
Downloaded from: http://insight.cumbria.ac.uk/id/eprint/3102/

Usage of any items from the University of Cumbria’s institutional repository ‘Insight’ must conform to the following fair usage guidelines.

Any item and its associated metadata held in the University of Cumbria’s institutional repository Insight (unless stated otherwise on the metadata record) may be copied, displayed or performed, and stored in line with the JISC fair dealing guidelines (available here) for educational and not-for-profit activities provided that

• the authors, title and full bibliographic details of the item are cited clearly when any part of the work is referred to verbally or in the written form
  • a hyperlink/URL to the original Insight record of that item is included in any citations of the work
  • the content is not changed in any way
  • all files required for usage of the item are kept together with the main item file.

You may not

• sell any part of an item
• refer to any part of an item without citation
• amend any item or contextualise it in a way that will impugn the creator’s reputation
• remove or alter the copyright statement on an item.

The full policy can be found here. Alternatively contact the University of Cumbria Repository Editor by emailing insight@cumbria.ac.uk.
Heather Prince
University of Cumbria
heather.prince@cumbria.ac.uk

Making sense of the sensory

Sensory activities in the outdoors build on young people’s curiosity yet their justification in terms of content or process in relation to learning, pedagogy or a wider understanding of issues is less well recognized. This presentation will explore meaning making of sensory activities for educators and young people in formal mainstream school curricula, through the objectives of increasing environmental awareness and physical activity, changes in behaviours, knowledge and attitudes. It will examine whether through experiencing nature, young people will actively seek a relationship or connection with it. The balance between cognitive objectives and pedagogical approaches of exploration, inquiry, experience and communication will be explored for optimizing outcomes, supported by case studies of outdoor experiences and research. The presentation will also provide examples of activities using the senses in the outdoors with young people that address understandings of disabilities and seek to develop more egalitarian relationships, and which begin to co-construct narratives of diversity, equality and inclusion.

Author Biography
Heather Prince is Associate Professor of Outdoor and Environmental Education and Principal Lecturer in Collaborative and Experiential Learning at the University of Cumbria. She is particularly interested in innovative and inspiring pedagogies to enhance student experiences through active outdoor and experiential learning with research connected teaching.