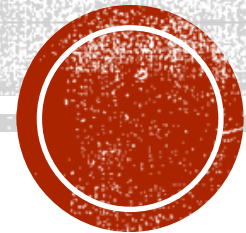
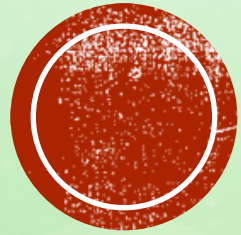


# SETTING THE SCENE FOR OUTDOOR PLAY

What children need for play indoors is what they need for play outdoors. Outdoor learning experiences are created with the same supports and often these are easier to obtain in an outdoor setting and more beneficial for the child.





# FOUR NECESSARY ELEMENTS FOR HIGH QUALITY PLAY





# TIME

- 30 to 60 minute time blocks for free-play are recommended for young children... allowing them the freedom to persist and expand upon a play theme. When outdoors we see less interruptions and children are allowed more time to focus on their play themes.







## SPACE

- Children need sufficient space to play effectively - and the arrangement of space impacts play behavior. Outdoors provides more space and more opportunity for children to spread out and find the space they need for their play.







## **ENVIRONMENT**

- The setting and a wide range of materials influence the type of play that children experience. The natural world provides a rich and varied environment for children to play in before teachers even touch it. When teachers use what nature offers and build a space off of that, it becomes all the children need for high quality learning experiences.







## **EXPERIENCE**

- Children draw upon past experiences and events as they understand them. Revisiting the same outdoor space, which varies over time with weather and seasonal changes allows children to build on their experiences, embody the concepts they are exploring and fully learn one thing before moving onto another.





# PLAY ACTIVITY IS ONE OF THE FIRST CULTURAL ACTIVITIES IN A CHILD'S LIFE



Children are capable beings who can understand and interpret their environment and can control and regulate their own play.

Long stretches of uninterrupted time in order to sustain constructive play episodes are important for children's learning.







## **LESSENING INTERRUPTIONS TO PROTECT PLAY ACTIVITY**

- Adult interruptions or attempts to turn a play episode into an educational activity, even when well meaning, can serve to disrupt and stifle children's natural play processes.

