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# WHAT IS OUTDOOR EDUCATION?

Back To The Wild: Non-Traditional Educational Methods in  
Primary Education



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**Erasmus+ small scale project:** Back To The Wild: Non-Traditional Educational Methods in Primary Education

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# I. WHAT IS OUTDOOR EDUCATION?

Outdoor learning is also an **interdisciplinary research and education field**, which involves, among other things:

- The learning space being **moved out into life in society, the natural and cultural environment**;
- The interplay between **sensory experience** and **book-learning** being emphasized;
- The **importance of place** being underlined.

(Translated from the Swedish original text by FD Norman Davis at the Center for Outdoor Environmental Education, Linköping University 2004)

The learning experience is more **personal, real** and **profound**. It can be seen as a dance between the outdoors and the indoors, where children and adults can have **hands-on experience** and then come back to the school, into the classroom and reflect or make research if they are interested in a certain thing they have come across when outdoors. Whether it is about an animal, a tree, a historical site it can be anything that sparked up their interest or curiosity.

**Outdoor education is an approach that aims to provide learning in interplay between experience and reflection based on concrete experience in authentic situations.**

National Center for Outdoor Education at Linköping University in 2004

Dewey, known for his view for “**learning through doing**” focuses on reflection and aesthetic experience, which is holistic in an emotional sense and means it is the way of being a person, here and now. Dewey’s notion of education is both aesthetic and reflective-being, doing and knowing in unity (Quay & Seaman, 2013). Reflection, doing and knowing can also be seen in the core of outdoor education.





# Learning through playing

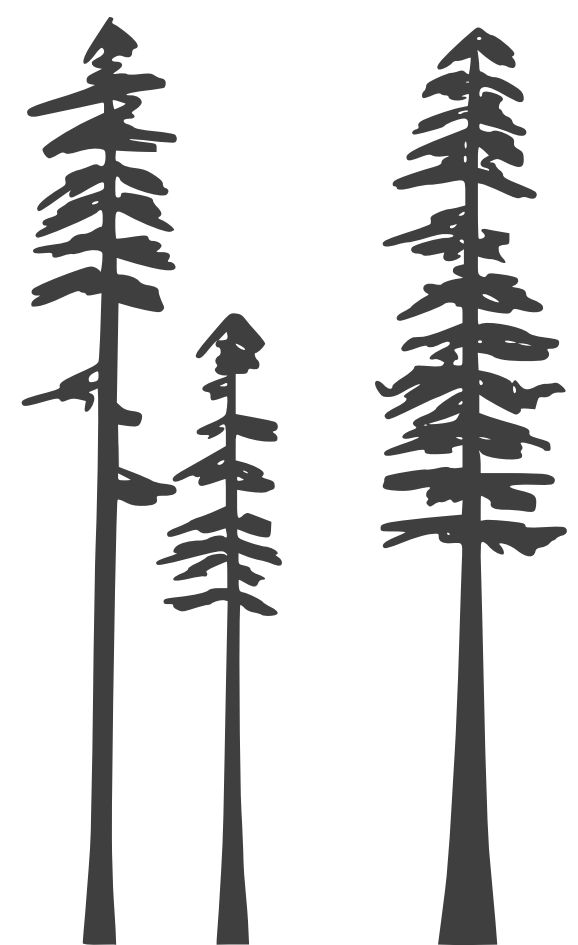
Outdoor education also lets children of all ages to play. The importance of play must not be underestimated in the development of the holistic child. Especially when they have the chance to be in the “flow” where according to Csikszentmihalyi (1990) believes that flow learning, the optimal experience occurs when the action-centered experience has a little bit of tension, i.e. it is not too easy or difficult for the child and it promotes learning (Csikszentmihalyi, 1990; Dahlgren & Szczepanski, 2004). During play, children can take risks, improve their social skills, make sense about the world around them, explore both their own bodies, strengths, capabilities and their environment (Amus, 2022).

In a school environment where children may have little to no time to play freely and have to go from one lesson to another lesson, valuable learning experiences and healthy growth, even their childhood is almost taken away from them.

As educators we would like to have primary schools to provide children more contact to their childhood which embraces empowerment, joy, learning and a child-centered approach through taking them outdoors and letting them play.

Learning through play is a concept which is used in the field of education. Many studies have shown that play and learning have the same meaning and they takes place simultaneously (Amus, 2022). When being outdoors there is also more space for the child to run, move and use their whole body and senses to learn.

Where learning and play takes place, is something that teachers need to consider regularly in their practice. Some research has shown that teaching inside schools frequently influences the use of transmissive or ‘delivery’ teaching styles but that a new location can disrupt these habitual patterns and encourage more self-regulated learning (Waite 2003, Malone & Waite 2016).



Indeed, when both the teacher and children are outdoors, it can feel quite refreshing, enjoyable and motivating for both parties.

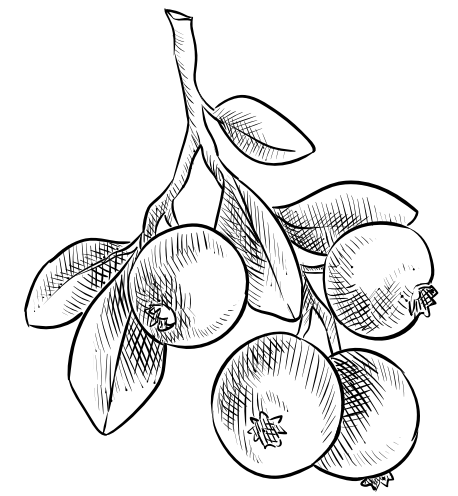
Outdoor education enables learning when, how and where we want in other places than what may be considered the artificial learning environment of the classroom. It can be practiced in schoolyards, parks, gardens, urban settings including industrial landscapes and cultural historic environments and farms. In addition it can take place while on a city walk or at nature reserves (Dahlgren & Szczepanski, 2004).

Outdoor education does not have an age limit nor is it for only certain teachers. All educators, whether they work in the kindergarten, primary school, high school or the university, are a natural science, language or PE teacher, everyone can integrate outdoor education into the curriculum.

The walls of a classroom will limit learning unless natural and cultural environments are visited (Dahlgren & Szczepanski, 2004). It is possible to provide environments for children beyond four walls for play and learning through outdoor education, and the first step as an educator is by taking the step to go out of the classroom door and outside on a more regular and frequent basis.

## **II. BENEFITS OF OUTDOOR EDUCATION**

It is important not only to know what outdoor education is and to be able to use its key principles – the understanding of the benefits of outdoor education helps to organize activities and realize the importance of it to children. The benefits could be divided into four large groups: cognitive benefits, social/interpersonal benefits, affective benefits and physical/behavioral benefits (Rickinson et al., 2004).



## **The cognitive benefits:**

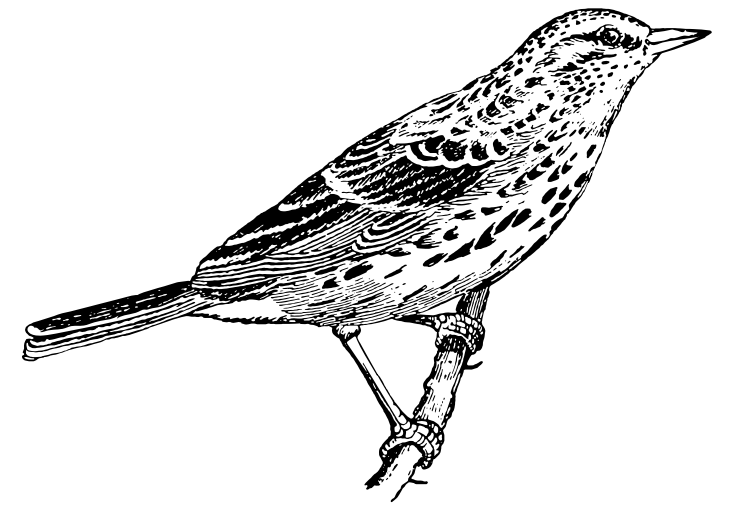
- engaging with learning (Maynard & Waters, 2007; Tovey, 2007);
- positive impact on academic field;
- development of self-regulated learning, creativity and academic retainment especially if the learning is in a natural environment (Kim, 2011);
- supporting learning regulation (Waite & Pratt 2017).

Therefore, cognitive benefits are benefits related to knowledge, academic outcomes, self-regulated learning and understanding.

## **The social/interpersonal benefits:**

- positive impact on social field (cit.);
- preparation to be active citizens (what follows is easier integration in the social and work life) (Torkos & Egerau, 2020);
- support for the development of cooperation, leadership and problem-solving skills (McArdle, Harrison, & Harrison 2013);
- increased communication competencies (Loynes, 2002);
- positive influence to the sense of independence and decision-making (Humberstone & Stan, 2011);
- reduction in instances of bullying recorded and outdoors has been considered as the reduction process (Wright et al, 2016);
- promotion of people's empowerment and mutual companionship, as well as strengthening of the feeling of togetherness which is linked to green areas (Maller 2009, Kinger et al 2013, Puhakka 2018)

Therefore, social/interpersonal benefits can be said to be related to communication skills, independence, cooperation and wellbeing.



## **The affective benefits:**

- positive impact on pupil's development, regarding emotions (Loynes, 2002; Thomas & Harding 2011; McNair 2012), empathy (McArdle, Harrison, & Harrison 2013), self-esteem (Humberstone & Stan, 2011) and emotional regulation (Waite & Pratt, 2017);
- positive impact on mental well-being (Pretty et al., 2005; Louv, 2005).

Therefore, the affective benefits are related to attitudes, feelings, self-perception and interpersonal relationship to yourself.

## **Physical/behavioral benefits:**

- positive influence to health, well-being through increased physical activity (Loynes, 2002) and self-regulation (White, 2014);
- challenged motor activity and created obstacles that encourage a variety of body skills (Pretty et al., 2005; Louv, 2005).

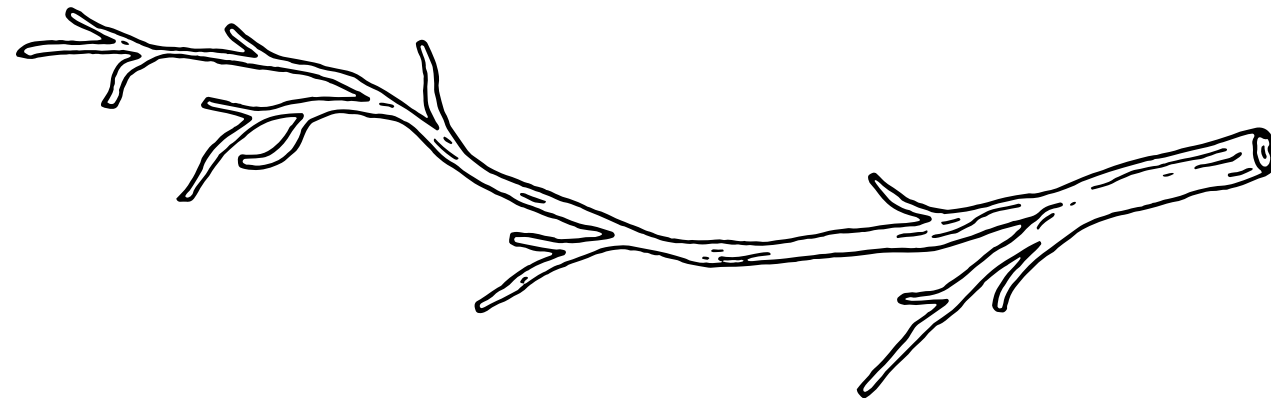
Therefore, physical/behavioural benefits are related to fitness, actions and personal behavior.

In addition to all these benefits, outdoor education is related to a lower risk of virus transmission and enabled effective social distancing (Qian, 2021), which is very important in the context of possibilities of viruses and pandemics.





# Highlights



## SOCIAL INTERACTION

While pupils work in groups they acquire better understanding and knowledge. It stimulates them to take initiative and develop their ability to work both individually and with others. Children learn about relationships.

## ENVIRONMENTAL AWARENESS

Developing positive experiences in nature at a young age can influence pupil's' attitudes and behaviors towards nature. Children have deeper conversations around nature by showing a greater level of respect for nature, allowing for more meaningful learning opportunities around environmental issues and sustainability.

## COST EFFECTIVENESS

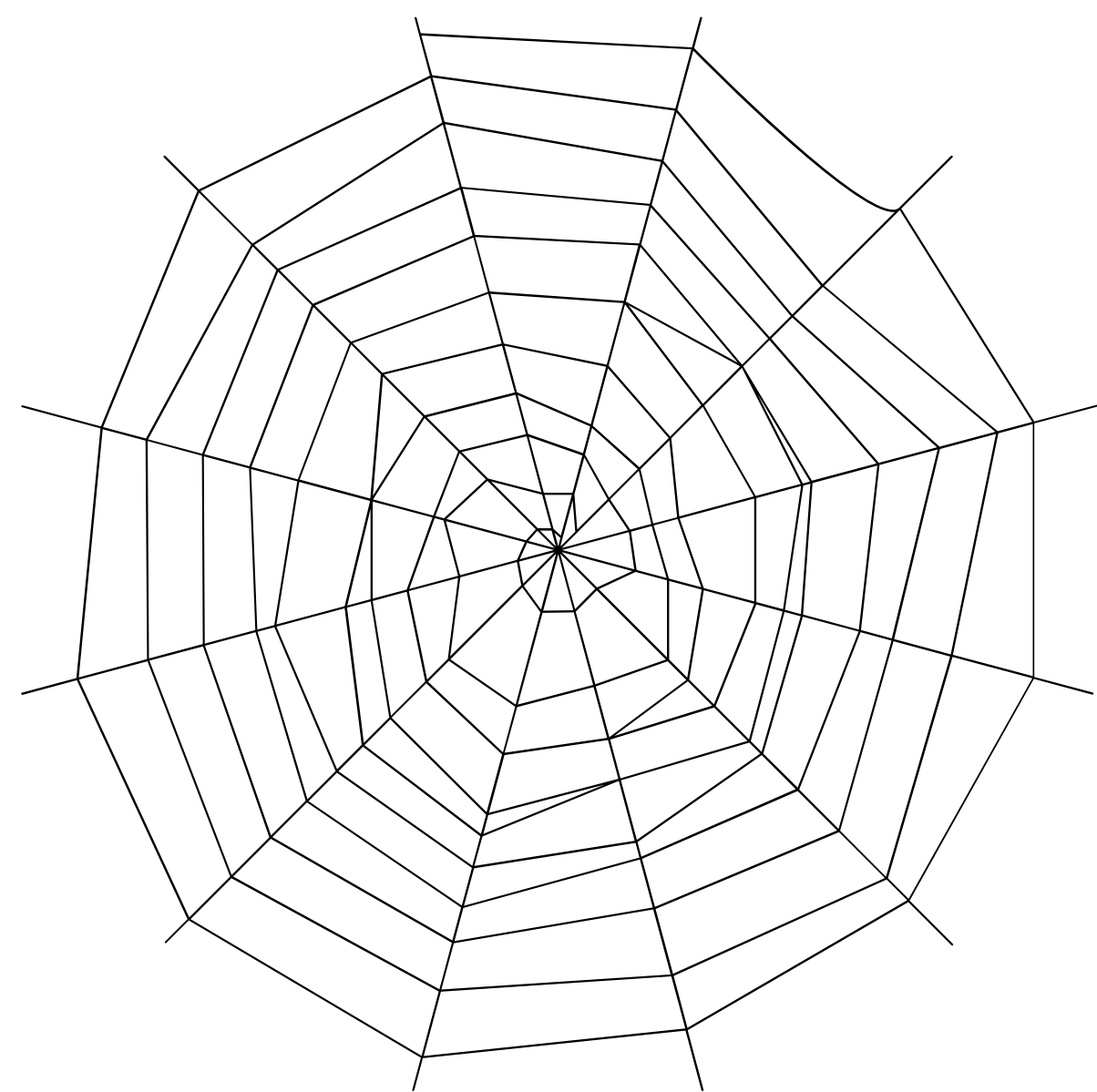
Learning outside does not require specific materials or tools. You can use everything that is near in the surroundings. It requires awareness to be mindful of the nature and leave things as they were found before.

## MOTIVATION

Learning outside allows pupils to make their own choices and decisions by experiencing real things directly. The emotional interest increases attention and a desire to learn. It is the same as when we find something enjoyable, we remember it much better.

## HEALTH AND WELLBEING

Daily physical activities are very important for pupils for their health and wellbeing. Many studies show that increased physical activity has an influence on their academic and cognitive performance, better school attendance and behavior.



## CREATIVITY AND PLAY

Young children learn through play. Play and creativity are essential elements of active learning, because of using their whole body to learn.

## REAL LIFE SIMULATION

What is learned outdoors by experience helps children to understand that what they are learning at school is applicable elsewhere in real life situations while being in nature, out in the community or in the classroom.



# III. KEY PRINCIPLES

To have a good and high quality experience both for the teacher and the students, it is important to know some key principles of outdoor education. According to Chamile J. Bunting (2006) there are four fundamentals of outdoor education:

1. It is primarily **experiential**. The students should be actively engaged in the learning process.
2. There should be some connection with the **natural environment**. As humans we are dependent on it for our survival.
3. Outdoor education encourages **reflection**. This can happen during the experience and not only at the end. “What did we do, what things did I observe, think or feel?”
4. It is intentionally **interdisciplinary**. There can be math plus science, music plus language and arts. For example, creating or using a map can be linked to the curriculum as skills related to history, geography, maths, physical education or art. The outdoor educator knows that the students understand best when they can see or experience connections between subjects.

To these four principles, a fifth one can also be added. This can be being **mindful about the ecological footprint**. When going outdoors with the pupils or making pre-preparations for outdoor education, what is being done is good not only for the pupils and the teacher but also the environment, therefore, making it a sustainable practice.



# IV. ROLES OF AN OUTDOOR EDUCATOR

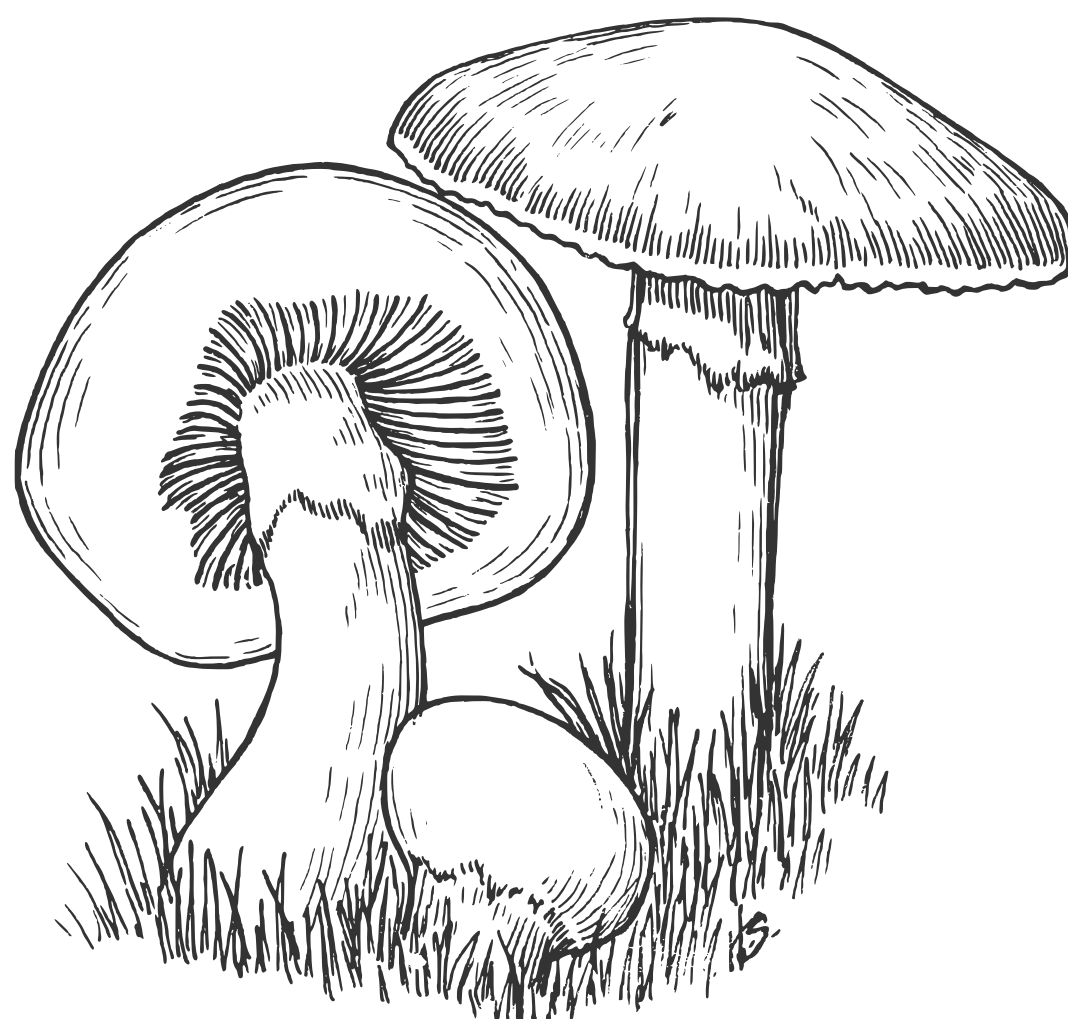
The outdoor educator acts as a **facilitator** in the process and is a very good **observer**. The educator finds out what the needs of the pupils are and supports them in a holistic way. The outdoor educator is not going outdoors with a focus just on teaching a certain subject, but rather also on getting to know the pupils, their strengths, their weaknesses, their interests, the capabilities, their knowledge, their feelings and their developmental growth. Education is also about the balance of the head, heart and hands which means making sure that a session is not just about the input of knowledge. We need to remember that in the end, our prime goal is to help a pupil to **get to know themselves, feel safe, loved, supported and become a human**. Being in diverse environments other than only the classroom, enables that.

As a facilitator and guide, the outdoor educator can also make a balance between a session being pupil-led and teacher-led. Preferably the session can be pupil-led or teacher facilitated empowering children to take responsibility for their own learning. It is also crucial to provide time for the students to play and explore.



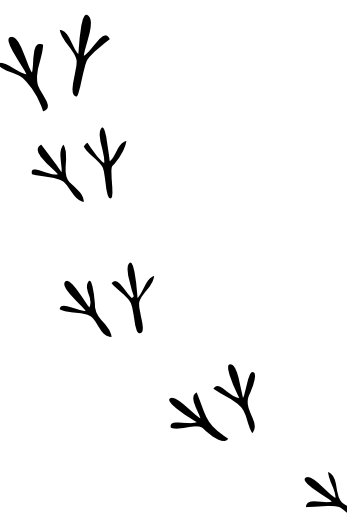
Not rushing and feeling stressed about the time is another element that can be taken into consideration. Making **preparations** and having **first aid** is also necessary. The outdoor educator needs to be aware that there might be changes due to the weather or outdoor factors and have the openness to see this change as a learning opportunity and be a problem solver /solution finder. Being outdoors requires the educator to adapt in different situations and be flexible. Pupils can also come up with solutions, making it a pleasant learning journey.

Another characteristic is to let the students be able to take risks and give them the opportunity to make the assessment themselves. Making sure that all pupils can express themselves and be mindful that the teacher is not always the one that is leading or doing the talking is valid both in the classroom and outdoors. Being a good listener and holding the space for pupils is valuable when creating a mutual learning ecosystem. Finally in all the steps, sustainable practices and working with the “**leave no trace**” principle is also important: Leave the place as you find it or even better. For this the teacher can make agreements together with the pupils on how to interact with wildlife, making sure that there is no harm done to the fauna and flora. For example if they have found a rock,they can put it back where they found it or to pick things only from the ground.





# V. 5 DIDACTIC QUESTIONS



There are 5 didactic questions in outdoor education that a teacher can ask themselves when planning a session outdoors: **What, Where, When, How and Why?**

## What?

What is it that the outdoor educator will be doing with the children outside? What are the pre-preparations needed to be made? You can describe what you plan on doing here and even give the theme a name., e.g., “Treasure hunt in the woods.” This might require some planning and finding the link with the curriculum.

## Where?

The educator should think of the location in advance. There are many opportunities when going outdoors, so the session can take place in the forest, near the seaside, in a meadow, a garden, school playground, a nature centre, outdoor museum or by the lake. Depending on your local geography and what is close to your school, there can be a variety of places to go to. . Being able to go to there walking can be the first steps in choosing your place for outdoor education.

## When?

What season is it taking place and what time of the day? Is there enough shade, if it is in the spring or if it is a country with a warm climate? Is it early in the morning on a winter day? Not every session can be done in every season so reflecting on it in advance can help the educator. For example, using tools like a saw outdoors in winter might be challenging for the hands if it is too cold or if it is rainy. Sometimes the teacher may choose the time by making a block lesson with another teacher, so instead of 45 minutes, it can be 90 minutes when both the English teacher and math teacher decide to co-teach.

# How?

With this question the teacher can design the session in groups of 3, 4 or 5 as well as decide if the pupil is doing a task alone or in pairs. The educator can decide on the flow of the session, for example, “In the beginning we will start as a big circle then students will be told to choose a partner and do a task in pairs. They will have a feedback circle and later have time to explore and play”.

When being outdoors there are no desks or chairs that tell the students where to sit or stand. According to Chamile Bunting (2006), three basic teaching formations for students will aid the communication when being outdoors.

- **Circle:** A circle is the ideal configuration for a class discussion. Teachers should stand as a part of the circle rather than standing inside the circle with their back to a few students.
- **Semi-circle:** This configuration gives more room for demonstrations. The teacher or student can stand at the opening.
- **Small groups:** The third configuration has the class divided into small groups and scattered throughout the designated area.

The first two configurations are best when the whole class needs to be involved in a discussion and small groups are best when the teacher does not need to give any instruction to everyone at the same time (P13, Bunting). Whether it is co-creating common agreements, having a discussion or sharing thoughts, ideas and emotions, when the whole class is in a circle they are also in a place where everyone is equal and they can see/feel/hear each other.

Also in considering how the session will take place, you can reflect whether it is pupil-led or not. Is it the educator who is leading or can the children have freedom in exploring and leading the session. It is important that there is a balance and that the children's thoughts, emotions and interests can be also seen and heard.

## Why?

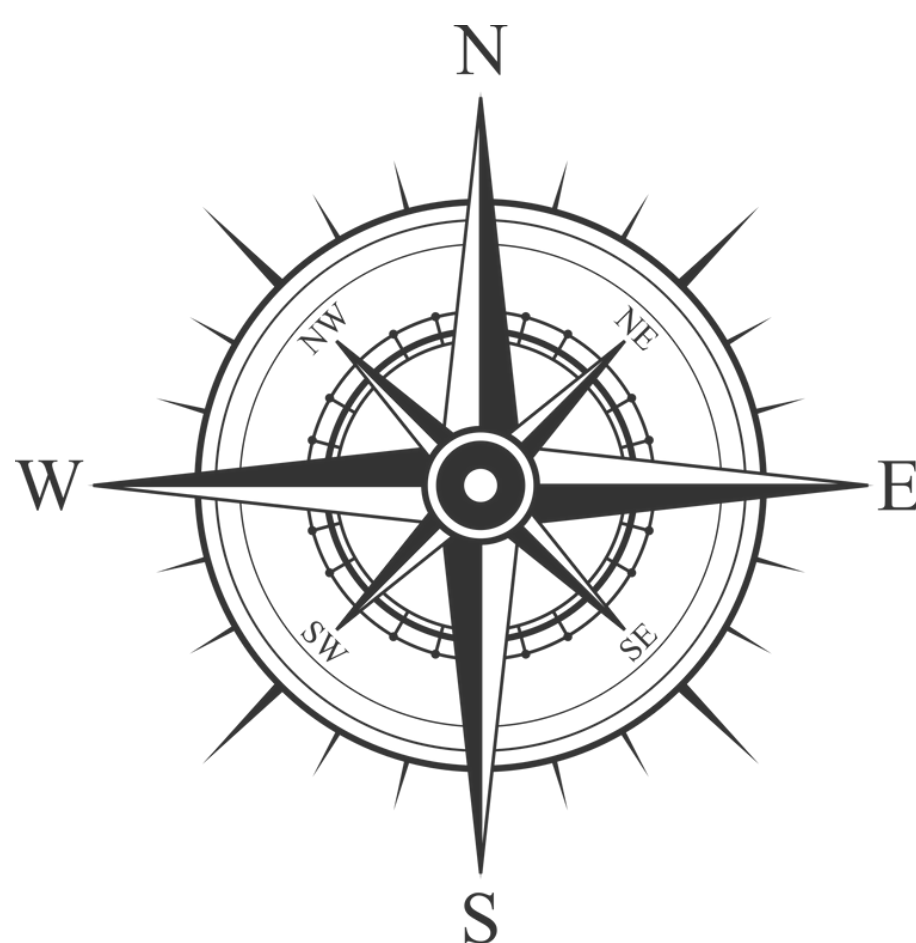
What is the purpose of the outdoor session? What skills will the children be learning? It is good to remember that it is not only the content the educators need to teach to the pupils. Knowing the benefits of being outdoors and how outdoor learning supports the children's holistic development can guide the educator. Reflecting on the question "why" will help to see the link to the curriculum as well as the child.

## VI. PRACTICAL TIPS



### Location

In outdoor education, it is important to go to the chosen place regularly, so, for example, an outdoor space like the school garden should be visited as often as possible and also throughout the seasons. You can start slowly by choosing one place first and going with the children there. Once you feel more experienced, you can start adding new places to go regularly too. Visiting once a month is, unfortunately, not enough and research has shown going to nature at least 5 weeks in a row is necessary to get benefits (Činčera & Holec, 2016, Amus 2022). Therefore, after a weekly visit of 1-3 hours to nature for at least 5 weeks, you will probably start noticing the difference in children. The change is much more clear after a year.

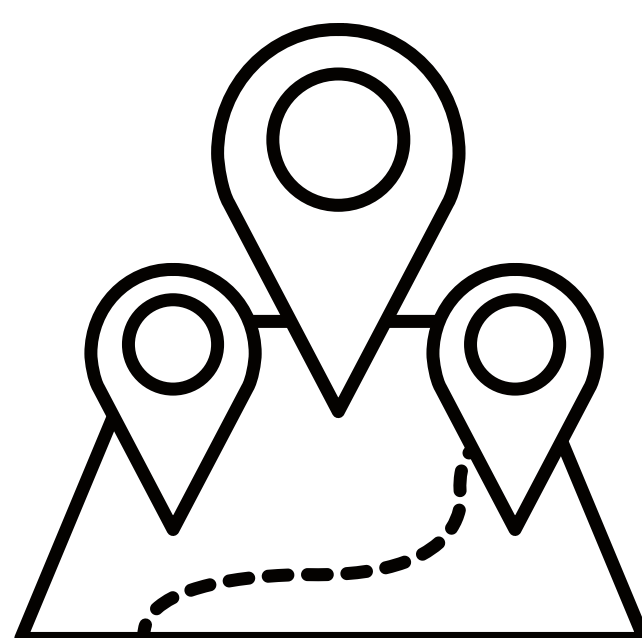


When choosing a place it is important to bear in mind certain things to have a high quality experience as it might not be enough to “just go outdoors to a nearby place”. The level of **noise** where you sit with the children, is there too much **traffic**, can you hear them and can they hear you, is there enough **space** for movement, do you need a **biodiverse** natural environment or is a nearby park in the city able to meet the needs of the children and your session?

Other reflective questions can be about the **distance**. Is the place of walking distance? Does it take more than 30 minutes to get there by public transport and if so, can you find a closer destination?

When choosing a location, it is good to have it near and to be able to visit it **regularly and frequently**. By “regularly” it is meant every week. For example, if there is a forest close to your school and it is within a walking distance, you can go once, three times a week or even every day.

Going to natural environments has been proven to be good for psychology and the more green and diverse the more positive effects there are (Fuller et al., 2007, Amus 2022). If you have a few more options like forests that are close to your school you can make an “**outdoor map**” and mark it with your colleagues so everybody knows what are the places that you visit. You can decide which age groups go where together and make a collective agreement (Koulumetsäopas, 2014). These places can be detailed including specific spots in the forest which are pre-determined by yourself or just pins put on the map marking the nearby park, a museum, gallery or farm depending what is close to your school.



Before you make the final decision on the location and take the children there, it is also good to make a risk-benefit assessment of the place in advance and learn about the flora and fauna. If a place does not possess any risk, then maybe you will need to consider a new place. **Risky play is important** for children's development so choosing a place which doesn't have the opportunity to climb, trip or be careful with local flora and fauna will be taking away the possibility for children to **assess risks themselves and be resilient**. As long as the educator has **first aid**, the place chosen does not have hazardous elements and at the same time possesses some risks then it is beneficial for the children. If there is a plant that is poisonous, it is good to have the knowledge and be prepared for these kinds of possible situations. That is why having the first aid kit is essential and one of the first things the educator needs to have.

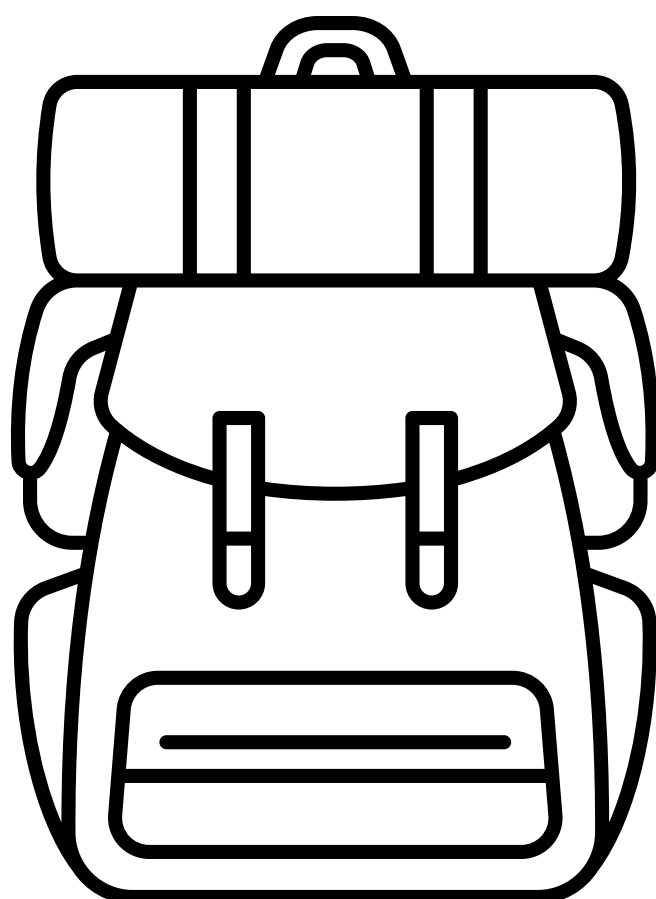
Also while choosing the place, finding out in advance what is the distance to the closest hospital in case of an emergency would be good to know as well. It is also necessary to make an **emergency plan** with your colleague and discuss who will make the phone call, apply first aid and who would take care of the safety of the children. Knowledge is not to create stress or fear for the teacher, on the contrary, it is to empower them as they will feel more prepared and know what to do. Children's **allergies, medication and special dietary requirements** are also necessary to know and for this **parents slips**, which is a way to gain such information about the pupil, can be given at the beginning of the year for parents to fill.





**Parent communication and collaboration** is also crucial for long term excursions and not just short ones. Holding a parents evening at the beginning of the school year and telling them about what outdoor learning is, the benefits of it, what clothes pupils need to wear and what you would need the pupils to bring to school will make it easier for the whole school year. Informing parents that the teacher has first aid and telling them about the benefits of risky play and outdoor learning will reduce parents' concerns if they have any.

**Collaboration with pupils** when you go to the setting is also vital once you have chosen the location. Together with pupils you can make common agreements on how you interact with the environment. Instead of focusing on just the risks and creating fear, you can sit in a circle and discuss shortly what are the things they can do. For example, picking things that are readily on the ground is alright or if there are mushrooms it is ok to touch. **Common agreements** can be made on how to get together, for example, choosing a sound of an animal you all agree on (for example owl hoot) will be a sign to get back to the circle. **Leaving no trace** is also worth reminding to find the place in a good condition next time.

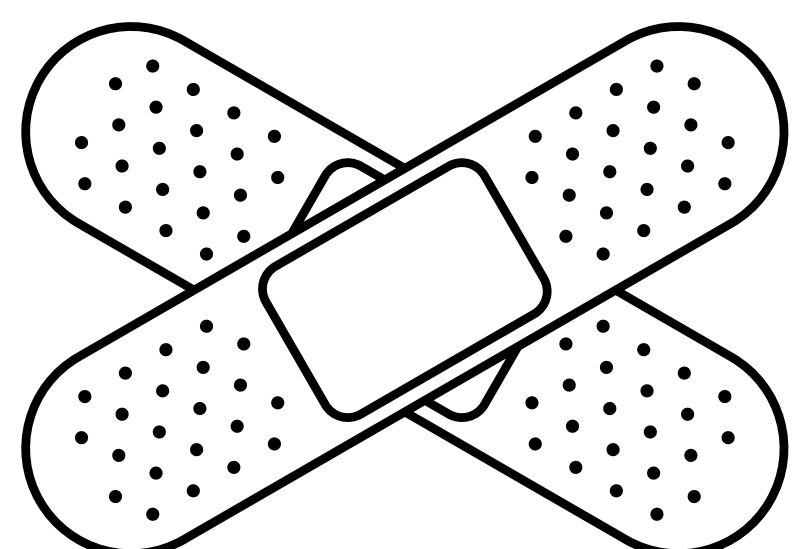


# Equipment

The phrase “*Less is more*” is also valid in outdoor education. Teachers do not need to take a lot of materials in the classroom outside. Neither do they need to carry a lot of things with them. One thing that educators can do in the beginning of the year is to decide on a place to keep outdoor learning materials. This can be a room indoors or a teachers room where there is easy access for teachers to share if some equipment is for common use. If you have the possibility for the school having an “outdoor shed” in the playground and keeping things there with access by a key, this is also a practical way.

## **Equipment which a primary school teacher may need while teaching outdoors:**

- A backpack (depending on the activity this can range from 30L to 50L)
- A raincover for the bag
- A white cloth to demonstrate things or gather natural materials on
- Rope for climbing or swinging
- Tarp to protect from rain or wind (depending on the size of the group, a light one of 3x4 size can be ideal)
- Magnifying glasses
- Paper boards for pupils to write or take notes
- String
- Identification cards (animals, plants, trees, birds, mushrooms...)
- Small pocket books about local fauna/flora
- Extra gloves and extra socks
- Outdoor Clothes
- First aid kit



- Ice pack for first aid happening on land. Warm pack for first aid from water. Preferably sustainable options, not one time use.
- Some tools like portable saw, knife, a pair of scissors or pliers
- Bug Box viewer
- Sieves for water environments (eg. to catch a frog and leave it)
- Portable water container
- Biodegradable, environmentally-friendly soap
- Sitting mat(s). Every pupil can bring their personal one or the school can have mats for pupils to borrow.
- Small cloth bags for activities. The teacher can put cards in them or natural materials to use in outdoor learning. If preferred, a basket can also be used for this purpose although it might be easier to carry cloth bags in the backpack and keep both hands free.
- A small garbage bag and if possible a litter picker. There are foldable and light ones available.

If a teacher needs to create a material for a class and decides to laminate, it is good to think if it is a one time activity or will they be using the materials or cards again. In terms of sustainability it is good to be mindful of the plastic used. If they will be materials for the long run and be used many times as well as with other colleagues, then the teachers can collectively consider whether to laminate or print things. When buying or receiving equipment for your school, it can be preferably local, second hand and/or good quality. To be able to use the equipment in the long run, remember that the maintenance of the equipment will make them more durable.



# Clothing

*"There is no bad weather, only bad clothes"*

This is the motto of every nature lover. Choosing the right clothes and shoes when being in nature is very important.

No matter how much time you plan to spend outdoors, a warm sweater and windproof jacket will help protect pupils from the wind, and good shoes will help prevent even minor injuries. If you choose the right clothes, you will not overheat in winter and not overheat in summer, and the unexpected autumn or spring rain will soon become an adventure rather than a reason to return home.



## Winter

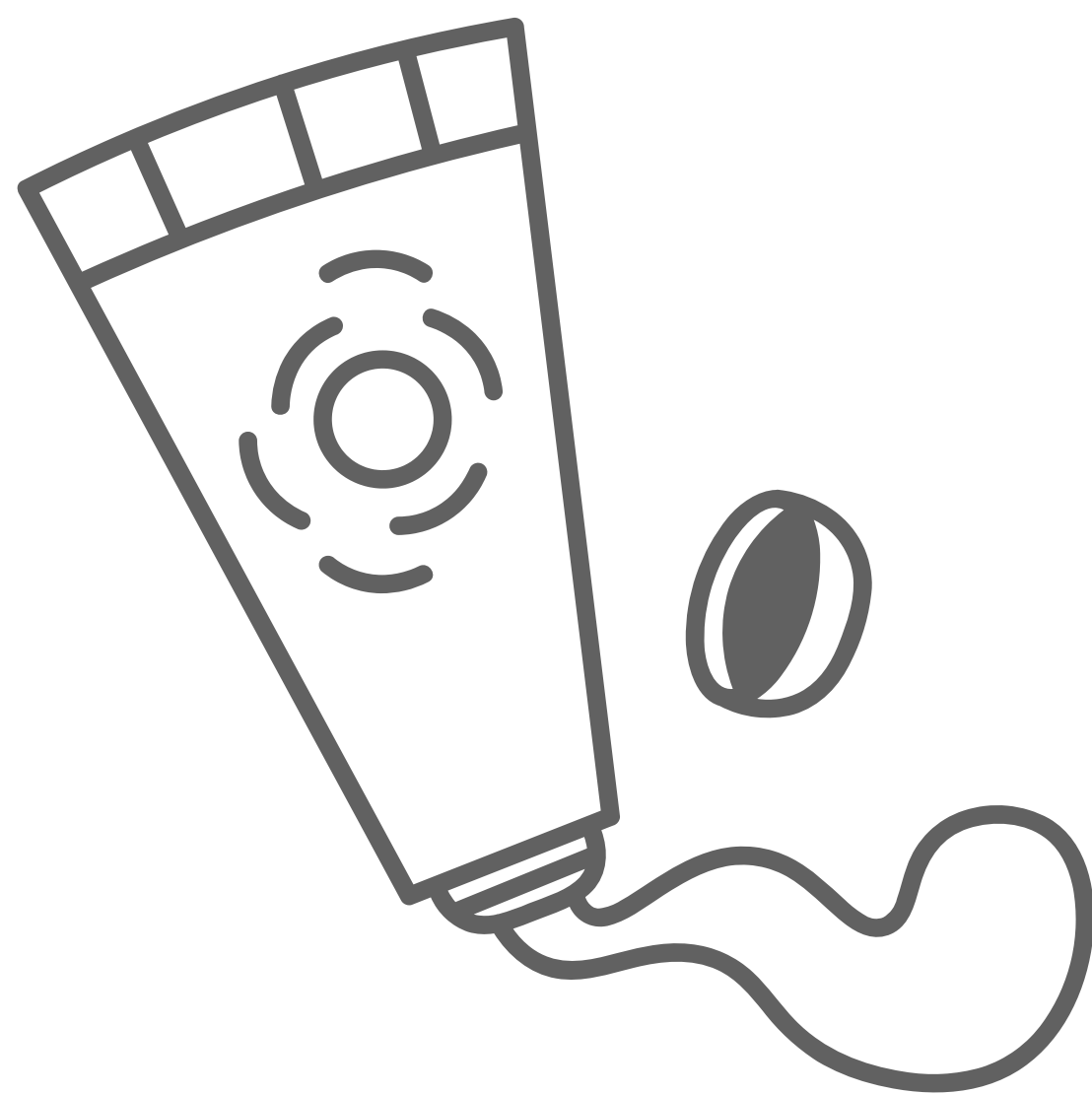
Avoid heavy cotton clothing, thick knitted scarves and heavy hats. During more active activities, cotton not only evaporates moisture very slowly, but also poorly insulates from heat. In other words, a poor heat to weight ratio is formed. When it comes to the first layer of wear that has contact with skin, it is worth relying on merino wool and polyester free. This applies from head to toe, so keeping the head, hand and feet warm with wool will make it a better experience. In case of reflection of sun coming from the snow, sunglasses can be used as well. In winter, wearing lots of layers is key.

## Spring

The weather starts to get warm in the spring, and at the same time the first rays of the sun do not heat up so much yet, so it is important to have warmer clothes. Ticks also revive in the spring, so it is better to wear a long-sleeved blouse, trousers to tuck into socks and not to forget after returning from nature to remind children and parents to check for ticks.

## Summer

It is especially important not to overheat in summer, so a hat is necessary. Also when planning to be in the sun, it is advisable to have a sunscreen with SPF, wear loose, light fabric clothing.



## Autumn

It can be rainy both in winter and especially in the autumn so it is important to have waterproof jacket, trousers and boots.





# Duration and group size

For the duration of the session outdoors, ideally it would be **at least one hour** and the longer that can be organised, the better. It is understandable that the teachers have 45 minute sessions with their class in school and might not be able to do longer sessions so one possible solution is to combine lectures of two 45 minutes, prolonging the duration by having a block lesson. It might be worthwhile having a **staff meeting** in the beginning of the year or before the school starts about outdoor education. It is important to have **support** from the director and a common language with all teachers in the school. If there is also support from the other teachers this can create an opportunity to collaborate and make block lessons. Having a meeting in advance can also make it possible to plan the year ahead and prevent any misunderstandings or confusions on why you are going outdoors and for how long. As a class teacher you may decide that Fridays are forest days and even arrange to get extra help by somebody assisting you when you go with your group.

The assistant can be another teacher, a parent or an intern/student from the university depending on the regulations in your country.

When it comes to the ratio of adults to children every school, region and country may have their own regulations. In general when going out of the school premises, the rule of thumb is to have **at least one adult to assist**, this will help if any situation occurs and they would need to proceed with the emergency plan. So for example if you have 15 pupils and two adults it enables the teachers as well as the pupils to have a high quality experience outdoors in terms of learning, play, group work and communication.

# Suitable ratio

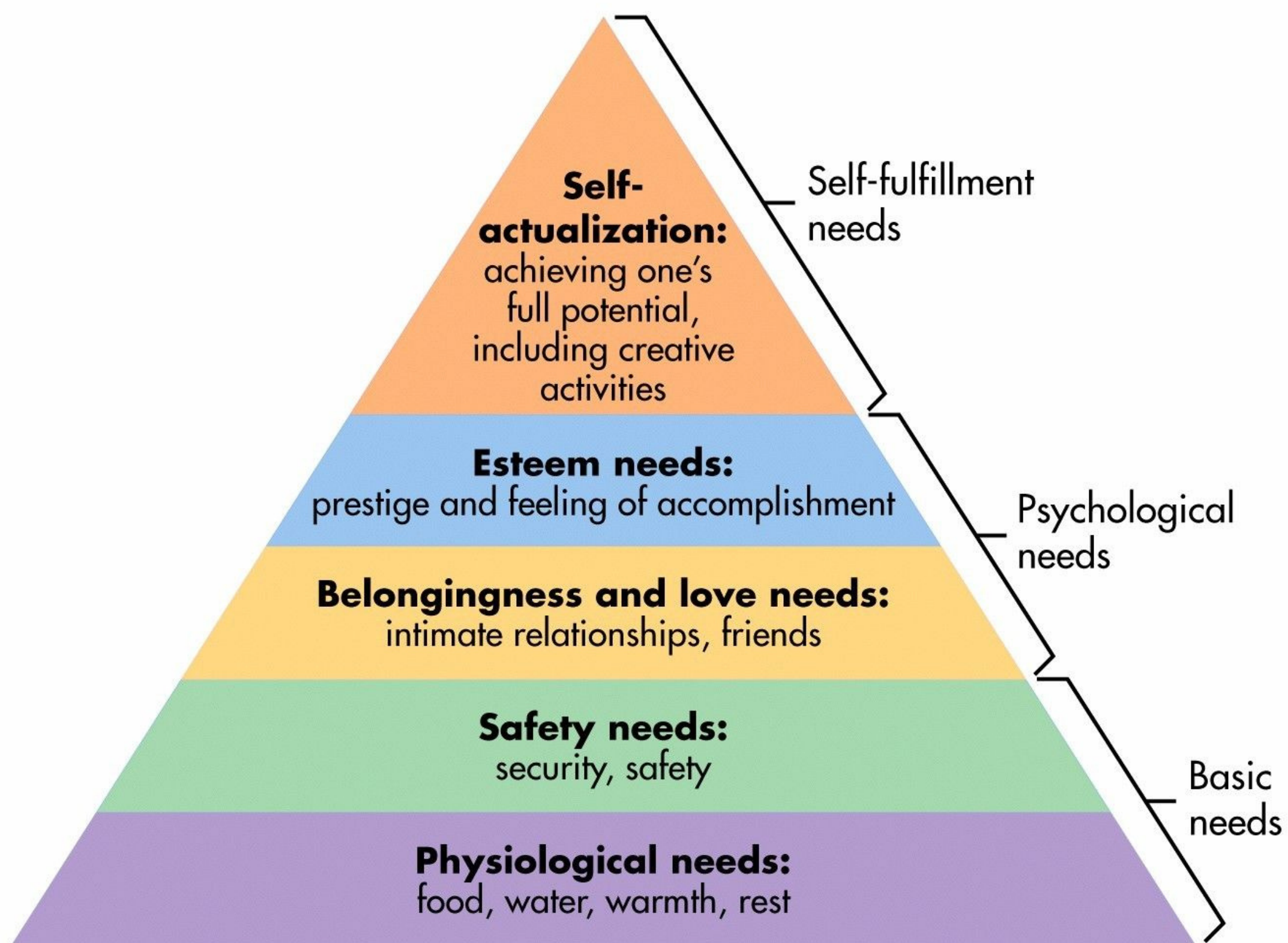
(based on Simon Beams et al (2012))

- the age and ability of the group;
- the 'reliability' of the group;
- the number of students with additional support or medical needs;
- the nature of the activities/outing;
- the supervising adults' experience in leading group off-site;
- the nature of the site, and whether this is a fixed location (eg. a park) or whether the activities involve moving locations.

## Care for basic needs

The hierarchy that Maslow identified was focused on the human body, and the needs of **safety, security, love and esteem** must be met before humans can seek fulfillment (Pound, 2008). For Maslow, basic physiological needs, for food, water, warmth and rest are the foundation for a human. This is true also outdoors, so when a teacher and pupil is outside it is important that they don't feel hungry (they might bring a **small snack** with them like a fruit or sandwich), their body temperature is not at risk and they have shelter (they have **right clothes** on, even extras or if it is hot they are provided with **shade**), they are not dehydrated (they have their thermos bottles with **water** with them) and they have a chance to rest (providing not just activities but also spaces to **just be**, this can even be done via hammocks) When the basic needs are met, then being outdoors is even more enjoyable.





Maslow's hierarchy of needs

## Evaluation

At the end of a session it is important for both the teacher and students to reflect.

Here are a few **reflection questions for the students** that can be asked in the circle. The teacher can ask 1-2 of them depending on what they have done during the session outdoors:

- *What was the best moment for you?*
- *What did you enjoy doing the most here?*
- *What would you like to do again?*
- *How do you feel about our time in... (the park, forest, garden...)?*
- *What was your favourite activity and why?*
- *How did this activity make you feel?*
- *Is there anything that you would like to do next time we come here?*

### Self-evaluation questions for the educator:

- *What went well, what could be done better?*
- *What were the students inspired by?*

# VII. ADDITIONAL RESOURCES

If interested in learning more about outdoor learning in primary schools, you may also check the following websites:

- ***Creative Star Learning*** <https://creativestarlearning.co.uk/>

Inside these pages are practical ideas about learning and playing outdoors that have been written and/or curated by Juliet Robertson - a former education consultant who specialised in learning and play outside.

- ***Institute of Outdoor Learning*** <https://www.outdoor-learning-research.org/>

They support effective learning outdoors and have developed research hubs as well as a page of information and links.

- ***Children and Nature Network*** <https://research.childrenandnature.org/research/>

This page has summaries of international research concerning the impact of nature on children. It is one of the most comprehensive and accessible online collection.

- ***Outdoor Teaching*** <https://www.outdoorteaching.com/en/>

The books on this page have activities that are intended for pupils in preschool as well as pupils up to compulsory school's ninth class.

- ***Active Reviewing*** <https://reviewing.co.uk/reviews/outdoor-education.htm>

A webpage by Roger Greenaway, whose expertise is on facilitating and experiential learning, has shared books and reviews about outdoor education and research. He has a very comprehensive resource list on his Reviewing website.



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