and environmental activities, whilst ensuring that educational objectives are met.



## The John Muir Award Scheme

We are enthusiastic about protecting and promoting the superb surroundings and natural resources that we have in Borrowdale and beyond.

The John Muir Award Scheme has four main objectives: Discover, Explore, Conservation and Share. We work hand in hand with the local office of the National Trust to provide our environmental courses.



## National Navigation Award Scheme

We are a provider of courses leading to the Bronze, Silver and Gold level Awards. All courses include knowledge of safety and access issues when walking in the countryside, as well as an understanding of environmental issues and awareness.

It is personal performance based, non-competitive incentive scheme for all ages.