



Should more of our learning take place outside?





UN Rights of a Child



It is important we have information about how to stay healthy. Being outdoors can form part of our healthy lifestyle.

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HEALTH, WATER, FOOD, ENVIRONMENT

The infographic card features a white silhouette of a person in the center. To the left is a heart with a checkmark, and to the right are a water drop, an apple, and another water drop, each with a checkmark. The card is set against a pink background with a white border.

Think about your school year so far....

When has your teacher taught you outside?

PE? Forest? Science Lessons?

Is there other learning that happens outside the classroom?

How do you feel when you are learning outside?

How does it make me feel?



sad	angry	happy	confused	excited	worried	shocked	afraid
despondent disconsolate dismal doleful downhearted forlorn gloomy melancholic miserable woeful wretched	aggrieved annoyed discontented disgruntled distressed exasperated frustrated indignant offended outraged resentful vexed	beaming buoyant cheery contented delighted enraptured gleeful glowing joyful	addled baffled bemused bewildered disorientated indistinct muddled mystified perplexed puzzled	animated elevated enlivened enthusiastic exhilarated exuberant thrilled	agitated anxious apprehensive concerned disquieted distraught distressed disturbed fretful perturbed troubled uneasy	astonished astounded disconcerted distressed dumbfounded horrified staggered startled stunned surprised	alarmed apprehensive daunted fearful frantic horrified petrified terrified

Resource
two



Look at the resource below sharing some learning that takes place outside.

PE

PE lessons outside, either on playgrounds or school fields, can be great because there is the space to develop skills such as throwing, catching, running, jumping, balancing etc. Teams can compete against one another, which means values such as respect, confidence, resilience and teamwork can be learned too.



Cycle training

Some schools take part in an annual cycle training, where children learn practical skills and learn to cycle on today's roads giving them a skill for life.

Gardening

Gardening is an outdoor activity some schools take part in. It can help children learn about plants and what they need to survive but also being responsible and taking care of something.



Art

Being outside, sketching landscapes and objects in the natural environment, gives children the opportunity to fully immerse themselves in their work.

Science

Some science lessons take place outdoors, such as observing wildlife and their habitats and weather investigations.



Outdoor residentials

Many schools take part in a residential trip, where they visit an outdoor centre to take part in activities such as rock climbing, canoeing, orienteering. These trips not only allow children to experience new outdoor sports and activities, they can also provide an opportunity to experience being out of comfort zones and overcoming a fear. This might be heights, water or sleeping away from home. Children learn more about themselves and each other when experiencing trips like these. They also develop independence: get up, get dressed, have the correct equipment, make the bed etc!



Do you think these outdoor learning sessions could be adapted so they could happen in our classrooms?

Why might maximising opportunities for outdoor learning be particularly important for children living in urban areas?

Why might it be even more important during the current pandemic?



- Why might children who live in these flats benefit from outdoor learning?



Look at the resource below, where some children share their experience of learning outside.

"At school, we spend as much time learning outside as possible. In the summer, we need sun cream, sun hats and cool clothes and in the winter, we need thick coats, waterproof trousers, wellies, hats and gloves."

Oliver



"I take part in Forest Schools. We use lots of resources we find in our environment such as sticks, pebbles, leaves but we also have some equipment like a pan for making hot chocolate around the fire!"

Acker



"We have an outdoor area at school with equipment such as bikes, scooters, sand and water trays, tyres, ropes and crates. I like using the equipment to build dens! We also have a garden, where we grow vegetables."

Radomila



"We spend the day at an outdoor adventure centre. One of the activities we do involves rock scrambling. We need helmets and walking boots."

Natasha



"I organise a five-day residential for all our children in Year 6. Some of the activities we take part in include rock climbing, orienteering, canoeing and stream scrambling. There is a lot of specialist equipment needed that we don't have in school such as ropes, canoes, paddles, helmets, full waterproofs."

Mrs. Jeffries, teacher



What equipment do you use when you are learning outside?

Let's look at this week's story



A recent pilot project, called Growing Among Trees, provided outdoor activities for urban schools around London and sought to create a model for effective and transformational change in urban schools, giving pupils the opportunity for everyday connection with nature. The Outward Bound Trust, who run outdoor trips and experiences such as white water rafting and climbing agree, saying outdoor learning should be a priority for children following increased time indoors during the pandemic.



Learn more about this week's story [here](#).
Watch this week's useful video [here](#).
This week's Virtual Assembly [here](#).





Read the information below, which looks at the work of the Outward Bound Trust.

What is the Outward Bound Trust?

The Outward Bound Trust is an educational charity, founded in 1941, to support and work with schools and young people in the United Kingdom.

Their aim is to help schools and young people push themselves through learning and adventures in the wild. They challenge young people to never give up, to change their perspective and to learn the most important lesson: to believe in themselves.

The trust has 6 residential centres located in England, Wales, and Scotland.



Source: Jack Hill/Times

“ Now I know the secret of making the best persons; it is to grow in the open air and to eat and sleep with the earth. ”

Walt Whitman, taken from the 'Outward Bounds Reading Book'.

What activities can young people take part in at the Outward Bound Trust Centres?



SAMPLE PROGRAMME
THREE DAY

 THE OUTWARD BOUND TRUST

This is what three days at Outward Bound might look like.

DAY 1

ARRIVE: Arrive. Setting the scene. Course introductions. Hopes and fears.

ADVENTURES: Immediate and fast immersion into the natural environment with joy and dip followed by a water activity, such as kayaking or rowing.

EVENING: Effort and reward. Importance of collaboration and support.

ACTIVITIES: High challenge activity. Preparing and packing for overnight expedition. Stargazing.



DAY 2

DAY: Learning about yourself and others. Listening. Taking responsibility. Concern and awareness for the natural environment.

ADVENTURES: An all-day linked journey through the wilderness over land and water, such as canoeing, a rock scramble and ascent of a peak, with environmental awareness tasks. Set up camp.

EVENING: Respect and responsibility. Self reliance and confidence.

ACTIVITIES: Overnight camp in the wilderness. A hike in the dark followed by a facilitated review.



DAY 3

DAY: Personal goal setting / review of action plans. Recognition of achievements. Reward and celebration.

ADVENTURES: Further authentic adventure rock climbing or abseiling. Return to centre. Course reviews and presentations of learning.

DEPART: All programmes start and finish at 2pm.



Have you ever taken part in something similar? Do you enjoy outdoor learning? Would you like to take part in an Outward Bound adventure? What activities do you think you would enjoy the most?

Useful vocabulary



Pilot

An experiment or test before introducing something more widely.

A recent **pilot** project, called *Growing Among Trees*, provided outdoor activities for urban schools around London.

Priority

A thing that is more important than others.

...saying outdoor learning should be a **priority** for children following increased time indoors during the pandemic.

Sought

Tried to do or achieve something.

...and **sought** to create a model for effective and transformational change in urban schools.

Traditionally

Something is happening according to a tradition: the way it's been done for a while.

Traditionally, most of our learning takes place in the classroom.

Transformational

Able to produce a big change or improvement in a situation.

...and sought to create a model for effective and **transformational** change in urban schools.

Urban

Belonging to or relating to a town or city.

The pilot in this week's news story involved **urban** schools in London.

Can you use them in your writing this week?

Reflection



As well as our school classroom,
the wider world can be a place to learn too.
There is a lot we can learn from different
places and experiences outside.



Further Reflection

In what ways has this Picture News Assembly helped us to think about ourselves, others and God's World?

Jesus came that we might 'Live life in all its fullness' John 10:10

How would learning outdoors enable us to live life more completely – what opportunities does the outdoor create for us to live more fully?



Individual liberty

There are many benefits of being outside and learning from the natural world around us. We can choose to take the opportunities that arise to get us outdoors and connect us with nature.

