

Outdoor Education Schools Courses

Outdoor Education in Perth & Kinross Council...

...is a dedicated team with the aim of creating opportunity, developing resources, removing barriers and supporting growth, participation and learning for all pupils in Perth and Kinross. As such you will have a bespoke, not for profit, service that prides itself on high-quality provision ready to serve your Outdoor Education needs. Our contracted and associate staff have the tools, empathy and personalities to deliver the ideal experience. Our staff are hand-picked and chosen for their interpersonal skills and in equal measure for their high personal competence and multitude of professional qualifications.

We have taken the liberty to create a few pro-forma opportunities to guide you through the options. These are not off-the-peg courses just examples of possibilities. We only offer courses tailored to the individual, group or school's needs and wants.

At Outdoor Education we provide experience based

sessions for activity weeks and holiday provision. However, the Outdoor Education team come into their own when we align the experience with an overarching educational aim. The experience is the key but we strive for an accreditation framework to run alongside every programme. Options include Curriculum for Excellence led experiences and outcomes, National Governing Body Awards, Dynamic Youth Award, Youth Achievement Award and a plethora of other awarding bodies. In this brochure you will find opportunities for all age ranges, ranging from programmes that run within the school day through to a five day residential ventures.

Prior to your course Outdoor Education will meet with you to discuss the aim of the programme, to co-design the experiences, support you in front-loading the course to the pupils and look at pathways for future development for your students once back in the classroom.

As we are an internal Council team we hold all the health and safety requirements and have all appropriate risk management systems in place. All our Outdoor Centres and staff are verified and assessed by Perth & Kinross Council and the relevant national governing bodies. We benefit from the insurance and the risk management systems of Perth & Kinross Council and abide by the ratios as set by Perth & Kinross Council's excursions document.

We have two Outdoor Centres, Blackwater near Glenshee and Kinloch Rannoch, alongside a mobile unit will be available upon request. Next time if your school is looking to for an outdoor educational experience be it a day trip or residential. Think - Outdoor Education!

Yours in Education

*The Outdoor Education Team of
Perth & Kinross Council*

Kinloch Rannoch and Blackwater Centres



The whole centre is yours!

Kinloch Rannoch – Just a stone's throw from Schiehallion and Loch Rannoch
- 20 miles from Pitlochry
(minimum 6 - capacity 24)

Blackwater – near Glenshee offering Skiing, Walking and Cycling
(minimum 6 - capacity 18)

Outdoor Activities can also be provided

To book contact:
outdooreducation@pkc.gov.uk
01738 472236



Within this brochure you will find:

- Sample - Six School Day Outdoor Education Programme's Dynamic Steps and Youth Achievement Steps
- Sample - Two Day Residential Experiences
- Sample - Three Day Residential Experiences
- Sample - Five Day Residential Experiences



Day Outdoor Education Courses

The interdisciplinary planning templates have been created in partnership with Perth & Kinross Council's Outdoor Learning Team. The templates are purely a guide

to support the planning and incorporation of Outdoor Learning into your day-to-day subject delivery culminating in an Outdoor Education day experience.

Interdisciplinary Planning Approach Gorge Walking Second level



Lead Curriculum Area - Social Studies:

- Investigate the location and topography of the gorge and how it was formed.
- Explore the features of the surrounding land-use and potential land-use, eg hydro-electric schemes.
- Make a study of the water cycle and how this impacts on the use of the gorge for the activity.
- Compare a local stream with the gorge used for the activity.

Related experiences and outcomes: SOC 2-07a, SOC 2-08a/b, SOC 2-12a, SOC 2-13a, SOC 2-14a.

Literacy and English

Listening and talking and encouraging others in a positive way during the session and conveying of instructions. Use of descriptive and positional language to help the group when taking part in the activity. Write a report after the session reflecting on personal achievement and the experience gained. Create captions and commentary for DVD.

Related experiences and outcomes: LIT 2-02a, LIT 2-10a, LIT 2-28a.

Technologies

Use the instructor's waterproof camera to record the gorge walking experience and make a presentation of the event.

Related experiences and outcomes: TCH 2-04b.

Expressive Arts

Art and Design

Create a comic strip to report on the activity or one looking at the management of risk during a climbing activity. Selection of appropriate music to be used on the DVD presentation.

Related experiences and outcomes: EXA 2-02a, EXA 2-19a.

Sciences

Investigate how a hydro-electric scheme works. Explore the buoyancy of the flotation devices, wetsuits and other equipment to be used throughout the session. Make a study of the rocks and minerals in the surrounding area and how these are related to the gorge.

Related experiences and outcomes: TCH 2-02b, SCN 2-05a, SCN 2-08b, SCN 2-17a.

Health and Wellbeing Across the Curriculum

To be successful throughout the activity, the group members must communicate and co-operate effectively with each other. Talk about feelings before and after the experience and how these have changed and the pupils have been affected by the experience. Pupils can think about how they can develop coping strategies when faced with a new challenge. Discuss risk management and reducing the potential of harm. Application of movement skills and control in a new challenging learning situation.

Related experiences and outcomes: HWB 2-04a, HWB 2-07a, HWB 2-10a, HWB 2-14a, HWB 2-16a.

Interdisciplinary Planning Approach

Hillwalking

Second level



Lead Curriculum Area - Literacy and English:

- Use the local area to develop observational skills and vocabulary before undertaking the main session.
- Explore the changing use of Gaelic, Scots and English language when describing hills, mountains and place names and features.
- Research poets who were inspired by the natural landscape, eg Burns and the Birks of Aberfeldy/Kenmore.
- Create own poetry.
- Investigate the journals and literature related to John Muir, eg Wild Muir and Stickeen and their impact on attitudes and laws with regard to worldwide conservation.
- Use as an inspiration to create own journals.

Related experiences and outcomes: LIT 2-02a, LIT 2-10a, LIT 2-20a, ENG 2-03a, ENG 2-31a.

Numeracy and Mathematics

Learn to use four and six figure grid references when using Ordnance Survey maps. Estimate and measure time taken to cover distances on the ground in relation to the route planned. (Speed = distance over time). Map reading and interpretation including the use of scale and keys. Use of compass points when using the map and compass.

Related experiences and outcomes: MNU 2-10c, MTH 2-17c, MTH 2-18a, TCH 2-13a, LIT 2-28a.

Technologies

Use the digital camera to record some of the poems created on the hill-walk or take photographs to illustrate poems.

Related experiences and outcomes: TCH 2-04b.

Social Studies

Compare maps over time, eg historical maps and up-to-date Ordnance Survey maps. Investigate the location and topography of the landscape and how it was formed, eg the Highland Boundary Fault Line. Make a study of use of how the land was used in the past and now used today. Examine the Access Code and the Rights and Responsibilities of all.

Related experiences and outcomes: SOC 2-02a, SOC 2-04a, SOC 2-07a, SOC 2-08a, SOC 2-09a

Expressive Arts

Create pictures inspired by botany and the pressed flowers of David Douglas. Use Hapa Zome – a Japanese technique. Creation of environmental art inspired by artists such as Andy Goldsworthy. Pupils can perform their own poems or look for a poem/play/story linked to the area where they will be walking, eg Macbeth at Dunsinane or Fairy Stories at Schiehallion. Set their own poems to music or to a drum beat.

Related experiences and outcomes: EXA 2-01a, EXA 2-04a, EXA2-07a, EXA 2-18a.

Health and Wellbeing Across the Curriculum

Talk about feelings before and after the experience and how these have changed and the pupils have been affected by the achievement of reaching the top of a hill. Planning and preparing for a day's walking expedition with the group, to include nutrition, suitable clothing, necessary equipment, route planning and weather forecast. Consideration of group makeup and dynamics when planning for the limitations and pace of the group.

Related experiences and outcomes: HWB 2-04a, HWB 2-05a, HWB 2-16a.

Interdisciplinary Planning Approach Rock Climbing Second level



Lead Curriculum Area - Science

- *Forces*
Investigate the use of the climbing equipment and how friction is used in a belay to lower a climber and keep them safe. Examine the angles used in the setting up of the rope system. Examine the construction of a rope and how pressure can be applied to it.
- *Materials*
Investigate the rocks and minerals at the climbing site. Examine their properties and how they were formed.

Related experiences and outcomes: SCN 2-07a, SCN 2-17a.

Expressive Arts

Art and Design

Create a comic strip to report on the activity or one looking at the management of risk during a climbing activity. Selection of appropriate music to be used on the DVD/video production.

Related experiences and outcomes: EXA 2-02a.

Technologies

Use the digital camera to record the climbing experience and make a film of the event.

Related experiences and outcomes: TCH 2-04b.

Social Studies

Find out about suitable locations for rock climbing in Perthshire and record these on a map. Investigate the formation of these features on the landscape.

Related experiences and outcomes: SOC 2-07a, SOC 2-10a.

Literacy and English

Listening and talking and encouraging others in a positive way during the climbing session and conveying of instructions. Use of descriptive and positional language to help guide a climbing partner when taking part in the activity. Writing of a report after the climbing session reflecting on personal achievement and the experience gained. Create captions and commentary for DVD/video production.

Related experiences and outcomes: LIT 2-02a, LIT 2-10a, LIT 2-28a.

Health and Wellbeing Across the Curriculum

Talk about feelings before and after the experience and how these have changed and the pupils have been affected by the experience. During the activity show care and respect for others in the group. Pupils can think about how they can develop coping strategies when faced with a new challenge. Discuss risk management and reducing the potential of harm. Application of movement skills and control in a new and challenging learning situation.

Related experiences and outcomes: HWB 2-04a, HWB 2-05a, HWB 2-07a, HWB 2-16a, HWB 2-21a.

Interdisciplinary Planning Approach

Canoe/Kayak Sports

Second level



Lead Curriculum Area - Science:

- *Forces*
Investigate the use of the canoe equipment and how friction is used in the water. Explore the angles of the blade to create movement in the canoe. When teaching how to control the canoe using the paddle, examine the connection between direction and propulsion. Explore the buoyancy of the flotation devices and other equipment to be used throughout the session.

Related experiences and outcomes: SCN 2-04a, SCN 2-07a, SCN 2-08b.

Literacy and English

Listening, talking and encouraging others in a positive way during the session and conveying of instructions. Use of descriptive and positional language to help guide a canoeing partner when taking part in the activity. Examine stories about travel, eg Huckleberry Finn and create a journal about the canoeing adventure.

Related experiences and outcomes: LIT 2-02a, LIT 2-10a, LIT 2-28a.

Social Studies

Find out about suitable locations for canoeing in Perthshire and record these on a map. Investigate the location and topography of the landscape used and how it was formed. Explore the features of the surrounding and potential land use, eg hydro-electric schemes. Make a study of the water cycle and how this impacts on the use of the gorge for the activity. See SEPA website for more information. Examine how local and global societies in the past used canoes as a form of transport and for hunting.

Related experiences and outcomes: SOC 2-07a, SOC 2-08a/b, SOC 2-12a, SOC 2-13a, SOC 2-14a.

Technologies

Use the digital camera to record the canoeing experience and make a film of the event. Examine the changes in technology in the design and creation of canoes through the centuries.

Related experiences and outcomes: TCH 2-01b, TCH 2-04b.

Health and Wellbeing Across the Curriculum

Talk about feelings before and after the experience and how these have changed and how the pupils have been affected by the experience. During the activity show care and respect for others in the group. Pupils can think about how they can develop coping strategies when faced with a new challenge. Discuss risk management and reducing the potential of harm. Application of movement skills and control in a new challenging learning situation. Planning and preparing for a day's expedition with the group, to include nutrition, suitable clothing, preparation and maintenance of necessary equipment, route planning and weather forecast.

Related experiences and outcomes: HWB 2-04a, HWB 2-05a, HWB 2-07a, HWB 2-16a, HWB 2-17a, HWB 2-21a.

Interdisciplinary Planning Approach

Mountain Biking

Second level



Lead Curriculum Area - Social Studies

- Investigate the location and topography of the landscape travelled through during the session and how it was formed. Explore the impact of mountain bikes on a variety of terrain and ways this can be managed. Examine how mountain biking can have a positive impact on tourism and events in the local area and the economic benefits of this. Create annotated maps of the routes used in the mountain biking sessions.

Related experiences and outcomes: SOC 2-07a, SOC 2-08a/b, SOC 2-10a.

Numeracy and Mathematics

Learn to use four and six figure grid references when using Ordnance Survey maps. Estimate and measure time taken to cover distances on the ground in relation to the route planned. (Speed = distance over time). Map reading and interpretation including the use of scale and keys. Use of compass points when using the map and compass.

Related experiences and outcomes: MNU 2-10c, MTH 2-17c, MTH 2-18a.

Literacy and English

Create an information leaflet for mountain biking in the local area. Listening and talking and encouraging others in a positive way during the session and conveying of instructions. Write a report after the session reflecting on personal achievement and the experience gained.

Related experiences and outcomes: LIT 2-02a, LIT 2-10a, LIT 2-28a.

Expressive Arts

Explore 3D shape and design and create a sculpture from recycled bicycle parts. Design posters for the 'Etape Caledonia', a national cycling event in Perthshire. Create a visual journal recording a mountain biking experience.

Related experiences and outcomes: EXA 2-05a.

Health and Wellbeing Across the Curriculum

Talk about feelings before and after the experience and how these have changed and the pupils have been affected by the achievement of completing the route. Planning and preparing for a day's cycling expedition with the group, to include nutrition, suitable clothing, preparation and maintenance of necessary equipment, route planning and weather forecast. Consideration of group makeup and dynamics when planning for the limitations and pace of the group.

Related experiences and outcomes: HWB 2-04a, HWB 2-05a, HWB 2-07a, HWB 2-16a, HWB 2-17a, HWB 2-21a.

Sciences

Investigate the affect of forces on motion such as track cyclists versus mountain bikers.

Related experiences and outcomes: SCN 2-04a, SCN 2-07a.



From the templates the derivatives of the aims, activities and outcomes are far reaching. Please see the examples given as a guide and Outdoor Education can offer your students these experiences and outcomes through a single day option wrapped around your classroom programming. For day prices please refer to page 15.

Dynamic Steps Course:

Aim: This programme has evolved over seven years of

usage within Perth & Kinross Council. Previous titles to support the aims have been: Overcoming Challenge, Independence vs Interdependence, Primary to Secondary Transition, Working with Others etc.

This course is at its optimum when a mixed group of students with differing abilities and interests come together in conjunction to achieve a collaborative learning experience by the sharing knowledge and skills.

This course runs for one school day per week for six weeks. For example week one may be a Monday, week two a Tuesday

and so on to reduce the impact on class time.

Experience: The experience for the students are derived from the aim of the course. For example, a course could focus purely on one point, like trust. The students would take part on a journey of experiences tailored to the "trust" goal such as learning to hold a climbing rope for their peers and setting up climbing safety systems that they have learnt over the programme. Linking this skill into school life is imperative to the overall experience.

Another possible focus could be on environmental education where the pupils discover

an area, explore through adventure, help conserve the area and share the experience through their oral and visual presentation whilst at the same time achieving a John Muir Award. The experience always finishes with a final presentation. The pupils would invite parents, guardians, teachers and school employees to a presentation highlighting how, what and why they have taken part in the programme and most importantly what they have

achieved. The students have all day to prepare and will create exactly what they want to show. Previously we have seen powerpoints, DVDs through to mimes and narration. All presentations are created and delivered by the young people. For prices, please refer to page 15.

Outcomes: The template below highlights a list of possibilities. Outdoor Education can focus on one

or sometimes two of these within one course. Health and Wellbeing outcomes are often sought after but as the name suggests the course fits neatly into the timeline and requirements of a Dynamic Youth Level 2 Award, now placed on the SCQF at Level 3. As noted previously, if the course structure allows then a John Muir Discovery Award is also possible.

Day	Aim	Experience	Potential Curriculum for Excellence Outcomes we can work alongside you to achieve:				
Day 1	Group creation and formation through	Classroom work and outdoor initiative games	Health and Wellbeing	Mental and Emotional Wellbeing	HWB 05a	HWB 07a	HWB 08a
Day 2	Trust, self-esteem, self-confidence	Climbing and Abseiling		Social Wellbeing	HWB 11a	HWB 13a	HWB 14a
Day 3	Independence and interdependence	Kayaking		Physical Wellbeing	HWB 15a	HWB 16a	HWB 17a
Day 4	Co-operation, communication	Canoeing		Planning for Choices and Change	HWB 19a		
Day 5	Environment, self-awareness, responsibility	Bushcraft	Literacy and English	Listening and Talking	02a	03a	28a
Day 6	Time management, confidence, leadership	Presentation to teachers, parents and associated helpers	Technologies	ICT to enhance learning	04b		
			Additional accreditation streams potentially include:				
			Dynamic Youth Award				
			Part of a Youth Achievement Award				

We can offer up to eight places per Instructor however two students can be working on the Youth Achievement Steps Programme.

The Youth Achievement Steps Course:

Aim: A follow on to the Dynamic Steps programme. Two students who have already attended the Dynamic Steps programme return as peer mentors for the new intake.

This works in three ways. The students will learn leadership skills, work as an intermediary between the student and outdoor instructor. Finally, it is also a great way to help the student be on track from the lessons learned on the Dynamic Steps course and would also allow the students to revisit their knowledge they have learnt.

Experience: As the Dynamic Steps Course.

Outcomes: The students already hold the Dynamic Youth Award.

This course enables them to focus on their peer mentor role and come out of the experience with a Bronze Youth Achievement Award now placed on the SCQF at Level 4. For prices, please refer to page 15.

Day	Aim	Experience	Potential Curriculum for Excellence Outcomes we can work alongside you to achieve:				
Day 1	Peer Mentor and aiding group creation	Classroom work and outdoor initiative games	Health and Wellbeing	Mental and Emotional Wellbeing	HWB 05a	HWB 07a	HWB 08a
Day 2	Peer Mentoring - Trust support	Climbing and abseiling staff led session		Social Wellbeing	HWB 11a	HWB 13a	HWB 14a
Day 3	Peer Mentoring - Independence	Climbing teaching belaying skills (pupils hold the ropes)		Physical Wellbeing	HWB 15a	HWB 16a	HWB 17a
Day 4	Peer Mentoring - Co-operation	Climbing, students chose the venue, where to climb and who with		Planning for Choices and Change	HWB 19a		
Day 5	Peer Mentoring - Self-awareness, responsibility	Students set up the climbs, belay and support each other	Literacy and English	Listening and Talking	02a	03a	28a
Day 6	Peer Mentoring - Leadership	Presentation to teachers, parents, associated helpers	Technologies	ICT to enhance learning	04b		
			Additional accreditation streams potentially include:				
			Dynamic Youth Award				
			Youth Achievement Award				

Residential Outdoor Education Programmes:

The residential programmes are made to measure for each respective school's

requirements, the templates in the next few pages gives a sample of options available to the schools. Outdoor Education have highlighted a few of the popular options for differing age groups. To create a bespoke course to your needs, please email us at outdooreducation@pkc.gov.uk

For example: A biology, geography or history field studies residential, Outdoor Learning progression week or Outdoor Development programme; Outdoor Education team also provide weekend residential programme called Perfect Leadership Training which would be ideal for up to 20 students.

Two Day, One Night

A popular choice with all primary or secondary schools providing Curriculum for Excellence relevant experiences. Especially popular with primary to secondary transition. *Up to 30 students.*

Day	Aim	Experience	Potential Curriculum for Excellence Outcomes we can work alongside you to achieve:				
Day 1 am	Group creation and formation through	Classroom work and outdoor initiative games	Health and Wellbeing	Mental and Emotional Wellbeing	HWB 05a	HWB 07a	HWB 08a
Day 1 pm	Trust, self-esteem, self-confidence	Climbing and Abseiling		Social Wellbeing	HWB 11a	HWB 13a	HWB 14a
Day 1 Evening	Group cohesion	Orienteering/ workbooks		Physical Wellbeing	HWB 15a	HWB 16a	HWB 17a
Day 2 am	Co-operation, communication	Canoeing		Planning for Choices and Change	HWB 19a		
Day 2 pm		Travel back to school		Food and Nutrition	HWB 30a	HWB 32a	
			Technologies	ICT to enhance learning	04b		
			Additional accreditation streams potentially include:				
			Dynamic Youth Award				
			Youth Achievement Award				

Three Day, Two Night

Residential Programme

Ideal for older primary school, transition and secondary school students providing Curriculum for Excellence relevant experiences. *Up to 30 students.*

Day	Aim	Experience	Potential Curriculum for Excellence Outcomes we can work alongside you to achieve:					
Day 1 am	Group creation and formation through	Classroom work and outdoor initiative games	Health and Wellbeing	Mental and Emotional Wellbeing	HWB 05a	HWB 07a	HWB 08a	
Day 1 pm	Trust, self-esteem, self-confidence	Climbing and Abseiling		Social Wellbeing	HWB 11a	HWB 13a	HWB 14a	
Day 1 evening	Group cohesion	Orienteering/ workbooks		Physical Wellbeing	HWB 15a	HWB 16a	HWB 17a	
Day 2 am	Co-operation, communication	Canoeing		Planning for Choices and Change	HWB 19a			
Day 2 pm	Environment, self-awareness, responsibility	Canoeing		Food and Nutrition	HWB 30a	HWB 32a		
Day 2 evening	Group cohesion	Treasure Hunt/ workbooks	Social Studies	People, Place and Environment	SOC 12a	SOC 07a	SOC 14a	SOC 07a
Day 3 am	Leadership, communication	Problem solving		People, Past Events and Societies	SOC 02a	SOC 01a	SOC 04a	
Day 3 pm		Travel back to school		People in Society, Economy & Business	SOC 17a			
			Technologies	ICT to enhance learning	04b			
			Additional accreditation streams potentially include:					
			Dynamic Youth Award					
			Youth Achievement Award					
			John Muir Award					

Five Day

Residential Programme

Suitable for older primary and all secondary pupils popular topics: Outdoor Learning. Experience-based and subject specific field studies. *Up to 30 students.*

Day	Aim	Experience	Potential Curriculum for Excellence Outcomes we can work alongside you to achieve:					
Day 1 am		Travel to destination	Social Studies	People, Place and Environment	SOC 12a	SOC 07a	SOC 14a	SOC 07a
Day 1 pm	Group creation and formation through	Classroom work and outdoor initiative games		People, Past Events and Societies	SOC 02a	SOC 01a	SOC 04a	
Day 1 evening	Group cohesion & understanding surroundings	Night walk and workbooks		People in Society, Economy & Business	SOC 17a			
Day 2 am	Environmental awareness, people and place	Hillwalking	Health and Wellbeing	Mental and Emotional Wellbeing	HWB 05a	HWB 07a	HWB 08a	
Day 2 pm	Cultural history	Hillwalking		Social Wellbeing	HWB 11a	HWB 13a	HWB 14a	
Day 2 evening	Group cohesion	Orienteering and workbooks		Physical Wellbeing	HWB 15a	HWB 16a	HWB 17a	
Day 3 am	Cartographic and wider geographical skills	Gorge walking		Planning for Choices and Change	HWB 19a			
Day 3 pm	Reliance, trust, leadership & geology	Climbing		Food and Nutrition	HWB 30a	HWB 32a		
Day 3 evening	Analytical skills, leadership, listening	Problem solving games & workbooks	Sciences	Planet Earth	SCN 01a	SCN 03a	SCN 05a	SCN 02b
Day 4 am	Geomorphological processes and ecology	Kayaking		Forces, Electricity and waves	SCN 07a	SCN 08b	SCN 17a	SCN 17a
Day 4 pm	What forces are at work?	Kayaking	Technologies	ICT to enhance learning	TCH 04b	TCH 02b		
Day 4 evening	Celebration of achievement	Treasure hunt and workbooks	Expressive Arts	Art & Design	EXA 02a			
Day 5 am	Glaciation and deposition - geology	Abseiling	Additional accreditation streams potentially include:					
Day 5 pm		Travel to school	Dynamic Youth Award					
			Youth Achievement Award					
			John Muir Award					

All course costs are inclusive of all technical equipment and qualified, skilled technical staff. On residential courses all food is provided. However the food preparation and cooking is to be carried out by the Outdoor Education staff, school staff and pupils. If you would prefer an outside caterer, please highlight this in your request. All linen and accommodation costs are also included within the price.

The price does not include transportation to and from the outdoor centres although we can provide a quotation upon request. For every eight student places a staff place is **free**. Assuming the visiting staff will engage and support the students whilst on the venture. Unless stated above, all other costs/resources are not included within the quotation price.



Prices

(correct at the time of print)

Post April 2014 the prices will rise as set by Council committee.

Please contact

01738 472236

or

outdooreducation@pkc.gov.uk
for clarification after this date.

Day Courses:

A singular school day. Inclusive of all technical equipment, one qualified, experienced instructor and transportation. Total £240 per day. *(Maximum eight students per instructor).*

Dynamic Steps and Youth Achievement Steps Courses:

Six activity days over six weeks working within the school day. Inclusive of all technical equipment, one qualified, experienced instructor and transportation. Total £1,450 - £241 per day. *(Maximum eight students per instructor).*

Weekend Residential Experiences:

A two day, one night residential. Inclusive of all technical equipment, one qualified experienced instructor per eight students, transportation

while on activity session, accommodation, linen and food. Total £110 per person. *(Minimum booking eight people).*

Two Day, One Night Residential:

A two day, one night residential. Inclusive of all technical equipment, one qualified experienced instructor per eight students, transportation while on activity session, accommodation, linen and food. Total £110 per person. *(Minimum booking eight people).*

Three Day, Two Night Residential:

A three day, two night residential. Inclusive of

all technical equipment, one qualified experienced instructor per eight students, transportation while on activity session, accommodation, linen and food. Total £160 per person. *(Minimum booking eight people).*

Five Day Residential Programme:

A five day, four night residential. Inclusive of all technical equipment, one qualified experienced instructor per eight students, transportation while on activity session, accommodation, linen and food. Total £235 per person. *(Minimum booking eight people).*

Kinloch Rannoch and Blackwater Centres



The whole centre is yours!

Kinloch Rannoch – Just a stone's throw from Schiehallion and Loch Rannoch - 20 miles from Pitlochry (minimum 6 - capacity 24)

Blackwater – near Glenshee offering Skiing, Walking and Cycling (minimum 6 - capacity 18)

Outdoor Activities can also be provided

To book contact:


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www.pkc.gov.uk/outdoorededucation



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 Council Textphone Number 01738 442573

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