FACULTAD DE EDUCACIÓN DE PALENCIA

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Developing Key Competences through outdoor learning:

"FOREST SCHOOL"

Desarrollo de las competencias básicas a través de aprendizajes en el exterior

TRABAJO FIN DE GRADO MAESTRA EN EDUCACIÓN PRIMARIA
(Mención Lengua Extranjera Inglés)

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Resumen

Este proyecto de fin de carrera se centra en una investigación para el desarrollo de las competencias básicas a través del aprendizaje en el exterior, usando el programa de *"Forest School"* como ejemplo. El objetivo principal es aportar a los alumnos diferentes experiencias que les enriquezcan en su proceso de enseñanza-aprendizaje, sus habilidades sociales, autoaprendizaje, creatividad e imaginación. El permanecer en un entorno de exterior, hace que los niños sientan más libertad para expresarse de una manera natural, los resultados obtenidos son importantes tanto para profesores como para estudiantes, porque ambos, pueden lograr beneficios positivos de este proceso. Los alumnos son responsables de la progresión de su propio aprendizaje, al mismo tiempo que se sienten más seguros de sí mismos. Los profesores se benefician de la observación de las reacciones de sus alumnos, para ajustar sus métodos de enseñanza a las necesidades que requieran.

Abstract

The present work centres its research on the ways to develop Year 3 Student's Key competences through outdoor learning, using the methodology suggested in Forest School program. The main objective is to provide pupils with different experiences that enriched their learning-process, their social skills, self-thinking, creativity and imagination. Considering as an initial premise, that outdoor environment provides children the opportunity to feel the free to express themselves in a natural way. The results obtained are important for teachers, as well as for students, because both can get positive benefits from the process. Pupils take responsibility for their own learning progression, at the same time they feel more confident. Teachers, on the other hand, benefit from the observation of pupils reactions to adjust their teaching methods.

Palabras clave

Aprendizaje en el exterior, competencias básicas, autoaprendizaje, Escuelas en la Naturaleza, proceso enseñanza-aprendizaje, trabajo en equipo, interactuar, experiencias creativas.

Keywords

Outdoor learning, Key Competences, Forest School, self-thinking, learning-process, teamwork, interacting, creative experiences.

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1. INTRODUCTION

The term Outdoor Education is used to refer to all activities concerned with living, moving and learning in the outdoors, that frequently have an adventurous component.

Today's children are growing up in a society where they have:

- Less freedom to play and learn outdoors.
- Less opportunities to socialise with other children away from an adult.
- Less opportunities to play in mixed-aged or mixed-ability groups (there is less street play and most children come from smaller families)
- A great visual input from television, computers, videos, picture books and technological games, which gives them fewer opportunities to let their imagination fly and be creative.

Outdoor learning it's an excellent way of strengthen the knowledge acquired in the classroom because children can realised how things really work, by experimenting, feeling and becoming aware of what is going on around them.

There are many ways and theories regarding outdoor learning and in this proposal I focus on the work that Forest School program carries out.

As it will be explained further, there is a theoretical foundation behind both concepts: key competences and outdoor learning. Cognitive Approach (Piaget, Bruner, and Bloom), Behaviourist Theory (Skinner, Pestalozzi and Owen), Constructivism (Vygotsky and Bruner), as well as Gardener's theory regarding multiple intelligences will be the ground of this work, mainly when we centre our work on developing key competences.

As Erasmus student I had the opportunity to develop my Second Internship (Practicum II) in a British School that included a Forest School program within it is educative plan. My experience as a teacher ked the research exposed below. Therefore, it can be said that personal circumstances helped me to choose four different Forest School activities to study the achievement of three pupils who represent three different type of

students – as a sort of case-study method – in order to identify different ways of achieving and providing key competences working outdoors.

As teachers, we have to know that we are in a continuous learning-teaching process which requires awareness to adapt ourselves to the pupil's individual needs matching educative advances and perspectives.

Families play an important part in the learning process of pupils too, so a constant communication is necessary to be able to adapt ourselves to the child needs. This work cannot forget the role of links between school and families as essential to ensure the pupils learning process providing opportunities to continue at home.

2. OBJECTIVES

The former proposal as well as main aim in this work was to be able to integrate the forest school education program into our Spanish schools, as certain kinds of experience could resemble and it is easy to identify a quick improvement in the learning process of our pupils from the very beginning.

We could sum up as the main objectives to reach with this work:

- To develop in students confidence, motivation, concentration and self-thinking.
- Design resources that will bring out creativity and imagination.
- Increase thinking skills to encourage problem solving, decision making and team work.
- Provide students with many direct experiences in using Scientific Method including the necessary processes: observing, measuring, classifying and hypothesizing.
- Applying the knowledge and skills acquired in the classroom to real life situations.

Taking into consideration this objectives, one finished the experience, several activities were adapted or designed to match the Spanish Curriculum to options I had the opportunity to experience along my internship, on a first hand basis: that this aims would be achieved.

A second aim leading my work was to integrate in this proposal the objectives established in the article 17 of the Spanish *"Ley orgánica 2/206 de 3 de mayo de educación en la comunidad de Castilla y León",* related to the topic.

- a) To know and appreciate the values and rules of living together.
- b) Develop individual and team good working habits and value the effort and responsibility as well as the interest, initiative and creativity.

- c) Acquired problem solving abilities.
- d) To know, comprehend and respect different cultures and their differences.
- g) Develop the mathematical competence.
- h) To know the fundamental aspects in natural and social science and geography.
- j) To use different art tie press themselves.
- m) Develop their affective capacities in their relation with others.

The objectives in both cases combine perfectly well together as the connexions among them are clear.

3. JUSTIFICATION

3.1 Topic selection

Along my Internship (Practicum II[1]) at St. Monica's Primary Catholic School in England, the fact that one of their subjects was FOREST SCHOOL attracted my attention. I could see how the children, far away from their personal similarities or differences, strengths and weakness, improve their linguistic and communication skills, physical and social skills, team work, self-confidence, or motivation and concentration.

Once observed the results obtained I decided to base my TFG on this subject, as I considered to be a very interesting way of developing the Spanish key competences.

I started by learning more about Forest Schools and found that it is a particular kind of education program that takes place outdoors.

I observed that the people involved in this teaching program become enthusiastic about their work as they found large benefits for children in this outdoor experiences.

Forest School, as it is conceived in the UK, fits into its traditional bases but also helps implementing inclusive features in the compulsory program, as it provides opportunities to: recognize individual needs, set an intelligent assessment of risk and safety issues for children, offering them the opportunities to make choices and learn for themselves, at the same time it enhances the awareness of the learning potential of the natural environment.

At St. Monica's School I worked with year 3 children (ages 7 and 8), and the Forest School program took place once a week, during 3 hours, in an afternoon session. This sessions took place regardless of the weather, it was not a fair-weather only activity.

[1] In my Practicum II I had the opportunity to be in a British School working with the British Curriculum and could identify the differences with our own one, acquiring new knowledge and experience.

3.2 Key Competences used

As a future teacher it's important to be able to cultivate and develop the following teacher's competences, set in the Valladolid University guide for Primary Education degree, the general ones, as well as the specific for a foreign language teacher.

General Competences

- The knowledge and comprehension to be able to put into practice:

  - ✓ The principal aspects of the educational terminology.
  - ✓ Objectives, curricular contents and evaluation criteria in particular those ones that are defined in the Primary education curriculum.
  - ✓ Principal teaching-learning techniques.

- Recognise, plan, carry out and value a good teach and learning practice.
- Integrate the information and the necessary knowledge to resolve any educative problem by collaborative methods.
- The ability to be able to use efficient proceedings in the search for information including the use of technological resources.
- Use oral and written communication skills to be able to transmit the knowledge to the children.
- Encourage the initiative and a continuous learning process during their lifetime.
- Be conscious of the Human Rights and put them into practice.

Specific Competences:

- Know and understand the characteristics of the pupils and their learning process and the development of their personality in a familiar, social and school context.
- Identify the pupil learning difficulties and plan an educative solution depending on their different capacities or their learning rhythms.
- Recognize the way that Primary schools are organised, their normative and legislative elements that regulate this centres, developing the ability to work as a team and define the educative projects of the specific schools.

- Strengthen the personal training to facilitate the self-esteem and the capacity to stablish a relationship with the rest of the group with a solidary attitude.
- Select and use in the classroom the information and communication technologies that contribute to the learning process of the pupils, achieving communication skills through internet and different virtual spaces.
- Improve and evaluate the curriculum content with different teaching resources to cultivate and promote the acquisition of basic skills in the students.

It is also very important to remark the eight teacher's standards from the UK [2] as teachers make the education of their pupils, their first concern and their conduct and work make possible to transmit the knowledge and skills in the best interest of their pupils.

A teacher must:

1. Set high expectations which inspired, motivate, and challenge pupils.
2. Promote good progress and outcomes by pupils.
3. Demonstrate good subject and curriculum knowledge.
4. Plan and teach well structured lessons.
5. Adapt teaching to respond to the strengths and needs of all pupils.
6. Make accurate and productive use of assessment.
7. Manage behaviour effectively to ensure a good and safe learning environment.
8. Fulfil wider professional responsibilities.

[2] www.gov.uk%2Fgovernment%2Fuploads%2Fsystem%2Fuploads%2Fattachment_data%2Ffile%2F301107%2FTeachers__Standards.pdf&h=0AQFhxWRK

4. THEORETICAL FOUNDATION

4.1 Key competences

The European Union (EU) proposes a reference tool for the countries to integrate them into their strategies and infrastructures, and they are compiled in the Recommendation 2006/962/EC of the European Parliament and of the Council of 18 December 2006 on Key Competences for lifelong learning[3].

The Key Competences are essential in the learning process as they are a combination of Knowledge and Skills that permit pupils to state the basis for further learning.

I would like to highlight that following this recommendation this Key competences are also integrated in the LOMCE (pg. 19352)[4].

1. COMMUNICATION IN THE MOTHER TONGUE:

Definition:

> Communication in the mother tongue is the ability to express and interpret concepts, thoughts, feelings, facts and opinions in both oral and written form (listening, speaking, reading and writing), and to interact linguistically in an appropriate and creative way in a full range of societal and cultural contexts; in education and training, work, home and leisure.

Howard Gardner in his book, Frames of Mind sets out the idea of multiple intelligences, as he defines intelligences as: "The ability to solve problems or to create products that are valued within one or more cultural settings" (1993 p. 33).

[3] Official Journal L394 of 30.12.2006 or:
http://eur-lex.europa.eu/legal-content/EN/TXT/?uri=celex:32006H0962

[4] Real Decreto 126/2014, de 29 Febrero, por el que se establece el Curriculum Básico de la Educación Primaria.

He maintain that we have different types of intelligences. One of them is the *"Linguistic intelligence"* that we revealed when we use the language to express ideas, feelings, to explain events, convince others and communicate in different context.

This competence is the cognitive ability that the person develops to communicate and to be able to do so, we have to acquire the necessary vocabulary, grammar, literacy, reading ability and any other communicative skill.

Jean Piaget, Lev Vygotsky and Gerome Bruner, sustained that children acquired the language as an interaction of three different aspects that they considered to be the cognitive bases: inheritance, maturation and experience. They defend the idea that there are transition periods to learn a language and those periods depend on the maturation.

Lev Vygotsky believe that talking is necessary to be able to clarify important points but as well, talking to others help us to learn more about communication, as children not only react to the words that are used, they also interpret the context, facial expressions, and body language, to be able to understand their meaning.

2. COMMUNICATION IN FOREIGN LANGUAGES:

Definition

> Communication in foreign languages broadly shares the main skill dimensions of communication in the mother tongue: it is based on the ability to understand, express and interpret concepts, thoughts, feelings, facts and opinions in both oral and written form (listening, speaking, reading and writing) in an appropriate range of societal and cultural contexts (in education and training, work, home and leisure) according to one's wants or needs. Communication in foreign languages also calls for skills such as mediation and intercultural understanding. An individual's level of proficiency will vary between the four dimensions (listening, speaking, reading and writing) and between the different languages, and according to that individual's social and cultural background, environment, needs and/or interests.

As this competence talks about the ability to understand and communicate with people of other countries or cultures, we could say that we use the language as a social perspective.

Lev Vygotsky determines that the origin of the language is social and it is a tool to communicate with others and carry out social and foreign exchanges.

Jean Piaget state "the language is indispensable for the production of the thoughts. Between them exists a genetic circle in which one of them rely necessarily on the other, in a solidary conjunction and in a perpetual reciprocal action". (1992 p. 30)

Communication in a foreign language enable us to have a better view of intercultural relations and encourage the curiosity and the interest for others.

3. MATHEMATICAL COMPETENCE AND BASIC COMPETENCES IN SCIENCE AND TECHNOLOGY:

Definition:

> Mathematical competence is the ability to develop and apply mathematical thinking in order to solve a range of problems in everyday situations. Building on a sound mastery of numeracy, the emphasis is on process and activity, as well as knowledge. Mathematical competence involves, to different degrees, the ability and willingness to use mathematical modes of thought (logical and spatial thinking) and presentation (formulas, models, constructs, graphs, charts).
>
> Competence in science refers to the ability and willingness to use the body of knowledge and methodology employed to explain the natural world, in order to identify questions and to draw evidence-based conclusions. Competence in technology is viewed as the application of that knowledge and methodology in response to perceived human wants or needs. Competence in science and technology involves an understanding of the changes caused by human activity and responsibility as an individual citizen.

This competence is divided in two sections. Talking about Mathematics, is necessary to have the knowledge regarding numbers, measures, basic operations and understanding of mathematical terms and concepts.

In Gardener's work on Multiple Intelligences identifies one of them as a "*logical-mathematical intelligence"* which he finds helpful at the time of dealing with some kind of problems, although he thinks it should not be seen as more important than others. He also believes that this type of intelligence can be identified because mathematics can be written as well as spoken and read, and are present in each of us and we develop them during our lives.

The second part of this competence talks about Science and Technology and comprises skills and concepts about technological products and natural world, scientific

methods, the use of tools and machines.., part of this competence is to be able to identify the scientific data and make a decision based in evidence. This competence develops our interest for the scientific and technological progress.

Steiner's philosophy is based on a prospective about Education which gave children clarity of thought, sensitivity of feeling and strength of will, makes children to have interest in all new things unknown to them.

Maria Montessori claimed that her philosophy was based on scientific observations. She wrote "The child can only be free when the adult becomes an acute observer. Any action of the adult that is not a response to the children's observed behaviour limits the freedom" (1912. p 2).

4. DIGITAL COMPENCE

Definition:

> Digital competence involves the confident and critical use of Information Society Technology (IST) for work, leisure and communication. It is underpinned by basic skills in ICT: the use of computers to retrieve, assess, store, produce, present and exchange information, and to communicate and participate in collaborative networks via the Internet.

We can defined digital competence as the capability "to explore and face new technological situations in a flexible way, to analyse, select and critically evaluate data and information, to exploit technological potentials in order to represent and solve problems and build shared and collaborative knowledge, while fostering awareness of one's own personal responsibilities and the respect of reciprocal rights/obligations." (Calvani, Fini & Ranieri 2009, p. 161).

For the last twenty years digital competence has become crucial in the education nowadays. There is two main reasons for this: we are able to choose cognitive activities, which technologies can enhance in a way that is of vital importance, and on the other hand, we are in a socio-cultural process that affects the cognitive structures involved in the acquisition of information and basic knowledge, and therefore the new technologies have a strong repercussion on it.

5. LEARNING TO LEARN

Definition:

> Learning to learn is the ability to pursue and persist in learning, to organize one's own learning, including through effective management of time and information, both individually and in groups. This competence includes awareness of one's learning process and needs, identifying available opportunities, and the ability to overcome obstacles in order to learn successfully. This competence means gaining, processing and assimilating new knowledge and skills as well as seeking and making use of guidance. Learning to learn engages learners to build on prior learning and life experiences in order to use and apply knowledge and skills in a variety of contexts: at home, at work, in education and training. Motivation and confidence are crucial to an individual's competence.

Jean Piaget theories where based in the intellectual development and the logical thought. One of Piaget's ideas is auto-regulation or equilibrium which means that when we take in new information through what we feel, what we hear, what we see or smell, we assimilate the information. That is the reason why when we sometimes take information but don't put any attention and later on comes into us a question that required the information put aside, we have to rethink and reorganize our ideas to restore the equilibrium.

The term active learning is used to describe learning that "engages and challenges children's thinking using real life and imaginary situations" (2007 p. 5)[5], and includes a strong focus on revising what the pupils already know and understand, and the opportunities to try out new skills acquired and review what they have already learn. Many professionals believed that children remember experiences through learning by doing.

This is clearly shown in Edgar Dale's famous cone of learning.

[5] http://www.educationscotland.gov.uk/Images/epsseqi_tcm4-712712.pdf

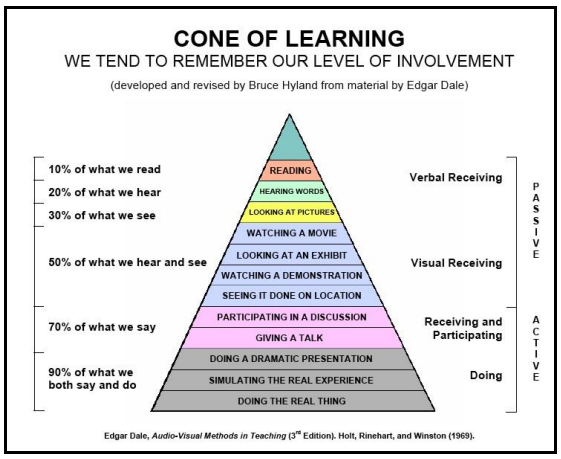

Figure 1: Cone of learning by Bruce Hyland from material by Edgar Dale.

6. SOCIAL AND CIVIC COMPETENCES

Definition:

> These include personal, interpersonal and intercultural competence and cover all forms of behavior that equip individuals to participate in an effective and constructive way in social and working life, and particularly in increasingly diverse societies, and to resolve conflict where necessary. Civic competence equips individuals to fully participate in civic life, based on knowledge of social and political concepts and structures and a commitment to active and democratic participation.

There are several theories regarding social and civic behaviour. Robert Owen and Johann Pestalozzi agreed in the belief that all experiences we offered young children have a great impact on the way in which they develop.

Owen wanted children to be happy and treated with kindness and respect. His expectation was that this kindness would be imitated and that children would be kind to one another. (2006 p.13). This theory has a lot to do with the social and civic behaviour of pupils.

Howard Gardner, identifies this competence linked to the *"Interpersonal Intelligence"* that includes the understanding of one-self and the interaction with others. He states that this intelligence is present in each of us, depending on the background, social environment, experiences, and opportunities that allow us to develop them.

This particular competence is very important in Education and mostly in the project I am taking on, as it is constantly present tolerance, the understanding of different

points of views, confidence, respect, and cope with frustrations, as social abilities and justice, concepts of democracy and civil rights, as civil abilities acquired.

7. SENSE OF INICIATIVE AND ENTREPREURSHIP:

Definition:

> Sense of initiative and entrepreneurship refers to an individual's ability to turn ideas into action. It includes creativity, innovation and risk-taking, as well as the ability to plan and manage projects in order to achieve objectives. This supports individuals, not only in their everyday lives at home and in society, but also in the workplace in being aware of the context of their work and being able to seize opportunities, and is a foundation for more specific skills and knowledge needed by those establishing or contributing to social or commercial activity. This should include awareness of ethical values and promote good governance.

8. CULTURAL AWARNESS AND EXPRESSION

Definition:

> Appreciation of the importance of the creative expression of ideas, experiences and emotions in a range of media, including music, performing arts, literature, and the visual arts.
>
> Essential knowledge, skills and attitudes related to this competence:
>
> Cultural knowledge includes an awareness of local, national and European cultural heritage and their place in the world. It covers a basic knowledge of major cultural works, including popular contemporary culture. It is essential to understand the cultural and linguistic diversity in Europe and other regions of the world, the need to preserve it and the importance of aesthetic factors in daily life.

Both competences relate to each other as they refer to the abilities that include creativity, emotions, plan projects, taking risk, and develop all creative skills that could be used I the future.

For Lev Vygotsky, social and cognitive learning work together, he has a social constructivist point of view where the learner learns from someone who has more experience that take their interest and brings up ideas and emotions. Like Piaget, Vygotsky highlights on the way the knowledge and understanding is constructed by the learner from their experiences. This is known as a *constructivist theory*. However and unlike Piaget who saw experience as something personal, Vygotsky puts emphasis in the social component of this experiences.

Plays and important part in this two competences the creativity.

Craft (2000) suggests that creativity needs to be broadened as a concept beyond imagination. She uses the term "possibility thinking" to describe creativity that guides decision making in everyday life. It represents a shift from asking "What is this and what can it do?" to "What can I do with this?" and "what if…?".

The process of being creative involves asking questions, making connections, exploring ideas, imagining what might be, and reflecting critically on the outcomes. (2015 p.103)

All this will help children to understand their culture, their sense of identity and enables them to have respect for diversity, as well as help them to identify their personal and professional attitudes.

4.2 Outdoor learning

Outdoor education refers to learning in an outdoor setting and reflects the distinction between discovery/active learning and didactic education.

4.2.1 Ways in which teaching and learning outside the classroom enriches the foundation subjects (key competences).

There are three key theories behind learning - cognitive, psychomotor and affective - and how learning outside of the classroom enriches them.

The three learning taxonomies are all individually important however; best practice teachers should aim to construct lessons using all three domains to help create inclusive and well-rounded lessons (Wilson, 2014).

The cognitive domain focuses on the thinking style of learning, developing the ability to: remember, understand, apply, analyse, evaluate and create (Bloom, 1956. Anderson & Krathwohl, 2001). Dillion et al (2005. p. 19) states how this type of learning is nurtured by allowing children the opportunity to learn outside the classroom and discusses how such activities stimulate a pupil's memory. Thus as a result, pupils gain a better grasp

of concepts on the first stage of the cognitive domain and consequently deepen their potential of grasping any concept within the foundation subjects.

Psychomotor development links to a kinaesthetic approach to learning, which involves the use of physical activities to support the development of the learner (Wilson, 2014. Harrow, A, 1972). Taking children outside of the classroom directly results in pupils having more opportunities to do, feel and engage. Thomas (2012) argues that without the opportunity pupils will not partake in adventurous activity, resulting in pupils not gaining the benefits of physical activity. Beames et al (2012. p. 11, 18) also refers to the importance of direct experience and how learning outside the classroom automatically makes subjects cross-curricular hence creating time to expand on more of the foundation subjects. In a different context, Ofsted (2008) reported that an increase in outdoor learning resulted in overall raised standards particularly in the personal, social and emotional development of pupils.

Affective learning relates to the feelings and emotions of learning. Enabling a leaner to connect with their learning, as allowing them to participate strengthens their understanding of concepts (Wilson, 2014. Thomas, 2012). Being outside the classroom supports this style of learning as new environments enable pupils to fully engage in the learning that is taking place (The Council for Learning outside the Classroom, 2014). Whilst Joyce (2012. p. 10) also supports this as her studies discuss how being outside of the classroom can stimulate curiosity and imagination. All which are factors to create effective foundation subject lessons (James, 2013).

The Council for Learning outside the Classroom (2014) highlight the benefits of using all three taxonomies and their ability to create well rounded pupils. Lessons outside the classroom equip pupils with the freedom to enhance their life skills such as communication, teamwork and confidence. Nowadays there is great concern of the increasing numbers of children lacking 'real world' experiences, supporting Thomas' (2012) studies regarding the decline of children being taken outside of the classroom, suggesting a correlation that results in a negative development in pupils.

On reflection, learning outside the classroom collaborates all the learning styles effectively which has been proven to deepen a pupils understanding of a concept, making lessons accessible for all pupils, whilst enriching the subject focus.

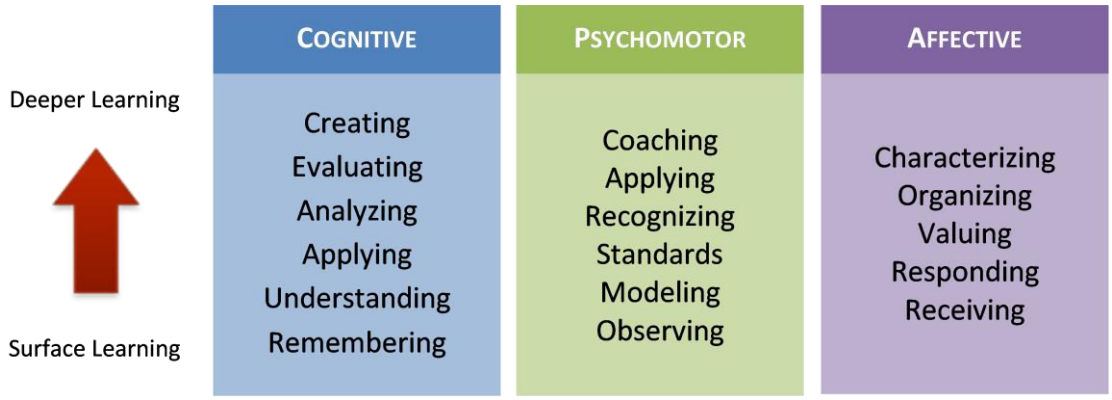

Figure 2: Three learning taxonomies Bloom.

4.2.2 Forest Schools

Forest schools are a unique way of building independence and self-esteem in young children. They originated in Sweden in the 1950s and the idea was taken up by Denmark as a way of teaching children about the natural world. Nowadays has become an integral part of early childhood education in this country.

In England this idea was adopted in 1995 when a team from a school in Somerset went on an exchange visit to Denmark, were they observed children behaviour on an outdoor environment, they were so impressed that on return they set up the first Forest School and to this day is growing throughout Britain.

It is a fact proven that children with challenging behaviour or with additional or specific needs, when taking part in Forest School, have been observed to develop control over their behaviour, improved concentration and independence and develop their social and emotional skills.

Fiedrich Froebel talked about "Gardens of children or for children, and saw the gardens as the best environment for young children's learning and development" (2006 p. 71). He also believed that space and light were essential to learning, and that children should be encouraged to do something instead of being told or shown, for this he developed graduated games promoting the use of clay, wet sand, pieces of wood, and drawing with crayons and chalk.

Before Froebel, Jean-Jacques Rousseau and Heinrich Pestalozzi, had emphasised the importance of children's interaction with nature.

Also Robert Owen believed that children should spend substantial amounts of time each day outdoors, putting a strong emphasis on physical activity.

In the period between the two world wars many experimental and progressive schools and movements developed.

Outdoor learning is linked to a number of different theories and different views and arguments described as follows: (2006 p.74).

- *The Romantic argument* – the child is considered as a whole; play is part of children's nature and children are happy when playing and learning. (This view is linked to Froebel's theory).
- *The behaviorist argument* – it suggest that after learning children deserve to play. Play is used as a reward. (Linked to Skinner's theory).
- *The therapeutic argument* – children are seen as been in a continuous fight with fears. Outdoor learning and play help them to deal with fears and anxieties but also help them to emphasize with others, developing awareness of how others feel and how to manage their own emotions. (Psychoanalytical theories of Freud and others).
- *The cognitive argument* – Development of problem solving, creativity, communication and understanding of social rules (Linked to Piaget and Vygotsky).
- *The economic argument* – states that if practitioners take all these arguments into account then it makes economic sense to support play and learning outdoors.
- *The biological argument* – learning outdoors develops creativity and imagination which is essential to the development of the flexible and adaptable human brain. (Linked to scientific and psychological theories).

5. Activities design and implement

5.1 Description of the proposal

In this proposal I want to highlight the importance that outdoor learning has in the learning process of the children.

There are four capacities who are directly increased by combining a classroom education with and outdoor learning.[6]

- Creates successful learners:

  - ✓ Outdoor learning develops knowledge and skills in ways that add a great value to learner's experiences in the classroom.
  - ✓ Has a very positive impact on a learn term memory.
  - ✓ Reinforces links between cognitive and affective learning.
  - ✓ It fosters the development of specific academic skills as well as improving the motivation to learn.

- Makes confident individuals:

  - ✓ Outdoor learning has a positive impact on young people's attitudes, believes and self-perceptions.
  - ✓ It yields benefits in the promotion of positive behaviour at the same time that improves physical fitness.

- Makes responsible citizen:

  - ✓ Outdoor learning has a positive effect on the social development and has a greater community involvement.
  - ✓ It raises learner's attainment, improves attitudes towards the environment, and creates more positive relationships with each other, with teachers and with the community.

[6] https://www.woodlandtrust.org.uk/mediafile/100146207/Getting-outside-the-classroom-learning-pack.pdf

- ✓ It renews learners pride in their community ad fosters a greater sense of belonging and responsibility.

- Makes effective contributors:

  - ✓ Outdoor learning impacts positively on young people's interpersonal and social skills such as social effectiveness, communication skills, group cohesion and team work.
  - ✓ Develops all key competences.

Taking all this into consideration, this proposal tries to enlighten the importance that outdoor learning has when working with the key competences.

I am going to examine, through different activities, the results of three chosen pupils, their progress, their performance and the achievement of the objectives marked in their attendance to a forest school programme.

5.1.1 Context

As already mentioned, I had the opportunity to carry out my internship at **St Monica´s Catholic Primary School** located in Milton Keynes, a big city in South East England.

The period of time I worked with them went from the **24th of February to the 22nd of May.** Time enough to act as a real teacher and to complete almost all the teacher's competences and also gave me a first contact in an English School working with the British curriculum.

In this particular School they carry out a **Forest School Programme** for their pupils.

I am going to focus on a Year 3 classes (7 and 8 years old pupils).

There are two classes in each year group within the school and most class teachers are supported by a teaching assistant (TA).

Pupils are taught in single year classes, by their own class tutor, although they might be taught by a specialist teacher for some subjects (e.g. PE, French, and Music).

St Monica's Catholic Primary School centres a great deal of attention on behaviour and the use of Forest School procedures increases the development in this area.

It is a Voluntary Aided Catholic Primary School for boys and girls between the ages of three and eleven years old. There are 467 children on roll in the Main School including the Nursery.

It is and intercultural school with children from different nationalities and cultures that had as a common nexus, the catholic religion.

The recognition and the positive assessment towards diversity, makes a new way to understand the social and cultural relationships and it is a new way of act, think and live.

I followed at all times the patterns marked by my mentor Miss Fitzpatrick. She helped me and encouraged me in all subjects and procedures during my stay at the school.

5.1.2 Year 3 group

I observed the two, year three groups, in order to see my mentor's methodology and how students react to the teaching methods.

The first thing that caught my attention was pupil's behaviour, the school in general emphasizes on the school motto "LET TRUST, RESPECT AND LOVE LIVE HERE" – high standards of behaviour are expected from all the pupils.

There are 30 pupils in each year three classes and the atmosphere was really good. Almost all of them had a good attitude in class, and there were no problems of behaviour.

Generally speaking at this age, children are finishing the "*pre-operational*" stage by Jean Piaget. They are able to make more complex operations, and their thought begin to be more abstract. They also can do all sorts of activities, and their progress is very clear.

I would like to emphasise the high capacity of learning at this age. In the class there are always different rhythms, and from my experience you have to attend many different learning levels. In this group I feel really comfortable, because all pupils are able to follow the teacher's instructions and reach the proposed expectations.

Each student have different interests and a different ways to learn, but all of them really like learning through experiences, and enjoy the outdoor activities.

5.1.3 How forest schools are put in practice

St. Monica's Catholic Primary School aims to use the natural outdoor woodland area to offer the children an insight into the Forest School ethos. This approach to outdoor learning, provides pupils the inspiration to be curious, fascinated, interested and inventive, as well as the freedom to explore different ways of 'being', feeling, behaving and interacting, because the physical, mental and emotional space gives them the opportunity to be active and interactive.

Offers opportunities to experience beauty, joy, wonder and exuberance, and become 'lost in the experience'.

Furthermore Forest School develops their imagination by been inventive and resourceful.

Gives children opportunities to meet challenges and learn to handle risk, relief from stress and anxiety, at the same time that increases a sense of awe and wonder at the natural environment, as part of a child's spiritual development.

The 3 St Monica's catholic primary school rules are:

- ✓ Look after yourself
- ✓ Look after each other

- ✓ Look after the environment

With Forest School there is a gradual progression from adult directed activities to child led play-activities, putting an emphasis on the control of their own learning. The activities will depend on the learner's age, stage of development and interest.

At St. Monica's Catholic Primary school, year 3 forest school activities took place on Thursday's afternoon, during three hours.

To choose the activity that is going to be implemented on the forest school session, every Monday morning, at the check-in circle time, where they discuss different opinions and ideas, they point out which subject learned the week before, has taken their attention and would like to experience in an outdoor setting. The subject that has the highest number of points is the one to be implemented.

5.2 Activities, observation and results

5.2.1 Pupils chosen for this research

In this proposal I have chosen three particular pupils. I focus my investigation on them because they represent three different types of children that we could find in most schools, with learning difficulties, and see their progress throughout the different activities presented.

- Pupil 1 (L) Child with mental disability, he has great difficulties in the learning process that include, a short term memory, slow learner, he gets distracted easily. For that reason he has a particular curricular adaptation and is assisted by a specialist teacher one to one.

- Pupil 2 (D) Hyperactive child but very intelligent, he tries to be the centre of attention of all times, he doesn't like much to work with others. He interrupts often in class.

- Pupil 3 (A) Withdrawn child, she is very shy and introvert, very hard worker, she surprises teachers and classmates when she expresses her opinions because they are very rich in knowledge.

5.2.2 Relationship between key competences and forest school (outdoor learning)

- COMMUNICATION IN THE MOTHER TONGUE

Communication can happen anywhere, but linking it to learning in an outdoor setting provides a real live context, that can bring language to live.

Listening and talking, taking part in conversations, reading and writing are a feature that is always present in forest school sessions.

We can see clearly this competence in the show and tell's and circle times sessions before and after the activities.

- COMMUNICATION IN FOREIGN LANGUAGES

Intercultural communication is a process where children can share experiences and feelings and compare their own lives with others from different cultures. This enriches them and gives them knowledge of other points of view and experiences.

- MATHEMATICAL COMPETENCE AND BASIC COMPETENCES IN SCIENCE AND TECHNOLOGY

Numeracy skills are essential to develop a sense of size and amount, by observing and exploring the world. It make children aware on how routines and events of the world link with times and seasons, to plan and organise their calendar throughout the year, interpretation of maps, estimation of how long a journey should take, use of charts for information are evolve in all forest school activities.

Science is directly linked to outdoor learning across the following areas: identify, classify and group living and non-living things in the environment, explore food changes,

energy flow, ecosystems, find out how plants grow and develop, investigate the effects of sounds, waves, gravity etc. as well as exploring different materials.

Children experiment the natural changes in their sessions, every day is different.

Through technology they develop practical skills and explore with different materials and tools, they solve problems or construct 3D objects using appropriate instruments and units, develops creativity and imagination.

- DIGITAL COMPETENCE

This competence is connected with forest school as we use, previous to the activity outdoors, the digital board to learn about the subject they are going to work with.

On the activity itself we take photographs as an evidence and also cameras are used as a material in certain activities.

- LEARNING TO LEARN

One of the most important things in the activities outdoors is to follow the rules marked from the beginning.

To organize your own learning and deal with obstacles that may appear, are part of the learning to learn process. Evaluation takes place in an outdoor learning in two different ways:

- At the end of each activity, there is a review session which gives children the opportunity to share their achievements with the rest of the group, rising their self-esteem.
- The teacher uses this tool to assess the understanding and the progress of the activity, using the feedback and the children's findings.

- SOCIAL AND CIVIC COMPETENCES

Identifying the opportunities that outdoor learning gives to social and civic competences, providing the knowledge from different backgrounds, past events of different societies or by exploring the places to recreate the history.

The ability to communicate with others, to help each other, to deal with conflicts in a different environment is a way in which this competence is treated in forest school.

Working in groups is a normal way of carry out the activities, they have to understand each other, take turns for talking, collaborate in their findings and get to an agreement on their final results.

- SENSE OF INICIATIVE AND ENTREPREURSHIP

This competence is the one that can be develop in an outdoor setting in most of the activities that take place, children will have to turn their ideas into actions and at the same time have initiative.

Taking risks and decision making will prepare them for real live settings in their future.

- CULTURAL AWARNESS AND EXPRESSION

The freedom to choose and express their ideas through creative experiences and emotions, is something that an outdoor environment offers. It is a great opportunity to be inspired by a wide range of stimuli, who gives them the opportunity to visualize objects by their shape, form, color, texture and use this information to advance in their learning.

This competence is link to the expressive arts.

5.2.3 Activities

I have chosen four different activities that represent some of the most important areas treated at Forest School.

In each one of them, there is a plan lesson that I make, following the St. Monica´s Catholic Primary school pattern, which includes the presentation of the activity that is going to be implemented, the previous knowledge of the subject, the learning objectives that we want to obtain with the activity, the success criteria and also teachers notes and themes.

This activities are as follows:

- SCIENCE: Leaves and trees (Leaf detective)
- NUMERACY: 3D Shapes (Creating 3D objects)
- ART: Different design techniques (Get your imagination fly)
- LITERACY: Descriptive texts (What caught your attention?)

For each activity I will mention the Key competences used, the observation of the reactions of the three pupils chosen for the research and the results obtained.

I will also enclose images of each activity.

■ SCIENCE: Leaves and trees (leaf detective)

Planning: Plants (Forest School session) **Links to previous learning:** Children have learned about the different parts of a plant, different types of trees, the shape of leaves…		Date: 5th March 2015 Class: 3SFitzpatrick
LEARNING OBJECTIVES	**SUCCESS CRITERIA**	**PLANING NOTES, ACTIVITIES, THEMES.**
Y3. PLANTS AND TYPES OF TREES. L.O Identify trees with the leaf list given.	MUST: Be able to find at least four leaves SHOULD: Have to compare with leaf list. COULD: contrast the leaves found with the list given. Differentiation: (L) fully supported Resources: Clipboards Pencils Laminator Forest memory book Digital board Leaf list (Annex 1)	Intro: Ask the children if they know anything about leaves. Explain we are going to be learning about leaves from different trees, show them the next video https://www.youtube.com/watch?v=Yz7DZqSvh5c Make a list of the vocabulary that we hear on the video e.g. names of the trees. Main activity: Give them the leaf list and the clipboards, put them in five groups of six pupils each one. They have to collect as many leaves they could find with the teachers help, exploring the environment. Plenary: Sitting down in a circle they have to show their findings and do a show and tell about them. The ones that are the best of each group are the ones that would be laminated and keep in our FOREST MEMORY BOOK.

Key competences used

Communication in the mother tongue, basic competence in Science, learning to learn, social and civic competence and digital competence.

Observations

- PUPIL 1 (L): Insufficient previous knowledge of the subject, during the video wasn't paying much attention, the specialist teacher accompany him during all the activity. He participate with the group as one of them with no problems, even if he got lost o confused the rest of the group look after him.

- PUPIL 2 (D): Good knowledge of the subject, during explanation and video he tries to talk to the classmate next to him. During the activity he tries to be the center of attention but the rest of the group ignore him, so he finally integrates with them on it.

- PUPIL 3 (A): Doesn't show any reaction but she pays attention to all said and to the video. She participates on the hunting and se looks very happy to participate on it.

Results obtain after the activity

- PUPIL 1 (L): He is able to achieve the learning objective marked with help. He takes in the knowledge by visualizing and experimenting physically with the leaves. And is capable of identify different trees.

- PUPIL 2 (D): His behavior improved when working in a group outdoors, when asked at the circle time he answered correctly.

- PUPIL 3 (A): She likes to participate in the group hunting, at circle time she listened with attention to the rest of the group but didn't participate on the show and tell of her group.

Suggestions for improvement

- Coordinate with the specialist teacher on the way the information should be given to him, as I notice that during class explanations he is lost.

- Try to have a closer eye on him to stop disturbing others.
- I notice she is very shy and as I was new person for her, she didn't participate as much as she did before I arrived.

Photos

Figure 3: Pupils collecting leaves

Figure 4: Results obtained and laminated

■ NUMERACY: 3D Shapes (Creating 3D objects)

<table>
<tr><td colspan="2">Planning: 3D Shapes (Indoor and Forest School session)
Links to previous learning:
Properties of 2D and 3D shapes and link between them (to be able to recognize a square face on a cube), recognize and named 3D shapes and use language to describe simple properties.</td><td>Date: 19th March 2015

Class: 3SFitzpatrick</td></tr>
<tr><td>LEARNING OBJECTIVES</td><td>SUCCESS CRITERIA</td><td>PLANING NOTES, ACTIVITIES, THEMES.</td></tr>
<tr><td>Y3. 3D Shape
L.O: To create a 3D shape in the classroom and another one outdoors with materials found.</td><td>MUST: Be able to distinguish a 2D shape from a 3D shape
SHOULD: Do at least one shape.
COULD: Make both 3Dshapes.
(indoors/outdoors)

Differentiation:
(L) fully supported

Resources:
Indoors (Plasticine and Straws)
Outdoors (Sticks and pieces of string)
Forest memory book
Digital board</td><td>Intro: Ask the children how many 2D shapes they can remember from previous lessons, identify them.
With the help of the next video they have to link the 3D shapes that appear with the 2D shapes they know.
https://www.youtube.com/watch?v=ML-vdHCeZjI
Teacher make a list of all 3D shapes identify by pupils on the video.
<u>Indoor activity:</u>
With the help of the sheets given and the use of straws and plasticine try to create a 3Dshape individually.
Before going outdoors we remember 3Dshapes singing along with the next video:
https://www.youtube.com/watch?v=3DAcXMeG5C4
<u>Outdoor activity:</u>
Using sticks of wood and strings try to create a nice 3Dshape in groups of six. They have to agree beforehand on the shape.

Plenary: Show other classmates your final result and the reason you chose it.</td></tr>
</table>

Key competences used

Communication in the mother tongue, Mathematical competence and basic technology, digital competence, learning to learn, social and civic competence, sense of initiative and entrepreneurship.

Observations

- PUPIL 1 (L): Taking into account the suggestions for improvement observed in previous activities I took him out of the classroom while the rest were doing the indoor activity. I put different 3Dshapes inside a bag and told him to take one out and with the eyes closed touch it and try to identify it. Outdoors he work well with the group and collaborate with them.
- PUPIL 2 (D): He had an argument on the playground and this was reflected on his behavior during the whole session, minimum collaboration with the rest, outdoors his mood was better and he start to collaborate with his group.
- PUPIL 3 (A): Listen attentively and sang the song with the rest. Outdoors she still shy but she collaborate willingly.

Results obtain after the activity

- PUPIL 1 (L): He identify perfectly well all shapes in the bag when I worked with him in a one to one basis and also outdoors collect different sticks for his group by himself.
- PUPIL 2 (D): His behavior improved when working outdoors.
- PUPIL 3 (A): She seemed very happy to make 3D shapes and enjoy the song very much.

Suggestions for improvement

- Keep working with him on a one to one basis reinforcing the acquired knowledge.
- Try to integrate him within the group more and help him to know how to deal with frustration.
- Ask her more questions to make her participate.

Photos

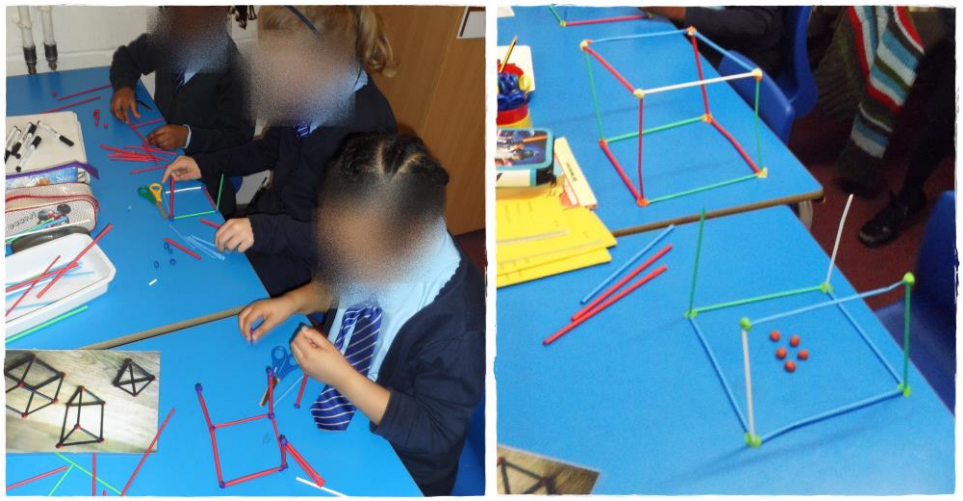

Figure 5: Indoor 3Dshapes creations

Figure 6: Outdoors 3Dshape creations

- **ART: Different design techniques (Get your imagination fly)**

Planning: Design free art (forest school) **Links to previous learning:** Sketching, drawing objects, watercolor painting…		Date: 30th April 2015 Class: 3SFitzpatrick
LEARNING OBJECTIVE	**SUCCESS CRITERIA**	**PLANING NOTES, ACTIVITIES, THEMES.**
Y3. Design techniques	MUST: design or draw something from their imagination.	We already learn how to sketch, but today we will get our imagination fly.

L.O: To make a free style art work using natural things.	SHOULD: design at least one, either design or paint. COULD: do both things. Differentiation: (L) fully supported Resources: Watercolors Natural things (sticks, flowers, leaves, and anything they find). Forest memory book Digital board	Intro: Ask for a list of things that they would use outdoors to make a design, we will write it on the board. After that watch the video of ART ATTACK program of Nail Buchanan where they can see how he creates a helicopter with things he finds. https://www.youtube.com/watch?v=kHnVkMZ5WE0&index=6&list=PLxIsIdKe598XwqDn96KY-MPyCRysm5rt_ Main Activity: Outdoors they have to make a free style work either using natural things (activity in pairs) or watercolors (individual activity) If they finish one of them and there is enough time thy can swap. Plenary: Exposition/art visit to each work, the artist (pupil) will explain to the rest what they have created.

Key competences used

Sense of initiative and entrepreneurship, communication in the mother tongue, cultural awareness and expression, digital competence, learning to learn, social and civic competence.

Observations

- PUPIL 1 (L): He enjoyed the video and he decided to work individually taking his time to paint a wooden stick.
- PUPIL 2 (D): He collaborated with the rest and didn't interrupt much, I tried to keep an eye on him during all the session.
- PUPIL 3 (A): She was very attentive to all my explanations, she enjoyed the session.

Results obtain after the activity

- PUPIL 1 (L): He is very perfectionist in art, I must say that in this school, the last 30min every Friday each pupil can chose one activity they want to do, and he always choses art, he never changes.
- PUPIL 2 (D): He responded well to the attention I gave him and had time to make both designs because he wanted my appraisal.
- PUPIL 3 (A): I notice that she is more willing to show me her work and talks about it, and also she is the one in pink of figure 7.

Suggestions for improvement

- Encouraged him to use his imagination, because he has a special sensibility within the arts.
- If you gave him some attention, he behaves better and doesn't interrupt the class.
- Encouraged her to talk more and open up to the group

Photos

Figure 7: Creative art (A tree and a girl)

Figure 8: Painting, colourful sticks

- **LITERACY: Descriptive texts (What caught your attention?)**

Planning: Description texts using the 5 senses. (forest school session) **Links to previous learning:** Types of texts, the holly postman book, create an adventure story…		Date: 7th May 2015 Class: 3SFitzpatrick
LEARNING OBJECTIVES	**SUCCESS CRITERIA**	**PLANING NOTES, ACTIVITIES, THEMES.**
Y3:Descriptive text L.O To use descriptive writing	MUST: be able to write a description. SHOULD: at least complete the worksheet given. COULD: use specific describe vocabulary, such as many adjectives as they know. Differentiation: (L)fully supported Resources: Worksheet guide(*Annex 2*)	Intro: Ask them: why do you thing that we need to use descriptions? For what purpose? (Adverts, leaflets, when we tell a story...) Main activity: With our clipboards, and the worksheet given as an aid guide they will have to choose something outdoors that catch their attention and complete the chart given. Not only they have to describe what they see, what they smell, the sounds they hear in that moment, what it feels like by touching it… (Next day, in BIG WRITING* session, they will have to do a complete descriptive text using this chart) *It is a particular school method that St. Monica's follow, where each

	Pencils Clipboards	pupil have their own private writing target to achieve. *Annex 3* Plenary: In check in circle (outdoors), they have to choose a partner and compare works to enrich the vocabulary used.

Key competences used

Communication in the mother tongue, learning to learn, sense of initiative and entrepreneurship, social and civic competence, cultural awareness and expression.

Observations

- PUPIL 1 (L): It seems a bit lost because writing is not one of his strong points.
- PUPIL 2 (D): Is very conformable and uses descriptive vocabulary well.
- PUPIL 3 (A): She can use a lot of descriptive adjectives, she has the knowledge.

Results obtain after the activity

- PUPIL 1 (L): Even that literacy is not one of his strong subjects, working outdoors motivates him.
- PUPIL 2 (D): He works well by himself but when he was with the group sometime he gets distracted.
- PUPIL 3 (A): She is improving a lot, opening herself to others and demonstrating this by using the skills she have learnt.

Suggestions for improvement

- Keep working in a one to one basis with him, with the help of the specialist, to integrate him more in the group activities.
- Ask him more questions in order to get his attention and concentrate more in the activities.
- Keep on the same line, she is opening to the teacher and the rest of the group.

Photos

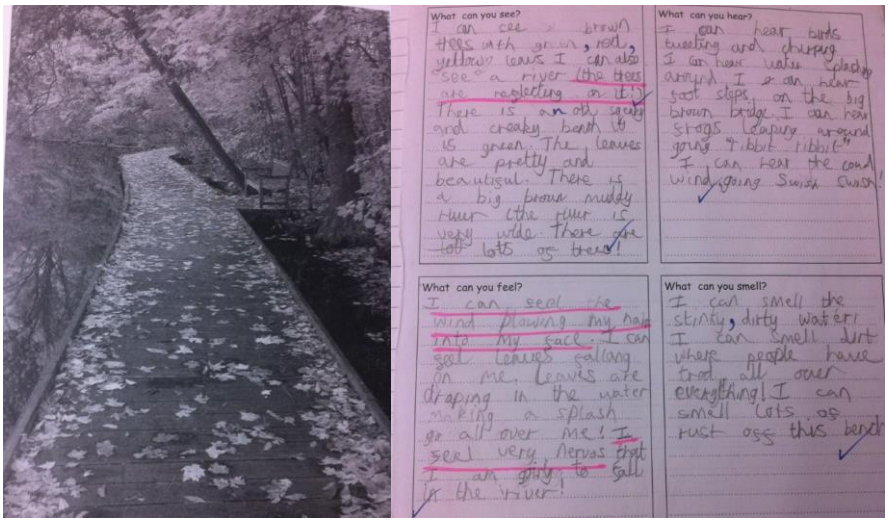

Figure 9: Writing results

5.3 Analysis and reflexion

Analysing the results obtained in my proposal, I have to point out that I find different aspects that develop key competences when working outdoors.

The fact that pupils can experiment by themselves the knowledge acquired in the classroom gives them a sense of independent learning, free thinking and problem solving abilities.

Simon Priest in his report about outdoor education, defines outdoor learning to be founded upon six mayor points:

- It is a method for learning
- Is experiential
- Takes places primarily in the outdoors
- Requires use of all senses and domains
- Is based upon interdisciplinary curriculum matter
- Is a matter of relationships involving people and natural resources.

His metaphorical model of a tree (Figure 10) describes two different approaches to outdoor education. *Adventure education* that relates to interpersonal relationships and

environmental education that concentrates on eco-systemic relationships. He maintains that both approaches, properly integrated, achieve the objectives for this relationships, and in the process, create a truly functional outdoor education experience.

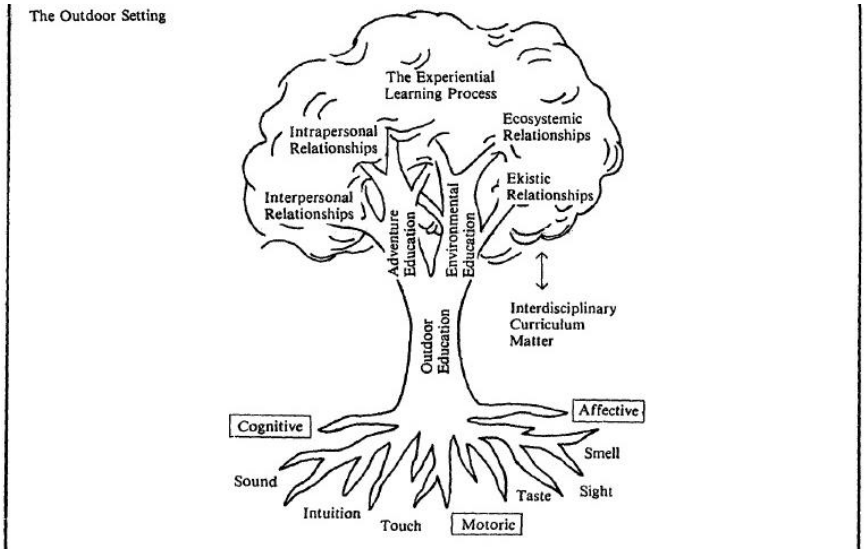

Figure 10: Outdoor education tree by Simon Priest

All forest school's session and their activities are design around a theme that involves investigating and exploring by themselves the knowledge acquired in the classroom. This activities are set up within the capabilities of every person in the group and teamwork skills are develop through them. Individual skills and self-stem play directly an important part in the learning process (use of tools, lighting fires, environmental art, using their senses… the list is endless), as well as developing interpersonal, intellectual and practical skills.

As a practitioners teachers we will constantly evaluate individual progressions to be able to readjust the activities to meet each child's requirements, and at the end of every session, a final review will be carried out.

The benefits that pupils can obtain from forest school (outdoor learning) are varied:

- They can improve they physical an motor skills
- Improve knowledge and understanding of the environment
- Improve language and communication skills
- Improve social Skills including team work
- Increase self-confidence and self believe
- Increase motivation, concentration and imagination

This benefits are linked directly to our Spanish *"Competencias básicas" (*Real Decreto 126/2014, de 29 Febrero, por el que se establece el Curriculum Básico de la Educación Primaria.), because they offer a range of resources that will bring out creativity and imagination, they create situations that allow the pupils to learn new live skills.

6. CONCLUSIONS

This proposal was chosen in the beginning as I said, because it took my attention the benefits obtained by pupils when working outdoors.

The way I fell now, after concluding this research, it is very positive, as I realise, I have learned so many things, not only in the practical way but also in the theoretical side of it.

As I was going through many books, webpages, articles… I realised that outdoor learning is an experience that enriches the whole education learning process.

In a way, it hasn't been a very complex matter to carry out this proposal, as I had a first-hand contact with Forest School in my stay at St. Monica's. I have learnt the way in which the class subjects where treated in an outdoor environment and how pupils react to the knowledge acquired in a living situation.

I have also encountered differences between the Spanish teaching methods and those ones taking place in Britain. As I only had two real teaching experiences (Practicum I and Practicum II), the major difference that I found was in the way the information is transmitted to the pupils, while in Spain we still have text books for the majority of the subjects, as well as a planning guide to teach, in England teachers are the ones who plan the lessons beforehand (following the curriculum marked for each subject and age) to be given in each subject and the way this gets through to their pupils. Children compile the information given by the teachers in their own notebooks for each subjects (*Annex 4).* Every pupil has a personal target to get, depending on their needs.

The results obtained in all activities outdoor are very good in general. I notice how children develop all the key competences in all ways.

Focusing on the results obtained regarding to the three pupils chosen for this proposal my conclusions are as follows:

- Pupil 1 (L) Child with mental disability: this particular pupil develop several skills when working outdoors, he felt more confident and his self-stem increase. He was able to recognise things that we have worked in class and have a better impact in his learn-term memory. He loved all the artistic activities and his face transmitted me his emotion when working on them.

- Pupil 2 (D) Hyperactive child but very intelligent: His attitude and behaviour improve considerably thanks to outdoor outings, mainly when working in groups, his classmates didn't follow him when he tried to be funny. He was very motivated every Thursday, when he knew that we were going to work outdoors.

- Pupil 3 (A) Withdrawn child: Although it took her time to open up, especially with me, I notice that she has more knowledge than she realises. When asked, her answers where very knowledgeable, a big higher that the rest of the group. Working outside make her more confident and improved her self-stem, she also increased her communication skills.

Before I left St. Monica's Catholic primary school and as part of my research, I asked the three pupils the following question: What does Forest School means to you?

Their answers where:

- Is the best thing that ever happened to me.
- Makes me feel free.
- Fantastically enjoyable.

Definitely all my objectives had been successfully achieved, and I am very happy with the results obtained.

Finally I can't see great limitations in implementing outdoor learning to our school procedure, because we can always find a nearby emplacement to work outdoors even using simply the playground environment.

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Figure 10:

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8. ANNEX

Annex 1: leaf list: LEAF DETECTIVE ACTIVITY

Cards

Woodland Trust nature detectives

 ash	 beech	 birch
 elder	 holly	 horse chestnut
 oak	 rowan	 sycamore

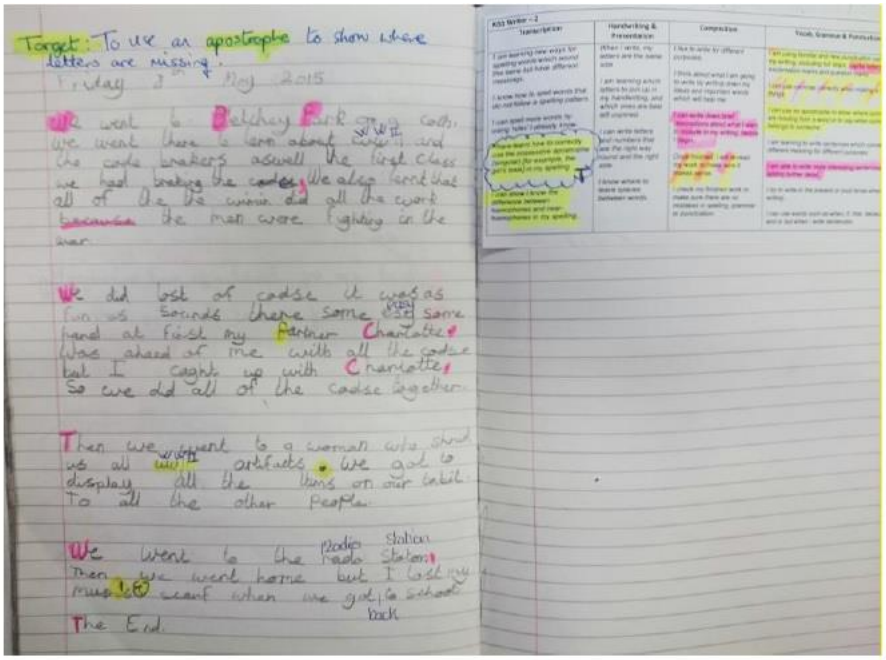
Annex 2: Worksheet guide 5 senses for DESCRIPTIVE WRITING ACTIVITY.

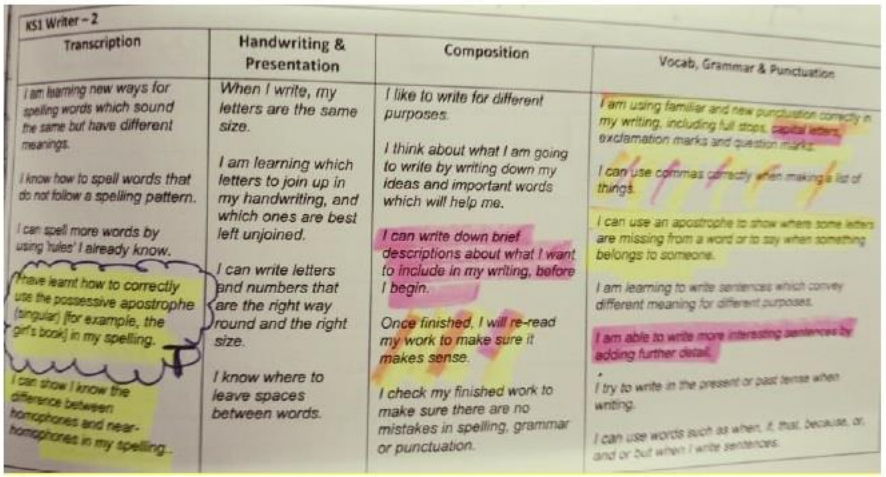
L.O: To use descriptive writing.

Name_____ Date_____

Smells...	
Sounds...	
Feels..	
Looks...	
Tastes...	

Annex 3: Example of Big writing book and correction with new targets.





KS1 Writer – 2

Transcription	Handwriting & Presentation	Composition	Vocab, Grammar & Punctuation
I am learning new ways for spelling words which sound the same but have different meanings. I know how to spell words that do not follow a spelling pattern. I can spell more words by using 'rules' I already know. I have learnt how to correctly use the possessive apostrophe (singular) [for example, the girl's book] in my spelling. I can show I know the difference between homophones and near-homophones in my spelling.	When I write, my letters are the same size. I am learning which letters to join up in my handwriting, and which ones are best left unjoined. I can write letters and numbers that are the right way round and the right size. I know where to leave spaces between words.	I like to write for different purposes. I think about what I am going to write by writing down my ideas and important words which will help me. I can write down brief descriptions about what I want to include in my writing, before I begin. Once finished, I will re-read my work to make sure it makes sense. I check my finished work to make sure there are no mistakes in spelling, grammar or punctuation.	I am using familiar and new punctuation correctly in my writing, including full stops, capital letters, exclamation marks and question marks. I can use commas correctly when making a list of things. I can use an apostrophe to show where some letters are missing from a word or to say when something belongs to someone. I am learning to write sentences which convey different meaning for different purposes. I am able to write more interesting sentences by adding further detail. I try to write in the present or past tense when writing. I can use words such as when, if, that, because, or, and or but when I write sentences.

Annex 4: Types of notebooks in St. Monica's Catholic Primary School.

Green Science book, yellow numeracy, blue literacy, light blue big writing, purple religion, grey sketch and art, a red topic book, and a red for homework.