

# **MY FIRST OUTDOOR**

# **EXPERIENCE**

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## DEFINITIONS

### **Placebased learning:**

The place where it is executed the learning of any lesson will condition this process, because it creates the limits of the person's actions. This is the reason why it is important to choose the correct environment for the children to play, since they don't have the same abilities, knowledge and vision as an adult. The children have a different attitude in front of learning and also it depends on the place they carry out this task.

The diversity of physical environments where children can be is enormous, but there are three general types considered in the education's field: traditional, contemporary and natural playground. These three environments have different equipment and activities to play on it, but it is known from interviews and researches of professionals that children react with more enthusiasm and find more adventures in outdoors and natural environments. This type of information is crucial for plan an education based on the place where it is done.

### **Risky play:**

There are different ways of injuring yourself while playing, and depending on which game you play, where, how and when you play, you would have more or less possibilities. There is a debate between the necessity of leaving the risk to zero and the confidence on leaving a possibility of risk in the game. It is impossible to make the risk disappear while a child is playing, but there is a point of view that emphasize the total control in these situations for make the play more safety. On the other hand, there is a point of view that promotes the possibility playing with risk because it helps the children to learn and grow when he makes a mistake.

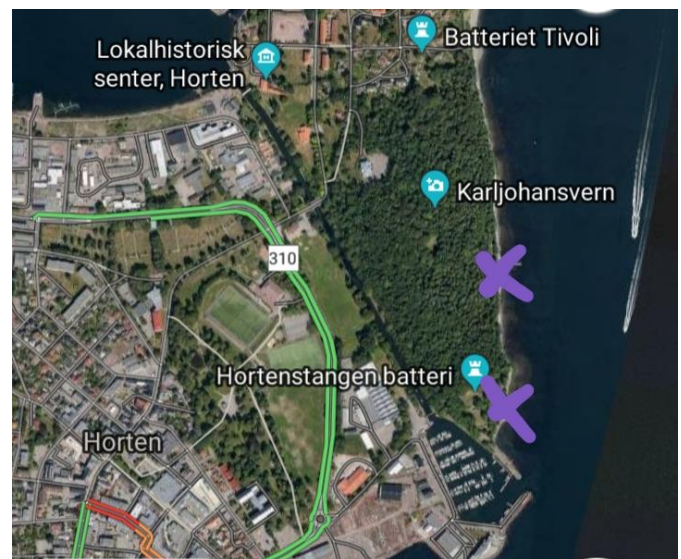
There are six forms of risk: heights, speed, dangerous tools, dangerous elements, rough and tumble, and disappear or get lost. All these types of risky play normally increase the adults worry when the children play outdoors in a natural environment, because their concept of standard game is gone and it appears a space where their children have not been before. This new place where they are is directly related with a situation out of their control.

## Affordance:

The facilities that a place gives for playing on it are known as the affordances. These ones put in relation the environment and the child that is there for playing and depending on both there will be more or less actions and behaviours for learning in that situation. These facilities are divided in two groups: potential and actualized affordances. The first ones are in total relation with the child who is going to play and can be deducted before starting to do any action in that environment. The second ones are related on the behaviour that the child have with that environment and can't be deducted until the individual interact with the playground.

## HORTEN'S PHOTOS

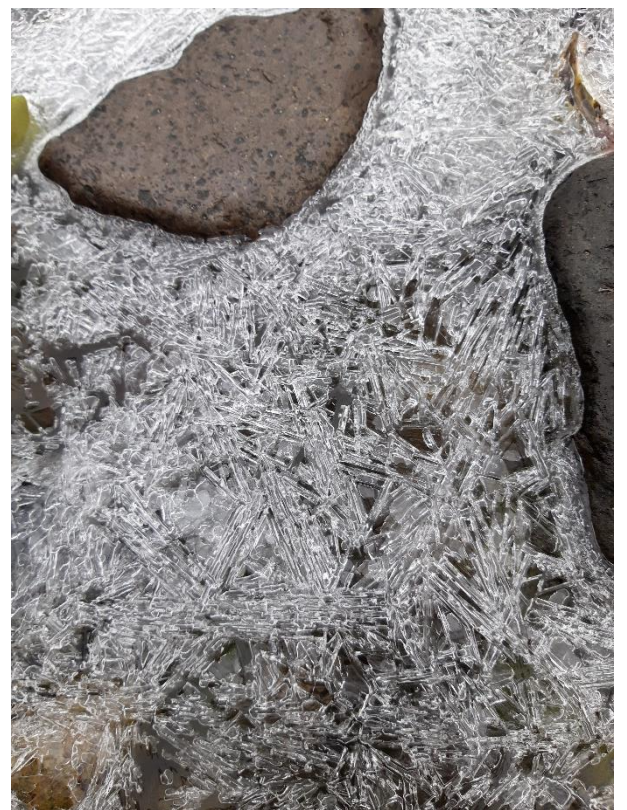
These photos were taken during our excursion to Horten when we were near the Hortenstangen batteri. The place is a natural area next to the city where it is possible to arrive with a geopu with children really easily. It is next to the sea and it has a small beach of rocks that is near the path that goes across the big forest. The proximity of everything gives the children the freedom



for exploring and searching different types of elements or animals in the area without the necessity of have an excessive control on them. A natural playground where they can walk throw the snow, the grass, the mud, the rocks or even the water in a few meters around.

Going to this area during this time of the year shows another point of view of this place. There is contrast between the white forest and blue sea that can't be seen in other seasons. This fact gives the opportunity for the children to see the two different landscapes and also to find a point of connexion between them, like in the second photography.

It is also an open area where they can jump, run, hide, etc. without the necessity of traditional or modern play equipment and where they have more free action than in other environments, promoting at the same time the appearance of actualized affordances.





## NATURE AT MY HOME-PLACE AND OUTDOOR PROGRAMME

I live in a neighbourhood called Benimaclet at the outskirts the city of València, Spain. This means that the nature that I have nearer to my house are some small parks in the zone and the vegetables and fruits fields that are all around the outsider area of the city. This fields are specifically considered as a symbol of our neighbourhood and we have a lot of appreciation to them. The agriculture is in an important characteristic from our area and we try our best for keeping our connexion with it. Also, in our neighbourhood this belonging feeling is stronger than in other areas of València because in the past Benimaclet used to be own town next to the city.

In my case, I love my area and I usually try to go there to do sport or just to get lost and relax myself. I didn't go to the school in this area so I didn't experience any education in this local nature area, but during my practical lessons in one of the school of the neighbourhood I have seen that the outdoor experiences are not done that usually. If I was teacher at these schools, I would try to make the maximum amount of excursion that it would be possible. Trying to make the children experience more activities and games in these nature areas, and also trying to show them how the agriculture culture was in the past and continuous being nowadays.

As you can see, I really wanted to come to experience this outdoor programme here in Norway so I could bring a lot of ideas to my own area and to my future career as a pre-primary teacher. Having the possibility of live during 5 months in Norway doing this type of learning is an opportunity that I never thought that I could experienced.

## REFERENCES

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