

Slide one

Introduction

Slide two

- The impact outdoor learning has on health and well-being
- How outdoor learning is more inclusive for children with special educational needs and behavioral issues.
- We will also touch on parents' attitude and how times have changed.

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- Finally, it has a positive impact, helping children to learn by experience, aiding their personal and social skills as well as improving their mental health and well-being (Practice, Resources and Learning, 2018).

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- As you can see, we have established multiple benefits of outdoor learning
..... PAUSE.....
- We will discuss them throughout the presentation.

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Eleanor with the quote.

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- Outdoor learning is important in key stage two; however, it is more structured and pre planned, combining the current curriculum in a different setting (Weston green school, uk, 2016).

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- We are now going to watch this short clip

Learning through Landscapes (2014). *Realising the potential of Outdoor Learning*. [video] Available at: <https://www.youtube.com/watch?v=edtWYcJuZaI> [Accessed 2 Jan. 2020].

Slide eight

Vicky

Slide nine

Eleanor

Slide ten

- The most obvious use of a playground is playtime. Although most schools offer time in the playground, the length of time can vary from school to school (Outdoorclassroomday, 2019).
- However, it is necessary to have a first aider present during school hours (NEU, 2019).
- According to Fjortoft (2001), playtime outside can help children to sit at their desk for longer periods of time, resulting in them learning more at school. This shows that playtime increases the attention span of children inside the classroom.
- Free play allows children to use their own imagination and creativity (Ginsburg, 2007).
- The playground is accessible and inclusive for all pupils, this gives children a sense of freedom which can benefit their health and wellbeing throughout their school day (Bilton, 2002).
- Playgrounds are an additional resource that teachers can use, promoting excitement and enthusiasm for learning in a different setting.

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- Activities in the playground could include:
 - Sensory garden
 - Finding mini beasts
 - Mark-making and chalk writing
 - Mud kitchen
 - Wildlife garden
 - Hopscotch
- (St. Mary CE, Primary School, n.d.)
- These are just a few activities that a child will have access to on the playground.
- Participating in these activities enable the development of a child's communication, socialisation, independence and teamwork skills, however, these are just a few examples (Kumon UK, 2016).
- Following that, fine motor skills can be developed when mark-making and chalk writing on the playground.
- However, it is important to remember that the playground is a place that is inclusive, so teachers should ensure to aid children with motor skills issues. For example, children with dyspraxia may have difficulties with some of the equipment on the playground (Miron, 2014).
- Some of these activities can be incorporated into lessons or after school clubs. For example, most primary schools will have a vegetable patch on the playground that allow teachers to interact with their pupils in a different approach during lesson time.
- Most outdoor environments hold the barrier of the unpredictable weather.

- To ensure that the children have been given the best opportunity to go outside for their playtime teachers should ask parents to provide their child with suitable clothing for the weather (Parker, 2017).
- It is important for teachers to remember when the weather is poor that children need time outside the classroom in order to maintain their concentration skills.
- According to Parker (2017) "short bursts of fresh air can really benefit children".

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- Froebel appreciated nature and wanted others to develop a love like he had.
- In 1837 Froebel introduced an interactive educational environment for the children in Germany, which later became the trend in other countries. This is known as the Kindergarten (Social Welfare History Project, 2017).
- According to Froebel the kindergarten offered a space for young children to 'Blossom and grow'.
- Froebel's theory is still widely used in education today, as well as kindergarten, his influence can be seen in many outdoor learning settings.
- Froebel described 'play as children's work' a prime example of this can be seen in the playground. Playtime allows children to explore and use their imagination resulting in them leading their own learning.
- He believed children learn best through hands-on experience. An example of this could be using a mud kitchen in the playground, the children can choose their ingredients and measure the amounts which allows them to enhance their imagination skills (Bruce, 2012).
- Next, we have, Eleanor who will be discussing Physical Education.

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Slide fourteen- Eleanor

Slide fifteen – Eleanor

Slide sixteen – Vicky

Slide seventeen – Vicky

Slide eighteen - Vicky

Slide nineteen – Vicky

Slight twenty

Skinner

- Skinner's theory expressed that learning is a process of 'operant conditioning' (Gray and MacBlain, 2012). This means that learning stems from positive and negative reinforcements.
- Skinner believed that positive reinforcement strengthens behaviours.
- Whereas, negative reinforcements can discourage behaviours.
- Skinner's behaviourism theory is still evident in current education practice.
- An example of positive reinforcement can be seen when teachers take their lesson's outside for example, they will allow those who have behaved appropriately to have first choice on where they wish to play on the playground (Craig, 2019).

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- Risk
- Children who access the outdoor environment gain a better understanding and awareness of the risk that follows (Tyrrell, 2018).
- It is important to identify risks however, not all risks should be eliminated from outdoor learning (Welsh Assembly, 2009).
- Allowing children to expose themselves to risk helps them in unsupervised locations, allowing them to recognise a dangerous situation when they are on their own.
- All risks are required to be addressed fully, and appropriate procedures are to be in place.
- Risk assessments are requested by the Health and Safety Executive.
- They assess the potential hazards and ensure that everyone is safe in the environment.
- As you can see, here is a step by step guide on what to include in a risk assessment (British Safety Council, 2019).
- According to Gill (2016), adults are the largest barrier when it comes to allowing children to explore. This is because they want to protect the children and watching them task risk sets off anxieties, when they judge what can go wrong in the situation.
- Froebel was aware of the focus on the potential risks of outdoors, however, suggested that there are more benefits to a child if they are granted the time to explore and investigate the outdoor environment (Bruce, 2012).

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- Safeguarding
- Stated by National Society for Prevention of Cruelty to Children, safeguarding is in place to protect children from harm (NSPCC Learning, n.d)

- All adults who find themselves working with children require a DBS check, those who are not, should not be left unsupervised with children (GOV.UK, n.d.)
- Stocks Wood Outdoor Centre (2017), claim that children feel most relaxed and trust their teachers when participating in outdoor learning.
- Children are expected to take risks, thus impacting on their trust in teachers, making it more likely to “disclose information”.
- This identifies how important it is for all staff to be trained in safeguarding, allowing them to identify if they need to take further action.
- Parents/carers will need to provide photographic imaging consent before staff from schools and extra-curricular clubs can take any photos and videos of children in outdoor environments.
- If settings are refused consent of taking photos of a certain child, they will avoid photographing them.
- Although, it can be difficult to make sure that a certain child is out of photos, faces can be blurred out if they are found in the backgrounds of other children’s images.
- Safeguarding is for the attention of everybody and should be kept confidential to ensure the child is always protected (Somerset Safeguarding Adults Board, n.d.).
- If safeguarding regulations are met this will influence the well-being of the child.
- To discuss this further, Eleanor has focused on health and well-being.

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Slide twenty-four – Eleanor

Slide twenty-five- Vicky

Slide twenty-six – Vicky

Some of the positives of parental attitudes are;

- Parents encouraging their children to go outside and explore rather than staying in and watching the TV or playing video games (Spark People, 2011).
- Some children may not have access to safe spaces outdoors in their home environment, therefore parents are more enthusiastic about outdoor learning in a school setting as it allows their children to have time outdoors in a risk assessed and safeguarded area (CYPCS Commissioner, 2018).
- Parents who spent their childhood outdoors are likely to want their children to have the same experiences. Action for children (2016) states that a good way for parents to get involved with their children is to think of the outdoor games that they played when they were young and share what they have encountered.

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How times have changed

Slide twenty-eight

- To conclude throughout this presentation, we have covered several aspects of how outdoor contexts can support learning.
- In Foundation Phase, there is a great emphasis on utilising both indoor and outdoor contexts for child-led activities and play.

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