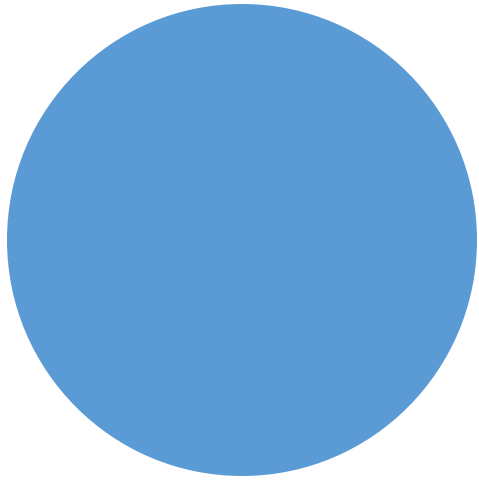


21st Century Learning: ECES4002

Group Presentation

Holly Thomas – 1910079

Sophie Hughes - 1900883

Kirsty- Lee Hall - 1900488

Nicole Thomas- 1904041

Demonstrate
how outdoor
contexts can
support
learning

Holly – Educational visits

Sophie – Forest School's

Kirsty-Lee – Learning through play

Nicole – Child centred learning

Importance of outdoor learning

According to Estyn (2011)

- Children's engagement and enjoyment towards learning
 - Social skills, behaviour and wellbeing
 - Try new activities
- Creating outdoor environments where children use their senses to find out about the world
 - Children have more of an understanding of the different seasons
 - Creating areas for different activities e.g. bird watching, growing vegetables and sensory walks
 - Often practitioners will arrange opportunities for children to be active. For example, running, jumping, balancing, climbing, exploring and experimenting.
 - The outdoor is often used to establish reasonable risk.
 - Physical stamina and fitness are constantly improving because of regular outdoor engagement.
 - Outdoor learning covers several areas of learning, but practitioners need to include more Welsh language and I.c.t skills within the outdoors but overall outdoor learning is holistic.

A group of children and an adult are sitting on a forest floor, surrounded by large trees and lush green foliage. They are all wearing helmets, suggesting a climbing or outdoor activity. The children are looking towards the right, and some have their hands raised. The adult is sitting in the middle of the group, looking towards the right. The scene is set in a forest with large trees and dense green leaves in the background.

Educational visits

Educational visits provide a different outlook on learning and encourages children to engage with their initiative and independence. The benefits of outdoor learning include better physical and mental health and encourages them to become aware of their community and environment (Haringey Council, 2019).

How educational visits develop children's knowledge and skills

“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” (Welsh Assembly Government, 2009).



Outdoor learning benefits



Increased exercise



Encourages children to become aware of their environment



Develops problem solving skills



Better communication

(Welsh Assembly Government, 2009).

How educational visits are planned and assessed

Two types of trips:

1. Routine visit
2. Trips that require risk assessment and planning

The person in charge of this trip must:

- Be aware of any possible risks
- Understand the activities taking places
- Hold the appropriate skills and knowledge

(Department for Education, 2018)

How educational visits are planned and assessed

Consent forms:

- Essential for children aged 3 to 4.

Only needed for children aged 5 and over when the trip is:

- Out of school hours
- High level risk factor

(Department for Education, 2018).



Piaget's theory of learning

Piaget believed that:

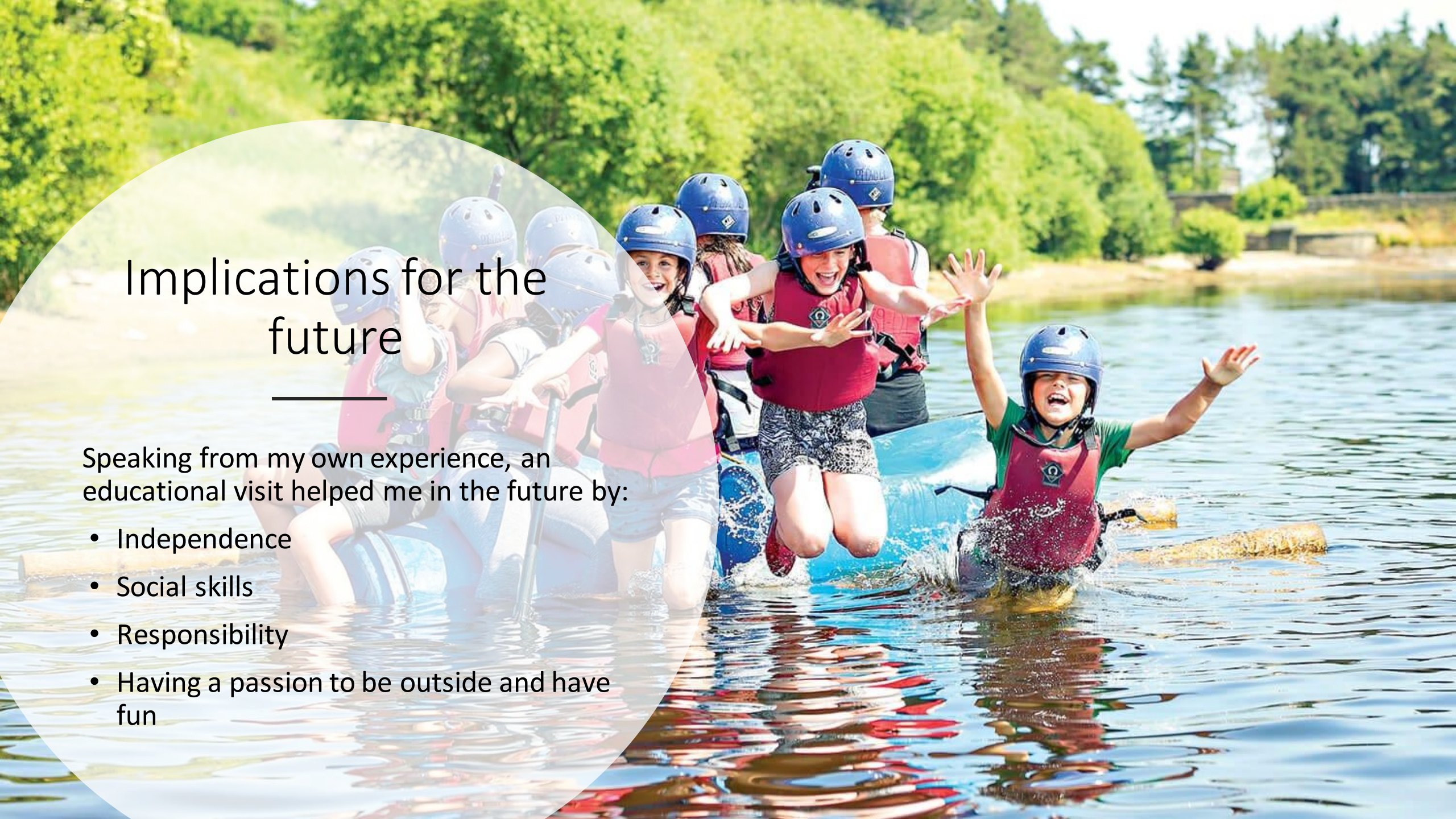
- Nature and nurture encourages a child's cognitive development
- The environment must be conducive to allowing these skills to develop

(Roberts, 2019).

For example, a sand pit develops a child's:

- Sense of feel
- Physical development
- Imagination
- Communication





Implications for the future

Speaking from my own experience, an educational visit helped me in the future by:

- Independence
- Social skills
- Responsibility
- Having a passion to be outside and have fun

Conclusion

I believe that outdoor learning has many benefits to a child's development and is successful when planned and assessed correctly.

Personally, I enjoyed going on educational visits when I was younger. I now realise that I was learning and developing whilst having fun.

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Forest School

- My chosen topic is Forest Schools.
- Forest schools is a process that gives all learners regular opportunities to further their confidence and nurture their self - esteem through hand – on learning experiences within a natural environment.
- Forest schools allow children to learn through outdoor play, through interacting with their peers.
- The premise of a Forest School is to focus on the outside environment and the importance of fresh air. Additionally it focuses on Froebel's theory of interactive education.



Forest School

- • “There is no such thing as bad weather, only inappropriate clothing.” – The Guardian, no date.
- • Children adapt easily to their environments.
- • “They are learning through unstructured play” - The Guardian, no date.
- • Forest schools are vitally important to children’s welfare and educational needs.





The importance of Forest schools

- “The best classroom and the richest cupboard is roofed only by the sky.” – McMillan (1925) cited in Giardello (2013)
- This displays the importance of the outdoors.
- Forest schools are important for the following reasons
 - Having a prepared environment allows for the opportunity for children to participate in activities.
 - Stimulate their human instincts and interests for learning purposes.
 - It allows children's development to be supported.
 - “The environment must be rich in motives which lend interest to activity and invite the child to conduct his own experiences.” Montessori (1955:81)

Friedrich Froebel 1782 - 1852

- Froebel established there was a need for an interactive educational process, called the kindergarten which translates to the 'children's Garden'.
- Freedom of play
- "Play is a child's work" – Friedrich Froebel
- According to Froebel during childhood the individual should be familiar with nature.



John Dewey 1859 - 1952

- Dewey believed that education needed to develop for children to have the best possible learning opportunities.
- “If we teach today’s students as we taught yesterday’s, we rob them of tomorrow.”
- Forest schools within the UK although it is a new programme it is based on a rich heritage of learning outdoors.
- Within the 1970s and 80s to improve numeracy and literacy skills the education system altered and became predominantly a teacher outcome - centred approach, this was the introduction of the national curriculum as we know it today.
- After this time there was a need for different educational methods. Therefore, in the 1990s Forest Schools were discussed and later emerged.
- “Give the pupils something to do, not something to learn; and the doing is of such a nature as to demand thinking; learning naturally results.” – John Dewey
- This displays the importance of Forest Schools.





- We visited Cywion Bach.
- Cywion Bach won the award for best nursery of 2019.
- There were a variety of activity stations within the nursery.
- For example, a campfire and mud kitchens.

A photograph of a forest school structure made of logs and branches. Three black pots are hanging from the structure, and a red stick is visible inside one of them. The background shows a dense forest with many trees and green ferns in the foreground.

Tina Bruce 12 features of play (1987)

- Using firsthand experiences
- Making up rules
- Making props
- Choosing to play
- Rehearsing the future
- Pretending
- Playing alone
- Playing together
- Having a personal agenda
- Being deeply involved
- Trying out recent learning
- Co – ordinating ideas, feelings and relationships for free – flow play.

Forest schools are linked to Tina Bruce's theory that by experiencing something firsthand, as it allows an individual to better react to a variety of situations.

A photograph of a forest floor covered in fallen autumn leaves. In the background, a string of colorful triangular bunting is strung between trees. A large, semi-transparent circular overlay is positioned on the left side of the image, containing text.

The Benefits of Forest Schools

- Children learn more efficiently through hands on learning experiences.
- Attending a Forest School allows a child to have experience with differing weather, seasons and the natural world.
- Allows them to:
- Use senses
- Physically active
- Enthusiastic

Conclusion

- In conclusion Forest Schools are extremely beneficial for children's welfare and development.
- As a result of children learning better from hands on experiences, Forest Schools are extremely beneficial.
- Froebel and Dewey support this view.
- Cywion Bach gave me a first-hand experience of what a Forest School is like.
- It allows the development of an individual's confidence.

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Learning through play

- What is play?
- According to playtherapy.org, play is 'A physical or mental leisure activity that is undertaken purely for enjoyment or amusement and has no other objective'. (PTUK, 2017)
- Learning through play
- Play is joyful
- Play is actively engaging
- Play is social interaction (UNICEF, 2018)

Types of play



- Dramatic/ fantasy play



- Competitive play



- Physical play



- Constructive play



- Symbolic play

Ways children can learn indoors

- Role play area

- Home corner

- Small world play

- Creative areas

- Musical instruments

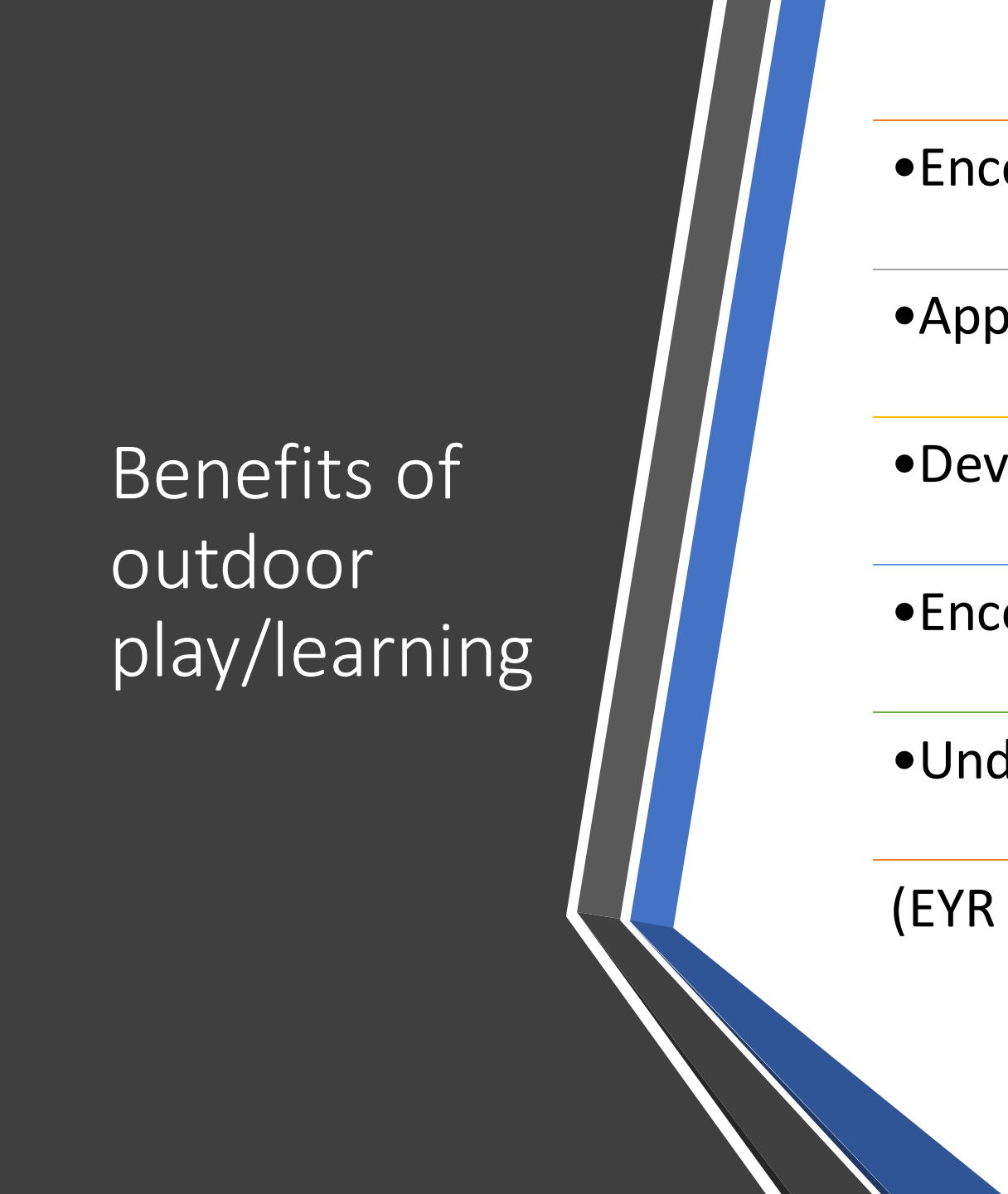
- Construction

(Tassoni, et.al 2013)



Outdoor Play

- What is outdoor play?
- Outdoor play enables the infectious agents to spread out and be dissipated; it also enables children to get fresh air and exercise and be less constrained than they are in the classroom.
- (Johnson, Christine & Wardle, 2005)



Benefits of outdoor play/learning

- Encourages an active lifestyle
- Appreciation of Nature and the Environment
- Develops Social Skills
- Encourages Independence
- Understanding Risk

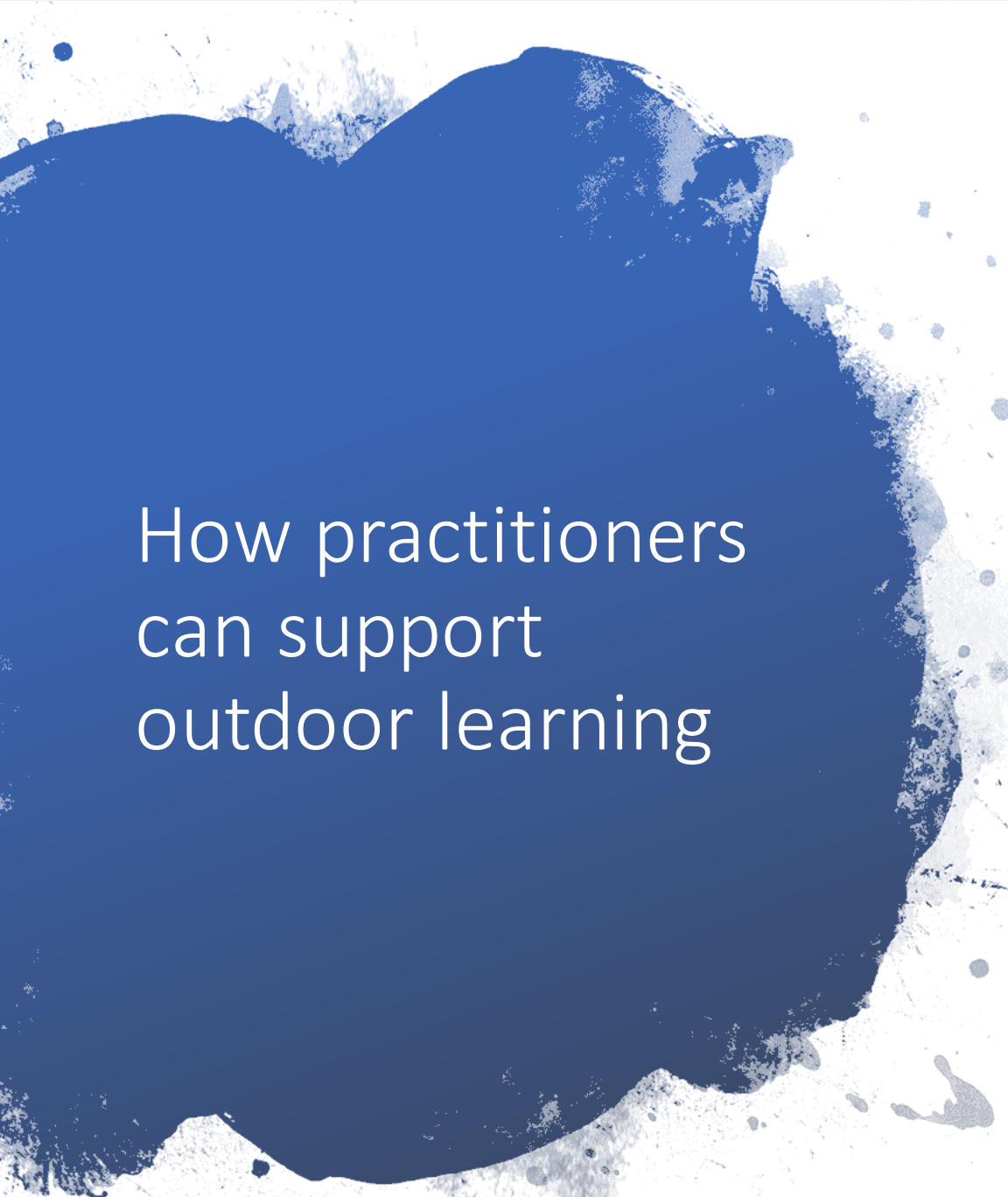
(EYR Team, 2019)

Outdoor Play

- Den making
- Mud kitchen
- Natural world
- Mark making
- Loose parts

(Tassoni, et.al., 2010)





How practitioners can support outdoor learning

Vygotsky

- Zone of Proximal Development
- Scaffolding is the process ‘that enables a child or novice to solve a task or achieve a goal that would be beyond his unassisted efforts.’
- Learning through social interaction

(McLeod, 2019)

Using Vygotsky's theory in practice



Supporting children's risk and challenge



Social interaction



Intervention when needed

CANCELSION

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Child Centred Learning

What is child centred learning?

- Child centred learning is allowing the child to give their own opinion and ideas on how they learn by helping them with a range of activities to choose from, giving the child a sense of independence and helping them develop their skills on decision making, working with others and building their confidence on what they are learning.

(piptree early learning, 2017)





Benefits of child centred learning

- Child centered learning helps the child become more independent, responsible and confident
- Using this approach covers all areas of growth including social, emotional and physical
- Helps the child develop the knowledge and skills needed in all areas

(piptree early learning, 2017)

John Dewey (1859 – 1952) on child centred learning

Believes that children learn best when they interact with their environment and are actively involved with the school curriculum

He argued that rather than the child being passed down knowledge, children were better off taking part in the process of their own learning

He also argued that for education to be most effective, children should be given learning opportunities that enabled them to link present content to previous experiences and knowledge

Dewey preferred to place his trust in a more balanced approach to education where teachers, student and content were given equal importance

(Dewey, 2011 Democracy and Education)

Froebel (1782-1852) on child centred play

- Created an interactive educational process which he called Kindergarten
- Recognised that children need an appropriate educational environment in which to develop
- Provided their own 'small world' where they could play and learn with peers
- Froebel's philosophy included free self-activity, creativity, social participation and motor expression, which is a child having active involvement rather than being instructed
- He stated that pre-school education was important in order for a child to develop their qualities and skills
- He introduced play as an opportunity for children to engage in the development of these skills

(Roberts, 2019)

Child Centered Play

Child centered play allows the child to use their own imagination and interests to help them engage in activities and to share their own ideas, as well as taking on board other ideas, learning to work with others.

Examples:

- Role play e.g. dressing up in costumes
- Creating their own learning environment – using the space of the indoors/outdoors to come up with their own ideas
- Using props e.g. puppets to come up with their own stories and plays for their peers / using everyday life props e.g. kitchen utensils
- Outdoor learning – planting their own flower, being able to recognise the importance and having the responsibility of looking after something of their own
- Creating their own story book



How a child centered approach to learning can benefit in adult life



Being able to come up with your own ideas



Listening to others



Working with others and putting ideas together



Having already learned life skills at a younger age will have a major impact for when they are older and to take with them into their chosen career path



Conclusion

I believe that child centered learning has a positive impact on a child's growth and development, teaching them life skills such as learning to work with others and to be able to find out what they are good at, giving them a chance to work on what they may feel isn't as strong. Child centered learning also encourages them to start thinking and to start using their own ideas and benefits them from a young age to take on the skills they have learned into their adult life.

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Image 3 <https://worldtoptop.com/wp-content/uploads/2016/01/The-City-Role-Playground-Singapore-3.jpg>