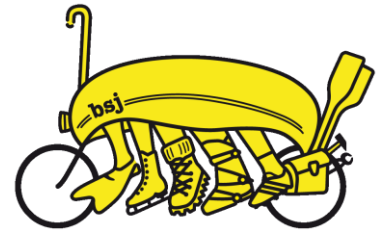


E
O
E

European Institute for
Outdoor Adventure Education and
Experiential Learning



Book of Abstracts

19th EOE conference 2022

Childhood & Nature

bsj Marburg

in partnership with the

European Institute for Outdoor Adventure Education and
Experiential Learning (EOE)

19th – 23rd October 2022

bsj Marburg, Bildungsstätte Wolfshausen, Im Wolfsbach 28, 35096 Marburg, Germany



19th EOE Conference
19th – 23rd of October 2022
at Bildungsstätte Wolfshausen/Marburg

European Institute for
Outdoor Adventure Education and
Experiential Learning

Wednesday, 19th of October 2022

Time	Event
14:30 – 16:00	Arrivals and registration
16:00 – 18:00	Courtyard Welcome activities Getting to know the scene
18:30 – 19:30	Dinner (Igelnest)
20:00	Dachsbau Gathering/Networking



European Institute for
Outdoor Adventure Education and
Experiential Learning

Thursday, 20th of October 2022

Time	Event		
07:30 – 08:45	Breakfast (Igelnest)		
09:00 – 10:00	Dachsbau, Moderator Peter Becker Official Conference Opening with State of Hesse, Ministry of Social Affairs and Integration, head of department family Cornelia Lange County Marburg-Biedenkopf, County Commissioner Jens Womelsdorf City of Marburg, Mayor Nadine Bernshausen bsj Marburg, Managing Director Monika Stein		
10:00 – 11:00	Keynote - Prof. em. Dr. Gerhard Trommer “Children’s Nature - outdoor emphasized”		
11:00 – 11:30	Coffee break (Igelnest)		
11:30 – 12:15	Parallel Oral Presentations		
	Maulwurfshöhle, Moderator Irena Kokalj	Wildkatzenversteck, Moderator Chris Loynes	Haselmauskobel, Moderator Richard Irvine
	Jürgen Heuser	Gregor Torkar	Christiane Richard-Elsner
	Wilderness for children	The science backpack: evaluation of the first years and plans for the future	Social scientific discourses in the post-war period and their inhibiting effect on children's free play outdoors
12:30	Lunch (Igelnest)		



14:30 – 15:15	Parallel Oral Presentations			
	Maulwurfshöhle, Moderator Martin Lindner	Wildkatzenversteck, Moderator Martin Vollmar	Haselmauskobel, Moderator Irena Kokalj	
	Tomás Aylward & Gerard O'Carroll	Christian Eckhardt	Joan Whelan	
	Rewilding pre-service early years educators; an example from in Ireland	Go out and play - the benefits of nature play through 21st century lens	Forest School: Relational Caring Pedagogy in an Irish Primary School	
15:15 – 15:45	Coffee break (Igelnest)			
15:45 – 17:00	Poster Presentations			
	Dachsbau, Moderator Chris Loynes			
	Martin Gröger	Anika Mund	Joshua Bennett	Hana Svobodová
	Young home nature park	Benefits of outdoor educational projects for children of mentally ill parents	The Transnatural Perspectives Podcast	Adventurous Play & Outdoor Learning in primary schools in Czechia
17:30	Open Evening in Marburg			
21:30	Shuttle to Wolfshausen			



Friday, 21st of October 2022

Time	Event		
07:30 – 08:45	Breakfast (Igelnest)		
09:00 – 09:15	Dachsbau, Moderator Martin Vollmar		
09:15	Announcements (Peter Wilde/Janine Hölzel)		
09:15 – 10:00	Keynote - Prof. Svantje Schumann "Experiences of nature as processes of discovery in the mode of leisure"		
10:15 – 11:00	Parallel Oral Presentations		
	Maulwurfshöhle, Moderator Richard Irvine	Wildkatzenversteck, Moderator Martin Lindner	Haselmauskobel, Moderator Tomás Aylward
	Heather Prince	Iva Frýzová	Corina Zabel
	Curriculum outdoor practice in local natural spaces and places	Primary science education in the natural school garden	"Das Spinnennetz"- a nature-based project for kids in the age 6-10
11:00 – 11:30	Coffee break (Igelnest)		
11:30 – 12:30	Special Interest Groups		
12:30	Lunch (Igelnest)		
14:00 – 17:00	Study Visits		
17:30 – 19:00	EOE-Institute 25th Anniversary		
19:00	Dinner (Igelnest)		
20:00	Networking		



Saturday, 22nd of October 2022

Time	Event		
07:30 – 08:45	Breakfast (Igelnest)		
09:00 – 09:15	Dachsbau, Moderator Martin Vollmar		
09:15	Announcements (Peter Wilde/Janine Hölzel)		
09:15 – 10:15	Keynote - Ruth Sapsed & Susanne Jasilek “The practice of artscaping and what can happen when artists, professionals, schools, families and volunteers co-create art in nature experiences together”		
10:30 – 11:15	Parallel Oral Presentations		
	Maulwurfshöhle, Moderator Irena Kokalj	Wildkatzenversteck, Moderator Chris Loynes	Haselmauskobel, Moderator Richard Irvine
	Rachel Rafferty	Ziva Pečavar	Jule Hildmann
	Exploring children’s sense of Learner Identity while experiencing Outdoor Learning in an Irish primary school context	Observation as a part of outdoor education for younger children	Benefits of nature engagement and transformative competencies
11:15 – 11:45	Coffee break (Igelnest)		
11:45 – 12:30	Parallel Oral Presentations		
	Maulwurfshöhle, Moderator Martin Lindner	Wildkatzenversteck, Moderator Chris Loynes	Haselmauskobel, Moderator Tomás Aylward
	Judith Blaine (online)	Martin Vollmar	Nik Elvy
	Exploring the psychosocial outcomes of outdoor adventure education for adolescents in a South African setting	Early Language Development in Nature	ACE's and Places - A case for a trauma informed pedagogy of place



12:30	Lunch (Igelnest)				
14:30 –	Parallel Workshops 180 Minutes				
17:30	Maulwurfshöhle	Wildkatzenversteck	Haselmauskobel	Dachsbau	
	Christian Eckardt	Richard Irvine	Eeva Pekanheimo	Ruth Sapsed & Susanne Jasilek (90min)	Chris Loynes (90min)
	Taking your teaching practice outdoors	'Whittling thingumyjigs and whatsits' - using knives for woodcarving with young people and adults	Outdoor adventure education as a tool of supporting curriculum objectives in Finnish primary & secondary schools	Creating a world within a world - Exploring as artscapers ourselves (90min)	Outdoor Learning through the lens of teacher pupil assessment
17:30 – 19:00	EOE-Institute Annual General Meeting				
19:00	Banquet Dinner (Igelnest)				



Sunday, 23rd of October 2022

Time	Event		
07:30 – 08:45	Breakfast (Igelnest)		
09:00 – 09:15	Dachsbau Announcements (Peter Wilde/Janine Hölzel)		
09:15 – 10:45	Parallel Workshops 90 Minutes		
	Maulwurfshöhle	Wildkatzenversteck	Haselmauskobel
	Joachim Riehl	Christine Taylor Murmann	Jenni Jelkänen
	Get funded! Start-up-time for elder and new projects within EOE-network	Opening Doors through English-in-Nature	Emotions in (our) nature – teaching emotional skills outdoors for 6-9-year-olds
10:45 – 11:15	Coffee break (Igelnest)		
11:15 – 12:30	Dachsbau, Moderator Peter Becker Plenary session Conference closing		
12:30	Lunch (Igelnest)		
14:00	Departures		





Alphabetical list of contributions

	Surname	Name	Title
1	Aylward & O'Carroll	Tomás & Gerard	Rewilding pre-service early years educators; an example from in Ireland
2	Bennett	Joshua	The Transnatural Perspectives Podcast
3	Blaine	Judith	Exploring the psychosocial outcomes of outdoor adventure education for adolescents in a South African setting (online)
4	Eckardt	Christian	Go out and Play - the Benefits of Nature Play through 21st century lens
5	Eckardt	Christian	Taking your teaching practice outdoors. Nature play activities and site setup for kids 2.5-11 years
6	Elvy	Nik	ACE's and Places. A case for a trauma informed pedagogy of place
7	Frýzová	Iva	Primary science education in the natural school garden. A safe environment for developing skills and attitudes
8	Gröger	Martin	Young home nature park
9	Heuser	Jürgen	Wilderness for children: Natural experiential sites in Herne and Bochum
10	Hildmann	Jule	Benefits of nature engagement and transformative competencies. Learning for self, society, and sustainability
11	Irvine	Richard	'Whittling thingumyjigs and whatsits' - using knives for woodcarving with young people and adults.
12	Jelkänen	Jenni	Emotions in (our) nature
13	Loynes	Chris	Outdoor Learning through the lens of teacher pupil assessment
14	Mund	Anika	Benefits of outdoor educational projects for children of mentally ill parents
15	Pečavar	Živa	Observation as a part of outdoor education for younger children
16	Pekanheimo	Eeva	Outdoor adventure education as a tool of supporting curriculum objectives in Finnish primary & secondary schools
17	Prince	Heather	Curriculum outdoor practice in local natural spaces and places
18	Rafferty	Rachel	Exploring children's sense of Learner Identity while experiencing Outdoor Learning in an Irish primary school context. Outdoor Learning for Learner Identity
19	Richard-Elsner	Christiane	Social scientific discourses in the post-war period and their inhibiting effect on children's free play outdoors
20	Riehl	Joachim	Get funded! Start-up-time for elder and new projects within EOE-network
21	Sapsed & Jasilek	Ruth & Susanne	Creating a world within a world
22	Svobodová	Hana	Adventurous Play & Outdoor Learning in primary schools in Czechia
23	Taylor	Christine	Opening Doors through English-in-Nature. Learning Nature (as a reason) to Use English; Using English (as a reason) to Learn Nature
24	Torkar	Gregor	The Science Backpack: evaluation of the first years and plans for the future
25	Vollmar	Martin	Early Language Development in Nature
26	Whelan	Joan	Forest School: Relational Caring Pedagogy in an Irish Primary School
27	Zabel	Corina	"Das Spinnennetz"- a nature-based project for kids in the age 6-10





1. Rewilding pre-service early years educators; an example from in Ireland

Mr. Tomás Aylward & Gerard O'Carroll
Munster Technological University, Ireland

Oral presentation

Outdoor play and learning are acknowledged widely in contributing to balanced and healthy child development (Klaar and Öhman, 2014). In a modern society in the Global North, more time in childhood is spent indoors than ever before. While greater engagement with the natural world is of benefit to the health and wellbeing of individuals across the lifespan, its implication for children aged 0-7 years is perhaps greatest (Tovey, 2007). A number of pressures, both sociological and administrative have led to many children and early years educators remaining indoors. Lack of confidence by staff, a deficit of discreet pedagogical knowledge and concerns about managing safety are regularly cited as demurs (Kernan,2006). Habitus and lack of connection with nature are under-reported as causes of this inertia. An inertia which leaves children indoors. This is notably the case in Irish early years education and care (ECEC) settings (NCCA,2021). This presentation involves a case study in in the undergraduate formation of early years educators in Ireland. Through the inclusion of a 5ECTS module in their degree, early years educators are being “rewilded”; by connecting them with nature and helping them to Be outdoors, then helping them to build leadership, safety management and pedagogical skills to Do outdoors in the form of outdoor play and learning as part of their ECEC service. The experiences of lecturers and students on the module are presented.

About the author:

Tomás Aylward is a lecturer in outdoor and experiential learning and course leader for the BA in Outdoor Learning at MTU, in Ireland. Gerard O'Carroll is the course leader for the BA degree in Early Childhood Education and Care (ECEC) at Munster Technological University.

Links/references:

References Tovey, H., 2007. EBOOK: Playing Outdoors: Spaces and Places, Risk and Challenge. McGraw-Hill Education.

Knight, S., 2011. Risk & adventure in early years outdoor play: learning from forest schools. Sage Publications.

Kernan, M., 2006. The place of the outdoors in constructions of a ‘good’ childhood: an interdisciplinary study of outdoor provision in early childhood education in urban settings. Unpublished PhD Thesis, University College Dublin.

Klaar, S. and Öhman, J., 2014. Children's meaning-making of nature in an outdoor-oriented and democratic Swedish preschool practice. *European Early Childhood Education Research Journal*, 22(2), pp.229-253.



NCCA, 2021. Supporting Risky Play Opportunities. [online] Available at:
<<https://ncca.ie/en/updates-and-events/latest-news/2021/december/supporting-risky-play-opportunities/>> [Accessed 5 September 2022].



2. The Transnatural Perspectives Podcast

Joshua Bennett

Transnatural Perspectives Podcast, USA/Norway

Poster presentation

As mentioned in my biography, I host a podcast called the Transnatural Perspectives Podcast which I started independently back in mid 2020. The podcast features perspectives on Society and Culture across environments and landscapes, with the goal of moving from the anthropocentric view of Trans-culturalism to a more Trans-natural perspective that recognizes nature, as Faarlund, Dahle and Jensen put it, as 'the home of culture'. The podcast is listened to in more than 50 countries around the world and many of the podcast interviews are, have been or are being converted into written publications. As this podcast, and it's greater project the Transnatural Studies Collective, is working with the more-than-human world, I propose a more-than-poster presentation. I intend to use the poster and session as a gallery of sorts and an interactive way to present highlights from previous interviews as well as collect new perspectives from willing conference participants via writing and audio recording (short interviews). Willing interviewees can sign up at the poster to participate in sessions with me through the conference when convenient. The goal of this presentation is to collect more unique perspectives, stir discussion about audio publication, and create a new podcast episode that reports on the EOE conference.

About the author:

Originally from Florida, Joshua Bennett is an Eco-Social Science Educator, Nature-Based Guide, and Communication Artist based in Norway. Josh's work focuses on weaving Eco-Social sustainability into learning experiences.

Links/references:

Transnaturalpod.com

References Bennett, J. (2021, April 28). The Transnatural Perspectives Podcast. Nexus Natura. Retrieved November 15, 2021, from <https://www.nexusnatura.org/blog/nexusnaturaorg/the-transnatural-perspectives-podcast>

Faarlund, N., Dahle, B. & Jensen, Aa. (2007). Nature is the Home of Culture — Friluftsliv is a Way Home.

Jickling, B., Blenkinsop, S., Timmerman, N., & Sitka-Sage, M. D. (2018). Wild pedagogies touchstones for re-negotiating education and the environment in the anthropocene. Cham: Palgrave Macmillan.

Bennett, J. (2021, February 25). Swimming to heal. Earth Island Journal. Retrieved November 15, 2021, from <https://www.earthisland.org/journal/index.php/articles/entry/swimming-to-heal>



3. Exploring the psychosocial outcomes of outdoor adventure education for adolescents in a South African setting **General information**

Dr. Judith Blaine

Rhodes University, South Africa

Oral presentation

Holistic education is promoted for both the learning of basic academic skills, and also psychosocial competencies that prepare learners for adulthood and citizenship (Payton et al., 2008). This has prompted a search for new models to support adolescent development, to prepare youth to cope and succeed in a rapidly changing and unpredictable future. Outdoor adventure education (OAE) is one such model, with research suggesting that OAE may provide some of these desired outcomes (Richmond et al., 2018). Adopting an underlying social constructivist framework, this research sought to understand the psychosocial outcomes and perceived value of Journey, a school-based OAE programme, for adolescents in a South African setting. Employing a mixed methods quasi-experimental design, a purposive convenience sample of 184 Grade 10 learners was recruited for this study. Quantitative data included self-report measures (i.e. Life Effectiveness Questionnaire; Emotional Literacy Questionnaire and Connor-Davidson Resilience Questionnaire) pre- and post-Journey. The qualitative data came from semi-structured interviews with focus groups, post-Journey surveys and learners' letters to the principals. Results indicated statistically significant increases in the adolescents' self-reports of life effectiveness and resilience, but not of emotional literacy after participating in the programme. Employing the acronym FLOURISHING, Journey was seemingly beneficial for most learners psychosocial development. However, not all learners benefitted from the experience. A strengths-based approach is recommended to foster autonomy, relevance and competence in the participants, so as to ensure that they all gain from their experiences. Recommendations are made for further OAE research, with considerations of the practical implications of the findings.

About the author:

Dr. Judith Blaine was born and bred in South Africa and has lived and worked between Hong Kong and South Africa for the past 27 years. Judy is a Research Associate with Rhodes University, South Africa and founded her own company, Odyssey, which offers a strength-based approach to wellbeing

Links/references:

<https://odyssey.net.za/>

Blaine, J., & Akhurst, J. (2021). Quantifying the psychosocial outcomes of outdoor adventure education for adolescent learners in a South African setting. *South African Journal of Psychology*. <https://doi.org/10.1177/00812463211029024>



Blaine, J & Akhurst, J (2020) A South African exploration into outdoor adventure education and adolescent psychosocial development, *Journal of Psychology in Africa*, 30:5, 440-450, DOI: 10.1080/14330237.2020.1821311

Blaine, J & Akhurst, J (2021) A journey into understanding gendered experiences of outdoor adventure education, *Journal of Adventure Education and Outdoor Learning*, DOI: 10.1080/14729679.2021.2001759

Blaine J, & Akhurst, J (in press) A Journey to Adolescent Flourishing: Exploring psychosocial outcomes of outdoor adventure education, *South African Journal of Education*



4. Go out and Play – the Benefits of Nature Play through 21st century lens

Christian Eckardt

Greater Sydney Parklands, Australia

Oral presentation

“Go out and Play” – the Benefits of Nature Play through 21st century lens “Go out and play” they said, “be back when the sun sets!” Only some decades ago, these words could be heard in many households around Australia. Rapid urbanization, digitalization, and a dramatic increase in time spent indoors have been happening simultaneously to an increase of physical and mental problems in our children since. That’s not a coincidence – but what is the antidote? In Australia, nature play summarises child-led play-based learning programs that take place in the great outdoors. Through connection to place, children discover the environmental and social relationships around them. This presentation will look at current research linking time spent in nature to wellbeing and discuss the benefits of nature play for children’s development putting it into the context of children’s rights and 21st century skills. We will explore ways to integrate nature pedagogy into existing teaching and education practices and how we can give all children access to a nature connected future. Greater Sydney Parkland’s education team is creating a new generation of nature advocates. Our education programs (re)connect children to nature and help them to experience all of its benefits. As experts in nature play, our educators deliver weekly Bush School programs for 2.5 – 5 years old children are a ten-week journey of free play, stories, games, art making, and learning all about beautiful landscapes. School excursions provides interactive curriculum linked learning experiences whilst our school holiday and community programs enable children’s freedom to play.

About the author:

A former teacher and event manager, Christian has been able to combine his two professional interests at Greater Sydney Parklands. Together with his team of experienced outdoor educators, he has been creating nature play programs that focus on Australian culture and environment.

Links/references:

<https://www.centennialparklands.com.au/learn>



5. Taking your teaching practice outdoors. Nature play activities and site setup for kids 2.5-11 years

Christian Eckardt

Greater Sydney Parklands, Australia

Workshop 180 minutes

Many of today's parents, educators, and teachers have grown up disconnected from nature. This has become one of the main obstacles of taking children outside. "Helicopter" parents and educators are putting the risks of nature education above the benefits. In addition to being risk adverse, most of them simply don't know how to play outdoors. This hands-on workshop will explore ways to educate children within nature in a regulated, safe, and fun way! We will look into risk-benefit-analysis of outdoor spaces and ways that give every educator or parent the skill set to move their teaching practice outside. You will gain a practical understanding of nature pedagogy, the role of the educator, site and risk assessment, outdoor games and how nature connection contributes to wellbeing. Participants will experience a range of hands-on activities and reflective practice to inspire and engage learners to get children outside and into nature.

Learning Overview:

- Nature Pedagogy and the role of the educator in outdoor learning
- The benefits of outdoor learning/nature play for early childhood and primary school students
- Skills for site assessments that enable educators to set up enriching outdoor learning spaces e.g. in the playground, centre or off site
- Activities for outdoor learning to develop wellbeing and resilience.

About the author:

A former teacher and event manager, Christian has been able to combine his two professional interests at Greater Sydney Parklands. Together with his team of experienced outdoor educators, he has been creating nature play programs that focus on Australian culture and environment.

Links/references:

<https://www.centennialparklands.com.au/learn>



6. ACE's and Places. A case for a trauma informed pedagogy of place

Ms. Nik Elvy

Curious School of the Wild CIC, England

Oral presentation

ACE's and Places How does practice change when we view place and nature through a lens of Adverse Childhood Experiences (ACE's)? How do we deliver outdoor education in marginal nature places and to marginalised children? We explore how we work with children with trauma and challenging life circumstances, using place as a vital therapeutic tool. Our work utilises both beautiful and traditional woodland outdoor education environments, and also less traditional, tiny, green spaces on housing estates. We present our work as a case study, as outdoor practitioners and ask: how do children experiencing scarcity of resources access and connect to nature places? How do children with trauma interact with different nature places and should we re-evaluate the natural places we work in? What are the benefits and pitfalls for children living with high ACE's when engaging with outdoor nature-based provision? Like Watchow and Brown*, we are compelled "as professionals to question taken-for-granted approaches to outdoor education" and present a case for a trauma informed pedagogy of place. *Watchow, B. & Brown, M. (2011). A Pedagogy of Place. (1st ed). Monash University publishing.

About the author:

Nik Elvy is an outdoor educator and Founder/Director of Curious School of the Wild CIC. She is an advocate of inclusive practices in outdoor education particularly for those experiencing poverty. Nik studied at Marjon for her MRes in Outdoor Education.

Links/references:

–



7. Primary science education in the natural school garden. A safe environment for developing skills and attitudes

Mgr. Iva, Frýzová

Masaryk univerzity, Faculty of Education, Czech republic

Oral presentation

Primary teachers perceive outdoor science education as demanding regarding scholarly, organization, or health risks. However, barriers to outdoor education are identified by many studies (Rickinson et al., 2004; Dillon, 2013) but are not considered crucial by teachers when teaching takes place on school grounds (Ayotte-Baudet et al., 2017; Dymont, 2005; Malone & Tranter, 2003). Regarding outdoor science education, it is ideal if the school grounds have the character of a natural garden. Implementing education in the school garden has its positives for students in the form of reduction of the novelty effect (Orion & Hofstein, 1994), the possibility of implementing long-term observations, and building a relationship to a particular place (Dymont, 2005). On the contrary, it enables teachers to gradually acquire and improve the skill of teaching outdoors (Remmen, 2014). According to Morrison (2022), the gradual acquisition of outdoor teaching skills takes place in three steps - using natural resources in the classroom, then transferring teaching to the outdoor environment by using a similar methodology to inside teaching, and finally adapting the teaching to the given conditions both in terms of content and organization. Respecting the above, we used the sequences and applied them to the undergraduate preparation program for primary education students at Masaryk University in Brno. Our research probe reflects a significant change in the students' perception of the school garden as a suitable space for science education.

About the author:

Iva Frýzová is an experienced primary science teacher, working as an instructor at the department of biology, and faculty of education at Masaryk University. As a teacher and researcher, she is focused on a science education outside the classroom, especially education in the garden.

Links/references:

Rickinson, M. et al. (2004). A Review of Research on Outdoor Learning. London: National Foundation for Education Research and King's College

Dillon, J. (2013). Barriers and benefits to learning in natural environments: Towards a reconceptualisation of the possibilities for change. *Cosmos*, 8(2), 153– 166.

Ayotte-Beaudet, J.-P., Potvin, P., Lapierre, H. G., & Glackin, M. (2017). Teaching and Learning Science Outdoors in Schools' Immediate Surroundings at K-12 Levels: A Meta-Synthesis. *Eurasia Journal of Mathematics, Science and Technology Education*, 13(8), 5343-5363.



Dyment, J. E. (2005) Green School Grounds as Sites for Outdoor Learning: Barriers and Opportunities, *International Research in Geographical & Environmental Education*, 14:1, 28-45.

Malone, K. & Tranter, J. P. (2003) School Grounds as Sites for Learning: Making the most of environmental opportunities, *Environmental Education Research*, 9:3, 283-303.

Remmen, K.B. & Frøyland, M. (2014) Implementation of guidelines for effective fieldwork designs: exploring learning activities, learning processes, and student engagement in the classroom and the field, *International Research in Geographical and Environmental Education*, 23:2, 103-125.

Morrison, S. (2022, 15 th of March). Scaffolding wild pedagogies: Toward a heuristic for teaching and learning in K-12 schools. World Environmental Education Congress, Prague, the Czech republic



8. Young home nature park

Prof. Dr. Martin Gröger
University of Siegen, Germany

Poster presentation

Martin Gröger and Kerstin Heyl: The German nature parks Sauerland-Rothaargebirge and Arnsberg Forest are developing offers for children and young people in the funding project "Young Home Nature Park" in cooperation with the University of Siegen. The aim of this initiative is to raise young people's awareness of the local natural and cultural landscapes. It is attended to arouse interest in younger children, which will continue into adolescence and thus contribute in the long run to an development of a young nature park community. In addition to imparting basic knowledge about the special features of their homeland (e.g. ecology, but also history and culture), children and young people are to become ambassadors of the nature park work. They should be actively involved in the care, protection and experience of their native natural and cultural landscapes. In addition, they should pass on their acquired knowledge to younger and older people in their personal environment. The central starting point is children in the 3rd grade, who are to become "nature park experts". First of all, they are to be taught basic knowledge about their home in the nature park. Learning programs have been designed for this purpose. Specific topics include „Nature park experts discover the forest habitat“, „The ground beneath our feet“, „Nature park experts are weather-proof“, „Discovering the nature park“, „Water: Nature park experts know how it is running“. These are low-threshold offers that are intended to awaken joy and interest in the local natural areas. Later, the young nature park experts are to pass on their knowledge to younger pupils and/or extend their training towards becoming a nature park ranger.

About the author:

Martin Gröger is professor for didactics of chemistry at the University of Siegen and interested in teaching natural sciences in nature resp. outside the classroom. Kerstin Heyl is regional manager of the nature park Sauerland-Rothaargebirge. Here she develops educational programmes for children.

Links/references:

<https://www.naturpark-sauerland-rothaargebirge.de/>

<https://www.chemie-biologie.uni-siegen.de/chemiedidaktik/>

<https://www.chemie-biologie.uni-siegen.de/chemiedidaktik/flex/?lang=de>



9. Wilderness for children: Natural experiential sites in Herne and Bochum

Graduate Biologist Jürgen Heuser
Biologische Station Östliches Ruhrgebiet, Germany

Oral presentation

The Biological Station Eastern Ruhrgebiet is an institution for nature conservation within the biggest agglomeration in Europe, the Ruhr area. One of our targets focuses on the growing-up process of children. We would like to offer children the opportunity to play in natural surroundings in an intense and independent way for this is considered to be the basis to a sustainable appreciation of nature. Following this keynote we started our project „Wildnis für Kinder“ (wilderness for children) in Bochum and Herne in 2012 according to the concept of „Naturerfahrungsräume“ (natural experiential sites; NES). In cooperation with the municipal administration eight areas were chosen to be developed as NES. Most of these used to be fallow land. Today they offer attractive yet safe spaces for children’s playing. All of them cover more than an acre in dimension and are situated close to residential districts, with a pattern of clearings as well as woods and copses. This allows playing without the feeling of being observed, an issue that is quite important to us, because „Wildnis für Kinder“ is more than a project in nature conservation: Free and independent playing in nature has been proven to be beneficial and healthful to children in many ways. And it is not only motoric skills that will be practiced. Particularly the psychological development of the youngsters will be influenced in a very positive way. But let us be honest: Wild areas that offer trees to climb in, bushes to hide and a huge variety of incentives for phantasy and creativity are not necessarily discovered and occupied by children. Today’s parents more often feel insecure or anxious about the idea of unsupervised children outside. On the other hand, digital activities compete with playing in NES. All in all this leads to increasing time spent indoors by children. In order to trigger more playing in the NES, we installed a caretaker for all our sites and their potential users, due to the financial support of the NRW-Stiftung (northrhine-westphalia foundation) over the years. It enables us to offer impulse activities to schools, kindergartens and institutions of youth welfare. It leads children to the NES and gives them the chance to get to know the opportunities and the fun of playing in nature. Besides the caretaker was able to intensify public relations for NES. And indeed we can find a much larger use of the NES since.

About the author:

Jürgen Heuser, 63 year old manager of the Biological Station Eastern Ruhrgebiet, created the project “wilderness for children” in 2006 following the concept of „natural experiential sites“ (NES). He is member in several related working groups and supports communes and others establishing new NES.

Links/references:

References: Heuser, J (2006). Wildnis für Kinder. In Zucchi, H. and Stegemann P. Wagnis Wildnis. München S. 131- 137



Heuser, J (2007). Wildnis für Kinder in der Stadt. In Dettmar, J and Werner, P. Conturec 2. Perspektiven und Bedeutung von Stadtnatur für die Stadtentwicklung. Darmstadt S. 153-158

NRW Natur Heimat Kultur, Magazin der Nordrhein-Westfalen-Stiftung (2021). Kinder, raus mit euch! Düsseldorf S. 22 -23

www.wildnis-fuer-kinder.de, www.biostation-ruhr-ost.de, www.natureerfahrungsraum.de, www.draussenkinder.info



10. Benefits of nature engagement and transformative competencies. Learning for self, society, and sustainability

PhD / Dr. phil. Jule Hildmann

The University of Edinburgh, UK; Centrum fuer Erlebnispädagogik, Germany

Oral presentation

The positive effects of outdoor activities and engagement with nature on health, wellbeing, cognitive functions and socio-emotional development are well established. In a first step, this presentation provides a brief overview of research findings on nature benefits for different areas of child development – such as the immune system (Fjortoft, 2001; Ruokolainen et al., 2015), obesity (prevention) (Ebberling, Pawlak, & Ludwig, 2002), psychomotor skills (Muñoz, 2009; Raith & Gade, 2014), or working memory (Dadvand et al., 2015) and student performance (Wu et al., 2014). Particular attention is given to the mechanisms or 'pathways' (WHO, 2016) that lead to these effects (e.g., sensory perception, physical activity, social interactions), and to what degree these can be steered or induced in educational settings. Further to this, three levels of engagement are observed in the research methodology of studies, namely: (a) access to green space, (b) active engagement with nature and/or the outdoors, and (c) nature connectedness. The implications of these levels in general and for childhood practices are discussed. Secondly, an overview of 'transformative competencies' (OECD, 2019) and 'transversal competencies' (UNESCO, 2015) is presented as an internationally accepted framework for curriculum objectives. Connections are drawn between the pathways and benefits of nature engagement, and the knowledge on how to achieve transformative competencies, showing how outdoor learning can provide a feasible and effective pedagogy to nurture transformative competencies. And finally, critical questions around confounding factors and diversity are posed to demonstrate the complexity of this research subject and the findings when positioned in real life educational settings. Conclusions for research, practice in formal and non-formal education, and policy are drawn on the conditions under which outdoor learning can nurture transformative competencies with lifelong value for children, their/our society, and the planet.

About the author:

Jule Hildmann (PhD) is Senior Research Fellow in Outdoor Environmental Education at the University of Edinburgh, UK. Her work focusses on outdoor leadership and facilitation personal and social growth in and with the outdoors. She is also qualified as systemic counsellor and school teacher.

Links/references:

Dadvand, P., Nieuwenhuijsen, M.J., Esnaola, M., Fornes, J., Basagaña, X., Alvarez-Pedrerol, M., Rivas, I., López-Vicente, M., Pascual, M.D.C., Su, J., Jerrett, M., Qúrol, X., & Sunyer, J.. (2015). Green spaces and cognitive development in primary schoolchildren. PNAS.

www.pnas.org/cgi/doi/10.1073/pnas.1503402112



Ebberling, C.B., Pawlak, D.B., & Ludwig, D.S. (2002). Childhood obesity: Public-health crisis, common sense cure. *The Lancet*, 360(9331), 473-482

Fjortoft, I. (2001). The natural environment as a playground for children: the impact of outdoor play activities in pre-primary school children. *Early Childhood Education Journal*, 29(2), 111-117.

Muñoz, S-A. (2009). Children in the outdoors. A literature review. Forres, UK: Sustainable Development Research Centre. OECD (2019). OECD Future of Education and skills 2030: Thought Leader written statement. URL: http://www.oecd.org/education/2030-project/teaching-and-learning/learning/transformative-competencies/Thought_leader_written_statement_Rychen.pdf

Raith, A. & Lude, A. (2014). Startkapital Natur. Wie Naturerfahrung die kindliche Entwicklung fördert. München: Oekom.

Ruokolainen L., von Hertzen, L., Fyhrquist, N., Laatikainen, T., Lehtomäki, J., Auvinen, P., Karvonen, A.M., Hyvärinen, A., Tillmann, V., Niemelä, O., Knip, M., Haahtela, T., Pekkanen, J., & Hanski, I. (2015). Green areas around homes reduce atopic sensitization in children. *Allergy*, 70(2), 195-202. doi: 10.1111/all.12545. PMID: 25388016; PMCID: PMC4303942.

UNESCO (2015). Transversal competencies in education policy and practice. Regional synthesis report, Phase I. URL: <https://transversalcompetencies.weebly.com/uploads/2/8/4/2/28422343/transversal.pdf>

WHO (2016). Urban green spaces and health – a review of evidence. https://www.euro.who.int/_data/assets/pdf_file/0005/321971/Urban-green-spaces-and-health-review-evidence.pdf

Wu, C.-D., McNeely, E., Cedeño-Laurent, J.G., Pan, W.-C., Adamkiewicz, G., Dominici, F., Lung, S.-C.C., Su, H.-J., & Spengler, J.D. (2014). Linking student performance in Massachusetts elementary schools with the 'greenness' of school surroundings using remote sensing. *PLoS ONE* 9(10), e108548



11. Whittling thingumyjigs and whatsits' - using knives for woodcarving with young people and adults

Richard Irvine

Outdoor Learning, UK

Workshop

This workshop will build confidence and skills in using fixed blade knives for craft activities in a woodland environment. We will learn how to teach some basic skills and apply them in a structured way to the point where young people are able to use those skills creatively. As we sit together and carve, we can have an informal discussion on the history and pedagogy of craft education with reference to Salomon, Hahn, MacEachran and others. Tools and materials are provided but participants are welcome to use their own knife if they wish.

About the author:

Richard Irvine is an outdoor educator, trainer, consultant and author in the field of Forest Education. Based in the South west of England, he runs accredited Forest School training programmes for teachers and has written 3 books on craft and play in the outdoors.

Links/ references:

richardirvine.co.uk



12. Emotions in (our) nature Emotions in (our) nature – teaching emotional skills outdoors for 6-9-year-olds

Jenni Jelkänen

City of Lahti, Finland

Workshop

Good emotional skills are the base on which to build well-being and sustainable lifestyle. Emotions affect behavior more than it's often thought, they are present in all actions. Rejecting and suppressing emotions lead to many negative effects on physical and mental health and it can create conflicts and destructive behavior to ourselves and to the nature. A healthy connection with emotions enhances learning skills and concentration. Emotional skills are crucial for coping in the era of eco-crisis, when eco-anxiety can lead to stagnation and depression. Nature affords space for emotions and fosters emotional processing. In nature there is room for movement and making noise, and there are objects the children can use to verbalise and to process emotions. Nature accepts all and every kind of emotions and that's why it is such a good teacher. Connecting with emotions gives the opportunity for profound self-knowledge and it builds inner resilience, empathy, and self-compassion. In addition to many positive effects that connecting with nature has, it also gives many people hope and meaningfulness in these times. This practical workshop presents a model for teaching emotional skills in natural surroundings. The activities are designed to help teachers and educators to provide tools for children to face and release different emotions. The model has bodily approach, and it gives a lot of space for children with various skills and feelings. The participants will learn what emotions are and what they are not, and how to teach recognizing, accepting and expressing of emotions. This model has been developed by outdoor environmental educators in co-operation with primary school teachers. It has been used with children between the ages of seven to eleven. This workshop shows the basics about teaching outdoors with little equipment focusing on experiential learning. In the workshop there is also time for discussion.

About the author:

Jenni Jelkänen works as an environmental educator for the city of Lahti in Finland, where they have mobile Nature School that supports schools, kindergartens and youth work. Jenni is a TEOS graduate, youth worker and creative dancer and is keen on building sustainable world.

Links/references:

–



13. Outdoor Learning through the lens of teacher pupil assessment

Dr. Chris Loynes

University of Cumbria, UK

Workshop

A recent study of outdoor residential experiences for 10-11 year olds from English primary schools noticed, among many findings, that teachers attending and joining in with their classes used the experience to formatively assess their pupils across a wide range of cognitive, non-cognitive and meta-cognitive domains. These included areas not open to assessment at school as well as different assessment outcomes than those made in school previously. These assessments not only changed their understanding of their pupils personalities and their approaches to learning, they also led to changes in relationship, engagement, expectation and pedagogy in the classroom. There was also evidence that pupils were also assessing and changing their appraisal of their teachers. The workshop will explore how this formative assessment takes place in practice before discussing what value it may have as a way to reflect on the impact of teachers participating with their pupils in outdoor learning.

About the author:

Chris Loynes is Reader in Outdoor Studies at the University of Cumbria. He was formerly a teacher and youth worker before becoming an academic. HE founded and edited the Journal of Adventure Education and Outdoor Leadership for 18 years.

Links/ references:

<https://www.cumbria.ac.uk/study/academic-staff/all-staff-members/dr-chris-loynes.php>

Loynes, C., Dudman, J. & Hedges, C. (2020). The impact of residential experiences on pupils' cognitive and non-cognitive development in year six (10 – 11 year olds) in England. Education 3-13. DOI: 10.1080/03004279.2020.1722199



14. Benefits of outdoor educational projects for children of mentally ill parents

Anika Mund

Bsj Marburg, Germany

Poster Presentation

In Germany there are 3 to 4 million children growing up with at least one parent, who suffers from a mental illness, which means a huge burden as well as lots of challenges to them. Our preventive projects in the city of Marburg and in the rural district offer constantly recurring opportunities to escape from their burdensome everyday life. Using outdoor educational methods, we enable kids to learn about their own needs and interests, motivate them to give little adventures a try and want to excite their curiosity on nature. All this aims for an empowerment of the kids personal and social resources, so that they can return to their daily routine in a much more strengthened way. In my poster presentation I would like to provide an insight into the benefits of our offers as well as into the obstacles that have occurred in the work with this special target group.

About the author:

Since 2010, when the bsj Marburg started offering outdoor educational projects for children of mentally ill parents, Anika Mund is working in this field. She just finished a four-year model project, which was also studied scientifically. Another working field is school social work.

Links/ references:

<https://www.bsj-marburg.de/arbeitsfelder/kinder-psych-erkrankter-eltern>



15. Observation as a part of outdoor education for younger children

Živa Pečavar
CŠOD, Slovenia

Oral presentation

At our outdoor education centre Čebelica (Little Bee), we organize programmes for younger children, including kindergarteners. The way we do things – and what we do – depends largely on children’s age, especially for very young children. At the beginning we often put emphasis on teaching observation skills. Children often ‘see’ things in their mind rather than with the senses – they picture things the way they are presented in their books or cartoons. In their mind, all animals have observable eyes, mouth (usually smiling), often a nose; bees have hind legs at the very bottom of their abdomen, etc. Teaching children how to observe closely helps them see the environment for what it really is. These activities give children tools to observe nature more closely; not only in our centre, but also later in their home environment. We try to use different senses – sight is obviously a part of many activities. We also play games where they need to listen (and make sounds or music themselves), touch, smell, even taste. Tools like lenses open up a new world for children. By showing them how to do it, our enthusiasm to start them off with, and their imagination, their world expands once they start finding details. These young children love stories. They soon start seeing fairy characters and glorious landscapes in tree bark, mosses, soil, which makes our job of keeping them involved very easy and fun. Observation is not contrary to or hampering children’s imagination; it complements it. Observation activities also help develop children’s vocabulary and finding ways to express their thoughts. Furthermore, they help connect children to the world around them, which is an important objective in environmental education.

About the author:

I work as a teacher at an outdoor education centre which is specialized for younger students (up to the age of 11). My background is primary education. I mainly teach environmental topics. I am also active in scouts.

Links/references:

–



16. Outdoor adventure education as a tool of supporting curriculum objectives in Finnish primary & secondary schools

Eeva Pekanheimo

Humak University of Applied Sciences, Finland

Workshop

In this workshop we look at and reflect on how outdoor adventure education can support reaching the goals of the Finnish core curriculum for basic education. In the workshop the participants plan and instruct several goal-oriented low rope activities in small groups and reflect on their experiences and the pedagogic applications of these activities. Participants also receive a copy of the Humak low rope handbook for students, which is a practical, hands-on tool for someone wanting to learn to plan and instruct low rope activities. In the workshop we introduce a collaboration between Humak university of applied sciences and Finnish primary & secondary schools, a project in which outdoor adventure education students have organized two days of outdoor adventure activities and workshops for pupils of two Finnish schools as a part of the schools on the move -programme that aims to support learning, enable student participation and increase the physical activity of pupils. Through this practical example we reflect on how experiential learning and adventure education can enhance the following goals of the core curriculum: Several development principles of the school culture are addressed in the new core curriculum introduced in 2016: For example, working methods should support creativity at various ages, self-directed learning and group membership as well as enhance the joy of learning and experiences of success. The school community should create an environment that fosters and encourages interaction, experimentation, active participation, creativity, physical activity, play and adventures. Experimental and functional methods, which increase the meaningfulness of learning and student motivation, are also highlighted. The Finnish core curriculum is based on a conception of learning that empowers pupils as active participants that learn to set goals and solve problems both independently and together with each other. Learning takes place through the interaction of other pupils, teachers, adults as well as in different communities and learning environments. Along with expanding knowledge and learning skills, pupils need also to learn to reflect on their learning, experiences and feelings. Based on this collaborative project, outdoor adventure activities are a very useful method in supporting these goals set for schools in the curriculum.

About the author:

Eeva Pekanheimo is Senior Lecturer in Community Education and Outdoor Adventure Education, Humak University of Applied Sciences.

Links/ references:

National schools on the move action programme: <https://liikkuvakoulu.fi/english> - National core curriculum for basic education: <https://www.oph.fi/en/statistics-and-publications/publications/new-national-core-curriculum-basic-education-focus-school->



Humak low rope handbook for outdoor adventure education students (a handout for workshop participants)



17. Curriculum outdoor practice in local natural spaces and places

Professor Heather Prince
University of Cumbria, UK

Oral presentation

Recent research has shown that we are losing the language of nature. Words such as ‘tweet’, ‘cloud’, ‘web’ and ‘stream’ now have a more of a technological meaning for children (National Trust, 2019). The importance of spending time in nature for children goes beyond nature literacy and cognitive knowledge, with wide-ranging outcomes to support, for example, physical and mental health and wellbeing, care and concern for the environment, and personal, social and emotional development. Teaching and learning in natural spaces and places linked to the primary school curriculum provides memorably relevant learning and authentic, contextualised opportunities to extend classroom-based education. Research from teacher surveys in England illustrates the local spaces and places schools use, the major challenges and opportunities for implementation and the key ingredients for successful outdoor learning (Prince, 2019a). These findings are integrated with experiences from practice to suggest innovative and imaginative approaches to learning in natural environments to foster young children’s curiosity and enjoyment. Whilst these opportunities might be provided by sustained teacher commitment in formal education (Prince, 2019b), the challenge of sustaining time in nature into teenage years and within complex social and economic situations must be recognised and debated.

About the author:

Heather Prince is Professor of Outdoor and Environmental Education at the University of Cumbria, UK. She is an advocate of ‘childhood in nature’ as a parent, practitioner and researcher, and loves exploring local and wild places.

Links/references:

National Trust (2019) ‘Are we losing nature language?’ National Trust/Engine Mischief. Available at: <https://www.youtube.com/watch?v=vbCCR4kClIc>

Prince, H.E. (2019a) ‘Changes in Outdoor Learning in Primary Schools in England, 1995 and 2017: Lessons for good practice’. *Journal of Adventure Education and Outdoor Learning*, 19(4), 329-342. Doi: 10.1080/14729679.2018.1548363.

Prince, H.E. (2019b) ‘The sustained value teachers place on outdoor learning’. *Education 3-13, International Journal of Primary, Elementary and Early Years Education*. Doi:10.1080/03004279.2019.1633376, published online 28 June 2019.



18. Exploring children's sense of Learner Identity while experiencing Outdoor Learning in an Irish primary school context - Outdoor Learning for Learner Identity

Rachel Rafferty

Dublin City University, Institute of Education, Ireland

Oral presentation

This study explores children's experiences of Outdoor Learning (OL) and how this experience contributes to their Learner Identities (LI). The aim of this study is to gain a greater understanding of children's learning outdoors in the primary school curriculum through their voice. Bernstein and Solomon's (1999) definition of Learner Identity; what I am, where, with whom and when, may provide links between OL and LI suggesting that OL may be an avenue for development of LI in primary school children. The competencies for identity development include self-esteem, self-awareness, independence, confidence, relationship skills, motivation to learn and problem-solving skills (Bridgeland et al., 2013). These competencies also align with the benefits of OL which demonstrate similar values and meaning. The Learner Identity development elements include choice, responsibility, teamwork, leadership, challenge and reflection (Bernstein and Solomon, 1999). These elements occur naturally in the OL environment (Waite, 2011) and have been specifically planned for in this study. An OL programme was designed that covers the content of the Primary School Curriculum (DES, 1999) while its thematic frame and lessons take inspiration from the draft curriculum framework (NCCA, 2020). The OL programme was taught over 8 weeks to a mainstream primary class of boys (9-10 years). The programme consisted of eight 2-hour lessons on the theme of Ancient Ireland. Qualitative data included children's reflective diaries entries (n=24x8) and focus group interviews (n=5). Reflexive thematic analysis (Braun and Clarke, 2019) was utilized to guide the researcher in systematically and robustly exploring, interpreting and reporting a pattern-based analysis. Preliminary findings show that; the children felt more responsible for their own learning; confidence in leadership increased; problem solving skills were enhanced; collaboration in groupwork improved and enjoyment for learning was greater in the OL environment. The children's experiences and views of OL show that this learning context can provide opportunities for children's learner identity development.

About the author:

Rachel Rafferty is a primary school teacher and Masters by Research student in the Institute of Education at Dublin City University, Ireland. As an outdoor instructor and having studied Friluftsliv in Norway, Rachel has brought Outdoor Learning into her school as a method of teaching the curriculum.

Links/ references:

Bernstein, B. and Solomon, J. (1999) "Pedagogy, Identity and the Construction of a Theory of Symbolic Control": Basil Bernstein questioned by Joseph Solomon', *British Journal of Sociology of Education*, 20(2), pp. 265–279. doi:10.1080/01425699995443. Braun, V., &



Clarke, V. (2019). Reflecting on reflexive thematic analysis. *Qualitative Research in Sport, Exercise and Health*, 11(4), 589-597. <https://doi.org/10.1080/2159676X.2019.1628806>

Bridgeland, J., Bruce, M. and Harihan, A. (2013), *The Missing Piece: A National Survey on How Social and Emotional Learning can Empower Children and Transform Schools*, Civic Enterprises, Washington, DC. Department of Education and Science. (1999). *The primary school curriculum*. Dublin: The Stationery Office. Available at: www.curriculumonline.ie/Primary.

NCCA, 2020. *Draft Primary Curriculum Framework*. [ebook] Dublin: NCCA. Available at: <https://ncca.ie/media/4870/en-primary-curriculum-framework-dec-2020.pdf> [Accessed 21 November 2021].

Waite, S. (2011) 'Teaching and learning outside the classroom: personal values, alternative pedagogies and standards', *Education 3-13*, 39(1), pp. 65–82. doi:10.1080/03004270903206141.



19. Social scientific discourses in the post-war period and their inhibiting effect on children's free play outdoors

Dr. Christiane Richard-Elsner

ABA Fachverband für Offene Jugendarbeit Dortmund, Germany

Oral presentation

Decades ago, children's free play in nature, in the garden, in the yard or on the street was a characteristic part of childhood, not only in Germany. Parental control of children's free time was significantly less than it is today. It is often assumed that increasing motorization is the main reason for the decline in children's free play outdoors. However, this could only happen because many professional influencers of childhood, social scientists and educators, neglected this aspect of childhood. In Western Germany, after World War II, great efforts were made to change the way children were raised in order to promote democracy and the peaceful resolution of conflicts, and to create a motivating atmosphere for learning in schools. Scientific trends focused on children's social relationships with adults, parents, or educational staff, or on didactic methods in school. Since most children still were used to play outdoors in the afternoons and during vacations, it was not noticed that physical activity was not an aspect of childhood theorizing. Rather, it was a matter of "getting the kids off the streets". Modernization theories viewed children's free play as part of a traditional childhood that contrasted with modern childhood, which was to be spent in professional educational care. The scientification of childhood led to a professional occupation with children in different, separate functions with different disciplines such as pedagogy, sports science and psychology. The same logic followed the modern division of cities into functional zones, which lengthened routes, thus depriving children of play space and making independent mobility more difficult. Social constructivism, the view of reality as a social construction, did not ask about the biologically determined preconditions of childhood. While the autonomy of children was an important issue in the 1970s, it was often only the participation of children in adult decision-making that was encouraged. The self-determined discovery of their natural environment, on the other hand, received little attention. The lack of interesting outdoor play spaces that emerged in post-war urban areas was met with stereotypical playgrounds or, in a few cases, adventure playgrounds supervised by educational staff.

About the author:

Dr. Christiane Richard-Elsner is an engineer and historian. She is head of the interdisciplinary working group Draußenkinder in ABA Fachverband für offene Jugendarbeit, Dortmund. She has just finished her doctoral thesis on children in the Middle Ages at Fernuniversität Hagen.

Links/ references:

<https://www.draussenkinder.info/> <https://aba-fachverband.info/> Publications: please note both academic fields: history and social science;



<https://fernuniversitaet.academia.edu/ChristianeRichardElsner>
<https://www.researchgate.net/profile/Christiane-Richard-Elsner>



20. Get funded! Start-up-time for elder and new projects within EOE-network

Joachim Riehl
Mühlenkraft e.V.

Since the beginnings of EOE-Network the intention of conferences was to effect contacts, to exchange knowledge and to start projects. This workshop will give time and space and support for all those who are intending to start with a new project. If you have met colleagues in your working field, if you got an idea concerning knowledge exchange with their organisations, if you want to learn something about their ideas, if you want to invite them as job-shadowers in your place: You will find the time for closer cooperation, and at least fundamental information about how to start an application to get ERASMUS+ or other fundings. After huge changes in Europe since the 18th EOE-conference 2019 in Tralee/Ireland it is deeply necessary to restart our successful longterm cooperations to hand it over to the next generation, to include young people and fresh ideas into our practical work for younger children and youngsters crossing borders, offering adventurous education to every child, including all those with all kinds of disabilities. One subject will be a consortium about "Sailing For All". It will transform the results of it's meeting as a "Special Interest Group" into effective application work. Other interest groups might be invited to share their experiences to start their own projects and get it into a form that might be promising to receive European fundings.

About the author:

Joachim Riehl, born in '59- teacher for special education, author and lecturer for inclusive access to nature, initiator of Mühlenkraft e.V. and "Naturerlebnispfad im Schönberger Forst", EOE-sympathy since 1996, since 2001 part of network Breaking Barriers. Experience in ERASMUS+applications.

Links/ references:

Non- Formal Learning Through Outdoor Activities for Disabled People, Handbook, Partnership of "Breaking Barriers Networking" Project, pdf download at: <https://www.eoe-network.eu/publications/> www.muehlenkraft.de <https://naturerlebnispfad.info/>



21. Creating a world within a world

Susanne Jasilek & Ruth Sapsed
Cambridge Curiosity and Imagination, UK

Workshop

Join Cambridge Curiosity and Imagination artist Susanne Jasilek to experiment with creating your own unique world within a world, working directly in the natural here on our doorstep. Inspired by the guerrilla art or post-graffiti art movements, this workshop will offer time and space to explore CCI's artscaping practices. Reflecting on our own experiences as artscapers we will explore the potential to work with art in nature experiences like these in your own work. Each participant will also receive their own copy of CCI's newly created resource, the 'Companionship Compass', co-created with young children to support others lead artscaping experiences. 'We are going to create a world within a world. You can work alone or in a group. Your starting point is going to be an image. Each person can have one. It's a picture that you are going to find a way to insert into nature or add nature to it, as naturally as possible so that it looks like it is a permanent part of something. That it belongs. The picture will be the springboard to your engagement with the natural world we will discover together.'

About the author:

Susanne Jasilek works as a mixed media artist, graphic designer and as part of the experimental video art group Neuf. She was the first artist in residence at the Faculty of Education University of Cambridge Susanne was a founding member of CCI.

Links/ references:

<http://www.cambridgecandi.org.uk/projects/reimagine/artscapers>



22. Adventurous Play & Outdoor Learning in primary schools in Czechia

Hana Svobodová

Masaryk University, Faculty of Education, Department of Geography, Czechia

Poster presentation

The poster presents the first result of the international project APOLE (Adventurous Play & Outdoor LEarning), supported by the Erasmus+ funds and solved by four partner countries (Belgium, Ireland, Slovenia and Czechia) since 02/2022. The project aims at promoting and integrating the practice of outdoor learning through weekly risky or adventurous play activities in primary schools. The cornerstone of the project are the weekly outdoor sessions in the primary schools in the four partner countries. The first step of the project is the “state-of-art” that includes a description and comparison of the situation of outdoor learning in primary schools in involved countries through curriculum analysis and interviews with experts on outdoor learning. Also, best practices on how adventurous play and outdoor learning are implemented into the primary school curriculum in each country will be collected. The poster focuses on the brief presentation of the project in general and in detail on the situation of outdoor learning on the primary level in the Czech Republic.

About the author:

H. Svobodová is an assistant professor at the Department of Geography, Faculty of Science, Masaryk University. Her primary interest is human geography, but she is also the leader of the research group on outdoor education at the Department.

Links/ references:

Authors of the poster are: Hana Svobodová, Darina Mísařová, Tereza Češková.



23. Opening Doors through English-in-Natur - Learning Nature (as a reason) to Use English; Using English (as a reason) to Learn Nature

Christine Taylor Murmann
English in Nature, Germany

Workshop

Being able to use English to communicate about nature and sustainability opens the door to great possibilities. Brain-friendly, multi-lingual, outdoor learning is common in some areas of the world and non-existent in others. To bridge the gap, English-in-Nature combines English language learning with Nature and Sustainability Education, not only to save time and resources, but also to make learning more effective, meaningful and purposeful. In this Workshop, I'd like to demonstrate two program formats: one that is inside presenting (30 minutes), and one to take place as a group outdoors (60 minutes).

About the author:

Christine Taylor founded English in Nature in 2014 to get more children outdoors. She has been teaching nature and environmental education programs for over 20 years, and English for nearly 18 years. Originally from Boston MA, USA, she came to Germany in 2004 and now lives in Nidda/Wetterau.

Links/ references:

www.english-in-nature.com



24. The Science Backpack: evaluation of the first years and plans for the future

Gregor Torkar, Špela Klofutar, Tim Prezelj
University of Ljubljana Faculty of Education, Slovenia

Oral presentation

The Science Backpack is a pilot project whose goal is to encourage children and their parents to spend more of their free time in nature and to promote early science education. The project is now in its fourth year running in selected kindergartens throughout Slovenia. This year we have also included the primary schools in the project, which was made possible by the Horizon 2020 Multipliers project. In the presentation the achievements and experiences from the past years of the project implementation are presented. The concept of open science communities, whose goal is to make science more meaningful and directly relevant to everyday life and real-world challenges is presented and discussed. Analysis of science diaries and educators' perceptions show that preschoolers are highly engaged in exploring the local natural environment and encourage their peers to do so. Their parents are also highly involved in the activities. The children share their discoveries, experiences and enthusiasm with their parents, acting as science multipliers.

About the author:

Gregor Torkar is an associate professor at the Faculty of Education of the University of Ljubljana, Slovenia. His research field is biology and environmental education within all levels of education. He is chair of the Programme Committee within the Centre for School and Outdoor Education, Slovenia.

Links/ references:

Blog post, part of series: Wellbeing and being outdoors, Taking notice: Children's observation skills in nature as a basis for the development of early science education.
<https://www.bera.ac.uk/blog/taking-notice-childrens-observation-skills-in-nature-as-a-basis-for-the-development-of-early-science-education>Multipliers: <https://multipliers-project.org/>



25. Early Language Development in Nature

Martin Vollmar

Bsj Marburg, Germany

Oral presentation

Since 2020, the Erasmus+ project ELaDiNa has been implemented by five European partners. The aim is to bring together the two important topics for early education: language development and support on the one hand and nature experiences on the other. According to the motto "The forest is full of words", 40 teachers and educators from Slovenia, Sweden and Germany work on language-promoting approaches that can be relevant in nature activities. The main features of the project, which is still ongoing, are presented and discussed with examples from educational practice.

About the author:

Martin Vollmar, scientific assistant at bsj Marburg, Centre of Early Education.

Links/ references:

EU project card: <https://erasmus-plus.ec.europa.eu/projects/search/details/2020-1-SI01-KA201-075971>



26. Forest School: Relational Caring Pedagogy in an Irish Primary School

Joan Whelan
DCU, Ireland

Oral presentation

This presentation will discuss findings from my recent PhD study of Forest School (FS) regarding FS in the Irish primary school context. The implications of these findings for pedagogical practice will also be explored. Using an ethnographic strategy of enquiry (Hammersley & Atkinson, 2019), the aim of the study was to explore FS as relational caring pedagogy, through telling the story of how FS is experienced and understood in Bay School (a pseudonym), the first Irish primary school to introduce FS in 2012. Noddings' relational ethic of care (2005) and a place-responsive, more-than-human epistemological perspective (Abram, 2017; Mannion, Fenwick & Lynch, 2013; Wattachow & Brown, 2011) were used to conceptually frame the study. The findings are based on data collected during the 2019-2020 school year. These data comprised four focus groups with staff, and two with children, conducted before and after the series of FS sessions; transcripts from 21 ten-minute review meetings with staff following each FS session, and children's written work. Inductive thematic analysis (Miles, Huberman & Saldana, 2014) was carried out on the qualitative dataset. These findings paint a picture of FS as a positive and enriching learning experience with(in) nature for both teachers and children in Bay School. FS is understood and experienced as an inclusive pedagogical place, where teachers and children could express their vulnerabilities, to differing degrees. FS is an experiential pedagogy. This kind of pedagogy is facilitated by a progressive, reflective, collaborative culture within Bay School; the mentoring and facilitation of the FS leader; novel temporal routines; high adult to child ratios and intensive and responsive planning, review and reflection. FS was also seen as highly integrated with curriculum delivery. Above all, being with(in) nature was fundamental. Taking learning beyond the indoor classroom and into the forest opened up possibilities for Bay School to learn with(in) nature, something they had not fully anticipated when they introduced FS. FS offered a glimpse of a different way of being in our schools, to do with how flourishing is understood. This is a more radical view of flourishing and wellbeing than currently envisaged in Irish public policy. These findings suggest that FS can help to make relational caring, for all sentient beings, more fundamental to pedagogical practice, as we consider ways to heal our damaged earth.

About the author:

Joan Whelan has recently completed her PhD, entitled *An Ethnographic Study of Forest School: Relational Caring Pedagogy in an Irish Primary School*, in the Institute of Education, DCU, Ireland with supervisors Dr Orla Kelly and Prof. Maeve O'Brien. Joan is a retired primary school principal.

Links/ references:

Abram, D. (2017). *The spell of the sensuous*. New York: Vintage. Hammersley, M., & Atkinson, P. (2019). *Ethnography: Principles in practice* (4th ed.). Abingdon: Routledge Press.



Mannion, G., Fenwick, A., & Lynch, J. (2013). Place-responsive pedagogy: learning from teachers' experiences of excursions in nature *Environmental Education Research*, 19(6), 792–809. <https://doi.org/10.1080/13504622.2012.749980> Miles, M. & Huberman, A., & Saldana, J. (2014). *Qualitative data analysis: A methods sourcebook* (3rd ed.). Los Angeles: Sage Publications Inc. Noddings, N. (2005). *The challenge to care in schools* (2nd ed.). New York: Teachers College Press. Wattchow, B., & Brown, M. (2011). *A pedagogy of place*. Clayton, VIC: Monash University Publishing.



27. "Das Spinnennetz"- a nature-based project for kids in the age 6-10

Corina Zabel

Bsj Marburg, Germany

Oral presentation

Short presentation on the project: „Spinnennetz“ Nature-areas include lots of potential for personality development and education. We create open spaces for self-awareness. „Das Spinnennetz“ supports creativity and independence. It nurtures curiosity and promotes cognitive, social and motor skills In this open project there is also space for social processes like finding new friends, resolving conflicts and learning to set boundaries. During our time in the forest topics occur, which are not able to be separated, because all the topics are entangled like a „Spinnennetz“ (spiderweb) Objectives of the project are: • To empower autonomy of children • To support the development of children • encourage curiosity • And to create open spaces.

About the author:

Corina Zabel is project manager of “Spinnennetz” and has a masters degree in Adventure and Outdoor Education.

Links/ references:

—



Notes:





