

A young boy with brown hair, wearing a red zip-up hoodie and a dark cap, is smiling and holding a dark, jagged rock up to the camera. The background is a blurred outdoor setting, possibly a school courtyard, with a light-colored building and other people in the distance.

*A Changing Perspective on
Outdoor Learning*

Time

“Children have their own agendas and timescales. As they find out more about their world and their place in it, they work hard not to let adults hurry them.”

Cathy Nutbrown



Space

“Outdoors should be a dynamic, flexible and versatile place where children can choose, create, change and be in charge of their play environment.”

Jan White



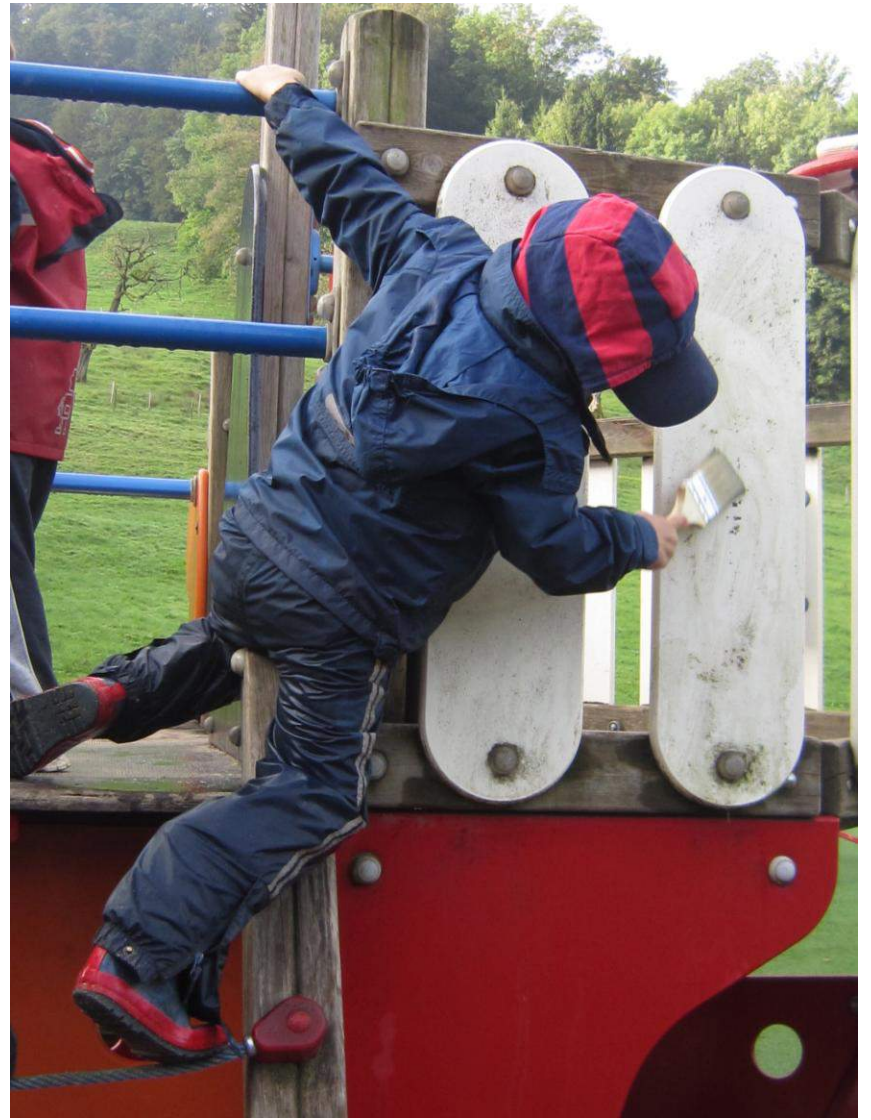


Materials

“The most effective kind of education is that a child should play amongst lovely things.”

Plato





Relationships

“No significant learning occurs without a significant relationship.”

James Comer





Primary Years - Learning Outdoors



The best classroom and the richest cupboard is roofed only by the sky.

Margaret McMillan (c1925)



Curriculum Links





Developing Social Interactions



Looking Closely



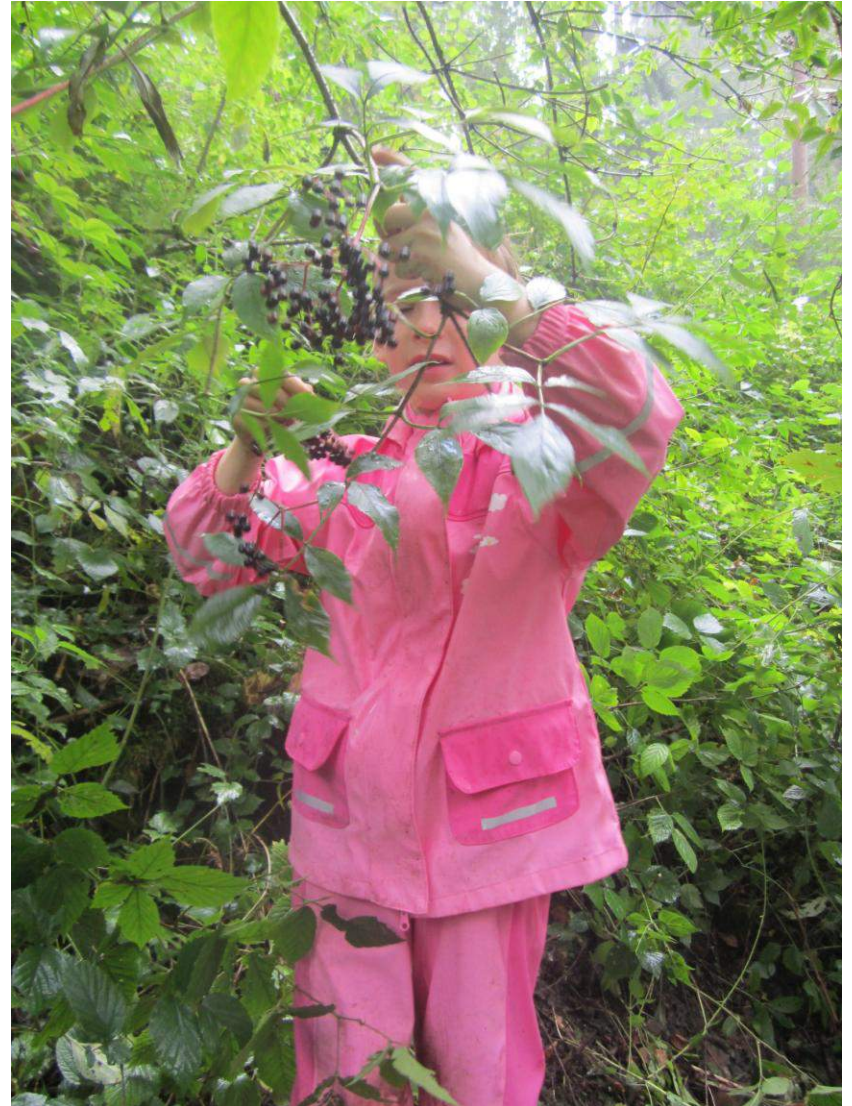
The question is not what you look at, but what you see?

Henry David Thoreau

Independence



Commitment



Grade 3 Garden



Reflecting



A young child in a bright yellow raincoat stands in the foreground, eyes closed, with a serene expression. The child is wearing a hooded raincoat and is positioned in the center-left of the frame. In the background, a group of children in various colorful raincoats are playing on a green artificial turf field. An adult in a dark jacket and hat is walking among them. To the right, another adult holds a large, multi-colored rainbow umbrella. The scene is set outdoors on a rainy day, with a white building and a green hillside visible in the distance. The overall atmosphere is peaceful and captures a moment of childhood wonder in nature.

*We should remain humble in the
face of children's extraordinary
explorations of life and the
possible relations within it.*

Enid Elliot

“A half century ago children were given far more responsibility for their own development... The changes we have wrought in childhood in order to protect children from danger constitute a ‘silent emergency’.”

Eric Nelson, Cultivating Outdoor Classrooms



The outdoors is a primary environment
for children.
But why?



**Movement
/physical
development**

Play/Inquir y





A place to socialise



Use imagination



Take initiative

Connect with the natural world



So...

Children's basic needs for well being and involvement, and their urge to explore and make sense of their world is developed through high quality play/inquiry in an outdoor environment.



What strategies can we use to successfully implement outdoor learning programmes?





**Key strategies for
outdoor learning**

**Think about the outdoors as 'another learning
space'**



Be aware of what it implies to work in a natural environment



**Create in and outdoor
flow if possible**

**Understand the
different roles the adult
plays while working
with children outdoors**





**Develop your
programme (link
to overall
philosophy of the
school and
curriculum
planning)**



Evaluate, design and modify the environment

Re-think risk



Questions

