



Connecting People with their Places

LEARNING LANDSCAPE SYMPOSIUM 2016

Kinvara, Co.Galway

11th-13th March, 2016

GENERAL REPORT

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Introduction

The Burrenbeo Trust held its 5th Learning Landscape Symposium during the 11th-13th March, 2016. This year's *Learning Landscape Symposium* focused on the theme of *Connecting People with their Places*. There was a strong emphasis on landscape – its different layers and building up the 'story' around landscape, while then connecting this to the mindscape through different types of learning in order to build pride of place. The aim was to make us aware of, and identify with, our role going forward in the care for our landscapes and our communities.



This year's symposium featured keynote speakers, workshops and fieldtrips, and a motivational speaker. The symposium investigated ways to explore the different natural, built and cultural layers of a landscape, and how to engage people with this by using 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. The event brought together place-based educators, environmental educators, heritage educators, academics, teachers, outdoor guides, 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 a varied source of place-based educators in a relaxed atmosphere. Fieldtrips into the Burren, provided additional inspiration to those who want to find new and innovative ways to engage with their place.

94 delegates registered (11 of whom cancelled in the week of), this includes 5 that came to a one-off workshops. A further 23 workshop leaders and coordinators participated in the symposium. In total 106 people attended the 2016 event. The opening evening started with some mini ice-breakers to get the delegates interacting organised by Elaine Williams with help from Brigid Barry. After a small break this lead into the main Friday session with Brigid Barry (Trust Manager) introducing the organisation, place-based learning and the event. This was followed by five 10-mins talks on total different aspects of place-based learning (*Mindscapes and Landscapes, Social Ecology, Language and Landscape, Outcomes for Children in the Outdoors, and Gardening for Wellbeing*). Each session was followed by a 5-minute Q&A 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, Garryland, Flaggy Shore, and Traught Beach 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 Fergal Smith, professional surfer, Green Party candidate and community builder giving a great rally cry on building up a community spirit for a brighter future.



The following day had another morning workshop, half in the field and half indoors. These then culminated with a review and reflect session led by the Trust's manager to digest the weekend's workshops and to encourage feedback. For the final afternoon, delegates were invited on an optional walk to view the place-based learning in the Burren in action led by Brendan Dunford and landowner John Marrinan.

The 2016 *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.

Opening Night

On the evening of the 27th there was 25 minutes of ice-breakers, followed by a tea-break provided in the same venue, Johnston's. The event then moved up to the Merriman Hotel where the audience was given a short introduction to the organisation and the event followed by five 10-min presentations on a variety of subjects matter in place-based learning. These were meant to provoke thought around place-based learning from different angles.

Notes from each speaker:

TALKS

Anders Szczepanski *Mindscales and Landscapes*

Anders considered the connection between mindscales and landscapes. Being outdoors has been shown to have an impact on the brain. This has implications for the development of Outdoor Education – it used to encompass outdoor activities, environmental education, along with personal and social development - but can now be widened and included in the spheres of human health, wellbeing, and environmental health (sustainable living). Learning in the environment can encourage creativity, curiosity and cooperation. Outdoor education is an approach which aims to foster learning through the interplay between experience and reflection, based on practical observation in authentic situations. It is interdisciplinary. Kolb's cycle of learning is experiencing something- interpreting the experience – generalizing the experience - applying the experience and repeating. Applying Honey and Mumford learning styles experiencing something (activist) – interpreting the experience (reflector) – generalizing the experience (theorist) – applying the experience (pragmatist) and again repeated. Tons of information can be condensed to kilos of knowledge to hectos of wisdom and ultimately grammes of change.



Kathryn McCabe *Social Ecology, asking big questions and how to explore our answers*

How do we prepare ourselves and our youth to create a better world, and thrive during the transition? Social ecology provides a holistic framework that emphasises the interrelationships between the personal, social and environmental domains for understanding our past and present, and for collaborating with others in visioning and implementing an improved future. The study intersects the personal, social, ecology and the unknown. The social dimension incorporates evolving social systems, worldview, economics, politics, technology, spirituality and philosophy. The ecological understanding of a sense of place includes understanding ecological systems, rehabilitation of natural systems, limits to growth, reframing relationship from 'resources' to 'respect', a sense of place, stories of belonging and nature connection. The personal sphere incorporates values clarification, meaning-making, change-making, leadership, communication, listening skills, ethics, self-direction based on passions and gifts and facilitation. Social Ecology values me, my perspectives and ideas, and it values you, and yours. It does not

see conflicting perspectives, it seeks to understand and include. Assumes people are doing their best. Requires that we self examine and be open to others without getting triggered and silencing them. It invites us to heal. The unknown can mean working for change in changing contexts. It means we value not knowing, multiple ways of knowing, chaos and complexity, creativity, systems science, focus on relationships and risk taking. To value not knowing; when we can admit, accept, celebrate that we do not know, there is space for new thinking, often deeper and more complex. We can move from deceptive simplicity, to confused complexity to profound simplicity. The outcomes of a social ecological approach are creative, free-thinking, caring people collaborating across difference and creating change in complex systems. How can we show connections between the learner and the broader social context? How can we value the diverse perspectives of learners? How can we more fully support the relational space of the learners? What else might be needed? Silence? Slowness? Emotions? Risk-taking? Creative expression? Less or more structure?

Karen Kerr *It's like you're an investigator with trees - outcomes for children learning outdoors*

The outcomes for children learning outdoors are affective, interpersonal/social, physical/behavioural and cognitive. Research on a short term project indicated the percentage of positive responses across all these domains, most notably for the items related to 'attitude towards school



science' and 'attitudes towards sustainability' increased following time outdoors. As reported elsewhere, the impact of reduced outdoor time for children could result in diminished use of the senses, attention difficulties and high rates of physical and emotional illnesses. An RSPB commissioned report recently found that 75% of Northern Ireland's children aged 8 to 12 are not as 'connected' as they should be to the natural world around them. The report was compiled following 2400 surveys. The children surveyed were assessed under their empathy for creatures, sense of oneness, sense of responsibility and enjoyment of nature. A higher score on a well-being measure was associated with a higher overall connection to nature score, and higher scores on the sense of oneness and enjoyment of nature subscale. The positive impact of time spent outdoors was evidenced throughout this presentation.



Eva Katting *Language and landscape*

The potential for language learning outdoors was considered. The language of places like rivers is

remembered if the place is visited. How do we learn languages and why? Language provides for our need for communication and gives us common references. Going out to learn language can help transform information into knowledge. The landscape is a real life setting and requires real communication, you have to use prepositions, adverbs, adjectives etc. Learning language needs both theory and practice. Understanding the world involves use of all the senses, an experience helps you understand and remember. All theoretical concepts start with an experience. Reflection helps you understand what you've learned. *'Knowledge of the world can only be acquired in the world, and not in a closet'* Lord Chesterfield.

Kitty Scully *Digging deep; gardening for wellbeing*

People remember childhood nature and gardening experiences. Gardening has proven to release serotonin in the body so it is said you never find an old gardener. Soil contains many strains of bacteria and one particular strain, *Mycobacterium vaccae*, has been found to trigger the release of serotonin, which in turn elevates mood and decreases anxiety. This bacterium is also associated with improved immunity in humans. Gardening engages all the senses. Sight – beautiful gardens, nature's glory. Sound – movement of leaves etc. Smell – flowers or other garden smells. Touch – the different textures and the process of getting hands dirty. Taste – developing tastes, extremes from chilli to sweet. There are lots of learning opportunities for children in gardens. And generally gardens and gardeners are very generous with their time. Kitty summed up her talk by highlighting the fact that in order to reap the well-being benefits of gardening, one does not need to dig deep but just to use one's 6th sense, 'Cop-on' and use the senses that we have to engage with the natural environment around us in a more multi-sensory way. When it comes to nature, don't just be, Be Active!



Fergal Smith – *Building a community from the ground up*

- Sometimes when life is a bit focused and hectic, it is only through a forced 'stop' do you reassess what is important and how to give something back.



- The potential of Community Supported Agriculture schemes in bringing a community together.
- Keep the gate open so people will know they are welcome.
- Have a consistent theme once a week to bring people to the door.
- It is not just a garden it is a social life, a place to acquire health benefits, and breeding ground for learning new things.
- Fergal is currently setting up a Community Supported Agriculture (CSA) farm.
- Standing for the Green Party in the 2016 general election Fergal hoped to be part of the solution to some of the issues in our future, looking to implement solutions that will safeguard our children's future.
- Moyhill Garden Website www.moyhillcommunitygarden.wordpress.com

There were three workshop sessions on the 12th and 13th February. Each session had 5 workshop 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.

Workshop Session 1 Saturday, 12th March 2016, 9.30am-12pm, Kinvara

**W1 Title: Do worms have babies?
Resources for getting getting science outdoors**

Workshop Leader: Karen Kerr & Greta McCarron

Recorder: Kate Lavender **Participants:** 28

Lessons learned

The resources produced were very clear, concise and easy to follow - great layout, use of diagrams/photos, etc. It is very curriculum relevant. The resources can be found on <http://www.outdoorplayandlearning.org.uk/index.html>



W2 Title: Active learning – the student as the teacher

Workshop Leader: Áine Bird

Recorder: Áine Bird **Participants:** 11

Lessons learned:

Outline:

Active Learning focuses the responsibility of learning on the learners – students are actively engaged in building understanding of facts, ideas and skills through the completion of instructor directed tasks and activities. A variety of theorists have fed into the development of this area including John Dewey, Jean Piaget, Lev Vygotsky and Benjamin Bloom. Active learning can be incorporated into all elements of a session.

In order to ensure participation – motivation = expectation x value. The benefits of active learning – adds grade and half to achievement, improved critical thinking, increased retention, transfer of new information, increased motivation and improved interpersonal skills. Barriers to active learning – time, prep time, hard with larger classes, lack of resources.

Icebreakers:

- Trading Places (each participant has a post-it and writes an answer, value, experience, question etc. all mingle to see others and trade if you share or desire to possess same).
- The Great Wind Blows (circle of seats, one short of total number. One person in centre says for example: My name is _____ and the great wind blows for anyone knows the main rock in the Burren. Can provide prompts or have participants come up with own. Everyone that agrees/knows has to move to another seat and someone else takes the centre).

Active Listening:

- Listening Teams (Have 4 colour papers and give each student one colour. Each colour has a role – agreers, summariser, example givers or questioners. Afterwards group colours together and then group with one of each colour per group).
- Theme Bingo (create Bingo card with themes from talk, have learners mark off as understood/covered).

Collaborative Learning:

- Learning Tournament (Have 3-4 articles on topic, each student gets one. Teams created with at least one student that has read each article. Students share info of the article. Quiz individually. Study again. Quiz as a group)
- Stump the Class (Study together and come up with questions to ask other groups. Class quiz compiled of questions from each group).

Post Content Discussion:

- Think-Pair-Share (Students first think on topic alone for 1 minute, share with one partner, then share to group).
- Point-Counterpoint(Lines formed depending on agreement or disagreement with a point. Have a ball/beanbag which you have to hold to speak. Speaker on one line makes a point and then passes the ball to other side to make the counterpoint. No winner – just to encourage discussion).

Reviewing Strategies:

- Index Card (pack of cards with labels printed and stuck on. Labels are either a question or an answer and people have to find their pair. Then quiz group).
- Crosswords (create at crosswordlabs.com).
- Personal Reflection Journals.

Assessment:

- Traffic Lights (Green – I understand, Orange – I’m not sure, Red – I’ve no clue)
- Peer assessment.
- Assessment rubrics.
- Think Tac Toe (Create and X’s and O’s table with assessment tasks, students can choose to complete by lining up 3. Can stipulate that must go through centre if that’s most NB activity).

W3 Title: Creative Ideas for Connecting with Nature

Workshop Leader: Karen Webster

Recorder: Brigid Barry **Participants:** 20



Lessons learned

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

What are challenges and benefits?

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. It was everything from a nose picker to a witches walking stick, a snake etc.

Outdoor activities:

- Colour palette: In pairs, the group had to find stuff in garden that was the same as the series of colour palettes she had.

- 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. Very creative activity.

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.
- Experimenting with natural materials: Use charcoal to draw, can also explain where it comes from.
- Using natural materials to paint: coffee, beetroot.
- 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 links in Appendix 5 to websites.



W4 Title: Incorporating archaeology and stories of the past into your teaching.

Workshop Leader: Rory O'Shaughnessy

Recorder: Eileen Jeuken **Participants:** 16

Lessons learned

WORKSHOP OVERVIEW:

- Understanding archaeology and storytelling to teach children about history, archaeology and folklore
- Visiting archaeological sites to learn about archaeology in the field
- Getting children involved in ancient activities e.g making a bow and arrow and feather pens.

Archaeology does not have to exclusively relate to things that existed a long long time ago. Archaeology can include things that were in existence in your parents/ grandparents time and that now have simply gone out of fashion e.g. dial telephone. Discuss with a class as to what future people may find out about society today by talking about the longevity of things in society today i.e. what can be found in our houses / our bedrooms today that will be visible in the future e.g. windows, pipes, plastic. This is a great activity to help children understand how we today examine items of the past to learn about ancient ways of life.

Storytelling is a powerful tool to convey the past in the eyes of a child. Stories are a great way to teach children about historical, archaeological and folklore of a region e.g the road of the dishes. Stories help children to visualise and remember information.

WORKSHOP ACTIVITIES

LOCAL HISTORY: Class based activity. Simply ask children to choose an item from home (which they consider as old) and bring that to the classroom. Allow each child to talk about his/her item; why they chose it. Then talk about all the different items the children brought in with the class. Items can range from old electronics, coins or a necklace that has been in the family for many generations. This is a great activity to engage children into learning about their local past.

GRAVEYARD CSI: Field-trip activity. Visit an old graveyard / cemetery. Use talcum powder spread sparingly over the engravings of old headstones to reveal the text / writing. This is a very simple safe/ and non-destructive technique to see clearly what is written on old headstones/buildings to gain a greater understanding about written archaeology. This is an exciting hands-on exciting activity for children.

Divide up into groups (minimum of 3 children per group). Each group performs a specific activity and then explains their experience to the class:

ANCIENT HUNTING: Make your own bow and arrow: Use of willow / hazel saplings and twine to make a small bow and carve an arrow. Children can personalise their own bows and arrows using feathers / ribbons. You can also allow children to test their own bow and arrows by holding a small archery competition using a stuffed teddy bear (for example) as a target.

ANCIENT WRITING: Make your own feather pens: Use geese / duck feathers to make your own feather pen by simply sharpening the tip of the feather and dipping it into ink. Children can try

writing their own name or create a drawing using their own feather pens. Additionally children can also make their own ink using natural materials e.g moss, blackberries.

RE-CONSTRUCT AN ARCHAEOLOGICAL DIG: Make your own miniature replica of an archaeological site dig using a small tray filled with sand and small items such as a coin, necklace, and piece of wood. Ask the children in the group to hide the items under the sand and reveal them (dig them up) in front of the class and explain their historical significance.

ANCIENT INFRASTRUCTURE: Build your own miniature replicas of ancient forms of landscape infrastructure using small stones/ pebbles. Allow children to be creative and create small replicates of features such as; dry stone walls and small enclosures (forts).

W5 Title: Engaging and Activating Your Community

Workshop Leader: Elaine Williams and Jenny Morton

Recorder: Elaine Williams **Participants:** 16

Lessons learned

See appendix 5. Document link online



Session 2 Saturday, March 12th, 2016, 2am-4.30pm, Burren



W6 Title: Mindscapes and Landscapes (Traught Beach)

Workshop Leader: Anders Szczepanski

Recorder: Áine Bird **Participants:** 26

Lessons Learned

Learning should be holistic. We have a dual memory system, intuition also plays a role. Half, open landscapes are good for mental health. Children that attend outdoor preschool are sick less. But need to prepare and educate parents as well. Design should consider the stress certain colours or shapes can cause. There is no obligatory outdoor teacher training in Sweden. But learning should not all be outdoors. People can remember 7 new names – bear in mind when working with groups.

- All find item on beach and bring back to group – smaller groups created by those with related items. In smaller groups – say your name and do a mime of your favourite thing to introduce to group.
- Split group in 2 – one group create a large square holding hands, other a large circle. On instruction whole groups switch without breaking hands and race to create other groups shape.
- Using different coloured ropes, in pairs create a circle, triangle, square or rectangle depending on instruction. Stand inside your shape. Instruction given eg. 'Square circle' and the squares and circles have to move. Can also do with colours of ropes.

- Split in larger groups and give each group a shape – square, circle etc. Everyone in group has to find items of that shape in nature and bring them back to their shape.
- Robot Play. In groups of three, 2 robots and one master. Robots start back to back and move apart slowly like robots on the count of 123. The master tries to get them to meet. Instruction is given by taping on shoulder. One tap is a 90° turn in that direction, 2 taps is a 180° turn and 3 taps a 360° turn.
- Create map of Ireland using rope as outline – agreed as a group. In two groups come up with 5 dramas, music, mime that would represent 5 places in Ireland. Stand in that place, carry out action and other group guesses.
- White sheets on the ground – create an image and name it as a group using the materials available.
- Postcards – card and sticky acetate, find items to stick on card, create image as memory of experience.
- Make it rain – all group in circle. Close eyes. Someone starts the activity and taps person beside them with their elbow to get them to start. Continue round the circle and change your activity when your taped the second time. First rub hands together, second fill mouth with air and tap cheeks, third click fingers, fourth tap thighs. Once each activity is completed descend through until everyone is silent again.

K7 Title: Forest Schools – Learning by Nature’s Design (Garryland)

Workshop Leader: Ciara Hinksman, Lucy Bell and Darach O Murchu

Recorder: Elaine Williams **Participants:** 26

Lessons Learned

- Act like a beetle – This is a game that is kind of like tag. Everyone is ‘on’, except the purpose of the game is to tag people on their limbs. One you get hit on a limb, you have to put it behind your back (arm) or hop (leg). Once both legs are hit, you must lie on your back kicking like a beetle on their back until someone tips you and fees you.
- We all stood in a circle. Darrach gave whispered an animal in everyone’s ear. When he signalled, we had to act like that (do motions and sounds) of our animal. Observing the people around us, we had to form groups with the same animals as ourselves. No talking though!
- 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 bird role plays. We divided into two groups and worked with each other to act out the scenes. The opposite group had to guess what type of scenario we were re-enacting just from watching us. The two examples were: Team (1) – birds out foraging and chirping to each other in harmony. One bird stops as they are trying to eat a worm, the other birds get alarmed and start chirping loudly and more frequent, until the other bird finally responds. They then go back to being in harmony. Team (2) – its mating season and there is one female. She is just going about her business, ignoring the males. The males are fighting and trying to impress her, but she knows it's only harmless, so she isn't interested.
- 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.
- 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.
- 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.
- Ropes (with Lucy). We learned how to do different rope ties. This gave people the opportunity to learn a new skill, but also see the versatility of a rope for a playing tool. We also discussed how rocking movements can help deal with the challenges of dyslexia and that this may be a fun and innovative way to introduce this type of therapy to the school day.
- 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.



K8 Title: Sensory Learning in the Field (Slieve Carron)

Workshop Leader: Brigid Barry

Recorder: Brigid Barry **Participants:** 17

Lessons learned

We all have one or two dominant senses. For most of us it is sight but interestingly enough if we can engage with our other senses, we not only enhance our more dominant sense but we can build a better overall picture of the landscape and environment we are exploring.

- Most of us haven't used all our senses in the nature since we were children. Every child loves natural history but just it gets lost for many of them. So good to embrace your inner child.
- If you switch to another language of sense aside from seeing through hearing, sound, taste or smell, it switches them to use another channel of learning, and makes them process the information in a different way.
- Through delivering the information differently or through storytelling so that they 'visualize' themselves it is possible to draw the listener into a whole new way of perceiving the world, more imaginal realm.
- Spending time in nature is proven to repair brain tissue – it has a positive repair on people.
- If you feel part of the nature, you are more likely to take care of nature.

Activities

- **Everybody sees something different.** Everyone to walk 5 steps, just normal steps, in any direction either away from the crowd, through the group, beside someone else. It doesn't matter. Now close your eyes and open focus on the first thing that you see for 10 seconds and remember it. Just the first thing you see. Share.
- **Touch Twister.** Put a left hand on a clint/a right elbow in a grike/a right finger on a karren feature/a left foot on a fossil. Touch gives a bigger visual picture to what is around us.

- **Flower races.** For example *This is a hawthorn, it is xx, this is mine, go find your own.* This is great for getting people to smell stuff, perhaps tell stuff. But it is also a great introduction to the plants as a pharmacy and a supermarket, to bring in the historical context and linking that to our own.
- **See the world like a child.** Everyone take a bit of time to find something not matter how minuscule that interests them. And use your inner child to tell us a story about it, what it was used for, who lives there etc.
- **Using your senses compasses:** Blindfold your partner. Lead them somewhere and get them to touch something, then bring them back, take off the blindfold and ask them to find it.
- **The sound game:** Everyone close their eyes and put their hands in the air. For every natural sound they hear put a finger up. Do this for a minute and then share. It is a great way to 'reflect' after a day out with children.
- **Inner child:** Stand in a circle. Then close your eyes and breathe in and out. Through your heart and out through your feet. Now envision you as a child in a time when you were outside and you were enjoying yourself. How old are you, what did you look like, what are you wearing, what were you doing outside. Were you with anyone. Now take this child's hand and ask them to lead you through what she/he is doing that day. Spend a moment with this child doing it with them. As this child why it made them happy about the day. Recreate not that situation but that happiness.
- **Outer child:** Ok now turn around and breathe in and out with your eyes closed. Again for 10 times. When I say open your eyes, find the first thing you notice and remember that. Take a clipboard and draw this – either from a birdseye view of the landscape or very up close from an insects view. Take 5 mins to do this. Now using that as a centre point write on it different things that you liked about this when you saw it.
- **Camera shot:** Put the group into pairs in a minute. All the twos close their eyes. I want all the oes to lead them to something that you notice. I want you to tell them about this, why it caught your eye, what fascinated you about it. Then ask them to open their eyes, and like taking a camera shoot so open them for 10 seconds and then bring them back to base and swap over.

K9 Title: Peeling back the layers – how to develop a study of an ecosystem (Garryland)

Workshop Leader: Grace Garde

Recorder: Eileen Jeuken **Participants:** 24

Lessons learned

- What is involved in a study of an ecosystem. Ecosystem components; biotic and abiotic.
- Where to study about an ecosystem
- Simple field based activities to learning about an ecosystem.



Understanding what is involved in the study of an ecosystem does not have to be complex. Ecosystem components consist of two basic key elements; biotic (plants and animals) and

abiotic (environment). Learning about these two elements can be easily conducted in a range of simple field based observations / experiments.

The use of a nature reserve (woodland setting) is an ideal location to conduct an ecosystem study with primary and second level students, as these areas often includes natural vegetation, and native plant and animal species.

Field based activities help students to explore the sensory aspect of ecosystem education. It is important to allow students to learn for themselves, and see what they find during a study (let their creativity and curiosity drive the study), allow them to look up species using identification keys and guide books. Plant and animals identification enable students (especially primary level students) to see plants and animals in their respective sizes. It is important to remind students not to damage the environment they are going to study i.e. not to pick any plants, to be very gentle with collecting and releasing animals.

WORKSHOP ACTIVITIES

Divide into three groups; plants, animals, environment. Each group should choose a small study area e.g 5 m². Conduct a specified observations / experiments. Each group reveals their findings to the class. Groups rotate after about 15 minutes so that all groups get to experience each element of an ecosystem study. Students can compare their findings and discuss what they may reveal about the ecosystem.

PLANT GROUP: Identification of plant species. Observe and identify as many plant species that students can recognise e.g flowers, trees, fungi. Encourage students to use identification keys to identify unknown species. Write down and record all species identified and mark any sites where a species was found that the students were unable to identify and wish for the entire class to look at later on.

ANIMAL GROUP: Identification of animal species. Observe and identify as many animal species that students can recognise; worms, mites, frogs, squirrels, fox. Encourage students to pick up small animals; students can carefully collect small animals such as worms and mites small plastic tubes. Larger animals such as frogs can also be collected into a larger container. In addition students may also identify animals from droppings found on the ground (excreta). Write down and record all species identified and bring the specimens to show the entire class. Remember: remind students that all animals must be released safely where they were collected from.

ENVIRONMENT GROUP: Identifying the abiotic components of an ecosystem. Conduct simple experiments to learn more about the environment of which the plant and animal species live in; pH, temperature, rock type, sunshine. The pH of the soil can be tested using a simple pH kit; simply dig up some soil using a trowel and test a spoonful of soil in the pH kit to record the pH rating of the soil. The acidity or alkalinity of any rocks present can be tested by; scraping the surface of a rock using the trowel and pouring on some vinegar, if small bubbles appear (fizz) then the rock type is alkaline (calcareous), if not then its acidic. Testing the air temperature can be done using a thermometer. Testing the relative sunshine cover can be estimated visually.



K10 Title: The wonderful world of Birds (Traught Beach)

Workshop Leader: Eric Dempsey

Recorder: Kate Lavender **Participants:**
16

Lessons learned

- This was mostly a guided bird walk with an engaging leader.
- Activities that could be passed on include: collecting different bird feather to take into show school kids. Interesting bird stories - how far the swallow comes, when you see your first swallow of the year take 5 seconds to contemplate how many times a bird the weight of 1/2 bag of Tayto's and brain the size of a pea has crossed the Sahara desert with no gps/map etc., female robins overwinter in the south of France whilst the males stick it out in Ireland (they have a bit more body weight so can just about cope with the cold).

Session 3 Sunday, March 13th, 2016, 9.30am-12pm, Kinvara

K11 Title: Language and Landscape

Workshop Leader: Eva Katting

Recorder: Eileen Jeuken **Participants:** 15

Lessons learned

WORKSHOP OVERVIEW

- The importance of outdoor environmental education; great tool to put environmental education into perspective; many students today are concerned with the global environment but disconnected with natural environments in their own area.
- Learning about a local landscape; The tutor / teacher should select an outdoor area in the vicinity and conduct some research on any historical significance of this area. The area should ideally include open space and natural vegetation. Engage in simple field based activities that explore the landscape through drama and song.



WORKSHOP ACTIVITIES

Ask each student to select and pick up a small item e.g. a small twig, small pebble, a piece of a plant which reveals something about them. Students describe in front of the class why they choose their items (what the items reveal about themselves).

Divide into a number of small groups. Assign a group name to each group; use group name such as; fox, rabbit, fish.

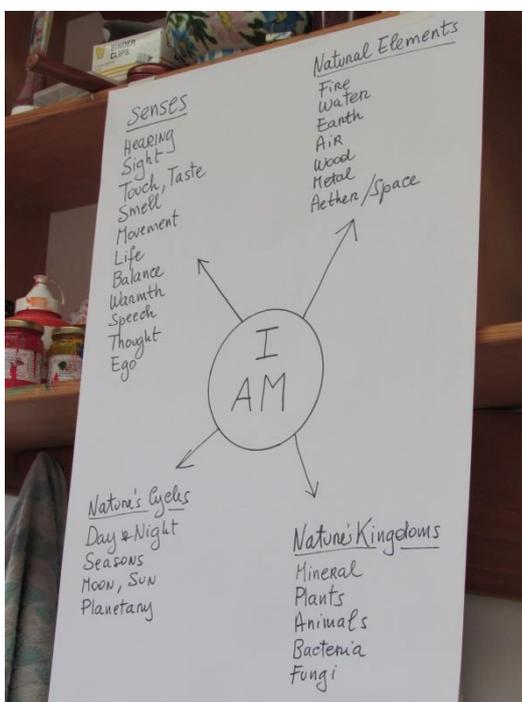
LEARNING ABOUT THE LANDSCAPE: Ask students to look at the landscape to see what they feel the area may have been used for in the past e.g what is the historical significance of the vegetation, the setting, any buildings / ruins / monuments present. Each group should reveal their perception of the landscape to the class, after which the tutor/ teacher should reveal the factual significance of features in the landscape (research done on the area). This is a great activity to encourage students to think for themselves and engage in learning about the outdoor landscape.

RE-ENACTING THE LANGUAGE OF THE PAST: Assign a time setting to each group; 250 years ago, 100 years ago, night time. Ask each group to produce a short performance (drama) of what may have / does go on at each of their chosen time settings in this landscape. Groups are encouraged to use the information from the first activity (understanding the landscape) to portray their perception of probable events. Each group performs their short temporal drama in front of the class.

LANDSCAPE POETRY: Select a team leader from each group. Instruct the leaders on the activity; compose a short poem by describing a specific tree. It is important that team leaders do not reveal the plot to their teammates until specified. Each team must choose their own tree specimen. Team leaders ask each member of their groups to choose a section of a tree; trunk, branch, leave, roots and describe that section in on sentence. The team leader writes down each sentence. Team leader then reveals the plot to the entire team; that they now have to write and perform a poem based on the describing sentences. Groups can choose to perform their piece all together, individually, in sections and use elements of theatre/drama. Each group performs their piece in front of the class.

K12 Title: This Shimmering Space

Workshop Leader: Jole Bartoli



Recorder: Brigid

Barry

Participants: 11

Lessons learned

- That everyone needs a creative outlet. Art isn't just for artists.
- Hand around an unusual looking plant ask the audience to describe it in one sentence using their



imagination. Then say that you have to write a letter to a friend just using these words – how would you describe it? Hand it around again and ask the audience to describe it factually.

- A nice way to encourage people to start is to look out over the Burren is asking them to go for a walk and see what plant engages them. Have ten minutes looking at this plant then give each individual chalks and ask them to draw from memory. They can go back out or just draw it. Put on some music and give the audience 15 mins to do. They can then reflect back if they want.
- Jole focused on using all creative means to get the audience thinking ie she gave the participants a chance to use any medium to work on their impressions of the Burren.

K13 Title: Deep Ecology

Workshop Leader: Kathryn McCabe

Recorder: Áine Bird **Participants:** 23

Lessons learned



Deep ecology is a form of holistic learning. Arne Næss developed the philosophy. Experiential Deep Ecologist Joanna Macy and her *Work that Reconnects* was developed in the time when there was a real threat of nuclear war. Can include grief and empowerment work. Focuses on what you're feeling and moving through it into the world. Includes elements of process orientated psychology. Process can be cognitive at the start but there's always a depth of experience to be tapped.

Activities included;

- Move to a place that represents where you are in your life right now – why did you choose it?
- Move to your childhood/nature place – remember what it was like?
- Choose to catch someone's eye and share with them or journal.
- Pair work – cradling (sit opposite a partner, knee to knee, touch hand as if you've never seen a human hand before, taken through a visualisation), open questions (sit opposite a partner, knee to knee, one person speaks and other just listens, speak for 2 minutes on 1st I'm grateful for, 2nd I'm sick of and 3rd What I really hope is. Each speaker gets 2 minutes on each topic and swaps then to the other.
- Outdoors – in pairs one closes their eyes and is led to something by the other. Tap the person with their eyes closed to open their eyes and focus on the item in front of them.
- Each participant took time to think on a vision for the future.

K14 Title: Bringing a landscape to life through creative writing

Workshop Leader: Paul Clements

Recorder: Jenny Morton **Participants:** 16

- Gave each participant the opportunity to read a travel writing paragraph and allowed them to be analytical.
- He gave participants examples of books already written about the Burren and then got them to write their own pieces on a place that they loved in the Burren.
- They explored different styles that authors use.
- He explained techniques like Panorama to Particular whereby the writer sets the scene to bringing it into the item to capture the audience.
- Avoid clichés, expand vocab especially around colour and light.
- He also played music and allowed the people to visualize in their mind what it meant to them.
- He showed photos of different things like the erratic for instance and ask the group to describe what they conjure up – use their imagination.
- The first paragraph counts.



K15 Title: It Takes All Types - bringing a range of learner into the fold

Workshop Leader: Kate Lavender

Recorder: Kate Lavender **Participants:** 11

Workshop outline:

Everyone has their own preference for how to take in information. By using a range of different teaching techniques we can make our lessons/activities (whether indoor or outdoor) more inclusive and engage a wider audience. This workshop will look at different types of learning preferences and how we as educators can use a variety of teaching methods to include as many as possible.

Firstly all attendees (and the workshop leader) briefly introduced themselves. A list of different things to learn was put up and a short session was held where attendees talked about the way they would go about learning the items on the list. This highlighted the fact that a variety of techniques would be used by the people in the room, which led into a brief discussion on the

differences between learning preferences and learning styles.

A learning style is how your brain processes information and there is much debate about whether or not people can be classified into simple groups for this or if it is simply too complex to be measurable.

A learning preference is how individuals prefer to have information presented to them. There are many different ways of testing to see what an individual's learning preference is. Some argue that there are many downsides to studying learning preferences – 1. It has not been proven that providing information in an individual's preferred way improves their academic performance (but does it enhance engagement?). 2. There are many dangers of labelling – if an individual is told their learning preference is for example visual, then they may not try to learn anything aurally, etc.

The main reason for studying learning preferences is to showcase the main ways individuals prefer to learn and to try to incorporate as many as possible into each activity/lesson.

Workshop activities:

The VARK questionnaire was completed by all workshop attendees and labels made to show their learning preferences (not for the purpose of labelling what type of learner they are but to ensure that we can mix learning preferences up when doing the activities).

A short discussion was had about whether or not people felt that they had that type/mixture of learning preference.

After a short presentation about how to present information to each learning preference (Auditory, Visual, Kinesthetic and Read/Write), the attendees were split into groups of three (each with different learning preferences), and were sent outside to plan a lesson on the habitats, wildlife, monuments or conservation of Glebe Road). Each group was given 20 minutes to plan their lesson to include as many different learning preferences as possible. This was followed by each group feeding back on what they had planned and a quick demonstration of some of the resources used by the BBT on their field trips (laminated info sheets/pictures, etc.). An introvert/extrovert test was completed by all workshop attendees followed by a discussion of how to make lessons/activities introvert and extrovert friendly (think, pair, share technique discussed too).

Differences in values and backgrounds were discussed and how this may affect the language and expectations of the educator. The previous lesson plans put together by groups were looked at briefly and changes suggested for urban students as opposed to rural students.

Finally, there was a quick look at different learning disabilities and the fact that to include most people with these into each lesson/activity was to include a variety of learning preferences/teaching styles (this was very quick as time was running out fast).

Final message:

We are now aware of the different ways people prefer to learn and of different techniques to include as many of these learning preferences into our lessons/activities. Variety is the key.

Workshop leader notes:

Group was keen to participate (thankfully) and shared many great ideas. Lots of discussion over ideas to incorporate different learner preferences both indoor and outdoors. Strange mix of backgrounds in attendees but most participated well and shared great ideas. Activities worked well but think the lesson/activity plan one outside needed a bit more structure for those who didn't have an educator background.

Post-event Feedback

We received a great response to the 2016 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 assured all comments been considered in our recommendations going forward to future events. Below is a taster of some of the feedback.

Thank you for the possibility to get in touch with you all! I enjoyed every second of the symposium and will absolutely come back to see more of the Burren. I also hope that our contacts from the meeting will develop into some kind of cooperation. Eva, workshop leader

Thank you all so much for organising such an inspiring weekend. The work that ye do is so ground breaking. Maura, delegate

From what I saw on the evening it was a great event. Everyone was buzzing which was amazing to see and very inspiring. It was well run and relaxed which was nice. Fergal, speaker

So great to meet such passionate, progressive, energetic people all doing their own little bit to change our world for the better. Really well organised and fantastic speakers and workshops. I will definitely be coming back next year. Siobhan, delegate

Thank you again for an event so well run. I think everybody agrees we got a lot of energy and ideas out of it. I have no feedback other than that it was so well organised, I especially liked the fact that you were punctual and making sure speeches/ workshops were within the time given, if you do that from the beginning everybody knows where they stand. Evelien, delegate

Thank you again (and all the Burrenbeo team) for creating an event which has a ripple effect throughout the country. Your organisation is showing true leadership in the area of place based learning and I'm convinced it will inspire others to act in a positive way to embrace their local landscape in their education practice. Tomás, delegate

I teach French to kids and brought my "bold" class in the courtyard today. There, there was all we needed: colours, numbers, sky, flowers, etc. We could rehearse what they knew and learn new vocabulary. The boldest kids behaved much better. When we went back to the classroom to capture their experience, they were the most focused and relaxed I had ever seen them. Sabrina, delegate

Thanks again, it was a really good weekend and very supportive of us all to gather and share ideas like. Ciara, workshop leader

Thank you all for a wonderful experience and for a great networking opportunity. It is a well organized event with lots of information leading up to and during the weekend. Everything flowed very well. Rosaleen, delegate

Really enjoyed too and thanks to all for a well organised and engaging event. Looking forward to next Burrenbeo educational event already! Sally, delegate

I don't really have any more feedback for you about the event apart from feeling that it had really come into it's own this year. Karen, workshop leader

Just to say it was an inspirational weekend. I met so many wonderful people (including you and your team of course!). Thank you for organising it. I've already mentioned your work to our local development committee in Newport - was greeted with a strange look but I am persistent and would love to see something similar get off the ground in this region. Georgia, delegate

I've been processing and absorbing since, and I felt the need to tell you all that before this weekend, I have honestly felt like some lunatic. Pondering, trying and looking at new things to help the education of my classes. Thank you Burrenbeo for creating a spectacular weekend and thank you all for showing me I'm not as nuts as I thought! We aren't alone and it makes a huge difference to me professionally and personally. Michelle, delegate

Acknowledgements

The Burrenbeo Trust would to thank everyone that made this event 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 massive thank you to the symposium team of Burrenbeo Trust staff Áine, Kate, Elaine, Brigid, and volunteers Brendan Dunford, Eileen Jeuken and Jenny Morton for their help.

APPENDIX 1 Programme 2016

Fri 11th March Discussion & Cross-pollination

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

6.30-7pm *Mixing it up. Getting to know the crowd* with Burrenbeo Trust (Johnston's Hall)

Break

7.30-9pm *Welcome* with Brigid Barry (Merriman Hotel)

MINI TALKS SERIES (10mins each with 5 mins Q&A)

Anders Szczepanski *Scandinavia and beyond – what made the change & what's new*

Kathryn Mc Cabe *Social Ecology – asking big questions and how to explore our answers.*

Karen Kerr *It's like you're an investigator with trees - outcomes for children learning outdoors*

Eva Kattling *Language and landscape*

Kitty Scully *Digging deep; gardening for wellbeing*

A Pub Gathering in Connollys Pub

Sat 12th March Kinvara Workshops Session 1 (9.30am-Midday)

Coordinators: Áine Bird (ÁB), Brigid Barry (BB) Eileen Jeuken (EJ) Elaine Williams (EW), Kate Lavender (KL), Jenny Morton (JM)

W1: Karen Kerr & Gretta McCarron *Do worms have babies? Resources for getting science outdoors* (Johnston's Hall / KL)

W2: Áine Bird *Active learning – the student as the teacher* (Courthouse/AB)

W3: Karen Webster *Creative Ideas for Connecting with Nature* (Burrenbeo Trust /BB)

W4: Rory O'Shaughnessy *Incorporating archaeology and stories of the past into your teaching* (Connollys/EJ)

WS5: Elaine Williams & Jenny Morton *Engaging & activating your community* (Greene's Pub/EW)

12-1.15pm *Meet & eat:* Lunch can be bought in the local shops. Tea, coffee and space to convene. (Johnston's Hall / KL & ÁB)

1.30pm Car shares depart (ÁB) – List up on Johnston's Hall

Sat 12th March Burren Workshops Session 2 (2pm-4.30pm)

W6: Anders Szczepanski *Mindscapes and Landscapes – exploring a coastal landscape* (Traught Beach / ÁB) *Meet outside Pierhead @1.30pm

W7: Ciara Hinksman, Lucy Bell & Darach O'Murchu *Forest Schools - Learning by Nature's Design* (Garryland / EW) *Meet at right fork by Post Office @1.30pm

W8: Brigid Barry *Sensory Learning in the Field* (Slieve Carron Nature Reserve / BB) *Meet outside National School @1.30pm

W9: Grace Garde *Peeling back the layers – how to develop a study of an ecosystem* (Garryland / EJ) *Meet at right fork by Post Office @1.30pm

W10: Eric Dempsey *The Wonderful World of Birds* (Flaggy shore/KL) *Meet outside Burrenbeo Trust @1.30pm

4.30pm Car shares depart for Kinvara.

6.30-8pm *Who's Who:* A relaxed pizza evening with who's who displays (bring any work materials you want to show off). Followed casual 30-minute talk with **Fergal Smith – Building a Community Ground Up**. You can bring your own food if you don't like pizza. Tea & coffee will be available. Or you are welcome to pick up a drink from Tully's Pub across the road. (Johnston's Hall)

Sun 13th March Kinvara Workshops Session 3 (9.30am-Midday)

- W11: Eva Katting *Language and the landscape* (Courthouse / EJ)
W12: Jole Bortoli *This Shimmering Space* (Lough Bunny / ÁB) *Meet for carshare at 9am outside National School
W13: Kathryn Mc Cabe *Deep Ecology* (Johnston's Hall/ BB)
W14: Paul Clements *Bringing a landscape to life through creative writing* (Connollys Pub / JM)
W15: Kate Lavender *It takes all types – bringing a range of learners into the fold* (Burrenbeo Trust/KL)
- 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 Reflect & Review session (BB)
- 1.30pm Cars depart – for joining convey, meet outside National School
- 2pm-4.30pm **Optional Walk in the Burren.** *Place-based Learning in action.* Led by Brendan Dunford & local farmer John Marrinan. An opportunity to further cross-pollinate in the heart of the Burren. This is followed by tea and cake the local farmhouse in lieu of donation (approx. €5) so bring some pennies!

This event has been supported by Local Agenda 21 Galway & The Heritage Council

APPENDIX 2 Workshop Leaders & Coordinators

BARRY, Brigid

Brigid coordinates the Burrenbeo Trust, a leading advocate for place-based education and community-based learning in Ireland. Brigid's passion is connecting communities to their place. Through her work in this, Brigid teaches a variety of groups from teachers through to masters students, from pre-schoolers through to groups with social or physical challenges, and many more, all on interpreting the landscape for them or given them the tools to do it for themselves and their audiences. When she is not working, she is studying medicinal herbalism and finding ways to incorporate that into her teaching as well. Prior to Burrenbeo, she was the Biodiversity Officer for County Clare and had also spent 10 years working in community conservation abroad.

BELL, Lucy

Lucy Bell is co-creator of GROWing Gardens, a company working in environmental education, organic horticulture, community gardening, local food projects, native habitat creation and living willow. Lucy has a Diploma in Organic Horticulture, a Level 3 in Forest School Leadership and is currently studying for a Masters in Organic Horticulture. She has over 9 years working in environmental education, setting up school gardens and working as a Heritage in Schools specialist with The Heritage Council, she co-wrote the publication 'The Year Organic School Garden'. Lucy is currently a horticulture tutor with Kildare ETB, teaching community garden projects and FETAC horticulture courses. Lucy facilitates ways for people, both young and old, to connect to nature through community & school gardens and native habitat development, forest schools, time in nature, herb and tree lore, wild foraging, woodland field trips, traditional crafts, living willow work, bush craft and free play. www.growinggardens.ie

BIRD, Áine

Áine is the Communications Officer for the Burrenbeo Trust. She develops and coordinates the place-based education programmes including a heritage course in primary schools and a place learning course with transition years that the Trust delivers to over 150 young people a year. With a background in botany, she has a masters in Science Communication, a heritage in schools specialist and is currently undertaking further postgraduate study in Education at NUI Galway with a focus on place-based education. Prior to Burrenbeo Áine was an education officer in Glenveagh National Park and previously worked with Eco-Unesco and TASC.

BORTOLI, Jole

Jole Bortoli, is the director and founder of Art to Heart, an organisation with a passion for art and creativity. Art to Heart 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 for more information.

CLEMENTS, Paul

Paul is a journalist, broadcaster and writer. He is the author of four travel books about Ireland, as well as works of biography and criticism. His latest book, *Wandering Ireland's Wild Atlantic Way* was published in 2016. His collection of essays on the Burren were published in *Burren Country, Travels through an Irish limestone landscape*. Paul's special interests are peoples' connection to the landscape and the oral tradition, as well as natural history and the built heritage. He has also co-written guidebooks to Ireland for Fodor's Ireland, Insight Guide Ireland and the Rough Guide to Ireland. His landmark biography *Romancing Ireland* on the Irish travel writer, Richard Hayward, was published in 2014 by Lilliput Press and adapted for BBC television. A regular contributor to the *Irish Times*, he has written many 'Irishman's Diaries' as well as features on landscape, cultural life and heritage.

DEMPSEY, Eric

Born and bred in Finglas in north Dublin, Eric Dempsey now lives in Newcastle, Co. Wicklow. With a lifelong interest in the natural world, Eric's main aim is to bring awareness and instill a love for Ireland's bird life and natural heritage through his writing, speaking, guiding, broadcasting and photography. Now acknowledged as one of Ireland's leading expert, Eric is author of many books including 'The Complete Field Guide to Ireland's Birds', 'Birdwatching in Ireland with Eric Dempsey' and 'Finding Birds in Ireland'. He is also the co-author, lead photographer and general editor of 'Ireland's Wildlife Year'. His new book, 'Don't Die in Autumn – a memoir' has just been published to critical acclaim. With over 40 years field experience, he has hosted workshops around the country. He also leads Irish and international groups to all parts of Ireland in search of birds, and is an expert consultant to, and a team member of, the popular 'Mooney Goes Wild' on RTE Radio 1. He is a much-sought after public speaker throughout the country as well as being a listed 'Heritage Expert' working with the Heritage Council. His website is www.birdsireland.com

DUNFORD, Brendan

Brendan is the Manager of the EU award-winning Burren Life 'farming for conservation' programme. Brendan initially came to the Burren to do a PhD which explored the relationship between farming and heritage in the region. With his wife Ann O'Connor, he helped found Burrenbeo Teo, precursor to the Burrenbeo Trust, and was instrumental in developing place-based education programmes in the Burren including the 10-week Ecobee programme that is now run in primary schools across the Burren and identified as a model of place-based education nationally. He served as a council member of The Heritage Council from 2005-2015, as a director of the European Forum for Nature Conservation and Pastoralism and as an Ashoka Fellow for Ireland. His interests relate to the relationship between people and their places and ways through which this relationship may be revived and enhanced for the benefit of both.

GARDE, Grace

Grace has a degree in botany but then spent eight years teaching computers and maths through animation design. From there she spent 5 years in landscape and garden design, did a year with an NPWS education centre, and contracted with a private outdoor adventure company teaching field studies from toddlers-adults. Since 2014, has run her own outdoor learning company www.gracefullandscapes.com and is part of the Heritage in Schools panel for Wicklow. Her main target age group is primary schools.

HINKSMAN, Ciara

Ciara's environmental education company, Earth Force Education, will host it's fifth Certificate in Forest School Programme Leadership Training in November, 2016 with trainers Circle of Life Rediscovery in Co. Wicklow. She has been awarded Local Agenda 21 funding by five local authorities in 2015 to *Bring Back Outdoor Play*. She is a Heritage in Schools and An Taisce Green Schools Biodiversity specialist for nature connection and sustainability and runs Forest School, nature and bushcraft camps for children and Forest School introductory days for adults. She appeared as part of the *RTE Goes Wild* series on Nationwide in 2013, see www.vimeo.com/65611610.

JEUKEN, Eileen

Eileen grew up on an organic, biodynamic Burren farm where her parents are current participants of the Burren farming for conservation programme; BurrenLife. She has strong interest in environmental issues, and the sustainable management of agricultural land areas. She recently graduated from University College Dublin with an Agri-Environmental Science degree, and has just commenced her MSc. researching for the SQUARE (Soil Quality Assessment Research) project at Institute of Technology Sligo. Both her personal and academic interests are strongly connected back to her Burren roots, and the role of its farming community in managing the regions landscape and resources.

KÄTTING, Eva

Eva started as a primary school teacher but after a few years decided she wanted to focus more on language learning so became a teacher in Swedish and Swedish as a second language. At the same time she also worked as a teacher for children with special needs in many years. From here Eva went on to working in secondary schools. As she has always been interested in outdoor life she wanted to combine teaching with being outdoors, in an upper secondary school which was a combination of a school and a social project which is where she got the possibility to try her ideas. It worked out very well and they had five successful years with very good results. She went on to complete a master's programme in Outdoor Education at Linköping University and started to working at the University's National Centre for Outdoor Education. For the past 10 years Eva has run the international master's program on Outdoor Education as well as the Swedish one. She has met teachers from all over the world, coming to Sweden to study at the master's program and honed in on her interests. In her spare time, Eva is also a guide and takes groups to the Swedish mountains three or four times a year.

KERR, Karen

Karen Kerr (BEd Hons, PhD) is a Lecturer in Education in the School of Education at Queen's University Belfast. She is a qualified science teacher, and has taught in nursery, primary and secondary schools in Northern Ireland, England and Spain. Karen now co-ordinates an international PGCE. Her research background is in science education, in particular, outdoor learning and continuing professional development for teachers. She currently holds two grants with Open Air Laboratories (OPAL) and the Primary Science Teaching Trust (PSTT) looking at the impact of outdoor learning with children and young people.

LAVENDER, Kate

Kate is the Programmes Officer for Burrenbeo Trust and has a background in geology and education. Among other things she coordinates the Burrenbeo Conservation Volunteers and the Burren Wild Child programme. Kate works with over 450 children a year through our Burren Wild Child and our Ecobeo programmes as well as our Áitbheo place-based learning projects in secondary schools. She also freelances as a field studies instructor and cave guide with the Burren Outdoor Education Centre. Prior to joining Burrenbeo she was a geography teacher in the UK.

MC CABE, Kathryn

Kathryn originally studied Science and Applied Physics at Maynooth University, however continued seeking academic pathways that would explore a big picture approach to changing the world. A masters in Australia, Social Ecology, enabled her to engage with complex systems, design context-specific change strategies and, crucially, feel inspired about what is possible when people feel respected and trusted to take their next step towards transformation. She now works as an independent consultant for groups that are engaged in change; community, schools, business. She has lectured at the University of Western Sydney, has worked internationally guiding NGOs and large multinationals towards sustainability and well-being. She has a special interest in youth Rites of Passage; delivering a summer program on Vancouver Island, Canada. She is a published author in *Social Ecology; Applying Ecological Thinking to Our Lives and Our work*.

MCCARRON, Gretta

Since completing a PhD in Earth Sciences in 1999, Gretta has worked in a number of different roles including Associate Lecturer with the Open University, Geography Teacher in a secondary school in Northern Ireland, Outdoor Educator at field studies centres in England and Ireland, and as a Heritage in Schools Specialist. Gretta is currently Open Air Laboratories (OPAL) Outreach and Training Officer at the School of Education at Queens University, Belfast.

MORTON, Jenny

Jenny has lived in, and loved, the Burren for the past 15 years. She is passionate about bringing people together in ways that enhance peoples' daily experience in this extraordinary and challenging place. She is a Scout Leader and regularly brings local children out into the Burren teaching them survival and other valuable skills. She is a co-founder of the Ballyvaughan Farmers' Market, was involved in the original Burren Leadership Forum, helped set up social gatherings such as the Parent and Toddler group, the Cup of Tea, and she is a member of the Goya gang, a local group that encourages parents and children to get into the outdoors together. For the past year, Jenny has been coordinating the Burren's ChangeX project, introducing local people to a range of tried and tested innovations that aim to enhance community wellbeing. Through this she has been instrumental in setting up variety of different community projects.

O'SHAUGHNESSY, Rory

Rory is an archaeologist and a stone mason that lives locally in the Galway Burren. He is a member of the national Heritage in Schools panel and does regular school tours and university teaching tours around the region. Rory carries out regular workshops with the Burren Conservation Volunteers on dry stone walling, how to repair and the importance of their blueprint on the landscape. Rory loves telling stories and legends, he is from a very old clan from the Galway Burren and is very passionate about the region and its built heritage.

O' MURCHU, Darach

Darach works in environmental, outdoor and nature education - as a teacher of wild food foraging courses (specialising in seaweed), a leader of nature walks, a Leave No Trace Outdoor Ethics trainer and a facilitator of

bushcraft and Forest Schools programmes. He strives to deliver holistic and experiential nature connection and education programmes to children and adults. His interests also include herbalism, permaculture, community, growing food and other “traditional” living skills. He is chair of the Leave No Trace Ireland Education and Advisory group.

SCULLY, Kitty

Growing up on an organic mixed farm in Co Laois, Kitty became interested and passionate about home grown food at an early age. After years working on organic small holdings around the world, Kitty returned to Ireland and completed a Diploma in Organic Horticulture & Sustainable Living and later went on to achieve first class honours in an MSc in Organic Horticulture amidst a busy gardening, writing and teaching career. Best known for her RTE 1 series’ How to Create a Garden’, Kitty has also written a weekly vegetable gardening and foraging column for the Irish Examiner for a number of years. In 2009, gaelic speaking Kitty contributed to TG4’s gardening programme, An Garraí Glas and in 2010 she visited community gardens around Ireland, co-presenting RTÉ’s Corrigan Cooks Naturally. Kitty is now the Head Kitchen Gardener at Airfield Estate in Dublin. Here she manages a fabulous newly designed productive yet pretty space which supplies an on-site restaurant and is the perfect platform for Kitty to deliver horticulture workshops and share her passion and commitment to the production and consumption of local, seasonal home grown food.

SMITH, Fergal

Fergal was one of Ireland’s top professional surfers. He has settled in Lahinch, Co. Clare. Through his professional and personal striving, his priority has become caring for the environment. Without healthy soil nothing can exist. It’s the beating heart of our land, our livelihoods and our independence. With this in mind Fergal started a Community Supported Agricultural farm. He has seen first-hand how a simple initiative like this can bring people together and unite a community. As a group they provide opportunities to grow and source healthy, locally produced food, and offer a genuine sense of community, that cares for each other and their country.

SZCZEPANSKI, Anders

Anders founded the National Council for Outdoor Environmental Education (NCU) at Linköping University in Sweden in 1993, where he is still working as Director as well as Assistant Professor in Outdoor Environmental Education (EE) and Health. Sweden is deemed at the forefront of environmental education in Europe, and the NCU functions as a National Network for Outdoor Environmental Education in Sweden. Anders has arranged international conservation as well as linked up and initiated cooperation with various universities in the east and west such as USA, Canada, Scotland, Germany, Norway, Poland, China, Japan, and Singapore around the subject of EE and health driving wider the reach of its benefits. He is the author of textbooks in outdoor education and has appeared on TV and radio programmes discussing EE and health both inside and outside Europe.

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 has recently completed 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 'Exploring Biodiversity through Art', she also works with 'Primary Colours'- an arts programme for national schools for Sligo Arts Service and has delivered the 'Artist in Schools' programme for Leitrim and Roscommon County Councils. 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 commenced a PhD in Geography at NUI Galway in September 2015. As part of her research, she is based in the Burrenbeo Trust office two days a week, fulfilling the role of ‘Community Engagement Officer’. Elaine is hugely interested in and passionate about all things landscape, environment and community related. Intrigued by the rich and interactive society which is present and visible within the Burren, her research aims to explore how various communities connect with their landscape through association with Burrenbeo Trust, and from that identify the core benefits and outputs of doing so. Prior to her PhD, Elaine has worked with various community groups through her roles as Outreach Officer for the Discipline of Geography at NUIG, and ChangeX Burren Coordinator with ChangeX. For more information, contact elaine@burrenbeo.com

APPENDIX 3 Delegate Biographies

Abbott, Kevin

aineabb@gmail.com

Aungier, Ann

aaungier@glenstal.com

Aylward, Tomás tomas.aylward@staff.ittralee.ie

Tomas lectures in Outdoor and Experiential Learning at the Institute of Technology, Tralee. His work outdoors has spanned three decades and has changed and morphed along the way; he now sees simply 'being in nature' or 'under the open sky' as they say in Iceland as the most important aspect of learning experiences outdoors.

Barbu, Ana Maria anamariabarbu@gmail.com

Ana Maria has been working as a facilitator with Kimmage Development Studies Centre for the past 3 and a half years, the workshops she delivers are looking at sustainable livelihoods and the work of Irish Aid, she would love to be able to bring different skills into her facilitation.

Barrett, Carol carolbarrett77@hotmail.com

Carol has been doing experiential music classes with Parents and toddlers for about 10 years, she also does art classes during holidays and after school. She is an SNA (special needs assistant) and gets work occasionally as a substitute in her daughter's school where she is heavily involved with the garden project and art and drama. She has just finished a Forest School leadership course and is starting a parent toddler forest group in April, she would also like to continue taking forest schools to school and learn more about outdoor education.

Boylan, Meabh meabhboylan@gmail.com

Méabh has a background in zoology, conservation biology and research. She has also worked in education and environmental education for years. She was attracted to the event as she would like to further develop practical skills for work in the outdoors. She would like to take these new skills and ideas back to her current work in running environmental education programmes.

Brehony, Ciara ciarabrehony@gmail.com

Ciara is an artist, blogger, and community activist, with a particular interest in education and sustainable living. She is a co-founder of Common Ground Bray, a cooperative community for sustainable living, a Forest School Leader in training, and is also currently training to teach Mindfulness in schools. She is also co-founder in the process of setting up Ireland's first democratic school, in North Wicklow, similar to the Sudbury model, and is passionate about changing the landscape of Irish education, believing that the one-size-fits-all system currently in place does not meet the needs of today's children and, especially, young adults. <http://milk-moon.blogspot.ie> <http://commongroundbray.com>
<http://www.anotherwayeducation.org>

Burke, Flor crann.og.gort@gmail.com

Flor is the co-owner and creator of Crann Og Eco Farm. He is an upscale recycling guru and eco-builder, a men's circle and group work facilitator, and an artists and totem animal imagery facilitator.

Burke, Treena kburke@bessborough.ie

Treena is the Assistant Coordinator of a Horticulture Local Training Initiative at the Bessborough Centre. She currently teaches Communications, Work Experience and IT. She has a background in heritage and so she is interested in developing ways to bring Ireland's natural heritage into the classroom. Her goal is to develop ways to bring the natural world into her teaching of the generic modules and she hopes that this symposium will give her ideas on how to do this.

Byrne, Caroline caroline.e.byrne@gmail.com

Caroline is a Fine Artist/Educator. In 2000 she worked in Noc Sink Woods Nature Reserve in Eniskerry, Wicklow learning and teaching primary school children about the forest habitat. Currently she is back at Noc Sink woods with her own children and a group of homeschoolers. Since October 2015 she has been creating a programme at the Dublin Steiner school which explores nature and the passing year through art. She hopes the event will be an opportunity to upskill, gain new ideas and meet with individuals working in the area.

Byrne, Jean jean4b@icloud.com

Cannon Taylor, Ann acannontaylor@gmail.com

Ann has a background in education as a teacher of Geography and English to second level. She has a keen interest in environmental issues and has worked with TY students on Environmental Projects (ECOUNESCO). She hopes that the symposium will offer her new ideas and perspectives.

Collopy, Brian loughgur@gmail.com

Brian is currently working in the heritage center in Lough Gur. A sizable portion of his work involves giving tours and generally interacting with visitors, providing them with information about the locality and history of the area. They are looking to put more information on the natural heritage of the area as it currently not being utilized to its full potential. From a personal perspective it is an area he has a keen interest in also.

Cooney, Lorraine lorraine.a.cooney@gmail.com

Lorraine was the co-coordinator of a QQI Level 4 programme in horticulture last year, which also involved coordinating an organic centre. She is currently studying a BSc (Hons) in Environmental Management, which is an online course from Sligo IT.

Corbett, Eric rmrekac@yahoo.ie

Eric is currently studying a Field Botany course with the Botanical Society of Britain and Ireland. His interests are in the areas of identifying the landscape character of a region, identifying habitats within a region, how and why people interact with the ecology of a region, and how can people be guided in learning more about the landscape that surrounds them.

Costello, Helen hcostello@glenstal.com

Helen is the Academic Director of Glenstal Abbey School and have held the roles of Teacher and Deputy Principal of the school since starting working there in 1998. Glenstal Abbey and surroundings is indeed a beautiful place and she is passionate about incorporating this external environment authentically into the experience of the internal classroom. She is involved in many projects in the school to promote active learning and reflective practice in our teachers and she believes that creativity among teacher and students really needs to be nurtured more in the education system.

Cotter, Orla ocotter@gmail.com

Orla is writing her Master's thesis in International and Comparative Education at Stockholm University. Her research interest is outdoor learning environments in early childhood education.

Coyne, Lil lill.space4healing@gmail.com

Croal, Yvonne ycroal@gmail.com

Yvonne works in the area of outdoor education at Petersburg Outdoor Education Centre, Clonbur, Co. Galway. She graduated from NUI Galway with a BSc in Environmental Science. She has worked as the field studies tutor there since 2005, working on programmes such as young explorers for 7-9 year olds, outdoor elements of Geography and Biology with Leaving Cert and QQI Level 6 Marine and Countryside Guiding.

Cronin, Jerry Jerry.Cronin@ul.ie

Jerry is involved in the development of national and internationally based experiential learning opportunities for Arts, Humanities and Social Science undergraduate students at the University of Limerick. His students work in a range of business, commercial and educational settings, in Ireland, other European countries, Africa, Asia and South America.

Dawson, Sarah salapalla@gmail.com

Sarah is learning to live and share living a wholehearted life through her work as a visual artist, an educator, including development education in post primary school, a forest school leader, a mindfulness practitioner and sharer of the transformative process called non-violent communication.

Dawson, Mary marytdawson@hotmail.com

Mary has a keen interest in the natural world and loves to be outdoors either participating in sporting activities or learning more about nature. She is currently making a career pivot and exploring directions that are more meaningful to her. She is keen to connect and learn from not only the landscape of the Burren but also from the other participants and speakers at this event by networking and exploring options within environmental education area.

de Barra, Bairbre debarra@hotmail.com

Delascasas, Tara taradlc@hotmail.com

After studying the practical sustainability course in Kinsale, Tara co-founded an environmental education program, focusing on growing food and biodiversity in the school grounds. More recently she has completed the forest school training and has set up 'wild inspired education', that aims to bring children out into woodland to connect with nature through games, art, bushcraft and play.

Dennekamp, Evelien evelien@eircom.net

Evelien is a mother of a 12 and 10 year old living in Ballina, Co. Tipperary, who loves the outdoors and is a regular visitor of The Burren - especially love the flora and stunning walks. Watching the trend that children spend more time inside and are stuck to their screens (if you let them!) and the proven positive effects of being outdoors she recently decided to take a career break and try and encourage children to spend more time outside. Still at the beginning but full of ideas she has started theoutdoorkid.ie. Really looking forward to get some tips/ ideas and meet likeminded people.

Dowling, Gerard geddowling@yahoo.co.uk

Ged graduated as a mature student with a BA Hons in outdoor education last year. He is involved with Leave No Trace as a trainer and currently delivering the Coilte Compass programme. He is interested using the natural environment as a classroom, particularly the place based learning philosophy. He believes the Learning Landscape Symposium will be a great opportunity to develop ideas.

Dungan, Jennifer jdungan98@yahoo.com

Jennifer is currently focusing on bringing forest school sessions into her primary school for every child and training teachers to bring the curriculum outdoors. She is also a community facilitator with links to Sustainable Living Network Wicklow and Common Ground in Bray.

Flaherty, Margaret magsflaherty@gmail.com

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, and has just completed a PhD on squirrels in Ireland.

Flood, Kate kate.flood@ucdconnect.ie

Kate's main area of interest is in peatland conservation and education, and she has conducted guided walks and foraging workshops at Girley Bog NHA in County Meath. She is a member of the Girley Bog Meitheal, a group set up to manage the area for conservation and recreation, and is also a member of the Community Wetlands Forum, a group which supports communities involved in wetland projects. Blog: <https://abogslife.wordpress.com/>

Foxall, Damien damianfoxall@compuserve.com

Damian is the Canadian Wildlife Foundations Recreation Education manager, he has spent most of his life on the water as an offshore sailor. His role with the Canadian Wildlife Federation encourages us all to get outside and enjoy our waterways, coastline and oceans. CWF education programs provide inspiration, opportunity, training and resources for all to get involved and take action.

Furlong, Shane shane.furlong@gmail.com

Shane completed an Environmental Science degree followed by a Masters in Environmental Engineering almost 15 years ago thinking he would spend my time in green fields and woodlands doing good deeds on behalf of society (too much Captain Planet at a young age!) Somehow, he ended up in the contaminated land industry however he was awoken by an unexpected redundancy and has been busy getting back to the woodland/field dream through the lens of environmental and sustainability education and most recently the stupidly exciting teaching process called Forest School. This week alone, he is taking three and four year olds and a bunch of teenagers into the forest and learning to sing welcome songs suitable for early childhood settings. This makes him smile. It is a very good thing and he is looking forward to making connections, creating more opportunities to connect with place and maybe even getting paid and earning a right livelihood!

Gavaghan, Mary m.gavaghan2@gmail.com

Mary has a great interest in all things landscape and subsequently human interaction with landscape. With a

background in geography and archaeology and varied experience from lake coring to onsite excavation she loves exploring the landscape for clues of the past. She is now working part-time as a guide with the Galway Civic Trust and is looking forward to this event as it will provide a unique learning and networking opportunity revolving around all things landscape!

Halphin, Una una@wildwaysadventures.ie

Una has worked in environmental education for over 10 years and currently runs her own company Wildways Adventures specialising in outdoor nature based activities for families and groups. Una is a Heritage in Schools specialist, and also runs workshops and teacher trainings on behalf of SEAI and Discover Primary Science and Maths.

Harttung, Urs bridurs@yahoo.co.uk

Urs is a craftsman, pedagogue, philosopher, artist and has a hon. BA in Outdoor and Experiential Education from GMIT Castlebar. He designs and creates Outdoor Spaces such as Yurts, Tips and Sensory Gardens. Following the philosophies of Johann Pestalozzi and Hugo Kuekelhaus he believes learning should be holistic and an experience that involves hands, head and heart. He runs Art and Craft workshops and takes on freelance work and commissions in Art, Craft and Education.

Healy, Shailagh shailaghwhitethorn@yahoo.ca

Shailagh is based in North Sligo and is an arboriculturalist, chartered herbalist, orchardist and wild child herself! She consults with the private and public sector on trees, and facilitates Woodland Wonders programs to both schools and public centers, incorporating song, dance and wildness along the way!

Heskins, Sinead sineadmbheskin@gmail.com

Sinead loves her outdoors sports, especially snow sports, exploring wilderness, and going on journeys. The tiny details in nature hold more interest for her these days though, and she is open to learning whatever she can about nature. She has some background in working with children in a classroom, but hopes to get working outdoors, and slowly build up a set of skills.

Holst, Michelle michelleholst17@hotmail.com

Michelle has a background in teaching and languages. She is a beginner gardener (attempting strawberries and tomatoes) and loves creating things. She is a Primary School teacher currently teaching Junior Infants and is also the Green Schools Coordinator. They are currently working to achieve the Biodiversity flag. She looks forward to attending this event not only to get ideas for Green Committee but also to learn more about teaching and learning outdoors, as they use the Aistear methodology in her school.

Houlihan, Emma nihullachain@gmail.com

Emma is a visual artist Co. Clare. Her art practice encompasses ideas around rural issues, development and landscape. She is currently working on creating new commonage in the Burren and in the process of setting up a tour company that focuses on experience of wilderness through voyaging, walking, creativity and mindfulness.

Hunt, Lucy lucynhunt@yahoo.co.uk

Lucy is an ocean advocate with a Masters in Marine Environmental Protection, she is the owner of Sea Synergy Marine Awareness & Activity Centre; a new marine awareness centre in Waterville Co. Kerry where there is a unique exhibition on Irelands marine life and she conducts environmental workshops to help connect all ages to the ocean and inspires people to protect it.

Ingham, Sarah sarah.ingham11@gmail.com

Sarah works as an ecological consultant for a small and thriving independent consultancy firm in Ennis. In her day to day work, she assesses the impacts of renewable energy developments on ecology and designs mitigation to counter any impacts which may be identified during these assessments. She currently lives in the Burren where she feels a deep connection with the land and the nature of the place. Having attended last year's Learning Landscape Symposium, she found it so inspiring and enjoyable that she's back for more this year.

Izquierdo-Valencia, Carolina mafalda1622@gmail.com

Carolina is current in the process of changing careers from banking into education. She has just begun as a teacher assistant. She is really interested in recovering the relationship with the land and the nature, keeping and fostering it in a conscious way. She feels that education will help us to get it!

Kavanagh, Paul seasonpark@hotmail.com

Paul is a commercial landscaper with a special interest in period style planting. His company is Paul Kavanagh Landscapes & Consultancy, and he is in this business for 30 years plus. He has a special interest in bees, trees, landscape, nature, tourism and I am the largest stockist of large English yews in the country. www.landscape.ie & www.nursery.ie

Kirk, David davidkirk@ntlworld.com

David is a photographer and writer (retired newspaper journalist) with four books published – The Mountains of Mourne, Tollymore Park, Mount Stewart and Scrabo Country. He has a lifelong love of the Burren landscapes – to him the most exciting place in Ireland

Kyne, Declan d.kyne2@gmail.com

Lawless, Helen helen@mountaineering.ie

Helen works as the Hillwalking, Access & Conservation Officer with Mountaineering Ireland, the all-island representative body for walkers and climbers. Helen's work is focused on three areas: protecting Ireland's mountain environment (mountains, hills, coastline, crags and forests), encouraging responsible and sustainable use of these special places, and securing continued access for walkers and climbers. Helen is particularly interested in building understanding and appreciation of the natural environment amongst those who use Ireland's upland areas for recreation. In her spare time Helen loves exploring the wilder side of Ireland's mountains. Helen lives in the Wicklow Mountains close to Lugnaquilla, where she is also active as a volunteer in her local community.

Lynch, Ann lynchjustice@gmail.com
Ann is a founder member of Ballyboughal Hedgerow Society and campaigning for limiting of cutting of hedges to winter months. She is an organiser of Nature Hedge Walks explaining hedges' biodiversity and medicinal value. She is creating a waymarked way based on hedgerows in Fingal including private lands and planting native trees along this path. She hopes the conference will help me to upskill and enable networking with others.

Lyons, Therese oob52@aol.com
Therese loves and cares about nature, and she tries to take advantage of opportunities like this to broaden her limited knowledge. At the symposium, she is also hoping to hear about ideas or projects which are encouraging people to engage actively in environmental protection.

MacMillan, Georgia georgia@internationalmagic.com
Georgia has been studying a BA Hons in Outdoor Education as a mature student at GMT Mayo and graduated last year. She is establishing a small business as a freelance hill walking guide and is interested in developing place based learning and outdoor training opportunities. She is currently an active Leave No Trace trainer and facilitator for Coillte Compass Programme. On a voluntary basis she has been project managing the Mayo Dark Skies Community Application, seeking dark-sky accreditation for Ballycroy National Park & Wild Nephin in North West Mayo.

Marshall, Ruth ruth.a.marshall@gmail.com
Ruth is a storyteller, poet, author, crafter, facilitator. She tells stories in museums, schools, libraries, festivals (and anywhere else she is invited), gives creative workshops on Celtic seasonal festivals (for adults). Her hands are always busy making something beautiful from natural materials - hats, gloves, flower essences, herbal remedies, etc. www.ruthmarshallarts.weebly.com

McCarthy, Fionnuala fmccarthy@bessborough.ie
Fionnuala is the coordinator of a Horticulture Local Training Initiative QQI Level 4 aimed at early school leavers at the Bessborough Centre. She teaches some of the Horticulture modules and Personal Effectiveness etc. She has also taught FETAC modules in History and Literature. She enjoys the supportive teaching role that this type of educational programme encourages. She is currently working on integrating the teaching of horticultural skills with positive mental health skills. She is very interested in social and therapeutic horticulture.

McGuire, Siobhan siobhanmcguire@eircom.net
Siobhan was originally a primary school teacher but now owns a preschool and afterschool in Westport. She is currently training as a Forest School Leader and hopes to combine this with her play and art therapy experience for use with the children she teaches as the school is right next to a beautiful native oak wood.

McHugh, Sally s.mchugh1@nuigalway.ie
Sally is a PhD candidate in the School of Education at NUI Galway. Her research is looking at ways of enhancing primary school children's engagement with their local cultural heritage through the use of technology, both in formal (school) and informal (museum) environments.

McKennedy, Janet janetmckennedy@hotmail.com
Janet runs science camps for kids and she is looking for some ideas around working in some more nature ideas for this. She is also doing some SESE lecturing in primary teacher training college.

Minnock, Kate kateminnock@hotmail.com
Kate teaches art, SPHE & CSPE in a secondary school in Wicklow. She introduced a new Transition Year module 'Education for Sustainability' into her school two years ago. As part of her recent Diploma in Entrepreneurial Education with UCD, she has been working with Davie Phillip (Cultivate), piloting a new initiative called Schools for Resilience, an EU funded project to build community resilience and implement action-based projects with young people in their communities. Next year she aims to bring this project to other schools, develop CPD / teacher training and a resource toolkit and hopes this weekend will provide an opportunity to share ideas and connect with others interested in getting involved. See <http://ccmseasonalmealty.weebly.com/> for more info.

Moore, Sabrina sabrinamoore@gmail.com
Sabrina has embarked on a career change from business to science and the environment. She's currently preparing for a degree in science and teaching French after schools. She's looking forward to learning in the outdoors, exchange ideas and meet passionate people.

Murphy, Humphrey humpfreemurphy@gmail.com

Ní Bhraonáin, Máire mairecnonna@yahoo.co.uk
Maire is a primary school teacher, Forest School leader and weaver.

Ni Dhuill, Niamh niamhnd@gmail.com
Niamh is an organic gardener, specialising in creating and using food and biodiversity gardens and spaces. She is based outside Tralee and has a small business, Natural Kitchen Gardens.

Ni Fhlatharta, Áine education@irishseedsavers.ie

Ní Shúilleabháin, Rosaleen rosiesully@hotmail.com
Rosaleen is the Rural Recreation Officer for County Galway with Forum Connemara Ltd. She has worked in the outdoors for over 15 years as an outdoor instructor in sailing, mountaineering etc. She is currently enrolled in UCC's Field Ecology Course. Working and living in Connemara has given her a love and appreciation for the natural environment and she does her best to incorporate the education and conservation of it in her daily life.

Nicoara, Oana oana_nicoara@hotmail.it

O'Connell, Shane info@galwaysteinerschool.com
Shane is the Principal of the Galway Steiner School which opened it's doors in September 2015. This course offers an ideal opportunity for his school to find out more about place based learning which is at the heart of Steiner Education.

O'Donoghue, Aine annmod@hotmail.co.uk

Aine is attending the symposium for her own personal interest and learning. She has lived in Ennistymon for 3 years now and her background is in nursing, aromatherapy and community health. She is currently taking the FETAC Level 6 in Art and Design at VEC Ennistymon. For this she is doing her work experience with the local Youth Club. She would like to learn more about local resources, the Burren and meet like-minded people.

O'Flynn, Niamh oflynn.n@gmail.com

Niamh is an animal scientist, wildlife educator, photographer and camera operator. She has worked in captive breeding and release programmes and aquariums in Ireland and England and has carried out ecological surveys in various habitat. She has researched the fresh water pea mussel for UCC. She is a Heritage in Schools specialist. She gives talks and walks to community groups from pre-school to adults. She works with a community film production team Frameworks Films covering community events in Cork City and County. She is one of the founder members of a new conservation group; Cork Nature Network.

O'Hanrahan, Joan joanohanrahan@gmail.com

Joan is teacher/lecturer in art and design with a huge interest in environmental art and bringing students to study and learn outside of the classroom. Living in the Burren and as an artist and teacher she is very excited by this symposium.

O'Leary, Karen Karenoleary2009@gmail.com

Karen is qualified in both chemistry and geosciences and currently working towards the National Tour guide badge. Having many years experience in industry she now wishes to work by engaging others in her lifelong passion for the outdoors.

O'Sullivan, Vincent voscullahill@gmail.com

Vincent is an organic farmer. He is involved in the heritage in schools scheme; visiting national schools to discuss life on a farm both past and present, biodiversity and nature in general. He would like to visit secondary schools in the future and hopes he will get ideas for this at the weekend.

Patterson, Margaret margaretp26@hotmail.com

Margaret is a primary school teacher currently teaching infants and interested in finding ways of using the outdoors and the local environment with her pupils. She is also involved with the Guides and has a big interest in outdoor activities as part of their programme.

Patterson, Geraldine gerp181@gmail.com

Ger is a Primary School teacher with a particular interest in science. She teaches Junior and Senior infants in a three teacher school in Co. Kilkenny. She is interested in finding out new ways of involving the children in their own learning by making use of the natural resources around them.

Pereira de Jesus, Marcos Tulio tuliopj@hotmail.com

Marcos is a 4th year Outdoor Education student at the GMIT Castlebar Campus. I am attending the conference as part of an assignment for the subject on Environmental Management and Sustainability.

Prendergast, Ruth ruthprendergast@eircom.net

Ruth is attending as an individual, a parent interested in facilitating her children's learning experiences, and a citizen interested in her environment and community responses to it.

Quealy, Mary marybquealy@gmail.com

Mary is a teaching principal in a Burren primary school. She is interested in the intersection of visual arts, language and geography in her teaching practice and research.

Quinn, Grainne grainnequinn@gmail.com

Grainne grew up with a strong sense of place; her childhood spent freely roaming her parents' farm at the foot of the Galty Mountains. Her early achievements include being the youngest Quinn to wade through the farm's stream to its source without getting out of the water and building her own house in a terrace of brambles using sustainable materials. She now builds interactive web applications, which she also enjoys. She is interested in participating in a really fun weekend and exploring the paradoxical opportunities of using the digital world to reconnect with the real one.

Reid, Pat gisdata@heritagecouncil.ie

Pat is a Heritage GIS consultant working for The Heritage Council. He is attending the symposium in order to gain a better understanding of the Burren's heritage, both natural and cultural, and to gather ideas for an upcoming Burren mapping project.

Sheridan, Helen helensher@eircom.net

Helen is a Burren resident and teacher at Scoil Mhainchin, Ennistymon National School in Co.Clare.

Sinnott, Michael michaeldsinnott@gmail.com

Michael is a student from GMIT studying Outdoor Education, he has a class about environmental management and conservation and he thought that this conference would have useful information for the module. A topic they are covering in particular is place based education, and he wanted an opportunity to learn about it outside the classroom. He is interested in Ecology and would like a bit of insight into what some of the speakers think as well as how a knowledge of such things can lead to making a difference in local activism.

Thornton, Kim kimt98.6@gmail.com

Tunali Flynn, Yesim yesimtunali@gmail.com

Turner, Eleanor ejt_99@hotmail.com

Eleanor is a marine biologist from Caherdaniel, Co. Kerry who works with Sea Synergy. She enjoys outdoor education especially beach workshops with children and teaching them about the sea!

Tyrrell, Gary gary.tyrrell@ucdconnect.ie

Gary holds an MSc in Environmental Policy (with a BSc in Energy & Environmental Engineering). He attended the

Climate Reality Leadership training last year with Al Gore (<https://www.climaterealityproject.org/>) and have since voluntarily delivered 15 talk

Vaughan, Grainne vgrainne@gmail.com

Grainne enjoys sharing her love of the natural world with children through her work with Heritage in Schools. Connecting with her habitat and developing her own relationship with all living things nourishes her in mind, body and spirit.

Wilkinson, Henry wilko.henry@gmail.com

Henry works for a adventure travel company called Wildfullstop, they often travel in the Burren with guests and use the Burren as a location for rock climbing as well. He enjoys walking and bird watching and thinks it would be nice to meet and hopefully be motivated by like-minded people.

Winters, Nicola nicolawinters@gmail.com

APPENDIX 4 Workshop Abstracts

Workshops Session 1 Saturday 9.30am-midday, Kinvara

Code: **W1**

Workshop Leader: **Karen Kerr and Gretta McCarron**

Title: ***Do worms have babies? Resources for getting science outdoors***

Bug hunts, wiggly worms and hedgerow forages are just some of the Open Air Laboratories (OPAL) surveys. We will give a quick introduction to the OPAL citizen science project and how to access free resources for schools outdoor science education or for fun nature walks with children. This workshop will include a short presentation on the evidence related to the benefits of teaching and learning science in the outdoors. We will then head outdoors to complete an OPAL survey of your choice (air quality, hedgerow biodiversity, bug counts, soil and earthworm, tree health and water quality). So bring your woollies and wellies!

Code: **W2**

Workshop Leaders: **Áine Bird**

Title: ***Active learning - the student as the teacher***

Active learning is a model of instruction where students engage in activities that promote analysis, synthesis and evaluation of teaching content. The responsibility of learning is on the learners who are involved in all stages of planning, design, execution and evaluation. The workshop will look at a range of activities which can be adapted for use on a variety of topics related to connecting students to their place. The activities will be mainly classroom based but some may also be adapted for use in the field.

Code: **W3**

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 do not need to have any artistic skills to take part, just a sense of curiosity and fun!

Code: **W4**

Workshop Leaders: **Rory O'Shaughnessy**

Title: ***Incorporate archaeology and stories of the past into your teaching***

This workshop will look at fun ways to bring people, monuments and artefacts of the past into your classroom. It will incorporate ideas, activities and a journey down the historical road and how you can engage your audience in this. You don't have to be an archaeologist or a historian to go on this workshop.

Code: **W5**

Workshop Leaders: **Elaine Williams & Jenny Morton**

Title: ***Engaging and activating a community***

We should never underestimate the power of local communities to enhance places, take action and bring about positive and informed change on the ground. Whether you are working with a community or you belong to it – you have something to offer, but it is not always possible to achieve what is needed alone. This workshop will share ideas and practical experience on how to identify and energise communities, create inclusive environments and work together towards common goals which are beneficial for all. If you want to set up something in your local area or you are endeavouring to work with a community in the future – this is the workshop for you.

Workshops Session 2 Saturday, 2pm-4.30pm, Burren

Code: **W6**

Workshop Leader: **Anders Szczepanski**

Title: ***Mindsapes and Landscapes – exploring a coastal landscape***

This workshop will be hands on and minds on when exploring the landscape. It will look outside the box to explain what we are doing and how we do it whilst taking in a range of abilities that we work with. The idea is that we will go on a journey to explore the pedagogical possibility of place. All you need is a magnifying glass if you can one (we will have extras) and your five senses (bring your sixth one as well for intuition!).

Code: **W7**

Workshop Leader: **Ciara Hinksman, Lucy Bell & Darach O'Murchu**

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

Drawing from her experiences facilitating child-led play during Forest School, this workshop offers you exciting ways to bring nature into the lives of both young and old at the stunning woodlands at Garryland/Coole Park. Suitable for anyone interested in empowering children to become resilient in nature, while learning through play (including those who attended the Forest School session last year), you will gain hands-on experience of: nature awareness games, rope work for play areas, ways children develop during free-play and how to foster an attitude of curiosity for you and others while making typical Forest School woodland crafts.

Code: **W8**

Workshop Leader: **Brigid Barry**

Title: ***Sensory Learning in the Field***

We all have one or two dominant senses but by our engaging with all our senses, we not only enhance our dominant senses but we can build a better overall picture of the landscape and environment we are exploring. Using fun and interactive activities we will engage the five senses and more, to help peel back the layers of the landscape and develop a stronger connection to the environment you're exploring. This is a practical workshop that can help your teaching whether it is with adults or children but it will also be useful for those that work with people with physical or learning difficulties in the field. This workshop will incorporate a good walk through the Burren landscape exploring its unique natural, built and cultural heritage.

Code: **W9**

Workshop Leader: **Grace Garde**

Title: ***Peeling back the layers – how to develop a study of an ecosystem***

This workshop is an introduction for anyone who wishes to explore ecology with their audiences – giving you simple tricks and tools that you can use to carry out a study. Applicable if your audiences are junior infants to adults, this workshop will help you find out about all the exciting things that make up a living ecosystem and will give you, the educator a number of tools and skills to carry your own scientific study of an ecosystem in whatever environment &

setting you are in. It will explore different types of ecosystems, how to pick a good site in your area, and how simple it is to get to know the ecological layers of your environment, and some of the tools you will need.

Code: **W10**

Workshop Leader: **Eric Dempsey**

Title: ***The wonderful world of birds***

Birds are possibly the most assessable forms of the natural world that we have and one of the easiest to experience. In this outdoor workshop, Eric, using his 40 years experience of watching birds, will introduce you to the wonderful world of birds that we have around us. Exploring subjects like migration, nesting and bird song, Eric will share his passion for this subject in a relaxed and fun way...showing you how birds can open up the world of nature to pupils of all ages. Eric relates a story of how one teacher, in a working class area of north Dublin where he went to school, introduced nature to all of her young pupils in Junior and Senior Infants. As a result, eight of Ireland's leading bird experts all went to the same school and had the same teacher. Eric always feels that he is carrying the 'baton for Mrs McCarthy' whenever he works with teachers and pupils alike. Share his passion, learn how to approach the subject of birds in the classroom and have a bird experience to remember with Eric the Birdman Dempsey. Please bring binoculars if you have them.

Workshops Session 3 [Sunday, 9.30am-midday, Kinvara/Burren](#)

Code: **W11**

Who: **Eva Katting**

Title: ***Language and Landscape***

Whilst it far more common place to talk about maths and natural sciences to be taught outdoors, this workshop will focus on how language (grammar, alphabet etc) can be learned in the outdoors. This workshop will start with a short presentation on Scandinavian perspective on outdoor learning and explain why it is easier for many children to learn outside the classroom. The workshop will explore 'risky play' and how it is important to let the children climb, run, and jump as they are growing up but also as they are learning. Then we will explore language and with some outdoor activities we will look at some practical examples of how outdoor learning can be used to expand the children's literacy and diction.

Code: **W12**

Workshop Leader: **Jole Bortoli**

Title: ***This Shimmering Space***

The Burren is a magical place of bewitching beauty that offers endless inspiration. The ever-changing light paints dramatic pictures on rocks and water creating a shimmering landscape that gets our imagination going. No wonder many artists come to work and live here! 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: **W13**

Workshop Leader: **Kathryn McCabe**

Title: ***Deep Ecology; harnessing emotional intelligence to propel engagement and action***

Beneath our encounters with place sit our emotional responses. Deep Ecology suggests that when our emotional responses remain unacknowledged they can act as blocks to effective action. Through acknowledging these emotional responses we enliven ourselves more fully; creating greater energy, focus, joy and meaningful action. In a series of

indoor and outdoor activities drawing on Joanna Macy's *The Work that Reconnects*, Process Oriented Psychology and Social Ecology this workshop will invite you to explore your own personal responses to place and the state of the planet, connect more deeply with others attending the conference and create space for new perspectives for the next steps in your work/life. You will also come away with ideas for incorporating these activities in your own work.

Code: **W14**

Workshop Leaders: **Paul Clements**

Title: ***Bringing a landscape to life through creative writing***

By the end of this workshop, through exercises, reading and discussion, the group will have an insight into how creative writing can demystify a landscape and bring it to life through different ways of looking. The symposium will equip them with the necessary tools to pass on to those with whom they work. One of the most important aspects of this will be handouts and tip sheets. They will take away knowledge about different methods of landscape description and how professional writers create mood and atmosphere through research and use of concrete language. This will instill in them that one of the best ways of tutoring creative non-fiction – now regarded as an international supergenre – is to read other writers critically and inhale perceptions which will teach them style and technique.

Code: **W15**

Workshop Leader: **Kate Lavender**

Title: ***It takes all types – bringing a range of learners into the fold***

Everyone is unique and therefore has their own particular way of approaching learning. Some people have one dominant type of learning, others utilize a variety of different styles. This workshop aims to look at different learning styles, determine what type of learner each participant is, and share ideas of how to incorporate different learning types into all activities. Participants will be invited to bring an exercise/activity that they already use to see if it can be adapted to include more learning styles.

APPENDIX 5 Workshop Resources & Links

ANDERS SZCZEPANSKI

- (<http://www.liu.se/ikk/ncu?l=en&sc=true>) = National Center for Outdoor Education at Linköping University Sweden
- (<http://www.liu.se/ikk/ncu/pres-hoger/1.669498/VASS-slutrappport-engelsk.pdf>) = Final report VASS – The virtual world meets the authentic world in sensuous and integrated learning
- (<http://www.liu.se/ikk/linc?l=en>) = Final report LINK-project = Outdoor Learning for Integration through Nature and Cultural Encounters
- (<http://www.liu.se/ikk/linc/presentation/1.662115/Handbook.pdf>)

They can contact me at my e-mail: (anders.szczepanski@liu.se) if they want more information about NCU or this both National Financed project.

ELAINE WILLIAMS & JENNY MORTON

- Tools for helping engage community from the workshop as compiled by Elaine Williams. Link is [HERE](#)

FERGAL SMITH

- www.growing.ie

JOLI BORTOLI

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

KAREN KERR

- Queen's University report for the RSPB on the Nature Questionnaire on the Northern Ireland link is [HERE](#)

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 - 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.

RECOMMENDATIONS FROM DELEGATES

Pat Reid

A resource I'm currently re-developing for the Heritage Council is www.heritagemaps.ie. It contains approx. 350 national and Local Authority maps/datasets directly concerning the Natural, Cultural and Built heritage of the island of Ireland. It is currently accessible but is still in its testing phase so not fully functional, but when it is, we aim to push it out to the Education sector. It will host 500+ datasets when launched officially. It will allow educators to overlay many diverse map types for their areas of interest and to create, print and send maps they have made. We think it will be an extremely useful tool for the education, tourism, heritage and planning/local authority sectors, as well as for groups and individual historians, archaeologists, genealogists etc., both amateur and professional.