The Hague 24th - 27th October
WALDKINDER

An Innovative Educational Approach

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Waldkinder an Innovative Educational Approach

Think-Pair-Share

Take a few minutes to think of your fondest memory of playing outside as a child.

What were you doing?

Where did it take place?

Who were you with?

Find someone you have never spoken to and share your memory.
Objectives

• History
• Importance
• Enhancing Curriculum
• Establishment of programme
• Inspiration
The origins of Waldkinder

• “Waldkinder” = Forest Children
• Idea began in the 1950’s in Scandinavia
• Spread to Germany
• Started in the United Kingdom in the 1990’s
Why is there a need for Waldkinder in our schools today?

- Exposure to Risk
- Enhancing Cross Curricular experiences
- Inspiring Inquiry
- Creativity
- Physical Development
- Connection to Nature
Why wasn’t the river frozen?

“It’s winter, it’s supposed to be frozen like everything else”
Our Thinking

We talked about our thinking and came up with 5 “Big Ideas”

• It was too deep.
• The snow couldn’t fall on the water because it was under some trees.
• The sun was shining on the river.
• The snow landed on the hard rocks and sticks and it broke, so it couldn’t freeze.
• The river was moving too fast.
How can we find out?

- Testing our idea
- Books (Ms. Judith)
- Computer
- Asking
  - Teachers
  - 4th Grade Buddies
  - Water Expert
  - Mr. Penny
- Observe a river
We can ask others

Why do you think the river wasn't frozen?

- Robin
- Anna
- Soap
- Camilla
- Mathias
- Laura
- Milana
- Charlie
- Alex
- Paul
- Nyah
- Mrs. Nicholson
- Mrs. Matthews
- Mrs. DeKoning
- Mrs. Beverly
- Hs. Eismann
- Nicholas
- Siena
- Miss Vivane
- Mr. Matthews
- Mrs. DeKoning
- Hs. Eismann

- Sun shining on it
- Snow loaded on rocks
- Too deep
- Snow didn't stick on it
- Moving in fast
- ...
We can experiment

Testing our idea
The river was too deep.
The sun was shining on the river.
The snow landed on sticks and stones.
PLAN

The river is protected by trees.

DO
EVERYTHING FROZE!
Back at the River...
What we learned

I saw the WOT.

I saw the WOT and the river was going too fast.

The river was going too fast and it pushed the ice away. On the road back to school we saw water running down the path. It was moving and did not freeze.

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How does Waldkinder support the PYP/IB curriculum

- Experiences linked to your unit
- Learning engagements designed to develop specific outdoor skills
- Free inquiry and a sense of wonder
- Group challenges to enhance students knowledge and understanding of the learner profiles
Problem Solving through group challenges
Physical Challenges
Cooking Outside
Who and When

- Minimum of two adults
- Once per week on a fixed day
- 1 ½ to 3 hours
- All year round
Appropriate Outdoor Gear

Children should have:

- Warm, waterproof and sturdy shoes that easily allow active movement
- Weather appropriate clothing (rain/snow)
- Small bag for carrying water bottle and snack
- Hat and Gloves for cold weather
Where

• Home base near the school
• 10 – 15 minute walk to the home base
• Base camp 1 and base camp 2
• Importance of a home forest
• Trips to special locations
Parental Involvement
Questions?
Helpful Books

• Last Child in the Woods-Robert Louv
• The Nature Principle-Robert Louv
• Outdoor Play in the Early Years-Helen Bilton
• Risk and Adventure in Early Years Outdoor Play-Sara Knight
• Forest School and Outdoor Learning in the Early Years-Sara Knight
• Forest School for All-Sara Knight
• Children Learning Outside the Classroom-Sue Waite
• Understanding the Danish Forest School Approach-Jane Williams- Siegfredsen
• Lens On Outdoor Learning-Wendy Banning and Ginny Sullivan
• The Early Years Curriculum a View from Outdoors-Gloria Callaway
• Children and Nature-Peter Kahn and Stephen Kellert
• Outdoor Learning Past and Present-Rosaleen Joyce
• The Outdoor Classroom: A Place to Learn- Hillary Harriman