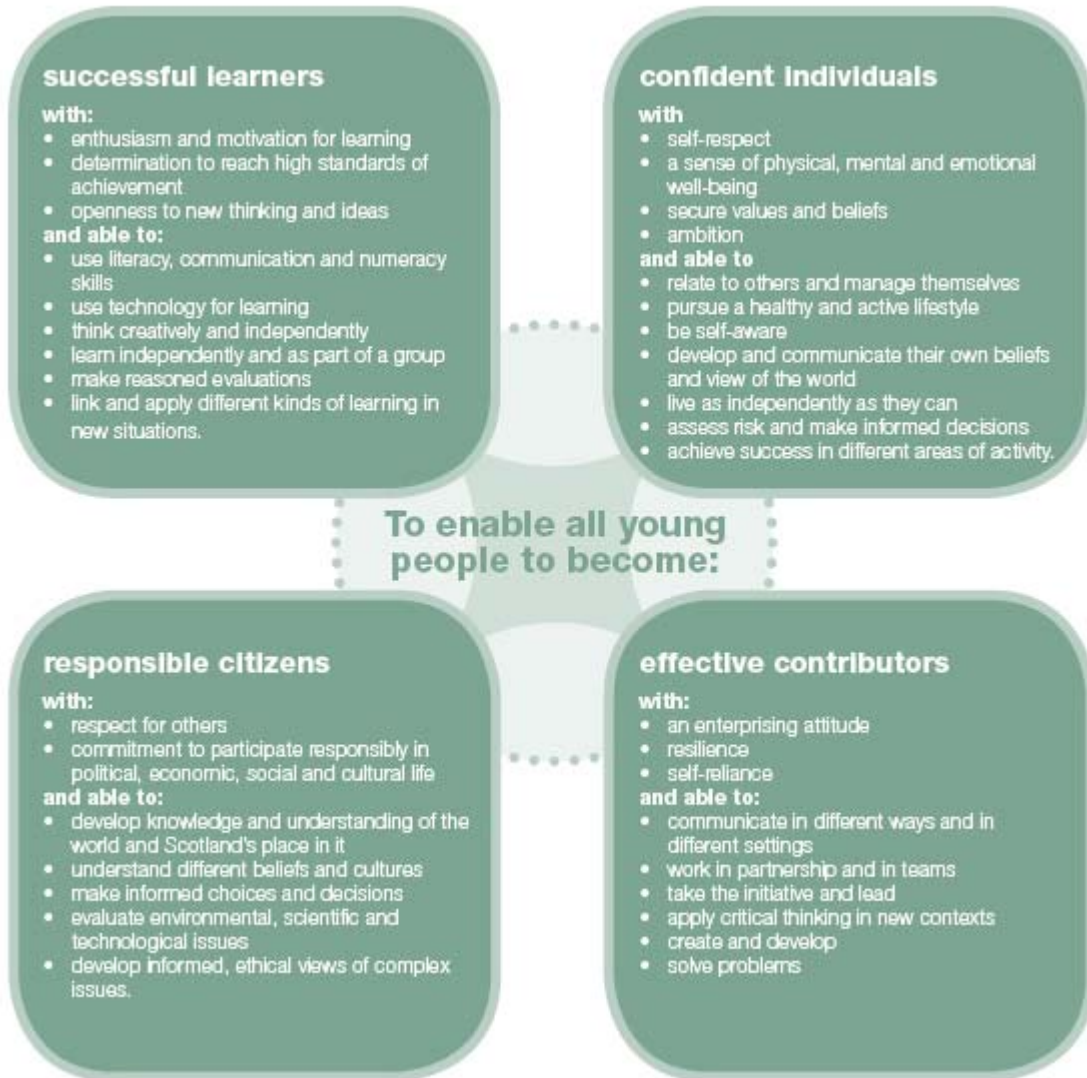


## How Capro can help schools meet the demands of the Curriculum for Excellence

### Criteria we need to meet:



### How we do this:

Outdoor education offers opportunities that are not achievable within a school environment, it allows us to broaden the potential of those involved. We learn in context and through experience & place. It is therefore important to offer different and challenging experiences to stimulate learning and development. Taking learning outdoors is a great contributor to this ensuring enthusiasm, motivation and a desire to succeed.

Outdoor education is seen as a teaching approach which can **enhance and integrate** a broad range of core experiences across the whole curriculum – a wide variety of activities which connect learners with their environment, their community, their society and themselves. It **engages** and **motivates** learners through first-hand experiences which demonstrate the relevance of knowledge, understanding and skills, and can help to underpin better **attainment and achievement across the curriculum**.

All of the activities we offer are adaptable to suit the needs of the group, from the pre start base line evaluation, through the aims and objectives to the post evaluation process. This allows us to target the needs of each pupil group therefore helping you obtain your goals within the curriculum.

The activity sessions are based around a **personal and social development** framework incorporating specific aims and objectives for each session. There is development on both a personal and team level through a whole range of challenging physical, mental, and environmental activity.

Outdoor programmes allow us to promote an ethos of **healthy lifestyles** and tackle various health issues arising in modern society such as fitness and obesity. With a variation of physical activities and relevant information being communicated, we offer a starting point for youngsters to develop an understanding of their future **health and well being**. **Resilience** is another area being highlighted by the government and outdoor educational practice is beneficial towards building this resilience. **A resilient child is a healthier child**. Children who are resilient are better equipped to **resist stress and adversity**, to cope with change and uncertainty, and to recover faster and more completely from traumatic events or episodes.

**Peer mentoring** and accreditation is a valuable asset to our programmes, they supply a basis for integration within the peer group and allow the participants to develop **communication skills** and **share opinions** with their peers. The close working nature of this learning type helps develop a higher level of **respect for peers**. Capro are registered providers for ASDAN, Dynamic Youth and Youth Achievement Awards, these are **nationally recognised** peer mentored and accredited learning modules. We also offer conservation and skills based **accreditation and certification**.

By working as a group the individuals are encouraged to be more socially interactive and guided towards sharing their thoughts, feelings and opinions, this is not an instantaneous development, more a nurtured progression over the course of a programme. This allows us to tackle issues that arise naturally throughout the programme. The end result is a **more open, respectful, communicable** individual, with an ability to express themselves.

We are able to put youngsters in positions of authority, **empowering** them to take charge of situations, this can be a very effective tool for those who are normally less controlled or those who usually sit back and follow the crowd. This particular style of teaching allows for the youngsters to feel important, it heightens **self-worth** and **instils confidence**, it also distracts those who have an attention deficit, keeping them focused on the task in question.

**Using technology for learning in the outdoors:** The modern world and its technologies allows us to investigate the planet we live on in ways we never would have thought possible just a few years ago. With advances in computer technology, the internet and other electrical gadgetry we are now able to research our planned excursion, plot it on a Global Positioning Satellite system (GPS), then take a fly through on a laptop and see a computer generated interpretation of the

route ahead. The information given by these types of technology allows us to incorporate a basic level of mathematics, science and geography into a session without the participant realising. Capro can offer school based sessions introducing the technology, leading to outdoor practical use.

Residential experiences for most youngsters are a very worthwhile challenge, most adults can recall the time they went on some kind of outdoor activity residential stay, whether that be with school or a youth club. Most would say that this was a great experience and those who don't would probably agree that the experience as a whole was beneficial towards their development as a person. For many this is the first time they spend time away from home, they don't have access to the usual refinements and the comfort of their normal environment. This is why a residential outdoor experience can be a valuable part of growing up, from making your bed to helping cook dinner, it's an alien environment that develops **independence** and allows a time to reflect on life. In many cases the accommodation is shared, so a sense of personal privacy is removed and people feel vulnerable, this can only be a good thing, helping build on **resilience** and **respect for others**. There are also all those great activities!

Capro may be able to offer a service beyond your programme for individuals who have an interest working in the outdoors or require experience of day to day office work. On occasions Capro take on volunteers and work placements.

If you were to take another look at the criteria diagram on page 1 you will notice that the majority of the bullet points listed have been highlighted in the previous paragraphs displaying the wide variety of possible achievements offered through outdoor education.

### **How we evaluate & monitor:**

The process we use to evaluate the progression of each pupil is a series of base line indicator questions. These specific questions will be chosen by the school from a pool of questions provided. The questions fall into a variety of categories, an example of which is Interaction:

#### **Interaction – Child – Adult – Teacher – Other figures of authority such as police:**

- I make friends easily
- I find it hard to talk to adults
- I find it hard to talk to teachers
- I find it hard to talk to figures of authority such as the police

The answers to these questions are:

Never, Hardly ever, Sometimes, Most of the time, Always

This evaluation process is carried out at the start, middle and end of a program, it can also be completed by a parent and/or a member of staff to give a more rounded evaluation.