Exercise | The common language/grammar of the outdoor space Connected to the playplace





Situation

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By grammar we literally mean an explanatory list of words, arranged alphabetically that relate to a subject or a discipline, more specifically in this project "outdoor education"

In this project, dialogue with each other is central to the importance of the outdoor space. We often assume rather quickly that the people you work with understand all the words and / or give them the same value and meaning. It's about the language you speak to each other... from which a vision around outdoor education also arises. When an outdoor space offers opportunities for the construction of a playground or when you look around the school environment what possibilities there are to use the outdoor space, or when you are just on the road, it is also important to reflect on the values and norms that you as a professional and (school) team find important to speak a common language..

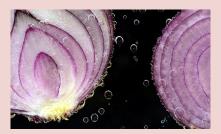
Background | Information

Within outdoor education you could say that the viewing and experience of the outdoor space also takes place from a layering. Every individual who surrounds himself in the outdoor space at that moment has a different hat on. How do you experience this outdoor space as a child, as parents, as a citizen, as an architect? How does each relate to it and what deeper layers can be recognized in each individual?

We would like to illustrate this with an example. When jumping in peeing, you as a parent may have the fear that your child will get wet or get dirty while other parents are more likely to look at it from a lens of having fun and discovering the experience in water. Also as a teacher you can consider the pee from opportunities that you see to learn (is there life in the pee?) or you can also keep children away from peeing for fear that their clothes will be wet and you get reactions from parents or children can catch a cold as a result.

The ONION model

Using the onion model, Korthagen illustrates five layers in the functioning of teachers, among others, and thus also different layers on which reflection is situated.



Credentials:

Korthagen, F. (2005). The teacher as a person. Platform Pabo no. 9, 2-3. Korthagen, F. & Vasalos, A. (2002). Levels in reflection: towards tailor-made guidance. VELON-Tijdschrift voor lerarenop trainers, 23(1), 29-38.

Get started | Action

Write down the letters of the alphabet on a large sheet Brainstorm: write down words that you associate with the importance of outdoor space using the letters of the alphabet. You can do this in small groups or individually.

Questions | Initiate dialogue

- Pick some important words and enter into a dialogue with each other about them
- Do we get each concept explained in our own words?
- Where are the differences and similarities when you discuss this with each other?
- What could this understanding mean for our own environment? What could that look like in concrete terms? So what are we aiming for?
- Who/what inspires you?
- Which values and norms do we find important and what do we want to stand for?
- What do we convey and how does that translate into a vision?

Transfer | other applications

You can do this exercise with regard to any other topic related to vision development in the team.

From this project, important terms can be found in the title of the project outdoor education, early childhood education and care, citizenship, ...