

3.2: Session delivery

The most visible aspect of outdoor learning practice is the delivery of the experience itself. The success or otherwise of the planning is borne out in the delivery of the session and the outcomes achieved as a result. Practice can be divided between management of people and management of learning.



Managing people



Where high quality outdoor learning practice is taking place

Practitioners:

- ✓ Establish effective relationships with participants and accompanying adults through:
 - » Their manner, presence and enthusiasm.
 - » Learning and using names.
 - » Developing effective rapport.
 - » Setting expectations for behaviour.
 - » A culture of learning and respect.
 - » Allaying fears.
 - » Use of appropriate language and body language.
- ✓ Set the scene for the session(s), connecting prior learning by:
 - » Asking what has been done before? What do they remember? How will this build on that?
 - » Linking what is to come so as to be relevant.
 - » Creating continuity between sessions.
 - » Involving, where possible, participants in the planning of the session(s).
- ✓ Set objectives and achievable targets that complement the overall aims for the session/ programme.
- ✓ Explain the intended outcomes / plan for the session.
- ✓ Adopt a stepped approach with appropriate challenge, adaption to meet individual need and scaffolded support - over a sequence, or considered in terms of what students need to know in order to achieve the current challenge.
- ✓ Understand the potential for harm to mental and emotional health as well as physical, and manage safety and risk in a positive way, balancing risk with benefit, accordingly.

Managing learning



Where high quality outdoor learning practice is taking place

Practitioners focus on activity, participation and involvement by ensuring that:

- ✓ Instructions are clear and understood.
- ✓ Demonstrations are clear and effective.
- ✓ Participants have a chance to ask questions.
- ✓ Facilitation approaches vary according to need.
- ✓ Participants are actively engaged with the session for the majority of the time.
- ✓ Where appropriate, opportunities for independent learning are offered.
- ✓ Where appropriate, opportunities for leadership are offered.
- ✓ Where appropriate, participants experience increasing autonomy, taking responsibility for their engagement and learning.
- ✓ By understanding what the wider learning context could be, appropriate pace, momentum and flow are maintained.
- ✓ Unplanned opportunities for learning are taken when presented.
- ✓ Needs and wants are managed appropriately.
- ✓ Participants have opportunities to achieve based on their individual aspirations and capabilities.
- ✓ Participants are challenged appropriately without being pressured into taking part.

See also

- 3.1 Planning and initiating
- 3.3 Assessing and consolidating learning
- 3.4 The 21st Century Practitioner – Behaviours
- 3.5 The 21st Century Practitioner - Characteristics

