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DOCUMENT Daily Programme
ISSUED 8 October 2026

DAILY PROGRAMME

Outdoor Education for Inclusive Learning

DURATION	DAILY SCHEDULE	LANGUAGE
5 days · 25 hours	09:30–15:00 Monday to Friday, with a break for lunch	English (B1+)
COURSE CENTRES Antalya · İstanbul · İzmir · Mersin · Budapest · Bremen · Rome Dates and cities of the scheduled sessions are listed on the course page.		GROUP SIZE Max 20 participants

Week at a glance

DAY 1	DAY 2	DAY 3	DAY 4	DAY 5
What the Trail Takes for Granted	Getting the Information Across (Representation)	Routes and Ways of Showing (Action & Expression)	Who Is Quietly Not Coping (Engagement)	The Limit Case, and What You Can Actually Change

Day by day

Day 1

What the Trail Takes for Granted

- **Opening and introductions:** each participant names one student they teach or take outdoors — no names used — who would find the next school trip hardest, and says why in one sentence. That sentence is the case they test their own designs against all week
- UDL Guidelines 3.0 (CAST, 2024): the three principles — Engagement, Representation, Action & Expression — and the shift that matters here, that barriers are described at individual, institutional and system level rather than located in the student
- **Straight outside:** the group audits the space it is standing in — not only the obvious physical questions of surface, gradient, shade and distance, but what the space also asks of attention, memory and communication. Where does an instruction stop being audible? What does a trail marker assume you can see, read, or already know?
- Each participant describes one outdoor session they already run and lists what it assumes: that you can walk it, see it, hear it over wind, read the sheet, hold three instructions in your head at once, ask for help in front of everyone, tolerate the heat, and own the kit
- **Output:** an audit of one real session, its assumptions sorted under the three principles

Day 2

Getting the Information Across (Representation)

- **Warm-up:** in pairs, one participant describes a route through the site using words alone — no pointing, no drawing, no walking it — while the other tries to follow it, then they swap. Single-channel instruction fails fast, which is the day's subject
- What happens to Perception, Language & Symbols and Building Knowledge (how students take in information and make sense of it) the moment you leave the room: instructions given once, while walking, into the wind; a worksheet in glare; a trail marked by colour alone; a new key term introduced outdoors where nobody can look it up
- **Rebuild:** each group takes one set of outdoor instructions from a member's own Day 1 audit and works out how the same content can arrive by more than one route at once — demonstrated, spoken, shown, mapped, or handed over as something to hold — choosing what that particular instruction needs rather than filling three boxes
- **Field test:** one group gives its instructions at distance and in wind, another follows them exactly as given. The gap between what was meant and what was done is the finding, and it is usually larger than anyone expects
- **Output:** one instruction set that survives being outdoors

Day 3

Routes and Ways of Showing (Action & Expression)

- Guideline 4, Interaction — the guideline about moving and taking part in a physical space, which outdoors is the whole problem: gradients, distance, rest points, and what happens when a group moves at the pace of its fastest member — plus what the guideline's second half asks: whether the aids and materials a student depends on actually work in wind, glare and on uneven ground
- Designing three genuine routes through one activity from a participant's own session: same task, same learning, three ways in — then the honest test of whether one of them is really a lesser version with a friendly name
- Expression & Communication and Strategy Development (how students show what they know and plan their work) outdoors: showing what you learned without a clipboard and a worksheet — a photograph, a recorded description, a collected specimen, a drawing, an explanation given to a partner who has to act on it
- **Run it:** groups take each other's activities and do them, including the routes they did not design and would not have chosen — and each designer checks the three routes against the student they described on Day 1
- **Output:** one outdoor activity with three routes, tested by people who did not write it

Day 4

Who Is Quietly Not Coping (Engagement)

- Welcoming Interests & Identities, Sustaining Effort & Persistence and Emotional Capacity (why students engage and keep going) — the day that gets skipped, because a student struggling outdoors often looks fine from a distance
- **The real list, built by the group:** fear of insects, dogs or water; heat and sun; the sensory load of wind and noise; a child who has never been in a forest; kit that costs money and quietly marks out who has it; clothing, modesty and body image on a hike; the student who cannot keep up and knows everyone can see it
- The identity dimension 3.0 added, used as intended — not a separate session about diversity, but a question asked of each of the three principles

- **Building the layer that sits before the trip:** choices that are real rather than cosmetic, roles someone can opt into rather than out of, a rest that isn't visibly a punishment, and what the school provides so that equipment is not a sorting mechanism
- **Drafting the note that goes home:** what the day involves, what is provided, what is genuinely optional, and who to tell about what — written so a family does not have to disclose anything private to get it right
- **Output:** an engagement plan for one participant's real trip, and the note that goes with it

Day 5

The Limit Case, and What You Can Actually Change

- **Cross-audit:** groups swap the activities they built and check them against a short list drawn from the three principles — not "is this nice" but "who is still doing a lesser version"
- **The limit case, worked honestly:** an outdoor activity that cannot be made accessible without becoming a different activity. The options are to redesign it, to replace it, or to run it and be explicit about who it leaves out — and why inventing a token role is the worst of the three
- Sorting the week's work by the three levels of barrier: what you can change alone in your own sessions, what needs one colleague or a department, and what only your leadership or local authority can change — surfacing, transport, funded equipment, staffing ratios
- **Writing the third pile up:** outdoors it is almost always physical or financial — a path surface, a minibus, a set of school-owned boots, a second adult. The request names one person, one thing, what it costs, which sessions it unlocks, and the work already done that needed none of it
- **Output:** the week's findings sorted into three piles, and a one-page request for the third, addressed to a named person
- **Closing:** certificates, course evaluation and event survey

PLEASE NOTE

Sessions run from 09:30 to 15:00, Monday to Friday, with a break for lunch. Timings can shift a little to suit the venue and the group.

Course activities and content may vary depending on participants' needs and the trainer leading the session; any changes are at the trainer's discretion. If there is a specific topic you would like included, please let us know — content-related requests must reach us at least 3 weeks before the course start date so we can confirm them in time.

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COURSE PAGE

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