

Education and Training Socially Creative Strategies cases from Denmark



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Outdoor Education in kindergardens and primary schools



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A definition from UK:

"Outdoor education usually refers to organized learning that takes place in the outdoors.

Outdoor education programs often involve residential or journey-based experiences in which students participate in a variety of adventurous challenges such as hiking, climbing, canoeing, ropes courses, and group games.

Outdoor education draws upon the philosophy and theory of experiential education and on environmental education."



The Scandinavian model of outdoor education:

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

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

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

(Center for Environmental and Outdoor Education,
Linköping University, 2004)



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for the reason that...

*"Students generally make good progress in outdoor education, both at school and outdoor centres. They develop their physical skills in new and challenging situations as well as **exercising important social skills such as teamwork and leadership.**"*

(Outdoor education, Aspects of good practice,
September 2004 - :
<http://www.ofsted.gov.uk/assets/3719.doc>)



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"Green sprout"

A common example from a Kindergarden



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The children have made them self a base in the local wood.
They come here weekly to examine and experiment with the environment



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At the end of the project the local Major awarded diploma to them all.



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The general experience from outdoor activities with children from kindergardens – among several subjects - is that the outdoor life strengthen their social competencies and excluded children often get a better chance to join into the group.



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A Weekly Nature Day in a Danish 'Folkeskole' - An educational setting

"In 2000, two teachers from the Rødkilde school in the municipality of Vanløse near Copenhagen developed a plan to create an educational setting in a natural area (i.e., a forest) one entire school day once a week – over three years – for their form 3 class. In the summer 2000, a research team from the Institute of Exercise and Sport Sciences, University of Copenhagen, decided to investigate the processes involved in this project."

"Nature Day" can be evaluated as a successful trial; it opens the formal organized schoolwork to extracurricular fields of learning.

We identified a variety of experiences that never can be arranged in normal schoolwork: the climate, the seasons, the natural environment, the open natural scene, the sensual experiences. ...



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*We found out that the interactions in the classroom are different from the interactions and activities in nature. In nature, children get the opportunity to explore in an open field. That requires self-organisation, decision-making, to follow own intentions, and to negotiate goals with others (children and teachers). They can balance between distance and contact, they can change roles and try new roles in the community of practice. Also, the teachers change roles. The children can experience the teachers in new roles as helper, as cook or as specialist on mushrooms etc. **The children have different opportunities to find their place and their form of participation in the community.***

(A Weekly Nature Day in a Danish 'Folkeskole' -An educational setting by Knut Dietrich, Christian Jacobsen, Erik Mygind, Reinhard Stelter:
<http://www.groen-skole.dk/ecobase/naturklas/knut-bog.pdf> 12-01-08)



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The Lutvann-survey: a case-studie about didactical questions to the outdoor education: report 2 - a survey about content and methodology at the outdoor school Lutvann Skole in Norway.



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“The main purpose of the Lutvann-survey is to throw some light on the pedagogical theory and practice which has been developed at Lutvann School in the field of outdoor education.

Lutvann School, a primary school in Oslo, introduced outdoor education as a working method in 1995 . One day a week the pupils and teachers use the surroundings of the school as a teaching resource to enrich the teaching.

The report suggests that outdoor education is possible to realise as a regular working-method throughout the seven years of primary school. ...

The pupils get the chance to work with the subjects in several, often practical ways, where cognitive, affective and psychomotory elements are integrated. ...

We sense the outlines of a school which meets the classical theory-practice-problem of education in a way that strengthens the theoretical perspective of the education. At the same time, however, **the pupils can approach the subjects in various ways and use all parts of themselves**. The study supports the opinion of outdoor education as a relevant and valuable pedagogical practice which stimulates **the development of the pupils as whole human beings**. Outdoor education gives an important contribution to **a more life-centred school.**”

(<http://ask.bibsys.no/ask/action/show?pid=r03017956&kid=forskpub> 18-01-08)



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Education an training- a kind of a second chance school i Copenhagen

The Academy for Untamed Creativity (**AFUK**)



SUBJECTS:

Atelier (Visuel Art)

Artist line

Shop an business

Idea an design

Theatre and performance

Food and cooking

(http://www.afukpro.dk/afuk_temp/index.php)



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Another example:

Many social educators use activities like hiking, climbing, canoeing, ropes courses, and group games, as an educational method to train social skills and team working for social excluded young people.



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Avnø Naturcenter

The former military airport is now a nature center with a lot of different activities



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