



IB AFRICA, EUROPE & MIDDLE EAST
REGIONAL CONFERENCE 2013

THE HAGUE 24TH - 27TH OCTOBER

WALDKINDER

**An Innovative Educational
Approach**

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Waldkinder an Innovative Educational Approach

Think-Pair-Share

Take a few minutes to think of your fondest memory of playing outside as a child.

What where you doing?

Where did it take place?

Who were you with?

Find someone you have never spoken to and share your memory

Objectives

- History
- Importance
- Enhancing Curriculum
- Establishment of programme
- Inspiration

The origins of Waldkinder

- “Waldkinder” = Forest Children
- Idea began in the 1950's in scandinavia
- Spread to Germany
- Started in the United Kingdom in the 1990's

Why is there a need for Waldkinder in our schools today?

- Exposure to Risk
- Enhancing Cross Curricular experiences
- Inspiring Inquiry
- Creativity
- Physical Development
- Connection to Nature

How does it link to the curriculum - Inquiring

Why wasn't the river frozen?

“It's winter, its supposed to be frozen like everything else”



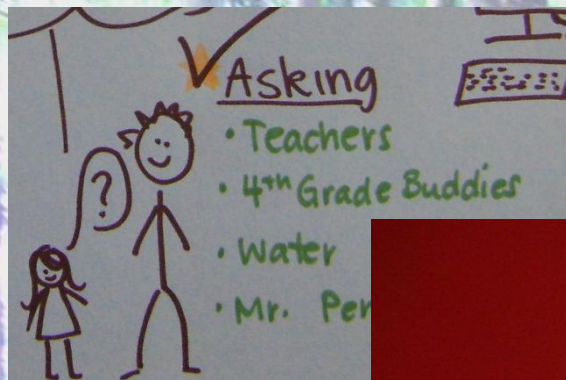
Our Thinking

We talked about our thinking and came up
with
5 “Big Ideas”

- It was too deep.
- The snow couldn't fall on the water because it was under some trees.
- The sun was shining on the river.
- The snow landed on the hard rocks and sticks and it broke, so it couldn't freeze.
- The river was moving too fast.

How can we find out?





We can ask others

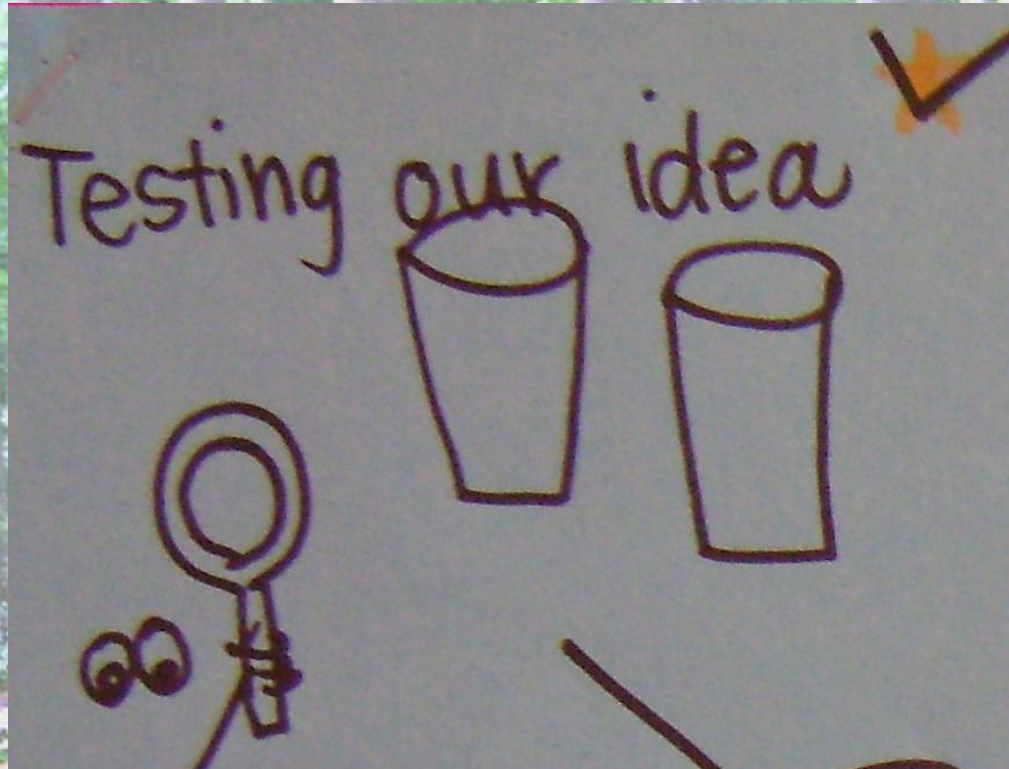
Why do you think the river wasn't frozen?

We asked many teachers and 4N to learn what they thought.

Mrs. Nicholson	Robin	Nicholas
Nyah	Anna	Siena
Katherine	Sofia	Miss Viviane
PAUL	Camilla	Mr. Matthews
Amy-D	Laura	Mrs. DeKoning
ALEX	Milana	Ms. Eismann
POU	Charlie	Ben
	Philipp	Jack
		IAN
		Lucia
		Ms. Hateley
		Bill & b
		Mrs. Curnow

sun shining on it	snow landed on rocks	too deep	snow didn't land on it	moving too fast

We can experiment



PLAN



The river was
too deep.

DO



The sun was shining
on the river.

PLAN



DO

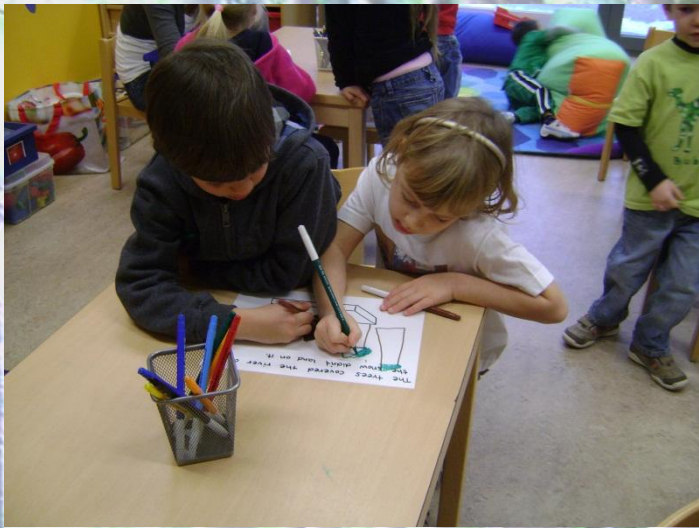
PLAN

The snow landed on sticks and stones.



DO





PLAN

The river is
protected by trees.

DO



Review



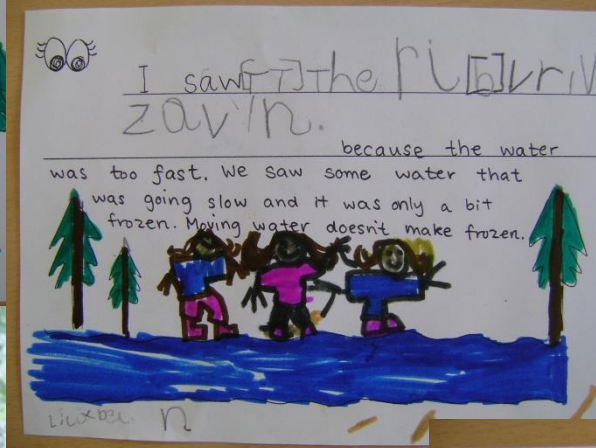
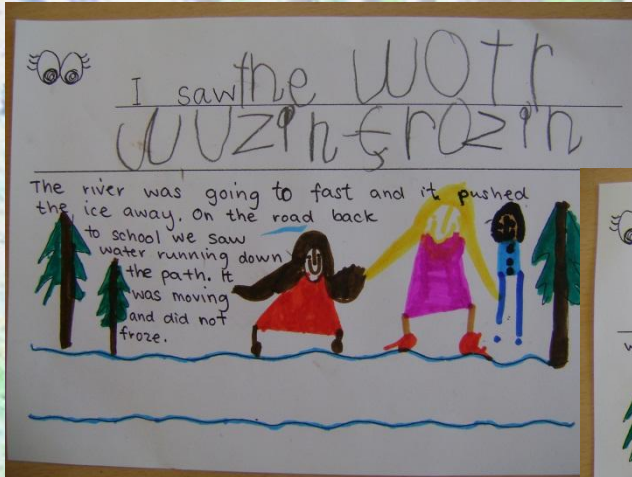
EVERYTHING FROZE!



Back at the River...



What we learned



How does Waldkinder support the PYP/IB curriculum

- Experiences linked to your unit
- Learning engagements designed to develop specific outdoor skills
- Free inquiry and a sense of wonder
- Group challenges to enhance students knowledge and understanding of the learner profiles



Problem Solving through group challenges



Physical Challenges





Cooking Outside



Who and When

- Minimum of two adults
- Once per week on a fixed day
- 1 ½ to 3 hours
- All year round



Appropriate Outdoor Gear



Children should have:

- Warm, waterproof and sturdy shoes that easily allow active movement
- Weather appropriate clothing (rain/snow)
- Small bag for carrying water bottle and snack
- Hat and Gloves for cold weather

Where

- Home base near the school
- 10 – 15 minute walk to the home base
- Base camp 1 and base camp 2
- Importance of a home forest
- Trips to special locations



Parental Involvement



A photograph of a forest with tall, slender trees. The ground is covered in fallen leaves. A large tree trunk is visible in the foreground, and a fallen tree trunk lies on the ground to the right. The text "Questions?" is overlaid on the image.

Questions?

Helpful Books

- Last Child in the Woods-Robert Louv
- The Nature Principle-Robert Louv
- Outdoor Play in the Early Years-Helen Bilton
- Risk and Adventure in Early Years Outdoor Play-Sara Knight
- Forest School and Outdoor Learning in the Early Years-Sara Knight
- Forest School for All-Sara Knight
- Children Learning Outside the Classroom-Sue Waite
- Understanding the Danish Forest School Approach-Jane Williams- Siegfriedsen
- Lens On Outdoor Learning-Wendy Banning and Ginny Sullivan
- The Early Years Curriculum a View from Outdoors-Gloria Callaway
- Children and Nature-Peter Kahn and Stephen Kellert
- Outdoor Learning Past and Present-Rosaleen Joyce
- The Outdoor Classroom: A Place to Learn- Hillary Harriman









