

# HAPPEN', LATEST RESEARCH

## OUTDOOR LEARNING HAS HUGE BENEFITS FOR CHILDREN AND TEACHERS — SO WHY ISN'T IT USED IN MORE SCHOOLS?

Research shows that healthier and happier children do better in school, and that education is an important determinant of future health. But education is not just about lessons within the four walls of a classroom.

Outdoor learning is still underused in primary schools — so if there are such big benefits to outdoor learning, why isn't it happening more often? For our recently published study, we spoke to teachers and pupils to find out.



## FOUR WAYS CHILDREN SAY THEIR WELL-BEING CAN BE IMPROVED...

Good emotional health as a child lays the foundation for good life satisfaction in adulthood. However, in the UK children and young people's happiness with their life is now at its lowest since 2010. We spoke to 2,000 children aged nine to 11 from our primary school network across South Wales, and asked them what they would change in their area to make themselves, their friends and their family healthier and happier. So, what do children want?



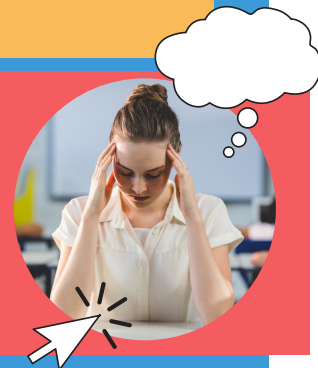
## CHILDREN WHO HAVE AFTERNOON SCHOOL BREAKS ARE FITTER BUT NEED A SUPPORTIVE ENVIRONMENT...

Afternoon breaks were once a common feature of nearly all primary school timetables. But, as schools have sought to dedicate more time to teaching and learning, and limit poor behaviour, these short play times have been cut down and, in many cases, eliminated altogether. But research has shown that play is important for a child's development — and now a new analysis from our ongoing research project has found that removing afternoon break time could be detrimental to pupils' physical well-being.



## LEARNING TO TEACH MINDFULNESS TO CHILDREN CAN HELP TEACHERS REDUCE THEIR OWN STRESS...

As the use of mindfulness has increased globally, its importance in education has also been recognised. Though it is not yet on any curriculum, it is being used in schools around the world to improve pupils' well-being, mental health, social and emotional learning, concentration and cognition.



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