

January 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. We are very conscious of the need to reassure parents and guardians of the care provided for their children on both day and residential visits. Feedback from our clients, including Altrincham Prep, Burtonwood Primary and more locally, Arlecdon and Lamplugh, is very supportive:

*"Central to the Arnold Junior School ethos is opportunity. Glaramara provides a totally unique opportunity for our children to face the combined challenge of outdoor activities and staying away from home. Dave and his team make the whole experience enjoyable and rewarding. Glaramara is an outstanding centre and I would not consider taking our children anywhere else"* Mr Peter Hopkinson, Headmaster, Arnold Junior School, Blackpool

Information follows, explaining our approach to and methods of teaching across the early key stages as well as details of programmes 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 February 2010. If you are interested in Glaramara please return the request form below by email or post or, alternatively, contact me by telephone.

Yours sincerely,

IAN BOORMAN  
Activities and Outdoor Education Manager  
Tel: 017687 77222/Email: [Ian@glaramara.co.uk](mailto:Ian@glaramara.co.uk)

.....  
**Please tear off this portion and return to the Glaramara Outdoor Centre, Seatoller, Borrowdale, Cumbria CA12 5XQ or complete electronically and email to the above address:**

*I would like Ian to contact us with a view to visiting the Centre*   
*I would like Ian to contact us with a view to visiting the School*   
*I would like to be invited to an open day in Spring Term 2010*   
*I would like to be included on the mailing list for future newsletters*

Name:  
School:  
E-mail Address:  
Telephone Number:

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

### **INDEX:**

|  | Page: |
|--|-------|
| Introduction   | 2     |
| Citizenship  | 2     |
| Physical Education   | 4     |
| Geography  | 4     |
| Inter-disciplinary/Cross Curricular Learning Outside the Classroom & Healthy Schools | 5     |
| Course Structure & Instructing Techniques  | 7     |
| Award Schemes  | 10    |
| Working with Local Organisations   | 12    |
| Summary  | 15    |

### **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 course programme.

### **SPECIFIC CURRICULUM SUBJECTS**

#### **1) CITIZENSHIP**

We have created outdoor activity programmes which are well suited to education in citizenship. Although it is part of a non-statutory framework at Key Stages 1 and 2, we think that there is much merit in promoting it. 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;

## **f) Glaramara Activities at Citizenship Key Stage 1 and 2 are organised so as to cover the following aspects:**

- Taking and sharing responsibility
- Feeling positive
- Reflecting
- Developing personal autonomy
- Personal care
- Learning from mistakes
- Making choices
- Taking part in group activities
- Developing relationships

## **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.

Fulfilling the curriculum at **Key Stage 2** includes:

- a) taking part in outdoor activity challenges, including following trails, in familiar, unfamiliar and changing environments
- b) using a range of orienteering and problem solving skills
- c) working with others to meet the challenges.

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) GEOGRAPHY**

As you know, Key Stage 2 includes a unit relating to 'Rivers' and 'Coasts'. This is an example of a Glaramara itinerary over 3 days:

## The River Rangers

SCENARIO: A large international company called "Polly's Paints" has applied for planning permission to build a paint factory in Seatoller. The factory would employ 50 full time staff and 20 part time staff. The building designs are in keeping with the local environment using slate from the Mine at the top of the valley.

The manufacturing process would require large volumes of water to be channelled from the ghyll and waste products containing solvents, petrochemicals and fungicides would be released back into the river.

Day 1

EXPLORE: Use maps to navigate your way down the river. Use digital photography to record findings along the way with particular reference to geographical terms such as meander, flood plain, delta, tributary.

Day 2

DISCOVER: Scramble in Honister Ghyll. Record experiences through writing, drawing and drama.

RESEARCH: Take part in pond dipping to ascertain "Indicator Species" and complete detailed measurements of the depth, force and width of the river at different points along it. Find out how pollution of water sources can affect the flora and fauna of lakes and rivers

(Requires: ranging rod, flow meter, internet access could be useful)

Day 3

INVESTIGATE: (Visit Honister Slate Mine) to find out what local employment already exists in the area.

- Has man already made an impact on the natural surroundings, is this good or bad?
- Would the industries currently thriving in the area be affected by the paint factory?

CONCLUDE: Prepare a presentation using the experiences and data collected to support or condemn the factory plans. Deliver this presentation to the local council. (Requires presentation equipment, possibly laptop and power point or a way to display photographs. Presentations could be videoed for teachers to take back as evidence)

Day 4

Depart

## **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

At **Key Stage One**, we aim to encourage young students to become increasingly independent and self confident, as well as learning respect and caring for each other. Through a variety of physical or environmental activities we aim to encourage team work.

**Key Stage Two** students are offered a taste of a variety of activities. All sessions are structured for maximum participation. Students are taught about safety and allowed to experience the **sense of responsibility** which goes with this new knowledge. On these courses the aim is not to produce future champions, but to foster **teamwork** and self reliance. Our outdoor activities are both physically and mentally challenging and provide an opportunity to promote aspects of **personal development such as independence, determination and self-confidence**.

This can lead to a lifelong involvement in worthwhile leisure pursuits. Further aims at **Key Stage 2** include the development of:

a) **Motor skills:** developed for the successful participation in a variety of adventurous activities, and competence is gained in the use of appropriate equipment.

b) **Environmental and Conservation Awareness**

The area surrounding Glaramara provides excellent opportunities to explore the countryside. This wonderful Lakeland setting is an exciting 'natural classroom' which increases awareness of the natural world and the need to understand, respect and care for the environment. We work closely with the National Trust in this regard. This in turn is a natural fit with the requirements of the John Muir Award which we encourage students to take part in. The John Muir Award is part of the John Muir Trust - [www.jmt.org](http://www.jmt.org). and is detailed further below.

c) **Personal & Social Education (PSE)**

Many of the activity sessions are designed to offer groups a chance to explore the concept of teamwork. They will address issues and learn techniques associated with effective decision making, problem solving, respect for others and communication skills. This part of the course is particularly relevant for building trust,

understanding and appreciation of individual differences. Participation is regardless of race, gender, religion, gender differences and differences in physical ability.

## **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 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. 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.

A review session will look at:

i) The activity undertaken:

- 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?

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.

## **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

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).

## **Young Navigator Star Award (YNSA)**

This is the junior version (both primary and early secondary) of the National Navigation Award Scheme (NNAS). As detailed on the NNAS website, it represents a similar programme to the adult scheme in encouraging the acquisition of map and compass skills but is specifically designed for the primary and secondary school age group. It is also designed to fit into National Curriculum areas such as PE, Geography and Maths and can be used as part of a cross-curricular approach.

This junior scheme is designed so that the elements at each level of Bronze, Silver and Gold Star Awards do not need to be completed at Glaramara but can be **undertaken either in the classroom, inside school grounds or in a local park**. The Young Navigator Star Award is open to young people of all levels of physical and mental ability including those with specific disabilities. Any teacher or youth leader can deliver these courses and awards, after registering with the NNAS. **Glaramara encourages schools to promote this Award** as it leads on to the main Scheme as detailed below.

## 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.