

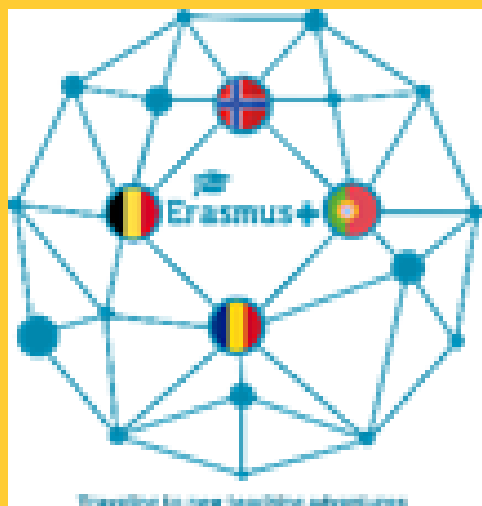
OUTDOOR EDUCATION: THE IMPORTANCE OF OUTDOOR LEARNING AND SPORT ACTIVITIES



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CENTRUL ȘCOLAR PENTRU EDUCAȚIE INCLUZIVĂ

Str. Aviator Bădescu, nr. 3-5, 400082, Cluj-Napoca, România
Tel. 0040 264 595.398 | Fax: 0040 264 431.560



Traveling to new teaching adventures

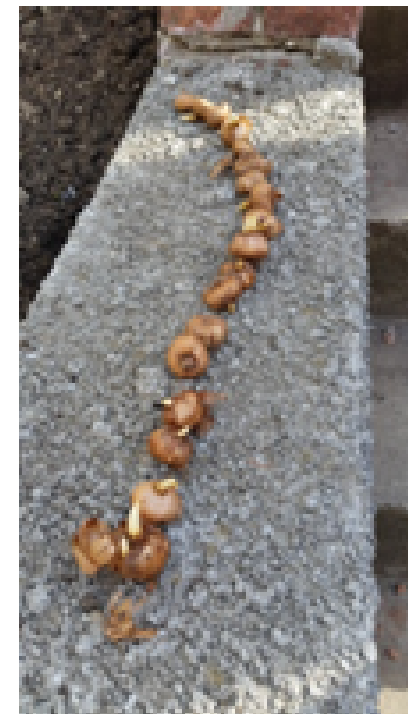
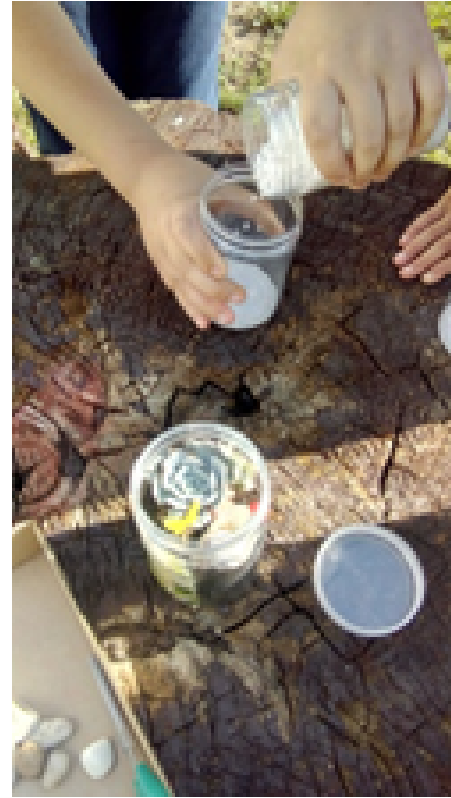
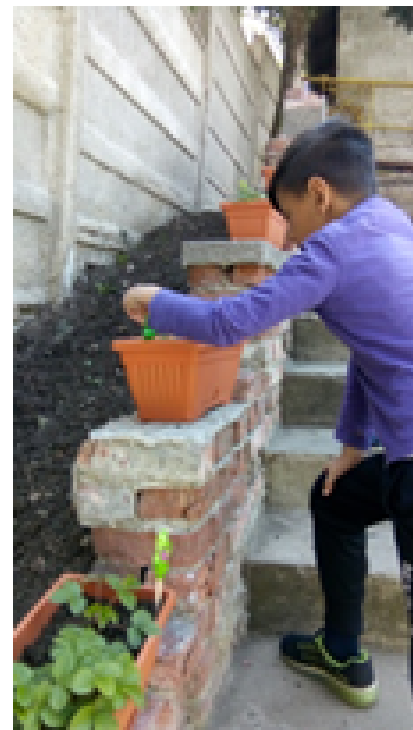
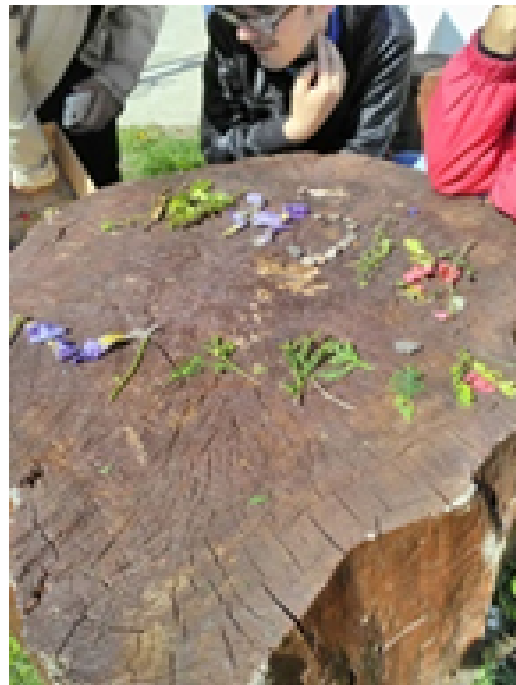
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The characteristics of the outdoor education:

- offers the possibility of direct contact with nature



The characteristics of the outdoor education:

- provides many learning experiences



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The characteristics of the outdoor education:

- facilitates the learning process for the SEN students



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The characteristics of the outdoor education:

- leads to personal development of the students



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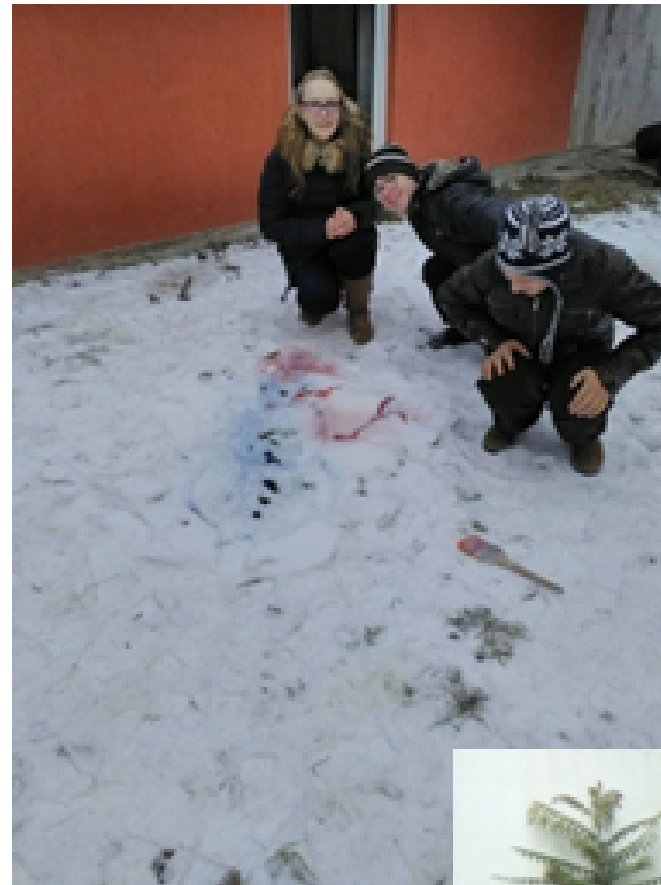
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The characteristics of the outdoor education:

- leads to team spirit development



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The characteristics of the outdoor education:

- offers physical, emotional and intellectual benefits that lead to social wellness.



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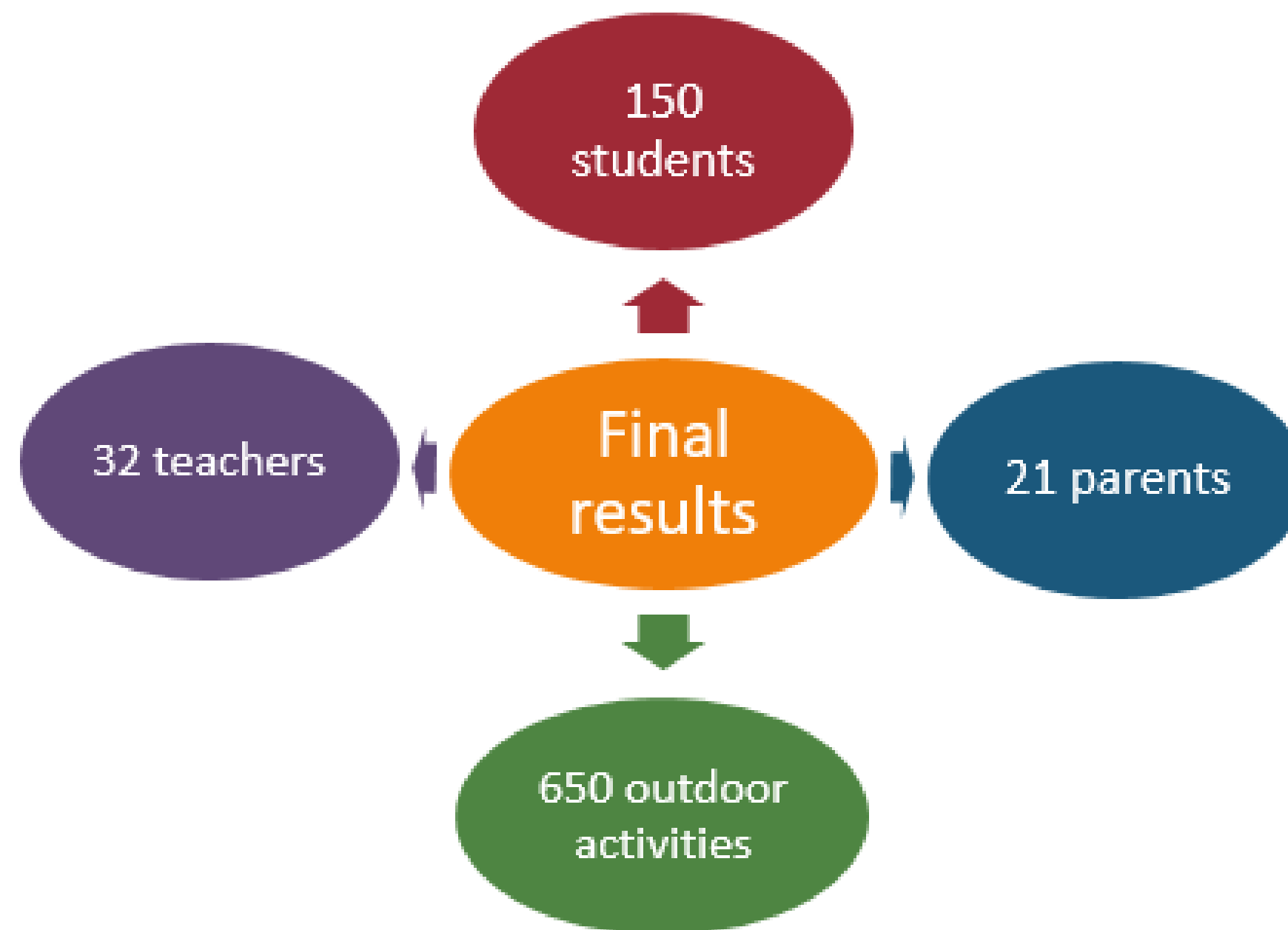
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Outdoor learning and sport activities

OLASA 2016-2018



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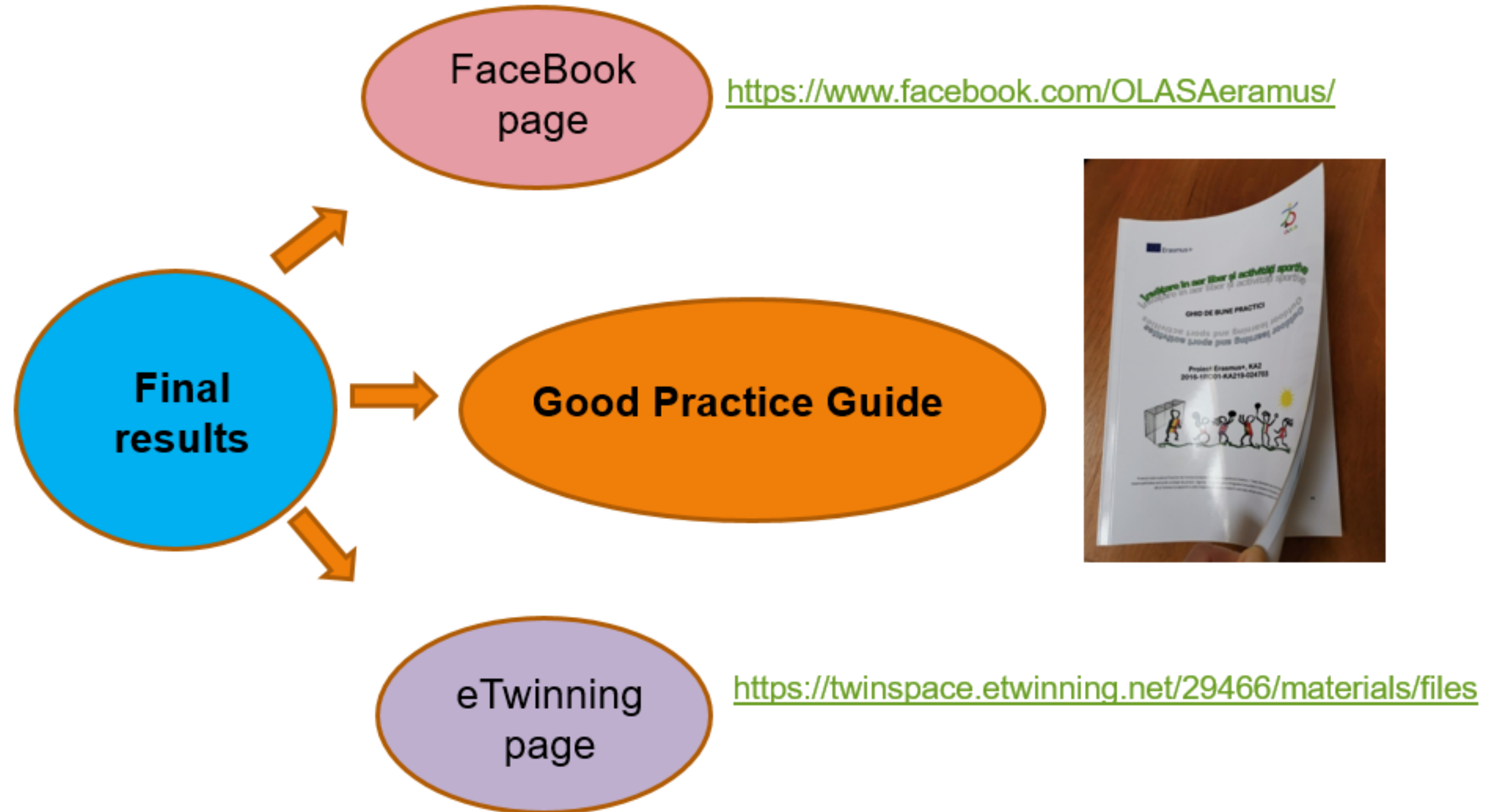
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Good Practice Guide “Outdoor learning and sport activities”

- 92 scenarios of outdoor activities that respect the methodological structure



“Innovative methods in inclusive environments”

Objectives:

- stimulating physical development, general and specific physical fitness
- learning new sport games and games in general
- working in teams in an inclusive environment
- promoting a healthy lifestyle through physical activity
- enhancing self-control and the respect of rules
- developing cooperation and communication between game partners
- increasing motivation in learning through outdoor didactic activities
- increasing self-esteem and self-confidence
- considering peers as a resource

Methodological approaches:

- imitation, demonstration, instruction, task oriented, experimental, practice cooperative work, pair work, group work, individual work

Topic: „PRACTICAL MATH”

Partner institutions: [Centrul Școlar pentru Educație Incluzivă](#), Romania

Grade: secondary school level

Short description of the group (number of students, the type of disability): Twelve secondary school students participate in the activity - 6 SEN students integrated in the mainstream school and 6 of their classmates (typical students)

Time: 50 min.

Place: Sports ground

Sports equipment and didactic means: 2 buckets of 5 liters each; 2 bottles of 2 liters; 2 graduated glasses at 50 ml, 100 ml, 150 ml and 200 ml each; 2 flat plates; 12 clips (6 for each group); string.

The introductory part: Presentation, by the activity coordinator, of the purpose of the meeting and the stages of the activity. The activity will include a part of the learning about the group and one of problem solving through co-operation.

The main part: The route objectives and rules are being presented. Participants are divided into two groups of 6 pupils (3 typical students and 3 integrated SEN pupils). It starts with a group knowledge exercise, which asks them to answer the following questions:

1. How many years does the group have? _____
2. How many brothers does the group have? _____
3. How many sisters does the group have? _____

A representative of each group will present the obtained data to everyone.

Water Transport:

The following materials are available for each group: 1 bucket of 5 liters of water, 1 flat plate, 1 graduated beaker (50ml, 100ml, 150ml, 200ml), 6 clips with a 1m cord



Problem:

In a bucket there are 5 liters of water. From this, 450 ml are taken and transported in another vessel according to the following rules:

- a) Different quantities of water are transported: _____ ml + _____ ml + _____ ml = 450 ml
- b) Each transport will have a different number of members and each pupil will participate at least once;
- c) If the cup is shed, the team will return to fill it and re-route.

At the end, the water transported in the container will be measured and compared to the quantity requested. If it does not coincide, the reason will be discussed.

The end part: Students provide feedback on the activity they have just attended. There is an appreciation upon the collaboration between members of each group.



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The outdoor activities were grouped in 6 themes:

- Sport activities, an opportunity for socialization → Students from mainstream schools
- Childhood games → **Parents**
- Innovative methods in inclusive environments → SEN students from mainstream schools
- Discovering our city through outdoor games
- Forest school
- Water, air, earth in outdoor activities



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