



*Connecting People & People*

**LEARNING LANDSCAPE  
SYMPOSIUM 2015**

Kinvara, Co.Galway

27<sup>th</sup>-1<sup>st</sup> March, 2015

**FEEDBACK REPORT**

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## Introduction

The Burrenbeo Trust held its fourth Learning Landscape Symposium between 27<sup>th</sup> February-1<sup>st</sup> March, 2015. This year's *Learning Landscape Symposium* focused on the theme of *Connecting People with Place*. There was a strong emphasis on why this event is different to other outdoor education events – because the focus is on the place, on building pride of place, on building communities around their place and changing the focus of environmental education so it is not about solo learning but about group motivation and vision and the surrounding community.



This year's symposium featured keynote speakers, workshops and fieldtrips, and a motivation speaker. The symposium investigated ways to use local resources to make learning a richer, more exciting and rewarding educational experience, as well as ample opportunity to network with individuals that work in same sector. This year's Learning Landscape Symposium brought together place-based educators, environmental educators, heritage educators, academics, teachers, parents and people with an interest in place-based learning to meet likeminded individuals and to explore the concept of place-based learning a bit more. See Appendix 1 for the programme.

Based in Kinvara, Co. Galway, this event enabled delegates from across the country to have open engagement, exchange ideas and experiences, whilst hearing from some place-based educators in a relaxed atmosphere. Fieldtrips into the Burren, Ireland's ultimate outdoor classroom, provided additional inspiration to those who want to find new and innovative ways to engage with their place.

63 delegates registered (6 of whom cancelled on day due to sickness/personal issues), 3 came to a one-off workshop and 23 workshop leaders and coordinators attended the event. The opening evening started with some mini ice-breakers to get the delegates interacting. They were able to continue the conversation in the pub. The main Friday session started with the Trust Coordinator introducing the organisation, place-based learning and the event. This was followed by four 15-mins talks on *Advancing place-based learning*. Each session was followed by an open forum discussion to encourage an exchange of opinions and ideas.

The following day 2 x 2.5hour workshop sessions encouraged participants to expand their skills and enhance their observational work around their landscape by using as many senses as possible. The morning session was based in Kinvara village and largely indoors. These were complemented throughout the day with a sense of getting to know the local Kinvara environment – a trip to the local shop for lunch; the local community venues that gave



a feeling of being truly present in the location such as the local pub, the old garda station, the old courthouse and the old cinema . There were tea breaks and lunchtime venues, allowing the crowd plenty of time to get to know each other in a relaxed atmosphere. The afternoon session was split between Slieve Carron Nature Reserve and Garryland to allow for an outdoor place-based learning session. See Appendix 2 for the workshop leaders and Appendix 4 for the workshop abstracts.

That evening, the group met in Johnston’s hall for a ‘who’s who’ session. This allowed individuals to show off where they were from, what materials they had produced etc. This was



complemented by a pizza evening that was laid on by the Trust. This definitely encouraged more networking and continuing the conversation in a relaxed atmosphere. The evening ended with Ruairi McKiernan, a campaigner and motivation speaker giving a great rally cry on driving communities for a greater future.

The following day had another morning workshop, half in the field and half indoors. These then culminated with a review and reflect session to digest the weekend’s workshops and to feedback. For the final afternoon, delegates were invited on an optional walk with the Burrenbeo Trust and friends to view the place-based learning in the Burren in action.

The 2015 *Learning Landscape Symposium* was embraced by a group of positive and energetic delegates and workshop leaders. The Burrenbeo Trust is grateful to everyone that was involved and looks forward to hosting another place-based learning event next year.

## Speakers

On the evening of the 27<sup>th</sup> there was 25 minutes of ice-breakers, followed by a tea-break provided in Tullys Pub. This then lead into a short introduction to the organisation and the event followed by four 15-mins presentations on *Trends and Developments in Place-based Learning*. These are meant to get the mind flowing and thinking about place-based learning from different angles. On the evening of the 28<sup>th</sup> there was a talk by Ruairi McKiernan.

### **Declan Kelleher – *Place Based Education in Ireland's Curriculum*:**

- Maybe needs culture change among teachers.
- Declan asked the question what is PBL and whether it is included in primary education in Ireland.
- DK explained that the mission of primary education is to allow a child to reach their full potential and to develop skills and understanding in social interactions and critical thinking. At present the curriculum is broadly divided into Geography, History and Science. There is room for more local and place based learning in these subjects.
- Geography aims to provide children with direct experience to explain and learn in their locality.
- History – looking at how the past shapes the present and the lives of people in the locality
- Science – the interconnection with the local and wider world.
- However, for a number of reasons, particularly an over-crowded curriculum, PBL in not fulfilled in these subjects. Large class sizes and generalised text books are also factors that limit PB, Physical education, art and drama, while more emphasis is placed on numerical and literacy skills.

Recommendations highlighted by DK included:

- Improvements could come through further emphasis during teacher training and CPD.
- Stimulus and resources needed by teachers so they feel empowered.
- Don't be afraid of 'getting wet', work needed with parents.

- Use of resources in local areas
- Revising and rebalancing the curriculum
- Connecting Art, Drama & Landscape through sensory learning: sounds, sights, smells
- Currently revising the curriculum – includes new integrated language programme which has potential –focused on Wellbeing, Identity and Belonging, Communicating and Exploring and Thinking. (areas that can connect to PBL)

### **Greg Mannion – *Trends in Outdoor Learning and PBL in Scotland***

- Contrast but also supports Declan’s talk.
- Focused on changing school grounds in the late 90’s – making them more of an educational resource.
- ‘Outdoor Learning’ is part of education policy (features in Teacher Training Universities).
- 3 emphasis – Outdoor Learning, Environmental Education (Sustainability), Place/Community.
- Studies have been done to investigate –
  - Who Says it Works?
  - How do we do it?
  - What does it look like?/Where do they go?
  - What are the impacts?
- Need to look towards ‘a place responsive pedagogy’
- Play is key.

### **Stephen Mandal – *Stop for a CHAT: Engaging communities in heritage as a driver for tourism:***

- Stephen Mandal spoke about lifelong learning, taking a hands-on approach.
- Instead of bypassing heritage towns they should be ways to encourage people to get to know the place and for the community to work together on a cause.
- Roads – lose visitors but excavation happens as a result of development.
- Using the case study of Trim in Co. Meath as an example of a heritage project developed to clear up derelict areas to promote tourism and how the clean-up project provides an opportunity for PBL

- Trim is a cultural heritage amenity town, developed by the local community and drawing visitors off the motorway. Trim is well-known for its castle but the project to reinvigorate the derelict but archaeologically protected Black Friars field has become an archaeological field school attracting international students and engaging the local community.
- Providing an opportunity to experience not just observe archaeology.
- A community and a heritage project is largely sustained by visiting student archaeologists.

**Mary Hawkes Green – *Challenges of a learning business – Burren College of Art:***

- Mary Hawkes Greene spoke about the BCA as an enterprise using its place as inspiration. The historic tradition of 6<sup>th</sup> to 16<sup>th</sup> century Bardic and Brehon schools in the area, 19<sup>th</sup> century Botanists and archaeologists up to the 20<sup>th</sup> century artists, show the Burren has long been a learning landscape where people come for time, space and inspiration.
- MHG described how the site developed from a disused farm with a 16<sup>th</sup> century tower house into a 3<sup>rd</sup> level college offering degrees in fine art through vision and belief, building alliances. She said it was a combination of celebrating the impossible. BCA now has 14 employees and has a role in enhancing the local economy and social.
- Challenges include accessing funding and breaking away from traditional academia.
- Triumphs include breaking the mould, freedom and contributing to local culture and economy and providing an experience for those who come to BCA.
- The continued existence of this place is because of alliance with different places like the NUIG and American universities (an important influx replacing lost young generations in the rural village of Ballyvaughan).
- It is giving artists a voice in community issues.

**Ruairi McKiernan – *Building up Community Changemakers***

- Look after yourself – don't have a saviour/hero complex.
- Naomi Kline – The Shock Doctor...times of shock can lead to the right questions being asked.



- What does community mean?
- Magical social change can happen in the spaces in between.
- How to:
  - Listen - bear witness, find the need in the community.
  - Participation – manage egos.
  - Be radical – there aren't as many obstacles as their used to be.
  - Communication – key. Humility can do a disservice – tell people what you're doing.
  - Fun – it's not the misery of changing the world – but do acknowledge negatives.
- You are the hero in your own action movie....fear is the enemy. Master your own mind
- Remember nobody achieves on their own – work as a team.

## Workshops Feedback

There were three workshop sessions on the 27<sup>th</sup> and 28<sup>th</sup> February. Each session had 4 options of 2.5 hours each. Below are the main points of feedback from the workshops and are completely subjective to the recorders viewpoint – it may not cover everything. See Appendix 4 for the workshop abstracts and Appendix 5 for additional resources.

<p><b>Workshop Session 1</b> Saturday, 27<sup>th</sup> February, 9.30am-12pm, Kinvara</p>
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### **K1 Title: Engaging with Community Groups: planning for nature**

**Workshop Leader:** Janice Fuller & Elaine O'Riordan

**Recorder:** Elaine Williams    **Participants:** 14

#### **Lessons learned**

The main topics of discussion were:

- Changing attitudes in communities towards biodiversity
- Understanding a need for conservation and portraying that to the communities.
- Breaking down barriers to development
- Working with landowner constraints



- Working around the idea that biodiversity is an 'optional extra' and a 'luxury'. Breaking down these barriers and demonstrating that community development is at the core and is vital.
- Activity: we mapped a make-believe village from a description we were given. Then we received personality profiles and had to work together as a community to come up with a biodiversity plan that worked for us all. Idea being we could see different perspectives easily and had to compromise.

## **K2 Title: Inner Landscape ⇔ form & inform ⇔ Outer Landscapes**

**Workshop Leader:** Claire Byrne

**Recorder:** Siobhan Sloane     **Participants:** 16

### **Lessons learned:**

- Workshop began with everyone introducing themselves and saying why they chose workshop which was a good way to warm people up.
- Format of workshop was a handout, short videos to illustrate points, a story about a rat and a cat and looking at objects from nature such as leaves and shells through magnifying glass to change perspective.
- The concept was about switching on senses that have been switched off through traditional education and ways of knowing.
- Encouraging us to step back from what we think we know. Learn by experiencing rather than telling, reminding us that humans crave creativity. Could be useful for teachers working with children or adults to develop a sense of wonder.



## **K3 Title: Creative Ideas for Connecting with Nature**

**Workshop Leader:** Karen Webster

**Recorder:** Paula McHale & Kate Lavender

**Participants:** 20

### **Lessons learned**



Why might art be a useful tool to help engage children with the natural world?

What are challenges and benefits?

### **Benefits**

- ^ Nature art is natural to kids
- ^ Experience=Impact=Memory
- ^ Co-creation is the message
- ^ Use of senses to create art
- ^ Impermanent art mirrors nature
- ^ It's inclusive – children with special abilities
- ^ Fun!
- ^ Open to many curriculum strands
- ^ Ignites imagination
- ^ Hands on experience
- ^ Encourages creativity
- ^ Play
- ^ Holistic
- ^ Spirituality
- ^ Awareness
- ^ Visual
- ^ Active not passive
- ^ (Teaches) a connection to resources and how we use materials
- ^ Immersed in place / process
- ^ Individual or group possibilities
- ^ Calming
- ^ Rewarding - “feel good factor”
- ^ Inspiring
- ^ Consolidating learning in a tangible form

### **Challenges**

- ^ Time
- ^ Class size
- ^ Working with teachers – inconsistency
- ^ Not valued enough – could be used more in conjunction with other subjects / cross-curricular

- ^ Time (it takes) to plan
- ^ Weather
- ^ School's mindset – institutionalisation / control

She gave one example whereby it was a really wet day and the class couldn't play outside. What Karen did was bring a bit of the outdoors inside. She got a few leaves, slugs, etc. and brought them in and the children, using clay, made things, based on what was brought in to the classroom. One child, who was autistic, really bonded with a slug that had been brought inside.

We started off the morning by doing a few simple 'warmer uppers':

- We all stood in a circle, and as a way of introduction, Karen held a ball, said her name, what her job was and what she hoped to get from today. She then threw the ball to someone, and they continued with their brief introduction, before throwing the ball to another person.
- The Stick: Karen had a stick, but it wasn't a stick. We each had to hold to the stick and say what it was. Great fun. It was everything from a nose picker to a witches walking stick, a snake etc.

Outdoor activities:

- Sound mapping: Each person stood on their own, in the garden, listened to the sounds and represented where the sounds were on a piece of cardboard, in relation to themselves, in the middle of the cardboard.
- Working with clay: Each person took a lump of clay. Found a quiet place in the garden. Think about what creatures live in that quiet place. Make that creature and then leave the creature in the place. Lots of great ideas came out of this. Took lots of photos.

Karen's PowerPoint presentation:

- Tim Knowles idea of attaching a pen to a branch of a tree, and leaving it there – beside a canvas/paper and see what the tree draws.  
<http://www.timknowles.co.uk/work/treedrawings/tabid/265/default.aspx> This brings about a lot of questions for the pupils, what is the tree saying? Does a branch of a tree really move that much!
- Idea of Engagement: Placing mud on a tree and making a face of the tree. Can make a whole new character. Children love this and can become very attached to their tree. Great if you're working with a group of children over a whole week, they can really develop the character of the tree over the week and from there, develop a story. Leave the clay in place on the tree, develops lots of conversations, when people walk by. Even

to such an extent, that at the end of a week, some children love to show their trees to their family.

- Group discussion during the PowerPoint presentation. There was real interest from the group during Karen's presentation, lots of questions being asked, and everyone sharing their knowledge e.g. is the clay biodegradable (yes it was). Sand sculpting also proposed;
- Experimenting with natural materials: Use charcoal to draw, can also explain where it comes from. Another idea shared by the group – using flint and again explaining the history of fire etc.
- Bringing natural materials in to the classroom: Using sticks and twigs etc. to put on a sheet, make a nest. Didn't stick the things on the paper, but simply took photos of the finished product, before dismantling it – explain to children that not everything is forever! Take a picture instead.
- Using natural materials to paint: coffee, beetroot.
- Using earth pigments, e.g. iron – and can discuss where materials come from. This can also tie in with aboriginal cultures: art on walls etc. Mentioned Ulrike Arnold: <http://www.ulrikearnold.com/>
- Using soil to make paints.
- Life size drawings. Get all the children to lie on the ground, and using chalk draw around them. Then everyone paints it.
- Seed bombing: Placing seeds in clay and sowing them. Group questioned the use of the word "bombing" and suggested seed capsule instead.

Paper making demonstration:

Finished off the session by Karen demonstrating how to make paper by using a mix of leaves, and old shredded pages. Soak leaves for two or three days. Boil them. Place the leaves in a mixer, with water and liquidise them! Place in a vat of water, with a frame and a net.

SEE APPENDIX 5 FOR RESOURCES

**K4 Title: Digging Deeper; archaeology as a tool for engendering a love of learning and place within children.**

**Workshop Leader:** Stephen Mandal

**Recorder:** Áine Bird **Participants:** 16



**Lessons learned**

- Once we hit our teens we stop asking questions, answers get too complicated – always give space for/ encourage questioning.
- Hand out items to groups – what was it used for? What is it made from? How old is it? Encourage using all senses. Talk about Replica (made the same way as the original) or Copy (made to look like it) and actual artefacts.
- Now and then pictures of everyday items – have a few different tables set up and get groups to race to match past with present (toilet, bed, transport, food, weapons etc)
- Project using Vernacular Gates – covers variety of subjects – maps, science, art, history etc.
- Work with themes not necessarily time periods.
- Include downloaded videos, horrible histories (Indiana Jones day – collecting for posterity v's personal gain)
- Irish Culture of giving to museums – not the case everywhere.
- Make cardboard castles, have children plan/design their own defences

**Dig**

- Have groups in competition – keeps them quiet. They each prepare a site and then excavate another.
- Make sure all have something to do.
- Can start with a word/letter to give them the idea and how they need to take care as changes makes it meaningless.
- Different coloured sand makes it easier to see the site base.
- Bigger stones might be easier for smaller kids (less movement).
- Peat can work really well – more preserved objects as well. Could have highland at one side of dig and then peat at other end, trackways over the peat, tin foil for a lake, sacrifices.
- Can have dig with random artefacts specific to a time (eg. Titanic ticket, gold coins etc.) and have them create a timeline with items discovered.

## K5 Title: Forest Schools – learning by nature’s design

**Workshop Leader:** Ciara Hinksman

**Recorder:** Paula McHale and Kate Lavender

**Participants:** 24

### Lessons learned

- Move like an otter – as Ciara is secretly an otter as well as a person to get warmed up the group all imitated Ciara moving and acting like an otter. Game otter and fish – the group formed a circle with Ciara the otter in the centre. Ciara had a reel of string she used as her fish and this was placed on the ground in front of her. The rest of the group had to try and steal her fish. If Ciara the otter tagged them they had to go back to their place in the circle and start again.
- Nature name – the group is still in a circle and each person has to come up with their nature name, an animal beginning with the same first letter as their real name. Each person in the group has to introduce their nature name by saying ‘Hi, I’m Kate and really I’m a Koala’ (whilst doing the action of their chosen animal). The rest of the group then has to respond by saying ‘Hi Kate, you’re really a Koala (whilst doing the same animal actions).
- Asking permission to enter the woods – a suitable tree was found to repeat a short request to for permission to enter the woods for the day. Everyone has to then stop to hear the answer from the tree. If the tree says no then you need to ask again but in a different way.
- Setting the boundaries – when working in the woods Ciara recommended setting boundaries of how far the group can go when they are doing an activity. She handed out small pieces of red ribbon to the group and gave them a few instructions about how far out she would like the boundary to be – within sight/sound of the group leader. The group then had to spread out in different directions and tie their ribbon to a tree at a distance that they thought was suitable. The ribbons were then the boundary markers



for the day/session. Ciara also mentioned that with most groups of children she would mark the boundaries with the ribbon before the group arrived.

- Ciara handed out small slips of paper with the name of an animal or plant that by the end of the workshop we had to find out more about and report back on in the feedback circle. She gave the common name for it as well as the Irish and Latin.
- Hide and seek – hiding within the boundaries marked with the red ribbon. The seeker calls out ‘one, two, three where are you’, and all the hiders must call out ‘one, two, three, I’m here’. When a hider is found they must also turn into a seeker until the entire group has been found.
- Find a tree.
- Making things from nature – The group was asked to think about what creatures may live in the woods. Ciara demonstrated how to build little shelters for animals using two forked sticks and a long straight one to make the outline of a shelter, then to use smaller twigs to fill out the rest of the shelter, or to use some of the ground ivy to weave it around to make various other shelters that could hang off of trees. The ‘creations’ could then be left where they were as they would just naturally degrade anyway and most of them were well camouflaged and hard to spot as well.
- Walk like a fox – Ciara demonstrated how to move silently through the woods by pretending that you have eyes on your toes and you carefully use your foot to move any sticks, etc. out of the way before you put your weight on your foot. Everyone then had a go at walking silently like a fox through the woods.
- Deer ears – This activity involved making your ears into deer ears by cupping your hand around your ears to focus your hearing in a particular direction – you can also listen backwards if you move your cupped hands around your ears!
- Owl eyes – everyone has to pretend to be an owl. To get an idea of how well the owl can see you have to put your thumbs up at arm’s length in front of you then move your arms out to the sides until you can only just see your thumbs to give you an impression of the range of vision the owl has. Then keeping your arms straight move your arms in a circle where you can just see your thumbs. Then squat down so you are like an owl and remembering the range of vision an owl has try looking at the woods around you like an owl being aware of how far around you can see.
- Bird scenarios – Ciara outlined the 5 main different calls that birds make – 1. Baseline bird song. This is normal bird behaviour. 2. Juvenile begging. Speaks for itself. 3. Companion calling when out foraging. Birds cheep to each other to let them all know they are still there. 4. Male to male aggression. Two male birds competing for the girls. All the other birds are ignoring them and are making their baseline bird song. 5. Alarm

call. Birds can make different alarm calls to alert other birds to different dangers. Ciara demonstrated the different calls then split the group into smaller groups of about 3-5. Each group was then given a sheet with a different bird call scenario written on it that they had to act out to the other groups. The other groups had to decide what the acted out scenario was, e.g. you are all feeding happily (giving companion chirps) when a bird of prey flies overhead.

- Repeat the bird song – Ciara sang a bird song about a chickadee (what the Americans call the Long Tailed Tit), line by line which we repeated back. She also used a bird call like a crow to call the group back.
- Chasing without running – in a woods it's hard to safely play tag as the terrain is so uneven. Ciara demonstrated walking with your knees locked (so legs are completely straight) and arms out in front (like a zombie) which slows you down yet still allows for a great game of tag. Everyone in the circle had to look down at the ground then look up. Whoever you catch eyes with first is your partner and you have to take it in turns trying to catch each other by chasing without running. Once the first person has been caught they must turn around 3 times before they can try and catch their partner.
- Feedback circle – the usual sort of feedback. People can give feedback/info on the plant/animal they were given on the slip of paper at the beginning, etc.
- Thanking the woods for letting us use the space.

## **K6 Title: Rediscover a sense of wonder about nature: the art of mentoring**

**Workshop Leader:** Darach O Murchu

**Recorder:** Siobhan Sloane     **Participants:** 12

### **Lessons learned**

- Format of workshop was 5 tasks working in pairs with 5 minutes per person
- Warm-up – each person given an animal and then as introduction said their own name, why they chose workshop and acted out their animal while others guessed identity. Good way to introduce group
- Questioning: working in pairs wandering around the forest each person would have a stream of consciousness asking questions aloud of their surroundings and their partner would simply allow them to speak without responding.



- Find your tree: working in pairs one person was blindfolded and led to a tree and invited to get to know the tree by touch, smell, finding grooves and characteristics of the tree. Then led back to the group, having the blindfold removed and tasked with finding their tree. A good way to engage a lot of the senses.
- Scavenger hunt: nine items from nature such as leaves, berries, twigs shown to the group for 20 seconds and then in pairs finding the items.
- Silence: individually, sitting for a few moments with nature listening and observing. Sitting on sacks provided by leader.

## **KW7 Title: Take a Toddle on the Wild Side**

**Workshop Leader:** Una Halpin

**Recorder:** Elaine Williams **Participants:** 8



### **Lessons learned**

Buddy games included:

- Get a square mirror and find an overhead branch. Team up, have a buddy guide you whilst you put your chin to the mirror and follow the branch by only looking at the reflection in the mirror.
- Find a tree. Team up. Put on a blind fold, be guided to a tree. Go back to starting point. Take off the blind fold and find your tree.

Games as individuals:

- Go find your favourite place in the woods, have 5 mins there and then come back to the crowd and everyone goes on a tour to their favourite place and they explain why it is their favourite place.
- Listening to the trees with a stethoscope.
- Doing a bug hunt using trays.
- Make your favourite bug out of the materials you see in front of you (ie a leaf and some catkins for the legs).

## **K8 Title: Planning with(in) Place: how to plan for place responsive learning**

**Workshop Leader:** Greg Mannion

**Recorder:** Áine Bird **Participants:** 30

### **Lessons learned**

The workshop followed the model for planning proposed –



beginning with indoor background session, followed by field visit and then return for task/group visit planning.

Pre-field visit –

- Example of intergenerational project on drovers routes in Scotland – Stories in the Land, and the process of planning the project.
- Stories are co-created.
- Variety of factors to consider when planning an outdoor learning event/programme.
- Plans can be Place-ambivalent, Place-sensitive or Place-essential.
- Suggested planning model – scoping, collaborative planning, pre-visit classwork, class visit, post-visit classwork, record and assess and evaluate.

Field Visit –

- Be flexible, change plans according to conditions. Utilise group abilities/knowledge.

Post visit discussion –

- How rigorously should plans be adhered to or even put in place? Should visits aim to cover specific curriculum strands? Allowing space within plans. Including the students in the planning process (determine their interest/need).

SEE APPENDIX 5 FOR WORKSHOP RESOURCES.

**Session 3** Sunday, March 1<sup>st</sup>, 2015, 9.30am-12pm, various locations

### **K9 Title: Using Maps to Communicate**

**Workshop Leader:** Michele Castiaux

**Recorder:** Paula McHale      **Participants:** 13

#### **Lessons learned**

- Maps can be used in lessons about nature.
- Can use online maps.
- What type of maps? Physical maps, Political maps, Maps in our minds – the type of maps that we use all the time, getting from one place to another.
- Maps are everywhere



- Cartogram: maps based on different things e.g. population. Used the example of the European countries based on per capita:  
[http://en.wikipedia.org/wiki/Cartogram#mediaviewer/File:EU\\_net\\_budget\\_2007-2013\\_per\\_capita\\_cartogram.png](http://en.wikipedia.org/wiki/Cartogram#mediaviewer/File:EU_net_budget_2007-2013_per_capita_cartogram.png)
- Also mentioned Peter's projection.  
[http://en.wikipedia.org/wiki/Gall%E2%80%93Peters\\_projection](http://en.wikipedia.org/wiki/Gall%E2%80%93Peters_projection)
- The point being you can use maps to suit you and get your message across.

#### EXERCISE 1

- Michele had a variety of different maps: OSI maps, tourism maps, a book on old maps, etc. We discussed the maps in groups of three or four. We were all very impressed with one map in particular, a heritage map based on the geology of Ireland, representing the buildings in each region, which were built with local stone.
- Michele then showed us how she accesses maps on the internet. This started a discussion on different ways to obtain maps from the internet. Here is the list of sites:

Schoolnet

Osi.ie

Gsi.ie

Myplan.ie

- A few different sites that use maps:

Xcweather.co.uk

Met.ie

Magicseaweed.com – surfers' website

#### WHAT INFORMATION SHOULD BE ON A MAP

- North point
- Need to use a compass – a good exercise to do with children
- Scale
- Legend with symbols

#### EXERCISE 2: PRACTICE WITH MAPS



## **K11 Title: Incorporating Wild Foods into Your Work**

**Workshop Leader:** Oonagh O'Dwyer

**Recorder:** Elaine Williams & Siobhan Sloane

**Participants:** 18



### **Lessons learned**

- Foraging and wild foods has a great interest for people. Pulling that in with food, meant that the audience gets the chance to see what is there and how it is used.
- Bringing wild food foraging and the seaweed oven into the place-based programme could engage people with their environment. Considerations of seasonality, i.e. best times to gather plants. Outside of correct growing season. Considering the time of the year an indoor plant and seaweed identification workshop would be useful.
- In spite of the weather and that the event had to be cut, the facilitator had short interesting stories about seaweed and answering questions from the group about ways of using seaweed in cooking.

## **K12 Title: Áitbheo – Every Place is an Educational Tool**

**Workshop Leader:** Kate Lavender & Áine Bird

**Recorder:** As above **Participants:** 24

- Every place has huge potential, also great variety of online resources so anyone can learn about the place they're trying to connect people with.
- PBL looks at the whole place – built, natural and cultural heritage. Projects can be done within the wider community as well as formal education.
- Allows for intergenerational work and more conversation, engagement focused and long term rather than one off activities.
- Burrenbeo Community PBL includes – Burrenbeo Conservation Volunteers, Wild Child days, Hedge Schools and community heritage walks and talks.
- Also work with Primary Schools (Ecobeo), Secondary schools (Áitbheo) and teacher training.
- Programmes include classroom projects & activities, field trips, graduation and showcase (important to show off any projects you're involved with).
- Themes covered in programmes – Geology/Landscape, Biodiversity, Built Heritage, People of the Past and Culture. All interconnected.
- Geology/Landscape Activities
  - Timelines.

- 3km mapping activity – have students use a CD (roughly 3km radius) to circle where they live. List or circle the landscape elements they were and weren't aware of in their area, colour code.
- Biodiversity Activities
  - Habitat maps, nature tables, scavenger hunts, plant uses & folklore, debates, art, drama, writing, photography, nature games.
  - Find your mate – have animal picture pairs, each student shown one and then act out their animal and find the other student doing the same.
  - Owls and Crows – split group in 2, line up toe to toe and then take two steps back. One side is true and other is false. Call out statements related to biodiversity. If true, all have to make it to that side without getting tagged. If false must make it to false side. If tagged their out...eventually will have one against one.
  - Noses – have animal clues starting from obscure to more obvious. Read them out one at a time – if students think they know what it is they put their finger on their nose. See how many have figured it out by the end.
- Built Heritage
  - Attend local digs if possible.
  - Creative projects – models, characters, re-enactments.
  - Use National Monuments Service online map to find local built heritage.
- People of the Past
  - Stories can help people relate to their place – folklore, legends and more recent stories. Record local stories.
  - Why are some stories know and others forgotten?
  - Picture activity – get old photographs online, library or from the class. Have them look at the place then and now and find the changes and similarities. Speak to the people that live in and around the photo to find the stories of the place and the people of the area.
  - Other resources – Census, Griffiths valuations, Lewis' topographical dictionary – follow the stories of the people of the area.
- Culture
  - Find local poems, stories, music and song. Could repatriate old music or songs.
  - Use your landscape as a source of inspiration.
  - Schools Collection – find local stories and do a Chinese whispers activity to show how the stories can change...

- For all themes make use of the local knowledge and resources – ask/have a visit from geologist, archaeologist, storyteller, musician etc.

SEE APPENDIX 5 FOR RESOURCES

## Post-event Feedback

We received a good response to the 2015 event. We are grateful for both the positive response and the constructive criticism. Not everything could be put in this document due to space but rest assure all comments been considered in our recommendations going forward to future events. Below is a taster of some of the feedback.

Many thanks to you and your team, another great show. I really appreciate your hosting and welcome there. *Ciara Hinksman, Workshop Leader.*

Congratulations on organising a great event and continuing to be a leader of change makers. *Mary Hawkes Greene, Speaker.*

Thanks for your email. I had a wonderful time at the Symposium, thanks very much to you and your team for this fantastic, varied learning opportunity, set so charmingly in the Kinvara community. *Lorna Elms, delegate*

Thanks for having me. It was a fun and educational weekend all round. *Greg Mannion, Workshop Leader and Speaker*

I'm really inspired by the work that you are doing and will continue to support it in the future. *Ruairi McKiernan, Speaker*

I found the whole experience very invigorating and thoroughly enjoyable. Each of the speakers was exceptional and the workshops that I attended were very good too. As for your team, I have rarely been to a training - learning weekend which proves quite so positive and free thinking at the same time: by comparison to me, your colleagues (team) are all so young and yet, so very capable, competent and easy to listen to which is so important. Had I not been tuned into teaching or the environment, I feel sure that I would have been by the end of the weekend. Please convey both my thanks and congratulations to all for a great weekend - long may your worth-while work continue and I will certainly look forward to a visit in future times. *Jennifer Jean, Delegate*

## Acknowledgements

The Burrenbeo Trust would to thank everyone that made this a huge success. The workshop leaders and speakers for offering their time. The delegates for their enthusiasm and energy. The Heritage Council for supporting Heritage in Schools specialists to attend. And finally a thank you to the symposium volunteers Paula McHale, Siobhan Sloane and Elaine Williams for their help.

Thanks

*Brigid, Áine & Kate*

## APPENDIX 1 Programme 2015

### PROGRAMME

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#### Fri 27<sup>th</sup> February Discussion & Cross-pollination

4-6pm: *Registration* Burrenbeo Trust Office, Glebe Road, Kinvara

6.30-7pm *Mix Up & Melting Pot – icebreakers.* Led by Burrenbeo Trust  
(Johnston's Hall)

*Tea break provided in Tullys Pub*

7.30-9pm *Welcome* with Brigid Barry followed by  
*Talks: Trends & Developments*  
(Johnston's Hall / 15mins each with 5 mins Q&A)

Declan Kelleher *Place-based Education in Ireland's Curriculum*

Greg Mannion *Trends in Outdoor Learning & Place-based Ed in Scotland*

Stephen Mandal *Stop for a CHAT; engaging communities in heritage as a driver for tourism*

Mary Hawkes Greene *Challenges of a Learning Business*

*A Pub Gathering*

#### Sat 28<sup>th</sup> February Workshops Day 1

**Indoor workshops. Session 1. (9.30-12am) Kinvara**

**Coordinators: Áine Bird (ÁB), Brigid Barry (BB) Elaine Williams (EW), Kate Lavender (KL), Paula McHale (PM), Siobhan Sloane (SS)**

- K1: Janice Fuller & Elaine O’Riordan *Engaging with Community Groups: planning for nature*  
(Courthouse / EW)
- K2: Claire Byrne *Inner Landscapes <=>form & inform <=> Outer Landscapes*  
(Greene’s Pub / SS)
- K3: Karen Webster *Creative Ideas for Connecting with Nature*  
(Johnston’s Hall / PM & KL)
- K4: Stephen Mandal *Digging deeper; archaeology as a tool for engendering a love of*  
(Burrenbeo Trust / ÁB) *learning and place within children*

**12-1.15pm** *Meet & eat:* Lunch can be bought in the local shops.

Tea, coffee and space to convene will be available.

(Johnston’s Hall / KL)

**1.30pm** Car shares depart (BB)

**Outdoor workshops. Session 2. (2-4.30pm) Slieve Carron & Garryland**

- K5: Ciara Hinksman *Forest Schools - Learning by Nature’s Design*  
(Garryland / KL & PM)
- K6: Darach Ó Murchú *Rediscover a sense of wonder about nature: the art of mentoring*  
(Garryland / SS)
- K7: Una Halpin *Take a Toddle on the Wild Side*  
(Slieve Carron / EW)
- K8: Greg Mannion *Planning with(in) Place: how to plan for place-responsive*  
*learning* (Slieve Carron / ÁB)\*Meet at Johnston’s Hall at 1.30pm

4.30pm Car shares depart for Kinvara.

6.30-8pm A pizza evening with who’s who displays (bring any work materials you want to show off) followed by discussion led by **Ruairi McKiernan** on ***Why it’s not a good idea to fight with your Mother*** (both parental & Mother Earth!). You can bring your own food if you don’t like pizza. Pick up a drink from Tully’s Pub across the road. Tea & coffee will be available. (Johnston’s Hall)

*A Pub Gathering*

## Indoor workshops. Session 1. (9.30-12am) Kinvara

- K9: Michele Castiaux *Using Maps to Communicate*  
(Burrenbeo Trust / PM)
- K10: Jole Bortoli *In Between the Elements*  
(Lough Bunny / BB) \*Meet for carshare at 9am
- K11: Oonagh O'Dwyer *Incorporating Wild Foods into your Work*  
(Flaggy Shore / SS & EW) \*Meet for carshare at 9.15am
- K12: Kate Lavender & Áine Bird *Áitbheo – Every Place is an Educational Tool*  
(Johnston's Hall / KL & ÁB)

12-1pm *Meet & eat:* Lunch can be bought in the local shops.  
Tea, coffee and space to convene. (Johnston's Hall / KL & ÁB)

1pm-1.30pm Review & Reflect session (BB)

1.30pm Cars depart

2pm-4.30pm **Optional Walk in the Burren.** *Place-based Learning in Practice – Lough Avalla Loop Walk.* Led by archaeologist Rory O'Shaughnessy & Burrenbeo Trust. An opportunity to further cross-pollinate in possibly the Burren's most striking scenery. This is followed by optional tea and yummy cake the local farmhouse in lieu of donation so bring some pennies!

## APPENDIX 2 Workshop Leaders & Coordinators

### **BARRY, Brigid**

Brigid coordinates the Burrenbeo Trust. She works extensively in designing education programmes for place-based learners, educators, schools and higher institutions. Prior to Burrenbeo, she was the Biodiversity Officer for Co.Clare.

### **BIRD, Áine**

Áine is the Communications Officer for the Burrenbeo Trust. Among other things she coordinates the place-based education programmes that the Trust administers including a 20-week heritage course in primary schools and the 10-week place learning course with transition years. Prior to Burrenbeo she was an education officer in Glenveagh National Park.

**BORTOLI, Jole**

Jole Bortoli, is the director and founder of Art to Heart, an art organization that provides training and art courses in educational, community and art settings. Jole has extensive experience in working with children and with adults. She has designed training courses for adults and art programmes for children that focus on developing confidence when working creatively. She believes it is essential that the capacity for creative expression that exist in every person is fostered and nurtured.

Jole currently works in the Burren and Dublin. In Dublin she regularly works as artist-facilitator with the Ark, the cultural centre for children, with primary and post-primary schools and with the Sanctuary, a spirituality Centre in the heart of Dublin city. In the Burren, Co. Clare she runs workshops every fortnight and every summer she holds several weeks of training in her workshop. See: [www.arttoheart.ie](http://www.arttoheart.ie) for more information.

**BYRNE, Claire**

Claire is passionate about seeing life outside of our normal frames of reference. As a result of many diverse experiences, including spending four years on the high seas, she is interested in creating a space that allows for a shift in perspective. Her delight is to design workshops that help cut through the constraints of our conditioning and bring in some curiosity, sweet knowings on who and what we are, a bit of mind-expansion, and a dollop of awe and wonder. She has developed and delivered wake-up workshops in secondary schools, to youth groups and to adults, and has a background in psychology, ACT (action and commitment training), teaching, business, community development, facilitating and the great outdoors.

**CASTIAUX, Michele**

Originally from Belgium, Michèle Castiaux has been living in Ireland since 1999. She has masters in Geology and in Environmental Sciences & Management. Over the years, she has worked in the areas of wastewater treatment, ground water, quarries and redundant industrial sites. At present, she visits both primary schools (as a Heritage Specialist with the Heritage in Schools Scheme) and secondary schools, where she gives workshops on geology, mapping, environmental management, water conservation, energy conservation, biodiversity and finally carries out river studies with students. She is also a Council Member of the Irish Geological Association.

**FULLER, Janice**

Janice is consultant ecologist with extensive experience of botanical survey, ecological monitoring and assessment. She also has a background in community development, and has worked with community groups throughout the west of Ireland on a wide range of projects including the production of local biodiversity plans, developing interpretive signage and exploring nature through art.

**HALPIN, Una**

A geologist by training, Una has worked in the field of Environmental Education since 2004 including 3 years as a member of the education staff In Killarney National Park Education Centre and 5 years as Education Officer of Castlecomer Discovery Park. Una currently manages her own company Wildways Adventures specialising in programmes that get children and families outdoors, exploring and engaging with the natural world. Una runs schools workshops and teacher trainings on behalf of SEAI and Science Foundation Ireland, is a member of the Heritage in Schools panel and has also worked on educational programme development for other organisations.  
E-mail: [una@wildwaysadventures.ie](mailto:una@wildwaysadventures.ie) Website: [www.wildwaysadventures.ie](http://www.wildwaysadventures.ie)

**HAWKES-GREENE, Mary**

Mary is founder and president of the Burren College of Art. Established in 1994, the College offers an alternative

model of individually focussed place-based education, providing Time, Space and Inspiration in a remote and inspirational Burren setting. Mary is interested in the intersection of art and leadership and in the promotion of universal creativity.

**HINKSMAN, Ciara**

Ciara's environmental education company, Earth Force Education, will host its third Forest School Programme Leadership Training in March, 2015. She has been awarded Local Agenda 21 funding by five local authorities in 2015 to *Bring Back Outdoor Play*. She is an An Taisce Green Schools Biodiversity expert, a Heritage in Schools specialist for nature connection and sustainability and runs Forest School, nature and bushcraft camps for children and Continuous Professional Development. She was featured as part of the *RTE Goes Wild* series on Nationwide in 2013, see [www.vimeo.com/65611610](http://www.vimeo.com/65611610).

**KELLEHER, Declan**

Declan is the Deputy Chairperson for the National Council for Curriculum and Assessment and a Council Member of An Chomhairle Mhúinteoireachta. He is the former President of the Irish National Teachers' Organisation and the former Principal for Scoil Mhuire Náisiúnta, Corofin, Co.Clare.

**LAVENDER, Kate**

Kate is the Programmes Officer for Burrenbeo Trust. Among other things she coordinates the Burrenbeo Conservation Volunteers and the Burren Wild Child programme. Prior to Burrenbeo she was a geography teacher and an education officer with the Burren Outdoor Education Centre.

**MANDAL, Stephen**

Stephen is co-founder and CEO of the Irish Archaeology Field School, Cultural Tourism Ireland, Dig it Kids, and CRDS Archaeological and Historical Consultancy. He holds BA (mod) and PhD degrees in Geology (1991) and Geoarchaeology (1995) from Trinity College Dublin. Stephen undertook postgraduate research in archaeology at University College Dublin and joined the Irish Stone Axe Project as geoarchaeologist and Principal Investigator, and co-authored with Prof Gabriel Cooney the Project Monograph in 1998. He is External Examiner for Sligo Institute of Technology (2012-present) and has served as vice chairperson of the Royal Irish Academy Committee for Archaeology (2009-2014) and as a cultural heritage tourism expert on a panel for the European Commission DG Enterprise Project (2012-2013). Steve is a Heritage in Schools Expert and teaches in-school archaeology education programmes. He also runs hands-on educational camps, workshops and events for children and educators. He has lectured and published widely on geoarchaeology, archaeology, cultural heritage and heritage business development. Stephen is co-founder of the Blackfriary Community Heritage and Archaeology Project, and has presented academic and public talks on the project in Ireland and across the USA, including to the Smithsonian (Washington DC) and the Archaeological Institute of America (Boston). Steve is an expert guide and travel planner with Cultural Tourism Ireland and has led several special interest tours of Ireland's archaeological heritage. He is a professional member of the Institute of Archaeologists of Ireland, the Institute of Geologists of Ireland, the European Federation of Professional Geologists, and the Council for British Archaeology Implement Petrology Committee.

**MANNION, Greg**

Greg works as a senior lecturer in the School of Education, University of Stirling, Scotland. His research brings together theories of participation, place, nature and culture, to consider the way places beyond classrooms can be sites of learning. In recent projects, his research considers the role of outdoor spaces (natural areas, school

grounds, public places, gardens, greenspaces, and other community sites) in environmental and global education, education for sustainability, place-based education, and intergenerational learning.

Web: <http://www.stir.ac.uk/education/staff-directory/academic/greg-mannion/>

**MCHALE, Paula**

Paula fell in love with the Burren, fadó fadó, when doing her degree thesis among the Turloughs of the Burren. After getting side tracked in the world of publishing for a number of years, she is now happy-out working with Burren Farming for Conservation Programme as Programme Assistant. Paula is also studying towards a masters in Environmental Sustainability through University College Dublin. She recognises that the Burren is a special place capable of inspiring people to use their talents creatively and has thoroughly enjoyed participating in the Learning Landscape Symposium over the last few years.

**MCKIERNAN, Ruairí**

Ruairí is a multi-award winning social innovator, campaigner, writer, and Presidential appointee to Ireland's Council of State. He is a Fulbright scholar, the founder of the SpunOut.ie youth organisation, a co-founder of Uplift, and a board member of the Soar Foundation and Gaisce. [www.ruairimckiernan.com](http://www.ruairimckiernan.com)

**O' MURCHU, Darach**

Darach works in environmental, outdoor and nature education - as a *Leave No Trace* trainer, as an *International Mountain Leader* (providing mountain training, guided walks, treks and climbs) and as a teacher of wild food foraging courses. He is currently undergoing bushcraft and *Forest Schools* training to enable him to deliver holistic and experiential nature connection and education programmes to school children. His interests also include herbalism, permaculture, community, growing food and other "traditional" skills. He is chair of the *Leave No Trace Ireland* Education and Advisory group.

**O' DWYER, Oonagh**

Oonagh is an organic horticulture tutor, with a passion for good food. She guides on various aspects of wild foods including many edible types of seaweed, wild herbs, roots, flowers, fruits and nuts and she shows you how to identify plants and forage sustainably. Wild Food is seasonal, local, nutritious and free, and Oonagh is passionate about educating this to others. Growing up in the Galtee Mountains, an avid forager since childhood, going on to study organic horticulture at an T-ionad Glás, Organic College, Dromcollogher, Co.Limerick. Tutored for CLDC for 4 years and went on to set up Wildkitchen.ie in 2013. Joined the Burren-Eco-tourism network in and is actively involved in the activity/adventure trail, Burren Food trail, sustainable travel and energy group and the conservation and advocacy group, planning lots of interesting events through-out the year.

**O' RIORDAN, Elaine**

Elaine has managed the Galway County Biodiversity project for several years. Over that time she has worked with many local communities, schools and organisations on a range of biodiversity related projects including awareness events, practical conservation projects and the preparation of local biodiversity plans.

**O'SHAUGHNESSY, Rory**

Rory is an archaeologist and a stone mason. He is a member of the national Heritage in Schools panel. Rory is very passionate about the Burren and its built heritage.

**SLOANE, Siobhan**

Siobhán has a particular interest in cultural landscape and biodiversity. She is interested in exploring the curative properties of time spent in nature. Siobhán Sloane has a BA in Heritage Studies from GMIT and is currently undertaking further study in the area of landscape, people and wild and local food. Siobhán is a qualified Hatha yoga instructor and enjoys spending time out and about walking on beaches and quiet country roads. She is intrigued by how the Burren landscape has been formed through a combination of geological and human activity and views this as an acknowledgment of the interconnected essence of all things.

**WEBSTER, Karen**

Karen is a ceramicist and arts facilitator, who has worked for many years designing and delivering art projects for schools and a wide range of groups in the community. She works mainly in the field of arts in education and is just completing a research study into the role of art in engaging children with environmental education. As well as delivering her own educational school programmes such as 'Art and Biodiversity', she also works on the 'Artist in Schools' programme for Leitrim and Roscommon County Councils, and 'Primary Colours' - an arts programme for national schools for Sligo Arts Service. Karen is a tutor on the Arts and Group Facilitation course at the Crawford College of Art and Design, Cork and delivers training for youth workers, teachers and student teachers nationwide.

**WILLIAMS, Elaine**

Elaine has a masters in Environment, Society and Development. Whereby, her thesis examined how individual and collective wellbeing can be impacted upon within a particular built environment - an Irish Ghost Estate. Following this, Elaine worked in the Discipline of Geography as a Teaching Assistant and Guest Lecturer (2012-2014), focusing heavily on wellbeing research and working closely on many undergraduate courses and indeed the MA in ESD, leading a research group in Bosnia and Herzegovina. In February 2014, she became the Coordinator of ChangeX Burren, a project which aims to provide the community with the tools and opportunities to bring about positive change in their lives and enhance their own wellbeing. For more information check out [www.changex.org](http://www.changex.org).

## APPENDIX 3 Delegate Biographies

**Bell, Lucy**

Lucy is an organic horticulturalist and co-creator of GROWing Gardens, a Kildare based organisation working in organic horticulture, community gardens, local food projects and living willow sculptures. Lucy has over nine years working in environmental education, working for SEAI's education department, as a Heritage in Schools specialist with The Heritage Council, setting up school gardens, and she also co-wrote the publication 'The Year Organic School Garden'; and has just finished her training as a Forest School. [www.growinggardens.ie](http://www.growinggardens.ie) EMAIL: [growinggardens@gmail.com](mailto:growinggardens@gmail.com)

**Bingham, Ann**

Ann has a background in Archaeology and Palaeoecology. Her interest in the natural environment and place-based learning has developed from her work as a visitor guide with the National Parks and Wildlife Service in the Burren National Park. EMAIL: [bingham.ann@gmail.com](mailto:bingham.ann@gmail.com)

**Burke, Flor**

Flor helps manage Crannog Eco-Farm which is a unique landscape situated beside a local magical river, between two ancient woodlands 6 miles east of Gort. EMAIL: [crann.og.gort@gmail.com](mailto:crann.og.gort@gmail.com)

**Cahn, Suzie**

Suzie has extensive experience as an educator and community innovator. She says that she was lucky, in an increasingly urban world, to have been able to develop a deep connection with nature starting with her frequently unstructured natural childhood by the sea in Northern Ireland, and continued in the Wicklow countryside as an adult. In addition, as a teen, she was exposed to Steiner based community living through a strong family connection with the Camphill movement. (Her Grandmother was a founding parent of Camphill in Ireland). Without knowing it at the time, she experienced bio-dynamic agriculture, eco-building and intentional communities and working with the natural landscape. She is a mother, Permaculture Designer and Educator, an Artist and a Art Therapist who is evolving into an Eco/Nature Therapist. Suzie says her passion is reconnecting adults, young people, families and children to the learning, healing and creativity found in both nature and art while helping people to work together to make communities resilient, and nature protected. [www.carraigdulra.ie/about](http://www.carraigdulra.ie/about) EMAIL: [suzie@dulra.org](mailto:suzie@dulra.org)

**Caldwell, Sonia**

Sonia is an individual arts facilitator who is on the heritage for schools scheme. She currently works in this area particularly with an interest in crafts , and especially in crafts that are made from materials found outside , including rope making , weaving , baskets , paper making , rush work etc. She also has a general interest in the uses of all our wild plants and how to transfer this knowledge to children through education. EMAIL: [soniacaldwell@eircom.net](mailto:soniacaldwell@eircom.net)

**Connor, Niamh**

Niamh is the Director of Rath Niamh, an outdoor education facility in North West Roscommon. At Rath Niamh, they focus on all aspects of Irish Heritage, past, present, built and natural. EMAIL: [rathniamh@gmail.com](mailto:rathniamh@gmail.com)

**Cunningham, Terry**

Terry spent over thirty years working in Rural Development with various Irish official agencies, plus three year's development work in East Africa in the 1980's. At present Terry runs a small Guiding and Educational business – Backs to the Wall Tours –from the walled town of Fethard , beside Slievenamon mountain in south Tipperary and is also a Heritage Expert in the Heritage Council's 'Heritage in Schools Scheme'. EMAIL: [terry@foodinseason.ie](mailto:terry@foodinseason.ie)

**Curley, Martin**

Martin is working with Transition Years and senior classes in National Schools with several IT based projects including enabling students to create their own heritage trails around their local townlands and also create a family history. These have been received very well by schools and students. He is a native of Skehana, Co Galway and has returned to the area after a number of years away. EMAIL: [martincurley@gmail.com](mailto:martincurley@gmail.com)

**Daly, Paddy**

Paddy is a parent of 4 kids; 2 teenagers & 2 tots! Concerned about the future of the planet and also of the impact of technology on young people's lives/all our lives. Young people spending more and more time with curtains pulled because natural light of sun is bad for screen viewing. Paddy is like a magpie for ideas to entice people out of doors to explore the real world all about. EMAIL: [paddyaoife@yahoo.com](mailto:paddyaoife@yahoo.com)

**D'Arcy, Gordon**

Gordon D'Arcy is an environmentalist, artist and author. He has written and illustrated many books on different aspects of the natural world and exhibited paintings in several countries. Much of his environmental work is in the field of education. A founder member of the Heritage in Schools Scheme he visits many national schools every year, teaching nature awareness through art and field trips. He runs and is involved in regular teachers courses on the theme of the environment and teaches in the Burren College of Art and part time in NUIG. EMAIL: [gordydarcy@gmail.com](mailto:gordydarcy@gmail.com)

**Dawson, Sarah**

Sarah is a home educator, artist, naturalist and recently qualified Forest School Leader. She is passionate about spending time in our miraculous natural world and longs to share that passion with others. EMAIL:

[salapalla@gmail.com](mailto:salapalla@gmail.com)

**De Las Casas, Tara**

Tara has been working with Transition Town Kinsale for many years on various projects including environmental education program in schools. She has recently completed the forest school training and aims to work more in that area. She is also an artist and loves creating/engaging with environmental/community art. EMAIL:

[taradlc@hotmail.com](mailto:taradlc@hotmail.com)

**Dungan, Jennifer**

Areas of interest and work for Jennifer include primary school education, forest schools, food including foraging, cooking and growing it, sustainable living skills, co-operatives especially co-operative housing and sharing this amazing world with wonderful people. EMAIL: [jdungan98@yahoo.com](mailto:jdungan98@yahoo.com)

**Edler-Burke, Marion**

Marion manages Crannog ecofarm, grows most of the organic food for the kitchen table and teaches yoga and meditation in conjunction with environmental awareness. EMAIL: [cranng.gort@gmail.com](mailto:cranng.gort@gmail.com)

**Elms, Lorna**

Lorna has worked in the Education & Outreach Department of the National Museum of Ireland - Country Life since 2003. She is interested and reasonably knowledgeable about wildflowers and trees: identification, uses and folklore. She generally develops and delivers those activities that utilise the grounds of Turlough Park where the museum is located. She hopes that the symposium will inspire and assist her in the development of interactive nature/landscape/environment activities for all ages. EMAIL: [lelms@museum.ie](mailto:lelms@museum.ie)

**Estall, Jordan**

Jordan is an Art Director, artist and 'builder of anything'; especially loving wood, a Tai Chi teacher and Martial Artist. He is an adventurer, a questioner and dreamer.

**Flaherty, Margaret**

Margaret is a heritage specialist with the Heritage in Schools Scheme with an interest in all aspects of Ireland's biodiversity. She previously worked for many years as an education officer and guide with the National Parks & Wildlife Service, but is now undertaking a PhD, investigating the spread of the non-native and invasive grey squirrel in Ireland, with particular emphasis on the Shannon region. EMAIL: [magsflaherty@gmail.com](mailto:magsflaherty@gmail.com)

**Flanagan, Sheila**

Sheila is an Artist/Sculptor with a passion for environment. She is also a community artist who organises different projects within the community. She is interested in participating to gain more knowledge for possible future eco/art courses/projects I may be involved in/organising in East Galway. She would also like to encourage landscape awareness in the locality where she lives. She just wants to learn more and possibly share what she learns in the future. EMAIL: [sheflan@hotmail.com](mailto:sheflan@hotmail.com)

**Foley, Laura**

Laura has a guided walks business on the Loop Head Peninsula called The Long Way Round. She started the business 3 years ago and in that time she has developed 3 walks. She researched the history, the nature and folklore of the routes and knitted them together into a story that narrates the 2 hour coastal routes. She decided to join the symposium because she has noticed people want something even deeper on the walks. She wants to be better able to help people connect with the landscape in more dynamic and innovative ways. EMAIL: [info@thelongwayround.ie](mailto:info@thelongwayround.ie)

**Gray, Shonagh**

Shonagh is Scottish girl who fell in love with Ireland 15 years ago and have ever since been exploring her landscape, national parks and lakes. She works in Killarney National Park Education Centre, Kerry and is always looking for new ways to engage young people about the environment around them. EMAIL: [shonaghgray@hotmail.com](mailto:shonaghgray@hotmail.com)

**Harrold, Kate**

Kate is the manager of Lough Gur Heritage Centre & Development Group. This is a non profit organisation dedicated to the promotion of archaeology, history and environment within the surrounding area. EMAIL: [kate@loughgur.com](mailto:kate@loughgur.com)

**Healy, Shailagh**

An arborculturalist by trade, Shailagh comes from a long and varied background of working with trees from silviculture to orchards to tree surgery to consulting. One of her involvements at present is working under the Sligo Tidy Towns umbrella hosting a Woodland Wonders educational project for national Schools. She also offers foraging woodland guided tours to the public. EMAIL: [shailaghwhitethorn@yahoo.ca](mailto:shailaghwhitethorn@yahoo.ca)

**Ingham, Sarah**

Sarah is currently working as a Project Ecologist for a small (but very busy) environmental consultancy firm in Ennis. Her primary role within the business is to manage ecological monitoring projects for large and small scale infrastructural developments (mainly wind farms) throughout Ireland. While this work is essential and worthwhile from an environmental protection perspective, another huge passion of mine is working with people to inspire and educate them about the natural world. Her aim for this year is to move back to her home town of Westport, Co. Mayo and set herself up in a capacity which encompasses ecological consultancy, environmental education and local community development. She is sure the weekend will inspire her to move forward with her plans while also making some valuable contacts. EMAIL: [inghams@tcd.ie](mailto:inghams@tcd.ie)

**Jones, Calvin**

Calvin is a freelance writer and Founder of Ireland's Wildlife ([www.irelandswildlife.com](http://www.irelandswildlife.com)) -- an online portal that encourages people to get closer to the wild side of Ireland. Calvin also runs Discover Wildlife Experiences on the West Cork coast, and is a Heritage Specialist on the Heritage in Schools scheme. He has a lifelong passion with all things wild, and loves sharing that passion for the natural world with others. EMAIL: [calvin@irelandswildlife.com](mailto:calvin@irelandswildlife.com)

**Keegan, Dolores**

Dolores is the environmental education co-ordinator in Brigits Garden, Co. Galway and is a Heritage in Schools specialist. She also teaches organic gardening courses to adults and children. EMAIL: [dolores1@eircom.net](mailto:dolores1@eircom.net)

**Kelleher, Jane**

Jane is a secondary school science and maths teacher so feels that this course will be useful for her in the classroom. She also worked for three years on the Green-Schools Programme with An Taisce and have a background in Marine Biology. Overall she has a keen interest in the environment and environmental education. EMAIL: [janekeleher@gmail.com](mailto:janekeleher@gmail.com)

**Kennedy, Aengus**

Aengus has a nature education business called NatureNorthWest. The business is less than a year old and specialises in schools nature education. Through NatureNorthwest Aengus also deliver a range of walks and talks on all things nature linked in the Northwest region. He has worked with children in the outdoors for over twenty years. EMAIL: [naturenthwest@gmail.com](mailto:naturenthwest@gmail.com)

**Keogh, Deirdre**

Deirdre works with the Heritage in Schools scheme working with children establishing and maintaining different types of gardens in Primary schools. The emphasis is on food production and encouraging biodiversity through cultivation methods and choice of plants. EMAIL: [droimsi@indigo.ie](mailto:droimsi@indigo.ie)

**Kinsella, Angie**

Angie is currently working with transition year students in school to demonstrate sustainability through practical ways. Her passion is connecting youth to nature, allowing them to explore how connected we are. EMAIL: [angiekinsella@gmail.com](mailto:angiekinsella@gmail.com)

**Lenahan, Sallyann**

Sally Ann trained as a horticulturist and has a background in tourism. She is the wildlife gardening specialist for

Ireland's Wildlife and works with pre-school children in West Cork, where she is a staunch advocate of outdoor and place-based learning for children of all ages. Sally Ann loves long walks on the beach with her family and friends.

**Long, Sheila**

Sheila lectures in early childhood and social studies and is interested in bringing her learning back to her students to exchange ideas on how the youngest citizens engage with the local environments. EMAIL: [sheila.long@itcarlow.ie](mailto:sheila.long@itcarlow.ie)

**Lynch, Tony**

Anthony is a retired teacher with an interest in medieval history and archaeology. As he explored the countryside over the years he has picked up a working knowledge of plants and trees which he hopes to add to for a while yet.

EMAIL: [lynch.anthony.1@gmail.com](mailto:lynch.anthony.1@gmail.com)

**Macdonald, Jennifer**

Jennifer provides children with practical information about the environment, encourages and shows children how to use their garden areas to grow wild plants, herbs, flowers and vegetables and how to make compost. She takes the children on guided field trips to local area of environmental interest and assists schools in any Green Flag initiatives.

She is an experienced organic gardener and teaches through the Heritage in Schools programme. EMAIL:

[jenniema2000@gmail.com](mailto:jenniema2000@gmail.com)

**Maher, Tomás**

Tomás does occasional work with Heritage in Schools, bringing kids on walks in their local environment. He also does heritage walks for South Dublin Libraries. Lived in Conamara for a year some 40 years ago. I am fluent in Irish and admire the work of Tim Robinson. EMAIL: [tomaher@live.ie](mailto:tomaher@live.ie)

**Mason, Jessica**

Jessica is an environmental scientist who has been working free-lance in environmental education for over ten years.

She is registered as a Heritage Expert and works for organisations such as Coomhola Salmon Trust, Cork

Environmental Forum and Cork County Council. I am keen to come and be inspired, share ideas and explore the

Burren! EMAIL: [jessica.planet@gmail.com](mailto:jessica.planet@gmail.com)

**McCabe, Kathryn**

Kathryn is a Social Ecologist who works as a designer and facilitator of workshops that focus on transformational change of self and society. Themes include Deep Ecology, Rites of Passage, communication and conflict. EMAIL:

[kathrynmccabe@yahoo.com](mailto:kathrynmccabe@yahoo.com)

**McDonald, Rosemarie**

Rosemarie is currently working in Dublin Zoo as an Education Officer. She has previously worked in both Ballycroy National Park and Wicklow Mountains National Park as an Education Guide. She is attending the symposium to learn

new ideas and skills that she can bring back to Dublin Zoo. EMAIL: [mcdonar@gmail.com](mailto:mcdonar@gmail.com)

**McGauran, Marie**

Marie, a local guide lives in the heart of the Burren. She has a degree in Heritage and a deep passion for what she calls Wilderness Therapy. As manager of Burren Experience Guided Walks, Marie has a particular interest in promoting

local tourism in her home land with emphasis on conservation and the natural history of the Burren. She is currently

a Heritage Specialist with the Heritage in Schools Scheme and loves bringing children outdoors to experience the

wonders of nature first hand. EMAIL: [burrencottage@clareireland.net](mailto:burrencottage@clareireland.net)

**McGinley, Cormac**

Cormac works as a ranger and education officer at the Cliffs of Moher visitor centre since it's opening in 2007. EMAIL:

[cormac.mcginley@cliffsofmoher.ie](mailto:cormac.mcginley@cliffsofmoher.ie)

**McNally, Brendan**

Brendan was a primary and secondary school teacher. EMAIL: [mbmcnally@eircom.net](mailto:mbmcnally@eircom.net)

**Minnock, Kate**

Kate is currently working full-time as a secondary teacher (Art / SPHE / CSPE) and Sustainable Educator in a secondary school in Wicklow town working with all year groups from 12-19 years old. She has a BA degree in Fine Art, a Postgraduate Diploma in Art & Design Education, a FETAC Certificate in Permaculture Design and Education for Sustainable Development. She is interested in alternative ways to educate students in formal education settings to stimulate and engage their interests within a restrained curriculum. EMAIL: [kateminnock@hotmail.com](mailto:kateminnock@hotmail.com)

**Minogue, Niall**

Niall has always had a interest in the Burren. His mother came from Ennistimon and when they were small visiting cousins this rocky place always amused them. He is currently in the process of setting up guided Trike Tours. Every extra thing he learns about the Burren will be most helpful. EMAIL: [minoguenial@hotmail.com](mailto:minoguenial@hotmail.com)

**Moran, Jo**

Jo is a freelance archaeologist with a special interest in medieval window glass. She is on the heritage in schools panel and is interested in combining archaeology and art in her workshops, in the classroom and outdoors. EMAIL: [jo\\_moran@eircom.net](mailto:jo_moran@eircom.net)

**Ní Dhúill, Niamh**

Niamh is self-employed and helps to plan, design and develop kitchen food and herb gardens. She teaches the skills to make home and garden remedies and tonics. She helps to create wildlife gardens using natural landscaping. She does therapeutic gardening one-to-one or in small groups. She works with other organisations such as Kerry Earth Education Project. [www.naturalkitchengardens.ie](http://www.naturalkitchengardens.ie) facebook: natural kitchen gardens EMAIL: [niamhnid@gmail.com](mailto:niamhnid@gmail.com)

**Ní Fhlatharta, Áine**

Áine is the Education Coordinator for the Irish Seedsavers Association. They run a vibrant environmental programme for primary and post primary from their beautiful habitat rich organic seed farm in Scariff, Co .Clare. Irish Seed Savers Association exists as a living testimony to the richness and wealth of the agricultural legacy of our ancestors and to secure food sovereignty for future generations. EMAIL: [ainenifhlatharta@gmail.com](mailto:ainenifhlatharta@gmail.com)

**O'Callaghan, Kevin**

Kevin lectures on the Outdoor Education Programmes in GMIT's Mayo's Campus. GMIT is involved in the provision of 3rd level education in the West of Ireland. Within the modules Kevin covers place based learning as an effective approach to environmental education. Within the Earth Sciences module he looks at Geological landscapes, hence it is the combination of these factors that sparked his interest in this. EMAIL: [kevin.ocallaghan@gmit.ie](mailto:kevin.ocallaghan@gmit.ie)

**O'Donohoe, Susan**

Susan worked as a Montessori Teacher for 10 years. She then worked in conservation education for the US Forest Service for 2 years and is now as a Heritage Specialist teaching ecology in primary schools for the Heritage Council and BirdWatch Ireland. She has also worked as a Visitor Guide in the Burren National Park for the last two seasons. EMAIL: [susan\\_odonohoe@hotmail.com](mailto:susan_odonohoe@hotmail.com)

**O'Leary, Karen**

After working for twenty years in supply chain management, Karen decided to start out on a different career path involving her interest in science and the environment. Last year she completed a BSc focussing on Geosciences with the Open University (supplementing my original degree in Chemistry), and worked a nine month contract as Museum Curator in the James Mitchell Geology Museum at NUIG. This February she has started part-time as a Heritage Worker with Dúchas, Galway. EMAIL: [karenoleary2009@gmail.com](mailto:karenoleary2009@gmail.com)

**O'Loughlin, Áine**

Áine has a keen interest in the natural environment and enjoys sharing her knowledge and love of nature with children and adults alike. She works seasonally as an education guide - most recently at the National Botanic Gardens in Dublin; usually she works for the National Parks and Wildlife Service in Coole Park Nature Reserve near Gort and have also worked in Wicklow and Connemara National Parks. EMAIL: [aineoloughlin13@gmail.com](mailto:aineoloughlin13@gmail.com)

**O'Mahony, Gemma**

Gemma is the education Co-ordinator for Lough Gur Development. Responsibility for developing new and exciting learning programmes for visiting schools. EMAIL: [gemmaomahony77@gmail.com](mailto:gemmaomahony77@gmail.com)

**O'Sullivan, Grace**

Grace has a diploma in Field Ecology from UCC & Post Graduate Diploma in Business Enterprise (Level 9) from Waterford Institute of Technology. She sailed onboard Greenpeace ships doing environmental campaigning for 10 years throughout the oceans and seas of the world. She had the luck to sail to the Antarctic continent twice and sailed up into the Arctic latitudes too. Following on from the ships Grace worked in the Greenpeace HQ in Amsterdam, Holland for a further 9 years. She has been working with the Heritage Council - in the Schools Programme for about seven years now and loves the challenge of providing creative, fun environmental education to primary school pupils. EMAIL: [gmfsullivan@eircom.net](mailto:gmfsullivan@eircom.net)

**O'Toole, Aoife**

Aoife works in the National Museum of Ireland - Country Life in Turlough Park, Co. Mayo. She has been working in museum education since 2006 starting in the NMI - Archaeology and moving to the Country Life museum in 2008. She delivers and plans educational events and projects for a variety of audiences. She studied fine art and has an interest wool crafts and textiles. She lives in Westport where she runs a small millinery business. EMAIL: [aoifeoto@gmail.com](mailto:aoifeoto@gmail.com)

**O'Toole, Stephanie**

Stephanie is doing environmental education for Coomhola Salmon Trust and the Heritage in Schools scheme. She believes that it is essential that children understand the living landscape, learn by doing and come to understand that everything is part of a cycle and all we do has an impact. EMAIL: [stephsipiral@gmail.com](mailto:stephsipiral@gmail.com)

**Patten, Clare**

Clare works for a children's nature charity called OWLS. They provide environmental education in primary schools and also public and private outdoor events. They aim to get kids and families outside and learning about nature in a fun way. She is the schools and community officer, her role is mainly working with school and community groups. EMAIL: [clarepatten0@gmail.com](mailto:clarepatten0@gmail.com)

**Queally, Jackie**

Jackie led tours of historically sacred sites for many years in Scotland, and also wrote books on earth energies (poetry, sacred geometry, ley lines, history and legends) before she revised and extended her past training in healing modalities to include sound healing and Gaia Touch movements. Founding EarthWise in 2015 she offers many tools for reconnecting with Gaia in workshops, day tours of the Burren Lowlands and the Burren and writing - see her three books on the Burren (the Burren Trails, Essence of the Burren and Spirit of the Burren) and check out [www.earthwise.me](http://www.earthwise.me) and [www.celtictrails.co.uk](http://www.celtictrails.co.uk) EMAIL: [jackiequeally@gmail.com](mailto:jackiequeally@gmail.com)

**Quinlan, Mary**

Mary is self-employed Management & Training Consultant, Part-time Lecturer in Anthropology and School Heritage Specialist. She has 30 years of group facilitation experiences, mainly in the non-profit sector. She has experience of team-building and team work using the external environment as a methodology. EMAIL: [mquinlan@eircom.net](mailto:mquinlan@eircom.net)

**Ryan, Amanda**

Amanda is the Grants Officer for The Heritage Council. EMAIL: [aryan@heritagecouncil.ie](mailto:aryan@heritagecouncil.ie)

**Savage, Cally**

Cally is a primary school teacher with a special interest in children with special needs, a children's yoga teacher, a mountain bike guide and a horse riding tour leader. She is very passionate about the outdoors and nature alongside with bringing a more holistic outlook into the school environment. EMAIL: [callywally81@gmail.com](mailto:callywally81@gmail.com)

**Vaughan, Grainne**

Grainne works at Irish Seed Savers Association in environmental education and is a specialist with Heritage in Schools specializing in developing greater biodiversity in the school grounds as well as creating and developing organic gardens. EMAIL: [vgrainne@gmail.com](mailto:vgrainne@gmail.com)

**Wall, Irene**

Irene is an Administrations Officer for The Heritage Council.

**Walsh, Veronica**

Veronica works full time in the property industry in Dublin. She is a recent graduate from UCD with a Post Grad Dip in World Heritage & Conservation and she is currently studying GIS mapping at DIT. Growing up near the Burren has given her a great appreciation of the natural and cultural landscape and the current sector in which she is employed has brought about her increased interest in environmental management and sustainable development and in particular, the facets of planning for conservation and spatial analysis. EMAIL: [veronica.walsh@me.com](mailto:veronica.walsh@me.com)

**Walsh, Grace**

Grace works in the area of Non-formal Education with socially excluded young people for a Dublin-based NGO, and also works as a freelance educator, facilitator and trainer in the area of community resilience and climate justice. She is a full-time resident of Cloughjordan's Ecovillage, where she hosts a great deal of her projects. EMAIL:

[grace\\_walsh@hotmail.co](mailto:grace_walsh@hotmail.co)

## APPENDIX 4 Workshop Abstracts

**Indoor Session 1** Saturday, 9.30am-12 noon, February 27<sup>th</sup> Location: Kinvara

Code: **KW1**

Workshop Leaders: **Janice Fuller & Elaine O’Riordan**

Title: ***Engaging with Community Groups – planning for nature***

Nature conservation is often a contentious issue in Ireland. There is a widespread lack of understanding of why some species and habitats are protected, or how biodiversity is an integral part of our lives and livelihoods. This workshop aims to explore a community development approach to nature conservation i.e. based on the principles of participation, empowerment and partnership. Tools for finding a common ground in relation to nature conservation such as community mapping will be discussed. The focus will be on developing local biodiversity plans as an example of community-based nature conservation but other approaches will also be explored. The workshop is aimed at those interested in working with community groups or involved in public consultation but should also be relevant for teachers and trainers.

Code: **KW2**

Workshop Leaders: **Claire Byrne**

Title: ***Inner landscapes ⇔ form/inform ⇔ outer landscapes***

We lament the loss of connection with other living systems and to place – we believe ourselves to be separate from all that is. Yet we don’t take the time to ‘stand and stare’, or rather feel and know. How we perceive (feel/know) and engage with the outer landscape is totally dependent on the state of our inner landscape - and maybe not quite in the way that you think! The chattering mind keeps us so preoccupied that we have forgotten who and what we are. This experiential workshop is about looking at life through a different lens, taking stock of the bigger picture and delving into wonderment. The objective is to tease out some of the constraints that keep us ‘mind full’ as opposed to ‘mindful’. If we are to create a better future, then we must rekindle that connection. Tools required for workshop: an open mind.

Code: **KW3**

Workshop Leader: **Karen Webster**

Title: ***Creative Ideas for Connecting with Nature: The role of art in engaging children with the natural environment***

Art and creative activities can provide an effective way of helping children (and adults!) interact with nature. In this hands-on workshop we will be using clay and other natural materials to try out enjoyable and engaging creative activities to help raise our awareness of the natural world on our doorstep. There will also be an opportunity to look at ideas from other artists who work in and with nature, to look at some project examples from Karen's work and to discuss challenges and benefits of using this approach. You don't need to be an artist to take part!

Code: **KW4**

Workshop Leaders: **Stephen Mandal**

Title: ***Digging deeper; archaeology as a tool for engendering a love of learning and place within children***

Sand-Pit Archaeology – tapping into children’s curiosity of times past and joy of digging in the dirt as a means to engendering a love of learning. This hands-on archaeology workshop is focused on facilitating educators in bringing archaeology to life for young children. It is aimed at educators working with children from third to sixth classes in primary schools, but is adaptable to all ages from 4 to 12.

Having completed this workshop, you will be confident in helping children:

- Comprehend excavation, and that archaeologist use this process to find out about the past
- Understand that some materials survive from the past, and some do not, considering how and why materials survive, and why some do not.
- Experience the discovery process of through a simulated excavation, and learn archaeological skills.
- In investigating and interpreting the excavation discoveries relating this to understandings of the past
- Engage in thinking about what life was like in the past.

This workshop covers many of the Primary School Curriculum skills and strands for history, geography, science, mathematics and visual arts.

**Session 2 Saturday, 2pm-4.30pm Location: Garryland/Burren**

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Code: **KW5**

Workshop Leader: **Ciara Hinksman**

Title: ***Forest Schools – Learning by Nature’s Design***

Drawing from indigenous nature connection practices and Forest School Programme Leadership training, this workshop offers you easily replicable nature connection experiences in the stunning woodlands at Garryland. Suitable for anyone interested in outdoor learning (including those who attended the Forest School session last year), you will gain hands-on experience of inspiring nature awareness games, rope work, child development theory in nature, how to foster an attitude of curiosity for you and others and make typical Forest School woodland crafts to take home.

Code: **KW6**

Workshop Leader: **Darach O'Murchu**

Title: ***The Art of Mentoring***

Learning about the natural world and your locality using elements from the Art of Mentoring nature connection practice. We will cover simple games and techniques that you can incorporate into any outdoor education or activity session to facilitate curiosity, cultivate awareness and allow meaningful connections to develop. The workshop will be of interest to teachers, scout and guide leaders, outdoor activity providers, nature educators and environmental awareness people that work with groups of any age.

Code: **KW7**

Workshop Leader: **Chris Barron**

Title: ***Taking a Toddle on the Wild Side***

This workshop is ideas for nature study for the younger ones and the younger ones at heart! It is especially focused around those that are under 6 and those with special needs. We will look at a variety of ways for capturing the attention of younger children to help engage them in exploring nature and the outdoors.

Code: **KW8**

Workshop Leader: **Greg Mannion**

Title: ***Planning with(in) Place: how to plan for place-responsive learning***

“Place-responsive pedagogy involves the explicit efforts to teach by means of an environment with the aim of understanding and improving human–environment relations” (Mannion, Fenwick, Lynch, 2012)

This workshop draws on our extensive experience of working with teachers and facilitators to develop their ability to lead local excursions with learners of all and mixed ages. A key component of our approach to developing leader expertise is the ‘collaborative planning visit’.

On these visits, educators work with each other to design a curriculum using the multifaceted place as the starting point for curriculum making, inquiry, and action. In the workshop, participants will have opportunity to reflect on the various approaches we currently take to planning for outdoor educational experience. We will also share in the experience of making a collaborative planning visit to a local area. Participants will work with each other to simulate the process of planning and designing educational experiences for learners. How can we do this in a way that is reciprocally responsive to the local place, to ourselves, to each other, and perhaps to communities, and places that are further-flung? What ideas for practice can we share, develop, and invent together?

**Session 3 Sunday, 9.30pm-midday**

**Location:**

**Kinvara/Burren**

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Code: **KW9**

Who: **Michele Castiaux**

Title: ***Using Maps to Communicate***

Maps can be a fantastic tool to gather or communicate information on both “human” and physical landscapes. Maps provide a convenient way to add a spatial dimension to a wide range of data. From physical to political maps, there is a huge range available. We will learn about map reading and interpretation. We will see how maps can show or demonstrate the impact of human activity on the physical landscape at many levels. We will also discuss the availability of some of these maps online. The workshop will be concluded with a “draw your own map” activity with handy tips regarding essentials such as orientation, scale and legend. This activity can be used in schools by children to expand upon a variety of topics.

Code: **KW10**

Workshop Leader: **Jole Bortoli**

Title: ***In Between the Elements***

The Burren’s landscape offers endless inspiration. As we walk through its woods, drive by its lakes and hills or climb over its rocks we know we can’t escape its bewitching beauty. The ever-changing light paints dramatic pictures that we try in vain to catch with our cameras as we

promise ourselves that one day we'll be able to draw or paint this arresting beauty. Making art is a way of learning and trying to make sense of things - by observing, exploring and responding to the environment we live in. This workshop will centre on the participants' free and creative response to the environment: its textures, lines, forms and colours. No artistic experience is necessary to attend. This will take place at Jole's studio near to Lough Bunny.

Code: **KW11**

Workshop Leader: **Oonagh O'Dwyer**

Title: ***Incorporating Wild Foods into Your Work***

Oonagh will teach others how to incorporate cooking in the wild and address how to make an outdoor fire. She will teach how to make a seaweed oven, at the Flaggy Shore in keeping with the principles of leave no trace in making an outdoor fire, will do a seaweed forage while the stones are heating up and then hopefully cook something, and then tidy the whole thing up without a trace.

Code: **KW12**

Workshop Leader: **Áine Bird & Kate Lavender**

Title: ***Áitbheo – Every Place is an Educational Tool***

Every environment is rich with educational resources – natural, built and cultural. Áine and Kate are part of the Burrenbeo Trust team. They have been involved in running the award winning 20 heritage course in primary schools, a 10 week place-based education in secondary schools. They train teachers on place-based education and carry out workshops with universities and other adult groups. They have built up a suite of activities which will help you uncover the resources specific to your place. Using online sources, databases and connected activities they will show you how to find out more about your local heritage and build it into your educational activities so that they are curriculum relevant but above all fun and exploratory for the audience.

## APPENDIX 5 Workshop Resources & Links

### ÁINE BIRD & KATE LAVENDER

#### Landscape

<a href="http://www.geoschol.com">www.geoschol.com</a>	An Irish Geology for schools website. Information on geological periods, geology or Ireland and the world and the impact geology has on our lives.
<a href="http://www.gsi.ie">www.gsi.ie</a>	Website for the Geological Survey of Ireland. Detailed educational resources as well as geology maps for Ireland.
<a href="http://www.irelandstory.com">www.irelandstory.com</a>	A good website for explanatory charts etc. e.g. the formation of bogs.
<a href="http://www.aughty.org/pdf/guide%20landscape%20circle.pdf">www.aughty.org/pdf/guide landscape circle.pdf</a>	A Guide to Undertaking a 'Landscape Circle' Study (in seven easy steps) by Terry O'Regan

#### Biodiversity

<a href="http://www.npws.ie">www.npws.ie</a>	The National Parks and Wildlife have details on Special Areas of Conservation, Nature Reserves, National Parks etc. You may be able to find sites locally.
<a href="http://www.heritagecouncil.ie/fileadmin/user_upload/Publications/Wildlife/Guide_to_Habitats.pdf">www.heritagecouncil.ie/fileadmin/user_upload/Publications/Wildlife/Guide_to_Habitats.pdf</a>	Heritage Council document detailing various Irish habitats.
<a href="http://www.biodiversityireland.ie">www.biodiversityireland.ie</a>	The National Biodiversity Data Centre aims to document Ireland's Wildlife.

#### Built Heritage

<a href="http://www.archaeology.ie">www.archaeology.ie</a>	National Monuments Service website with information on built heritage in Ireland and sites throughout the country.
<a href="http://www.buildingsofireland.ie">www.buildingsofireland.ie</a>	Information on Ireland's listed buildings.
<a href="http://www.flickr.com/photos/buildingsandmonumentsofireland/sets">www.flickr.com/photos/buildingsandmonumentsofireland/sets</a>	OPW pictures of monuments in Ireland.
<a href="http://www.itsabouttime.ie">www.itsabouttime.ie</a>	An excellent resource for investigations of archaeology and built heritage with detailed lesson plans and activities.
<a href="http://www.webgis.archaeology.ie/NationalMonuments/FlexViewer/">www.webgis.archaeology.ie/NationalMonuments/FlexViewer/</a>	The National Monuments Service online map – will pinpoint all of your local monuments and may have some information on them as well. Find your area and then use 'search custom shape' to see what's around you.

#### People of the Past

<a href="http://www.askaboutireland.ie">www.askaboutireland.ie</a>	Lewis Topographical Dictionary 1837, Griffiths Valuation of Tenements 1850's
<a href="http://www.bealbeo.ie">www.bealbeo.ie</a>	Folklore recordings.
<a href="http://www.census.ie">www.census.ie</a>	Historic census records available to view.

<a href="http://www.duchas.ie">www.duchas.ie</a>	Project working to digitalise the Irish Folklore collection (including Schools Collection 1937 - 1938).
Culture	
<a href="http://www.itma.ie">www.itma.ie</a>	The national public reference archive and resource centre for the traditional song, instrumental music and dance of Ireland.
<a href="http://www.thesession.org">www.thesession.org</a>	Searchable source for traditional Irish sheet music.
<a href="http://www.youtube.com">www.youtube.com</a>	Videos of local musicians, singers and dancers.
<a href="http://www.logainm.ie">www.logainm.ie</a>	The Irish place-name database.

## JOLI BORTOLI

- Her blog and newsletter can be found on <http://www.arttoheart.ie/blog/>

## MICHELE CASTIAUX

### Maps website:

- Geology / free OS maps: [www.gsi.ie](http://www.gsi.ie) (go to online mapping, scroll down, choose groundwater mapping and you can get OS maps from there (to scale) for free)
- OS maps for teachers: <http://maps.scoilnet.ie> (must be a teacher to register)
- OS maps to purchase: [www.osi.ie](http://www.osi.ie)
- More OS maps on [www.myplan.ie](http://www.myplan.ie)
- Wind maps on [www.magicseaweed.com](http://www.magicseaweed.com) ;  
[http://www.seai.ie/Renewables/Wind\\_Energy/Wind\\_Maps/](http://www.seai.ie/Renewables/Wind_Energy/Wind_Maps/)
- Google Earth <https://www.google.com/earth/>
- Google Maps <https://www.google.ie/maps>

## GREG MANNION:

### Reports

- Mannion, G., Fenwick, A., Nugent, C., and l'Anson, J. (2011) Teaching in Nature. Report Contracted to University of Stirling, Commissioned by Scottish Natural Heritage. Full Report Available  
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- Ross, H. & Mannion, G. (2012) Curriculum making as the enactment of dwelling in places. Studies in Philosophy and Education, Vol. 31, No. 3, pp 303-313. DOI: 10.1007/s11217--012--9295--6. <https://dspace.stir.ac.uk/handle/1893/7574#.VPcyZ0uUdgg>
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## **RUAIRI MCKIERNAN**

Ruairí McKiernan said to share his contact details with you all in case you wished for further contact.

*Social innovator / Campaigner / Fulbright scholar*

*Presidential appointee to Ireland's Council of State*

*Founder SpunOut.ie / Board member Soar, Gaisce and Uplift*

Web: [www.ruairimckiernan.com](http://www.ruairimckiernan.com)

Facebook: [www.facebook.com/hopehitching](http://www.facebook.com/hopehitching)

Twitter: [www.twitter.com/ruairimckiernan](http://www.twitter.com/ruairimckiernan)

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## **KAREN WEBSTER**

### **Useful websites**

<http://www.goldsworthy.cc.gla.ac.uk/archive/> - Archive of Andy Goldsworthy's work. (Art in place / with natural materials)

<http://chrisdrury.co.uk/> Environmental artist... woven sculptures, mushroom spore prints. He makes "connections between different phenomena in the world, specifically between Nature and Culture, Inner and Outer and Microcosm and Macrocosm."

<http://www.timknowles.co.uk/> - Tree drawings/wind walks

<http://www.richardlong.org/> - Artist associated with the emergence of Land Art.

<http://www.johnwolseley.net/> - "My work over the last thirty years has been a search to discover how we dwell and move within landscape."

<http://www.ulrikearnold.com/> - Artist who works with soils and earth pigments. "The colors and textures brought together in her Earth Paintings come from somewhere distinctive and carry with them the aura of place."

<http://eco-art.org/> - Lynne Hull, Ecovention artist... "I believe that the creativity of artists can be applied to real world problems and can have an effect on urgent social and environmental issues. My sculpture and installations provide shelter, food, water or space for wildlife, as eco-atonement for their loss of habitat to human encroachment." Lynne Hull

<http://greenmuseum.org/> - A very comprehensive archive of environmental artists/land artists and ecovention artists. (NOTE: I tried the archive section [greenmuseum.org/archive\\_index.php](http://greenmuseum.org/archive_index.php) - but it is no longer there).

<http://exburyegg.me/> - Stephen Turner's blog about the Exbury Egg Art project.

<http://www.exburyegg.org/#!engagement-programme/cee5> ... Oak gall and blackberry ink recipes.

<http://bristol.ac.uk/changingperspectives/projects/ballast-seed-garden/> - Ballast seed project.

## OTHER RESOURCES FROM DELEGATES

- [www.ouririshheritage.org](http://www.ouririshheritage.org) Our Irish Heritage is a free online facility for anyone interested in sharing information on their local history and heritage. Register, upload & contribute to this Community Archive for the island of Ireland.
- Our Irish Heritage is the home of the [Irish Community Archive Network](#) (iCAN) a Community Outreach initiative of the National Museum of Ireland - Country Life.
- Ireland's Generous Nature - Peter Wyse Jackson - Missouri Botanical Garden Press - like a bible of the use of nearly all plants in Ireland - recently published - 60 Euro but well worth it
- <http://thekidshouldseethis.com/> - great short videos on relevant subjects - many beautifully made animations also