

Collaboration or cheating? What can be learned from global research, policy and practice which might enhance education for the health and well-being of the children and young people of wales?

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Introduce the yourself and the topic;

Hello, My name is Cari Matthews and today I will aim to answer the questions of **Collaboration or cheating? What can be learned from global research, policy and practice which might enhance education for the health and well-being of the children and young people of wales?**

Content of presentation

- Outdoor education – What is it?
- Outdoor education in **Denmark**
- Outdoor education in **Canada**
- Outdoor education in **Wales**
- Why should we continue foster the idea?
- Conclusion

Discuss what the presentation will include:

Outdoor education – What is it?

Outdoor education in **Denmark**

Outdoor education in **Canada**

Outdoor education in **Wales**

Why should we continue foster the idea?

Conclusion

Outdoor education – What is it?

- It is “an experiential method of learning with the use of all senses. It takes place primarily, but not exclusively, through exposure to the natural environment” (Priest, 1990, *cited in* Neill, 2008, p.1)
- Outdoor education offers informal educational opportunities addressing the personal and social development of both communities and individuals (Outdoor Edinburgh, no date, *cited in* Neill, 2008, p.1)
- Provides opportunities for going out into the natural environment, learning about and respecting the environment. (Ketchie, no date, *cited in* Neill, 2008, p.1)

What is outdoor education?

Use speaker notes in hands to read out the three definitions that you have found on outdoor education. Explain that each one has a different perspective on outdoor education, but collectively they work together to explain what outdoor education is all about.

Outdoor education – Denmark

- The term 'forest school' is used to describe an engaging and motivating approach to play and learning outdoors, for children, young people and adults.
- This approach was widely adopted in Denmark in the 1980's as a solution to the lack of indoor facilities for pre-school children.
- Using the outdoors as part of the pedagogy of early years settings has its roots in the work of Froebel. He inspired Danish pedagogues to start kindergartens that included natural environments and opportunities for children to develop and learn outdoors.
- This form of education practices a child- centred approach that leads to more humanistic beliefs around childcare and education

(Williams-Sieghfredsen, no date)

Outdoor education – Denmark's forest schools.

Here you will need to use your cue cards to explain that Denmark use forest schools as a form of outdoor education. Elaborate on what forest schools are and why they are used in Denmark.

Keep eye contact with the audience.

- The term 'forest school' is used to describe an engaging and motivating approach to play and learning outdoors, for children, young people and adults.
- This approach was widely adopted in Denmark in the 1980's as a solution to the lack of indoor facilities for pre-school children.
- Using the outdoors as part of the pedagogy of early years settings has its roots in the work of Froebel. He inspired Danish pedagogues to start kindergartens that included natural environments and opportunities for children to develop and learn outdoors.

- This form of education practices a child- centred approach that leads to more humanistic beliefs around childcare and education

(Williams-Sieghfredsen, no date)

Outdoor education - Canada

- Canada have also adopted the movement of outdoor education over the last decade.
- In 2012, the Forest School of Canada was founded with the aim to foster richer learning experiences, ecological literacy and healthy living by connecting children to nature.
- In 2015, the Forest School of Canada was integrated in to The Child and Nature Alliance of Canada that fosters meaningful connections with the outdoors for children and youth.
- The Child and Nature Alliance of Canada connect children and youth with nature through policy, research and practice and believe all children and youth should have the opportunity to play and learn in forests, parks, meadows, and mud puddles.

(The child and Nature Alliance of Canada, no date and Kashin, 2015)

Canada also learned from Denmark and began to establish forest school themselves.

- In 2012 Canada opened their first Forest School which aims to foster richer learning experiences, ecological literacy and healthy living by connecting children to nature.
- The Child and Nature Alliance was created which allows children to connect to the outdoors, connect to nature through policy, research and practice, and provides opportunities to play and learn in forests, parks meadows and muddy puddles.

(The child and Nature Alliance of Canada, no date and Kashin, 2015)

Outdoor education - Wales

- The idea of Forest Schools came to light after a group of early years students from the UK visited Denmark and witnessed the benefits of the outdoor education pursuit themselves.
- They adopted the idea and established a Forest School within the college grounds of Somerset.
- Since then the concept has been spreading throughout Britain in to Wales with new Forest schools opening, leader training courses available and research evaluations into the idea.

(Natural Resources Wales, 2015)

- Wales came across the idea from Denmark too, a group of students visited and witnessed the benefits of the outdoor education.
- The students learned from the global research and fostered the idea into their own Forest School within the college in Somerset. Queens Anniversary prize for Higher and Further education in recognition of its pioneering work in 2000.
- This has lead to the idea of Forest Schools being spread throughout Britain and finding it's way in to Wales. Since then, new Forest schools have opened, training courses are available and research has been carried out to evaluate them.
- (Natural Resources Wales, 2015)

Continued..

- 2006 – the OCN Wales Forest School training Network was established to ensure a common standard of quality training in Wales and allowed trainers to come together and improve quality and consistency of training.
- 2015 - the Training Network then became the Outdoor Learning Training Network and started to use of Agored Cymru units that lead to Outdoor Learning qualifications for those wanting to lead groups in Forest School, Coastal School and Outdoor Learning/Play Programmes.
- Training opportunities continue to be available.

(Natural Resources Wales, 2015)

- Wales went on and created the OCN Wales Forest school training Network that ensured there was a common standard of quality training in Wales.
- This allowed trainer to come together and improve the quality and consistency of the training
- This network was later developed to the Outdoor Learning Training Network and used Agored Cymru units that provided qualifications for those wanting to lead groups in Forest Schools, Coastal Schools and outdoor learning and play programmes.
- Training opportunities continue to be available today.
- (Natural Resources Wales, 2015)

Why should we continue foster the idea?

- Increased self-esteem and self-confidence
- Improved social skills
- Opportunities to take and manage risk
- Improved physical motor skills
- Improved motivation and concentration
- The development of language and communication skills
- Increased knowledge and understanding of the environment
- Experiential learning that suits different learning styles and is inclusive



(Natural Resources Wales, 2015, p.6)

Why should we continue to foster the idea of Forest Schools?

- Increased self-esteem and self-confidence
- Improved social skills
- Opportunities to take and manage risk
- Improved physical motor skills
- Improved motivation and concentration
- The development of language and communication skills
- Increased knowledge and understanding of the environment

(Natural Resources Wales, 2015, p.6)

Continued..

Follow suits with:

The Global Goals for Sustainable Development (2030):

- **Goal 3:** Good health and Wellbeing
- **Goal 13:** Climate action
- **Goal 11:** Sustainable cities and communities
- **Goal 15:** life on land



Wellbeing of Future Generations Act (Wales) 2015:

- A globally responsible Wales
 - A Prosperous Wales
 - A Healthier Wales
 - A resilient Wales
- (Welsh Government, 2016 and United Nations, no date)

The idea of Forest schools also follow suit with our country's agendas of **The Global Goals for Sustainable Development (2030):**

Which fulfils;

- Goal 3:** Good health and Wellbeing
- Goal 13:** Climate action
- Goal 11:** Sustainable cities and communities
- Goal 15:** life on land

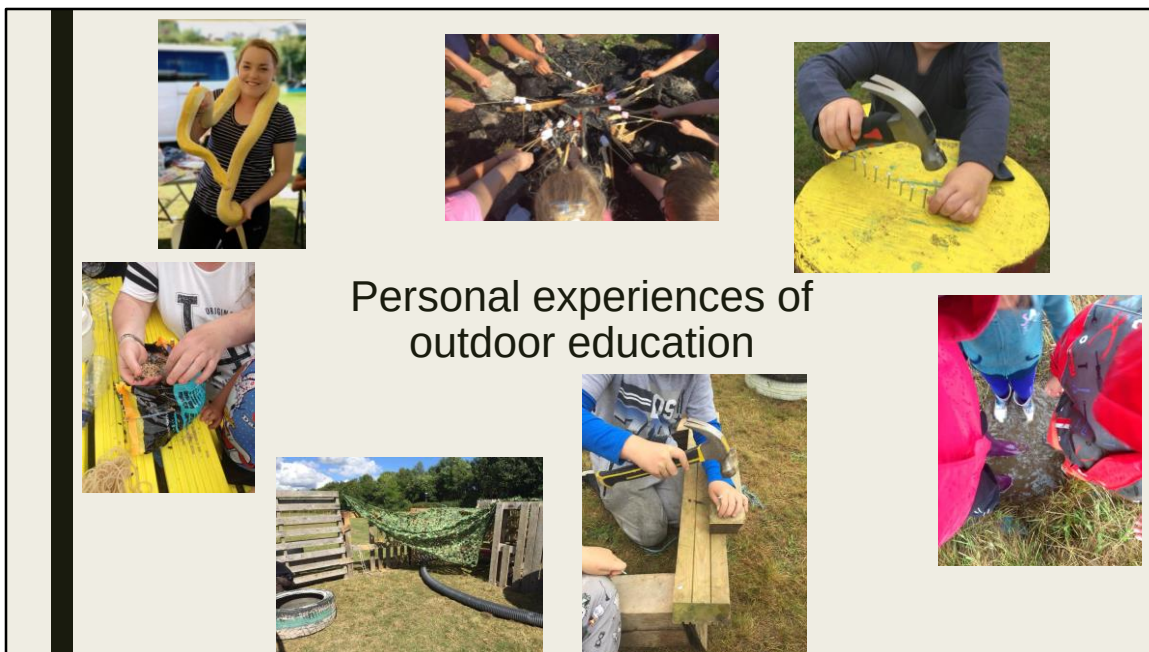
and the **Wellbeing of Future Generations Act (Wales) 2015** by providing:

- A globally responsible Wales
 - A Prosperous Wales
 - A Healthier Wales
 - A resilient Wales
- (Welsh Government, 2016 and United Nations, no date)



Conclusion





Explain that these pictures are those that you have taken in a job – Wales are moving in the right direction.

Benefits that you've seen – Getting muddy, having fun, improved self-esteem and confidence, managing risk, learning to use tools at a young age, learning that knives and hammers are tools rather than weapons and using them safely, allows them to be imaginative, learning about bugs and insects, helping others, team work etc.

Conclusion continued...

- Global research allows us to learn from each other and develop initiatives and strategies that benefit our country and people.
- In terms of adapting Forest Schools and outdoor education – it has enabled us to adapt ideas to improve the health and wellbeing of our children and young people as well as our environment
- In addition to this, it allows countries to work in collaboration with issues we face all over the world such as sustainable development.



- Wales needs to continue the movement of Forest Schools in order to benefit from them. E.g. funding, more practice.
- Personally believe countries should do more together to enhance the health and wellbeing of our future generations and environment.
- We are one planet – we should be one team.

Talk about what you have found out.

- Global research enables us to learn from each other and develop initiatives and strategies that benefit our country and people.
- The outdoor educational approach of Forest Schools has enabled us to adapt the ideas of other counties to improve the health and wellbeing of our children and young people.
- Global research allows countries to work together in collaboration to resolve issues we all face such as sustainable development and global warming.
- Wales are going in the right direction in terms of the Forest Schools – however we need to continue the movement and provide more to make it successful and accessible such as funding, policies and more practice.
- I personally believe that countries should work together more often to enhance the health and wellbeing of our future generations and environment.

- We are one planet- we should be one team.

Thank you for listening,

Any questions?

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