

3.1: Planning and initiating

Planning

The specific session(s) will require appropriate planning to meet learners' needs. Without a sense of direction and what is hoped to be achieved, it is very difficult to gauge success.



Where high quality outdoor learning practice is taking place

Practitioners prepare for learning by:

- ✓ Understanding the context (social, educational, recreational, etc.) of their group or client.
- ✓ Understanding the needs and aims of the participants / group leaders.
- ✓ Knowing about and preparing for any individual special educational or additional learning needs.
- ✓ Addressing known inclusion issues to ensure that the sessions are accessible to all potential participants.
- ✓ Planning activities intended to meet group aims.
- ✓ Having thought about alternative plans to their preferred option given changes to weather, group dynamics, etc.
- ✓ Preparing resources and liaising with colleagues.
- ✓ Ensuring that participants are ready to learn e.g. by having undertaken any necessary prior activity or learning.

Initiating

Any outdoor learning session, whether a single one-off experience or part of a sequence delivered over a longer period of time, involves an initial phase, pre-activity, where the positive conditions for learning are established.



Where high quality outdoor learning practice is taking place

Practitioners and providers create the positive learning environment by:

- ✓ Being ready (not rushed).
- ✓ Generating a positive and welcoming atmosphere.
- ✓ Explaining what the session(s) will involve and their purpose.
- ✓ Setting expectations for behaviour.
- ✓ Addressing fears.
- ✓ Establishing intended outcomes for the session(s).

See also

- 2.4 Developing relationships
- 3.2 Session delivery
- 3.3 Assessing and consolidating learning
- 3.4 The 21st Century Practitioner – Behaviours
- 3.5 The 21st Century Practitioner - Characteristics

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