



DAILY PROGRAMME

Outdoor Education: Reconnecting with Nature

DURATION 5 days · 25 hours	DAILY SCHEDULE 09:30–15:00 Monday to Friday, with a break for lunch	LANGUAGE 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 What Actually Gets Tired	DAY 2 Being Away, and the Two Kinds of Fascination	DAY 3 Extent, Compatibility, and the Thirty-Minute Problem	DAY 4 Running It When Conditions Are Against You	DAY 5 A Term of It, and What It Is Not a Fix For
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Day by day

Day 1

What Actually Gets Tired

- **Opening and introductions:** each participant describes the last time they took a class outside and what they told themselves it was for — the answers become the week's working material
- **Directed attention and why it runs down:** what a school morning actually depletes, and why "they just need fresh air" is a description rather than an explanation
- Attention Restoration Theory (Kaplan, 1995) and the four conditions it names: being away, fascination, extent, compatibility
- The evidence, with its limits, and what each study actually covers: Bell and colleagues' 2025 systematic review and meta-analysis (Journal of Environmental Psychology) on nature exposure and cognition — effects real but small and highly variable, clearest at around thirty minutes. Johnson and colleagues' 2021 replication, also about nature exposure rather than schools: nature on a screen did not reliably restore the executive-attention component it measured. Then Mann and colleagues' 2022 review (Frontiers in Public Health), the school-specific one: 147 studies of nature-based outdoor learning, reporting gains in engagement, social and collaborative skills and self-concept, with some evidence of academic improvement, and rating its own evidence base as generally moderate. What this rules out, and what it leaves standing

- **Outside for the first session:** the group walks the site and scores it against the four conditions, out loud, disagreeing where it disagrees
 - **Output:** a one-page statement of what outdoor learning can and cannot be claimed to do — written to be said to a colleague, not filed
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Day 2

Being Away, and the Two Kinds of Fascination

- **Warm-up:** "Away or not" — in pairs, each participant names the closest outdoor space to their own classroom and argues whether it clears "being away"; the disagreements set up the day
 - **"Being away":** what actually makes a space feel away from the demands of the day, and the honest question of whether the corner of the school car park qualifies
 - The distinction that does most of the work — soft fascination holds attention gently and leaves room to reflect; hard fascination seizes it and leaves none. Moving water, leaves, cloud, birds, a fire on one side; a competitive game, a loud instruction, a scavenger race against the clock, a phone on the other
 - **Sorting:** the group puts its own existing outdoor activities into the two piles. This is the uncomfortable part of the week — a good number of well-loved activities turn out to be hard fascination outdoors, which is to say indoor lessons held in a field
 - **Rebuild:** take one activity that failed the sort and redesign it soft, then run it
 - **Output:** your activities sorted, and one of them rebuilt and tested
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Day 3

Extent, Compatibility, and the Thirty-Minute Problem

- **Extent:** a restorative space has to be rich and coherent enough to hold attention once it has caught it — why a bare tarmac yard fails, and why a scruffy hedge line, a bit of rough ground or a single old tree can work better than a landscaped courtyard
 - **Compatibility:** the setting has to fit what the student is actually being asked to do. A clipboard worksheet is frequently incompatible with the place it is being carried through, and the session fails for that reason rather than for lack of enthusiasm
 - **The thirty-minute problem, put through actual arithmetic:** the evidence points at roughly half an hour in the space, a single period is forty-five to sixty minutes depending on the system, and the walk both ways, gathering the class, giving the instruction and getting everyone back before the bell all come out of that. What is actually available — a doubled period, tutor or form time, a fortnightly block, a closer part of the site than the one you had in mind, an agreement with the teacher either side of you
 - Participants map their own timetable from memory and find where the thirty minutes could genuinely come from, or establish honestly that it cannot and what the shorter version is worth
 - **Output:** one session that fits a real timetable, with the trade-off stated
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Day 4

Running It When Conditions Are Against You

- **Weather:** the contingency that keeps the outdoor content instead of cancelling it — how to move an activity, not abandon it, and which of the four conditions you are protecting when you do. The group does it for real: Day 2's rebuilt activity is taken back out in whatever Thursday's weather is, and moved rather than cancelled if it has to be
- **Managing a group outside:** giving instructions at distance and in wind (practised on the site), headcounts, boundaries, what happens when something goes wrong, and why a rushed, tightly-policed session destroys "being away" and "compatibility" before it starts

- Risk and permission in a form your own school's paperwork can absorb: the sheet a head teacher will actually sign, and the difference between a real hazard and an anxious one. Nothing needs bringing — this is worked from memory of how your own school does it
- **The sceptical colleague, rehearsed out loud:** the objection is almost always that it is a day off. Participants practise the two-minute answer using Monday's evidence statement, with an observer checking whether they overclaimed
- **Access, marked rather than taught:** outdoor sessions exclude quietly, and designing against that is a course of its own — Outdoor Education for Inclusive Learning; this one names the boundary instead of pretending to cover it
- **Output:** a risk and logistics sheet for one session, plus a rehearsed answer to the objection

Day 5

A Term of It, and What It Is Not a Fix For

- **Site audit sheets out again:** Day 1's scores laid beside the term's plan, to find the sessions heading for a space that scores badly on the condition they most depend on
- **Building the term:** which lessons go out, how often, and what the thirty-minute finding means for a calendar rather than a single afternoon
- **The limits, stated plainly:** attention restoration is not a behaviour intervention, not a mental-health treatment and not a substitute for teaching. The effects are real and small. Claims beyond that are the reason sceptical colleagues exist
- Where the resistance will actually come from, named in order: the lesson you already control needs nothing from anyone; the thirty-minute version needs the colleague whose lesson touches yours; and site access, supervision ratios or a gate that stays locked need a decision nobody in the room can make
- Turning the last of those into a timetable proposal rather than a complaint — one side of paper showing which weeks, which periods, and what it costs the people either side of you, because that is the form the answer has to take before anyone can say yes to it
- **Output:** a term's plan, and the one-page timetable proposal that goes with it
- **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.

ISSUED BY

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COURSE PAGE

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