



Implementing outdoor activities appropriate to children

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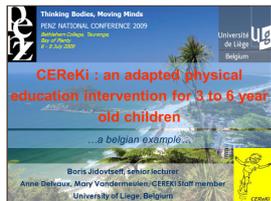




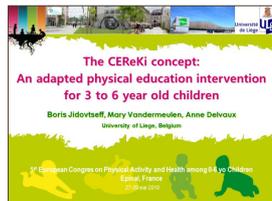

2018 AIESEP : Early Years Symposium : Physical curiosity, physical development and early movement learning experiences

Introduction

- During early childhood it is critical to offer adapted physical activity that favours motor development and physical fitness.
- **The CEReKi is an association of the University of Liège that organizes sport days for children aged from 3 to 8.** It has a long experience about how to adapt indoor facilities and how to use equipment in order to meet children needs and to favour motor development and physical activity.



PENZ2009, Tauranga, NZ



ECPAH2010, Epinal, Fra



CIAPSE2014, Liège, Bel



AIESEP2017, Laramie, USA

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CEReKi reflexive approach

- At CEReKi, new adapted activities conducted by a reflexive approach.



CEReKi reflexive approach



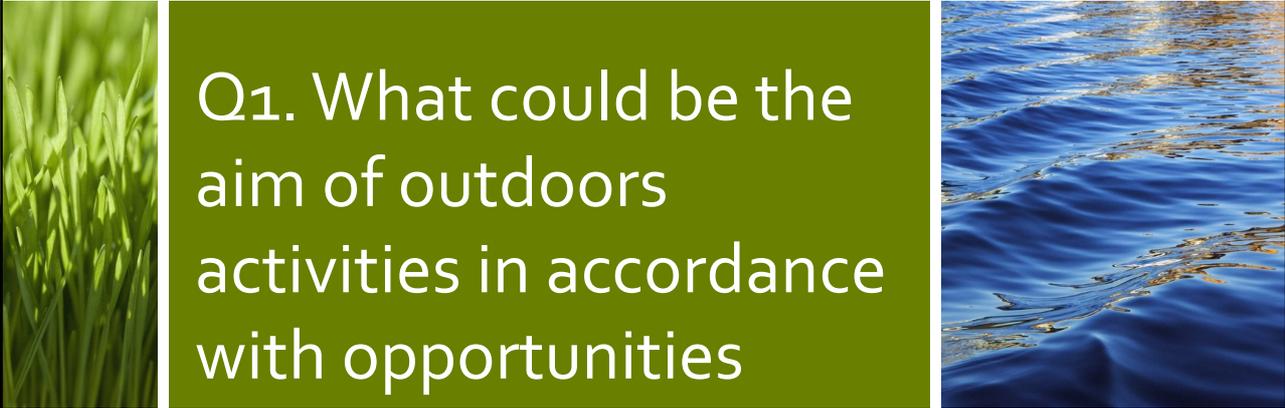
What about outdoors activities ?

- Growing interest to develop outdoors activities with children
- Time spent outdoor is associated with the level of physical activity (Sallis, 2000 ; Kruger et al., 2010 ; Gray et al., 2015).
- The evolution of the society is reducing the outdoor time.
 - *↑↑ Sedentary behaviour and leisures ; ↑↑ population density ; ↑↑ traffic ; ↓↓ independent autonomy ; ↓↓ green spaces ; ↑↑ adult perception of danger (Kyttä et al., 2015 ; Zigler et Bishop-Josef, 2004 ; Wyver et al., 2010, Little, 2015, Prezza et al. 2005).*
- Outdoor activities with the children can be considered as effective situations that could achieve outcomes such as the development of motor competences and physical fitness (Fjortoft, 2004, Sandseter, 2009).
- Outdoors activities is an great way to connect the children with the nature and make them appreciate and respect it. (Elliot et al., 2014 ; Davis et al., 2009 ; Hoekstra et Wiedmann, 2014)
- Implementing such outdoor activities appropriated to preschool children is presently investigated at the CEReKi.

What about outdoors activities at CEReKi ?

- For different reasons (*reduction in the gym availability; interest in the development of interdisciplinary activities; affording natural environment next to the sport centrum*), it has been decided **to implement outdoor activities at the CEReKi.**
- 5 questions for a reflexive approach :
 1. What is the aim of outdoors activities ?
 2. What are the children characteristics ?
 3. What are general and specific outdoor characteristics ?
 4. What can we do and how should we adapt the outdoor environment ?
 5. What are the precautions to take with children ?





Q1. What could be the aim of outdoors activities in accordance with opportunities

Aim of outdoors activities

Opportunities

- Great affordance of natural environment
 - Trees, wooden sticks, stones, pine cone
- Dynamic and rough playscapes
 - Natural obstacles (slopes, rocks, tree trunks)
- Big/unlimited spaces
- Outdoor built facilities (track and field, tennis court, skate park, bike roads ...)
- In contact with nature and elements
- In contact with various weather conditions

Objectives

Main objectives

- Fundamental motor skills
- Physical fitness
- Body scheme and spatial orientation
- Self perception and self confidence

Secondary objectifs

- Discovery and respect of nature
- Discovery of risks and dangers related to outdoor activities
- Adaptation to the weather conditions
- Development of autonomy



Q2. What are the children characteristics



Children characteristics

	3YO <i>90-105cm</i>	4YO <i>95-110cm</i>	5YO <i>105-120cm</i>	6YO <i>107-127cm</i>
Dressing autonomy	+	++	+++	++++
Perception of danger	+	++	+++	++++
Vocabulary	+	++	+++	++++
Supervision	++++	++++	+++	++

Q3. What are the outdoors characteristics ?

Outdoors characteristics

• Natural environment ← → Human built playground

Wind Rain Snow Sun Heat

Various weather conditions

Limits are not always clearly defined and/or visible

Risks of the outdoor environment

Table 1: Categories and subcategories of risky play (revised from Sandseter, 2007a, 2007b)

Categories	Risk	Sub-categories
A: Great heights	Danger of injury from falling	Climbing Jumping from still or flexible surfaces Balancing on high objects Hanging/swinging at great heights
B: High speed	Uncontrolled speed and pace that can lead to collision with something (or someone)	Swinging at high speed Sliding and sledging at high speed Running uncontrollably at high speed Bicycling at high speed Skating and skiing at high speed
C: Dangerous tools	Can lead to injuries and wounds	Cutting tools: Knives, saws, axes Strangling tools: Ropes, etc.
D: Dangerous elements	Where children can fall into or from something	Cliffs Deep water or icy water Fire pits
E: Rough-and-tumble	Where the children can harm each other	Wrestling Fencing with sticks, etc. Play fighting
F: Disappear/get lost	Where the children can disappear from the supervision of adults, get lost alone	Go exploring alone Playing alone in unfamiliar environments

(Sandseter, 2009)



Q4. What can we do
and how should we
adapt the environment
?



Free play

Climbing and balance circuit in the wood

Hut construction

Traditional and ball games in a meadow

What can we do?

Treasure hunts

Balance Bike and scooter riding

Nature discovery expedition

Adapted orienteering

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How could we adapt the environment ?

Adapted Areas

Delimited Areas

Natural reserve

Nature discovery expeditions

Bike and trotinette riding

Meadow

Track & Field

100m

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How could we adapt the environment ?

Ideas for the 2 adapted areas (300-400m²)



Central place

In compliance with regulations !!!



How could we adapt the environment ?

Being a part of Sart Tilmant Outdoor Museum ?



IDEAS
Affordant sculptures

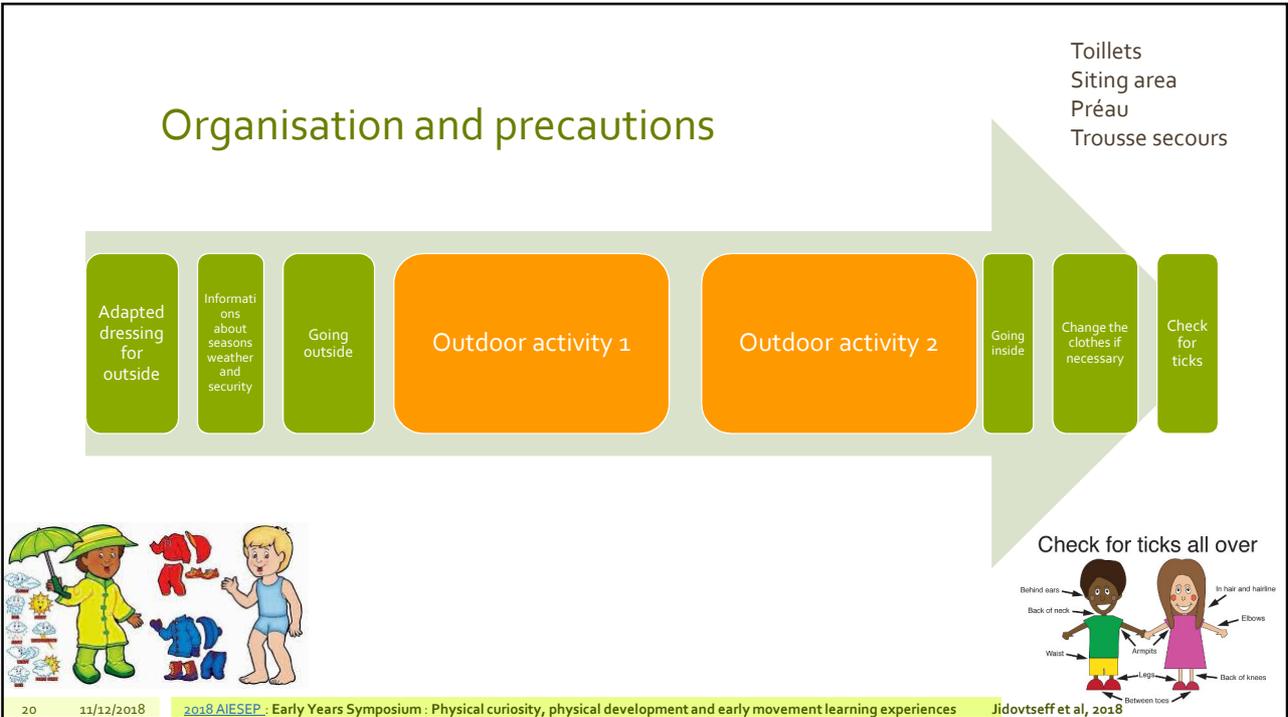


Idea to delimit playing areas
KNITTING TREES ?





Q5. Organisation and precautions to take with children

Organisation and precautions

Favouring « ~~risky play~~ »

“Challenging play”

- ↑↑ Motor competences
- ↑↑ Physical fitness
- ↑↑ Knowledge of body limits
- ↑↑ Audacity
- ↑↑ Self-confidence
- ↓↓ Fears

Preventing hazards

Hazard	Games	Prevention
Great heights	Climbing trees /rocks	Wood chips
High speed	Bike and scooter	Helmet
Dangerous elements	Rivers, ponds, cliffs	Strict rules + observation
Rough-and-tumble	Free play	Strict rules + observation
Get lost	Free play, orienteering	Playing area delimitation
Animals (insects, ...)	All games	Information/first aid kit
Poison (Mushrooms, ...)	All games	Information/first aid kit



Organisation and precautions

Favour comfort

Nearby toilet



Which model ?

Sitting places



With natural trunks

Adapted clothes, umbrellas ?
Rain Shelter and/or alternative indoor place



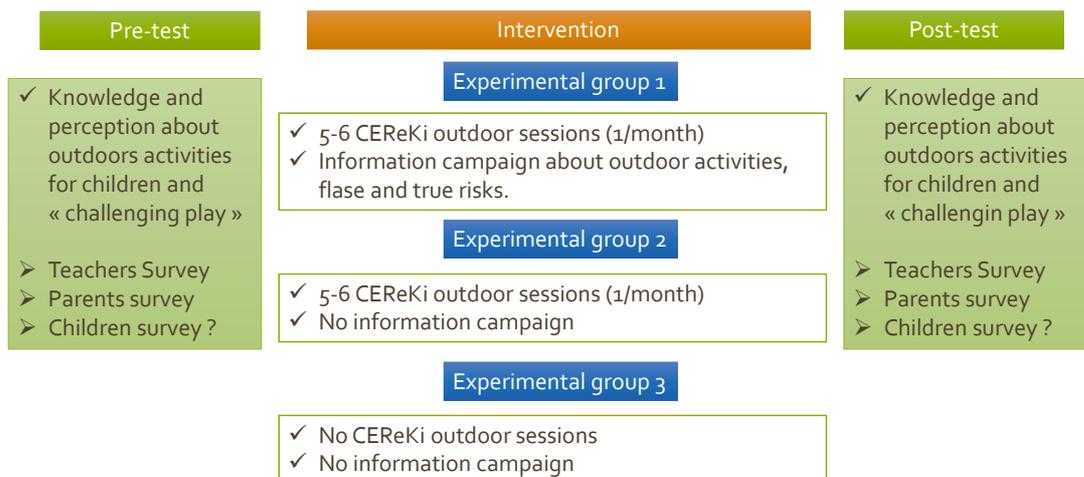
Equipment storage room

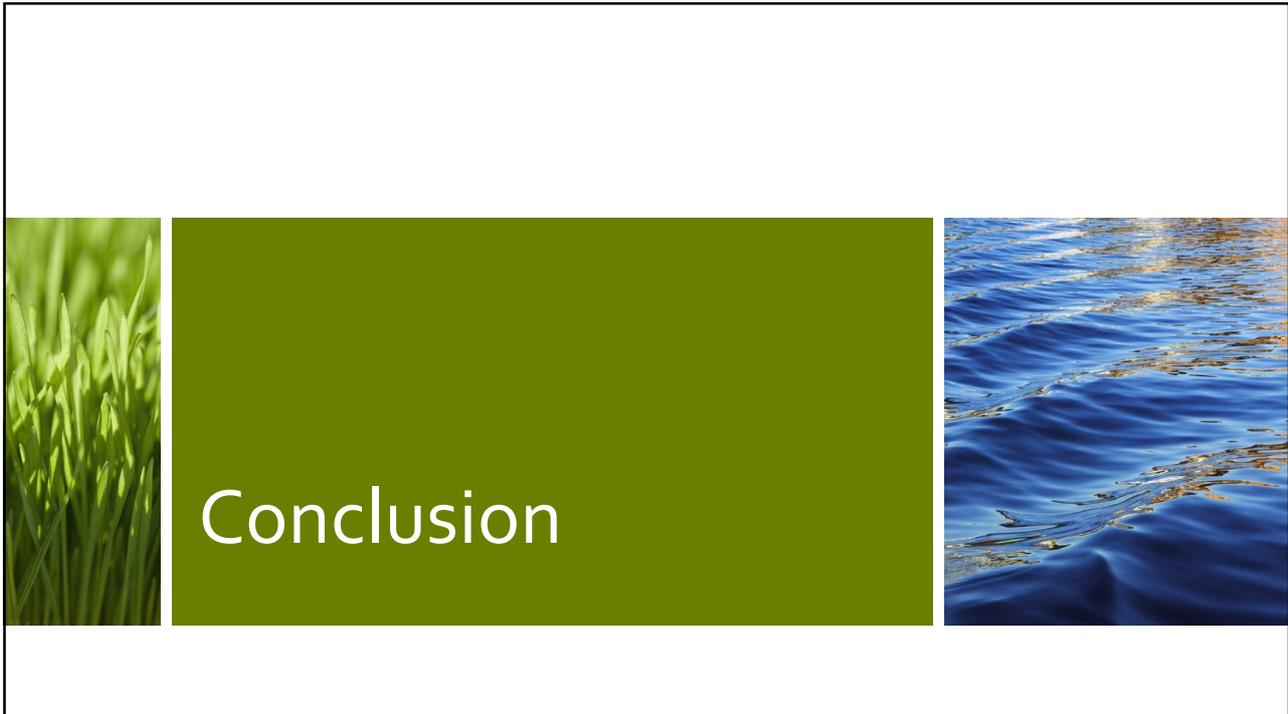




Research projects

Research projects (2018-2019)





Conclusion

- **CEReKi outdoor projet** is just starting...
- Time to set up main elements in order to start toward October 2018
- A global project that should evolve all concerned people
 - instructors, children, teachers, parents, scientists, ...
- Need for a long term perspective based on local collaborations
- Need to raise funds for equipment and intellectual output
- Preliminary results awaited at AIESEP2019



Thanks for your attention

Let me know your thoughts and ideas about the project !



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