



Connecting People with their Places

LEARNING LANDSCAPE

SYMPOSIUM 2017

Kinvara, Co.Galway

10th-12th March, 2017

MASTER REPORT

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Introduction

The Burrenbeo Trust held its 6th Learning Landscape Symposium during the 10th-12th March, 2017. The *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 also connecting 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 the 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 further explore the concept of place-based learning. 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.

92 delegates registered (9 of whom cancelled the week of), this includes 2 that came to a one-off workshops. A further 23 workshop leaders and coordinators participated in the symposium. In total 104 people attended the 2016 event. The opening evening started with some mini ice-breakers to get the delegates interacting organised by Elaine Williams and Kate Lavender. 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 different aspects of place-based learning. 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 mostly 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 old Garda station, the old courthouse and the community hall. 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 and Kinvara to allow for an outdoor place-based learning session. See Appendix 2 for the workshop leaders biographies and Appendix 4 for the workshop abstracts.

That evening, the group met in the Community Hall for a ‘who’s who’ session. This allowed individuals to share information on where they were from, what materials they had produced etc. This was complemented by food that was organised and provided by the Trust. This definitely encouraged more networking and continuing the conversation in a relaxed atmosphere. The evening ended with Paddy Wordworth, writer and environmentalist talking about restoration and the role of people in conservation.



The following day started with 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 landowners Clodagh and Michael Lynch. The walk was followed by tea and cake in the Daly household.

The 2017 *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 10th there was 25 minutes of ice-breakers, followed by a tea-break provided in the same venue, Seamount School. The event was given a short introduction to the Burrenbeo Trust and the Symposium which was followed by five 10-mins presentations on a variety of place-based learning approaches. These were meant to provoke thought around place-based learning from different angles.



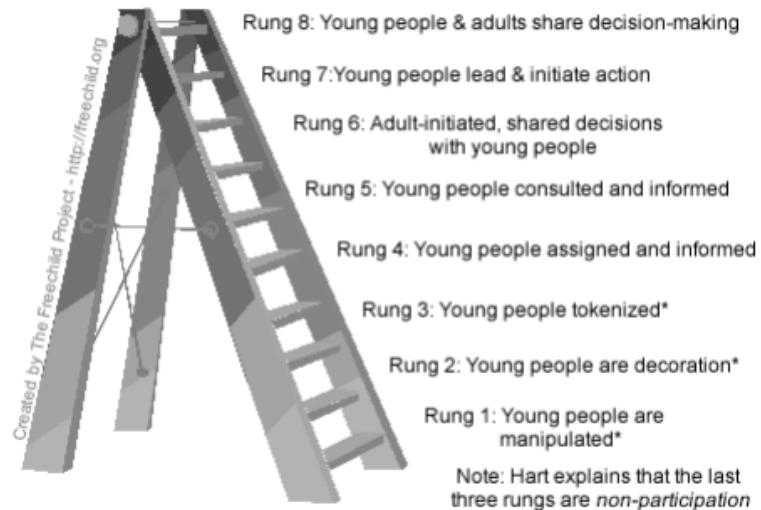
Notes from each speaker:

TALKS

Susan Pike *Children and young people's agency and action in place-based learning*

- Discussed children and young people's agency and action in place-based learning.
- It is important for everyone to use the environments they have available to them, everywhere has potential and every child should have agency to impact that space.
- Children can have a very strong view of their places. The work Susan is doing aims to get children to see their places differently and look at its potential rather than its negative impact.
- We shouldn't underestimate the power of a child's ideas. When considering environmental and place based changes – we need to incorporate the voices of our future generation.
- It is important for children to look at their landscapes and explore: what is there, what their favourite places are, what is around their homes and indeed identify what their favourite parts are.
- Research asked children in 'Dublin' what their views of their places.
- She also asked this group what their wishes for the future for these places.
- She used Roger Hart's (1997) Children's ladder of participation and asked the children to view where they were placed on this ladder:

Roger Hart's Ladder of Young People's Participation



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- This was to stimulate children's learning through enquiry and participation. Susan placed emphasis on the importance of the top of the ladder as it represents adult/child participation, education and interaction which is crucial. Adults are essential for enabling children's agency.
- After this, Susan got the children to think about 'why do you do what you do?' 'What is the purpose'; 'How do you do it?' and 'What do you do?' – she called this the 'Golden Circle'.
- Children were asked to document their negative views about their locality and was encouraged to think of a plan to take action about changing that negative view and making it a positive one. They had issues with a tunnel and wanted to close it down as it was a hub for antisocial behaviour in Coolock.
- They lead the research, collected the information they wanted to collect and wrote letters, presented their findings to influential 'adults' in the community (councillors, parents etc.).
- This had a positive effect and as a result the tunnel was closed.
- Pike highlighted that children have the ability to bring about change. Ignoring their voices reinforces: children's inhibited geographies, children as submissive citizens, disempowerment of children, and the view of children as 'not-yet-people' – whereas actions like this can encourage: children's dynamic geographies, children as active citizens, empowerment of children and the ability to see children as people.

Caitriona Carlin *Nature and the environment to attain and restore health*

- Caitriona discussed her involvement in the NEAR project, which aims to encourage healthy places and healthy communities.
- She argued that it is impossible to see environment and health as something separate – they are very much interconnected.
- What we do; where we work; where we play – we do all of this within in all these spaces. To live a fulfilled life we need to be healthy within these spaces. The environment around us is imperative to this. These are places where we drink, eat and relax. That is how health and environment are so interlinked.
- Many mainstream, legislative and influential reports which are important to us, divide places out by colours and mapping of boundaries, i.e. you have green spaces: woodlands, forests – but roadsides can also feed into this. You have blue spaces: canals, rivers, lakes, seashores. These are everyday ‘ordinary’ places.
- There are many places like above that are on our doorsteps – however, how we look at them is something that needs to be changed and challenged. We need to be looking more towards the empowerment of communities and seeing what they are doing on a local level to influence health promotion and its interconnected relationship with the environment and landscape.
- By encouraging people to have a greater sense of place and pride in place, we can in turn create a greater sense of self.
- By answering this we can build toolkits which will enable this type of engagement (NEAR project).
- Aim to do this by exploring the barriers/bridges that impact or impede our interaction in nature.
- Questioning through this research – what brings people outdoors; what are the ideas of place that people have and want. Each response is given a score and a set of values. The aim is to develop this toolkit to break down the barriers to engagement and interaction with the outdoors.
- It aims to encourage people to spend more time outdoors, caring for the environment and caring for its people as well.
- Main barriers identified were ‘weather and time’.
- There are many issues surrounding social justice and an even greater argument that people should be able to experience the value of being outdoors regardless of their surroundings. Nature and beauty can be found anywhere – it’s all about how we look at it.
- Nature therapy – it is something that Doctors are moving more towards subscribing.



Stephen Hannon *Recreating in a cultural landscape*

- Stephen discussed the BA in Outdoor education at GMIT and addressed the background behind its formation.
- Looked what they were doing elsewhere while in Africa and Australia - asked what is adventure and outdoor education and what does it look like? Australia – outdoor education a universal practice?
- Ireland he reflected on the poet Sean Lyset - the holiday imagery of Mr & Mrs SC Hall. The images of landscape are exaggerated and portrayed in the context of the rural ‘idle’. Their narrow perspective sees landscape and humans as being something separate and that landscapes should be left untouched.
- Stephen explores the views of the visitor to a landscape versus the view of the person that lives in the landscape – arguing that we have the same landscape, but two totally different experiences, meanings, attachments and ways of seeing the landscape.
- This is something that is brought into the course – encouraging the students to see the landscape from various different perspectives.
- There has to be cautious intervention in encouraging people to connect with the landscape.
- Conservation stems from not who we are: nature documentation was often questionable because it was painted by 1920s gentry. Thus our views are associated with our history.
- Nature conservation can sometimes as a result be seen as something that is ‘belonging to the outsider’.
- Stephen argued that sometimes outdoor education is a function of perceptions of urban dwellers, rather than those who live with it. It can sometimes be seen as a reaction to industrialisation.

**Áine Bird** *Community-driven stewardship; the Burrenbeo Story*

- Burrenbeo Trust is an independent charity and whilst our focus is the Burren, we are also developing models which can be transferred. Our overall mission is connecting people with place and identifying our role in caring for these places.
- Programmes are developed based on identification of a local need. Our ultimate goal is Community stewardship or Community-led conservation which we're working towards via place-based learning, essentially learning about place, through place and most importantly for place.
- Place-based learning incorporates all elements of place- so it's looking at the built, natural and cultural heritage of a place. Looking at place more holistically



we start to also consider our feelings and relationships with places – they're more than just water, rocks, plants and air. They're part of our story – where we grow up, go to school, work, play. We impact the place and the place impacts us.

- The reason we're taking this approach is in the hope that building knowledge, pride and engagement with local places will ultimately lead to communities that care and take an active role in the future of their places.
- We have a suite of programmes split between education, information provision, research, active conservation, advocacy. Programmes include; **EcoBEO** – a ten week primary school programme, investing in the future custodians; **Áitbheo** – an eight week programme engaging TY students in critical thinking about place; **Learning Landscape Symposium and Educator Training** – sharing the models we have developed far and wide; **Farmer Led Heritage Walks** - Communities are learning from each other...no one is the expert and yet we all are; **Community Tea Talks** – has been likened to the new church – bringing people together to meet their community, put the kettle on and talk about any natural, built or cultural heritage; **Burrenbeo Conservation Volunteers** - go out a couple of times a month and work on a range of projects from archaeological digs, beach clean ups, stone wall repair, biodiversity monitoring, dismantling mini dolmens; **Local Celebrations** – community led heritage celebrations such as Burren in Bloom and the Burren Winterage Weekend.
- All these programmes are the vehicles that we're using to achieve our ultimate goals of....**Sustainable Heritage Conservation** Places are valued for their natural, built and cultural heritage, and whose conservation is innovative and sustainable **Engaged Communities** That their communities have the opportunity to know, experience and share their heritage **Thriving Communities** That these communities can thrive through working sustainably with the landscape.

Sam Harrison *Are we here or there? What do we mean by connecting to place?*

- Sam encouraged us to think more deeply about how we view our surroundings.
- He asked - 'are we here or there, what do we mean by connecting to place?'
- He talked about how we need to think more critically about how we use words like – 'disconnected and reconnect'. The reason we aim to connect people to landscapes is because we have somehow become 'disconnected'. Sam argued that we need to be careful how we use this word – is it really true? Is disconnect and reconnect more of a symptom rather than a cure.
- He argues we are not disconnected – just our form of connection is changing – i.e. virtual places and 'other places'.
- The world wouldn't affect us if we weren't connected.
- However, if we are not disconnected what are we? We are currently living as if we were.
- Living as if we were a part of the world is deeply unhealthy – it creates a crisis where we are damaging both ourselves and our places
- Where are we thinking? We are caught up in being and thinking about other places, rather than exploring where we are.
- The consequence of this disconnect is we become objects.



- Thinking about place and learning about place counteracts the disconnected.
- No separation - which is detriment to our sense of place.
- When we change our focus, thinking and acting minds become one.
- It bring places to life – mental and physical places.

Saturday night talk

Paddy Woodworth – *Rules of engagement: Conservation is about people as much as it is about nature*

- There are rules of engagement – ecological restoration: there are conflicts in the restoration topic across multiple levels.
- Respectful engagement is the key step.
- Conservation is about humans before it is about nature.
- Environmental groups (national) which are inward looking can sometimes have a negative impact as they turn people off.
- We need to think more about conserving and restoring as part of a world that is already shaped.
- Eco-systems are nested within the landscape and enabling these eco-systems to work with humans is some of the biggest challenges we face.
- Keeping the word ‘preserves’ means they are shut in and cut off – but is this really the best thing for these landscapes and eco-systems? – i.e. Burren Programme.
- It is important to take some chances here based on the influential findings of Burren Programme and alike. We need to appreciate there are times when outcomes will not always be positive but accepting that is half the battle.
- Talked about the division of boundaries – management systems cannot work on county borders – that is why catchments are so important.
- We must take into account all the views on how these places should be managed – feedback is also essential in order to encourage progressive and forward planning in the future.
- Stream-scapes strategy
- Bring people out of their comfort zones and around the landscapes (people in power etc) i.e. this strips people of their identity and then first before their job, they become normal lay people.
- The steps to this success is to provide information, consultation and participation.
- There needs to more local involvement in management strategies – co-management of projects.
- Communities should have the power to design their own projects.



- It is important to understand that every citizen has a connection to their landscape whether they fully understand/engage with that connection or not.
- Brendan added that in his experience, people connect more with their parish's rather than the landscape. There is a need to connect with the local. If you can get the local to invest in their own space then you are on to a winner.

There were three workshop sessions on the 11th and 12th March. Each session had 5 workshop options of 2.5 hours each. Below are the main points of feedback from the workshops. Please note these 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, 11th March 2017, 9am-12.30pm, Kinvara & Flaggy Shore

W1 Title: Engaging and activating communities towards sustainability

Workshop Leader: Vincent Carragher

Recorder: Elaine Williams **Participants:** 14

Lessons learned

Workshop aims:

- To give an early glimpse of the identified factors which enable sustainable transition.
- To facilitate ranking and discussion of these factors.
- To demonstrate results from 8 communities (highlighting the diversity which is reflective of positionality).
- Snapshot of the diversity of factors which drive sustainability transition.
- Support the group to support the sustainability of others in their interventions.



1. **Actors and Drivers:** During his workshop, Vincent discussed the need to encourage more informed and participatory practices which gives communities on the ground the agency to inform sustainability policy. His project engages with multiple communities across the island of Ireland – identifying the drivers and the actors behind sustainability which is significant for them. The lesson being, that every community has different needs, values and priorities. This is not something that is taken into account currently in policy, but there is a need to encourage more of this. To date,

Vincent and his team have identified 108 factors that stimulate change in communities.

2. **Positionality:** Addressing the need of communities is hugely important to understanding where we can further foster a sustainable transition across Ireland. It has been proven that community agency is one of the most significant and important factors when transitioning. Allowing people to have their own voice instils trust and builds better relationships across multiple scales. There is no one size fits all sustainability plan and we need to be able to see more clearly the needs of the people on the ground. Our positionality hugely affects our decisions, thus Vincent and his team aim to build a more informative toolkit which will provide room for more nuanced and participatory community involvement around sustainability.
3. **The process:** During the workshop, we had the opportunity to identify ourselves as a community which has come together based on our common interest in the subject at hand. We as a community then had to rank our ‘actors’ and ‘drivers’ accordingly from a list of 17 actors and 39 drivers. The results were very diverse and made way for very interesting debate and discussion – highlighting the complexity of designing a platform for the local to inform policy. However, it most definitely reiterated the need to do this further.

W2 Title: Rockyshore Discoveries

Workshop Leader: David McGrath

Recorder: Brigid Barry **Participants:** 23

Lessons learned:

Outline:

- The amazing wide diversity by the seashore.
- Under each rock and in each rockpool is a rich and diverse habitat.
- He carried out an activity at the end whereby he had a group of masks and had them painted like the ‘tide’, ‘moon’, ‘sun’, and ‘earth’ and ask the participants to wear them and work out what happens to the different components as the plants moved.



W3 Title: Making local place interactive and fun for the classroom and beyond

Workshop Leader: Kate Lavender

Lessons learned

- Quick tour of PBL and how to make it interactive, fun and meaningful.
- PBL looks at the whole place – built, natural and cultural heritage. Projects can be done within the wider community as well as formal education.
- Allows for intergenerational work and more conversation, engagement focused and long term rather than one off activities.
- Burrenbeo Community PBL includes – Burrenbeo Conservation Volunteers, Wild Child days, Hedge Schools and community heritage walks and talks.
- Also work with Primary Schools (Ecobeo), Secondary schools (Áitbheo) and teacher training.
- Programmes include classroom projects & activities, field trips, graduation and showcase (important to show off any projects you're involved with).
- Question of what is place - lots of different elements to cover. Themes covered in programmes – Geology/Landscape, Biodiversity, Built Heritage, People of the Past and Culture. All interconnected.
- More engaged with our place more likely we are to explore ways to care for it
- Doesn't matter where you live - every place has value.
- Geology/Landscape Activities
 - Timelines and laminated A3 geology map of Ireland.
 - 3km mapping activity – have students use a CD (roughly 3km radius) to circle where they live. List or circle the landscape elements they were and weren't aware of in their area, colour code.
- Biodiversity Activities
 - Biomimicry matching game.
 - Outside - recording bird song, acting out bird song scenarios, find your mate, predator/prey tag, baby rabbits and fox, bat and moth, camera game.
 - Inside - match the plant to its old use
- The past
 - Use National Monuments Service online map to find local built heritage. Attend local digs if possible.
 - Cookie excavations
- Culture
 - Many elements are hidden.
 - Chinese whispers with old cures from the schools collection www.duchas.ie
 - Poetry
 - Interview grandparents/elderly locals. Get students to discover what it was like in their place in the past
- Active conservation
 - Groups to come up with own local issues and solutions. Then present to rest of class who constructively criticises it and adds suggestions.
 - Set up information campaigns to teach others e.g. invasive species recognition, write about a local monument for the parish newsletter.



- Use stories to emphasise we have to look after what we have otherwise it won't last.
- For all themes make use of the local knowledge and resources – ask/have a visit from geologist, archaeologist, storyteller, musician etc.
- Final question - what will you do next? Will you use any activities in your own work?

W4 Title: Navigating Place through story and song

Workshop Leader: Michael Fortune

Recorder: Aine Bird **Participants:** 24

Lessons learned

Michael outlined a number of projects he had been involved in engaging communities with the stories and folklore of their region. He also shared some tips for this kind of project.

- Coming from an Arts background, stories are at the source of what Michael does. His work questions the fixed ideas/notions we have around identity.
- The topic of cultural tourism and packaging and selling of stories was considered.
- Private culture – consider what is happening in people's homes. This contrasts with the idea of bringing in the 'storyteller' or the collecting of stories and removal of the people from the stories which can happen with written collections.
- Urban areas have lots of stories, sometimes used to keep people away from certain areas.
- Story projects can be used to get a tradition going again – be local, stay local, screen in community centres.
- Day care centres can be good starting points for story recording. Sometimes the people everyone recommends as the one who will know it all might not be best starting point – steer clear of the pillars of society.
- Social media very useful for research and getting stories from other parts to compare/include.
- Michael works on barter arrangement – if people give him stories he gives something in return. Requires goodwill and trust.
- Example projects: Bridget Murphy's Daffodils, Vizzards and Collicks (Halloween traditions), The Kitchen Sessions Youtube Festival, The Magpies Nest, 'About the Place', 'The Domestic Space' (Dresser Project), Child Ballad Collection.
- Resources – School Map Project, Logainm, Folklore Collection, Down Survey, OSi.
- Screen record tours of place using maps. Create google MyMap with points of relevance included.
- Create Fake News/Alternative community newsletter – play and messing can engage people.
- To collect a story you need to be able to tell a story.
- www.michaelfortune.ie



W5 Title: Urban Horticulture

Workshop Leader: Finola McCarthy

Recorder: Grainne Barron **Participants:** 18

Lessons learned

Finola gave a presentation about her role as coordinator of the Level 5 horticulture training programme in the Bessborough Centre, Cork. The talk generally outlined the challenges and benefits inherent in such a scheme, when trying to engage people to learn in nature particularly in an urban setting. A feature of the programme is the production of food and plants for sale at the Christmas market in Cork, giving the participants a sense of purpose. The scheme aims to improve the self-esteem and communication skills of the participants.



Activities

The second half of Finola's workshop involved demonstrations on planting. We moved outside for his section as the weather was fine. The group was divided into two and Finola moved between demonstrating how to take a cutting and pot it up and also how to plant a seedling. And then the groups switched activities. Most people knew the basics of planting and potting but Finola emphasized the ways in which to make the activity work for a group setting in terms of suitable inexpensive materials etc.

Session 2 Saturday, March 11th, 2016, 2am-4.30pm, Burren & Kinvara

W6 Title: Little gems: finding effecting ways of learning in complex places

Workshop Leader: Sam Harrison

Recorder: Áine Bird **Participants:** 20

Lessons Learned

- Place includes location, feeling, history, people, can be urban – need to consider the richness of place before diving into elements. Our engagement is personal.
- Ten Elements of Place
 1. Physical Location – not simply objective, it is also inter-subjective
 2. Now – place weaves together past and future into the present
 3. Here – the immediate context of place is limited by our senses (bound up with our ability to sense it)
 4. Me – Place is a shared experience and more than human
 5. Political – Place is political
 6. Small – Place is on a scale which is same and empowering
 7. Real – Place is immediate, unmediated
 8. Cultured – Place is complex, but has logic which is seen through story
 9. Active – place is not contemplative, it is experiencing in doing
 10. Integrative – place transcends dualism
- Consider/map place under these elements
(Physical location, the Past/Future, Senses , The



more than human, Politics, Local/National/What Connects, Culture/Community, What's going on?)

- The Schieling Project address these elements of place through archaeology; songs, stories, poetry and place-names; land-use; traditional skills; work skills; design, materials, maths; building real buildings; understanding healthy ecosystems; understanding healthy food and farming; health and wellbeing, resilience and risk; living and learning sustainability.

K7 Title: Forest Schools - Learning by Nature's Design (Garryland)

Workshop Leader: Jenny Dungan

Recorder: Grainne Barron **Participants:** 23

ACTIVITIES

Everyone silently acknowledges the woods and asks permission to enter the woods. Jenny handed out small laminated cards with various aspects of a forest ecosystem and a short description of the animal/plant and their uses.



Setting the boundaries – Jenny had us gather in a circle to go over boundaries, we formed the circle by imagining we all had magnetic feet that stuck together to the feet of the people on either side of us. When working in the woods jenny recommends setting boundaries of how far the group can go when they are doing an activity. We generally agreed to stay within eyesight of Jenny and the central area where we had left our bags. A sound /call was agreed upon by the group, that sounded a bit like a coyote. It was agreed that when heard we repeated the noise so people further away would also hear it and return.

Build a tower – Jenny divided us into groups and tasked us with building a tower as a team out of wood and branches found on the forest floor. The only rule was that no single piece of wood could be any longer than the length of an elbow to the tip of your forefinger. It was extremely interesting how different the approaches to building this tower were between groups. The activity and excitement of this game encouraged participants to get comfortable in the woods very quickly.

Fox game - Jenny prefaced this game with a story about the Fianna, who had to learn to run through a forest without breaking a twig before being allowed into the ranks. She showed us how to move silently by putting down our toe first, and moving twigs out of the way before placing the full foot on the ground. We then gathered in a semi-circle around the hare, who has his/her eyes blindfolded. As the foxes creep up on the hare silently, the hare has to point and shout '*Cloisim*' (I hear) in the direction of the noise. If the hare is pointing correctly at a fox, that fox must go back to the start. The first fox to reach the hare, wins.

Solo time – Jenny asked the group to take some time to explore the woods, allowing each person to either take time out for solitude or to connect with other participants.

Owl eyes – 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.

Prey game – The group is divided into pairs. One person is the mouse and the other is the hunter/raptor. The hunter stays in one spot and makes a telescope with two hands and

searches for the mouse. The mice can all move around (within a small predefined space), while the raptors need to find them using their narrow tunnel vision.

I wonder if – Jenny divided the group up and asked everyone to consider the ivy plant. We were told to ask each other questions about ivy, always starting with '*I wonder if*'. Jenny asked that we don't answer our own or anyone else's question even if we know the answer. This activity was continued for about 10 minutes and amazingly no group ran out of questions to ask. We then gathered in a circle and repeated some of the most imaginative questions asked. We used ivy but any plant that is plentiful or in bloom can be used.

Make a crown – Each group member made a crown out of ivy vines and decorated it with ferns and various pieces of foliage found on the forest floor. Some masterpieces were created by the group members.

Sit spot – Jenny gave us a small mat and suggested we find a peaceful spot to sit and be quiet/meditate/be mindful. We then gathered in a circle and shared things we noticed in this reflective time.

Bramble tea – we gathered bramble leaves earlier in the session and left them to brew. At the end feedback session, we all tasted the tea and reflected on the session.

K8 Title: Sensory Learning

Workshop Leader: Brigid Barry

Recorder: Brigid Barry **Participants:** 17

Lessons learned

- We all have one or two dominant senses. For most 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 no 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.

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

Workshop Leader: Grace Garde and Paul Kavanagh

Recorder: Kate Lavender Participants: 13

Lessons learned

- ② What is involved in a study of an ecosystem. Ecosystem components; biotic and abiotic.
- ② Where to study about an ecosystem
- ② 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 are 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

Split into two groups, one with Paul and one with Grace then groups swap.

Paul group - led into woods and given tree/plant info. ID sheet for buds and trees given out.

Grace group -

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. This is a qualitative study to see what can be found.

Can use beating sheets (a long length of plastic) held under branches - hit branches with a stick and collect the bugs that come from the branches.

Can set pitfall traps - dig a container into the ground - cover with leaves and see what falls in. Need to be left overnight ideally. Don't leave them in the ground as the bugs can drown.

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: Mindfulness in Nature

Workshop Leader: Barry Lee

Recorder: Elaine Williams **Participants:** 18



Lessons learned

- **Practicing mindfulness meditation:** Barry thought us that ridding our mind of random thoughts is not something that is easily done – it takes time, patience and practice. In order to be

mindful and practice meditation in our everyday lives we need to allow ourselves time to ‘clear our minds of everything’. As random thoughts enter and distract us from this practice, we need to just accept these, register them as interference and allow ourselves an opportunity to refocus. Not everyone can do this immediately, so acknowledgement of these distractions is essential.

- **Slowing down and utilising our senses:** In one of our exercises we were thought about the importance of realising that beauty can be found within anything. We need to stop, focus and allow ourselves the opportunity to view the world and all its glories as if it was the first time we are seeing it. This is a crucial component in practicing mindfulness – both of ourselves, our fellow beings and indeed our environments, ecosystems and landscapes. We used a raisin to demonstrate this. It was a powerful metaphor as we used all our senses to experience the raisin as if it was the first time we ever saw it. It made everyone think about how we need to be more aware of our senses and our surroundings. Slowing down, really focusing and ‘experiencing’ what the world has to offer is something we often forget to do in our daily routines.
- **We are all different:** “Mindfulness” is a practice – it encourages us to be more aware in the present moment. It is a space where we are free from judgement. What we experience and the way we experience it is totally dependent on us as individual beings and how we view the world. One of the exercises Barry did with us was to encourage us to listen to the sounds around us – be they external or internal to us. Closing our eyes, ignoring everyone and their activities we tuned into things that were significant to us or that we were more sensitive to. As we discussed it afterwards, everyone in the group heard different things and became hypersensitive to very specific elements of the landscape and their surroundings. Many commented on how they had never listened as deeply in their lives before and heard things for the first time because they were allowing themselves the opportunity to concentrate.
- **Practicing experiencing:** Barry tried to encourage us to let nature guide us and let our minds completely free itself from every other distraction possible. The exercise for this was, without thinking – just wonder and find something that is interesting and catches your attention. Remove your knowledge and hunger to find something ‘beautiful’, rather see once again the beauty in the everything. We wandered freely and did as we pleased. Yet again – everyone found beauty in many different things. People were awed by the smallest things.
- **Our sounds and movements:** We sometimes underestimate how we move and where we fit into nature. We see ourselves as being separate to, rather than at one with, nature. Mindfulness allows us the opportunity to be considerate within nature and see it as being a huge part of our lives and something we should appreciate more. We walked through a tunnel of trees, but the objective of the exercise was move through this pathway without making any sound – a hugely challenging task. This made everyone think about how they interfere with the natural sounds around us and the need to slow down once again and be more considerate.

Session 3 Sunday, March 12th, 2017, 10am-12.30pm, Kinvara

K11 Title: Incorporate archaeology and stories of the past into your teaching

Workshop Leader: Rory O'Shaughnessy

Recorder: Kate Lavender **Participants:** 13

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. Look up on the internet how long certain materials take to rot away/degrade - organic and inorganic

Tell a story - imagine a tidal wave/landslide coming to the school and it has to be evacuated. School buried and destroyed and new school is build elsewhere. 1000 yrs time they want to build a rocket station on the site of the old school so archaeologists are sent in to investigate - what will they find? What will help to show them that the building used to be a school? What would they find from your church/house etc.

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.

Look at schools folklore for local stories: duchas.ie and county library (Clare very good collection of stories and resources). www.bureauofmilitaryhistory.ie also good for military stories.

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.

Act out a local story.

Make stone axes.

Make a high cross using templates from a3 card. Give each child a section to decorate - high crosses usually tell a story from the bible or could be local story.

Make gold paper artefacts and get students to add detail/patterns to them.

Cresswell photos – use old photos to compare what has or hasn't changed in your place.

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).

K12 Title: Can critical thinking encourage active stewardship?

Workshop Leader: Áine Bird

Recorder: Áine Bird **Participants:** 20

Lessons learned

- Active Stewardship implies individual action and requires people to move beyond adversarial responses and accept personal responsibility for the fate of their community and physical environment (Hlubik and Betros, 1992).
- Change theory and considering values and perspectives part of the process.
- Consider the + driving forces and - driving forces when making a plan.
- There are four common threads that appear in most descriptions of critical thinking: Reasoned Thinking; Problem Solving; Fair-minded Evaluation; Informed Judgments (ETS Project, 2006)
- Critical thinking can be thought, has been shown to encourage empathy and is an increasingly useful life skill.
- Think creatively: If this problem could talk, it would say...If this problem could think, it would realise...If this problem could hear, it would have known...If this problem could create, it would have made....If this problem could be dressed, it would look like....
- Developing Discussion Questions to Promote Critical Thinking: What are the implications of __? Why is __ important? What is another way to look at __? Higher-level thinking questions (explain, compare, why).
- 4Cs of Critical Thinking: Challenge; Compare—Contrast Choices; Connect; Create.
- DeBono thinking hats and Criticalthinking.org thinking plan.
- **Can it lead to action?** Trying to encourage change, Encourage people to feel something, While acknowledging other perspectives & values, Going beyond facts & creating/synthesizing, Able to see alternative futures.

K13 Title: Creative Ideas for Connecting with Nature

Workshop Leader: Karen Webster

Recorder: Paula McHale **Participants:** 20

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.

K14 Title: Bridges or barriers? Exploring how people perceive nature and ways to identify and overcome barriers

Workshop Leader: Caitriona Carlin

Recorder: Grainne Barron **Participants:** 11



Lessons learned

- Caitriona spent the first part of this session explain the NEAR health project. A few of the participants missed the lecture on Friday night and so had some questions. This took up a large portion of the first half of the session. Caitriona handed out participation sheets explaining the project and asking permission to use any quotes from the session in her research on the NEAR health project.
- The group was divided into groups and asked them to discuss and record their shared thoughts on what motivates us personally to spend time in nature (bridges) or what might discourage us (barriers). The group then read out their points to the group.
- Bats – Caitriona had brought along some bat species that have been preserved. There were a number of pipistrelles, a long eared bat, and some lesser horseshoes. This was great and getting such a close up look at the bats intrigued most people. Caitriona spoke about bat ecology, habitat connectivity and public perception of bats. Many in the group agreed that they were surprised by how “cute” and unthreatening the bats looked in real life.
- Bat boxes – we took a short walk around the town, with Caitriona pointing out the bat boxes around the town, we considered the barriers to bat activity such as brightly lit streets and a lack of trees.

K15 Title: Nature Therapy Walk

Workshop Leader: Marion Edler

Recorder: Brigid Barry **Participants:** 15

- Studies have found that full immersion in nature lowers cortisol levels (stress) and



encourages the brain to relax.

- The ‘forest smell’ is also a release of phytoncydes that are boosting for our health.

- There is a strong restorative power to being in nature.
- Nature therapy walk consists of ‘invitations’ and ‘sharing circles’.
- Start with the being present in the 5 senses. And other senses like interoception, proprioception, body radar, intuition, mirror sense, heart sense, subtle sense, and imaginal sense. The invitation afterwards allows the participants to share some of what they are noticing.
- Invitations included pleasures of presence, busy thoughts put on hold, what’s in motion, meet a tree, expressing feeling of gratitude and a daily gift to yourself.
- It was good to be silent when doing this exercise, it made the audience more focused.

Post-event Feedback

We received a great response to the 2017 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 will be considered in our recommendations going forward to future events. Below is a taster of some of the feedback.

I am quite impressed by how well you organised everything, and by the quality of your speakers and walk leaders. As I continue to think about the weekend, I keep coming back to the word ‘flawless’. Janet, delegate

Thank you for having me! I really enjoyed the weekend and I learned a lot from some of the other participants. We will definitely be back to Kinvara. You guys are doing a fantastic job there and I left feeling quite inspired. Barry, workshop leader

Just to say thank you for a lovely symposium - a great programme and a wonderful group of people. Wendy, delegate

The format for me was excellent because the events I attended were excellently produced and delivered. Anon, delegate

Format is super. I think more the workshops could be outdoors utilising the amazing learning landscape of Kinvara and the the Burren Anon, delegate

Recommendations

All the coordinators, participants and workshop leaders were asked for their insights, highlights, and recommendations for future events. Below are some thoughts going forward based on what was reported. Please note we try and take everything into account though sometimes things are impossible to advance but thank you for your suggestions anyway.

Workshop Recommendations for 2018:

- Food and Art (literature, music, visual, movement) connecting to place
- Physical engagement with the landscape
- Music in outdoors, song
- Insect study
- Enhancing sense of place through citizen science monitoring
- Make use of twitter & facebook & Instagram, best way to spread the word
- Taking action - examples of action projects
- How to build solar panels, energy efficiency, how to build an energy efficient home/shelter
- More hands on skill based learning and sharing
- Nature ID/Bird Watching/Burren Specific Plant ID
- More artists, movement, body, auditory, sound, visual, film, somatic practices, Irish language

Other Recommendations for 2018 from delegates:

- Extend to three full days
- More focus on ways of life/action that benefit place
- Option to do more workshops
- Increase Friday to have all day followed by all day Sat and 1/2 day Sunday
- Optional nighttime activity
- Include notes/references suggested by workshop presenters on your website.
- More hands on activity and skills sharing and play and creativity centred
- More input by artists who engage/create work outside. I would like more experiential. I'd like clarity around experiencing something for myself of learning something for children. I would like more attention to our native language and engagement with our beautiful place.
- Music and a blog

Acknowledgements

The Burrenbeo Trust would like to thank everyone that made this a huge success. The workshop leaders and speakers for offering their time. The delegates for their enthusiasm and energy. The Heritage Council for supporting Heritage in Schools specialists to attend. And finally a massive thank you to the symposium team of Burrenbeo Trust staff Áine, Kate, Brigid and Brendan, and volunteers Grainne Barron, Elaine Williams and Paula McHale for their help.

APPENDIX 1 Programme 2017

PROGRAMME

Coordinators: Áine Bird (ÁB), Brigid Barry (BB), Elaine Williams (EW), Grainne Barron (GB), Kate Lavender (KL)

Fri 10 th March	Discussion & Cross-pollination
5.30-6.30pm:	<i>Registration</i> Seamount School, Kinvara
6.30-7pm	<i>A mix up - getting to know the crowd.</i> Led by Burrenbeo Trust
<i>Break</i>	
7.30-9pm	<i>Welcome</i> with Trust Manager, Brigid Barry followed by <i>A series of talks on trends & developments in place-based learning</i> (10mins each with Q&A)
<i>Children and young people's agency and action in place based learning</i> (Dr Susan Pike / DCU, Dublin)	
<i>Nature and the environment to attain and restore health</i> (Dr Caitriona Carlin / NEAR Health)	
<i>Re-creating in a cultural landscape</i> (Stephen Hannon / GMIT, Mayo)	
<i>Community-driven stewardship; the Burrenbeo Story</i> (Áine Bird / Burrenbeo Trust)	
<i>Are we here or there? What do we mean by connecting to place?</i> (Dr Sam Harrison/ The Shieling Project)	

Followed by a pub meet-up: suggested Greene's Pub

Sat 11th March **Workshops 10am- 12.30pm**

*Meet at 9.30am as going out into the field. Need to car share, be ready with full outdoor gear on.

- W1:** Dr Vincent Carragher *Engaging and activating communities towards sustainability*
(Burrenbeo Trust/ EW)

W2:* Dr Dave McGrath *Rockyshore discoveries* (Flaggy Shore/Meet to car share opposite national school/ BB)*

W3: Kate Lavender *Making local place interactive and fun for the classroom and beyond* (Com.Centre Sml/ KL)

W4: Michael Fortune *Navigating Place through Story & Song* (Com.Centre Hall / ÁB)

W5: Finola McCarthy *Urban Horticulture* (Courthouse / GB)

Meet & eat: Lunch can be bought in the local shops. Tea, coffee & space to convene. Bring your

Meet & eat. Lunch can be bought in the local shops. Tea, coffee & space to converse. Bring your own mug. (Community Centre / set up KL & AB)

1.30pm Car shares depart

Workshops 2-4.30pm

*Meet at 1.30pm as going out into the field. Need to car share, ready with full outdoor gear on.

W6: Dr Sam Harrison *Little gems: finding effective ways of learning in complex places*
(Com.Centre Hall / AB)

W7.* Jenny Dungan *Forest School – Learning by Nature's Design* (Garryland
Nature Reserve / GB)

W8.* Brigid Barry *Sensory Learning* (Sieve Carron
Nature Reserve/ BB)

W9.* Grace Garde & Paul Kavanagh *Peeling back the layers, how to do a study of an ecosystem*
(Garryland NR / KL)

W10.* Barry Lee *Mindfulness in Nature* (Sieve Carron
Nature Reserve/EW)

Evening 6pm-8pm

Who's Who: A evening with displays to share food followed by a talk by Paddy Woodworth
"Rules of engagement: Conservation is about people as much as it is about nature". Introduced by Brendan Dunford.

Followed by pub meet up: suggested Tully's Pub

Sun 12th March

Workshops 10am- 12.30pm

*Meet at 9.30am as going out into the field. Need to car share, ready with full outdoor gear on.

W11: Rory O'Shaughnessy *Incorporate archaeology & stories of the past into teaching*
(Burrenbeo Trust / KL)

W12: Áine Bird *Can critical thinking encourage active stewardship?*
(Courthouse / AB)

W13: Karen Webster *Creative Ideas for Connecting with Nature*
(Comm. Centre Small)

W14: Dr Caitriona Carlin *Bridges or barriers? Exploring how people perceive nature and ways
to identify and*

overcome barriers (Comm.

Centre Hall / GB)

W15*: Marion Edler *Nature Therapy Walk* (Garryland/Meet up from post-office
to car share/BB)

Meet & eat: Lunch can be bought in the local shops. Tea, coffee and space to convene. Bring your own mug. (Community Centre / KL & GB)

1.30pm-2pm Review & Reflect session (BB)

2pm Cars depart

2.30pm-4.30pm **Optional Walk in the Burren** with farmer Michael Lynch & Brendan Dunford. Followed by tea and scones at in a local's farmhouse, the Daly family. Bring a suggested €5 donation towards refreshments.

This event has been supported by The Heritage Council

APPENDIX 2 Workshop Leaders & Coordinators

BARRY, Brigid

Brigid has managed the Burrenbeo Trust for the past 8 years, since soon after its inception. Burrenbeo has over 50 different programmes and is a leading advocate for place-based learning and models of community stewardship in Ireland. Through her work, Brigid plays a key role in encouraging informed communities, thriving communities and sustainable landscape in the region. She 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 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.

BARRON, Grainne

Gráinne is a research student within the Earth and Ocean Sciences Unit in NUI Galway. Her research is focused on the development of an Integrated Catchment Management Toolkit encompassing outdoor environmental education and GIS mapping. Supported by the Burren Geopark LIFE programme, students in Lisdoonvarna Secondary School are participating in a pilot water resources awareness program as part of her research; exploring and mapping the natural and built environment underlying the Aille Catchment in the Burren. With a masters in Sustainable Resource Management, prior to her current research, Gráinne worked in an environmental consultancy focusing on hydrology/hydrogeology.

BIRD, Áine

Áine is the Education and 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, is 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.

CARLIN, Caitriona

Caitriona is a professional ecologist with an interest in connecting people with nature, which is the focus of her current research. She is the Principal Investigator on a jointly funded EPA/HSE three year project to assess how nature and environment can attain and restore (NEAR) health. Her interest in this area began when she worked as an ecologist with Natural England. She has considerable professional and voluntary experience in engaging members of the public. She

works as a part time course coordinator, lecturer and principal investigator within Environmental Science in NUI Galway, based within the Applied Ecology Unit. Her talk will outline how the three researchers, Easkey Britton, Caitriona Carlin and Gesche Kindermann are working with communities, decision takers and policymakers to investigate Healthy Places, Healthy People: Nature-based solutions for health and wellbeing.

CARRAGHER, Vincent

Vincent is a Research Fellow in Characterising and Catalysing Sustainable Resource and Energy Transition in Communities in Trinity College, Dublin. He is a community facilitator, education practitioner, applied researcher and lecturer fostering sustainability, resilience and behaviour change with and for communities. A specialist in facilitating individuals, groups and communities to measure their resource consumption and then to reinterpret it and develop solutions to lower it. He has Material Flow Analysis and Ecological Footprints now for over 95 Irish communities spanning the rural-urban divide working with schools, community-based organisations and residents across the country. He has fostered the deeper energy and resource use reduction in 24 communities and most recently working on the resource use measurement and green transition of Cloughjordan Ecovillage.

DUNFORD, Brendan

Brendan is the Manager of the EU award-winning Burren ‘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 Ecobeo 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.

DUNGAN, Jenny

Jenny is a primary teacher, forest school leader, forager, cook, and group facilitator. She is passionate about connective ways to educate herself and others. She co-creates local community projects to enable people to share and learn together to reconnect to nature and to flourish. She introduced Forest School sessions for each child in her school, co-facilitated a 2-year project on Leadership for Sustainability in Wicklow, and is actively involved in *Common Ground* in Bray which is a members-based group dedicated to promoting a co-operative, mindful and ecological lifestyle. She runs summer courses for adults in bringing the curriculum outdoors and foraging walks on a seasonal basis.

EDLER, Marion

Marion completed a degree in Social Pedagogy in 1986 in Germany. She moved to Ireland in 1988 to develop her farm. She certified as a Yoga and Meditation Teacher in 1996 and has since been teaching classes to adults and children. In 2006, she co-founded Crann Og EcoFarm (ecostayireland.com), as a venue for workshops, retreats and eco holidays in Co. Galway. Her love for nature and the body, mind and soul connection led her to develop Kids Eco Yoga in 2008, where she combines yoga with outdoor activities. To further upskill she trained as a Forest School Leader, Level 3 with Huathe, Open College Network UK in 2015 and in 2016 as a Nature and

Forest Therapy Guide with the Association of Nature and Forest Therapy Guides (ANFT). A dedicated webpage to her Nature Therapy Walks can be found on the following: <https://ecostayireland.com/index.php/nature-therapy/>

FORTUNE, Michael

Michael Fortune has been a pioneer in the area of place base work in Ireland and his practice has widened the conversations regarding the intersection of traditional and contemporary culture. His life, interests and practice are an every ending, intertwined and inseparable mix of the ancient, the contemporary, the private, the public and the intangible. He has been the recipient of numerous awards and bursaries for his work, which he presents extensively nationally and internationally in a variety of contexts, ranging from gallery exhibitions and online presentations through to single screen presentations in film and video art festivals. Michael lives at the foot of Mount Leinster with Aileen and their three young children. More information is at www.michaelfortune.ie

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.gracefullandscape.com and is part of the Heritage in Schools panel for Wicklow. Her main target age group is primary schools. Grace alongside her partner Paul, have 32 allotments, & 5 hives and offer gardening, biodiversity, horticultural workshops at their base in Season Park Farm, Newtownmountkennedy, Co. Wicklow.

HANNON, Stephen

Stephen started kayaking, and mountaineering at an early age through scouting and his father's interest in the outdoors. He began his professional career as a primary school teacher in 1986 but continued a parallel interest in adventurous sports and later in adventure sports instruction. Following ten years working as a primary school teacher, with two career breaks to go on expeditions and to work for Canoeing Ireland, Stephen completed an M.Ed in University College Dublin looking at the learning process of Outdoor Education. In 1999, he took the opportunity of bringing both strands of adventure and education together and began lecturing on the BA in Outdoor Education at the Mayo Campus of GMIT. He has worked at GMIT Mayo Campus for the last 17 years with aspirant Outdoor Educators and has completed a MA in Outdoor and Experiential Learning in Cumbria University. He has maintained his initial interest in how young children can learn outside the classroom and also in the cultural aspects of landscape.

HARRISON, Sam

Sam is a specialist in place-based education. He has been leading outdoor learning in Scotland for ten years, and takes a lot of joy from going out into land with school groups. Sam has a wide variety of training and qualifications ranging from outdoor leadership qualifications, to an MSc in Human Ecology and a PhD in Place-Based Education. Sam helps young people and teachers explore their relationship to the places where they live. For him, these experiences link to the sustainability of the land and community, a sense of pride and responsibility, and increased mental and physical well-being. Taken as a whole this can be called a 'sense of place.' Sam uses various strategies to bring 'place' into young people's lives: working with schools to develop their

capacity to learn outdoors, involving the community and the local environment, running training courses for teachers, and contributing to research and policy development in 'Learning for Sustainability'. Sam is the founder of the Shieling Project. <http://www.theshielingproject.org/>

KAVANAGH, Paul

Paul is a commercial landscaper with over 30 years' experience. Previous projects include the largest Irish garden restoration project of Tony Ryan's Lyons Demesne in Newcastle, Co.Kildare. Paul grows *taxus baccata* as a commercial crop. Paul alongside his partner Grace, have 32 allotments, & 5 hives and offer gardening, biodiversity, horticultural workshops at their base in Season Park Farm, Newtownmountkennedy, Co. Wicklow. See www.landscaping.ie www.nursery.ie for more information.

LAVENDER, Kate

Kate is the Conservation and Education Officer for the Burrenbeo Trust with a degree and masters in Geology and a PGCE in secondary Geography. Among other things she coordinates the Burrenbeo Conservation Volunteers and the Burren Wild Child programme, taking children on interactive days out into the Burren. 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.

LEE, Barry

Barry originally trained as a solicitor. He discovered meditation ten years ago and has since trained as a yoga teacher with Yoga Alliance UK and as an MBSR mindfulness teacher with the Institute For Mindfulness Based Approaches. He teaches yoga and mindfulness in Dublin. In 2016 he co-founded Nature in Mind; an educational organisation that aims to help people improve their health and well-being through mindfully connecting with the natural world. Their underlying philosophy, supported by scientific research, is that sustaining a deep connection with nature is fundamental for human health and well-being. He runs regular "mindfulness in nature" workshops in the Dublin area, usually in parks and other wild places in or near the city and also in the Dublin mountains.

LYNCH, Michael

Michael, along with his wife Clodagh have been farming in the Burren for decades. They are part of the Burren farming for conservation programme, *The Burren Programme*, an initiative scheme whereby the farmers are remunerated for the work they do in preserving the ecology of the region through farming. Both Michael and Clodagh have also been working as archaeologists in the Burren for over 15 years. They have surveyed numerous monuments in the Burren including many previously unrecorded sites. Their main interest is in prehistoric archaeology and their recent excavations at Fanore More and Doolin are part of their research. Much of this work has been carried out with the assistance of the Burren Conservation Volunteers. Michael is the Field Monument Advisor for Co. Clare.

MCCARTHY, Finola

Finola is the coordinator of a community based horticulture training programme in The Bessborough Centre, Cork. She is a qualified further education teacher with a MA in Medieval History and a passion for growing vegetables. She is interested in developing ways to support vulnerable members of the community to re-engage with people and place in the urban landscape, to grow while producing some food along the way and to see learning as a fun adventure! She is particularly interested in the social and therapeutic benefits that learning horticulture has for adults with poor mental health, learning difficulties, poor communication skills and low self-esteem. The Horticulture Local Training Initiative that she coordinates was awarded the Certificate of Excellence at the Cork Food Policy Council Awards at the start of this year.

MCHALE, Paula

Paula is the Programme Assistant with the Burren Programme (formerly the Burren Farming for Conservation Programme). The Burren first lodged its special place in her heart when carrying out her thesis work on the turloughs for her degree in botany, way back in the last millennium. Paula enjoys being out and about and sharing her enthusiasm for the Burren with anyone that will listen! Paula has recently completed her Masters in Environmental Sustainability, through University College Dublin. Again, her thesis brought her back to the Burren, looking at a special Burren butterfly, the Pearl-bordered Fritillary. Through Burren Conservation Volunteers, Paula is one of the Key Recorders for the Irish Butterfly Monitoring Scheme and encourages others to set up butterfly transects. She recognises that the Burren is a magical place capable of inspiring people to use their talents creatively and is looking forward to being part of the Learning Landscape Symposium for 2017.

MCGRATH, David

David is a marine biologist and a former lecturer in the Galway-Mayo Institute of Technology. He enjoys giving engaging sessions on the tides, running workshops on identifying marine organisms and giving talks about living marine animals. David has run classroom and field-based activities with children and adults, particularly in the area of marine biology for many years.

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. He is also a national tour guide visiting numerous heritage sites with visitors each year. 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.

PIKE, Susan

Dr Susan Pike is a Lecturer in Geography Education in the DCU School of STEM, Innovation and Global Studies, part of the new DCU Institute of Education. For the past 17 years she has led Geography Education in the institution. She holds a degree in Geography and a Master of Arts (Education) in Geographical and Environmental Education and her doctoral thesis was an in-depth investigation into children's experiences in their localities. She was the lead author of *Eco*

Detectives for the Department of the Environment and recently completed book for teachers, *Learning Primary Geography: Ideas and Inspiration from Classrooms* which draws on many examples of place based learning in schools across Ireland.

WEBSTER, Karen

Karen is a ceramicist and arts facilitator, who has many years' experience designing and delivering art projects for schools. She works mainly in the field of arts-based environmental education and has an MA by Research investigating the role of art in engaging children with their local environment. As well as delivering her own educational school programmes, such as 'Exploring Biodiversity through Art', she also works on the Heritage in Schools scheme and with 'Primary Colours'- an arts programme for national schools for Sligo County Council 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.

WOODWORTH, Paddy

Paddy Woodworth is an author, journalist, lecturer and tour guide. He writes regularly for the *Irish Times* Environment Page. He has published two acclaimed books on the Basque Country. *Our Once and Future Planet: Restoring the World in the Climate Change Century* (U of Chicago Press 2013) is a study of ecological restoration projects worldwide and in Ireland. A *BioScience* reviewer wrote: "Highly readable... This book. . . .will bring the concept and application of ecological restoration to a broader audience and will help inspire a new generation of restoration practitioners and researchers." In the *Dublin Review of Books*, John Feehan wrote: "Over the past few years there have been several attempts at a more popular treatment [of restoration]... but Paddy Woodworth's is certainly the best...could hardly be more timely." He is a Research Associate at Missouri Botanical Garden, and an Adjunct Senior Lecturer at University College Dublin. He is a founder member of the Irish Forum on Natural Capital, and is committed to working for better communication of environmental issues, nationally and to local communities and interest groups. www.paddywoodworth.com

WILLIAMS, Elaine

Elaine is doing a PhD in Geography at NUI Galway. 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. She worked as Burrenbeo's Community Engagement Officer during 2016.

APPENDIX 3 Delegate Biographies

Ball, Jonathan

jbjonball@gmail.com

Jonathan is a tour guide at Valentia island lighthouse and is attending the symposium because he thinks learning by the landscape is a great concept and he is interested to see how it works.

Barrett, Carol

carolbarrett77@hotmail.com

Carol runs a forest school called Down to Earth with Kerry Walker in Brigits garden and is part of the education team there. She did music and dance exploration classes for 10 years with

parents and toddlers, arts and craft classes and gardening classes with children and is an SNA. Delighted to have the opportunity to bring all this outside. Facebook: down to earth Galway.

Barton, Kevin

eolas@lgs.ie

Kevin is a self-employed archaeological geophysicist working with groups on community archaeological remote sensing projects. His interest in the Symposium is in learning about different methods of engagement with community groups.

<https://www.facebook.com/Community-Archaeological-Remote-Sensing-979573268823682/>

Bell, Lucy

thebellone@gmail.com

Lucy runs her own company, GROWing Gardens, she is an organic horticulturalist specialising in developing edible and biodiverse school gardens, teaching local food growing, developing community gardens, and creating biodiversity and native habitat projects. Lucy is also a trained forest schools' leader, facilitating forest schools' sessions for children and adults alike. Lucy is also a specialist living willow artist creating living willow sculptures, domes, and fences nationwide. Website: www.growinggardens.ie

Brennan, Maura

mairecnonna@yahoo.co.uk

Brookes, Elizabeth

beeorchid20@gmail.com

Elizabeth has a love for wildlife fauna, flora, plants. She has cultivated wildflowers and butterflies. She has surveyed butterflies and moths for about 30 years and has studied a bit on wildlife biology. She has been involved in as a leader in the girl guides and in nature walks. Please check Annascaul Adventures and check the great outdoors in Annascaul, biodiversity.

Brooks, David

admin@ecounesco.ie

David works for ECO-UNESCO, an Irish eNGO that specialises in Youth Empowerment and Environmental Education, using Education for Sustainable Development and experiential learning methods. He coordinates a programme called Eco-Choices, which aims to engage at-risk young people with issues relating to personal development, community development and environmental conservation. A key element of this programme is giving these young people the opportunity to gain new experiences in an outdoor setting, fostering a personal relationship with the natural world. He hopes to gain new insights and ideas for activities through attending this event.

Buell, Janet

janet@awomansireland.com

After a long career as a primary school teacher, Janet moved from the US to Corofin, a village at the edge of the Burren. She enjoys exploring her adopted landscape, and discovering its archaeology, wildlife, and history. Janet is also a writer with dozens of magazine credits, and a few children's books published in the States. She's currently working on a travel guide, A Woman's Ireland: Lives, Lore, Places to Explore. It features the famous, infamous, real life, and mythical women of Ireland, along with the places they inhabited.

Burke, Katriona

treenaburke@hotmail.com

Katriona is an adult education tutor. She attended the symposium last year when she was involved with an Urban Horticulture course and thoroughly enjoyed it. She has since changed jobs (she is a tutor with Turas Nua working with long term unemployed getting back to work) and can't say that her current job is of particular relevance to the topics explored but she is attending this year just for her own interests.

Burke, Flor

crann.og.gort@gmail.com

Flor is the co-founder Crann Og Eco Farm, hidden away between two ancient native Irish woodlands in SE Galway, which offers a variety of experiences for the discerning traveller to re-connect with the natural environment, see www.ecostayireland.com

Butler, Martina

martina_butler@hotmail.com

Martina is a Heritage Specialist living in Sligo and visits schools throughout Sligo, Donegal, Leitrim, Roscommon, Longford and Mayo. She attended this event before and found it so inspirational and re-energising that she decided to treat herself to another dose!

Cahill, Lisa

08lisacahilldance@gmail.com

Lisa is a dance artist. She is interested in creating tactile experiences of place that engage the senses in delightful and quiet interactions. Lisa enjoys working in education contexts and was dance artist in residence at the Froebel Department of Early Childhood and Primary Education at Maynooth University from 2014 to 2016.

Cannon Taylor, Ann

acannontaylor@gmail.com

Ann has a background in Post-Primary Education, her subjects being Geography and English. She is interested in the topics of the symposium and enjoys meeting people and engaging with new ideas.

Cashman, Martha

cashmanmartha@gmail.com

Martha is a sculptor in Cork city and also work as an Arts Facilitator with several groups in the community. She offers Creative Clay workshops addressing issues of Empowerment and Environmental. She is always looking at ways to add to her skill set and thought this weekend would be beneficial both to myself and members of her groups. See www.corkpotters.com for her info.

Cochrane, Ross

rosscochrane@gmail.com

Ross is an arts curator, writer and researcher; his artist practice records memories that remain embedded in the landscape which intersect between ecology and consumer typographies. He lectures in education and delivers creative arts programs working with community groups, schools and special needs education in the North West Ireland.

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.

Costelloe, Michael

mickcostelloe1@gmail.com

Michael is a heritage in schools specialist. He has a keen interest in ecology, the environment, biodiversity and organic fruit & vegetable growing.

De Barra, Bairbre

b_debarra@hotmail.com

Bairbre is a primary school teacher with an interest in integrating outdoor and place-based learning into the primary curriculum. She is attending out of personal interest rather than as a representative of any particular organisation.

Delascasas, Tara

taradlc@hotmail.com

Dillon, Lee

leeirenedillon@gmail.com

Lee's interest in the weekend arises out of his eight month campaign to stop Dublin City Council installing an off-the-shelf playground for 2-7 yr olds developing typically in his local small urban park, Ranelagh Gardens, Dublin 6 in favour of a recreation feature which is nature-based, more geographically diffused throughout the park, and appealing to park users of all ages and abilities. Unfortunately, his campaign was not successful. He is hoping to learn more about how to engage people of all ages, especially children, in their communities, specifically through time spent in his lovely local heritage park, playground notwithstanding.

Downey, Ashleigh

ashliart@yahoo.com

Ashleigh is an ecologically focused visual artist. Formally trained as a textile designer she has worked across disciplines in Ireland, England, South Africa, and Swaziland; as visual artist, curator, event programmer and workshop facilitator. Creating space for conversation is an integral part of her practice. Combined with an active interest in sensory learning and audience participation, her most recent consideration lies with the exploration of art as a form of interactive engagement. Currently undertaking a Masters in Art and Ecology at the Burren College of Art, Co Clare, Ashleigh's work reflects the rhythmic patterns of nature, while simultaneously explores the potential interconnections between humans and nature.

Drumm, Mick

modroma@eircom.net

Mick graduated from UCD in 1999 with a degree in Archaeology and History. He is a licenced archaeologist with 10 years experience directing archaeological excavations. He graduated from Sligo IT in 2016 with a degree in environmental management and currently work as a contractor with the EPA. His research interest is in ancient land divisions in Ireland with a particular focus on the archaeology and ecology of townland boundaries.

Enright, Donal

doen_23@hotmail.com

Furlong, Shane

shane.furlong@gmail.com

Garde, Elaine

egarde50@gmail.com

Elaine is currently known as the OGHAM LADY, as she heads around the country with her ceramic Ogham Stone Zodiac to deliver the Heritage in Schools programme with a funky twist on bio-diversity. In her hometown of Cork she founded the award winning model of community supported agriculture Future Orchard. www.futureorchardcork.com

Gibbons, Mary

marygibbons11@gmail.com

Mary is a teacher of Early Childhood Education and Care In Galway Community College. She has grown up around the Burren and always have had a passion both personally and professionally for the area. She has a special interest in the whole concept of placed based learning bringing the outdoors into the classroom. And also listening to and informing students of the history, folklore, songs and stories from the area.

Glancy, Terrance

terranceglancy@gmail.com

Terrance works for a large youth work service delivering outdoor learning programmes and he is nearing the completion of an MSc in Outdoor Education. In his free time, he leads high altitude mountaineering expeditions and enjoys Ireland's coast in a sea kayak.

Gray, Shonagh

shonaghgray@hotmail.com

Shonagh is a field instructor in Killarney National Park Education Centre. There she works with groups of students engaging them in activities that allow them to gain a deeper understanding

of the natural world around them. She is a fully qualified science teacher and passionate about education.

Halpin, Maria

mariahalpin@hotmail.com

Maria is living and working in Dublin city. She is interested in all things to do with nature , the environment and sustainable living . She is exploring new possibilities wanting to get away from city living and is curious and excited to see what there is to learn on the Burren Beo symposium

Hawkins, Colleen

colleen_page@hotmail.com

Colleen's background is marine biology/zoology and education teamed with interests including gardening, beekeeping and food. She works with scouts and also with Woodville Walled Garden and she hopes to gather ideas from the weekend to use with both.

Healy, Shailagh

shailaghwhitethorn@yahoo.ca

Shailagh is an Arboriculturalist based in North Sligo. She facilitates the "Woodland Wonders" program for public groups and the Heritage Council panel in schools and has been a outdoor education leader in Coillte's former Compass Club. As a musician and dance teacher she hosts music and movement sessions in retirement homes.

Henderson, Alison

lorraine.burns@nmandd.org

Alison is the Volunteer & Outreach Officer for the Ring of Gullion Landscape Partnership Scheme which covers the South Armagh area. The purpose of this scheme is to showcase and conserve the diverse landscape and rich heritage of the area.

Hickey, Betsy

betsyphickey@gmail.com

Betsy is a horticulturalist and ecologist working in the south east. Part of her work involves tutoring adults in gardening for the WWETB (Wexford and Waterford education Training Board), landscaping based on natural and organic methods, ecological consultancy and she is on the Heritage in Schools Panel. Meeting like minded people and learning new ideas keeps teaching interesting not only for herself but the learner as well.

Holst, Michelle

michelleholst17@hotmail.com

Michelle is a primary school teacher. For the last few years she has been the green schools coordinator and they have the special focus this year of creating a sensory garden/outdoor classroom and forest schools.

Hurley, Shay

gaelrua@yahoo.com

Shay is a retired Primary Teacher. He has worked in the voluntary area since retiring holding positions of secretary, facilitator,project manager, exhibitions organiser,with various voluntary groups,a boatclub,WBC;Two Bridges Partnership and the like. He just loves the outdoors and what it offers and feels he can learn a lot from attending and networking.

Izquierdo Valencia, Carolina

mafalda1622@gmail.com

Carolina is a primary school teacher being trained as forest school leader at the moment and totally convinced of the benefits of outdoors learning. After a very enriching time in Kinvara last year I come again willing to share and learn from everyone in the Symposium.

Jones, Melanie

melaniejones17@gmail.com

Keeling, Nikki

nikikeeling@gmail.com

Nikki runs an environmental education project from a woodland estate in West Cork, working with school groups, college students, community groups and teachers etc. She also works as a consultant ecologist working primarily on habitat restoration and creation and on environmental impact assessment. As a self-employed person working a lot on her own, she is looking forward to connecting with others who work in similar areas. She has also heard great things about the symposium!

Kennedy, Laura

laurackennedy@gmail.com

Laura is a forest school leader; environmental, development and human rights education facilitator and trained to teach Paws b (mindfulness for 7-11 year olds). She works with preschool groups, primary, secondary and third level students and provide CPD for primary school teachers. She previously worked as a primary school teacher.

Kennedy, Aengus

naturenthwest@gmail.com

Aengus has worked with children in the outdoors for over 20 years and in nature education for the last 8. Aengus worked as a part of the Glenveagh nature education team for 5 years and started his own business, NatureNorthWest in 2014. He is a member of the Heritage in Schools Scheme, delivers biodiversity workshops in 4 counties and delivers a range of secondary school leaving cert programs in Donegal. He is currently working for An Taisce Green Schools as a part time travel officer.

Koivuranta, Riina

riina.koivuranta@helsinki.fi

Riina is from the University of Helsinki. She works with communication and dissemination issues in a Horizon2020 funded project called HNV-Link "High Nature Value Farming: Learning, Innovation and Knowledge" (<http://hnvlink.eu/>). The project is dedicated to developing and sharing innovations that support High Nature Value farming systems by improving both their socio-economic viability and environmental efficiency. In the project 10 High Nature Value farming areas are connected for innovation transfer and one of these areas is the beautiful Burren. Thus she is delighted to have the chance to hear about place-based learning in this particular setting. In addition to working with the HNV-Link project she also works at the university as a part-time teacher, so different ways of learning are close to her heart.

Lorien, Melanie

herbcrafte@eircom.net

Melanie is a long time Heritage in Schools Scheme Specialist, was an Horticulturist for many years and then later became a Woodland Conservation Ranger in Kent, before moving to Ireland in the early 90's. She worked with Seed Savers in the very early days, both initially as a volunteer, and then later as a member of staff. She is still a very keen organic grower and is involved with several ecological groups. She is also a tutor with CELT and runs her own Craft based business. She teaches Heritage Straw Work, as well as horticulture & basic ecology and conservation on the Heritage Scheme, all over the country and often helps schools with their Green Flag projects as part of this work. She am always very keen to expand her existing knowledge and to meet new & like-minded people.

Lynch, Ann

lynchjustice@gmail.com

Ann is the Secretary of the Ballyboughal Hedgerow Society in Fingal, founded to promote hedgerows and their biodiversity. They organise hedgelaying courses and are putting tree identification labels on their local greenway Sli na Sceacha. The labels have interesting, child - friendly uses relating to botany and folklore.

Macmillan, Georgia

georgia@internationalmagic.com

Georgia is based in Newport, Mayo. She is the Project Manager for Mayo Dark Skies & Researcher for Nephin Beg Locally Led Farming Group (both voluntary roles). She is an Outdoor Education graduate of GMIT Mayo and, ever so slightly obsessed, Dark Skies enthusiast,

interested in hiking, cultural landscape, place based learning and developing sustainable tourism potential in region.

Manifold, Mairead

manifold.mairead@gmail.com

Mairead works for SAP as a technical writer writing user guides for our customers. She is attending conference for personal reasons because she is interested in the conference topics.

Marlborough, Mark

mark_marlborough@hotmail.com

Martin, Jim

jimmartin81@gmail.com

Jim spent most of his working life on British Rail until 1994 when he took voluntary redundancy, then much voluntary environmental conservation work with the Greensand Trust, North Chilterns Trust & the National Trust. He completed a NVQ in Practical Environmental Conservation at Moulton College, Northampton in 1996, also doing some gardening work until he moved to Ireland in 2001. He was hoping to do volunteer conservation & gardening work here, but after working at the Vandeleur Garden for 6 months had to give it up because of osteoarthritis, he has been somewhat limited in his physical activities for the last 6 yrs.

McGinley, Cormac

cormac.mcginley@cliffsofmoher.ie

Cormac is the Education Officer and Ranger at the Cliffs of Moher Visitor centre.

McGlynn, Niabh

niabhey@gmail.com

Niabh is a primary school Teacher in Kilcolgan ETNS. She is currently training as a Forest Schools Leader.

McGrath, Aisling

aishlingmcgrath@yahoo.ie

Aisling is a former geography and economics teacher, currently on the NCCA development group for Junior Cycle Geography and working full time with Worldwise Global Schools as a project officer. The programme is the post -primary education programme for the Department of Foreign Affairs/Irish Aid. She has a masters in Sustainability Science and Policy from the University of Maastricht. She is on the Department of Education and Skills Advisory Committee for their strategy on Education for Sustainable Development.

McGuire, Siobhan

siobhanmcguire@eircom.net

Siobhan is interested in learning more about the healing, sensory aspects of nature and how they can be used in a therapeutic way with children and adults. She is looking forward to connecting with people who maybe already working in this field perhaps through art, storytelling or guided walks.

McHugh, Sally

s.mchugh1@nuigalway.ie

Sally is a PhD student at the School of Education, NUI Galway. Her research involves designing creative, cultural heritage learning experiences with primary school children using constructionist technologies (e.g. Minecraft, iMovie etc.) in both formal (school) and informal settings (museum). Twitter: @fordofthekings

McMullen, Mary

m_mc_mullen@hotmail.com

Mary is a secondary school teacher, coordinating SPHE and activities for a TY programme. Also teaches PE, and Active Leisure Studies and Leisure and Recreation in LCA. She has a keen interest in Outdoor Education and Learning, including environmental awareness and care and impact of nature on wellbeing. Currently involved in developing an outdoor school garden and classroom. Hoping to establish links with bodies who can help her develop these initiatives.

Minnock, Kate

kateminnock@hotmail.com

Kate is a secondary school teacher, graduating from NCAD with a BA in Fine Art, a PGD in Art & Design Education and a diploma in Entrepreneurial Education with UCD. She currently teaches Education for Sustainability part-time in two secondary schools; North Wicklow Educate Together and Coláiste Chill Mhantaín and is completing an MSc in Learning for Sustainability with the University of Edinburgh. In 2015/6 she piloted a new Transition Year module 'Schools for Resilience' with Davie Phillip, Cultivate and is hoping to develop 'Education for Sustainability' as an accredited short course for the new Junior Cycle.
<http://ccmseasonalmealty.weebly.com/> for more info.

Murphy, Barry

info@tourismpurewalking.com

Barry leads small groups on walking tours predominantly near to him in Mayo. He is a one-man band!

Murray, Linda

linda915@eircom.net

Ní Chonláin, Síle

silenechonlain@gmail.com

Ni Dhuinnin, Cait

caitnidhuinnin@gmail.com

Cait is an artist and teacher, living and working in Limerick. She teaches art and CSPE in a secondary school and also has an art practice as a film-maker.

Ni Dhuinnin, Siobhan

siobhannid@yahoo.co.uk

Siobhan is an independent dance artist living and working in Cork. Her live performance and film work seeks to question how the human body engages with both natural and urban environments in a way that gives agency to both. She is currently working on a site-specific performance project with fourteen 8-12 yr old boys as an associate artist with Cork's Dancer in Residence at Firkin Crane, Cork.

O'Brolchain, Joan

obrolchains@hotmail.com

Joan is a retired teacher. She taught Geography for 26 years and taught students with Learning Difficulties for 12 years. She has always had real interest in the Burren and is now living in New Quay.

O'Daly, Katherine

katherineod@eircom.net

Katherine is a volunteer with An Oige's Nature Conservation Project at Knockree in the Glencree Valley in Co. Wicklow. One of the aims of An Oige (Irish Youth Hostelling Association) is to provide opportunities for young people to enjoy and learn about the natural heritage. The site at Knockree is a 20 hectare site through which the Glencree river and part of the Wicklow Way run. They have just had an ecological survey of the site carried out and they have developed a nature conservation management plan arising out of that. They want to protect and enhance the habitats and biodiversity of this rich site and develop sustainable ways of it being used by the local community, the public in general, tourists, schools and colleges etc for leisure and education. They are developing links in this regard including with UCD school of Biology and Natural Sciences. She has a background in child psychology and psychotherapy as well as training in horticulture and landscape design so I am very interested in place-based learning from lots of different points of view as well as its relevance to the work of the An Oige Knockree Nature Conservation project.

O'Halloran, William

wohalloran@secad.ie

William has been working with South and East Cork Area Development (SECAD) in assisting communities to develop outdoor recreation projects such as walking and water based trails.

Since 2014, William's role with the company has also evolved into working on biodiversity enhancement projects and Will is attending the 2017 Learning Landscape Symposium as one of SECAD's "B Team" and representing SECAD's newly established Biodiversity Projects Initiative.

O'Leary, Karen

karenoleary2009@gmail.com

Karen is a Failte Ireland National Tour Guide, delighted to show visitors from at home and abroad around our beautiful country. She is based in Galway and Dublin and operate tours in German and in English.

O'Mahony, Lorna

lorna.m.omahony@gmail.com

Lorna has a degree in Environmental Science and Applied Ecology, and a masters in Wetland Ecology both from University College Cork. She is an Ecological Educator with 8 years of experience working with various parks and groups mainly within Cork County.

O'Riordan, Anita

anita_oriordan@hotmail.com

Anita is a tour guide from Cork. She is in the process of developing a part time tour guide training business and felt this weekend was relevant to her.

O'Sullivan, Barry

MBOsullivan@secad.ie

Barry has been working with South and East Cork Area Development (SECAD) in Midleton Co. Cork since 2015. As part of the SECAD Biodiversity Projects Initiative, Barry is a member of SECAD's "B Team" and his work includes habitat management, pollinator monitoring, invasive alien species control and all associated research. He has a lifelong interest in conservation of habitats and species and holds a BSc in Zoology.

Power, Marie

marie@theseagardener.ie

Marie is also known as The Sea Gardener. A seaweed and wild food forager for 10 years and author of The Sea Garden - a guide to seaweed foraging and cookery. Now producing from home a range of seaweed based snacks. Interested in everything about the natural world, especially where land meets sea. Learnt a lot on walks and outings with the local Irish Wildlife Trust and still learning.

Quealy, Mary

marybquealy@gmail.com

Mary is a primary school teaching principal in Carron NS in the Burren, a two teacher school in the Burren. She has a particular interest in the role of the arts in cultivating children's sense of place.

Rice, Emily

emilyriceacles@gmail.com

Roche, Jonathan

alignedwithlife@gmail.com

By both profession and passion Jonathan is in love with the Natural World. He initially studied forestry, then went on to train as a street performer and community artist. Now he works in natural medicine as a herbalist and body worker. To him, walking and being in nature has the same healing effect as herbal medicine, although it is a different pathway.

Ryan, Eileen

eileen-ryan@hotmail.com

Eileen is representing Lough Gur Development, which is a heritage site based in Co.Limerick. It claims the oldest and largest stone circle in Ireland and have evidence of continuous habitation dating from 6,000 years ago. She is the environmental officer at Lough Gur and she is in the process of developing and expanding their eco-based events, how they can use their landscape to engage the local and wider community and encourage participation in maintaining the amazing wealth of nature at Lough Gur. She is also interested in using nature based solutions

for health and wellbeing, organising and promoting wellbeing festivals which they currently hold at Lough Gur.

Shannon, Gearoid

Gshannon121@hotmail.com

Gearoid has a degree in Outdoor education and leisure with geography. He is currently completing an honors degree in outdoor education in GMIT Mayo campus. The reasons for attending is for personal gain and networking.

Shuilleabhairn, Labhaoise

litriolabhaoise@gmail.com

Labhaoise grew up near Cahersiveen, Co. Kerry. She teaches Junior Infants in an Educate Together school in Dublin, lectures in mathematics education in St. Pats and studies art part-time. She took a two-year career-break to live in both Machynlleth, Wales (where she learned a little about sustainable living, woodland management and greenwood craft) and Thailand (learning about permaculture as well as becoming a yoga teacher and ecstatic dance facilitator). Currently, she is writing and illustrating a children's picture book about the music of nature and has just completed an article for the Irish Independent "Scope" supplement based on mathematics problem solving and climate change.

Sinclair, Ciarán

rev_sinclair@live.ie

Ciaran is a 4th year student of the Outdoor Education programme in GMIT Mayo Campus. He is currently working on a dissertation about using art practices in the development of eco-literacy. His interest in this event is its relevance to his current research, and his interest in place-based education methods/practices. He is also hoping to be able to get some individuals to take part in an interview for the research he is working on.

Smith, Wendy

wendyepsmith@yahoo.co.uk

Wendy comes to the Symposium as an individual who first became fascinated by the uniqueness and beauty of the Burren about twelve years ago. Having spent a lot of time in a big city, she loves being somewhere untouched by the industrial revolution and, the more she finds out, the more she wants to delve into this special area.

Smith, Daniel

dandaniel.smith94@gmail.com

Turner, Eleanor

eleanorturner.08@gmail.com

Eleanor is a marine biologist living and working in South West Kerry. She graduated from Bangor University in North Wales with a BSc. in Marine Biology in 2008 and now works in SeaSynergy a marine awareness and education centre in Waterville, County Kerry along with helping out on her families open farm and market garden, Gortnacille Heritage. She is in the process of registering for a PhD where her area of research will be community engagement in Biodiversity conservation management. Eleanor is also involved in various local community led environmental initiatives including a catchment management plan and an Invasive species pilot project on Japanese Knotweed control.

Walker, Kerry

kerryannwalker@gmail.com

Kerry is co-founder of Down to Earth Forest School. Down to Earth aims to connect communities with nature through creative play, music and natural crafts. Kerry is also an art therapist and has just been certified as a Forest Therapy Guide.

Wallace, Finbarr

fwallace@secad.ie

Finbarr has a Degree in Ecological Sciences and a Masters Ecological Assessment. He is involved in the delivery of walks, talks and workshops for ENGOs, design and delivery of Citizen Science Invasive Alien Plant Species survey for Local Authority, design of Biodiversity Information

material for Local Authority, and he is a Botanical Society of Britain and Ireland Vice-County Recorder.

Walsh, Keith

twopairfilms@gmail.com

Keith is a documentary filmmaker based just south of Gort. With his wife Jill Beardsworth they formed Twopair Films in 2008 to make creative documentaries. They have been making a poetic documentary called 'When All is Ruin Once Again' in the area between Crusheen and Gort since November 2010 and plan to finish it this year. A previous documentary of theirs, 'Apples of the Golan' looked at the survival of a Syrian community under Israeli occupation.

Warner, Duncan

duncanwarner@gmail.com

Duncan runs Give It a Go. Give It a Go runs guided kayaking tours and kayaking lessons. This year he launched Nature Base, an outdoor after-school club. Similar to the kayaking tours, the emphasis is on encouraging a greater understanding and appreciation for the natural world around us.

Whelan, Joan

joanwhelan3@gmail.com

Joan is a Chairperson of the recently formed Irish Forest School Association (IFSA). Their mission is to promote quality Forest School learning in Ireland. Their inaugural conference takes place in the Irish National Heritage Park in Wexford on 20/21 May 2017 with Jon Cree as the keynote speaker.

APPENDIX 4 Workshop Abstracts

Workshops Session 1 Saturday 10am-12.30pm, in Kinvara unless * beside it

Code: W1

Workshop Leaders: Vincent Carragher

Title: Engaging and Activating Communities Towards Sustainability

Vincent will discuss his recent review of the factors which drive sustainable transition for individuals, groups and communities. They include the actors (people, groups and organisations), the drivers (the processes) and the effective communication techniques used around the world to drive local sustainable actions and campaigns to achieve workable solutions. Local solutions often impact sustainable-behaviour change in relation to water, waste, transport, energy and food consumption practices and use significant cases studies and experience in areas such as renewable energy and energy efficiency. First stage interventions usually achieve reductions in energy or resource use of up to 50%. A Q&A session will then be followed by a facilitated group conversation defining where we can all make improvements in the future, along with the communities we live in and work with.

Code: W2*

Workshop Leader: David McGrath

Title: Rocky Shore Discoveries

This workshop will be held at the Flaggie Shore. There are three activities planned: a session to outline and explain how tides work using participants to act out the rhythms of earth, sun and moon, and how to read the tide tables when planning intertidal visits; a walk and talk to introduce the biodiversity of the shore and the biology of some of the most common species; an introduction to keys and their use in identification, using the large brown seaweeds of rocky shores.

Code: W3

Workshop Leaders: Kate Lavender

Title: Making Local Place Interactive and Fun for the Classroom and Beyond

Every place, no matter where, is rich with educational resources – from the natural, built and cultural spheres. Kate has been involved in running a 10-week heritage course in primary schools as well as a 10-week place based education in secondary schools for the last few years graduating many place heroes. As part of the Burrenbeo team, she has built up a range of activities which will help you uncover the resources specific to your place that make it unique. Using online sources and interactive games, Kate will show you how to find out more about your local heritage and how you can build it into your work with children or adults alike, making it fun and exploratory for the audience. This isn't just for teachers it is for anyone that wants some tricks and tips on engaging with local place at a whole variety of different levels.

Code: W4

Workshop Leader: Michael Fortune

Title: Navigating Place through Story and Song

Michael will deliver a presentation and workshop series based on his rich cultural and place-based practice. At the outset he will deliver a 30 minute presentation with screenings of his folklore, documentary, song and place based project work. Following this he will spend two hours working with the group on a series of hands on workshops using digital media in the collection and transmission of folklore, song and story and the re-connection of people and place. Workshops Area Include: Review of Irish Calendar Folklore with attention to local superstitions, rituals and customs. Hands of session in the collection folklore on film. Includes interview setup, camera use, editing and dissemination of material. Use of photography in the exploration of the private and public spaces i.e. from dressers to fields. Exploration of free online resources and maps for the collection and production of place-based work. Session in the production of a local place-based Google map with text, images and video. Final session looks at the use of the internet/social media in the promotion of place-based work research and findings. Participants should bring pen, paper and an open mind. If participants wish, they may bring their own laptops and cameras so they can get some basic hands on help with using theirs.

Code: W5

Workshop Leader: Finola McCarthy

Title: Urban Horticulture

In this workshop we will explore the social and therapeutic benefits of learning horticulture. You will engage in a passive individual exercise designed to increase your connection to the immediate landscape and to create a space for you to explore your personal connections to landscape. To contrast this you will also partake in a very active and collaborative horticulture learning experience with opportunities for building relationships and having fun while getting your hands dirty. We will end our session by reflecting on the benefits of both types of learning activities and discuss how we felt after participating in them. We will also discuss how to modify both types for various groups to ensure they are positive and inclusive learning experiences and I will provide a handout outlining a broad range of seasonal horticulture activities and their benefits that you can use with children and adults. **Important:** It is essential that participants have a camera phone with them to photograph their surroundings during the workshop. Also please feel free to bring along a photograph of your home landscape or a landscape that is special to you to share with the group.

Workshops Session 2 Saturday, 2pm-4.30pm, in the Burren unless * beside it

Code: W6*

Workshop Leader: Sam Harrison

Title: Little Gems: Finding effective ways of learning in complex places

This workshop will be in and around the village of Kinvara. We will explore cultural practices, such as the shieling, which are rich enough to shed light on many dimensions of complex and interconnected places. In this workshop teachers and educators will be encouraged to reflect on the places where they work, and develop practical and curriculum based strategies to take back with them. The workshop will include a talk, small group planning and discussion outdoors, and a final sharing session.

Code: W7

Workshop Leader: Jenny Dungan

Title: Forest Schools – Learning by Nature's Design

Drawing from indigenous nature connection practices and the Forest School ethos and style of delivery, this workshop offers you easily replicable nature connection activities in the stunning woodlands at Coole Park. The workshop will be suitable for anyone interested in outdoor learning especially those who wanting to work with primary school age children. You will play games, create woodland crafts with natural found objects and learn some child -friendly ways to encourage earth stewardship. Jenny runs Forest School sessions in her primary school and has set it up so that every child gets a 9 week block every second year.

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 walk through the Burren landscape exploring its unique natural, built and cultural heritage.

Code: W9

Workshop Leader: Grace Garde & Paul Kavanagh

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: Barry Lee

Title: Mindfulness in Nature

This workshop will teach you some simple mindfulness practices that will help you connect more deeply with nature. These practices can be used in your daily life to decrease stress, increase positive emotion, improve health and well-being. Throughout the workshop we use mindfulness in a playful and creative way that offers a different way of perceiving the world around you.

Workshops Session 3 **Sunday, 10am-12.30pm, in Kinvara unless * beside it**

Code: **W11**

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: **W12**

Workshop Leaders: **Áine Bird**

Title: ***Can Critical Thinking Encourage Active Stewardship?***

Active stewardship sees individuals taking action and accepting responsibility for the fate of their community and environment. As we potentially experience growing disconnect from our communities and places, can application of critical thinking skills ignite meaningful action among our audiences and ourselves? This workshop will consider what critical thinking is, its potential applications and whether it might provide one approach for engaging audiences of any age in issues around place.

Code: **W13**

Workshop Leader: **Karen Webster**

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

Art 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 project examples from Karen's work. Participants will gain ideas and inspiration for their own practice as well as a chance to consider the practicalities, pitfalls and potential of this approach. You don't need to be an artist to take part!

Code: **W14**

Workshop Leaders: **Caitriona Carlin**

Title: ***Bridges or barriers? Exploring how people perceive nature and ways to identify and overcome barriers***

This workshop explores how people perceive nature, and what they see as the main blocks and connectors to connecting with nature using snowball sessions and groupwork. The first snowball session explores attitudes and awareness of aspects of biodiversity. Groups will identify key barriers and bridges to connecting with nature. After a feedback session, the next snowball session looks at bats in the human landscape as one aspect of biodiversity. The third session provides participants with specimens to examine and highlights aspects of bat ecology, their landscape use and needs. This session concludes by identifying how we use the same space, and how people can make space to connect with biodiversity. The final session retraces the barriers and blocks people identified in the earlier sessions. Using the example of bats, the group discusses mechanisms to overcome barriers and make space to connect with nature.

Code: **W15***

Workshop Leader: **Marion Edler**

Title: ***Nature Therapy Walk***

Nature is the Therapist, the guide opens the doors. Through invitations (practices) that heighten and develop sensory perceptions and bring the practitioner into a liminal space, a restorative and healing relationship with nature can unfold. This workshop consists of an introduction explaining the origin and benefits of Nature Therapy and a guided walk, exploring how deep nature connection can lead to transformational journeys. Nature Therapy is for everyone that enjoys nature walks and wants to expand their experience, but particularly for people that work in demanding and stressful environments i.e. professionals like teachers, carers, front line managers etc. It promotes physical health, benefits people that need to strengthen their immune system or are recovering from illness. As we will be moving at a slow pace the walk will not require great fitness, just general mobility.

APPENDIX 5 Workshop Resources & Links

CAITRIONA CARLIN

- Twitter: @NEARhealth_NUIG

RORY O'SHAUGHNESSY

- osi.ie - can get old maps to compare to modern one
- Griffiths evaluation website (google) for info on old buildings and who lived there.
- www.census.nationalarchives.ie for more details on old census info.

BARRY LEE

- <http://www.natureandforesttherapy.org/blog/befriending-a-tree-in-winter>

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/#lengagement-programme/cee5> ... Oak gall and blackberry ink recipes.

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

AINE BIRD

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Cuseo, J., 2007. The empirical case against large class size: adverse effects on the teaching, learning, and retention of first-year students. *The Journal of Faculty Development*, 21(1), pp.5-21.

Fisher, R., 2005. *Teaching children to think*. Nelson Thornes.

Hlubik, W.T. and Betros, H., 1994. Nurturing people-plant relationships in order to foster environmental and community stewardship: the Rutgers Environmental and Community Stewardship (REACS) program. *Journal of Home & Consumer Horticulture*, 1(4), pp.373-381.

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Wagner, T., 2014. *The Global Achievement Gap: Why Even Our Best Schools Don't Teach the New Survival Skills Our Children Need and What We Can Do About It*. Basic Books.

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Newspaper Articles

Irish Times – critical thinking, leaving cert subjects

<http://wwwirishtimes.com/opinion/editorial/education-for-what-the-compelling-case-for-critical-thinking-1.2324532>

Irish Times – citizen science, critical thinking

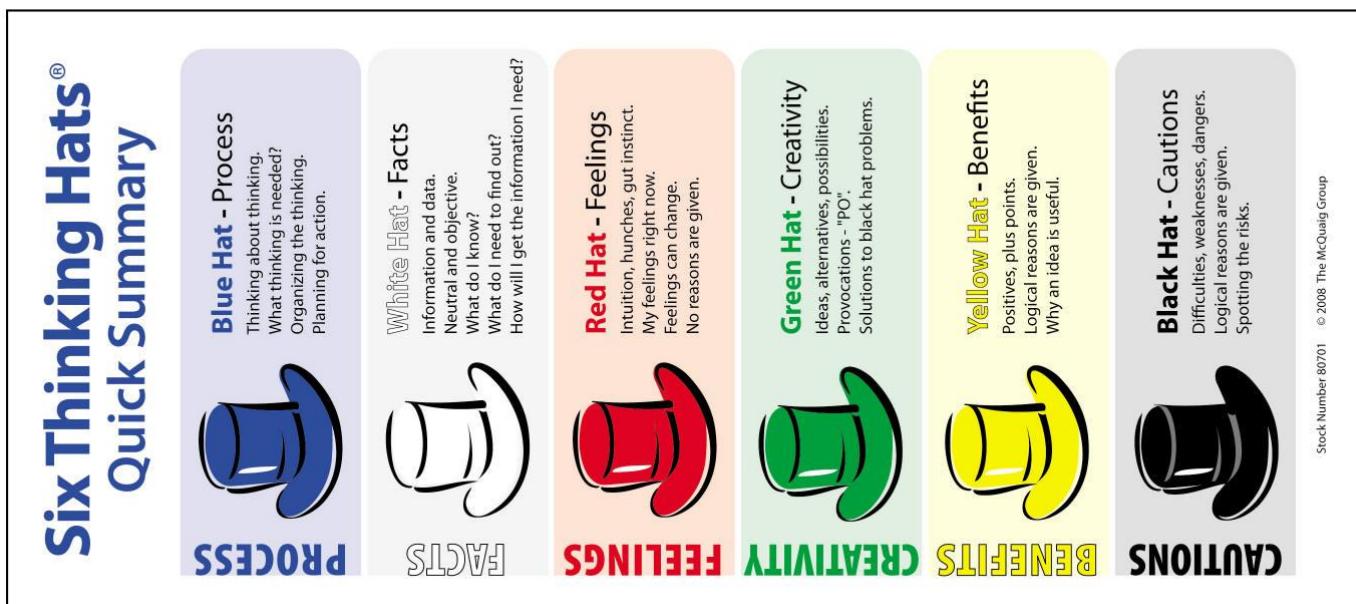
<http://wwwirishtimes.com/news/science/citizen-science-is-the-way-to-encourage-critical-thinking-1.2976559>

Time Magazine – change theory <http://time.com/53748/how-to-motivate-people-4-steps-backed-by-science/>

Irish Examiner – Wind Power for and against <http://www.irishexaminer.com/ireland/a-debate-on-the-use-of-wind-power-in-ireland-310136.html>

New Yorker – Why Facts Don't change our minds

<http://www.newyorker.com/magazine/2017/02/27/why-facts-dont-change-our-minds>





www.criticalthinking.org

RECOMMENDATIONS FROM DELEGATES

- <https://www.commonground.org.uk/>