

Foundation Phase

Outdoor Learning Handbook



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Department for Children, Education, Lifelong Learning and Skills



Llywodraeth Cynulliad Cymru
Welsh Assembly Government

Audience

Headteachers, teachers, practitioners, governing bodies of maintained schools and practitioners and management committees in the non-maintained sector in Wales; local education authorities; further and higher education institutions; teacher unions and school representative bodies; church diocesan authorities; national bodies in Wales with an interest in education

Overview

This handbook provides practitioners with advice and guidance on making the most of using the outdoor environment for effective learning

Further information

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Background

This handbook provides practitioners with advice and guidance on making the most of using the outdoor environment for effective learning.

Introduction

Wales leads the UK in its development of learning outdoors and the Foundation Phase will further ensure that we are in the vanguard of experiential learning, of which outdoor learning is such a vital element.



The outdoors is the ideal environment for experiential learning, because it offers unique opportunities to be creative, to move around, to be noisy and to take risks. The outdoors is full of special stimuli such as weather, sounds, smells and textures which can enrich and enhance a child's learning environment.

Being outdoors enhances all aspects of children's development: social, physical, creative, cultural and personal. Children with these skills well-developed are better able to learn and to retain that learning. Placing greater emphasis on the use of the outdoor environment as a resource for learning benefits children in so many ways:



- their health and fitness benefit from running, jumping and skipping outside and using toys and equipment that cannot be used inside;
- they can experience nature at first hand - how the weather changes and how plants and animals react to the different seasons;
- problem solving can relate to real experiences such as, how to move logs from one area to another;
- children can experience aspects such as conservation and sustainability at first hand and develop a love of nature.

The Framework for Children's Learning for 3 to 7-year-olds in Wales states that the Foundation Phase environment should promote discovery and independence with a greater emphasis on using the outdoor environment as a resource for children's learning. What has been learnt from the Foundation Phase pilot settings/schools is that the more practitioners see their children learning outdoors, the more they want to be outdoors with them.

Planning your Outdoor Provision

Outdoor learning is not just taking indoor activities and doing them outside. It is not letting children outside for play time. Understanding this difference is key to good practice. It is an attitude of mind rather than a bank of lesson plans or resources. The outdoors is not an extra to the Foundation Phase: the Foundation Phase and the outdoors are inseparable.

Small improvements will give you the motivation and confidence to take further steps as and when you are ready. These first steps are important starting points. How you use what you already have can be more effective than making physical changes and there will always be an aspect of provision which can be developed immediately. Thinking about what you want the children to be able to do rather than what you want them to have is a good starting point for provision.

Settings/schools with the most wonderful outdoor provision all began with small steps and developed over several years - and they see their outdoor spaces as works in progress.

Try to ensure every practitioner in your setting/school understands the rationale behind your vision for outdoor provision, so that everyone is fully able to implement the type of experiences agreed for your children.

Planning, creating and providing an outdoor experience for the children in your setting/school does not have to be done by one or two practitioners. Parents/carers, grandparents and the wider community can be a valued asset when it comes to developing and maintaining it. This will be covered later on in the handbook.

Risk Management of Outdoor Learning



Provision and management of outdoor learning means enabling children to take appropriate risks. It does not mean that your outdoor learning area should be risk-free, but that the risks children face whilst outdoors have been considered and evaluated. Exposure to acceptable risk is a fundamental part of outdoor learning and such exposure can help avoid children seeking the thrill of risk in more dangerous, unsupervised situations.

This is not to say that all risk is acceptable: it is important that outdoor learning activities and areas are carefully assessed and supervised and appropriate health and safety and hygiene procedures are followed.

When is risk or challenge unsafe?

When an activity is beyond an individual child's mobility skills or level of understanding, there is potential for a risk or challenge to become a genuine hazard or danger. Knowledge of individuals is crucial since all children have different capabilities and an acceptable risk for one may become unacceptable for another.

Satisfy yourself that:

- All children can reach learning and play materials or equipment without having to stretch or clamber in an unsafe way.
- Learning and play materials are carried and stored safely.
- The environment is organised to provide the opportunity to make choices between activities.
- All practitioners should be aware of their Health and Safety procedures and have basic first aid as part of their responsibilities. Recording incidents and near misses is necessary as is a reliable system for ensuring communication with individual parents/carers of a child that has been hurt, or has been affected by an accident that happened to someone else. Keeping parents/carers informed will help strengthen your relationship with them and can help a particularly protective parent/carer to trust that their child will be safe in your care.

Enabling

Preparing children to acquire new skills requires an awareness of what these skills involve, so be ready to break a task down into simple steps and explain why you choose to work in a particular way. Be specific about safety rules before the children engage in a new activity.

- Tell the children what you are going to do.
- Let children watch you as you explain the safety aspects.
- Answer questions and show pictures or written instructions for the activity, sharing tips such as how to move around with tools and how to care for and store them.
- Let them try the activity with your support.
- Gradually allow as much independence as the children can manage safely.
- If some activities are just for adults then give the children clear reasons for this.

Dealing with accidents

Accidents will happen in the outdoors, despite all efforts to the contrary. It's important to remember that these incidents help to shape children's understanding of their surroundings and enable them to form judgements about what is safe and what is not. As a learning tool, therefore, accidents are invaluable - provided that children and practitioners learn from them.

What to do

You should have an emergency procedure which everyone is clear about. Deal with the situation calmly and quietly, and follow your setting's/school's health and safety policy, which should include recording the incident as soon as possible, gathering information from everyone who witnessed it.

When the situation has been resolved, evaluate what happened and why. Were all your identified safety provisions in place? Do you need to put in place new controls? If appropriate, talk about the incident with the children. What have they learned from the incident? What will they do in future to avoid this happening to them?

Evaluation

Your children's outdoor learning experiences will be ever-changing and together you will be trying new things. It will happen in spaces that are ever-changing, with new equipment, plant life, weather conditions and other outside factors all contributing in different ways to the nature of children's play and learning. Therefore, it is necessary to ensure that you review the way you deal with risk on a regular basis.

The Health and Safety Executive recommends that workplaces carry out a risk assessment every year. However, if the way that you use your outdoors varies from term to term, you could always carry out a termly risk assessment to ensure that your safety provisions are always up to date.

Forest Schools

The Forest School approach to children's development and learning complements the Foundation Phase pedagogy. A number of settings/schools have developed their own Forest School areas, while others visit designated areas in the community. The sessions are led by a qualified forest school leader and provide practical, hands on, learning experiences which encourage children to explore and challenge themselves. This leads to the development of confidence and self-esteem as well as a growing appreciation of their natural environment. The sessions are driven by the learners themselves, drawing on their interests and imagination. Forest School also offers children the opportunity to take measured risks in a controlled situation. Allowing them to explore and discover independently whilst making informed decisions about how to deal with unfamiliar situations and challenges.



There are three essential elements that make a 'Forest School'.

- Use of a local woodland, or 'wooded' setting, which they visit regularly over a prolonged period of time.
- A Level 3 Forest School leader qualification (either BTEC or OCN). Leaders come from a range of backgrounds including teachers, woodland owners, craftspeople and youth workers. The training combines practical and theoretical knowledge needed to run Forest School settings along with practical experience of compiling risk assessments and ecological impact assessments of the Forest School site.
- Regular visits to the same woodland over an extended period (aiming for a minimum of 10 weeks), which allows learners to become familiar with the site and develop a sense of ownership for the environment. It also allows leaders to build trusting relationships with the learners as they get to know each child's needs and interests.

Forest Education Initiative Cluster Groups

FEI is a partnership organisation supported by the Forestry Commission, part of the work involves co-ordinating cluster groups for all areas of Wales.

FEI cluster groups informally bring together individuals and organisations who want to educate others about trees and wood, possibly through Forest School, and those directly involved with woodland ownership and management and related timber industries. Involvement is open to all those who wish to further the aims and objectives of FEI. Each FEI cluster group is unique, locally managed, independent and focused on their local needs.

Provision and Resources

Practitioners will need to think about how the Areas of Learning can be experienced, as holistically as possible, outside. They need to give as much thought to continuous, enhanced and focused provision in planning for outside as they do for activities indoors. A well-planned and resourced environment can support child-led activity; try to offer a mix of first-hand experiences (such as growing) and plenty of play opportunities (such as creating a building site); develop bike play into all sorts of pretend scenarios like car repair, delivering parcels and going on journeys.



The key to effective resourcing is to think about what you want the children to be able to do outside and developing a bank of flexible resources to support learning. For example, you may want the children to learn about materials and their properties and den building outdoors is an excellent way to demonstrate this, but dens can also provide all year round shade and shelter, can give the children quiet, reflective spaces or become a setting in a role-play scenario, the possibilities are as endless as children's imagination.

Capturing and utilizing the special nature of the outdoors is an important aspect of outdoor learning and play. It is different and that is what matters to young children. Outdoors provides the 'other half' of the learning environment and allows children to be active learners. Contact with the natural world (plants, rocks, sticks and worms), weather, space, freedom and the sounds and sights of the real world are just some of the potential opportunities for experiential learning outdoors. Practitioners should make the most of the daily change, uncertainty, surprise and excitement that weather, seasons and nature provide for free.

Managing Resources and Storage

- Resources need to be easily accessed
- Boxes of particular types of resources could form your continuous provision
- Label storage with words and pictures to build children's independence

Practitioners and children will need to be able to get equipment in and out without a lot of effort and put it away in an organised fashion. Plan for the outdoor storage area ensuring that it is practical for your needs and that it is secure. Practitioners may consider having more than one storage unit (for example, a separated storage space for wheely toys or large resources only and one for smaller resources can make things much easier). Organise the space so that children can get things out themselves, as they are needed - and put them away again. The right container will make it easier to transport resources from storage to place of use and children may be able to use resources directly from this container.



Children will love to take responsibility for equipment. Labelling storage containers, especially with photographs of the contents, helps to ensure things are easy to find and are returned to the right place. This can be used as a meaningful way to develop children's independence and their understanding of the purpose of writing.

Practitioners should not be tempted to accept toys or equipment in poor condition just because they are being donated - children are less likely to respect and care for damaged or out of date toys, plus they may represent an unnecessary health risk.

The creation of resource boxes comprising low cost authentic materials can give children experiences which may be practitioner or child led activities.

Ideas for resource boxes include:

Fun with numeracy box - number leaves, tape measures, chalks, solar calculators, clipboards, number flashcards, plastic numbers and money (great for burying in the digging plot).

Literacy box - letter leaves, initial sound objects (good for treasure hunts), whiteboards and pens, chalks, letter flashcards, clipboards and pencils, puppets, notebooks, plastic microphone, plastic letters (good for burying in digging plot).

Digging box - a variety of spades, trowels, rakes, buckets, sieves.

Book box - include plenty of non-fiction books to help answer any questions and support learning.

Investigation box - magnifying glasses, bug pots, white plastic cups, trays, torches, plastic mini-beasts.



Suggestions for other boxes include den building, art, natural materials, water play and music and movement (content lists are available from Learning Through Landscapes Cymru). Why not put together some season or weather boxes so you are ready to make the most of the learning and teaching opportunities outdoors. These basic resources can be enhanced through planning and observing the children. Watching the children at play and discussing activities with them will often inspire you to add resources that will take learning further.

Parents, Carers and the Community

As practitioners we understand how important outdoor play is for children's holistic development; physically, socially, emotionally and intellectually. However, if children are to obtain maximum benefit from their experiences out of doors it is essential that parents and carers too understand its value. Research shows that their attitudes to children's experiences are crucially important in developing children's confidence and self-esteem. The outdoors experience of young children is most effective as a partnership between practitioners, parents/carers and the whole community.



Planning and creating the outdoor provision in your setting/school does not have to be done by one or two practitioners. Parents/carers, grandparents and the wider community can be a valued asset when it comes to developing and maintaining it.

Parents/carers may have plenty of ideas but be hesitant about expressing them. Use different ways to approach parents/carers, so they actively engage with the outdoors. Settings/schools could try creative ways of including parents/carers such as an 'ideas tree' for their suggestions, as well as asking them to donate materials or to help with fund raising. You may want to pay particular attention to involving fathers in this activity. Parents/carers appreciate practitioners' care for their children and are interested in the quality of provision - indoors and outdoors. Staff can build on their interest so that their child, and the other children in their care, will have the optimum chance for enjoyment and development.

Areas of Learning

The following provides examples of how each of the Areas of Learning within the Foundation Phase Framework has been delivered in an outdoor environment with brief explanations from practitioners on what the children were doing.

- **Personal, Social Development, Well-being and Cultural Diversity**



We enjoyed being outside. We talked and moved around freely. We worked hard as a team. Most of all it was a good feeling to see what we had built with the willow and know that it will grow.

- **Language, Literacy and Communication Skills**

We pegged words in the trees and bushes.

Some children went on a word hunt and wrote silly sentences using the words they found.

Going on a word hunt was fun.



- **Mathematical Development**



We sorted the willow into the tallest and shortest rods. We measured the rods with a metre stick and a tape measure. Some of the rods were over 3m tall.



We worked in pairs to measure rods of willow accurately. We measured out a circle by using a string 120cm tied to stick.



We started throwing the balls at net targets and adding up the scores but that was too easy. We found out that throwing the balls through the holes in the tyres was good fun and we could write the scores on them as well.



• Welsh Language Development

We were taken to a local farm. Where we saw lots of farm animals and then learned their names in Welsh.



We then drew pictures of them.



• Knowledge and Understanding of the World

We set up an airport outside with a table and a globe.



We wrote out tickets and set out chairs to create the aeroplane with the corresponding numbers, we had to find the seat number to match the ticket number.



- **Physical Development**



We had to use all our strength to make holes in the ground with the derby dibber. We used fine motor skills to measure.

We love playing in the digging patch. We are looking for treasure. My mum doesn't mind if I go home with dirty trousers.



- **Creative Development**

We weaved living willow to create a beautiful dome shape. We used a pairing weave to make the dome strong.



We used lots of different materials to create these panels that we have used to decorate our outdoor area.



Observing in the Outdoors

Observing children while they are involved in activities will help practitioners assess how children's skills are developing and what they are able to do. As children may be outside their setting/school for a considerable amount of time, their skills in that environment should be observed and assessed in order to gather a true picture of each child.



The main purpose of observing a child is to determine where they are on the learning continuum, in order to help them move forward and to identify any difficulties, misinterpretations or misunderstandings. Observations play a key role in everyday practice and information gathered should



be collected, recorded and disseminated to all staff - not only to inform planning and assessment, but also to help build a good holistic picture of each child. Given that some children behave quite differently indoors from how they behave outdoors, observations of them in both environments will give a more complete picture of their personality, their level of understanding and where they need help.

There are many different ways of observing children and recording their efforts and abilities. Different settings/schools will have differing methods of gathering and recording information. However, the list below will hopefully provide a good selection of methods that can be used successfully in the outdoors.

- Notebooks
- Diary
- Technology- digital cameras, video cameras, disposable cameras, MP3 units, tape recorders, Dictaphones
- Sticky labels and post-it notes

When recording observations in the outdoors it may be prudent to protect your records in sealable bags, this may go some way in stopping your records being blown away and/or landing in puddles. It is also a good idea to write in pencil given the nature of the weather in this country.

Frequently Asked Questions

How long should outdoor sessions last?

Better learning comes from long and frequent experiences outside. Letting children move freely between indoors and outdoors is often the most effective way of providing free flow, play-based learning. The children are then free to go where their imagination or curiosity takes them.

If this is not possible, schedule in regular, sustained timeslots for outdoor learning. Consider the weather and what equipment/clothing the children and practitioners will need. Ensure that there are clear procedures in place for food and toilet breaks.

How can I support learning outdoors?

By providing a space for outdoor learning and enabling experiences in a rich, natural environment. Build on this continuous provision by observing and recording individuals' learning and providing opportunities for progression and learn new skills (enhanced provision and focussed tasks). Remember to use open-ended questions to encourage children to communicate what they are doing.

How do I ensure that children do not get over-excited?

Establish a set of simple rules with the children and reinforce these each time you go out. Plan for longer and more frequent sessions outdoors so that children become used to learning outside. If necessary, use a physical activity as a warm-up, to provide an outlet for their excitement.

How can I convince parents/carers that the children are learning outside and it is safe?

Often, the children's enthusiasm is your best advocate. Encourage them to help you build displays of what they have learnt outdoors, to show their parents/carers. Other forms of communicating with parents/carers can include letters, meetings, open days, stay-and learn sessions and so on.

Ensure that you carry out regular and thorough risk assessments of all your learning areas, both indoors and out. Follow national/LEA guidance on risk management procedures.

Why should children go out in the rain?

Why not?! The rain has much to teach children. Being out in the rain is a multi-sensory experience and as such provides many learning opportunities. It can also provide good life-skills practice because it means that children have to learn about how to keep warm and dry. Research also shows that children who go outside in all weathers are more robust.

Do children need to wear polygloves when handling soil and minibeasts?

This is only necessary in special cases, e.g. low immunity or severe eczema. Otherwise, cover open cuts and wash hands on return. Make it a rule that children must not put anything in their mouths.

Do I need to buy a lot of expensive new equipment?

No. It is a good idea to invest in outdoor clothing for all year round use (for children and adults). However, free natural resources provide the best learning experiences, e.g. leaves, mud, rain. If you want to introduce other resources into your outdoor learning, you can do so gradually. There are many cheap, or free, resources available.

What do I do if my setting/school only has tarmac?

Tarmac offers a wealth of learning opportunities. It is an ideal surface for art using chalk or water-based paints, for creating educational games and so on.

If you would like to introduce a more natural environment into your setting/school's grounds, why not look into digging up a corner and allowing it to grow wild? You can also use containers and raised beds to create green space.

Perhaps you can consider using the natural areas beyond the setting, e.g. local parks, easily-accessible woodland?

How do I involve colleagues effectively?

It is important to communicate the ethos of learning outdoors. Arrange for shared feedback sessions to share observations and try to bring several types of feedback to these sessions.

Useful Contacts

Whole School approach to Food and Fitness

Contacts: Ruth Conway, Head of Food in Schools Branch 029 2082 3302

Ruth.Conway@wales.gsi.gov.uk and **Sue Bowker**, Head of Young and Older People's Branch 029 2082 6105 Sue.Bowker@wales.gsi.gov.uk

School provides an ideal environment to convey positive messages on healthy eating and physical activity and to support them through appropriate behaviours. The work undertaken through Healthy Schools and Appetite for Life complements that of the Foundation Phase, providing a real opportunity to promote the development of the skills necessary to support healthy eating and physical activity in the wider environment.

Real World Learning Cymru Partnership

Contact: Claire Fowler, Head of Education for Sustainable Development and

Global Citizenship 01970 832866 Claire.Fowler@wales.gsi.gov.uk and **Jon Gruffydd**, Lifelong Learning Manager 029 2035 3044 Jon.Gruffydd@rspb.org.uk

The **Real World Learning Cymru Partnership** includes key providers of Out-of-Classroom Learning and our overall purpose is to assist in the promotion and delivery of Out-of-Classroom Learning across Wales. We believe that every child should be entitled to regular access to Out-of-Classroom Learning, regardless of the child's situation. We want to foster greater understanding and appreciation of its value and its vital contribution to education for sustainable development and global citizenship at all levels, including the Foundation Phase.

LAP/NAP/Family Programmes

Contact: Sandra Roberts, Senior Basic Skills Manager 01492 542117

sandra.roberts@wales.gsi.gov.uk and **Geraint Roberts**, Basic Skills Policy Manager 01341 421717 geraint.roberts@wales.gsi.gov.uk

The **Language and Play** programme is designed to give information to parents/carers of 0 to 3-year-olds and focuses on communication, language, literacy and play

Number and Play has been designed to complement the Language and Play Programme for babies and young children. It focuses upon the language of maths and early number fun.

Family Programmes in Wales consist of programmes and workshops run in all Local Education Authorities to help parents improve their own basic skills and to get them back into learning whilst helping their children.

Sports Council for Wales

Contact: Helen Thomas, People and Programme Development Senior Officer
029 2033 8332 Helen.Thomas@scw.org.uk

The Sports Council for Wales operates a number of funding schemes that aim to increase levels of physical activity and sport in Wales. As part of its Physical Education and School sport (PESS) project the Council is developing a series of guidance materials to support the Foundation Phase. These exemplar materials will focus on the “Physical Development”, “Creative Development” and Personal and Social Development, Well-being and Cultural Diversity” Areas of Learning.

Arts Council for Wales

Contact: Central Office, 0845 8734900

The **Arts Council of Wales** is responsible for funding and developing the arts in Wales and also the distributor of Lottery money for the arts in Wales.

Its mission statement is to ensure that all young people in Wales have access to opportunities for creative participation in arts activities and to experience and engage with the arts of others.

Museums Libraries and Archives

Contact: Helen Lyall-Williams, CyMAL Access and Learning Adviser, 01970 610 244
Helen.lyall.williams@wales.gsi.gov.uk and **Velma Hather**, CyMAL 01970 610233
Velma.Hather@wales.gsi.gov.uk

CyMAL: Museums Archives and Libraries Wales is a division of the Welsh Assembly Government which supports the development of museum, archive and library services to meet 21st century needs. This support enables services to develop working partnerships,

widen participation and develop themselves as learning organisations through a number of grant schemes, strategic programmes and specialist advice.

A number of museum, archive and library services will be exhibiting during the Foundation Phase Outdoor Conference.

Woodlands for Learning Forum/Learning Through Landscapes Cymru (LTL)/Forestry Commission

Contacts:

Sue Williams, 01352 910411

sue.williams@forestry.gsi.gov.uk

Sheena O’Leary, 029 2088 6842

sheena.oleary@forestry.gsi.gov.uk

Sarah Ghahremani, 029 2022 7929

sghahremani@ltl.org.uk

The **Woodland’s for Learning Forum’s** role is to help maximise the use of woodlands for learning by steering developments, ensuring that they are attuned to the learning community’s needs and making most effective use of limited resources.

Learning through Landscapes Cymru helps Welsh schools and early years settings make the most of their outdoor spaces for play and learning.

The Forestry Commission’s Woodlands for Learning Team works directly with groups offering curriculum linked woodland visits; helps teachers, group leaders and others use their local woodlands for learning; supports the development and delivery of Forest School; and co-ordinates Forest Education Initiative (FEI) cluster groups.

Countryside Council for Wales

Contact: Gill Bilsborough, South Region - Regional Countryside Officer 0845 1306229
G.Bilsborough@ccw.gov.uk

Countryside Council for Wales champions the environment and landscapes of Wales and its coastal waters as sources of natural and cultural riches, as a foundation for economic and social activity and as a place for leisure and learning opportunities. They aim to make the environment a valued part of everyone’s life in Wales

Work is nearly complete on the Countryside Council for Wales’ new online Countryside Code education resources. Foundation Phase materials have been developed by a working group made up of schools, outdoor education practitioners and education advisers.

Cam wrth Gam/Geiriau Bach

Contacts: Lloyd Evans, Director, Cam wrth Gam 01970 639639 lloyd@mym.co.uk,
Sian Wyn Siencyn, Head of Early Years Education, Trinity University College (Geiriau Bach)
S.W.Siencyn@trinity-cm.ac.uk 01267 676798

Cam wrth Gam is a National Training Scheme offering training towards either an NVQ Level 2 or 3 in Early Years Care and Education through the medium of Welsh.

Geiriau Bach offer courses designed for early years' workers who either speak no Welsh at all or lack confidence in using the little they have.

Early Years Advisers/Development Officers

Contacts:

Annette Evans, 01492 876434 annette.evans@conwy.gov.uk
Owenna Davies, 01545 572724 owennad@ceredigion.gov.uk

The **Early Years Advisers** are leading the developments of Foundation Phase within local authorities. They work in partnership with the Foundation Phase Training and Support Officers to ensure a comprehensive training programme is in place for head teachers and practitioners within settings/schools and the wider audience including Governors and colleagues in other departments within their organisations. In addition to delivering the National Training Pack modules they develop support materials for practitioners and keep abreast of developments with research and sharing of good practice.

The voluntary association's **Early Years Development Officers** provide guidance, help and training to practitioners in the funded non-maintained settings delivering the Foundation Phase.

Foundation Phase - PlayLearnGrow

www.wales.gov.uk/foundationphase

www.playlearngrowwales.gov.uk

The **Foundation Phase**, introduced on a statutory basis for 3 to 4-year-olds from September 2008, is about enhancing the learning experiences which enable children to be creative, imaginative and to have fun whilst learning.

Children will be given more opportunities to explore the world around them and to understand how things work through engaging in relevant practical activities which are fun and enjoyable and relevant to their developmental stages. The Foundation Phase places greater emphasis on experiential learning, active involvement and using the outdoor environment.

The PlayLearnGrow campaign launched in 2007 is designed to inform parents, practitioners and the public of the benefits and aims of the Foundation Phase and Early Years provision.

ContinYou Cymru

Contact: Rose Jones, 029 2047 8929 rose.jones@continyou.org.uk

ContinYou Cymru aims to offer opportunities to people who have gained the least from formal education and training. They work with a range of professional people, organisations and agencies to enhance what they do to change lives through learning.

Theatre Groups

<p>Tim Baker / Anne Plenderleith Clwyd Theatr Cymru Mold Flintshire CH7 1YA</p> <p>Tel: 01352 756331 E-mail: admin@clwyd-theatr-cymru.co.uk</p>	<p>Iola Ynyr / Shirley Owen Cwmni'r Frân Wen Yr Hen Ysgol Gynradd Ffordd Pentraeth Porhaethwy Ynys Mon LL59 5HS</p> <p>Tel: 01248 715048 E-mail: post@franwen.com</p>
<p>Paul Gibbons / Julia Davies / Gary Meredith Gwent Theatre The Drama Centre Pen y Pound Abergavenny NP7 5UD</p> <p>Tel: 01873 853167 E-mail: Gwenttie@uwclub.net</p>	<p>Steve Davis / Sandra Jones Spectacle Theatre Coleg Morgannwg Rhondda Llwynypia Tonypany CF40 2TQ</p> <p>Tel: 01443 430700 E-mail: steve.davis@spectacletheatre.co.uk</p>
<p>Ms Geinor Styles / Rachel Lloyd Theatr Na n'Og Unit 3 Millard Road Industrial Estate Neath SA11 1NJ</p> <p>Tel: 01639 641771 E-mail: geinor@theatr-nanog.co.uk</p>	<p>Dee Stott Dawns Powys Dance Powys Dance Centre Arlais Road, Llandrindod Wells Powys LD1 5HE</p> <p>Tel: 01597 824370 E-mail: powys.dance@powys.gov.uk</p>
<p>Jeremy Turner / Mari Rhian Owen / Heledd Mair Evans Cwmni Theatr Arad Goch Stryd y Baddon, Aberystwyth Ceredigion SY23 2NN</p> <p>Tel: 01970 617998 E-mail: Jeremy@aradcoch.org</p>	<p>Wendy York / Kevin Lewis Theatre Iolo The Old School Building Cefn Road, Mynachdy Cardiff CF14 3HS</p> <p>Tel: 029 2061 3782 E-mail: info@theatriolo.com</p>