

ACEWild ([Alternative Curriculum Education out of the Wild](#)) is a project funded with support from the European Commission (Erasmus+). ACEWild is a partnership between the UK, the Netherlands & Germany that explored how schools could improve the life chances of their most vulnerable secondary school-aged pupils through outdoor/environment-based learning programmes. You can link to the [project website](#) here.

Scroll down for 8 Activities	Activity Case Study	Description	Learning Outcomes	Language
	<p>Construction</p>	<p>Transformation of “learning spaces” by constructing benches, tables, chairs, work-tops, shelters, bird tables, bird boxes, raised ponds raised vegetable beds and numerous other items from wood and materials foraged from around the school.</p>	<ul style="list-style-type: none"> • develop organisational and planning skills • develop confidence in taking responsibility and making choices • encourage perseverance, resourcefulness and a growth mind-set • enable students to improve their physical setting or grounds • provide opportunities for reflective discussion whilst working 	<p>English</p>
	<p>Campfires</p>	<p>Lighting fires to keep warm, chat around, make things around, read around, cook on - and even entertain their parents as part of a Family Learning events. These sessions also allow students to learn more about combustion, apply their scientific knowledge and develop some key life-skills.</p>	<ul style="list-style-type: none"> • bring a group together, build relationships and develop team and leadership skills • provide opportunities to discuss, share and reflect on activities and experiences • develop resilience and a greater connection with the natural world 	<p>English</p>

	Activity Case Study	Description	Learning Outcomes	Language
	<p>Ecological Surveys</p>	<p>Mapping and surveying activities which can involve local specialists or citizen science resources, (e.g. OPAL) to set up the survey and identify species.</p>	<ul style="list-style-type: none"> • provide opportunities for students to contribute to national research, whilst working alongside environmental specialists • develop team work and organisational skills • allow students to apply scientific and mathematical knowledge in a relevant way • develop a greater connection with the natural world 	<p>English</p>
	<p>Horticulture</p>	<p>A number of on-site and off-site horticultural projects to provide a range of experiences and opportunities (e.g growing crops in raised beds and creating low water gardens)</p>	<ul style="list-style-type: none"> • provide new experiences for students, raising self-esteem and aspirations • develop team work and leadership skills • encourage students to talk and learn from each other and from other adults • develop resilience, self-sufficiency and a greater connection with the natural world 	<p>English</p>

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	<p><u>ICT/Language acquisition</u></p>	<p>Using different ICT methods to improve language skills and reflect on outdoor learning activities.</p>	<ul style="list-style-type: none"> • increase motivation and sense of ownership • encourage students to take responsibility for own learning • develop cooperative skills • enhance learning of L2 by having access to multimedial resource • enhance ICT skills 	<p>English / German</p>
	<p><u>Horse Assisted Learning</u></p>	<p>The horse-assisted activities we do in the frame of ACEWild are about developing social and personality competencies and communication skills. It is about how we are aware of our actions, how we learn, communicate and interact with others.</p>	<ul style="list-style-type: none"> • unique outdoor-experiences with living creatures • raising self-esteem • developing team work • encourage students to communicate and learn from each other • greater connection with the natural world 	<p>English / German</p>

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	<p><u>Human Impacts;</u> <u>Water</u></p>	<p>The outdoors offers many themes to support interdisciplinary study (working across traditional subject boundaries). In this case study the initial focus is on the theme “Water”.</p>	<ul style="list-style-type: none"> • Develop team work and leadership skills • Encourage students to talk to and learn from each other. • Provide new outdoor-learning experiences for students, raising self-esteem and aspirations. • Develop resilience self-sufficiency and a greater connection with the natural world. 	<p>English / Dutch</p>
	<p><u>Natural Resources—</u> <u>a cross phase collaboration</u></p>	<p>Out of school education, making optimal use of (still) existing nature in an ever more urbanized region .</p> <p>In this case study there is a cross-phase approach to Food, Water and Construction</p>	<ul style="list-style-type: none"> • Boost students’ welfare and their performance at school. • Boost students’ creativity and problem-solving • Increase motivation • Cross-phase working and sharing • Get a greater connection with natural resources 	<p>English / Dutch</p>

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