



OUTSIDE THE BOX REPORT 2007

Edited by Anthea Stevenson

A conference for Teachers
and Outdoor Educators

Towards a **fair** and **sustainable** world through **outdoor education**

Contents

1 Overview

2 Keynote presentation 'Going Global in the Outdoors'

How outdoor leaders can encourage education for a fair and sustainable world.
Geoff Cooper Low Bank Ground Outdoor Education Centre, Coniston, Cumbria.

4 Workshop 1

Global Footprinting

Ann McGarry, Centre of Alternative Technology.

6 Workshop 2

Integrating centres into Education Provision and the changing education agendas.

Jon Cree Training Co-ordinator, Bishops Wood Centre, Worcestershire Childrens Service.

8 Workshop 3

Philosophy for Children in Outdoor Education

Gina Mullarkey and Anthea Stevenson Cumbria Development Education Centre.

8 Workshop 4

Going Global in the Outdoors Project Development of "Botanica"

– simulation activity for age 16+
Liz Ingledeew & Beki Cosh of CDEC, input from Mick Blaimires from Eskdale YHA.

9 Workshop 5

St Catherine's Footprint Project National Trust, Windermere

Gareth Thomas, Learning Officer, National Trust.

11 Workshop 6

Going Global in the Outdoors.

CDEC team, Brian McMullen from the Forestry Commission, and Helen Ford from Northside Infants School, Cumbria.

12 Activate yourselves!

A session to revitalise and to look at how one can take action in your own work place.

Overview

Outside the Box was a national conference for those interested in global education in the outdoors with a particular focus on sustainability.

It was organised by Cumbria Development Education Centre who have been working with Outdoor Educators throughout Britain to share and develop good practice.

The conference was well represented with attendees from throughout the UK, from a cross section of outdoor activity centres, charities, educational bodies, YHA, local government, colleges/universities and schools.

Great efforts were taken to travel to the conference sustainably with many lift shares, some very long train journeys (one from the south coast!) and some admirable cycle rides.

About Cumbria Development Education Centre (CDEC)

- **CDEC** is one of about 50 development education centres nationwide (recognised by the Development Education Association) and is an independent charity (Registration Number 515020), with its main office at the University of Cumbria, Ambleside Campus.
- **CDEC's objective** is to make people aware of the potential for change – personally, locally and globally – and of our shared responsibility for a fairer world and sustainable lifestyles.
- **CDEC offers** courses, Insets and classroom support and has a library of global resources for loan. The main stock is at our Ambleside base but there are also collection points in Carlisle, Barrow and Whitehaven.
- **CDEC's funding** is obtained via bidding for specific projects. The Going Global in the Outdoors project, through which this conference was funded, has been running with thanks to a major three year grant from the Department for International Development.
- **Our values** at CDEC are based on:
 - Inclusion of people, ideas and contributions, recognising equality,
 - Transparency, with a critical awareness of self and others,
 - Participation or engagement,
 - Respect for self and others and our shared environment.
- **The Going Global in the Outdoor Project** aims to find ways to develop and expand on these values into the work of outdoor providers. It builds on previous work with Key stage One, through to Key Stage Four students.

Keynote Speech

Going Global in the Outdoors- how outdoor leaders can encourage education for a fair and sustainable world.

By Geoff Cooper, Low Bank Ground OEC.

Introduction

As outdoor leaders we can make a considerable impact on how and what young people learn. In general we work with well-motivated groups who are keen to be outdoors. We are not restricted by tight timetables and narrow curricula. We can introduce ideas from a wide variety of disciplines, make relationships between places, people, their work and connections with other peoples around the world. We can present the bigger picture. We are in a good position to discuss some of the issues that affect life on the planet. We should not be afraid to address these issues, discuss our values and help young people clarify their own values.

A Global Citizen

In a keynote address at the Adventure and Environmental Awareness Group's "Broadening Horizons" conference in 2005 Eleanor Knowles, Director of Cumbria Development Education Centre, stressed the importance of knowing our values and not being afraid to encourage young people to talk about values. She argued that we should encourage global citizenship and outlined the key characteristics of a global citizen:

A Global Citizen:

- respects and values diversity,
- has an understanding of how the world works,
- is outraged by social injustice,
- participates in the community at a range of levels from local to global,
- is willing to act to make the world a more sustainable place,
- takes responsibility for their actions^[1].

A Model for Global Citizenship

It is clear that there is an expectation of a global citizen to move from awareness and understanding through to action. Some year's ago^[2] I developed a model to describe the process of educating for sustainability based on three simple considerations:

1. I recognise the need to act - **Awareness.**
2. I know how to act - **Empowerment.**
3. I will act - **Commitment.**

1. Awareness

It is important to know and understand what is happening in the world, how other people live and work and how we are all interconnected- through for example, trade, ideas and the World Wide Web. We need to appreciate that there is an unequal distribution of food and resources both in our own countries and throughout the world and that some countries and multi-national companies have considerable political and economic influence across the globe. We also need to understand issues such as climate change, loss of species and availability of clean water, which result from our lifestyles and affect the whole planet.

2. Empowerment

As leaders we need to involve young people and make them feel responsible for their own lives, to empower them. A basis for such empowerment is to develop self-esteem, confidence and motivation. Empowerment also involves encouraging a range of skills and competencies such as effective communication, interpersonal skills, problem solving, critical thinking and negotiation that are essential for decision-making. Creativity and vision for the future are also required to inspire positive change. Many of these skills are central to work in outdoor education and outdoor leaders have considerable experience in empowering young people.

3. Commitment

Sometimes we are aware of an issue that needs addressing and we have the ability and confidence to take action but we still do nothing about it. What triggers our commitment to act? This is a difficult question; we may change our behaviour because there are rewards or penalties. Financial incentives or deterrents may have short-term effects on our actions but real change can only result from a shift in our values. I believe that the key to commitment and action is VALUES. Let's look at an example.

Lessons from an Orange.

An orange is a good starting point to discuss global issues. This orange has come from southern Spain, which has suffered from many years of drought. The orange groves require a lot of irrigation and this takes water from other habitats and species. So we may be able to measure the effect of our demand for oranges on the environment of Andalusia.

But this is only one global connection. Many of the workers in the orange groves are migrant workers from Africa. Some of these will have come from West Africa, displaced from the land by commercial plantations or desertification. Some may have arrived as illegal immigrants into Europe in search of jobs and a better life. They may have left families in Africa with impacts on the social structure and economy of their home area. So the global connections and implications continue.

But there is another lesson from the orange. I've noticed working in outdoor centres over many years that young people don't like eating oranges. The fact that they prefer to eat bananas tells us a lot about the values young people hold.

[1]Adventure and Environmental Awareness Group (2005) Broadening Horizons: Environment, Sustainability and the Outdoors. See: www.aea-uk.org

[2] Cooper, G. (1998) Outdoors with Young People: A Leader's Guide to Outdoor Activities, the Environment and Sustainability, Russell House Publishing.

Why don't they like oranges?

I can suggest the following reasons:

- They have to be peeled.
- They don't have a ring pull.
- They give you sticky fingers.
- They don't have a designer label.
- They may not be sweet enough.
- It's not cool to eat oranges.

The banana, now the most popular fruit in Britain, does not have these problems. In fact it even has a "natural" ring-pull.

So, this tells us some things about young people. They don't like too much discomfort, inconvenience, getting messy, and it may not be cool to be seen eating an orange! This gives us insights into the values that society puts on us. We are encouraged to value convenience, immediacy, lack of effort, comfort, fashion-consciousness. We can certainly challenge some of these values in outdoor education. For example, we go out in all weathers, we get wet, muddy, there is discomfort. We encourage effort and many of us don't place too much importance on fashion!

What are the values promoted by Western societies?

The discussion of the orange leads us into considering some of the other dominant values promoted by Western commercial societies. We face these day in and day out on TV screens, videos, films, in newspapers etc.

- Over-competitiveness
- Aggression
- Greed/acquisition
- Conspicuous consumption
- Instant gratification
- Bigger is better
- Speed, glitz, glamour.

To what extent do we challenge these values in outdoor education?

What values does a global citizen need?

I can suggest some:

- Simplicity
- Harmony
- Equity/fairness
- Empathy/tolerance
- Co-operation
- Responsibility
- Kindness/generosity

Are our actions as leaders, the ethos of our organisations, the methods we use, and the choice of programmes and activities conducive to promoting values for a fairer and more sustainable world or do they reinforce the dominant Western commercial values?



How do we come across as leaders?

For example, do we:

- Live our values?
- Motivate through learning and enjoyment?
- Help young people clarify their values?
- Develop their key skills?
- Promote systems thinking emphasising global connections?
- Encourage action?

What values are promoted by the ethos of our organisations?

What messages are our organisations putting across? How do we care for our customers and the environment? Are we open to new ideas and change? Do we take a broad view of outdoor education? Do we relate our work to the lives of young people? What links have we developed with the local community and other organisations? Do we promote co-operation rather than competition?

Do the methods we use encourage global citizenship?

Do we manage to involve young people in decision-making? How do we help them take responsibility for their learning? Are we conscious of different learning preferences and do we vary our teaching styles and methods to meet individual needs?

Methods such as Philosophy for Children and issue-based learning encourage enquiry and critical thinking, skills that are particularly relevant to global education. It is also important to promote systems thinking concentrating on interrelationships rather than issues in isolation. Personal reflection and reviewing build on self-awareness and give confidence to the learner.

What about our activities and programmes?

Do our programmes encourage:

- Self awareness?
- Co-operation?
- Thinking skills?
- Curiosity?
- Reflection?
- Taking responsibility?

Too often we start with a consideration of activities instead of working on our values, aims and methods. Do we use activities as an end in themselves or a vehicle for learning? Which outdoor activities have greatest potential for good global citizenship? Are the quick thrill, "buzz" activities offered in some programmes working against a more sustainable, global agenda?

In conclusion

There is no doubt that we can do a lot through Outdoor Education to support an agenda for global awareness and sustainability. In summary we can:

- Show by personal example,
- Discuss and question values,
- Make global connections,
- Develop personal, social and communication skills & encourage action.

Some useful reports

- One planet living in the Thames Gateway
- Reducing Wales Ecological footprint
- Material Flow analysis and Ecological Footprint of York
- Living Planet Report 2006 WWF (Available to download on line)

WWF and SEI have recently produced footprint reports for every local authority in Britain

www.wwflearning.org.uk/ecological-budget/

www.sei.se/reap/download_loginphp?region=1



Workshop

Global Footprinting

by Ann McGarry from the Centre of Alternative Technology

“very informative, useful, very interesting, would have liked to have practical activity. Enthusiasm was great. Thought provoking”. - Delegates comments

The ecological footprint is a way of expressing our impact on the planet. It shows us the amount of land that is used to provide us with everything that we consume (energy, food, homes, travelling around, the things we buy) and also to cope with the wastes that we produce.

It measures the area of land (and sea) used. This is expressed in global hectares (gha) or planets. Global hectares are more or less than a real hectare (100m x 100m) depending on the productivity.

So how do they measure energy?

One 2003 global hectare can absorb the CO₂ released by burning approximately 1450 litres of petrol per year. Living planet Report 2006

We only have one planet but in Britain we behave as if we had 3.

Our challenge - can we provide for the needs of everyone on the planet without increasing Climate Change or destroying the natural environment?

And can we go on providing for the needs of future generations?

What it does and doesn't do:

- It attempts to incorporate all aspects of our physical impacts on the planet, but can only do that if those impacts can be related to land use (some pollution can't be).
- It does not give a measure for depletion of finite resources.
- It does not give a measure of aesthetics or social impacts.
- It cannot easily produce a quantifiable figure for absolutely every aspect of human life.
- It is evolving as an analytical tool.
- Its authors have an underlying moral philosophy about fairness and they err on the side of caution in their calculations. So there will be underestimates rather than overestimates.
- It measures what we consume.
- Subtracts exports and adds imports.

Some useful reports

One planet living in the Thames Gateway

Reducing Wales Ecological footprint

Material Flow analysis and Ecological Footprint of York

Living Planet Report 2006 WWF Available to download on line.

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www.wwflearning.org.uk/ecological-budget/

www.sei.se/reap/download_loginphp?region=1

So how are we doing?

How is it possible to consume more than 1 planet's worth of resources?

For three decades countries such as Britain have been overusing the world's resources creating a debt, as time goes on the world struggles to renew these resources.

The footprint raises questions about the direction we should be taking in Land use.

Meat takes almost half our food footprint.

What is it that makes the ecological footprint of our food so large?

Suggestions for Outdoor Education Centres

Enjoyment of our local environment (rather than flying or driving off to exotic places).

Catering within the centre.

Role of recycling.

Sources for info -

<http://www.myfootprint.org/>

SEI (Stockholm environment Institute) reports - www.york.ac.uk/inst/sei/IS/sustain.html

www.regionalsustainability.org/

The living planet report 2006 <http://www.panda.org/>

<http://www.takingstock.org/>

www.RedefiningProgress.org/ecologicalfootprint

- Wastage
- Processing
- Content of diet
- What is in season
- Food miles
- Organic production

www.bestfootforward.com



WWF Living Planet Full Report 2006

Activity

Exploring our impact by looking at the life story of a specific product.

The product - a Kinder egg

Through this activity you can look at -

- Energy use and climate change Other types of pollution (from manufacturing, mining, agriculture, transport),
- Health issues,
- Impacts on other people, primary producers and others,
- Trade justice,
- The impact of recycling,
- The use of finite materials,
- Energy sources, even the impact of where and how we shop.

The wrapping - some questions

- What is it made from?
- Where does that come from?
- What will we find inside the wrapper?
- What is it made from?
- Where does that come from?
- What will we find inside the wrapper?
- What is chocolate made from?
- What are its ingredients?
- How can we find out?
- There is a list of ingredients on the wrapper. They are listed in order of their volume. There are about ten. What are the 3 main ingredients?
- Where do we get cocoa from?
- Where do we get the sugar from?
- We (the European Union) subsidise our sugar beet production (by making payments to farmers). We now produce more than we consume and export to developing countries where it is sold at lower prices than local sugar cane farmers can produce for (their governments cannot afford to subsidise and have often been told not to by the IMF and World Bank).
- What will we find inside the chocolate? What are the case and toy made of? Plastic
- What is plastic made from? Oil
- Where do you think the toy was made? China. Why?
- Cheap labour - people are paid much lower wages (and work much longer hours)

The questions could go on and on ...

Then go on to look at how we can reduce the footprint of this object.

Where's the Impact? - The footprint card activity downloadable from the CAT website for £5.95 (www.cat.org.uk/edresources)

New Climate Change website for 5-11 years from Manchester Metropolitan University

<http://www.ace.mmu.ac.uk/kids/>

We only have 1 planet ... but in the UK we behave as if we had 3.

**Underlying philosophy - what is fair?
80% of the world's population still consume very little.**



Workshop

Integrating centres into Education Provision and the changing education agendas

Jon Cree, Training Co-ordinator, Bishops Wood Centre, Worcestershire Childrens Service

Integrating centres - "Links to a whole range of organisations that can help with funding. 2nd session loved the indoor/outdoor bit, excellent overview, succinct practical, will hand on at staff meetings and professional development. Strong links to the Scottish Curriculum for Excellence for those of us from Scotland"

Delegates Comments

The Every Child Matters agenda is focused on achieving five outcomes.

Every Child Matters: Change for Children sets out an agenda for reform across children's services, allowing providers to work more effectively both together and with parents and carers. Enacted in the Children Act 2004.

NEF survey of children and young people plans - in children s services - 4 of 75 plans surveyed relayed ECM in its entirety and few failed to incorporate an environmental dimension, let alone an outdoor education dimension e.g. Devon.

It is incumbent on all of us to push this up the agenda re ECM.

Extended Services

The core offer for parents and families: to be in or accessed through all schools by 2010.

Sustainable Community Strategies

There is a huge opportunity to put young people, schools and outdoor learning institutions at the centre of sustainable communities - building on ECM and extended services. Involve the local community - volunteering, events, management committee, local school initiatives.



Be Healthy

- Physically, sexually, mentally and emotionally healthy.
- Healthy lifestyles.
- Choose not to take illegal drugs.

Relevance to Outdoor Education

Biophilia (EO Wilson 1984, Hartig 2003)

"I feel more relaxed and healthier in the woods and the relaxed greenness makes me feel good and want to learn"



Opportunities

- Year of food and farming - growing schools, food for life campaign.
- Great Grub Scheme - healthy food and packaging project, encouraged by the centre with waste free and healthy full lunches.
- Work with other centres eg Worcs. Wildlife Trust Farm Centre.
- Healthy Schools Co-ordinators.

Be Safe

Safe from maltreatment, neglect and violence, accidental injury or death, bullying and discrimination, crime and anti-social behaviour. They should have security, stability and are cared for.

Relevance to Outdoor Education

- Safe Play.
- Enjoy and Achieve.
- Ready, attend and enjoy school.
- Achieve stretching national standards.
- Personal and social development and enjoy recreation.
- Forest Schools.

"I look forward to Tuesdays, it's the children that keep me in this ... especially forest schools, it makes all that staying up till midnight doing the incessant paperwork seem worth staying in teaching. Forest school brings them on so quickly in all aspects of their development"

"What shape is that bracken leaf Mandy? It's a triangle teacher"

"that's a tick in the box...showing application of an understanding in a different context "

Make a Positive Contribution

- Engage in the decision making and support the community and environment. Engage in law abiding behaviour.
- Develop positive relationships and choose not to bully and discriminate.
- Develop self confidence and deal successfully with significant changes in life and challenges.

Relevance to Outdoor Education

- Diverse curriculum - vocational inclusion programme - education business partnership

Achieve economic well-being

Engage in FE, employment or training after leaving school. Ready for employment. Live in decent homes and sustainable communities. Access to transport and material goods. Live in households free from low income.

Relevance to Outdoor Education

- Skills and qualifications/accreditation,
- OCN, NVQ, John Muir Award, Trailblazer, DofE, Youth Achievement Awards, Young Apprenticeships, MV's, Youth Opportunity Cards & fund - see Youth Matters,
- Parents and childcare,
- Dads and Lads - basic skills,
- Children's Centres - horticulture and basic skills (community lifelong learning team),
- Traveller young people - rediscovering skills,
- Centres need to make a greater case for outdoor learning in Children's and Young People's Plans if we are to move the education juggernaut.

So now it s over to you to map all your activities to ECM

(NB For Scottish providers the equivalent document is the Curriculum for Excellence)

Endorse and champion the Outdoor Manifesto - become a signatory.

<http://www.teachernet.gov.uk/teachingandlearning/resourcematerials/outsideclassroom/signatories/>

Other useful websites

<http://www.eco-schools.org.uk/>

www.teachernet.gov.uk/extendedschools

<http://www.everychildmatters.gov.uk/>

<http://www.globalgateway.org.uk/>

www.teachernet.gov.uk/growingschools

<http://www.wiredforhealth.gov.uk/>

Workshop

Philosophy for Children in Outdoor Education

Gina Mullarkey and Anthea Stevenson CDEC

"P4C made me think, loved it want to know more, different approach with a lot of potential, thought provoking, super, excellent role play, three cheers for the slug"

Delegates Comments

Philosophy for Children, or P4C, is a methodology that CDEC has used extensively in recent years. P4C was established in the 1960's by Professor Matthew Lipman who was concerned that students taking philosophy courses at university had poorly developed thinking skills. He developed a programme for children, emphasising the importance of questioning and enquiry, based on 'communities of enquiry' in which pupils and teachers collaborate with each other to grow in understanding, not only of the material world but also of the personal and ethical world around them. 40 years on P4C is firmly established as a model that helps pupils develop basic skills and boosts self-esteem and intellectual confidence.

A typical P4C session begins with a stimulus, usually a story, and pupils raise philosophical questions - open questions that can have lots of different answers - that the stimulus makes them think about. Pupils vote for the question that they would most like to talk about and this becomes the focus for enquiry. During the enquiry, the teacher helps the group explore the philosophical concepts underlying the question and uses Socratic questioning to encourage deeper exploration of the ideas presented by the children.

This 'community of enquiry' can help develop a range of skills:

- Listening to, challenging and exploring the beliefs and values of others and developing one's own views
- Making connections between matters of personal and global concern
- Respecting other people's ideas and points of view
- Formulating effective questions
- Experiencing quiet moments of thinking and reflection
- Developing cooperative and collaborative thinking
- Being clear in one's own thinking and making responsible and deliberate judgements

In this session we choose to use a dispute between a gardener and a conversationalist as a stimulus. After finding a slug the gardener brings out an array of potential methods to combat the threat to her vegetables. The conservationist challenges her on each of these, culminating in her proposal to cut the slugs in half with a pair of scissors. The participants of this workshop were asked to reflect on this in pairs and small groups before committing themselves to a question, which they write on a leaf shaped laminated piece of card. After looking at all the questions from the group individuals are invited to vote for the question that they would like to discuss possibly using stones or conkers placed on the question. The group then gather in a circle and the facilitator manages what is known as Socratic dialogue (After Socrates the philosopher). Attempting to move the dialogue forwards with responses such as: Would that always apply? Does everyone agree with that? Do you have an example to illustrate that? Can you give a reason for thinking that?

Further supporting courses to develop this method can be found by visiting www.sapere.org.uk or www.cdec.org.uk

Workshop

Going Global in the Outdoors project Development of Botanica - simulation activity for age 16+ presentation

Liz Ingledeu & Beki Cosh of CDEC, input from Mick Blaimires from Eskdale YHA

"Botanica. Great idea, useful, would like to use it. Inspiring" delegates comments.

Botanica was developed at the University of Leicester in 2001, using its own Botanical Garden for activities. (The university's Botanica website is on your handout.)

Students would adopt roles as different groups of citizens of a developing country (Botanica) and be faced with the prospect of a major international sporting event being held in their country. After considering issues and lobbying each other, they would vote Yes or No in a referendum.

Among the versions of Botanica piloted by CDEC was one in West Cumbria in 2002, where students were divided into groups like the Nation First Party and Global Refugee Council to address the question, "Should our country close its borders to immigrants?" It was felt important that the vote at the end should be "out of role".

CDEC ran another simulation to complement William Howard's link with a school in Uru in Tanzania in 2002 - should Uru host the Commonwealth Games? The use of a real location and especially the participation of staff and students from Uru, was extremely valuable - countering any worries about British students relying on stereotypes of developing countries when putting their views forward.

There was a further event run by CDEC at a Cumbria Children's Conference in Penrith in 2005 - which involved a range of ages of students and, again, visiting staff and students from Uru. Groups like market traders were initially in favour of bringing the Olympics to Tanzania. Others, like elders and environmentalists, were worried about the effect of tarmac and consumerism on the local environment and culture.

Original Botanica: University of Leicester Botanic Garden (hence the name)

Website: <http://www.le.ac.uk/botanicgarden/botanica.html>

CDEC: Producing a version to encompass global issues whilst students spend (at least part of the day) in the outdoors (Piloting it in 2007 - full/half day)

CDEC's aim: To develop critical thinking skills - ranging over human rights and environmental issues

New name - Relates to Kalimantan, the Indonesian part of Borneo "Community Choices" Advice from an NGO called Down to Earth - <http://dte.gn.apc.org/index.htm>

Conflicts over land use and land ownership, between state and local laws, racial and religious groups (indigenous & non-indigenous populations). Rich biodiversity, high rate of rain forest loss (logging and development of huge palm oil plantations - wonder crop), threat to orang-utans.

- Outline of day:
- Community building - differences & similarities in the group
 - Quizzes - learning about **Kalimantan** (in village groups),
 - Getting into role (personal & work) - briefings, activities in the outdoors,
 - Forest farmers (Dyaks), plantation workers (non-Dyaks), plantation managers, environmental campaigners, police, government officials, journalists...
 - There s a rumour/plan - **another new palm oil plantation**,
 - Those with common interests group together and **lobby...**
 - **Public meetings**, one run by officials, one by NGO,
 - Those who protest may be arrested...
 - Getting out of role,
 - **Reflections, evaluations, links to own world.**

Some of the learning going on:

- Analysis of information
- Critical, creative, collaborative thinking
- Listening skills, respect for other views
- Balancing needs and wants
- How values and decisions are reached
- Complexity of issues, interconnectedness
- Sustainable development?
- Links between environment, trade, culture

What next?

CDEC is looking for other schools and outdoor locations (including school grounds) for further trials to take place in.

Might this be a good 'team building' activity for new six formers?

We are interested in developing lead-in and follow-up work (like research and P4C enquiries), and in consulting teachers about curriculum links.

To join in:

Please contact CDEC:

- west and north Cumbria - contact Beki Cosh via beki@cdec.org.uk
- south and east Cumbria - contact Liz Ingledew via liz@cdec.org.uk
- or leave a message at our Ambleside office on 015394 30231



Workshop

St Catherine s Project National Trust, Windermere

Gareth Thomas, Learning Officer, National Trust

Building Sustainability *"inspirational, fascinating, excellent very informative and inspirational. "Gareth is an inspiring speaker who conveys his enthusiasm and knowledge well".*

Delegates comments

The aims

1. To provide shelter and a new indoor base for groups using the St Catherine's site, which will inspire and impress.
2. To construct and operate the base with as low an environmental impact as possible.
3. To use the new building as a focus for the learning programmes, demonstrating sustainability in action.
4. To use the project in itself as an opportunity for community and volunteering involvement.
5. To provide the Trust with a sustainability stepping stone and a visionary sustainable development project, both within and outside the Organisation.
6. To contribute to the shift towards an environmentally sustainable society.



Summary of materials

- Straw bale walls
- Recycled tyre foundations
- Oak shingle roof
- Oak frame, window and door frame and roof laths, balustrade
- Larch walkways, stepping
- Beech inner flooring
- Thermafleece insulation in roof and sheep fleece in floor
- "K" glass windows
- Wood burning stove for heat
- Internal clay cob wall partition
- Electric and water supply; needs of building are low, so link to mains
- Reused local stone for plinth and local soil for earth banking

Schools Footprint Project:

Phased Project.

Phase 1 complete. Looking at the materials during construction, the reasons and benefits of these materials and their life cycles.

Phase 2 summer - winter 06/07. Taking what they've learnt back into schools and improving their own schools performance as well as sharing these lessons.



The finished building

What next?

- Evaluate and compare this construction phase with a conventional build and assess its Ecological Footprint.
- Summarise and develop a "lessons learnt" guide to pass on to similar projects, thereby furthering the development of such buildings.
- We will pilot education sessions over the winter and have an official opening in Spring 2007.
- Want more?
- NT website and search "footprint".
- www.strawfootprint.org - gallery site.

The schools programme

The Footprint Schools Project worked with four local schools using the construction phase of this exciting building as a stepping stone for work on the topic on Environmental sustainability, materials and waste reduction. The children look at the life cycles of some of the materials that are used in the building and the reasons for their use. This culminates in them making their own "nests". For more details on National Trust Programmes from St Catherine's contact Kelly Sproston (Education Officer) 015394 46402.

Workshop

Going Global in the Outdoors. Activity ideas from Key Stage One to Key Stage Four as well as Special Educational Forestry Commission and Teachers.

"Great intro to project want more info, Lots to use and adapt, good ideas need longer."

Delegates Comments

This workshop gave an overview of the work carried out by CDEC in the outdoors over the past few years, sharing ideas and resources.

Key stage One

CDEC worked with a team of teachers from Cumbria and after much consultation and many trials in schools a resource was created in the form of a big book called "Meet Zogg" and accompanying activity ideas. This workshop followed the process of creating this resource, looked at some of the activities and showed how the resource can be used as a stimulus for Philosophy for Children.

The participants read up to page 9 in the book then came up with the following philosophical questions:

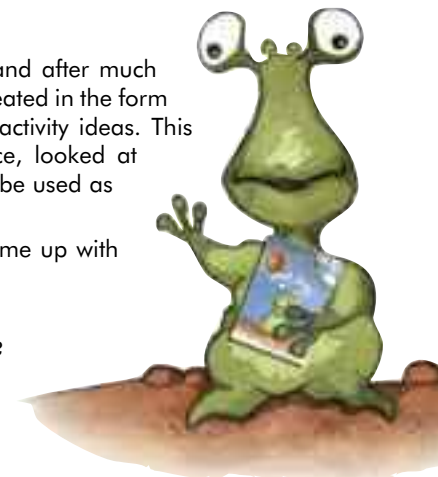
- Has Zogg got a family?
- What do you think about all the rubbish Zogg's planet?
- Are there girl and boy Zoggs?
- What was the planet like before the rubbish arrived?
- Why did Zogg come to Earth
- Are there wars on Zogg's planet?
- Why am I funny looking?
- How did Zogg power his spaceship?

The group had an omni-vote and the question that most people wanted to discuss was ...

What was the planet like before the rubbish arrived?

The groups then thought of one word to describe the planet before the rubbish arrived:

- Non-existent
- Earth
- Beautiful
- Empty



Workshop

The delegates then went on to hear about Key stage Two, Three and Four work from the Forestry Commission

The Key Stage Two project again worked with a number of teachers from schools in Cumbria in conjunction with Grizedale Forest which is a Forestry Commission centre in the Southern Lake District operating a number of school programmes. The aim was to create an outdoor session and accompanying resources which teachers could use for lead in and follow up activities.

The program they created was based on our "Needs and Wants". The Children explore their basic needs through a number of activities in the forest and are encouraged to make wise choices in terms of the sustainability of these resources. The wise choices are rewarded by tokens which can be exchanged for materials to build shelters at the end of the session meeting their final need. The resource pack which accompanies this session is full of ideas and resources to imbed this more into their learning in a fun and interactive way.

The delegates then went on to look at The Key Stage Three/Four program which again worked with teachers in Grizedale Forest. In this programme the teachers felt the essence of sustainability issues were our values and they wanted to look at this closer in relation to place.

The session Exploring Values asks the children to go into role as different characters, each holding quite different values about the forest environment. It asked them to look at the forest from that person's point of view. The session contains varied activities such as orienteering with a difference, visualisation and Tai Chi! The session culminates with a critical skills activity where the students have to vote on a dilemma facing the forest, should it be flooded to provide water and recreation for the area?

The session is again accompanied by an extensive resource pack containing lead in and follow up work.

Where do we go from here?

Cumbria Development Education Centre will maintain its work in using the Outdoors as a resource as well as providing training to teachers and other educators in this area.

Examples of Good Practice in the Outdoors will be available in the form of a database from Spring 2008.

This is an ongoing database and we invite users to add current work to the database to keep it up to date and a useful resource (please see the Big Idea on the back cover). If you have enjoyed the conference and would like to see more in the future, have missed it and would like more information, or have ideas on future projects please get in touch. In the meantime please check our website for forthcoming courses, resources and news.

www.cdec.org.uk

"this is the best conference I've ever been to, please do it again"

Delegates comment

Activate Yourself!

A session designed to beat off the after-lunch lethargy as well as question how some of the bigger issues relate to your individual work.

The delegates were asked to look for jigsaw pieces in the grounds of Rydal Hall. Each team were given an area to look in but they could only travel by pacing one step forward and two steps back. When they had found all jigsaw pieces (problematic for some teams) they were to look at the quote and picture and discuss its relevance to their workplace making comments.

Put green issues on the staff team meeting agenda and practice what you preach.

Be the change you want the kids to make/you want to see.

Use as a theme for discussion with kids.



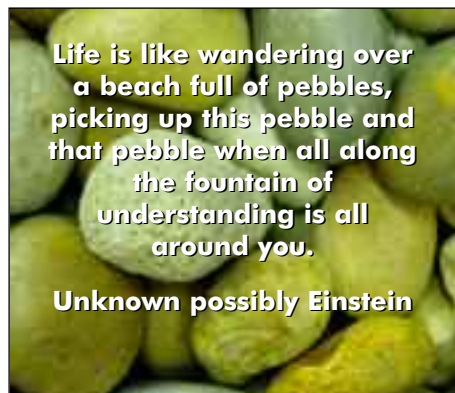
'Man is the only species capable of generating waste things that no other life on earth wants to have'

Gunter Pauli – Industrialist and Ecologist

There are no boundaries to what you can achieve

An awareness of global issues

As a philosophy studying each pebble (area) in the hope that it creates images of the whole.



Life is like wandering over a beach full of pebbles, picking up this pebble and that pebble when all along the fountain of understanding is all around you.

Unknown possibly Einstein

Sharing out responsibilities

Locus of Control (LOC)

Understanding.

Teamwork.

Passing the buck.



If everyone helps to hold up the sky, then one person does not become tired

Ghanaian proverb

Picture with thanks to Minstead Study Centre

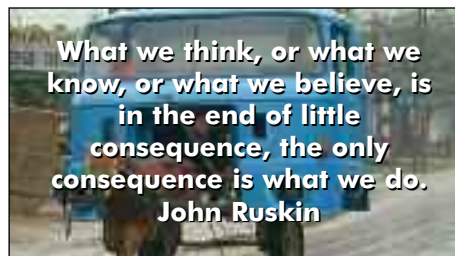
I have got to put into practice what I believe in (lead by example)

Immersion (residential)

Resourceful adaptation

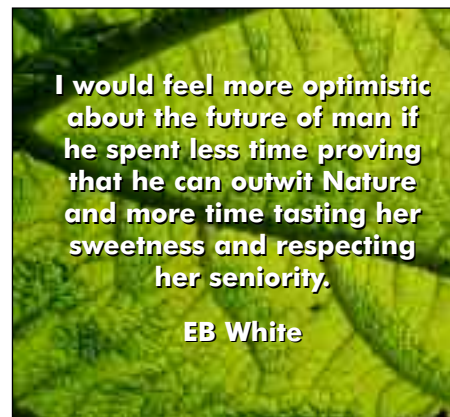
Head, Heart, Hand

Be enthusiastic in the way we deliver.



What we think, or what we know, or what we believe, is in the end of little consequence, the only consequence is what we do.

John Ruskin



I would feel more optimistic about the future of man if he spent less time proving that he can outwit Nature and more time tasting her sweetness and respecting her seniority.

EB White

Facilitating awe and wonder I can relate to my work on sustainable development.

Using up resources, desecration of the land.

Learning respect for the climate. Being part of nature.

Exposing people to climate, being out in it not hiding from it.

Learning that you are part of a great connected picture.



How unaware we are for the majority of our lives and how this limits our value of things.

Things are taken for granted by the North .

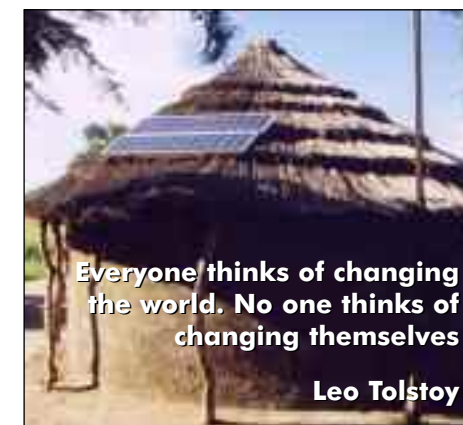
Interdependence links between producer and consumer and global impact.

In the morning we drink coffee provided by a South American, or tea by a Chinese, or cocoa by a West African. Before we leave for our jobs we re already indebted to more than half the world.

Martin Luther King

Importance of sharing the vision

Everyone s actions count



Everyone thinks of changing the world. No one thinks of changing themselves

Leo Tolstoy

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The Big Idea

To create a database of contacts and case studies for those who wish to...“enable people to appreciate their actions in the world” Chris Rowley - working party member

An internet based resource in which users can search for ideas, places to visit, or just someone to talk to about educating for a fairer more sustainable world through the outdoors.

This resource will include case studies, contact details, as well as signposts to other places where you can find out more.

We need your help to provide this valuable resource.

This website is now up and running and we need you to contribute to it

www.globaloutdoors.co.uk

Contact us 015394 30231 - office@cdec.org.uk

www.cdec.org.uk

