



By 2035 every 18
year old will be an
outdoor citizen



Council for
Learning Outside the Classroom



leading the way in getting away





Introducing Outdoor Citizens



“In 2035 every 18 year old will be an ‘Outdoor Citizen’.

Outdoor Citizens have respect for the outdoors. They have the knowledge and skills to both protect the natural environment and to personally thrive within it.

They are adults who have experienced outdoor adventures throughout their childhood and understand how to manage risk and challenge. Their academic success has been aided by the impact of effective outdoor learning.

Outdoor Citizens are future parents who know that outdoor education is a must have for their own children. They are connected to nature in a way that benefits their physical and mental well-being.

Outdoor Citizens are equipped to address the challenges facing the natural world - in their community, across the country and around the world.”

Outdoor Council, July 2018

To hold the outdoors as a magic pill that can cure the world’s ills would be flawed. Connections to nature, adventure and outdoor learning cannot fix all.

And yet, the evidence that being outdoors has a positive impact on the individual, on communities and on the environment is overwhelming. As is the data that shows us engagement in outdoor learning is inequitable and that – as so many things – those that could potentially benefit the most access high quality outdoor experiences the least.



Developing an offer for schools

Our research with schools and parents has been clear. There appears to be no lack of great resources that schools can draw from. Whether from great curated sites like [Countryside Classrooms](#) ; national digital campaigns like [RSPB Wild Challenge](#); days, weeks or months like [Outdoor Classroom Day](#) or [30 days Wild](#) or brilliant local support across nature, adventure and the outdoors.

And the Outdoor Citizens network represents the largest direct delivery of outdoor learning in the country. Across Outdoor Council members including [Outdoor Education Advisors Panel](#), [Association Heads of Outdoor Education Centres](#), [Field Studies Council](#), [Institute of Outdoor Learning](#) and voluntary youth organisations such as [Scouts](#) we already work with nearly every school in the country. Schools and parents value this work highly.

But schools and parents have been clear in their feedback.

- Funding is an issue in ensuring regular access for all children and young people,
- Even in the current challenges of accountability and curriculum time schools want to do outdoor learning - adventure, nature and residential are all highly valued. But they want help to do it in a way that fits the contemporary school context,
- Schools want support in navigating the wealth of resources; using them in a way that that allows learning to progress over a child’s life in school; moving from a one off to a whole school approach linked to school improvement, teaching and learning across the curriculum and life skills,
- Parents want to know what they can do with children in a low cost way and with a focus on how they manage risk.



Outdoor Citizens Passport

Age	Developmental outcomes	Formal	Non-formal	Informal
Pre 5	<ul style="list-style-type: none"> Attachment secured nurtured 	<ul style="list-style-type: none"> Structured use of outdoors in personal, social & emotional development e.g. forest schools Introduction to seasonal indicators <ul style="list-style-type: none"> Led in outdoor adventurous activities Local environment species identification <ul style="list-style-type: none"> Introduction to nature sustainable values & behaviour Describing affective nature experiences through written word and visual art <ul style="list-style-type: none">enhanced by residential setting Science experiments in 'nearby nature' <ul style="list-style-type: none"> Basic competency in outdoor adventurous activities Geography field trip Exploring human impact and dependency on nature <ul style="list-style-type: none"> Expressing own relationship with nature through written word and visual art Residential field study trip gathering, analysing & interpreting data Animal husbandry programmes <ul style="list-style-type: none"> Adventurous outdoor activity accreditation, programmes and development of leadership Exploring global sustainability 	<ul style="list-style-type: none"> Outdoor nurseries <ul style="list-style-type: none"> Journeying through 'nearby nature' Guided seasonal walk Nature reserve visit <ul style="list-style-type: none"> Growing plants from seed Voluntary organisations e.g. cubs & brownies Enjoying 'living outdoors' : <ul style="list-style-type: none"> Camping, fire-lighting, cooking & shelter building Observing wildlife & keeping a journal Outdoor activity participation following guidance e.g. personal geo-caching or orienteering sessions (individually or in groups) <ul style="list-style-type: none"> Multiple night camps including cooking for self & others Fruit & vegetable gardening Fruit & vegetable gardening <ul style="list-style-type: none"> Increased reflection in and on nature Voluntary organisations with outdoor focus e.g. scouts, guides, cadets, woodcraft folk Structured specific outdoor developmental schemes e.g. NCS, Duke of Edinburgh Award <ul style="list-style-type: none"> Facilitated or self led expeditions over seas 'Solos' in nature Petting farm visits 	<ul style="list-style-type: none"> Outdoor Play Family Walks <ul style="list-style-type: none"> National Trust '50 things' School grounds play structures <ul style="list-style-type: none"> Family beach combing Nature trails <ul style="list-style-type: none"> Self led play in nearby nature School farm visits <ul style="list-style-type: none"> Age specific activity from 'Nature Organisations'. e.g. WWT or RSPB Mountain biking or remote walks with family or youth group Wild camping <ul style="list-style-type: none"> Volunteering in local outdoor conservation and leadership roles e.g. National Parks & Nature Reserves Participation in local outdoor sports clubs e.g. canoeing, climbing, orienteering, caving
5-9	<ul style="list-style-type: none"> Exploration Engagement Memory making 			
9-13	<ul style="list-style-type: none"> Independence Inclusion Risk taking 			
13-18	<ul style="list-style-type: none"> Leadership Influencing Problem solving 			

Some but not all formal experiences are facilitated by schools/colleges. Many other organisations offer structured and accredited services (e.g. youth and community organisations)



Working with schools we have developed a model that:



- Provides a day of affordable consultancy support, accessible by any school in the country using the same process and approach, that enables schools to develop their own outdoor learning policy and plan – fit for them and for their resources,
- Supports the lead teacher in each school; helping them to understand the characteristics of effective outdoor learning, adventure and nature education and developing their skills in choosing effective approaches,
- Signposts schools to ongoing support that meets their needs drawing on the network of national and local providers that are supporting this campaign,
- Provides a community of practice for the lead teacher in every school; hosted by the Institute of Outdoor Learning,
- Helps schools navigate the wealth of resources that exist,
- Balances school grounds activity with off site visits and residentials,
- Accredits children and young people for their progress using NOLA and other Awards,
- Draws on work that schools are already doing to develop and accredit their approaches including the LOTC Mark,
- Helps schools signpost parents to resources that can support out of school engagement.



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