

Primary Cross-Curricular *Eco Explorer, 5days*



This five day course is designed to meet outcomes within the 5-14 National Guidelines for Environmental Studies, in Social subjects and Science and to deliver the capacities and outcomes of A Curriculum for Excellence. It provides an interdisciplinary outdoor learning experience, through practical, self and environmental awareness raising, and conceptual fieldwork activities.

Students engage firsthand with the environment to aid their learning about the world around them, other people and themselves. During their stay pupils will be issued with their own 'Eco Passport' to complete; learning about sustainability and how to lead an eco-friendly lifestyle.

FSC

BRINGING
ENVIRONMENTAL
UNDERSTANDING TO ALL

FSC standard courses are fixed length with clearly stated outcomes and links to 5-14 Curriculum and A Curriculum for Excellence.

Please visit
<http://www.field-studies-council.org/outdoorclassroom/scotland/index.aspx> for alternative
Cross-Curricular courses

COURSE LENGTH

5 Days (4 nights with 12 teaching sessions)

Monday-Friday

Groups would normally arrive in time to be taught in the afternoon of the first day and would then be taught on that evening and for three full days subsequently. Groups depart immediately after the morning session on the day of departure.

Day 1	Day 2	Day 3	Day 4	Day 5
Arrive Afternoon & evening sessions	Morning, afternoon & evening sessions	Morning, afternoon & evening sessions	Morning, afternoon & evening sessions	Morning session Depart after Lunch

TIMETABLE

DAY	MORNING	AFTERNOON	EVENING
1	<p>Arrival (approx. 12 - 1pm)</p> <p>Welcome and outline the week's challenges ahead</p> <p>Tour of centre Settle into rooms Allocate kit (i.e. waterproofs)</p>	<p>Team Building</p> <p>A variety of team building activities around the centre grounds are used to:</p> <ul style="list-style-type: none"> • Introduce the 'ingredients' of a good team, and why teamwork is important • Generate individual targets for the course on working better in a team 	<p>Orienteering</p> <p>Exploration of the centre grounds through orienteering to:</p> <ul style="list-style-type: none"> • Develop a sense of place and map skills • Improve their team and communication skills (building on the afternoon session) <p>Create John Muir Diaries and Eco-passports</p>
2	<p>Kindrogan Hill Trail</p> <p>Students complete the personal challenge of walking to the top of the 495m 'summit'. This enables students to:</p> <ul style="list-style-type: none"> • Develop a sense of place in the highlands • Compare and contrast the area to their home area • Learn survival skills and build an emergency woodland shelter • Complete a challenging personal task 	<p>Conservation Activities</p> <p>Students take part in a conservation activity such as tree planting to:</p> <ul style="list-style-type: none"> • Explore the biodiversity of the centre area • Discuss factors affecting the flora and fauna in the area • Option to complete the John Muir Award <p>Sensory trail</p> <p>Designed to give students a deeper understanding of their senses and to enhance a sense of wonder about the natural world</p>	<p>Team Building - Egg challenge!</p> <p>Team building challenge to where students design a contraption to protect a raw egg from certain destruction. Challenge aims to:</p> <ul style="list-style-type: none"> • Learn about an effective design process • Improve their team and communication skills
3	<p>Pond and River Study</p> <p>Students explore two different water environments to:</p> <ul style="list-style-type: none"> • Identify Invertebrates inhabiting both environments using simple keys • Observe how the animals have adapted to where they live • Measure some physical factors affecting invertebrates that live in the two habitats • Use microscopes to aid more detailed identification. • Reinforce what has been learnt in the field by designing their very own pond predator 		<p>Victorian House Trail</p> <p>Exploration of the Kindrogan house to:</p> <ul style="list-style-type: none"> • Learn more about both the historical and cultural context of the centre and its links with the highlands

4	<p>Highland Life in the Past Exploration of the remote Glen Derby near Kindrogan. Visiting the remains of a historic 'fermtoun'. Students investigate the ruins of the highland village and their functions and take part in role play to:</p> <ul style="list-style-type: none"> • Consider how the area has been used by people in the past • Explore different viewpoints on how the area should be managed in the future • Gain further awareness of the area's historical and cultural connections 	<p>Small Mammal Trapping Students will set Longworth traps in order to trap and study small nocturnal mammal species of the area to:</p> <ul style="list-style-type: none"> • Learn how to identify different species • Learn more about the ecology of each species
5	<p>Rope Challenge Students will complete physical challenges on the ropes courses and zip wires, to:</p> <ul style="list-style-type: none"> • Explore the environment from a different perspective • Work with others to problem solve 	<p>Lunch and Depart</p>

Please note: to ensure safe and quality learning experiences for students the timetable may alter depending on weather conditions and local factors at centres.

COURSE CONTENT

It includes:

- Problem solving, team building and personal and social development
- Investigating the natural world – local landscapes and habitats – including personal reflection
- Understanding through 'doing' nature conservation and responsible access - with the option of completing the John Muir Award
- Orienteering, ropes challenge course, and hill walks



External Recognition of Quality

All our centres have been awarded the Quality Badge by The Council for Learning Outside the Classroom. The badge is awarded to organisations that have demonstrated that they consistently deliver high quality teaching and learning experiences and manage risk effectively. This means that you will have to complete less paperwork when visiting our centres.

CURRICULUM FOR EXCELLENCE OUTCOMES WHICH THE COURSE CONTRIBUTES TO

Successful learners

- Motivating learners, through investigating in inspirational settings with enthusiastic leaders;
- Adding value to understanding - reinforcing knowledge and skills learnt in the classroom, in a real world context
- Improving participation and motivation of those with learning styles less suited to the classroom.

Confident Individuals

- Providing fun, active experiences, improving participants' self-image and fitness levels
- Encouraging reflection, and using the outdoors in developing their ability to assess risk, and make informed decisions, and behaviour choices
- Providing opportunities for personal challenge and achieving success in new areas of activity

Responsible Citizens

- Experiencing the Scottish Highlands, enhancing their sense of place and belonging, and responsibility for their environment
- Using their residential experience, sharing and living together, in fostering understanding of others values and beliefs
- Improving their capacity to evaluate environmental, scientific and technological issues in the real world

Effective Contributors

- Providing opportunities improving interpersonal and social skills – group cohesion and teamwork
- Encouraging leadership, enterprise and creativity in group problem solving challenges – in fieldwork, or team building contexts
- Developing communication and evaluation skills in different settings.

Protecting fieldwork opportunities for everybody

Growing pressures on outdoor learning has led the FSC to take on an important role; championing the rights and opportunities for people of all ages to experience the environment at first hand.

The FSC has lead in campaigns to reverse the continuing decline in fieldwork within secondary schools and to build opportunities for out-of-classroom learning.

As a registered charity, the FSC receives no statutory funding. It relies solely on fees charged for courses and membership. Therefore, by visiting an FSC Centre not only are you receiving a high quality educational experience for your students, you are also helping to protect fieldwork opportunities for everybody.

5-14 CURRICULUM LINKS

Social subjects

People in the Past:

- *People, events and societies of significance in the past:* Developing an understanding of distinctive features of life in the past and why certain societies, people and events are regarded as significant.

People and Place:

- *Using maps:* Developing an understanding of location and features of maps.
- *The physical environment:* Developing an understanding of physical processes in the Earth's atmosphere and surface: weather and climate, landscapes and physical processes.
- *Human-physical interactions:* Developing an understanding of the interaction between people and the Earth's natural environment: land use, resources and change, environmental issues and sustainability.

People in Society:

- *Rules, rights and responsibilities in society:* Developing an understanding of individual and collective rights and responsibilities in a democratic society.

Enquiry:

- *Carrying out tasks:* Selecting relevant information and/or equipment: observe, measure, find, select, record. Processing information in a variety of ways. Evaluating the usefulness and reliability of information.

Science

Living things and the Processes of Life:

- *Variety and characteristic features:* Developing an understanding of the characteristic features of the main groups of plants and animals, including humans and microorganisms. The principles of genetics are also considered.
- *Interaction of living things with their environment:* Developing an understanding of the interdependence of living things with the environment. The conservation and care of living things are also considered.

Investigating:

- *Carrying out tasks:* Observing and measuring variables and recording findings in a variety of ways.

Technology

- *Resources and how they are managed:* Developing understanding about a range and differing types of resources, ways in which they can be managed and consequences of actions proposed and taken.

Skills - Designing and Making:

- *Carrying out tasks:* Developing ideas to address needs or problems and then creating solutions.

High Quality teaching

The teacher delivering the content plays a vital role in ensuring successful learning outcomes are achieved.

This is why every FSC Centre has taken great care in developing a qualified team of highly trained and CRB checked field teachers working full time, all year round.

Not only are they experts, they are gifted teachers with a real passion for the subject being taught. FSC field teachers are the reason why many schools return year after year.

FSC KINDROGAN

Located in rural Perthshire, at the edge of the Cairngorms National Park FSC Kindrogan is 11 miles from Pitlochry's mainline train station and close to the A9. The Centre itself is set in wooded grounds on the banks of the River Ardle and lies within easy reach of some of the most inspiring landforms in the Scottish Highlands and a rich range of wildlife habitats.



TO BOOK THIS COURSE, SIMPLY:

1. Choose the time of the year you would like to attend
2. Check [availability online](#) or contact FSC Kindrogan

Please visit

<http://www.field-studies-council.org/outdoorclassroom/scotland/primarycrosscurricular.aspx>
for alternative primary courses

The FSC prides itself on being flexible; the course content can be tailored to meet your needs. Alternatively, we can work with you to create a fully bespoke course to meet your exact requirements.

FSC offers a number of courses covering [cross curricular field trips](#), [cross curricular fieldwork](#), [primary cross curricular](#), as well as [biology fieldwork](#) and [geography fieldwork](#). Please visit our website for further information.