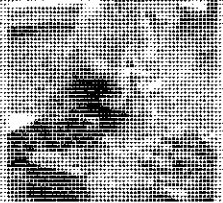




**Taking Risks
Outside the
Classroom?**



**Marla Smith – Sport, Outdoor Learning
and Adventure Services Manager
Chair – English Outdoor Council**




**The English Outdoor Council is
an umbrella body for
organisations involved in the
provision of outdoor education,
recreation and development
training.**




Our work involves:

- Lobbying for improved opportunities for young people
- Promoting the benefits of progressive outdoor learning
- Arguing for a balanced view of risk and benefit
- Encouraging high quality provision with proportionate safety assurances
- Maintain a future focus on behalf of the sector




**"If the next generation enter the workplace having
been protected form all risk they will not be so
much risk averse as completely risk naive"**

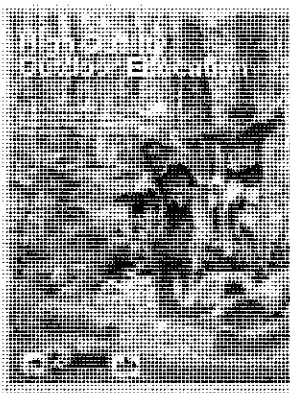
**Judith Hackitt, Chair of the Health and Safety Executive,
2008**



WHY OUTDOORS?


- It involves practical tasks in real world environments
- Realistic settings - Experiential Learning!
- It encourages active approaches - Physical skills, problem solving, other kinds of time
- It encourages personal responsibility
- Develops confidence and self-esteem
- Encourages team/partnership working
- Supports PE/PSHE
- Good decision making
- Leads to improved attainment
- Improves confidence and self-esteem
- Provides a platform for learning for sustainability
- Managing risk in real life settings







10 KEY REQUIREMENTS:

- ENGAGEMENT
- EXPERIENCE
- SOCIAL COMPETENCE
- ENVIRONMENTAL AWARENESS
- ACTIVITY SKILLS
- PERSONAL QUALITIES
- SKILLS
- HEALTHY RISK TAKING
- PERSONAL MOTIVATION
- SUSTAINED INTEREST
- QUALITY EXPERIENCE

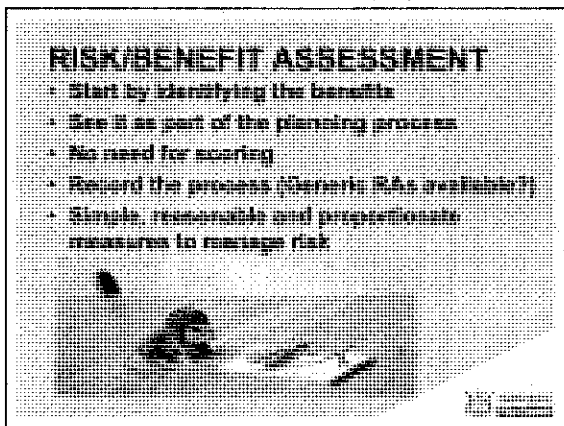


High Quality Practical Safety Education

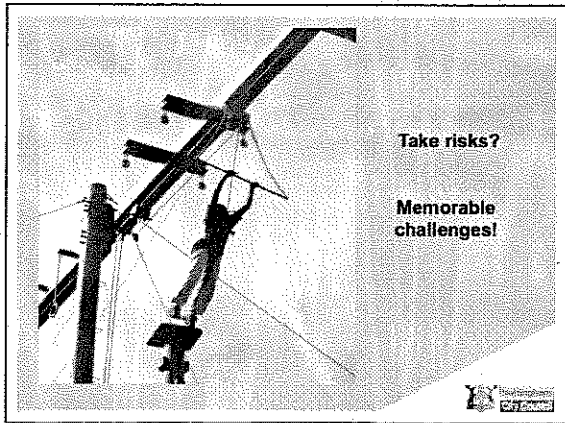
- Help children and young people develop risk competence appropriate for their age and developmental stage
- Use active, interactive and experiential learning in a variety of challenging but controlled environments
- Develop injury prevention knowledge, skills, perceptions and attitudes
- Encourage and support reflection on these attitudes
- Is quality assured against evidence-based standards
- Encourages personal responsibility for keeping themselves (and others) safe
- Is part of a wider strategy to prevent unintentional injury

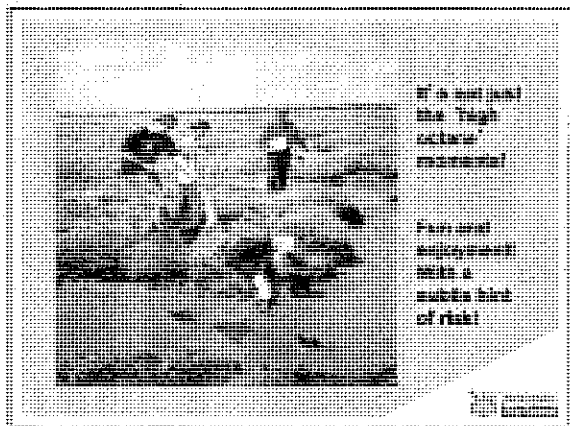

















PERSONAL LEARNING AND THINKING SKILLS

The framework comprises six groups of skills:

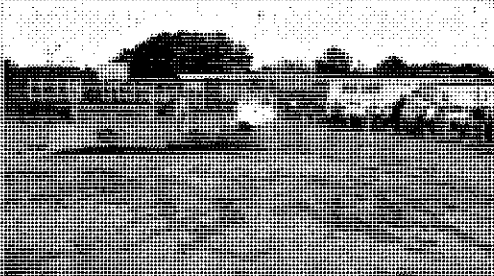

- independent learners
- creative thinkers
- reflective learners
- team workers
- self-managers
- reflective practitioners



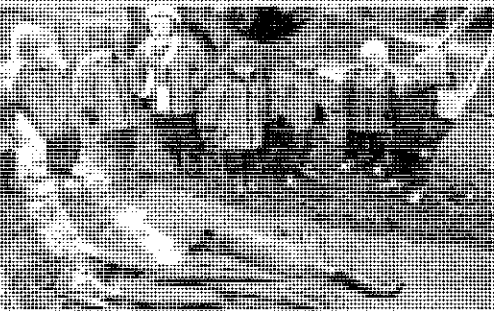

All part of developing resilience



Take risks with your curriculum

Take risks with subject matter

Taking risks through adventures on the school grounds.

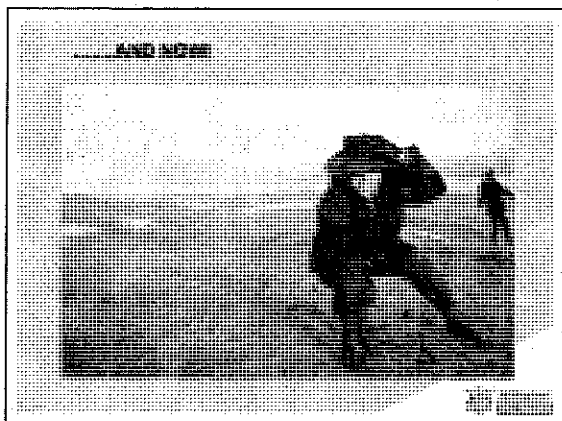
© 2000 National Aeronautics and Space Administration

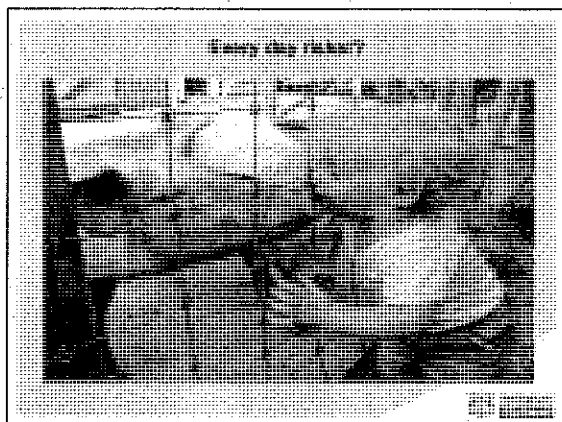
If you are not careful, if you take risks you may end up spending many years in learning.

© 2000 National Aeronautics and Space Administration

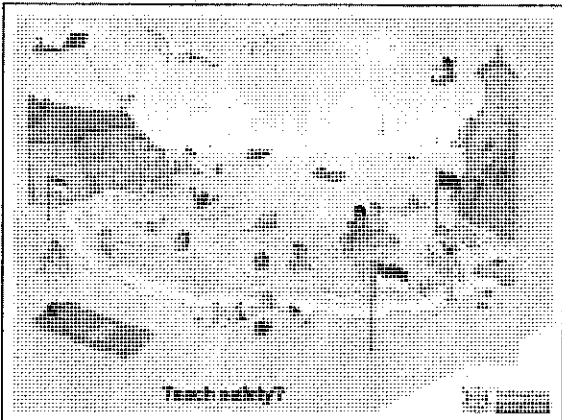
ONE GREAT & LOVELY DAY!

© 2000 National Aeronautics and Space Administration









Spotting the risks and giving advice

STAY SAFE

- You see a child or children being bullied. You can help by reporting it to a teacher or adult.
- You see someone taking their own life. You can help by reporting it to a teacher or adult.
- You see some friends bullying when a red flag is flying.
- You see some children riding on an off-road bike in the park.
- You see some people taking drugs in the park.

RISK

What are the risks of these activities? List them in the boxes below.

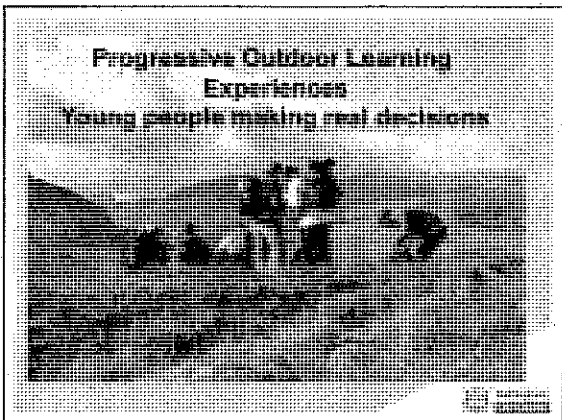
ADVICE

What advice can you give to help reduce the risks? List your advice in the boxes below.



Felling competent in risky situations

11/11/2012



Progressive Outdoor Learning Experiences
Young people making real decisions

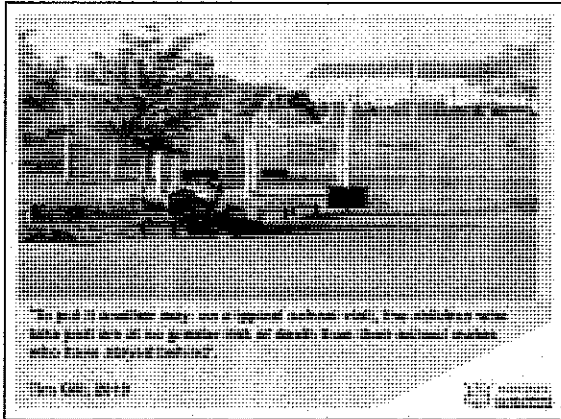
11/11/2012

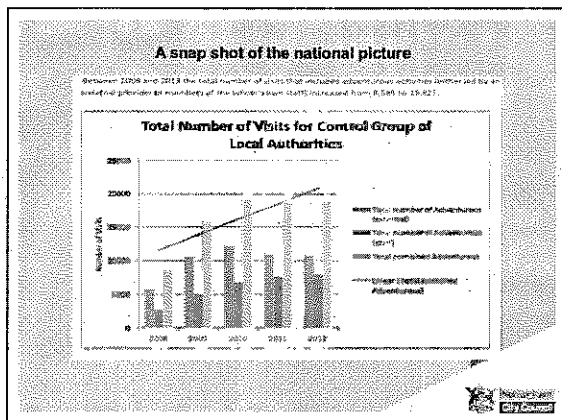


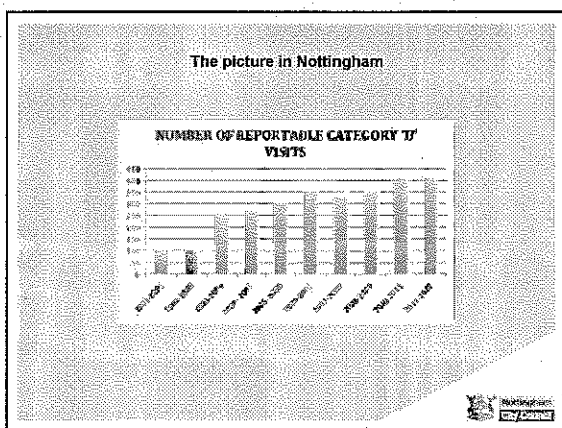
Danger: Booth was sent this photo of a pupil being helped to climb between two balconies

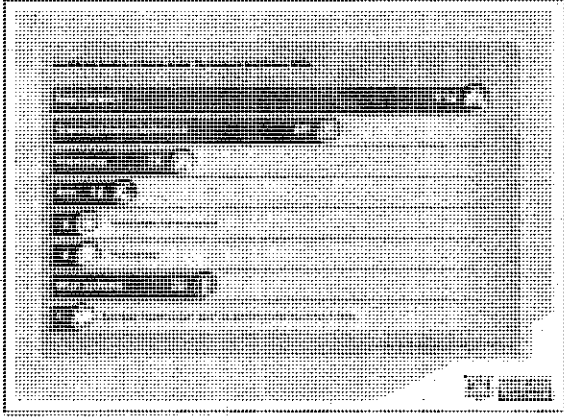
Cherie's stepmother in fury at pupil safety slip

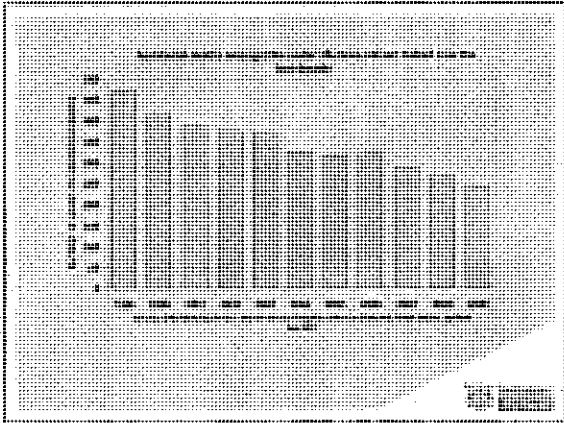
11/11/2012







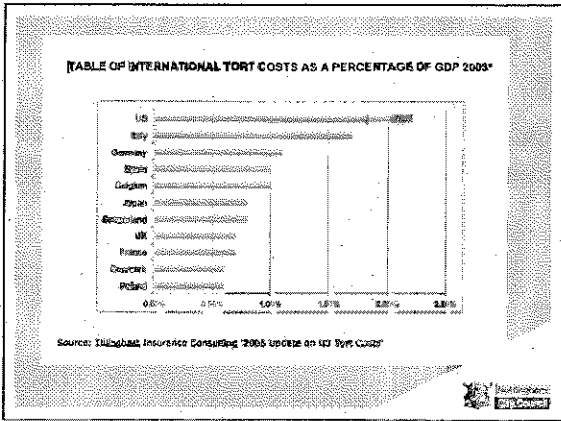


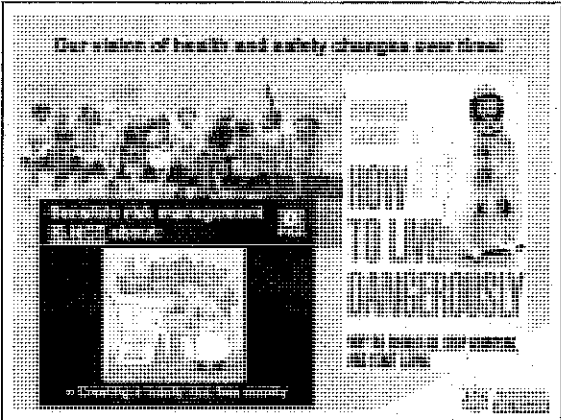


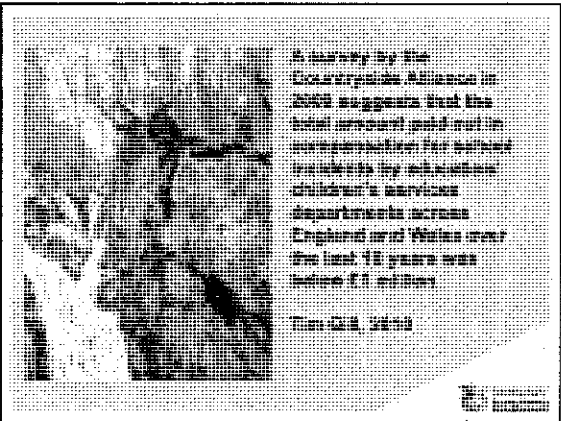
**The UNICEF Child Traffic Death League Table
- Excerpt**

	Deaths per 100,000 children
Sweden	2.5
UK	2.8
Italy	3.0
Netherlands	3.4
Germany	3.6
France	3.8
Denmark	4.0
Spain	4.3
Austria	4.0
Ireland	4.1
Finland	4.2
Belgium	4.3
Greece	4.7
Portugal	6.7

The table shows the annual number of deaths among children aged 0 to 14 caused by transport accidents during 1991-95, expressed per 100,000 children in the age group.







Lord Hoffman, 2002: "The question of what amounts to negligence as to all the circumstances of the case is answered simply upon necessity, as to the case of common law negligence and only the likelihood that someone may be injured and the seriousness of the injury which may result, but also the social value of the activity which gives rise to the risk of preventable accidents. These factors have to be balanced against each other."

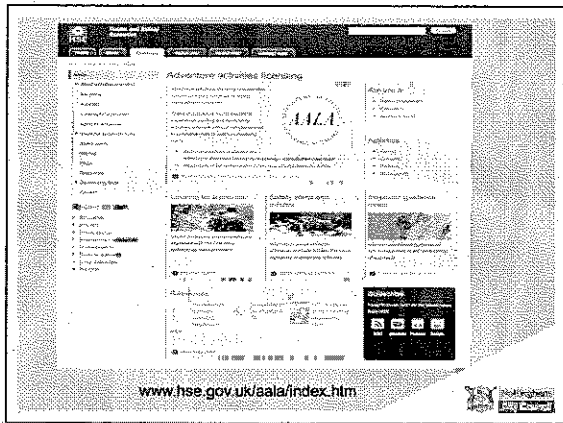
England v Cheshire Medical Centre [2002]

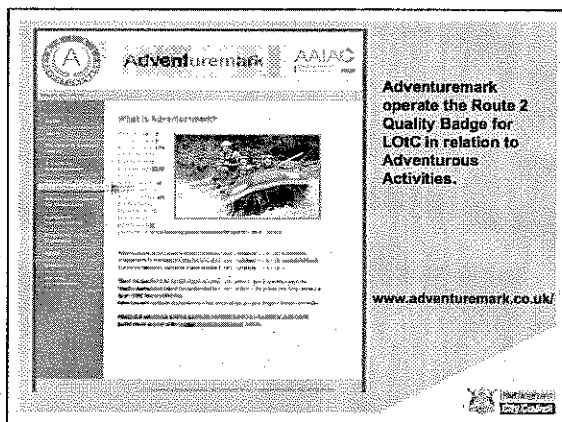
"As Lady Justice Hale indicated in the later case (2002), general safety risk assessments are probably more effective in relation to static situations or activities which are often repeated in a fairly routine way and they may be a less effective tool where a lot of variables come into play. There I am satisfied that there were a lot of variables and I do not find it to be a valid criticism that there was no formal risk assessment. It depends on the circumstances and the facts."

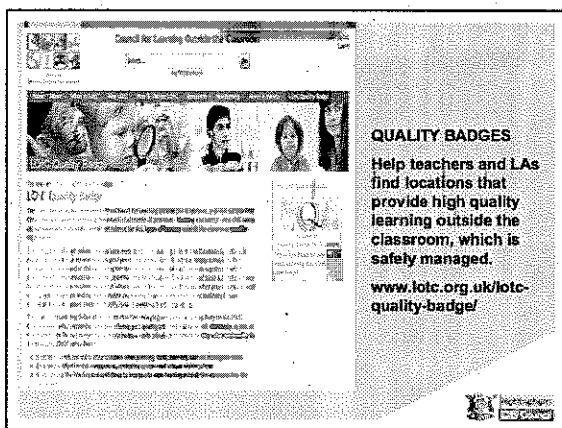
Managing the Risk

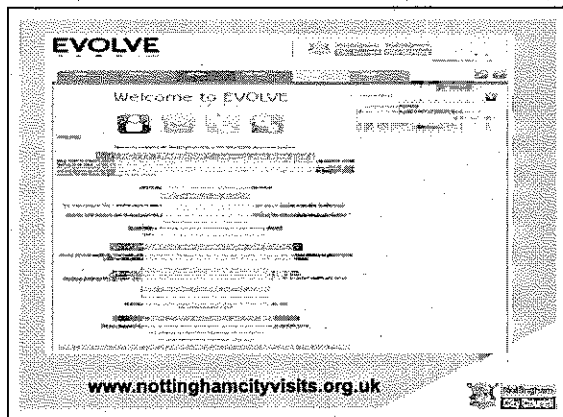
The collage features several logos and text elements:

- National Grid**: Logo with a stylized 'N' and 'G'.
- NUT**: Logo for the National Union of Teachers.
- HSE**: Health and Safety Executive logo.
- ATL**: Association of Teachers' Lecturers logo.
- BOREWERE EL**: A large graphic with the text 'BOREWERE EL' and an image of a landscape.
- http://oeapng.info/**: A URL at the bottom.
- Nottingham City Council**: Logo at the bottom right.

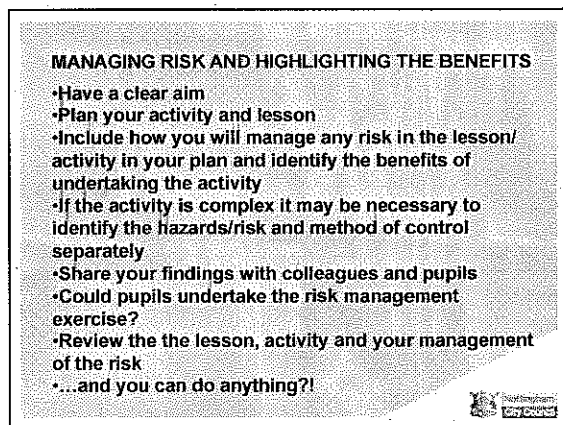


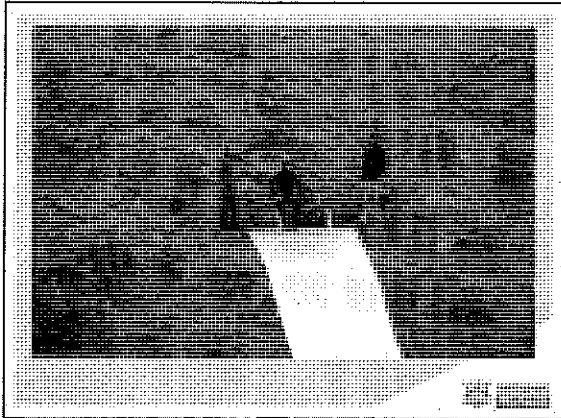












The future is bright!

- Progressive Outdoor and adventurous Activities in the PE Curriculum K52-d
- Outdoor learning threaded throughout the curriculum
- Positive references in PSHE
- National Citizens Service
- Pupil premium
- Primary PE premium

