

HOW OUTDOOR CONTEXTS CAN SUPPORT LEARNING

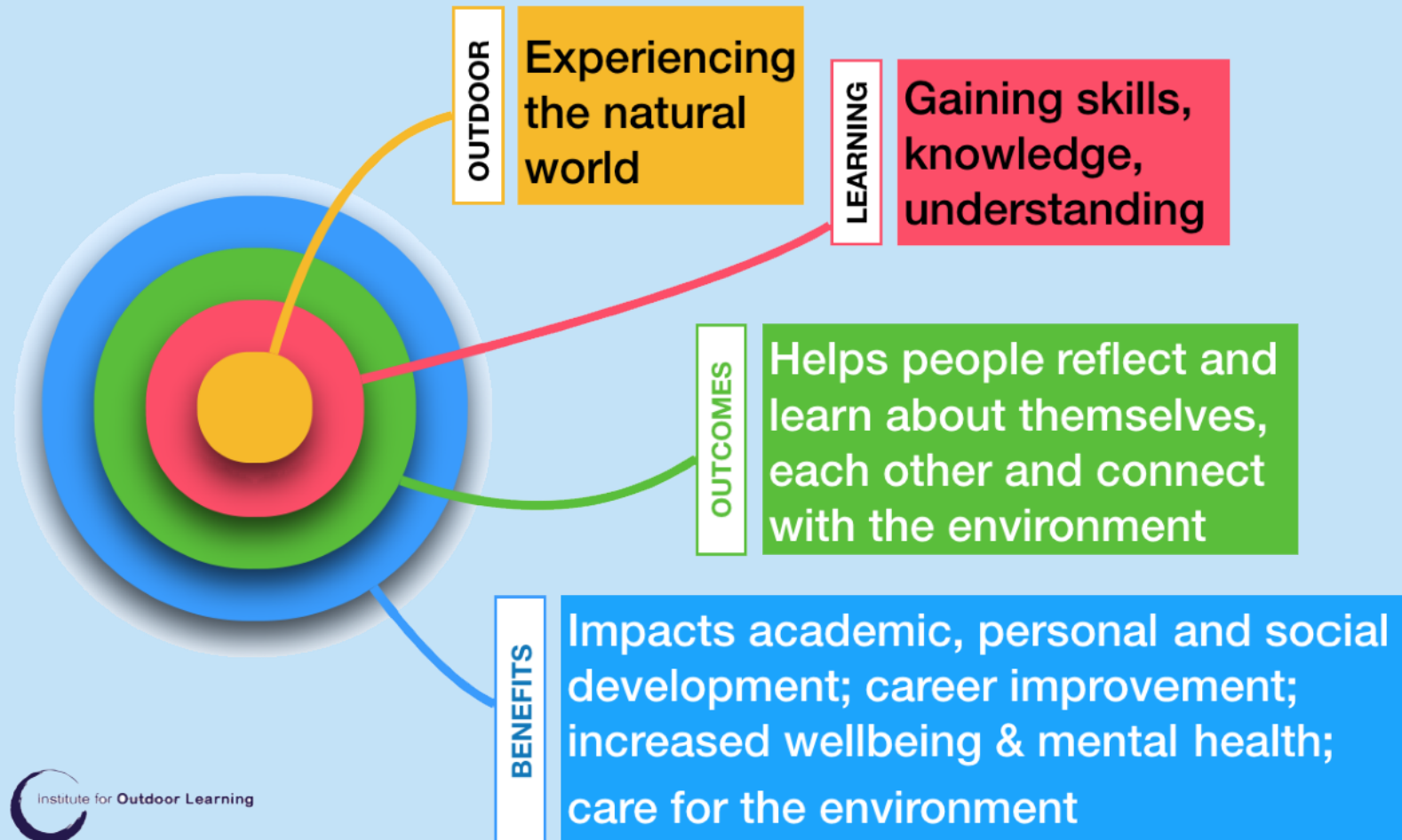
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OUR OBJECTIVES

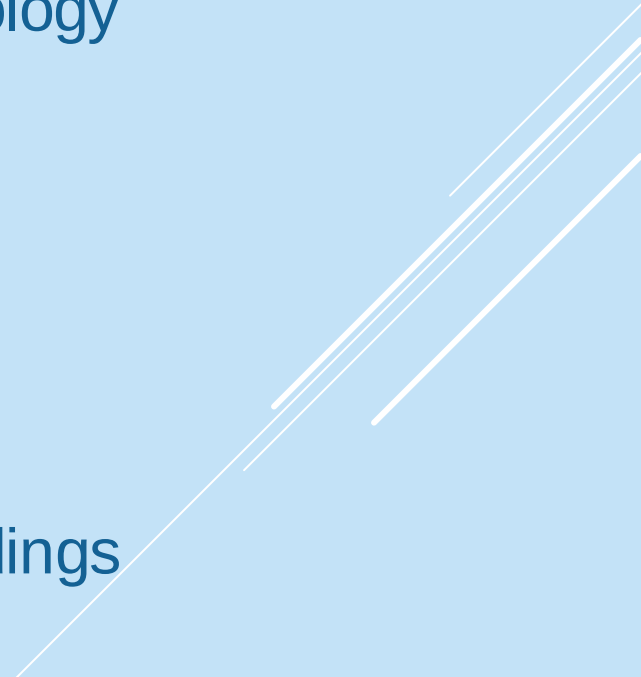
To explore:

- ❑ Key benefits
- ❑ The importance of outdoor learning
- ❑ Different outdoor learning contexts
- ❑ Relatable theorists
- ❑ Risk and safeguarding
- ❑ Health and well-being
- ❑ Special educational needs and behaviour
- ❑ Parents attitude

WHAT IS OUTDOOR LEARNING?



KEY BENEFITS OF OUTDOOR LEARNING

- ❑ Kinaesthetic
 - ❑ Learning about the environment
 - ❑ Suits all learning types
 - ❑ Learning without realising
 - ❑ Health and well-being
 - ❑ Less apparent boundaries
 - ❑ Socialising
 - ❑ Different experiences
 - ❑ Collaborative play
 - ❑ Confidence
 - ❑ Multi-sensory
 - ❑ Gets away from technology
 - ❑ Independence
 - ❑ Interactive
 - ❑ Freedom to move
 - ❑ Inclusive
 - ❑ Awareness of surroundings
 - ❑ Fun
- 

"OUTDOORS IS WHERE CHILDREN CAN MOST BE THEMSELVES. THERE'S SOMETHING ABOUT OPEN OUTDOOR SPACES, WHERE THERE ARE FEWER RULES AND RESTRICTIONS, THAT IS EXCITING FOR THEM – A FORM OF ESCAPISM. THE SENSE OF FREEDOM GAINED FROM PLAYING OUTSIDE AND RUNNING WITHOUT LIMITS, BRINGS A HAPPINESS THAT IS HARD TO RIVAL"

(Outdoor classroom day, 2018)

THE IMPORTANCE OF OUTDOOR LEARNING

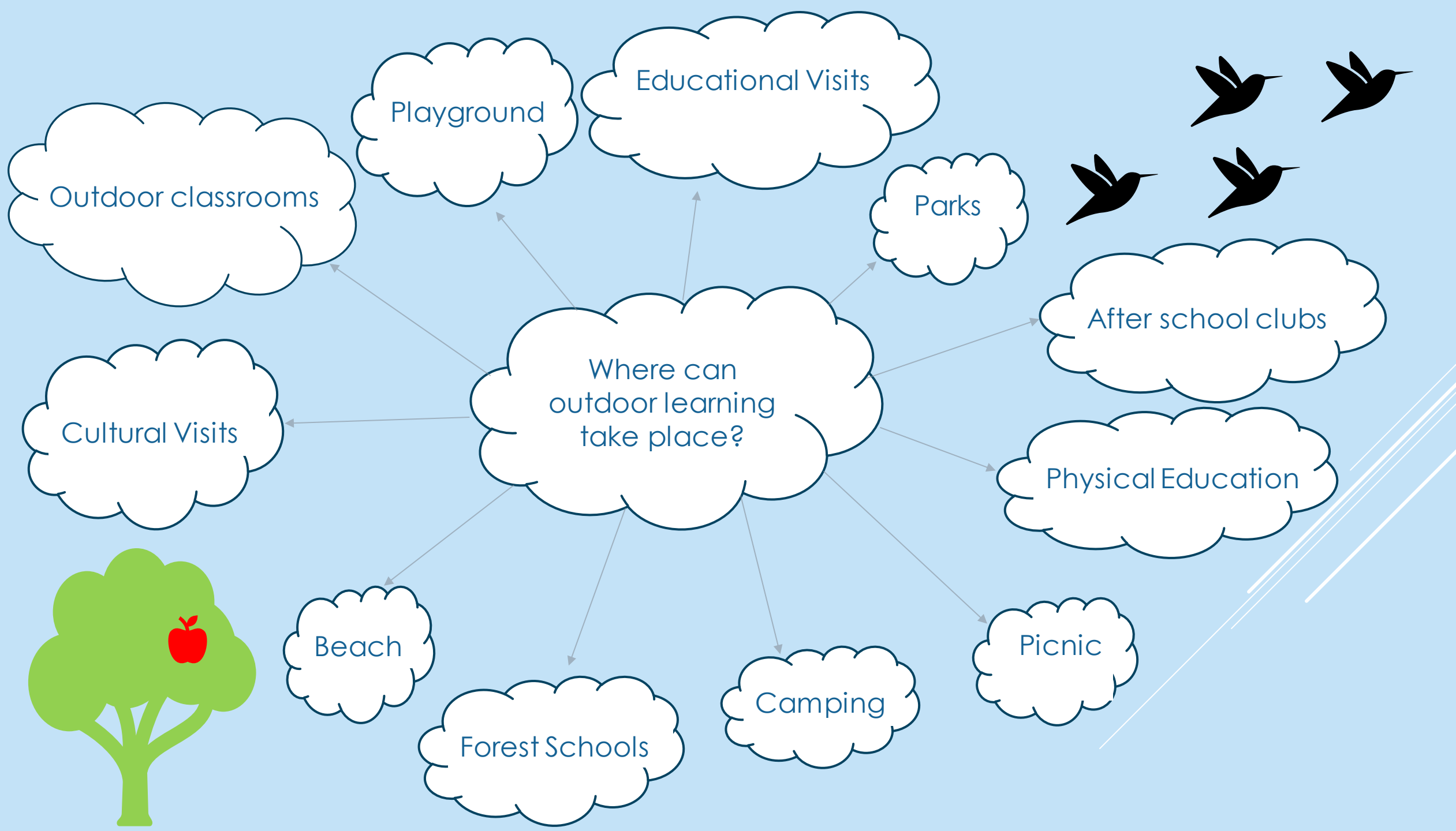
□ Foundation Phase



□ Key Stage Two



<https://www.youtube.com/watch?v=edtWYcJuZal> (0-1.35)



PLAYGROUND

- ❑ A space that allows school children to explore outside the classroom
- ❑ Encourages children to socialise and explore in a safe environment
- ❑ Accessible for all children

(Outdoorclassroomday, 2019)
(Bilton, 2002)

PLAYGROUND

ACTIVITIES

- ❑ Sensory garden
- ❑ Finding mini beasts
- ❑ Mark-making and chalk writing
- ❑ Mud kitchen
- ❑ Wildlife garden
- ❑ Hopscotch

❑ (St. Mary CE, Primary School, n.d.)



PLAYGROUND

Froebel



(Personal photo, 2019)

Froebel's constructivist theory is still recognised in the education system today.

- ❑ Froebel had great appreciation for the outdoors.
- ❑ The founder of The Kindergarten.
- ❑ Kindergarten offered a space for early years to 'blossom and grow' (Bruce, 2012).
- ❑ Described play as children's work (Isaacs, 1932, cited in Bilton, 2002).

PHYSICAL EDUCATION

- ❑ Part of the National Curriculum
(Department of Education, n.d)
- ❑ Use of outdoor spaces
- ❑ Health benefits (Sports England, n.d).
- ❑ Improves attention (University of Aberdeen, 2010)
- ❑ Seasonal sports
- ❑ Inclusive to all



PHYSICAL EDUCATION

ACTIVITIES:

- ☐ Football
- ☐ Tag Rugby
- ☐ Netball
- ☐ Rounders
- ☐ Cricket
- ☐ Athletics
- ☐ Gymnastics
- ☐ Cross Country
- ☐ Dance
- ☐ Swimming



BRUNER

- ❑ Spiral Curriculum – revisiting topics will maximise knowledge and aid development (Johnston, 2019).
- ❑ Learning from others – benefiting from group work and sharing ideas (Miller, L and Pound, L, 2011).
- ❑ Three Modes
 - ❑ Enactive
 - ❑ Iconic
 - ❑ Symbolic (Aubrey, K and Riley, A, 2019).
- ❑ Problem solving and discovery learning (McLeod, 2019).

FOREST SCHOOLS

WHAT IS A FOREST SCHOOL?

- ❑ Alternative environment in which children can learn
- ❑ Hands-on experience whilst learning about nature and the surroundings (The Forest School Association, n.d)
- ❑ Health and well-being
- ❑ Child-led activities
- ❑ Inclusive for **all** children (Knight, 2014)

FOREST SCHOOLS

- ❑ Regular sessions give the best results
- ❑ Continuously assessed
- ❑ Risk - Reward environment
- ❑ Encompasses all aspects of curriculum

(Forest School Association, n.d)

FOREST SCHOOLS

ACTIVITIES

- ❑ Writing in the mud with sticks
- ❑ Den building
- ❑ Using tools
- ❑ Counting and measuring sticks
- ❑ Sowing seeds
- ❑ Searching for wildlife
- ❑ Using natural materials to create art
- ❑ Stick musical instruments
- ❑ Around the firepit (Bishops Down Primary School, n.d)



FOREST SCHOOLS

DEWEY

Dewey's constructivist learning theory is evident in Forest Schools today.

- ❑ Pragmatic learning style – reality must be experienced in order to adapt and learn.
- ❑ Democratic view – teachers and children have an equal voice in the learning experience (Wood, 2011).
- ❑ Child-centred approach – relevant to the interests and needs of a child.
- ❑ Progressive Movement (Smith, 2001).

OTHER THEORIST'S INFLUENCES

- ❑ Skinner - Learning comes from reinforcement from connections between stimulus and response (Wood, 2011).
- ❑ Montessori - Play needed to be well structured, but she remained clear that children learn through activity and not through word of mouth (Wood, 2011).
- ❑ Vygotsky's Zone of Proximal Development highlights the importance of children learning from others. This can be internalised which instils the knowledge (Arthur and Peterson, 2012).

RISK

When completing a risk assessment you will need to:

- ❑ Identify potential hazards
- ❑ Identify who might be harmed by those hazards
- ❑ Evaluate and establishing suitable precautions
- ❑ Implement controls and recording your findings
- ❑ Review your assessment and re-assessing if necessary.

❑ (British Safety Council, 2019).



(blog.tts-group, 2016)

SAFEGUARDING

‘Children learn best when they are healthy, safe and secure, when their individual needs are met, and when they have positive relationships with the adults caring for them’

(Stocks Wood Outdoor Centre, 2017).

HEALTH AND WELL-BEING

- ❑ Children with little access to the outdoor environments were unlikely to use green spaces as adults, which could have a negative impact on their health and well-being (Ward Thompson et al cited in Waite, 2011).
- ❑ Positive impact on:
 - ❑ Overall health
 - ❑ Psychological health
 - ❑ Physical health

(Munoz, n.d).

HEALTH AND WELL-BEING

Four aspects of well-being:

- ❑ Mental well-being
- ❑ Emotional well-being
- ❑ Social well-being
- ❑ Physical well-being



SPECIAL EDUCATIONAL NEEDS

'The outdoor area is a complete learning environment, which caters for all childrens' needs – cognitive, linguistic, emotional, social and physical.' (Bilton, 2010, p.1)

- ❑ Reduces the pressure
- ❑ Offers a wider range of stimuli for children, using all their senses.
- ❑ Reduced noise levels

BEHAVIOUR

- When challenging behaviours arise, moving outside for a simple change of environment can often make a big difference' (Homan, no date).
- More space
- Less pressure
- Eases frustration
- Increases motivation

PARENT'S ATTITUDE

Positive

- ❑ Different environment – not using technology
- ❑ Access to safe outdoor areas
- ❑ Parents would like their children to have the same outdoor experiences as they had as children.

Negative

- ❑ Fear of injury
 - ❑ Lack of supervision
 - ❑ Concerns about abduction
 - ❑ Relying on transport
 - ❑ Other priorities
- 
- A series of three parallel white lines of varying lengths, slanted upwards from left to right, located in the bottom right corner of the slide.

CONCLUSION

- ❑ Aspects of outdoor learning
- ❑ Stages throughout school
- ❑ Enhancement of knowledge and skills
- ❑ Additional resource



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EDUCATIONAL VISITS

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POLICIES AND LEGISLATION