

Nordic countries, including Iceland, encourage regular outdoor activities for children. A Government report found children benefit from outdoor exposure. The curriculum guidelines emphasised the importance of using the outdoors as a learning environment to allow children to engage in Nature, participate in regular exercise and instil a healthy mindset (Norodahl and Johannesson, 2013).

Icelandic children between one and six years of age, have long since participated in daily outdoor activities. However, findings suggest that children between six to sixteen years of age only partake in outdoor activities on their own free time. Little information is known regarding methods used by teachers for outdoor learning, although it is expected to vary between schools and individual teachers within each school. In Iceland there are indications of an increased use of outdoor learning. Schools in the capital, Reykjavik, stated seventy percent partake in outdoor learning regularly (Oladottir, 2008).

Reference List.

Noradahl, K. and Johannesson, I. (2014) 'Icelandic teachers' views of using the outdoors' *Education 3-13: International Journal of Primary, Elementary and Early Years Education*. Vol 44, No. 4, September 2014, 391-406.

Oladottir, H. (2008). *Arsskýrsla 2008* [Annual Report 2008]. Reykjavik: Natturuskoli Reykjavíkur.

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The Forest School Network have devised a definition for Forest Schools as:

It is an inspirational process that offers children, young people and adults regular opportunities to achieve and develop confidence and self-esteem through hands on learning experiences in a woodland environment (O'Brien and Murray, 2006).

Due to a vast array of indoor activities available today, O'Brien and Murray (2006) believe fewer school children are having an opportunity to experience green spaces and woodlands, as their parents may have, due to the safety concerns associated. Research shows, children that are not exposed to nature are unlikely to become adults who venture outdoors, and unfortunately will not gain from the physical and emotional benefits (Ward-Thompson *et al.* 2004). Due to the contrast between classroom and outdoor learning environments, the Welsh Assembly Government are urging teachers to set up their own Forest Schools, in particular, for the foundation phase (WAG, 2009).

Reference List

O'Brien, E. and Murray, R. (2006) *A marvellous opportunity for children to learn: A participatory evaluation of Forest School in England and Wales*. Farnham: Forest Research.

Ward-Thompson, C., Aspinall, P., Bell, S., Findlay, C., Wherrett, J. and Travlou, P. (2004) *Open space and social inclusion: Local woodland use in central Scotland*. Edinburgh: Report to the Forestry Commission.

Welsh Assembly Government. (2009) *Outdoor Learning Handbook*. Cardiff: WAG.

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3 Although a useful starting place, Wikipedia is not a reliable source of information to use for academic research. It is not regulated and can be accessed and edited by anyone. The information, therefore, is not proven or may not be accurate.

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- Place below as a new paragraph
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- Do not use quotation marks
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5 To conduct research for an academic study, initially you need to identify the core subjects and exactly what you need. Make sure the information is relevant to your needs. Check the information is a reliable source/author. Look for information from libraries, google scholar and other reputable avenues. Take accurate notes of where you got your information to easily locate again and aid in correct referencing.

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Reference List.

Cottrell, S. (2013) *The Study Skills Handbook*. 4th edn. Hampshire: Palgrave Macmillan.

Pears, R. and Sheilds, G. (2013) *Cite them Right. The essential Guide*. 9th edn. Hampshire: Palgrave Macmillan.

Harvard.

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This report will look at Patricia W. Agaston, Ph.D., Robin Kowalski, Ph.d., and Susan Limber, Ph.D., Brief report on Student' Perspectives on Cyber Bullying. A study that was held across four schools and interviewed one hundred and forty-four students within these schools regarding cyber bullying. It found that girls identified a problem with cyber bullying more so than boys. Collectively they voiced that the problem was not one they would discuss at school and would be more likely to report instances to parents rather than adults within the schools. A conclusion was made regarding the findings and outlines presented on how to tackle the issue through sharing information and policies with students and parents and including lessons that covered cyber bullying in the curriculum.

The authors wanted to determine what effect cyber bullying had on students and if there was a need for steps to be taken to educate students, teachers and parents in prevention of cyber bullying? Throughout the report the authors routinely comment on the student's capability to use and access technology, in particular the use of mobile phones stating, "the majority of them own cellular phones" (P.W Agaston et al. 2007).

Overall it is a very clearly structured article. It has been categorised with subheadings identifying the key components for example; methods and results, so to predetermine the content. Paragraphs are concise enough to keep the interest of the reader yet filled with the key information they attained. Use of

statistics within the article do help to emphasise the points being made in relation to cyberbullying.

As a formal journal report the language, although aimed at an academic audience, is easy to read and understand even for a non expert. The terminology is quite standard and not over complex giving the reader a clear understanding of the whole report. The authors try and depict young people as experts in the use of technology referring to them as “technological savvy” (P.W Agaston et al. 2007) showing they are being subjective to begin. As the report progresses, it does take a more subjective tone, when the results of the study indicate that the students interviewed were able to “describe ways to effectively circumvent the school district filters” (P.W Agaston et al. 2007) when trying log in to certain social media platforms.

The evidence used within the report is from a relatively small sample size. One hundred and forty-four students from four schools will not give an acutely accurate response. For the purpose of this report however it does give a clear indication on the issue of cyber bullying and the preventative measures needed within the schools named. It claims that increased ease of use and access to technology by young people may be lending itself to an increase in cyber bullying throughout the article. It draws on evidence from a study conducted by Kowalski and Limber from 2007 and from the discussions held with the hundred and forty-four students in the focus groups. It is relatively reliable as it is drawn from journal reports and firsthand responses from the students. Although the extent of the questions being asked are not known so it is uncertain if the results of the study could have been directed in a certain narrative. It concludes that there is an issue with cyber bullying within the students interviewed and

suggests recommendations on how to take preventative measures to prevent future incidents by implementing policies and information for the students, teachers and parents. These conclusions are justified. There is evidence that the students presented along with their own suggestions on how to prevent it happening in the future.

Overall for the aim of this article was to determine and understand if there was an issue with cyber bullying, the effects it had on the students and any preventative measures that could be sought and implemented. To further the article a bigger case study could include more students across a bigger range of schools across the country. It would then give a more accurate account of the findings. It could also benefit from more current data regarding technology and social media platforms as the article is dated 2007 and there has been a lot of advancements since then. Overall it is an appropriate article for the aim they set.

Reference List

Agaston, P.W., Kowalski, R., Limber, S. (2007) *Journal of Adolescent Health* 41 S59-S60 Georgia: Elsevier