

FOUNDATIONS FOR HIGH QUALITY
PHYSICAL AND OUTDOOR LEARNING

BMPE5005

October, 24th, 2022 Heddwen Davies

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Foundation Learning incorporates outdoor learning in each of their areas of learning and experiences

- Educational approaches in Scandinavia see the use of the outdoors as an integral part of children's learning.
- from the influence of Scandinavia and the growing movement of Forest Schools.
- The question is WHY???

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Dylanwadau Byd Eang International Influences

1. Reggio Emilia – Northern Italy
2. Te Whariki – New Zealand
3. Hi-scope – USA
4. Forest Schools – Scandanavia



The use of the outdoors is central to
the learning of the Foundation
Phase
The outdoors as a site for learning

3

Dylanwad Damcanieithwyr
...pwy?

Influences from Theorists
...who?

4

Benefits of Learning Outdoors

e.g. Froebel (1782 – 1852) believed ...

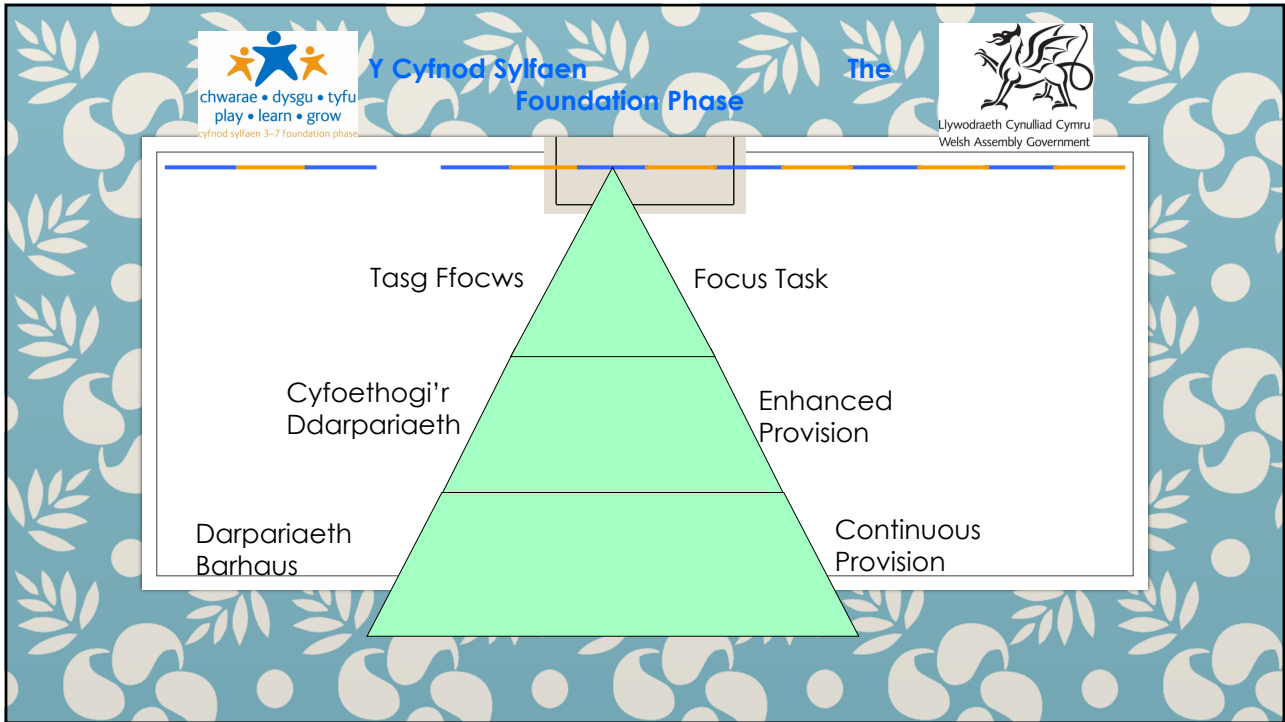
- In the benefits in encouraging a strong connection between man, nature and all living things.
- Children should learn about nature through outdoor play and gardening activities.

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Dysgu Sylfaen Foundation Learning

- Mae'r **cwricwlwm yn seiliedig ar chwarae i ddysgu** – gan annog y disgyblion i fod yn annibynnol
- Mae'r **plentyn yn ganolog i gynllunio**, adfyfrio, tracio ac asesu. Felly, mae'r cwricwlwm wedi llunio yn unol a gofynion yr unigolyn.
- **Play based curriculum** – encouraging the pupils to be independent
- The **child is at the heart of the planning**, reflections, tracking and assessment. Therefore, the curriculum tailored to individuals needs.

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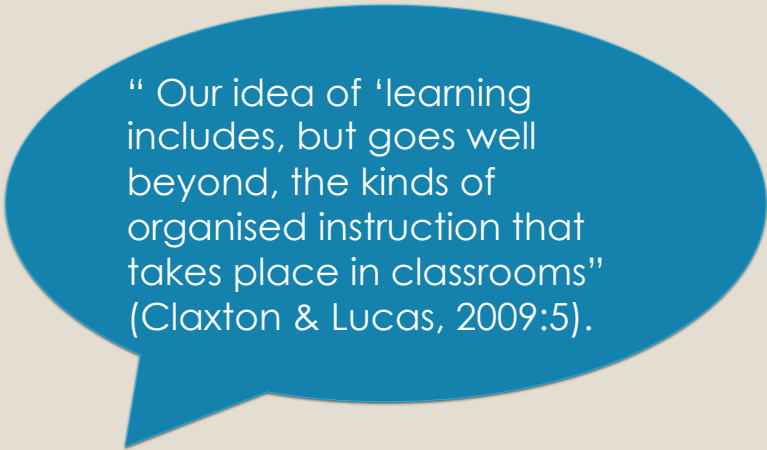
Dr Jane Waters

Gwyddys erbyn hyn bod cytundeb ymysg ymchwilwyr bod cynnig cyfleoedd y tu allan i blant yn fanteisiol, beth ddywed Dr Waters am y profiadau hyn?

We have already concluded the importance of providing children with outdoor opportunities, this is generally accepted amongst theorists, what insight does Dr Waters provide us with?

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Learning beyond the classroom



“ Our idea of ‘learning includes, but goes well beyond, the kinds of organised instruction that takes place in classrooms” (Claxton & Lucas, 2009:5).

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Hilary Harriman

‘ Mae dysgu oddi fewn pedair wal yn gysyniad oedolion ac mae a wnelo mwy â rheolaeth na lles y plant.’

‘Learning within four walls is surely an adult concept that has more to do with control than with children’s well-being.’

(Harriman, 2006 p67)

Trafodwch y dyfyniad uchod, a gytunwch a’r farn?

Discuss the above quote, do you agree with this conclusion?

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Dylanwad yr amgylchedd naturiol ar sut mae plant yn dysgu?

The impact of the natural environment on how children learn?



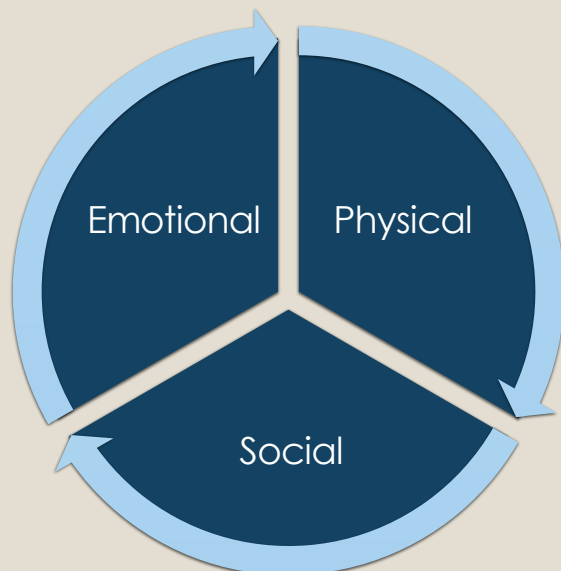
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Prepared environment. The right precise conditions around children allow for and support their true natural development. For young children, the environment must be prepared in this way by providing a range of physical objects that are organized and made available for free, independent use, to stimulate their natural instincts and interests for self-directed learning

“The environment must be rich in motives which lend interest to activity and invite the child to conduct his own experiences.”
(Montessori, 1995 p81)

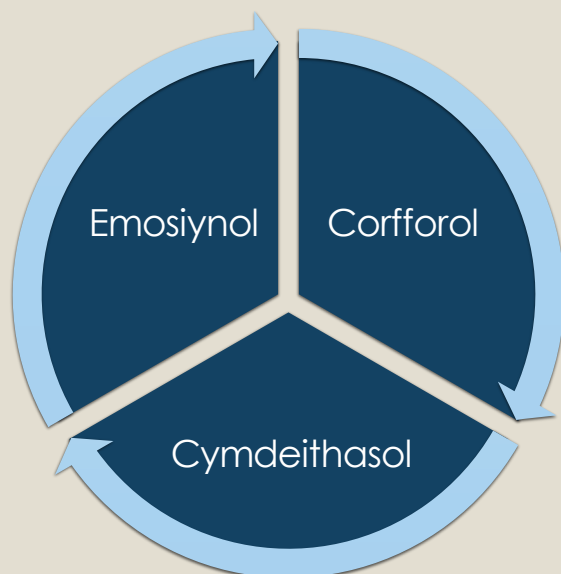
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Making the links



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Gwneud y cysylltiadau

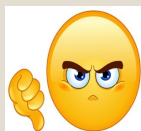
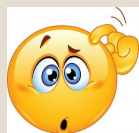


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Dysgu yn yr Awyr Agored Learning in the Outdoors



What is your opinion as regards 'learning through play' in education by including the outdoor areas?

- Beth yw eich dealltwriaeth a'ch barn am 'ddysgu drwy chwarae' mewn addysg gan gynnwys yr ardal tu allan?

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Social constructivism

- Broadhead (2006:2) suggests that the more cooperative children's play is, the more they are likely to connect with other children and understand their knowledge along with a 'deeply fulfilling emotional engagement with the world around them.'



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Play and Physical literacy

- Play 'facilitates the establishment of many of the other attributes that are characteristic of a physically literate individual, including motivation, confidence, environmental and interpersonal engagement, self-knowledge and self-expression.' Maude (2010:111)

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Nodweddion Chwarae. Indicators of Play

- Diddordeb a pherchnogaeth gan y plentyn.
- Yn agored.
- Nid yw'r bwriad wedi ei osod gan oedolyn.
- Nid yw wedi ei reoli gan oedolyn.

- The child has an interest and ownership of the activity.
- Open ended.
- The adult has not decided on an outcome.
- The adult does not steer the activity - debatable.



Clip video – den building



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Amgylcheddau sy'n galluogi / Enabling environments

- **variety of areas**
- **size of spaces**
- **the resources**
- **use of space**
- **adult roles**



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**Inquisitiveness is the cure
for boredom. There is no
cure for inquisitiveness.**

Anonymous



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Affordances

- The concept of affordances has been widely used in the field of outdoor research (Fiskum and Jacobsen, 2013; Fjortoft, 2001, 2004; Kyttä, 2002; Storli and Hagen, 2010;).
- Affordances have properties that they offer to a species but the affordance not only depends on the environment but also the species.
- https://youtu.be/NK1Zb_5VxuM
- Kyttä (2004) suggests children's ability to perceive affordances develops as they grow and learn new physical skills. When a child learns to walk, a new field of affordances opens up and they are able to perceive new features of the environment and intuitively use them for physically active play (Storli and Hagen, 2010)

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Amgylchedd effeithiol / Effective environments

Lle sy'n annog:

- ▣ Chwilfrydedd
- ▣ Gwneud penderfyniadau
- ▣ Gweithredu'n unigol/ gydag eraill
- ▣ Datrys problemau
- ▣ Trefnu amser
- ▣ Datblygu ar gyflymder eu hunan
- ▣ Dysgu am arferion cymdeithasol
- ▣ Datblygiad o sgiliau gwybyddol, ieithyddol a chorfforol
- ▣ Creadigrwydd

Somewhere that encourages:

- Inquisitiveness
- Making decisions
- Independent/ co-operative opportunities
- Problem solving
- Time management
- Develop at their own pace
- Learn social skills
- Develop cognitive, linguistic and physical skills
- Creativity

Tasg / Task

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Amgylchedd effeithiol ar gyfer dysgu yn yr awyr agored.

Effective outdoor learning environment.

- Creu amgylchedd yn yr awyr agored sy'n sbardunol.
 - Sicrhau cyfleoedd i ddatblygu.
 - Datblygu awyrgylch chwareus.
 - Galluogi'r plant i ymchwilio.
 - Bod yn effro i 'gyfleoedd dysgu.'
 - Arsylwi symudiadau.
 - Gadael amser i'r 'chwilota' ac arbrofi i barhau.
- ▶ Create an engaging outdoor space.
 - ▶ Ensure there are opportunities to develop.
 - ▶ A playful environment.
 - ▶ Enabling investigation.
 - ▶ Be mindful of learning opportunities'.
 - ▶ Observe physical movements.
 - ▶ Allow time to continue on an activity and for progression.

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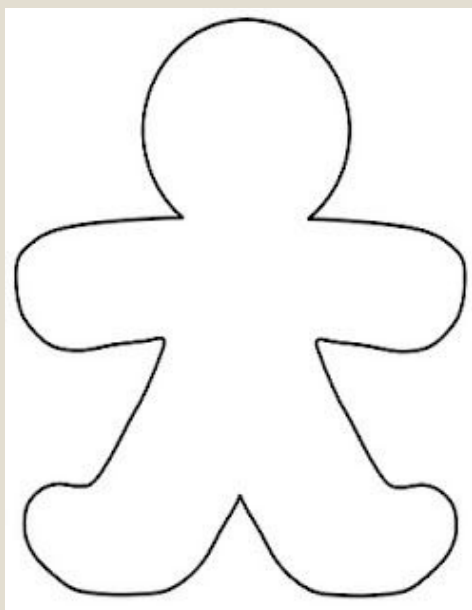
Gweithgareddau ymarferol – seiliedig ar thema Practical activities – based upon theme

- **Story of Idwal** - in the Willow Structure (Learning through Landscapes 'Living Books')
- Lets help old Idwal and weave some of his cracked branches /willow.
- Find a tree and make some bark rubbings (see page 7 & 8 from Natural Resources Wales 'Health and Wellbeing')
- Find special item to give to Astrid May as she falls asleep listening to the story (Natural Resources Wales 'Nature Fun and Play')
- Find a Y shaped stick to make a dream catcher. This may also help Astrid May fall asleep.
- Magic wand/ Journey Stick – whilst on a walk pick up various items and wrap / weave them on to your magic stick. Is there a 'tall story' from the book that you'd like to make true! Write a spell for this wish.

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- Fjortoft (2004) maintains that the diversity of affordances in the natural environment encourages a wide range of physical actions and in so doing develops motor competency
- She highlights the importance of the environmental complexity and diversity in nature as an important influence on physically active play (Fjortoft, 2000, 2004).
- Develops physical competence ...attribute of physical literacy

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Oes gyda ni ychydig mwy o ddealltwriaeth am ddylanwad chwarae yn yr awyr agored ar ddatblygiad corfforol plentyn?

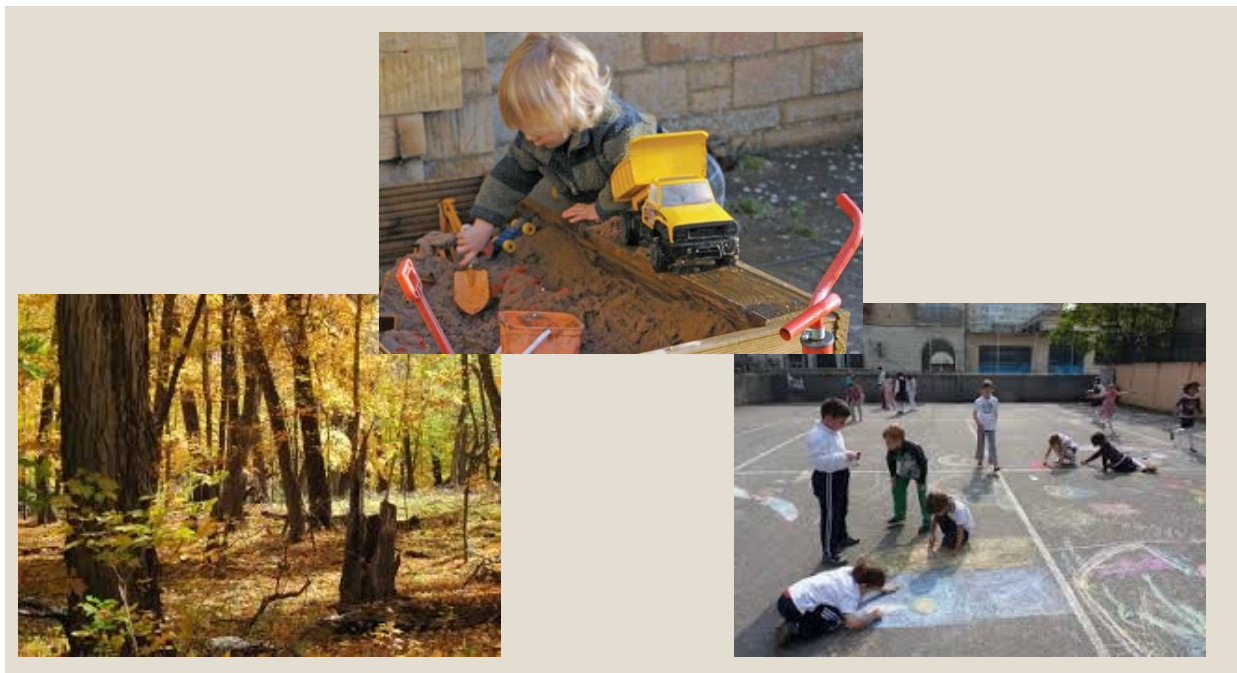
Do we have a slightly better understanding of the value that playing in the outdoors has upon physical development?

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However...

- concern expressed for the lack of outdoor play opportunities for young children as Palmer (2006:59) puts it 'the decline of the free-range child' and Wilson (2012) highlights the contrast between structured playing areas and 'free-range' playing in a wild overgrown space.

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Bibliography

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Pound, Linda (2014) *How Children Learn*. Practical Preschool Publishing. UK

WAG (2008) *Play and Active Learning*, Cardiff: DCELLS i

WAG (2008) *Learning and Teaching Pedagogy*, Cardiff:
DCELLS ii

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www.wales.gov.uk/docs/drah/publications/120221foundationtoolkitcy.pdf

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**Dydd Gwener / Friday
School Visit
Tavernspite Community Primary School
Mini buses booked
Leaving Campus 9am – back by 12.45pm**

Visit will highlight many areas
already considered in this
module.

Dress Code
Prompt
Tools
Language

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School Visit 28:10:2022

Whilst observing - think of ...

- Evidence of international influences
- Evidence of Curriculum for Wales – areas of learning and meaningful experiences
- Evidence of purpose to learning
- Evidence of educational philosophies and various teaching styles being used throughout
- Variety of opportunities being provided for learning in the outdoors