

CHALLENGES AND SOLUTIONS

1. Risk aversion
 - Being clear about where we sit on the risk spectrum
 - Understanding the impact of our risk profile (helpful or hinder)
 - Knowing the difference between life altering injuries and learning injuries
2. Children getting dirty
 - Who has the problem
 - Spare clothing to get changed into
 - Provide over-trousers or spare clothing
 - Plan for it and have systems to manage it
3. This is only for junior children
 - Children do not stop enjoying play at a certain age. As adults we enjoy play, it just changes
 - Understand how children play and what is motivating them
 - Provide the right space and resources and you will see that all ages will play
4. Too cold, too wet
 - There is no such thing as bad weather just bad clothing
 - Adults often get cold standing around observing, need 2 extra layers compared with children
 - Provide the right clothing for the children depending on age range
 - Be clear on your philosophy and purpose
5. Messy spaces
 - Create of order to a space
 - Choose a space that most people will feel ok with being a bit untidy
 - Learn the benefits of these kinds of spaces
 - Set an intention for the space – does it get tidied each week, how do we all care for the space
6. Stick play
 - It is a normal part of exploration
 - Know the rules of play (respect for self, others and the environment)
 - Away from people and faces
 - Ask them how they could play respectfully, get them to set the guidelines

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7. Climbing trees

- What are good tree climbing trees
- What do we look for to identify a good tree climbing tree
- How high should we climb
- As an adult we can own our feelings when someone is climbing up a tree
- 'I feel nervous, do you feel safe up there?'

8. Policy – Health and Safety

- The health and safety legislation is not written in an educational context
- In childhood it is acknowledged that it is important for children to engage in risky play
- There is a difference between life altering injuries and learning injuries
- H&S is there to keep us safe but it's not there to take away a child's development

9. Group Management

- All teachers to know their roles
- Get children's buy in and teach them what their role is and how they help manage the boundaries
- Adjust the boundaries through group discussions
- Know the space you are working in

10. Motivation declines

- Review the purpose and philosophy
- Spend some alone time in nature
- Take a break
- Ask for some support

11. Starting with older children

- Develop a strong relationship
- Use leading activities to start with
- Support them in their social play and emotional development

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12. Challenging behaviours

- Develop strong relationships
- Facilitate the children through the discussions on boundaries and safe play
- Make sure children know what they can do or where they can go if they need some time to themselves
- Be a commentator or facilitator when talking with students who are struggling to regulate their emotions
- Treat them as an equal and be there to listen

13. Don't like playing outside

- Choose nice weather to go out so it's an enjoyable experience
- Make sure they are dressed appropriately
- Scaffold or facilitate something that is an interest to them but do it in an outdoor setting
- Observe what they do enjoy outdoors and find ways to offer more of that