

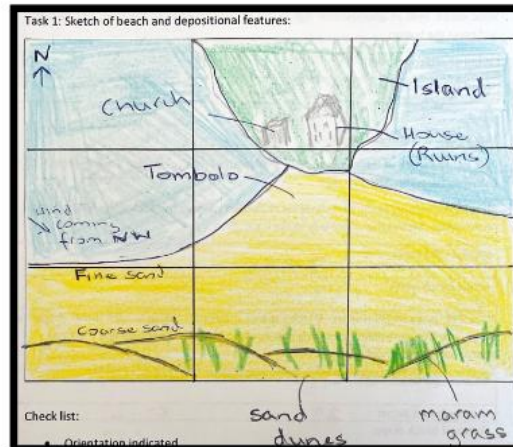


Oide

Tacú leis an bhFoghlaim
Ghairmiúil i measc Ceannairí
Scoile agus Múinteoirí

Supporting the Professional
Learning of School Leaders
and Teachers

Using the Geography Outdoor Classroom to support student learning





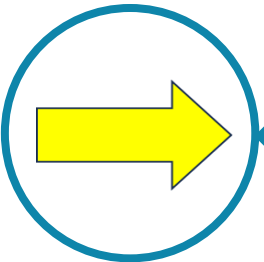
Feedback



Watch/Observe



Reflect



Professional Learning Booklet



Overview of the Day



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Session	Time	Content
Session 1	09:30 – 10:45	<ul style="list-style-type: none">• Understanding the Outdoor Classroom• The Outdoor Classroom and Junior Cycle Geography• Supporting all learners
Break	10:45 – 11:00	
Session 2	11:00 – 13:00	<ul style="list-style-type: none">• Outdoor Classroom Survey• Discussing Survey Results• Planning an Outdoor Classroom Experience
Lunch	13:00 – 14:00	
Session 3	14:00 – 15:30	<ul style="list-style-type: none">• Transition Year Statement• TY Geography and the Outdoor Classroom• Planning a TY module



Oide

Session 1



Learning Intentions

- Understand how engaging in the Outdoor Classroom can enable students to think like geographers
- To design for an Outdoor Classroom Experience to support all learners
- To build teacher confidence in engaging & planning for fieldwork in the Outdoor Classroom through Transition Year Geography



What does the Outdoor Classroom mean to you?

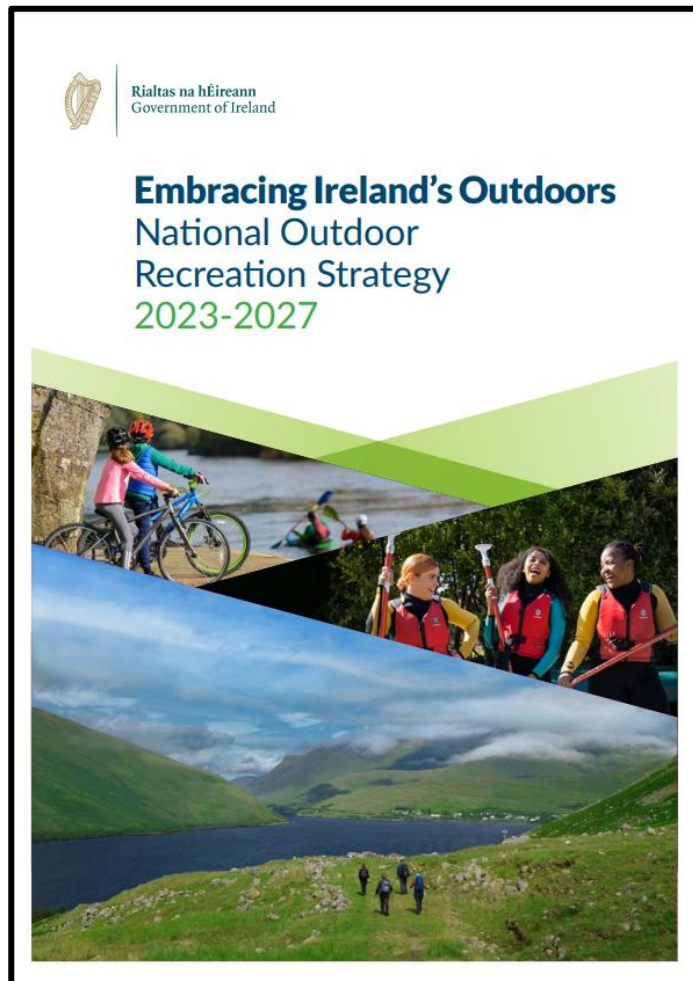


Embracing Ireland's Outdoors

National Outdoor Recreation Strategy 2023-2027



Oide



- Relevance and benefits of the outdoors to teaching and learning
- Explores the incorporation of outdoor and nature-based learning into the curriculum



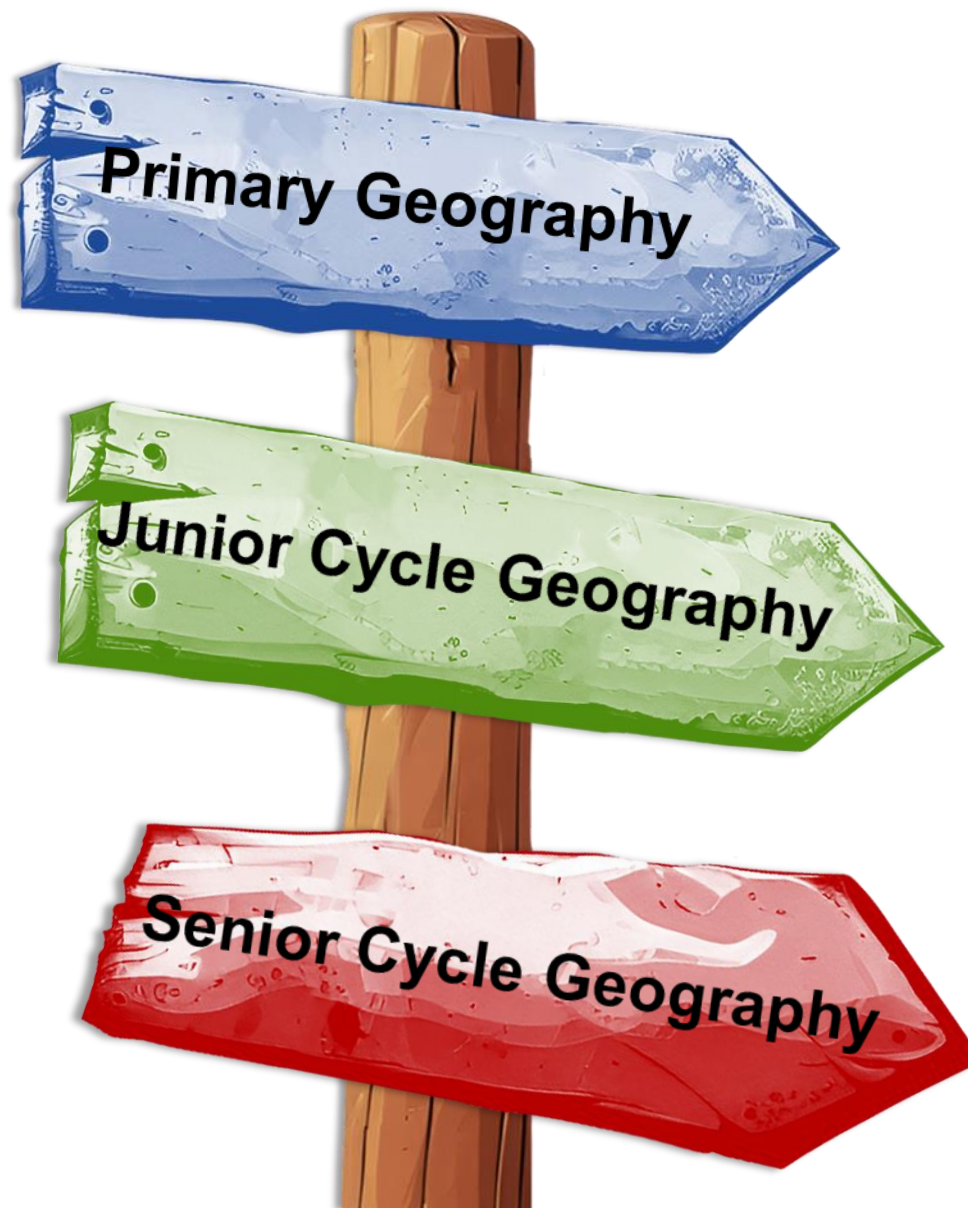
The Outdoor Classroom

“Learning outside the classroom is important for all young people if they are to connect with their local place, find a relevance for the classroom-based learning and develop a meaningful understanding of what environment really means.”

(Living and Learning outside the classroom – fieldwork. Turney, A. 2009.)

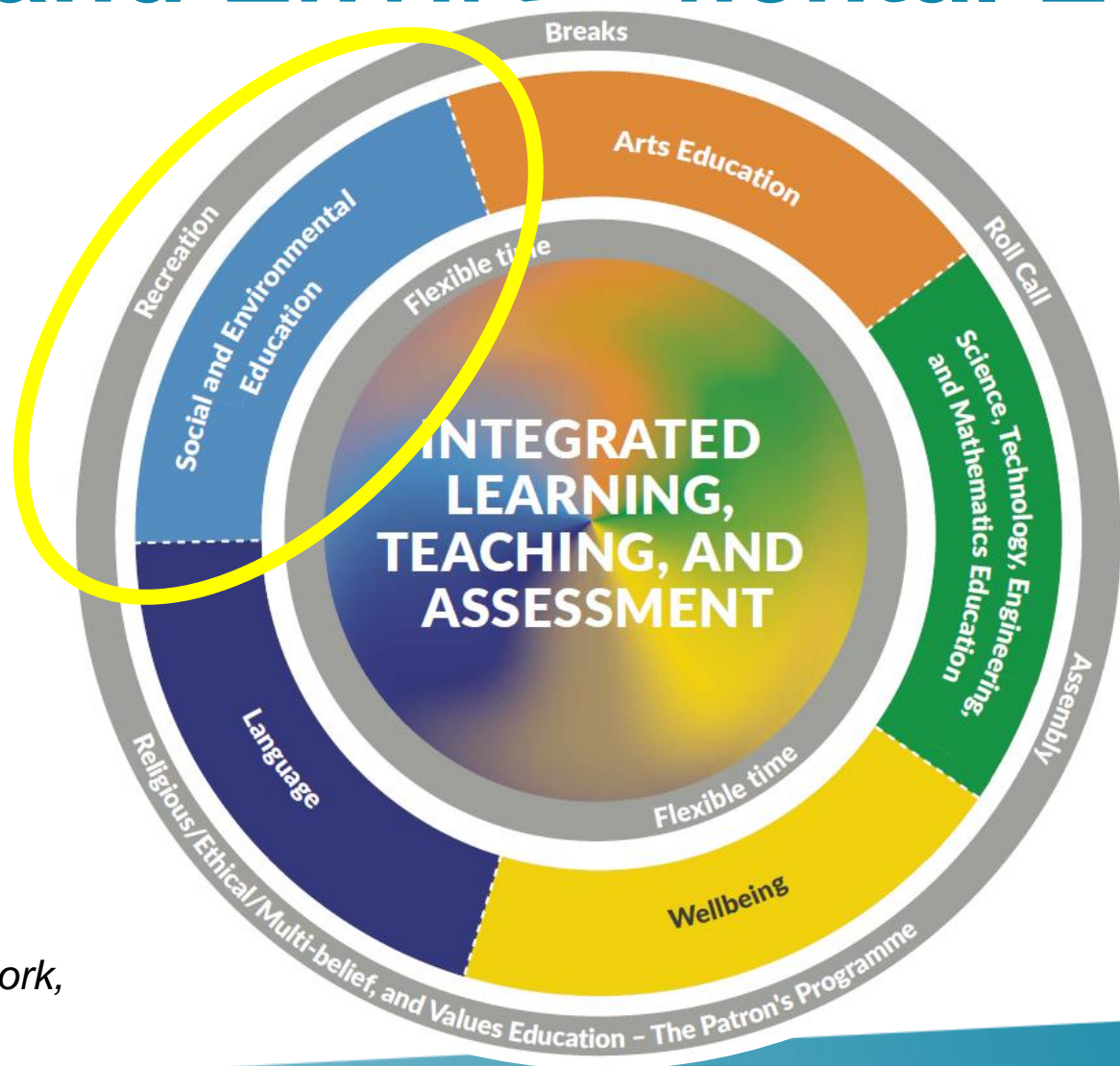


The Continuum of Learning





Social and Environmental Education



(Primary Curriculum Framework, NCCA, 2023, p.15)



Social and Environmental Education

Strands and Elements

People, Place
and Space

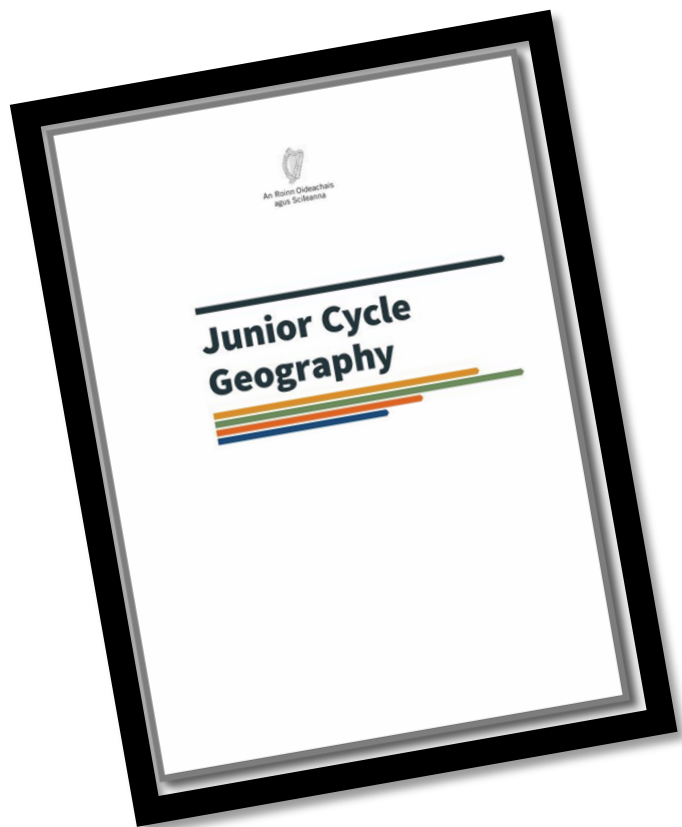
Environment
and Sustainable
Living

Exploration of
Our World

*(Draft Social and Environmental Education
Curriculum Specification, NCCA, 2024, p.8)*



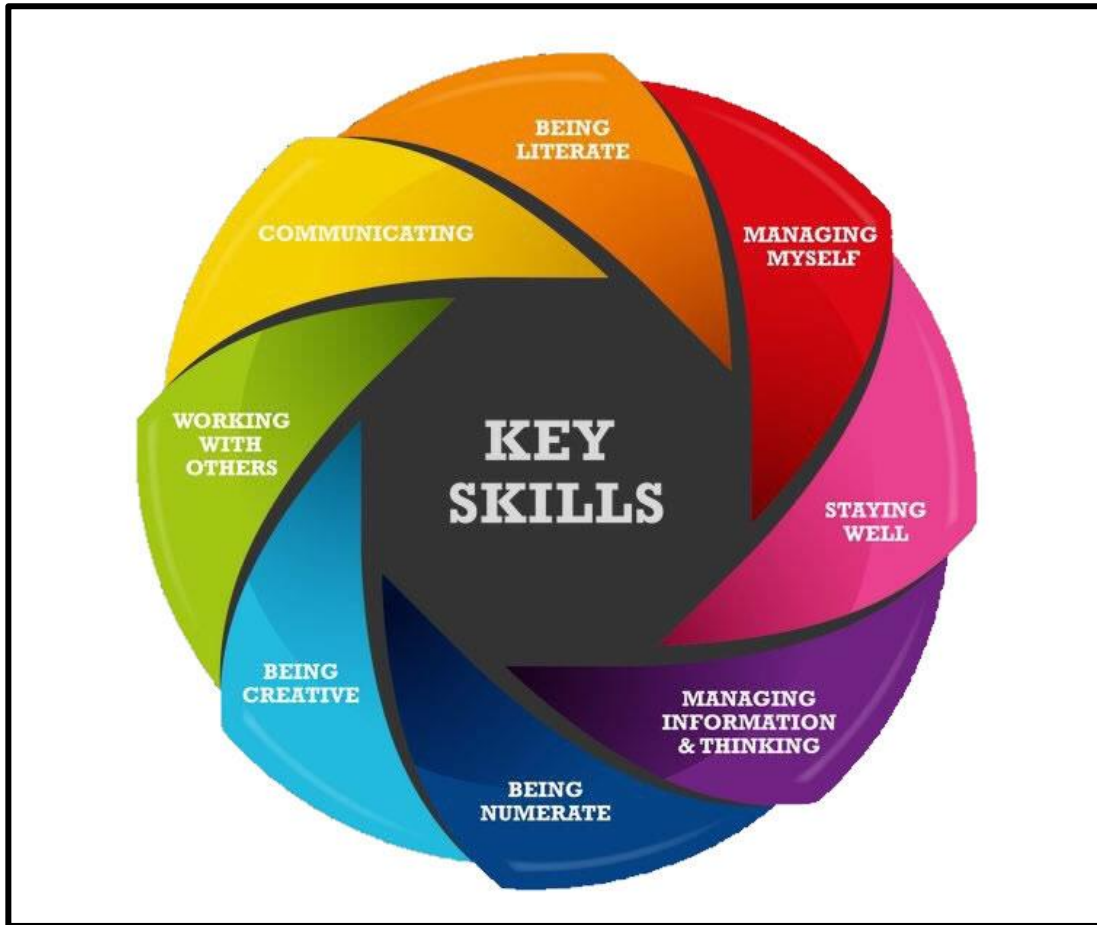
The Outdoor Classroom



- Places students at the centre of the educational experience
- Experiences that are engaging and enjoyable
- Enables students to become geographically literate

(Junior Cycle Geography Specification, NCCA, 2017, p.5)

Junior Cycle Key Skills

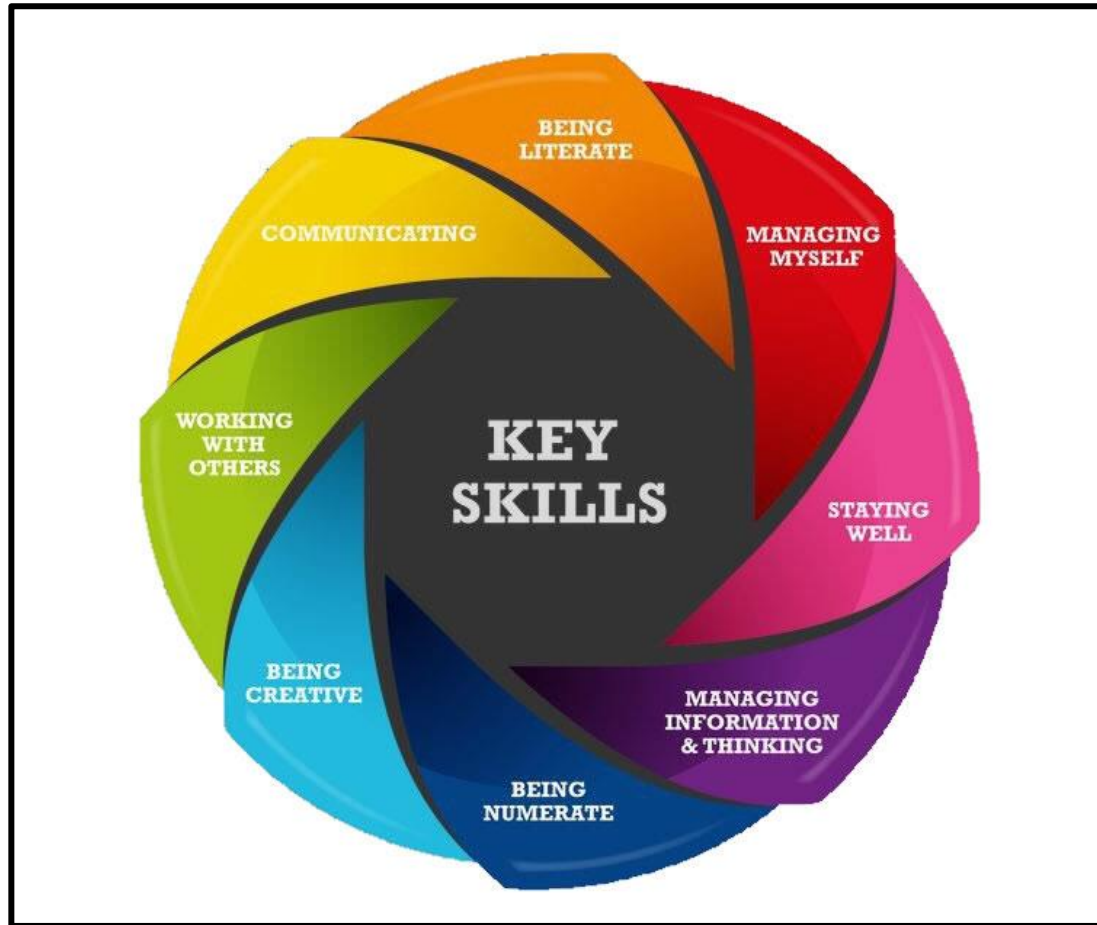


What opportunities does the Outdoor Classroom provide for developing Junior Cycle Key Skills?





Junior Cycle Key Skills



- Learning to work with others
- Freedom to think outside the box
- More mature attitude to learning
- Opportunities for students to communicate
- Development of numeracy & literacy
- Supports mental health & wellbeing



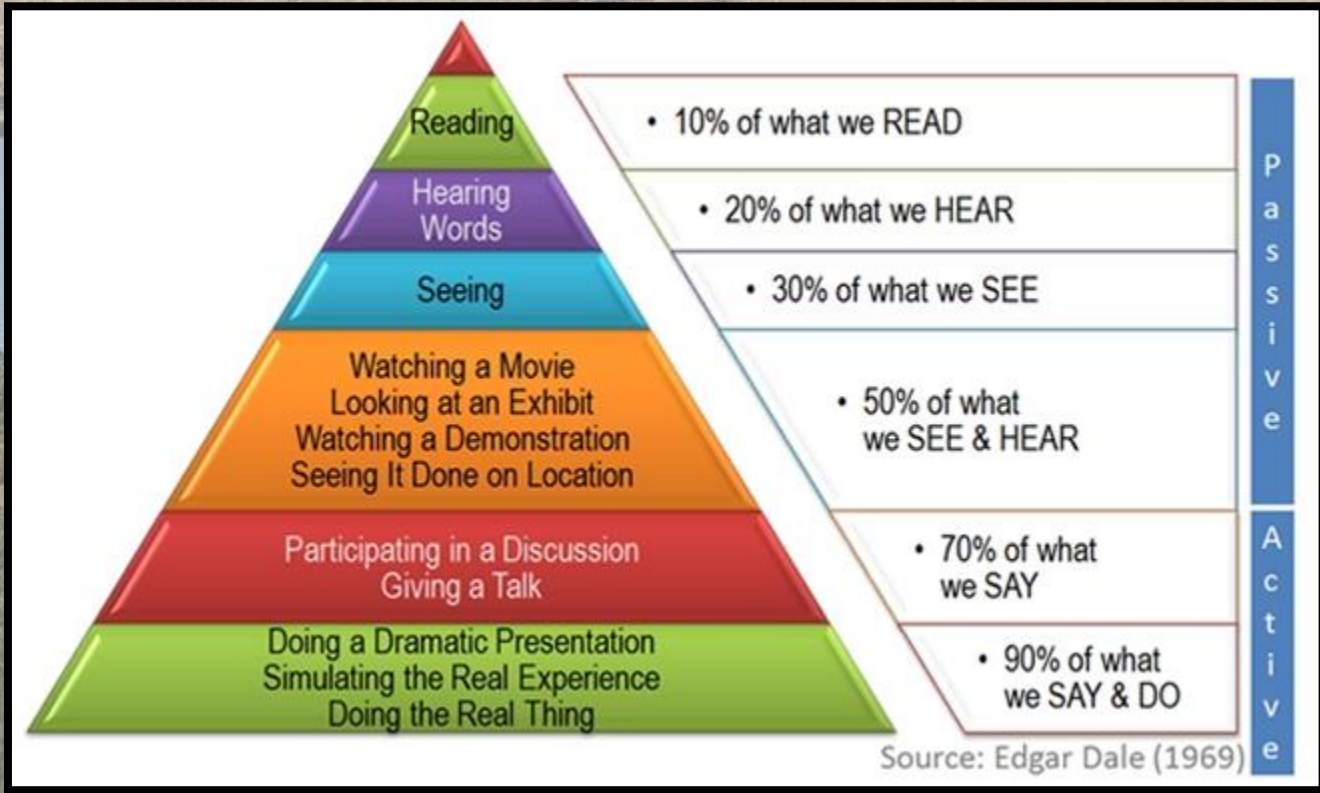
What aspects of geography can you see from where you are?





Why use the Outdoor Classroom?

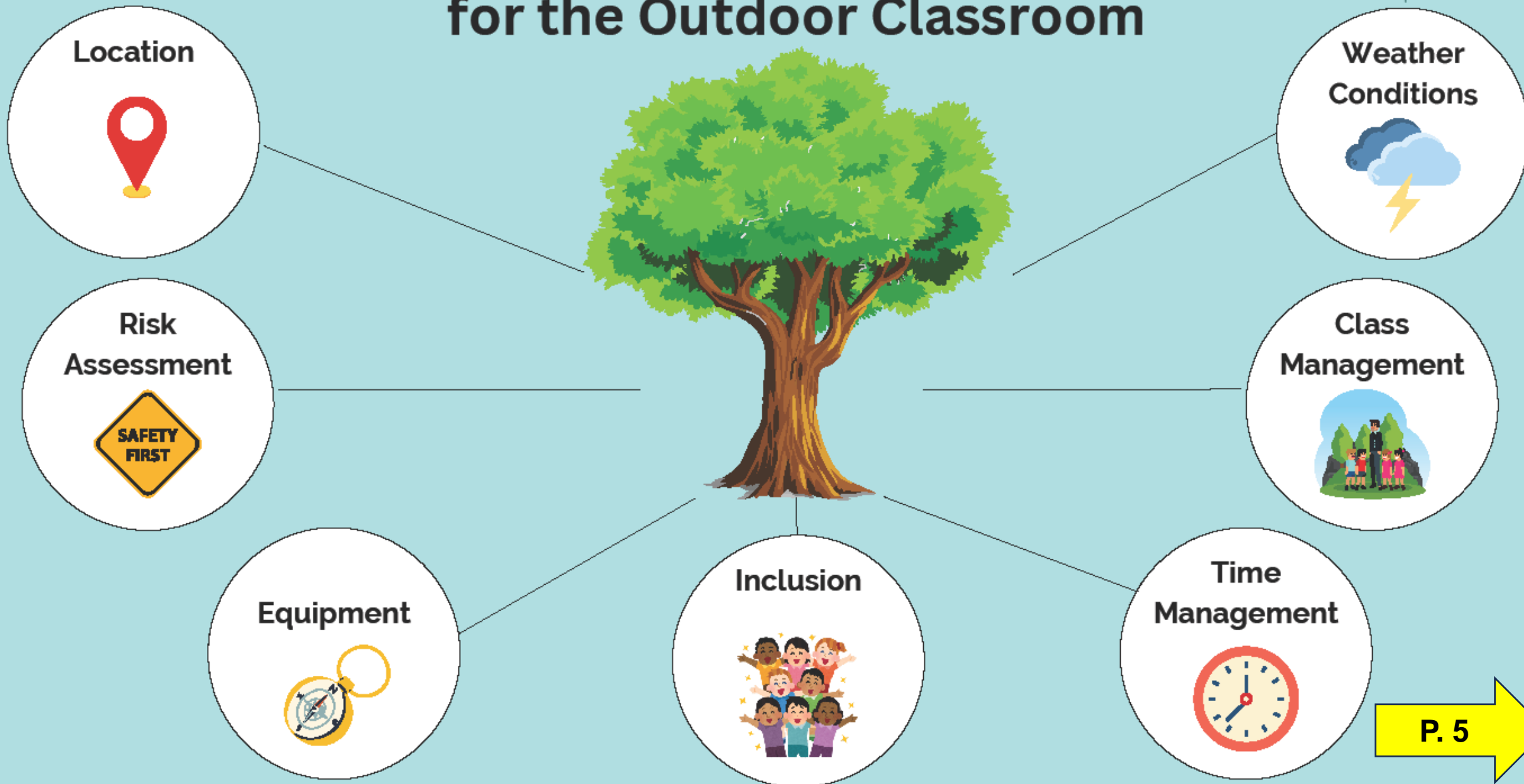
- Gain Knowledge and Skills
- Learn by doing
- Accessible to all
- Higher order thinking
- Memorable experiences



(Adapted from "Fieldwork", Geographical Association, 2024.)

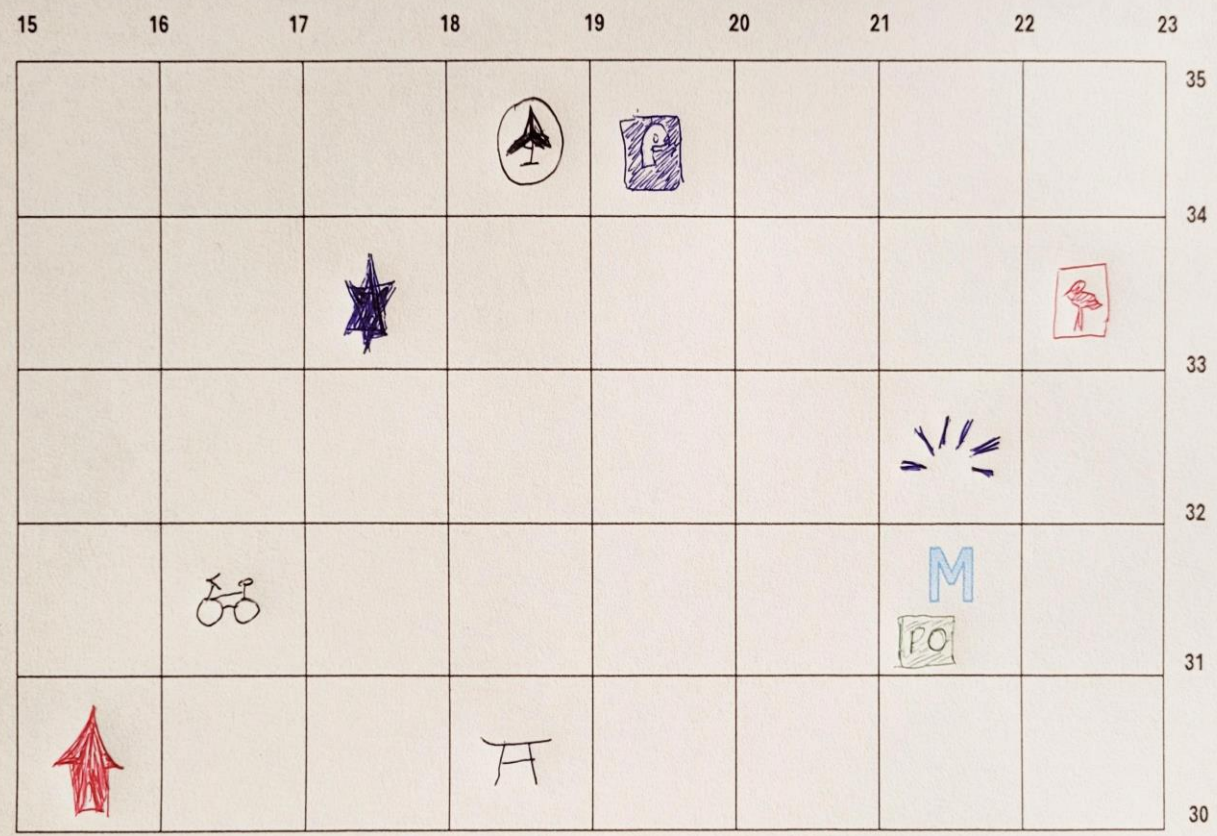


Planning and Preparation for the Outdoor Classroom





Ordnance Survey Symbols – Four Figure Grid Reference











Sample Map Reading Vocabulary Card & Grid Reference Card

Instructions: Draw the following OS Map Symbols in the correct Grid Square using the grid references shown

M 17 33	✓	Garda Station	M 18 30	✓	Picnic Site	M 18 34	✓	Airport
M 21 32	✓	Viewpoint	M 21 31	✓	Post Office	M 22 33	✓	Nature Reserve
M 19 34	✓	Parking	M 15 30	✓	Camping Site	M 16 31	✓	Cycle Route





<p>AGRICULTURE</p> 	<p>RECREATION</p> 
<p>INDUSTRY</p> 	<p>RESIDENTIAL</p> 
<p>RELIGIOUS</p> 	<p>EDUCATIONAL</p> 
<p>COMMERCIAL</p> 	<p>PORT</p> 

Sample Vocabulary Board & Cards





Draw

Draw a diagram of a soil profile in your local area



List

Create a list of different soil types. Work in pairs to describe each soil type



Question

Create 5 questions on the different soil types in your local area



Graph

Draw a graph to show the proportion of each of the main ingredients of soil



Research

Research how soils have influenced the development of your local area



Create

Create a brain dump showing everything you know about the different soil types in your local area



Choice Boards



What strategies do you use to include students of all abilities in your Outdoor Classroom?





Supporting all learners

Myth

Exceptionally able learners will always do well whatever the circumstances and don't need SEN provision.

Reality

Exceptionally able learners have problems like any other learner. They may have learning disabilities which they can hide and this makes it harder for them to excel. They may appear to do well on their own but as time passes, they may find it harder and harder to excel.

(Adapted from: NCCA Exceptionally Able Students Draft Guidelines for Teachers, 2007, p. 4 & 5)



Supporting all learners

“gifted learners need an appropriately differentiated curriculum designed to address their individual characteristics, needs, abilities and interests”

(Differentiating Curriculum for Gifted Students. Berger Davidson, Sandra. 1991)

Supporting all learners



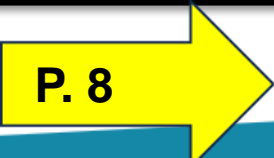
Geography - Language Translator

File Edit View Insert Format Data Tools Extensions Help

100% 123 Defaul... 10 B I A

A15 | fx Rock

	A	B	C	D	E	F	G	H	I	J	K	L	M	N
1	English	French (fr)	German(de)	Polish (pl)	Spanish(es)	Portugeuse (pt-F	Lithuanian (lt)	Latvian(lv)	Ukranian(uk)	Arabic(ar)	Hungarian(hu)	Croatian(hr)	Albanian(sq)	Gaeilge(gle)
2	Soil	Sol	Boden	Gleba	Suelo	Solo	Dirvožemis	Augsne	грунт	تربة	Talaj	Tlo	Dheu	Ithir
3	Soil temperature	Température du	Bodentemperatu	Temperatura gle	Temperatura del	Temperatura do	Dirvožemio temp	Augsnes temper	Температура ґр	درجة حرارة التربة	Talaj hőmérsékle	Temperatura t	Temperatura e t	Teocht ithred
4	Settlement	Règlement	Siedlung	Osada	Asentamiento	Povoado	Atsiskaitymas	Norēķins	Поселення	مستعمرة	Település	Naselje	Zgjidhje	Socrú
5	Humus	Humus	Humus	Humus	Humus	Húmus	Humusas	Humuss	Перегній	الدبال	Humusz	Humus	Humus	Humus
6	Natural resource	Ressource natur	Natürliche Ress	Zasób naturalny	recurso natural	Recurso natural	Gamtos išteklius	Dabas resurss	Природний рес	الموارد الطبيعية	Természeti erőfo	Prirodno bogat	Burim natyror	Acmhainn nádúr
7	Alluvium	Alluvion	Schwemmland	Aluwium	Aluvión	Aluvião	Aliuzija	Sanesumi	Алювій	طمي	Hordalék	Aluvij	Aluvion	Glúiviam
8	Gley soil	Sol de Gley	Gley-Boden	Ziemia gliniasta	suelo gley	Solo glei	Gley dirvožemis	Gley augsne	Глейовий ґрунт	التربة الجلي	Gley talaj	Gley tlo	Tokë gley	Gley ithir
9	Brown soil	Sol brun	Brauner Boden	Brązowa gleba	suelo marrón	Solo marrom	Rudas dirvožem	Brūna augsne	Бурий ґрунт	التربة البنية	Barna talaj	Smede tlo	Tokë kafe	Ithir donn
10	Soil leaching	Lessivage des s	Bodenauswasch	Wymywanie gle	Lixiviación del s	Lixiviação do sol	Dirvožemio išplo	Augsnes izskalo	Вимивання ґру	ترشيح التربة	Talaj kilúgozás	Ispironje tlo	Shpëlarja e tokë	Láisteadh ithr
11	Water content	Teneur en eau	Wassergehalt	Zawartość wody	Contenido de ag	Conteúdo de ág	Vandens kiekis	Ūdens saturs	Вміст води	محتوى الماء	Víztartalom	Sadržaj vode	Përmbajtja e ujit	Ábhar uisce
12	Peat soil	Sol tourbeux	Torfboden	Ziemia torfowa	suelo de turba	Solo de turfa	Durpinis dirvože	Kūdras augsne	Торф'яний ґрун	التربة الخث	Tőzeges talaj	Tresetno tlo	Tokë torfe	Ithir móna
13	Soil profile	Profil du sol	Bodenprofil	Profil gleby	Perfil del suelo	Perfil do solo	Dirvožemio profi	Augsnes profils	Ґрунтовий проф	ملف التربة	Talajprofil	Profil tlo	Profili i tokës	Próifil ithred
14	Bedrock	Base	Grundgestein	Podłoże skalne	Base	Base rochosa	Pamatinė uolien	Pamatieži	Основна порода	حجر الأساس	Alapkőzet	Temelj	Shkëmbi themel	Buncharraig
15	Rock													
16														





Supporting all learners



Immersive Readers





What aspects of Junior Cycle Geography would you feel confident to take to the Outdoor Classroom?





Oide

End of Session 1



Oide

Session 2



Learning Intentions

- Understand how engaging in the Outdoor Classroom can enable students to think like geographers
- To design for an Outdoor Classroom Experience to support all learners
- To build teacher confidence in engaging & planning for fieldwork in the Outdoor Classroom through Transition Year Geography

Teacher Activity: Outdoor Classroom Survey

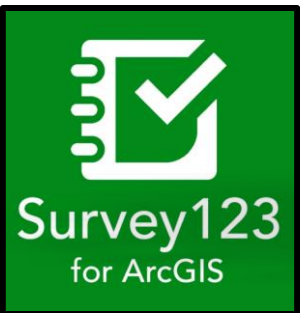


Oide

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P. 10 & 11



Tacú leis an bhFoghlaim
Ghairmiúil i measc Ceannairí
Scoile agus Múinteoirí

Supporting the Professional
Learning of School Leaders
and Teachers



Modelling use of Survey 123

The Outdoor Classroom

Use this Survey to work with your Geography Department to investigate aspects of
Local Geography for the **Outdoor Classroom**.

You will be asked to draw a field sketch as part of this survey.

Where is your school?
Input your school's eircode or use the map to locate your school.

Find address or place

Earthstar Geographics | Esri UK, Esri, TomTom, Garmin, FAO, NOAA, USGS | Powered by Esri

No geometry captured yet.

What rock type is present in this area?

Please select

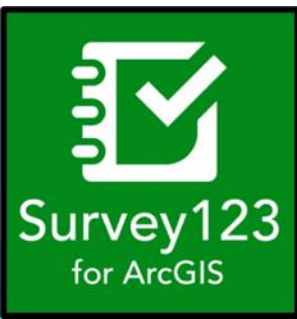
Describe this rock type

1000



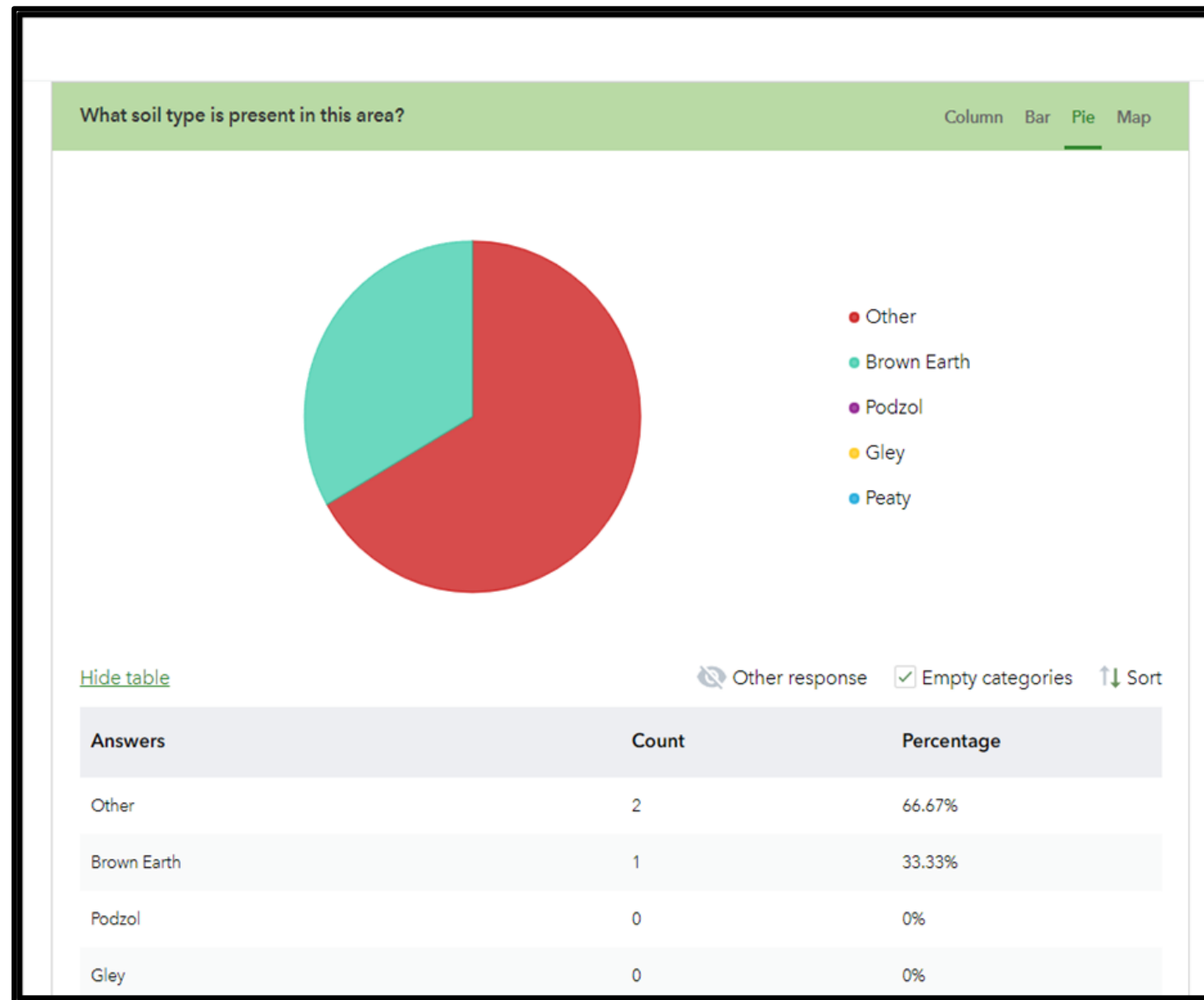
Survey Results

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Modelling Survey Results





Teacher Activity: Designing an outdoor classroom experience

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P. 12 & 13



Modelling the Padlet Activity

The screenshot shows a Padlet board with a dark green background. At the top left, it says ':Padlet' and 'Oide • 75m'. The main title is 'Designing your Outdoor Classroom Learner Experience' with a subtitle: 'Use the example on the left to help you design an outdoor classroom experience for a Junior Cycle geography class group.' The board is organized into four columns: 'Example', 'Breakout group 1', 'Breakout group 2', and 'Breakout group 3'. Each column contains a vertical stack of cards. The 'Example' column has a purple 'Aim' card, a white 'Student Cohort' card, a white 'Aspect of geography' card, a white 'Unit of Learning Title' card, a white 'LO's' card, a blue 'Step 1' card, and a white 'Site' card. The 'Breakout group' columns have similar cards, but the 'Aim' cards are purple, 'Step 1' cards are blue, and 'Step 2' cards are yellow. A red '+' button is in the bottom right corner.

Example	Breakout group 1	Breakout group 2	Breakout group 3
Aim: Design an Outdoor Classroom experience on soils for Junior Cycle Geography Students	Aim:	Aim:	Aim:
Student Cohort: 1st Year Group	Student Cohort:	Student Cohort:	Student Cohort:
Aspect of geography: Soils	Aspect of geography:	Aspect of geography:	Aspect of geography:
Unit of Learning Title: Soil: An Essential Resource for Life	Unit of Learning Title:	Unit of Learning Title:	Unit of Learning Title:
LO's: 1.4 assess a soil type in a local area in relation to composition and vegetation 2.4 assess the exploitation of water, fish stocks, forestry, and soil as natural resources 3.4 consider the factors affecting the location and origin of rural and urban settlement in Ireland	LO's:	LO's:	LO's:
Step 1: How would you plan for the Outdoor Classroom?	Step 1: How would you plan for the Outdoor Classroom?	Step 1: How would you plan for the Outdoor Classroom?	Step 1: How would you plan for the Outdoor Classroom?
Site: School Grounds	Site:	Site:	Site:
Equipment: Soil Sampler, Soil pH tests, glass beaker, thermometer, soil thermometer, measuring tape	Equipment:	Equipment:	Equipment:
	Geographical Skills:	Geographical Skills:	Geographical Skills:
	Methods of Gathering Data:	Methods of Gathering Data:	Methods of Gathering Data:
	Step 2: How would you gather the Data?	Step 2: How would you gather the Data?	Step 2: How would you gather the Data?
	Data to be collected:	Data to be collected:	Data to be collected:
	Step 3:	Step 3:	Step 3:



Oide

End of Session 2



Oide

Session 3



Learning Intentions

- Understand how engaging in the Outdoor Classroom can enable students to think like geographers
- To design for an Outdoor Classroom Experience to support all learners
- To build teacher confidence in engaging & planning for fieldwork in the Outdoor Classroom through Transition Year Geography



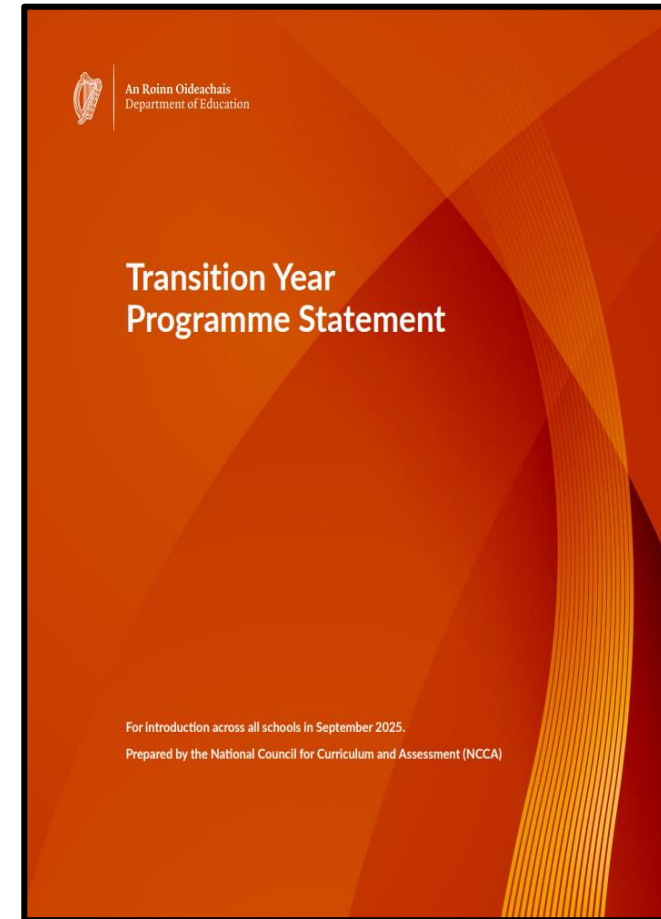
What do you currently do with your Transition Year Geography students?





Purpose of the Transition Year Programme Statement

- Puts the focus on the developmental and learning needs of students
- Schools have autonomy and flexibility within certain parameters
- Guide schools on how to develop their TY Programme

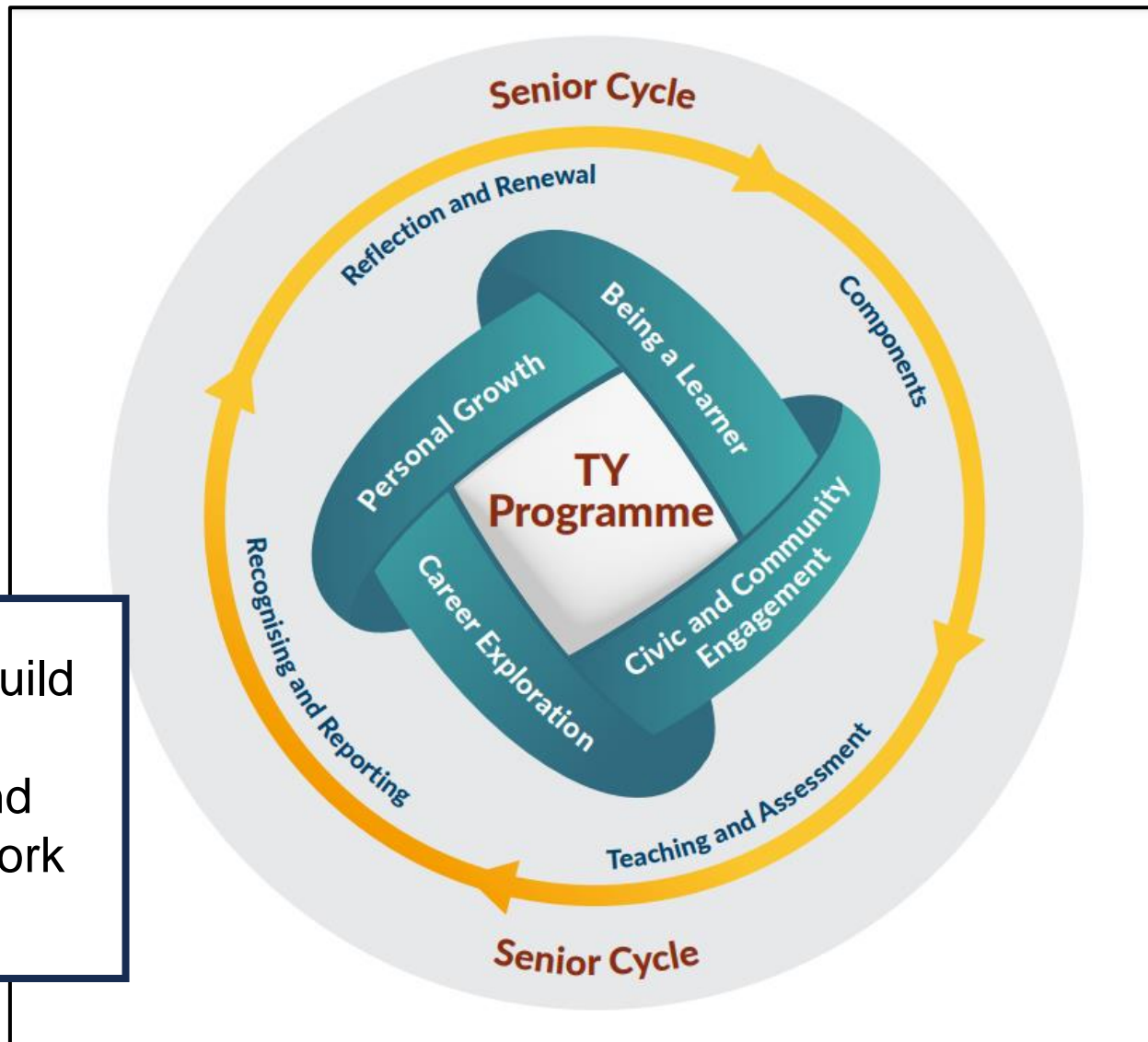


(Transition Year Programme Statement, NCCA, 2024, p.7)



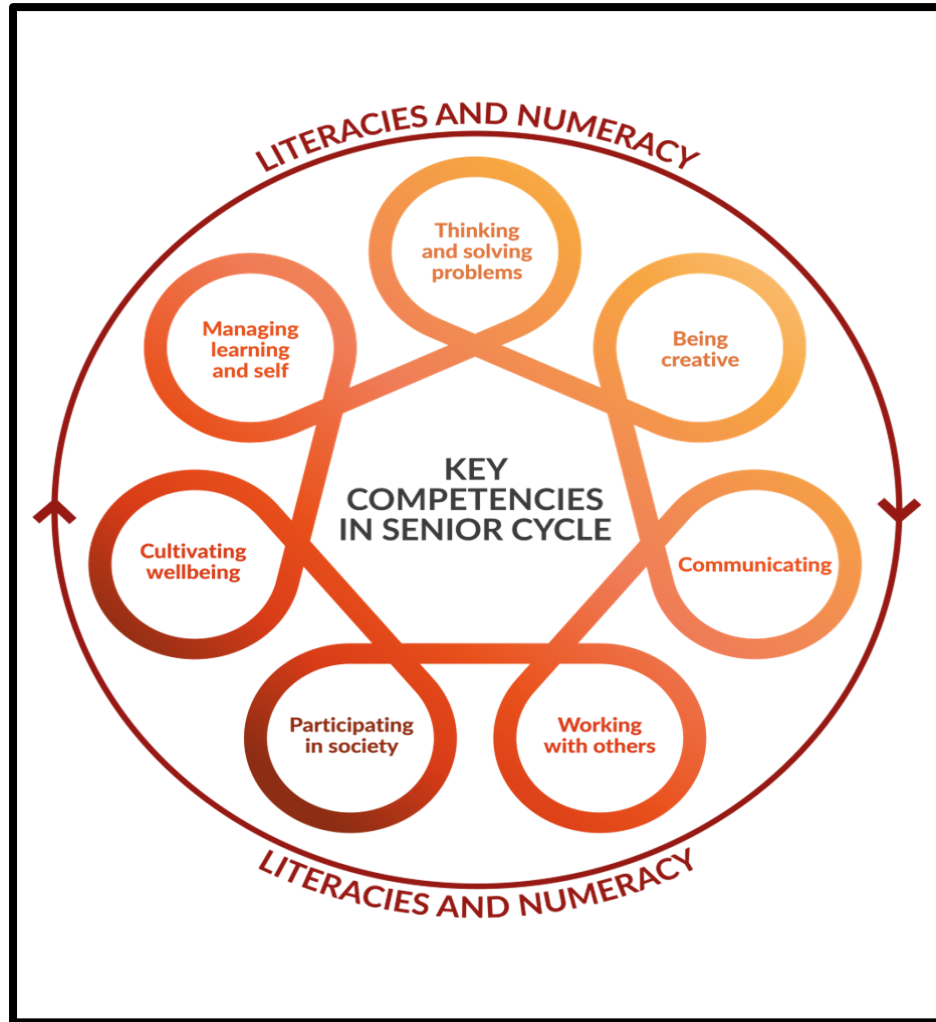
Developing a Transition Year Programme

Being a Learner: students build on previous experiences, embracing opportunities and strategies for learning that work best for them.



(Transition Year Programme Statement, NCCA, 2024, p.10)

Key Competencies in Senior Cycle



- Knowledge, skills, values & dispositions
- Linked & combined
- Visible
- Meaningful connections
- Support student learning

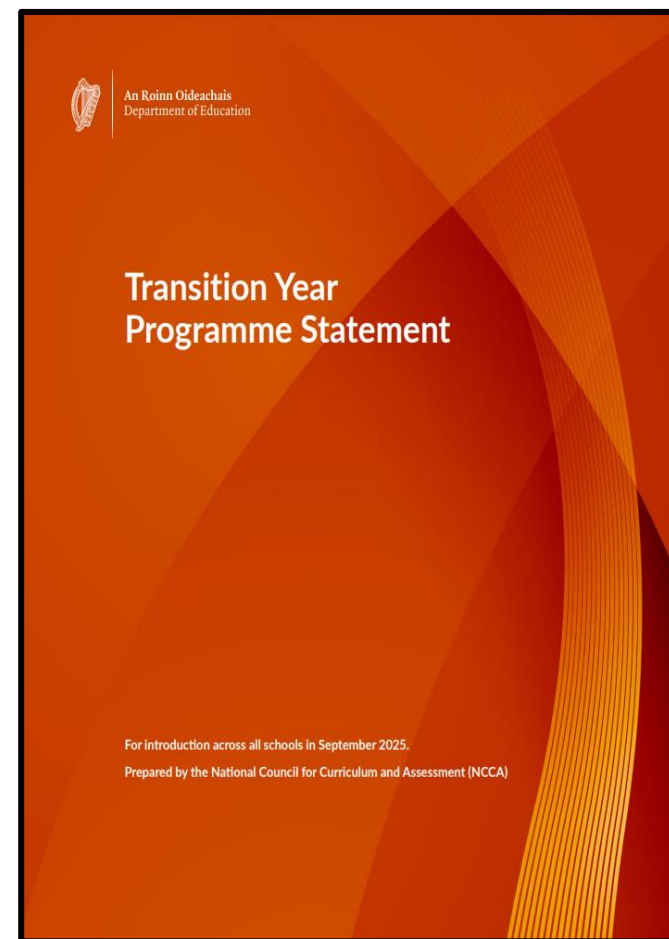


(Key competencies in senior cycle,, NCCA, 2024, pgs. 1 & 2)



Transition Year Rationale

- Time, space and autonomy
- Enjoyable and meaningful educational experiences
- Capacity to respond
- Inclusive of all students
- Flexible collaborative approach to planning



(Transition Year Programme Statement, NCCA, 2024, p.7)



Reflecting on the Outdoor Classroom & Transition Year Geography

- How would you incorporate the Outdoor Classroom into Transition Year Geography for your students?





Teacher Activity: Planning a TY Outdoor Classroom Geography Module

Click here to enter TY Module Title	
Overview: (The overview is a short statement describing the TY module. It should)	Related Learning: (How the learning links back to Junior Cycle and forward to the Leaving Certificate and with other TY modules.)
Cross- Curricular Links:	
Learning Outcomes: (Brief, clear, specific statements of the knowledge, understandings, skills, values, and attitudes which it is expected students, will be able to demonstrate as a result of the learning associated with the module.)	
Key Competencies & Skills: (The types of skills that students will encounter through participating in the module.)	



Teacher Activity

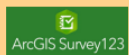


TY Geography Module Planning Options

Urban Study



Survey 123
Land Use



Ted Ed
Urbanisation



Water Pollution



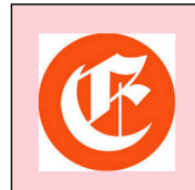
Interviews



Newspaper
Article



Economic Activity Environmental Impact



CSO
Infographics



SCAN ME



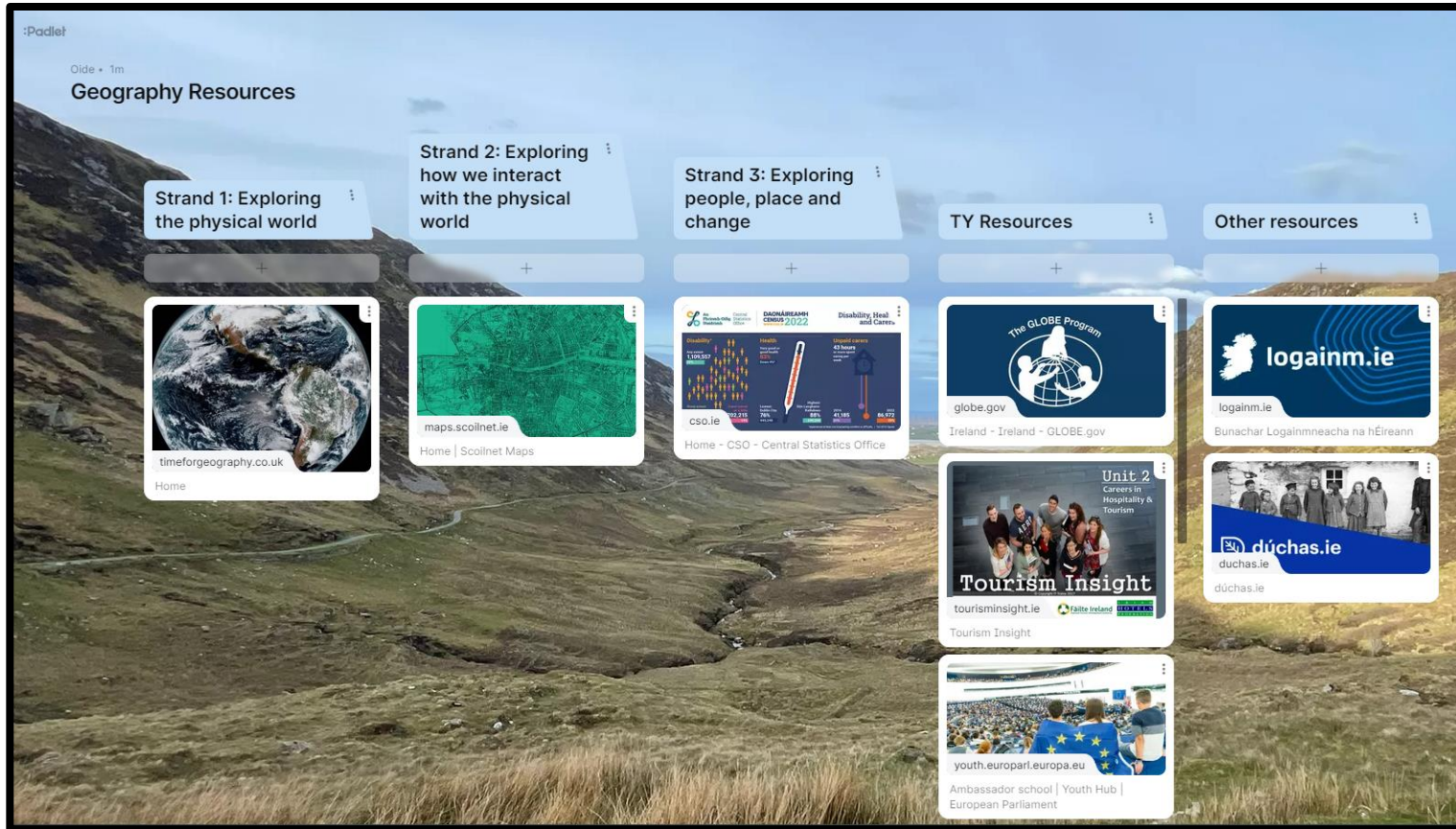
P. 20

Sharing of Geography Resources



Oide

SCAN ME



P. 23

Reflection Questions for Discussion



- What are the benefits of using the Outdoor Classroom with your geography students?
- What challenges do you foresee using the Outdoor Classroom with your geography class?
- Consider how the Outdoor Classroom will enhance your students' skills set for life.





Learning Intentions

- Understand how engaging in the Outdoor Classroom can enable students to think like geographers
- To design for an Outdoor Classroom Experience to support all learners
- To build teacher confidence in engaging & planning for fieldwork in the Outdoor Classroom through Transition Year Geography



Oide

End of Session 3



Find out more:

oide.ie/post-primary



@oide_Geography



info@oide.ie /
eolas@oide.ie



School support
oide.ie/apply-book-now/schools/



SCAN ME

Oide Post Primary mailing list





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Thank you