

Outdoor Classroom Day



Date:	2 nd November
Duration:	Full day

What is the special event?	Outdoor Classroom Day is a global movement to inspire and celebrate outdoor play and learning, at home and at school. On Outdoor Classroom Day itself, which has two dates each year, teachers and educators celebrate with a special day outdoors for their class. The goal is to ensure everyone understands that outdoor play is the key to improving children's health, wellbeing and happiness. Outdoor play is not a nice to have, but rather essential for children's development.
Why is it important to Keiki Early Learning?	Sam's most cherished memories of her childhood is playing outdoors with her siblings and friends. No matter where she moved to, one thing remained the same – that enjoyment of being outside. Part of what we offer at Keiki Early Learning is our environments, indoors and outdoors are beautiful, inviting and filled with learning. We know that children's development is supported by outdoor play. See below in the AEDC data for more information on how.
What are our expectations?	Outdoor Classroom Day is held twice a year and it is a fantastic opportunity to celebrate all the ways we love our outdoor play spaces. We encourage all services to spend as much of the day outdoors as possible. Please send any images you would like posted on social media to marketing@keikiearlylearning.com.au. Take the time to really reflect on what it is that you love about the outdoors and what you think children in your care get out of being outside and learning in the outdoors.
Activity Ideas	Here are some ideas to get you started. You may wish to use some of these or create your own. Take input from educators, children and families and choose activities that have meaning for your service. • Outdoor sleeping arrangements ensuring adequate shade and safety • Nature Play Bingo – printable bingo board • Play traditional Indigenous games – resource book • Search for bugs or insects – mini beast treasure hunt • Set up mud play experiences • Watch clouds and listen to the natural sounds of the outdoors • Participate in outdoor painting, crafts or photography • Eating meals outdoors • Nature themed dress up • Special excursions to outdoor parks or locations, where appropriate • Discovery table using outdoor resources • Gardening/sustainability activities • Build outdoor dens and cubbies

	• Leaf tracing For OSHC • Alphabetical Nature Walk – printable sheet Look at Outdoor Classroom Day's Pinterest board for inspiration https://www.pinterest.co.uk/outdoorclassday/ See further resources at https://outdoorclassroomday.com.au/resources/
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LINKING THIS EVENT TO RESOURCES AND DATA

To support educators, educational leaders and early childhood teachers we link each event with important and valuable resources that support and inform our decision making at Keiki.

How can we link this event to our Philosophy?	The Keiki Philosophy draws on the rights of the child, the parts of the philosophy that focus on this event are listed below. Core Value: The Whole Child Our highly experienced teams provide beautiful, thoughtful environments where children are invited and encouraged to make their own choices, to explore the arts, enjoy physical play, practice mindfulness and develop meaningful, positive relationships with others. Core Value: Our Community Following in the steps of the Whudjuk Noongar people, we empower children to develop a true appreciation and love of the natural environment and its relationship to their world. Free flow play and learning environments provide children with open access to beautiful outdoor garden areas and natural play resources. We encourage children to love and appreciate their world by being part of the environment and connecting with nature in their own way. Our role is to encourage children's wonder and investigation of nature, modelling protection and care of the environment through conversations, projects and taking real action.
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How does this event link to the AEDC Data?

Physical Health and Wellbeing

Area	At Risk	Vulnerable
Stirling	8.9%	8.4%
Joondalup	8.1%	5.4%
Wanneroo	11.9%	8.2%

Being outdoors allows children to develop more advanced motor skills, including agility, balance and coordination. It allows children to find more ways to move in ways that challenge their muscles, bones and physical endurance and they have more space to do things like walk, climb, crawl and ride bikes. Outdoor play also helps with building and supporting a stronger immune system. Sufficient levels of vitamin D lead to strong, healthy bones and teeth – plus it improves mood!

Social Competence

Area	At Risk	Vulnerable
Stirling	12.8%	6%
Joondalup	9.6%	4.4%
Wanneroo	13.5%	7.5%

Outdoor play also provides children with a remarkable opportunity to develop socially. In an outdoor space children are provided with more time to move around, breathe and feel comfortable. Studies show that children who play outside regularly are generally more self-aware with an increased awareness of others’ feelings, interestingly studies also show that the more time children spend outdoors the less likely they are to become bullies.

Emotional Maturity

Area	At Risk	Vulnerable
Stirling	13.3%	6.7%
Joondalup	10.7%	4.6%
Wanneroo	14.1%	7.2%

Outdoor environments allow children to use all of their five senses. Children who play outdoors experience more sensory engagement through exploration. These opportunities help children to recognise a range of sensory inputs which support them to learn how to process this information better as they grow up. The ‘freedom’ of outdoor play also allows children to build on their sense of independence, resilience skills and learn skills to self-reflect.

Language and Cognitive Skills

Area	At Risk	Vulnerable
Stirling	9.3%	5.6%
Joondalup	6.9%	3.1%
Wanneroo	11.8%	6.6%

Many people believe that children develop their intellectual abilities by spending time in an organised classroom environment, however time outdoors is a great way to develop intellectual skills. It aids with brain development, decision making skills and organisational activities.

Communication and General Knowledge

Area	At Risk	Vulnerable
Stirling	11.4%	6.8%
Joondalup	9.6%	3.5%
Wanneroo	13.8%	7.9%

Outdoor play and spending time in nature introduces children to new sights, sounds and smells. These things can trigger curiosity, children may discover an interest in science or the environment.

How does this link to the ECA Code of Ethics?	In relation to children, I will: • Act in the best interests of all children • Create and maintain safe, healthy, inclusive environments that support children's agency and enhance their learning • Provide a meaningful curriculum to enrich children's learning, balancing child and educator-initiated experiences • Understand and be able to explain to others how play and leisure enhance children's learning, development and wellbeing • Ensure childhood is a time for being in the here and now and not solely about preparation for the future In relation to the profession, I will: • Base my work on research, theories, content knowledge, practice evidence and my understanding of the children and families with whom I work
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How does this event link to the UN Rights of the Child?	Articles: 3. All organisations concerned with children should work towards what is best for each child 24. Children have the right to good quality health care, clean water, nutritious foods and a clean environment so that they stay healthy. Richer countries should help poorer countries achieve this. 29. Education should develop each child's personality and talents to the full. It should encourage children to respect their parents, cultures and other culture. 31. Children have the right to relax, play and to join in a wide range of leisure activities.
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How does this event link to the National Quality Standards?	Element 1.1.1 Approved learning framework. Curriculum decision-making contributes to each child's learning and development outcomes in relation to their identity, connection with community, wellbeing, confidence as learners and effectiveness as communicators. Element 1.1.3 Program learning opportunities. All aspects of the program, including routines, are organised in ways that maximise opportunities for each child's learning. Standard 1.2 Practice. Educators facilitate and extend each child's learning and development.
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Event Fact Sheet

	Element 1.3.2 Critical reflection. Critical reflection on children's learning and development, both as individuals and in groups, drives program planning and implementation. Standard 2.1 Health. Each child's health and physical activity is supported and promoted. Element 2.1.1 Wellbeing and comfort. Each child's wellbeing and comfort is provided for, including appropriate opportunities to meet each child's need for sleep, rest and relaxation. Element 2.1.3 Healthy lifestyle. Healthy eating and physical activity are promoted and appropriate for each child. Element 3.1.1 Fit for purpose. Outdoor and indoor spaces, buildings, fixtures and fittings are suitable for their purpose, including supporting the access of every child. Element 3.2.1 Inclusive environment. Outdoor and indoor spaces are organised and adapted to support every child's participation and to engage every child in quality experiences in both built and natural environments. Element 3.2.3 Environmentally responsible. The service cares for the environment and supports children to become environmentally responsible.
How can we link this event to Aboriginal and Torres Strait Islander culture?	Country is a very important part of Aboriginal and Torres Strait Islander culture. Noongar people lived in harmony with the natural environment, everything in the landscape has meaning and purpose. Connection to booja (land) is passed on through stories, art, song and dance. Noongar people have a cultural responsibility to have a relationship with the booja. By respecting the land, caring for it and protecting it through traditional sustainable practices, we continue to demonstrate a strong connection to country. See https://www.noongarculture.org.au/connection-to-country/ for more information about the Noongar connection to country.