

Module Title:	Outdoor Play – the root of learning
Module Code:	FDEY15C/BAEY15C/BAEY25C
Level:	4
Credits:	15
Pre-requisites:	None

Module Description:

Our evolutionary history points to children achieving competence, identity and maturity through play, primarily play in the outdoors. This contrasts sharply with the lifestyles of many modern children for who school and after-school activities means they live a pre-dominantly indoor, structured existence. Where children do play outdoors research is seeing higher levels of confidence, well-being and attainment in all domains.

This module explores play as a fundamental means to children gaining knowledge and skills and examines the role of the outdoors in this. A mix of practical, playful activity in a nearby outdoor space, it analyses the education theories that underpin the movement, exploration, communication and creativity intrinsic to play.

Underpinning theories explored include Developmental Movement Play, ethos known as Forest School, Risky and Adventurous Play and the Core Routines of Nature Connection. These are discussed alongside more mainstream theories that support children’s holistic development.

Indicative Content:

- Exploration of a range of playful outdoor activities suitable for young children.
 - Evaluation of those activities using theories of learning, child development and curricular requirements.
 - Exploration and evaluation of the affordance of natural environments.
 - Analysis of the benefits of risky (adventurous) play.
 - Theoretical perspectives that link to Forest School and children’s holistic development.
 - Investigation of Nature Connection practices as part of children’s wellbeing and development.
 - Devising and using indicators of playfulness to support activities
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Learning and Teaching Methods:

Module assessment requires demonstration that the learning outcomes for this module have been achieved

Specific Learning Requirements

Access to a woodland area for some college sessions – supported by college

Specific Learning Resources:

Bibliography

Highly Recommended

Claxton, G. 2002. *Building Learning Power*. Bristol TLO.

Forest School Association: <http://www.forestschoollassociation.org/>

Gill, T. 2007. *No Fear, Growing up in a risk averse society*. London. Calouste Gulbenkian foundation.

Recommended

Books to support the understanding of Social Constructivism

Greenland, P. (2010) *Developmental Movement Play: Final Report and Recommendations*.

Available at:

http://www.jabadao.org/storage/downloads/More_of_Me_Full_Report.pdf Griffiths, J. 2013. *Kith: the Riddle of the Childscape*. London: Penguin.

Gleave, J. & Cole-Hamilton, I. 2012. *A World Without Play: a literature review*.

London: PlayEngland. <http://www.playengland.org.uk/media/371031/a-world-without-play-literature-review-2012.pdf>

Holland, C. 2009. *I love my world*. Otterton: Wholeland Press.

Young, J., Haas, E., and McGown E., (2010) *Coyote's Guide to Connecting to Nature*, Washington: OwlLink Media

Robertson, J. 2014. *Dirty Teaching: A Beginner's Guide to Learning Outdoors*. Carmarthen: Independent Thinking Press.

Books, papers and websites that will broaden and extend your thinking and understanding

Children and Nature_Network: 2012. *Health Benefits to Children from Contact with the Outdoors and Nature*. <http://www.childrenandnature.org/documents/C118/>

[Bilton, H. 2010. *Outdoor Learning in the Early Years: management and innovation*, 3rd edition, London: David Fulton.](#)

[Cornell, J. 1989. *Sharing Nature with Children II*, Nevada City: Dawn Publications.](#)

Gray,C., and MacBlain.S.2012. *Learning Theories in Childhood*. London: Sage.

[Garrick, R. 2009. *Playing Outdoors in the Early Years*, 2nd edition, London:](#)

[Continuum.](#) [Harriman, H. 2008. *The Outdoor Classroom*, Swindon: Corner to Learn.](#)

[Howe, A. 2005. *Play Using Natural Materials*, London: David Fulton.](#) Louv, R. 2005.

Last Child in the Woods. North Carolina: Algonquin.

[Knight, S. 2011. *Forest School for All*, London: Sage.](#)

Knight, S. 2011. *Risk and Adventure in Early Years Outdoor Play: Learning from Forest School*. London: SAGE

Liedloff, J. 1986. *The Continuum Concept: In search of Happiness Lost*. London: Penguin.

[Lindon, J. 2011. *Too Safe for Their Own Good: helping children learn about risk*](#)

Module Specifications: School of Health & Social Sciences

[and lifeskills, 2nd edition, London: National Children's Bureau .](#)

[Lindenfield, G. \(2001\) *Confident Children: helping children feel good about themselves*, London: Thorsons.](#)

O'Brien, L., and Murray, R., (2006) *A Marvelous Opportunity for Children to Learn*, Forestry Commission 2006. Available at:

[http://www.forestry.gov.uk/pdf/fr0112forestschooolsreport.pdf/\\$FILE/fr0112forestschoolsreport.pdf](http://www.forestry.gov.uk/pdf/fr0112forestschooolsreport.pdf/$FILE/fr0112forestschoolsreport.pdf)

Palmer, S. 2006. *Toxic Childhood: How the modern world is damaging our Children and what we can do about it*. London: Orion.

Play England: <http://www.playengland.org.uk/>

Sandseter, E.B.H. 2010. *ScaryFunny: A Qualitative Study of Risky Play Amongst Pre-school Children*. Available at: <http://www.diva-portal.org/smash/get/diva2:322544/FULLTEXT02.pdf>

Schofield, J., and Danks, F. 2009. *Go Wild! 101 things to do Outdoors before you Grow Up*. London: Frances Lincoln.

Storli, R., and Hagen, T.L. 2010. *Affordances in outdoor environments and children's physically active play in pre-school* European Early Childhood Education Research Journal

Vol. 18, No. 4, 445–456

Tovey, H. 2007. *Playing Outdoors: Spaces and Places, Risks and Challenges* Maidenhead: McGraw Hill.

Some books that help to connect children to nature

Shel Silverstein – *The Giving Tree*, Alan Brown - *Windhover*, Laurence Anholt – *The Forgotten Forest*, Michael Rosen – *We've going on a Bear Hunt*, Martin Waddell – *The Big Big Sea*, Lynley Dodd – *The Smallest Turtle*, Penny Dale – *The Elephant Tree...*

And many books by Nick Butterworth, Benedict Blathwayt, Arthur Ransome, Eoin Colfer....

Some recommended Field Guides

Harrap, S., *RSPB Pocket Guide to British Birds*, London: Helm Mabey ,R., *Food for Free*, London: HarperCollins

Sterry, P., *Complete Guide to British Trees*, London: HarperCollins Sterry, P., *Complete Guide to British Wildlife*, London: HarperCollins

Module Learning Outcomes

Subject Specific Learning Outcomes

On successful completion of this module you will be able to:

LO1	Demonstrate an understanding of different theories and philosophies that support children's learning through outdoor play.
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Module Specifications: School of Health & Social Sciences

LO2 | Review and evaluate different kinds of outdoor play activity and play space that may support children's holistic development.

LO3 | Consider the importance of outdoor play for children using evidence and research from Forest School and other current ethos.

Assessment Title or element

3,000-word written assignment: to create written guide to supporting children's outdoor play.

Assessment Criteria

The module is assessed through a single assignment which takes the form of a guide to children's outdoor play. It will include analysis of the activities that the student has been involved in during the module and relate these to relevant theory. It will also include evaluation of the outdoors as an appropriate space for children's holistic development. There will be space for interpreting the content of a reflective journal that is written throughout the module.

Information correct at point of publication.