



Demonstrating How Outdoor Learning Context
Can Support Learning.

Sebar Zorab Habib
(2000414)

Sophie Phillips (2003475)

Bethan Webb (2003742)

Introduction

- For our assignment we looked into Forest School and aim to demonstrate how this outdoor provision can facilitate learning and support the development.
- Some of the most widely known theories include Friedrich Froebel, Margaret Macmillan, John Dewey, Jean Piaget, Maria Montessori, Abraham Maslow, Rudolf Steiner, Howard Gardner as well as Susan Isaacs.

What is Forest School?

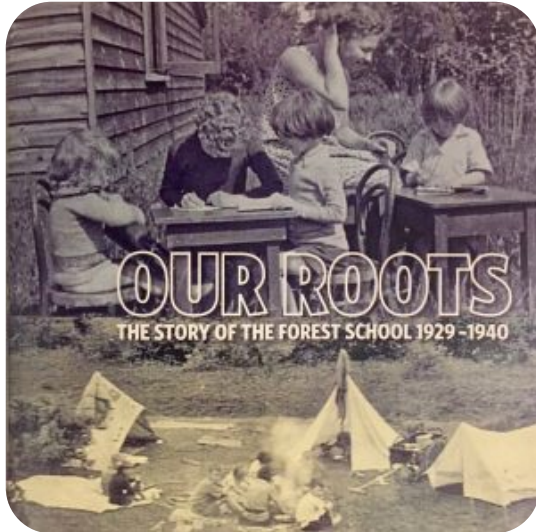
‘Forest School is an inspirational process, that offers all learners regular opportunities to achieve and develop confidence and self-esteem through hand-on learning experiences in a woodland or natural environment with trees’ Houghton & Worroll, (2016, p. 2).

‘Forest school is an approach to learning that takes children into the great outdoors whatever the weather to explore the natural environment’ Berg, (2020, p. 1).

Research suggest that children learn the best through hand on experience and that Forest School provides children with many opportunities to do so. As mentioned by Kostic, (2016, p. 4) ‘Forest School allows learners the time and space to develop their interests, skills, and understanding through practical, hands-on experiences’.



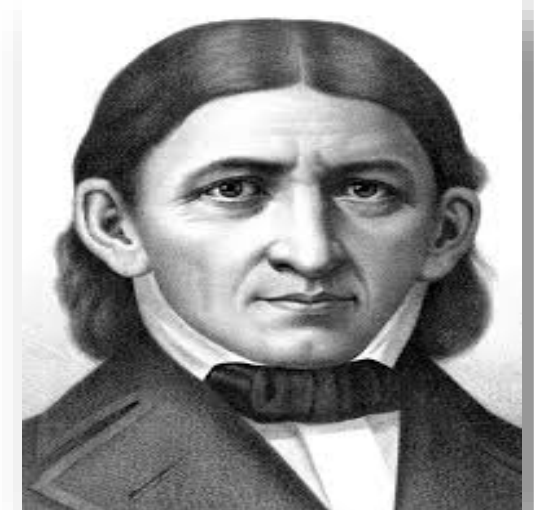
History of Forest School



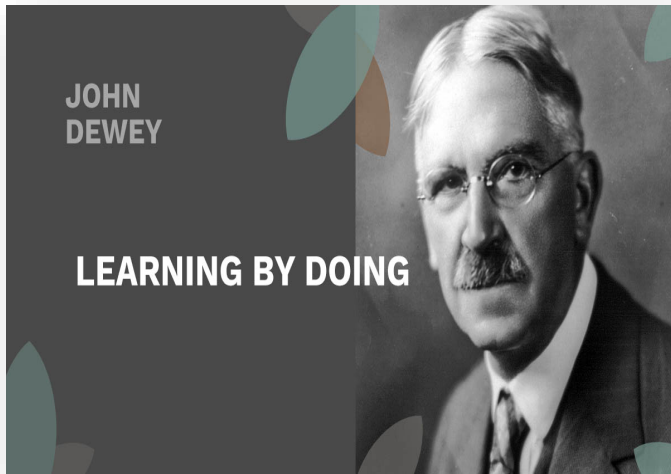
- Forest School ethos was first developed in Sweden in the 1950s.
- Forest School was introduced by a 'group of nursery nurses at Bridgwater College, Somerset, visited Denmark to look at the pre-school system' in 1993 Cree & McCree, (2012).
- 'Set up their own Forest School in the grounds of their college on their return to England' Walker, (2019).
- Since 1999 Forest School approach has been further developed in Wales Forest School Wales, (2021).
- Despite of the long history of Forest School and its success within the UK 'there are only 108 qualified Forest School practitioners in the UK' Davies, (2015, p. 1).

Friedrich Froebel (1782-1852)

- The kindergarten 'was a place where young children could grow and learn at their own pace' Tovey, (n.d., p. 1)
- According to Green, (2012, p. 2) Froebel believed 'that children needed to be close to nature'.
- Froebel 'points out how important it is for children to learn without external pressures from practitioners' Early Education, (n.d., p. 11). This is clearly seen in Forest School as children play and learn freely and it is a child-led centre.
- 'Through their own self-led play and discovery' Green, (2012, p. 2)
- Froebel considered that education was not always about formal learning and that children must be given the opportunity to discover the world around them, so, in this way children will gain the knowledge, awareness and understanding of the world which they are living in. It can be said that Forest School ethos does not follow 'formal learning' and children are encouraged to move freely.



John Dewey (1859–1952)



Sebar

- According to Pegg, (2021, p. 3) Dewey strongly believed in 'learning by doing – rather than learning by passively receiving'.
- He also proposed that every 'child was active, inquisitive and wanted to explore' Pegg, (2021). Therefore, this can clearly be related to Forest School ethos which is based on hand on approach.
- As pointed out by Woodland Outdoor Kindergatens, (2018, p. 4) wherein it states that Dewey described education as "the process of living and is not meant to be the preparation for life". This means that practitioners should focus on what is children are doing at the present and not setting them goals for the future. This can be seen in Forest School ethos everyday as the practitioners helps the children to develop their skills rather than preparing them for future.
- According to Allana, (2019, p. 4) Dewey believed that 'children learn best when they're interacting'. In Forest School children interact with each other all the times as they work collaboratively.

Margaret McMillan (1860 - 1931)



- Her theory is about play and outdoor learning.
- Macmillan opened her 'open air nursery' school in 1914 in Peckham London.
- The philosophy behind the 'open air nursery' was "that children learn by exploring and achieve their full potential through first-hand experience and active learning, through free play" McMillan believed Hwb.Wales, (n.d., p. 25).
- Similar to Froebel, McMillan believed that 'outdoor play and fresh air was important' Hwb.Wales, (n.d., p. 25). Also, she believed that 'from one to seven years of age, children needed space in which to run, explore and to feel 'life in every limb' Thomson, (2015).

Activities within Forest School

Hide and seek



Barriers paintings



Moulding with clay



Huntting for bugs



Collecting leaves



Natural materials



Campfires



Mud kitchen



Building a den.

Sebar

Skills gained from Forest School

- Fine and gross motor skills
- Social skills
- Working in teams and sharing
- Problem solving skills



Sebar

Knowledge gained from Forest School

- Forest school can provide you with many different opportunities to gain knowledge and new skills, e.g., creativity, imagination, problem solving, self-esteem, motivation, concentration skills and many more. According to (Nic, n.d.) **"It is a long-term program that supports play, exploration and supported risk taking. It develops confidence and self-esteem through learner inspired, hands-on experiences in a natural setting."**
- Forest school gives the children the opportunity to explore the area around them freely and experience the different features that are available to them.
- Forest school allows the children to be themselves and to come out of their comfort zones. It helps them to develop self-esteem and confidence to engage within the world that's around them. From being in the Forest School area, it gives children a chance to form new friendship groups and to care for each other's feelings.



Bethan

The importance of the outdoor area



Bethan

- Being in the outdoor area is very beneficial to children and young people as it will help them to develop practical life skills that will help them to fulfil their full potential.
- The outdoor area can help children to establish important skills that will help them grow as an individual, for example independence, confidence, communication skills, social skills, empathy, and to manage their own risks. According to (What you need to know about Forest School, 2018) **"At Forest School children are given the skills and knowledge to further their independence and to take appropriate risks"**.
- Being in the outdoor facilities, it encourages children to express their emotions and to support one another's feelings.
- Outdoors give the children a sense of freedom and it gives them the chance to do what they want in these environments and learn through hands on experiences.

Positive and Negatives aspects of Forest School

Positive

- A positive of Forest Schools and being in the outdoor facilities is that it helps to improve focus and concentration.
- Another positive of Forest Schools is that it helps children to build upon their self-esteem and their confidence.
- Forest Schools helps the children to manage their own risks that they could encounter.
- Another positive feature of Forest Schools is that it helps to promote children's independence and it brings them to come out of their comfort zones.
- Children become more vocally when they are in the outdoors facilities as they can do their own thing and they do not have to implement a classroom structure to their activities.

Bethan

Negatives

- A negative aspect of Forest Schools is the weather. The weather gets in the way of experiencing the outdoor facilities. It is difficult to be in the outdoors when the weather is cold and bitter as it could be a safety risk to the children and the adults who are in that area. The weather is the major worry as it affects the children's learning and development in the outdoor environment.
- Another negative aspect of Forest Schools is that not all children take to the outside facilities and being outside. Children who may have additional learning needs may struggle when they are outside as they don't have the comfort of a classroom surrounding them. They may find it difficult being in a different environment as they are new to them. They might struggle to learn in new surroundings as change can be difficult for children.
- Another negative of Forest Schools is safety. There are many safety risks in the Forest School environment that can be dangerous to children and adults.



Jean Piaget (1896-1980)

- Jean Piaget believed that children play a key role in their learning. They have the responsibility to explore the world around them and to experiment different aspects within their learning.
- He believed that children learn from their own experiences as it contributes them becoming independent and confident individuals. He believed that children could discover the outdoor environment for themselves and that they can do it at their own time.
- According to (Cherry, 2020) **"As kids interact with the world around them, they continually add new knowledge, build upon existing knowledge, and adapt previously held ideas to accommodate new information."**

Maria Montessori (1870- 1952)

- Montessori believed that children learn best through hands on experience and from the world around them. According to (S.Barbara & G.Barbara , 2017) **"Believed that children develop inner discipline through taking control of their learning, through choices, clear rules and consequences"**.
- Montessori believed that the environment that children are in should make them feel safe and secure. It should also feel like their home and make them feel comfortable in the surroundings they are in.
- Montessori believed that every child should be treated as an individual as children are all different and unique in their own way. She taught children to be independent within themselves and to explore the surroundings around them.



Abraham Maslow (1908-1970)

- Maslow established the hierarchy of needs theory in 1943.
- The purpose of the Hierarchy of needs was to indicate humans needs that should be met to help them grow as an individual to reach their full potential.
- Maslow links to Forest Schools as their needs must be met before they can start learning and exploring in the outdoor facilities.
- According to (Cherry, 2020) **"Maslow believed that people have an inborn desire to be self-actualized, that is, to be all they can be. In order to achieve these ultimate goals, however, a number of more basic needs must be met such as the need for food, safety, love, and self-esteem."**



Susan Isaacs (1885- 1948)

Susan Isaacs was influenced by the work of Montessori, Piaget and Melanie Klein.

Her Philosophy looked at:

- The natural curiosity of children.
- The importance of the underlying unity of nature and its relationships.
- The law of opposites and that theory must have practice. According to Solly, K.S. (2014)

She wanted to understand children, she observed children's play which she called 'Children in the real'. Through this she understood that children are Discoverers, Reasoners and Thinkers.

She believed that children should be encouraged to express their opinions, feelings and interests.

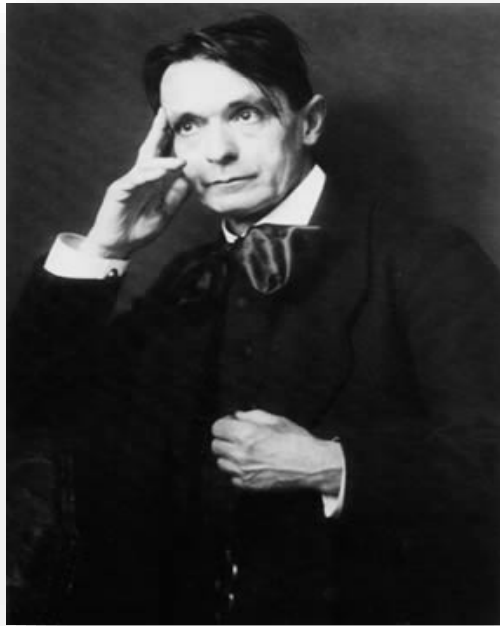


Some aspects of her theory are that there are 'relatively free' environment conditions which leads children to be more active and curious. This will mean children will explore their environment a lot more, along with them becoming more creative and inventive.

She believed children should be allowed to move freely indoors and outdoors. (This is supported strongly within The Foundation Phase) Having access to the outdoors gives many opportunities, such as learning new animal types and to be able to see them up front and hands-on.

Sophie

Rudolf Steiner (1861- 1925)



Sophie

Rudolf Steiner is one of the most famous influencers to education. According to Solly, K.S. (2014) '**He wanted to create an education to give children the ability to think clearly and with a sensitivity of feeling, willingness and imagination**'

His theory worked regardless of academic ability, class, ethnicity or religion. He focused more on the spoken words, stories and singing.

He believed that children have three levels of development.

- The Head
- The Heart
- The Hands

He believed that children do not experience the same as adults would, he believed this as the children are always observing. This shows when children are playing from experiences like their everyday life, like playing 'House' or 'Mummy and Baby'.

Risk Play in Outdoor Learning

Risk play involves

- The children playing with height, motion and speed.
- The simultaneous experiences will help children develop in both controlled and non-controlled environments
- Children have joy in unpredictable play, they enjoy the feeling of 'playing on the edge' and learning skills as they play.

Practitioners should be ensuring that children are having opportunities to have some risks when playing, referred to as 'reasonable risk-taking' within The Foundation Phase. Ensuring there is risk play but not too risky the children could end up hurt.



Sophie

Challenging Play in Outdoor Learning

Through Challenging Play children will learn within the Seven areas of learning according to The Foundation Phase.

An example is Knowledge and Understanding of the World.

Challenging Play is unique and special to each individual child but also could be shared between a small group of children with similar interests. This type of play will almost always start by the children, meaning Risk and Challenging Play is Child-Initiated Learning.

However, Challenges can be set by practitioners for many different purposes, such as observations.

Risk and Challenge Play In Forest School.

Within most of the activities that takes place on Forest School there risks that children may face.

An example of this is they may use a hammer to build a den or use knife but, it is important to keep in mind that at the beginning children get plenty of support from the practitioners to know how to handle those dangerous objects and practitioners constantly keep an eye on children when they undertake those activities.

It is important to mention that those activities prepare the children to be more independence and helps them later in live.

‘Most people associate risks with harm, but the Forest School ethos sees risks as something for children to overcome, which expands their abilities and self-belief and teaches them to take care of themselves’ (Berg, 2020, p. 12).



Sophie

Benefits to Risk and Challenging Play

Here's some benefits to children having risk play:

- Positive learning dispositions
- A mastery approach - an 'I can do it' attitude.
- Playing at the edge of capabilities
- Emotional well-being and resilience
- 'Training for unexpected'
- Link between movement and thought

It is important that children can have risk play. This as this allows the children to learn how to self-assess themselves when playing or in other situations.

According to Solly, K.S. (2014) '**All Children at one time or another needs to have the experience of challenge within their play and learning in order to move forward.**' For many children they will experience this by themselves. However, there might be some children that may need practitioner support and encouragement.

Having a combined Planned and Child-Initiated learning will help with children's holistic growth and development.

Risk and Challenge play helps children to develop many abilities, skills and understanding to make informed choices and help with problem solving. It can also aid with giving children a sense of responsibility for their decision making.

Sophie

Howard Gardner (1943)



Sophie

His theory on **Multiple Intelligences** suggested that the traditional view of intelligence was too limited. He believed that there are many forms of intelligence. He thought there to be eight forms and that we all have these eight intelligences, but some are not fully developed.

Gardner had a lot of criticism to his theory from both educators and psychologists. They argued that his theory was too broad and that his intelligence was just traits of the individual or talents and abilities. However, many educators integrate his theory into their classroom and teaching.

What are Multiple Intelligences?

There are multiple intelligences, not one general intelligence.

There are eight forms of intelligences.

- **Visual – Spatial.** These are people that are good with maps, charts, pictures and videos.
- **Linguistic – Verbal.** These people are good at memorising information, reading and are good story tellers.
- **Logical – Mathematical.** These people are good at solving puzzles.
- **Bodily - Kinaesthetic.** These individuals are better at physical actions such as hand eye-coordination.
- **Musical Intelligence.** They are good at performances and musical Composition
- **Interpersonal.** These people enjoy interacting with others and are good at understanding others.
- **Intrapersonal.** These people are better at self-reflection and self-assessing
- **Naturalistic.** These people are more connected to nature. They enjoy exploring the environment.

These Intelligences could be seen and linked in with Learning Styles.

It is important that individuals understand the best learning style for them as its proven that using the right techniques for your preferred learning style will help you understand and remember information.

A Naturalistic intelligence, Bodily-Kinesthetic intelligence would most likely thrive through outdoor learning as these forms of intelligences enjoy the physical movement and the exploring the outdoor environment.

Having Forest school, it is going to call on the naturalistic intelligence in children/ learners as they will be experiencing the environment and the true nature of forest schools. Learning the different textures of the environment

Sophie

Why Consider Multiple Intelligences ?

- It allows students to become more prepared for the interdependent world.
- It allows the curriculum to be more accessible
- Content becomes more engaging and exciting
- It helps student recognises their intelligence and teaches them to value themselves
- It helps students to grow and master their content

How Could Multiple Intelligences Be Used in Outdoor Learning?

The quality of the outdoor environment is important for the children's development. Gardner's theory suggest that children have the potential to be a 'genius'.

Supporting Multiple Intelligences in the outdoor environment is quite easy to develop a simulating outdoor environment that supports all learning styles. Practitioners could easily Plan and implement activities that could be done within the classroom but bring it outside for a different environment, Some children might be more stimulated by the outdoors in meaning that they produce better learning and understanding.

Having suitable resources for the children to use in the outdoor environment that's not going to get lost, for example small/tiny objects can get lost in grass.

Children are less likely to be told to be 'quieter' as being outside the sounds of the children playing don't seem as loud as there's nothing for the sound to echo off. The outdoor environment encourages children to explore and this sparks their curiosity.

Sophie

What are the implications for Forest School in the future?



Forest School is a revolution to education. Forest Schools or outdoor learning in general is becoming more noticeable in practice in schools all over England and Wales. A lot of mainstream schools now have a Forest School area within their grounds, or one close by, that the school can use to support outdoor learning.

Forest School allows children of all ages to have opportunities to develop and achieve through hands-on learning in an outdoor/woodland environment.

It is important to mention that the Foundation Phase also supports outdoor learning massively and there are hopes that outdoor learning becomes more essential in the Phase.

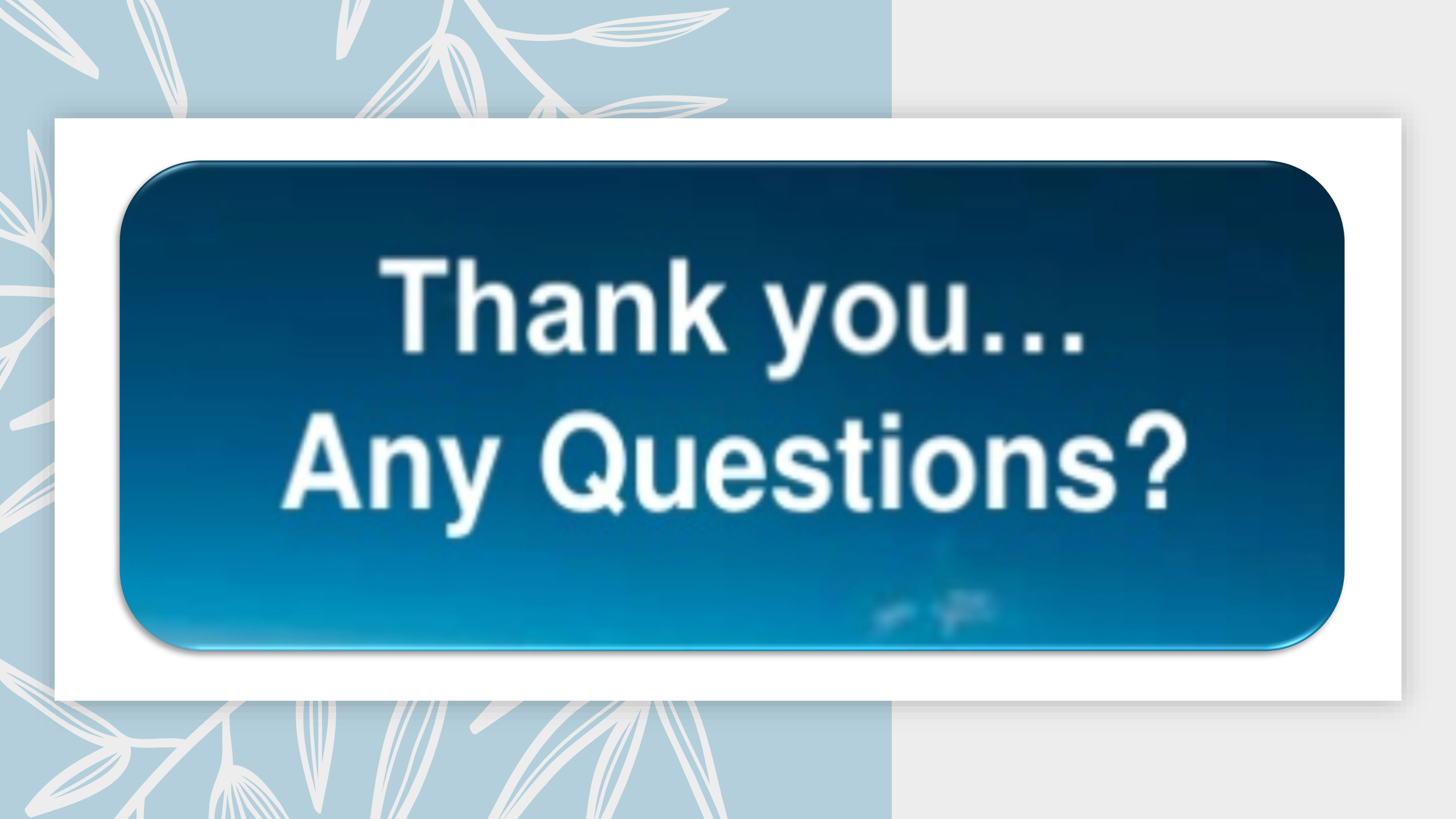
It suggests that children should have more access to outdoors learning and explore the outdoor environment no matter what the weather is like, sunny, raining or even snowing children should have access to outdoor all year round.

According to (Adran and Oes, n.d.) ***'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.'***

Conclusion



- Forest School can be seen as very important ethos
- Children to develop different skills
- Gaining knowledge and understanding of the environment and world they live in
- Encourage children to be physically active
- Forest School ethos demonstrating the connection between theory and practice
- Enriching provision.



Thank you...
Any Questions?

References :

Adran, Y. and Oes, G. (n.d.). *Foundation Phase Outdoor Learning Handbook*. [online]

Available at: <https://hwb.gov.wales/api/storage/fcb8539c-9be7-4883-8542-35d7b54b56f2/foundation-phase-outdoor-learning-handbook.pdf>. [Accessed:16.01.21]

Allana, 2019. *Early Childhood Theorists: John Dewey*. [Online]

Available at: <https://www.allanarobinson.com/early-childhood-theorists-john-dewey/> [Accessed 10 January 2021].

Anon., 2018. *What you need to know about Forest School..* [Online]

Available at: <https://www.howwemontessori.com/how-we-montessori/2018/12/what-you-need-to-know-about-forest-schools.html> [Accessed 17 January 2021].

Anon., 2017. *The Pros and Cons of Forest School*. [Online]

Available at: <https://www.muddypuddles.com/blog/pros-cons-forest-school/> [Accessed 11 January 2021].

Ascd.org. (2021). *Integrating Learning Styles and Multiple Intelligences - Educational Leadership*. [online]

Available at: <http://www.ascd.org/publications/educational-leadership/sept97/vol55/num01/Integrating-Learning-Styles-and-Multiple-Intelligences.aspx> [Accessed 12.01.21].

Berg, V., 2020. *Forest school: A natural approach to learning*. [Online]

Available at: <https://www.daynurseries.co.uk/advice/forest-school-a-natural-approach-to-learning> [Accessed 02 January 2021].

Cherry, K., 2020. *The 4 Stages of Cognitive Development*. [Online]

Available at: <https://www.verywellmind.com/piagets-stages-of-cognitive-development-2795457> [Accessed 11 January 2021].

Cherry, K., 2020. *The 5 Levels of Maslow's Hierarchy of Needs*. [Online]

Available at: <https://www.verywellmind.com/what-is-maslows-hierarchy-of-needs-4136760> [Accessed 17 January 2021].

Constable, K. (2017). *The Outdoor Classroom Ages 3-7: Using Ideas From Forest Schools to Enrich Learning*. 2nd ed. [ebook] Taylor and Francis. Available at: <https://www.perlego.com/book/1574663/the-outdoor-classroom-ages-37-using-ideas-from-forest-schools-to-enrich-learning-pdf>

Cree, J. & McCree, M., 2012. *History of Forest School*. [Online]

Available at: <https://www.forestschoollassociation.org/history-of-forest-school/> [Accessed 02 January 2021].

Davies, G., 2015. *There are only 108 qualified Forest School practitioners in the UK*. [Online]

Available at: <https://www.forestschoollassociation.org/there-are-only-108-qualified-forest-school-practitioners-in-the-uk/> [Accessed 12 January 2021].

Early Education, n.d. *Friedrich Froebel*. [Online]

Available at: <https://www.early-education.org.uk/about-froebel> Accessed 12 January 2021].

Forest School Wales, 2021. *Forest School: Ethos & History*. [Online]

Available at: <https://www.forestschoollwales.org.uk/ysgol-goedwigforest-school/forest-school-ethos-history/> [Accessed 06 January 2021].

Gareth Davies (2015). *There are only 108 qualified Forest School practitioners in the UK* | *Forest School Association*. [online] Forestschoollassociation.org.

Available at: <https://www.forestschoollassociation.org/there-are-only-108-qualified-forest-school-practitioners-in-the-uk/> [Accessed 16 .01. 21].

G.Barbara, S. &., 2017. *Looking Through the lens of a forest school leader*. [Online]

Available at: <https://circleoflifetraining.com/wordpress/wp-content/uploads/2017/12/Montessori-and-Forest-School-Practice-presentation-Barbara-and-Barbara.pdf> [Accessed 17 January 2021].

Green , S., ed., 2012. *The Outdoor classroom Ages 3-7 Using ideas from Forest School to enrich learning*. Oxon: Routledge.

Houghton , P. & Worroll, J., 2016. *Play the Forest School Way*. London: Watkins Media Limited.

Hwb.Wales, n.d. *Children and play*. [Online]

Available at: <http://resources.hwb.wales.gov.uk/VTC/2008-09/14-19/cache/testun/testunSaesneg3.htm> [Accessed 10 January 2021].

Jennings, S. (2017). *Creative Play with Children at Risk*. 2nd ed. [ebook] Taylor and Francis. Available at: <https://www.perlego.com/book/1523778/creative-play-with-children-at-risk-pdf>

Knight, S. (2016). *Forest School in Practice: For All Ages*. [ebook] SAGE Publications. Available at: <https://www.perlego.com/book/861893/forest-school-in-practice-for-all-ages-pdf>

Kostic, M., 2016. *Forest Schools: A Philosophy of Child-Led Learning*. [Online]

Available at: <https://novakdjokovicfoundation.org/forest-schools-child-led-learning/> [Accessed 12 January 2021].

Kurt, D. S., 2020. *Jean Piaget and His Theory & Stages of Cognitive Development*. [Online]

Available at: <https://educationaltechnology.net/jean-piaget-and-his-theory-stages-of-cognitive-development/> [Accessed 11 January 2021].

Lizzie, 2020. *Schemas in Forest School and Outdoor Play*. [Online]

Available at: <https://www.muddypuddleclub.co.uk/post/schemas-in-forest-school-and-outdoor-play> [Accessed 11 January 2021].

McFarland, L. and Meena Adhikary (2006). *Bringing multiple intelligences outdoors*. [online] ResearchGate. Available at: https://www.researchgate.net/publication/316450861_Bringing_multiple_intelligences_outdoors [Accessed 15 Jan. 2021].

MRedford, 2013. *PIAGET, VYGOTSKY AND FOREST SCHOOL*. [Online]

Available at: <https://nestinthewoods.co.uk/piaget-vygotsky-forest-school/> [Accessed 11 January 2021].

Nic, n.d. *What is Forest School?*. [Online]

Available at: <https://www.forestschoollassociation.org/what-is-forest-school/> [Accessed 17 January 2021].

O'Brien, L. and Murray, R. (2007). Forest School and its impacts on young children: Case studies in Britain. *Urban Forestry & Urban Greening*, 6(4), pp.249–265.[online]

Available at: http://www.outdoorrecreationni.com/wp-content/uploads/2015/11/Forest-School-and-its-impacts-on-young-children_O'Brien_Murray-2007.pdf [Accessed : 14.01.21]

Pegg, M., 2021. *D is for John Dewey: His Approach To Education*. [Online]

Available at: <https://www.thepositiveencourager.global/john-deweys-approach-to-doing-positive-work/> [Accessed 10 January 2021].

Rita Mariyana, Ocih Setiasih (2017) Indoor Outdoor Playground Learning Environment Setting Design to Enhance Children's Multiple Intelligence Potential. [online]

Available at: <https://www.atlantis-press.com/article/25869361.pdf> [Accessed 14.01.21]

Run, T. S., 2021 . *11 DIY Forest School activities*. [Online]

Available at: <https://www.theschoolrun.com/diy-forest-school-activities> [Accessed 13 January 2021].

Sir Fiennes, R., n.d. *The Forest School Approach*. [Online]

Available at: <https://orchardnursery.org/forest-school/> [Accessed 16 January 2021].

Solly, K.S. (2014). Risk, Challenge and Adventure in the Early Years: A practical guide to exploring and extending learning outdoors. [ebook] Taylor and Francis.

Available at: <https://www.perlego.com/book/1607086/risk-challenge-and-adventure-in-the-early-years-a-practical-guide-to-exploring-and-extending-learning-outdoors-pdf>

The Good Schools Guide. (2018). *Forest schools | The Good Schools Guide*. [online]

Available at: <https://www.goodschoolsguide.co.uk/choosing-a-school/alternative-schools/forest-schools> [Accessed 16.01.21].

Thomson, R., 2015. *Early Years Pioneers - Margaret and Rachel McMillan*. [Online]

Available at: <https://www.nurseryworld.co.uk/features/article/early-years-pioneers-margaret-and-rachel-mcmillan> [Accessed 10 January 2021].

Tovey, H., n.d. *Outdoor play and exploration*. [Online]

Available at: <https://www.froebel.org.uk/uploads/documents/FT-Outdoor-Play-Pamphlet.pdf> [Accessed 06 January 2021].

Very Well Mind (2019). *Gardner's Theory of Multiple Intelligences*. [online] Verywell Mind.

Available at: <https://www.verywellmind.com/gardners-theory-of-multiple-intelligences-2795161> [Accessed 12.01.21].

Waite, S. (ed.) (2020). *Outdoor Learning Research: Insight into forms and functions*. [ebook] Taylor and Francis. Available at: <https://www.perlego.com/book/1583801/outdoor-learning-research-insight-into-forms-and-functions-pdf>

Walker, E., 2019. *Forest school in the early years*. [Online]

Available at: <https://app.croneri.co.uk/feature-articles/forest-school-early-years> [Accessed 12 January 2021].

Ward, L. (2015). *The forest school revolution: leaves, logs and life skills*. [online] the Guardian.

Available at: <https://www.theguardian.com/teacher-network/2015/apr/21/outdoor-learning-forest-school-revolution> [Accessed 14.01.21].

Woodland Outdoor Kindergartens , 2018. *Doing It Like Dewey!*. [Online]

Available at: <https://woodlandoutdoorkindergartens.com/blog/dewey.html> [Accessed 10 January 2021].

Speakers Notes for Forest School

Presentation

Sophie's Speakers Notes

Susan Issacs

- Influenced by Montessori, Piaget and Melanie Klein.
- She Observed children
- Children are Discoverer, Reasoners and Thinkers
- Believed That children have natural curiosity.
- Relatively Free Environment.
- Children should be allowed to have more freedom in the outdoor environment.

Rudolf Steiner

- One of the most well-known theorists in education.
- He believed that children do not learn the same way as adults
- Children learn through observation
- Play imitating experience
- He believed of three levels of development.
- The Theory doesn't look at the child's ability, class, ethnicity or religion

Risk Play and Challenging Play

- Risk play is about playing with the unknown
- Playing with things that could be in theory dangerous to the children
- Risk play should be controlled through supervision, but only intervenes when the children is in certain danger or injure.
- Risk play helps children develop risk assessing and their judgement.
- Children enjoy the unpredictable play
- Challenging play is very much supported in The Foundation Phase.
- Allowing children to initiate their own learning with guidance and observations.

Risk and Challenge Play within forest school

- There are many risks within forest school
- The idea is to teach the children how to play safe
- Having trust in the children.
- Activities are planned to give children the knowledge to help them as they grow

Benefits to Risk and Challenging Play

- There are many benefits to risk play.
- If children are safe, they will continue to learn through this play.
- The child's holistic growth and development will be supported through Child-Initiated play which is most found within their risk and challenging play
- Develops many abilities and skills to help understanding.

Howard Gardner

- Multiple Intelligences
- Traditional Intelligence was believed to be too limit
- 8 different forms of intelligence
- Everyone has all 8, but only express some
- Criticisms to his theory in that professionals saw his intelligences as personalities and traits

What is Multiple Intelligence

- Multiple Intelligence seem to be linked with Individual Learning Style.
- Learning styles help individuals understand how they best work and gain knowledge
- Strengths of certain intelligence would be supported in outdoor learning.

How can multiple Intelligence be supported outdoors?

- it's possible to support all intelligence in the outdoor environment.
- Planning activities to help child develop each intelligence
- Bring suitable resources outside for children to play
- Help develop more intelligences.
- Allowing children to be louder and be able to run around.
- Sparks Curiosity

Implications for Forest Schools in the Future?

- Forest School are becoming more popular in today's society.
- Welsh Government Education is pushing more for outdoor learning for the Foundation Phase.
- A lot of mainstream schools have areas that Forest school can take part in.
- Outdoor learning becoming more essential

Sebar's speakers notes

Introduction

- It is significantly important to mention that there have been many theorists who have researched the field of outdoor environment/ Forest School
- It is significantly important to mention that there have been many theorists who have researched the field of outdoor environment/ Forest School.

What is Forest School?

- Here, it can be said that lessons take place in Forest School in every season and all different weathers.

History of forest school.

- Forest School was first developed in Sweden in the 1950s and it became popular in the UK in the early 1990s.
- it appears that Forest School was introduced by a 'group of nursery nurses at Bridgwater College, Somerset, visited Denmark to look at the pre-school system' in 1993 Cree & McCree, (2012)
- It provides children with great learning and experiences to freely explore.
- Its success within the UK 'there are only 108 qualified Forest School practitioners in the UK' Davies, (2015, p. 1). Here, it can be suggested that the number seems low compare to the Forest school we have.

Froebel (1782-1852).

- Nursery school in 1837
- 'Kindergarten' which essentially translates to 'The children's garden'
- kindergarten 'was a place where young children could grow and learn at their own pace' Tovey, (n.d., p. 1).
- According to Green, (2012, p. 2) Froebel believed 'that children needed to be close to nature'.
- Pound, (2008) 'Nature walks were part of the provision he recommended. He believed that space and light were essential to learning'.
- Forest School is based on nature
- Children can learn to take care of each other 'through their own self-led play and discovery' Green, (2012, p. 2).
- Forest school encourages children to independently.

John Dewey (1859–1952)

- 'Learning by doing – rather than learning by passively receiving' Pegg, (2021, p. 3).
- Children to learn is from hand on experiences and taking part in practical work
- He also proposed that every 'child was active, inquisitive and wanted to explore' Pegg, (2021)
- Forest School is based on approach
- Dewey put huge emphasises on the 'importance of freedom, experience, experiment' Woodland Outdoor Kindergatens, (2018, p. 3)
- According to Allana, (2019, p. 4) Dewey believed that 'children learn best when they're interacting'.

Margaret McMillan's (1860-1931).

- Her theory is about play and outdoor learning.
- Macmillan opened her 'open air nursery' school in 1914 in Peckham London.
- Can be linked to Forest School

- The philosophy behind the 'open air nursery' was "that children learn by exploring and achieve their full potential through first-hand experience and active learning, through free play" McMillan believed Hwb.Wales, (n.d., p. 25).
- From personal experience that I gained in Forest School McMillan's theory is clearly seen in today's practice.

Activities within Forest School

- Mud kitchen, making paint out of the berries, leaf printing on the kitchen rolls, hunting for bugs, moulding with clay, building a den, climbing trees, collecting natural materials such as acorns and leaves, also, making campfires to toast marshmallows as well as hide and seek.

Skills gained from Forest School

- Fine and gross motor skills
- Social skills
- Working in teams and sharing
- Problem solving skills
- Building confidence and self-esteem
- Independence skills
- Language skills
- Imagination and creative skills.
- 'balance the sticks and make them stay standing, as well as providing an opportunity to be physically active' Run, (2021, p. 9).

Conclusion

- Knowledge and understanding of the environment
- Encourage children to be physically
- Looked at different theories and their important links to Forest School ethos
- Adapt theories to build supportive and enriching provision.

Bethan Webb – Speakers notes

Knowledge gained from forest school

- All these skills can be used throughout your life and are crucial life skills
- These skills aren't just for their childhood, they will use these skills every day for the rest of their lives.
- Forest school can provide you with many different opportunities to gain knowledge and new skills, e.g., creativity, imagination, problem solving, self-esteem, motivation, concentration skills and many more.
- Forest school gives the children the opportunity to explore the area around them freely and experience the different features that are available to them.

- Forest school allows the children to be themselves and to come out of their comfort zones.

Importance of outdoor area

- Children able to talk freely about how they truly are feeling when they are in these kinds of surroundings.
- The outdoor area can help children to establish important skills that will help them grow as an individual, for example independence, confidence, communication skills, social skills, empathy, and to manage their own risks.

Positive and negative aspects of forest school

- Build on confidence as they get a sense of freedom and they can move around and explore freely.
- Manage risks such as climbing trees, sticks on the floor, mud uneven on the ground, logs in the way, etc.
- Children become more vocally when they are in the outdoors facilities as they can do their own thing and they do not have to implement a classroom structure to their activities.
- A negative aspect of Forest Schools is the weather. The weather gets in the way of experiencing the outdoor facilities. It is difficult to be in the outdoors when the weather is cold and bitter as it could be a safety risk to the children and the adults who are in that area. The weather is the major worry as it affects the children's learning and development in the outdoor environment.
- Another negative aspect of Forest Schools is that not all children take to the outside facilities and being outside. Children who may have additional learning needs may struggle when they are outside as they don't have the comfort of a classroom surrounding them. They may find it difficult being in a different environment as they are new to them. They might struggle to learn in new surroundings as change can be difficult for children.

Jean Piaget

- Children feel like they are in charge as they will learn more from themselves and from hands on activities.
- Jean Piaget believed that children play a key role in their learning. They have the responsibility to explore the world around them and to experiment different aspects within their learning.
- He believed that children learn from their own experiences as it contributes them becoming independent and confident individuals. He believed that children could discover the outdoor environment for themselves and that they can do it at their own time.

Montessori

- No child is the same and isn't going to adapt to learning the same so it's important that they become confident and independent.

- Montessori believed that every child should be treated as an individual as children are all different and unique in their own way. She taught children to be independent within themselves and to explore the surroundings around them.

Maslow

- The purpose of the Hierarchy of needs was to indicate humans needs that should be met to help them grow as an individual to reach their full potential.
- Maslow links to Forest Schools as their needs must be met before they can start learning and exploring in the outdoor facilities