



OUTDOOR LEARNING TOOLKIT FOR EARLY CHILDHOOD EDUCATION TEACHERS



INDEX

<u>INTRODUCTION</u>	3
<u>PURPOSE OF THE TOOLKIT</u>	4
<u>OUTDOOR LEARNING APPROACH</u>	5
<u>OUTDOOR LEARNING METHODOLOGY</u>	6
<u>ASSESSMENT AND EVALUATION</u>	7
<u>HOW TO USE THIS TOOLKIT</u>	8
<u>STRUCTURE OF ACTIVITIES</u>	9
<u>LEARNING IN AN OUTDOOR PAVILION</u>	10
<u>LEARNING IN THE “LITTLE GOURMETS ” GARDEN</u>	11
<u>OUTDOOR LEARNING ENVIRONMENT</u>	12
<u>HEALTHY OUTDOOR LEARNING SPACES</u>	13
<u>HEALTHY MIND AND HEALTHY BODY</u>	14
ACTIVITY:	
<u>WE MOVE</u>	15
<u>WE COOPERATE</u>	19
<u>WE LEARN</u>	23
<u>WE FEEL</u>	27
<u>NATURE CONSERVATION</u>	31
ACTIVITY:	
<u>“WELCOME BACK, BIRDS!” INITIATIVE</u>	32
<u>THE COLOR YELLOW</u>	
<u>IN NATURE WITH RIKAS RIJKAS</u>	36
<u>ANTS AND SEARCHING FOR AN ANTHILL IN NATURE</u>	39

INDEX

<u>FROM BULB TO BLOOM.....</u>	42
<u>STEAM AND CLIMATE CHANGE.....</u>	45
ACTIVITY	
<u>EXPLORING NATURE, CREATIVITY AND</u>	
<u>SUSTAINABILITY.....</u>	46
<u>EXPLORING WATER TRANSFORMATION THROUGH</u>	
<u>COLORED ICE EXPERIMENTS.....</u>	50
<u>EXPLORING SPRING BIRDS THROUGH OUTDOOR</u>	
<u>OBSERVATION AND STEAM ACTIVITIES.....</u>	54
<u>NATURE FAMILIES - SORTING AND FLOATING</u>	
<u>INVESTIGATION.....</u>	58
<u>SUSTAINABILITY.....</u>	62
ACTIVITY:	
<u>PLANTING AND GROWING TOGETHER.....</u>	63
<u>RECYCLING AND CARING FOR OUR ENVIRONMENT.....</u>	67
<u>MAKING BIRD FEEDERS AND CARING FOR BIRDS.....</u>	70
<u>COMPOSTING AND SUSTAINABLE GARDENING.....</u>	73
<u>CONCLUSION.....</u>	76

INTRODUCTION

This toolkit was developed within the Nordplus project “Learning Gardens” to support early childhood education teachers in creating meaningful outdoor learning experiences.

The project brought together partner institutions from Lithuania, Latvia, and Sweden, enabling them to share experiences, exchange ideas, and develop practical outdoor learning activities. Outdoor learning encourages curiosity, creativity, active participation, and supports children’s physical and emotional well-being.

The toolkit includes activities related to STEAM and climate change, sustainability, nature conservation, and healthy mind and healthy body. These activities can be adapted to different educational settings and help children learn through exploration, play, and direct experiences in nature.

The toolkit is one of the key outcomes of the project and reflects the experiences, ideas, and good practices developed by partner institutions during the cooperation process.

PURPOSE OF THE TOOLKIT

The purpose of this toolkit is to support teachers in confidently using outdoor spaces as part of their everyday teaching practice. It provides practical ideas and activities that encourage active learning, support children's development, and strengthen their connection with nature.

The toolkit is designed for practical use and can be applied directly in educational settings or adapted to different contexts and children's needs. By integrating outdoor learning into daily routines, teachers can create engaging experiences that promote curiosity, exploration, creativity, and meaningful participation.

The activities support the development of children's cognitive, social, emotional, and physical skills while encouraging independence, critical thinking, problem-solving, and learning through hands-on experiences in real-world environments.

OUTDOOR LEARNING APPROACH

Outdoor learning is based on experience, exploration, and interaction with the environment. Children learn best when they are actively involved, and outdoor spaces naturally create opportunities for hands-on learning and discovery.

Through outdoor activities, children develop problem-solving, communication, cooperation, and creativity skills. They learn to observe, ask questions, investigate natural phenomena, and better understand the world around them through real-life experiences. This approach also supports children's emotional well-being, encourages confidence and independence, and helps them build positive relationships with their peers. By engaging with natural materials, changing weather conditions, and diverse outdoor environments, children gain valuable experiences that strengthen their ability to adapt to new situations. Outdoor learning also promotes physical development by encouraging movement, exploration, and activities that improve balance, coordination, and overall health. In addition, it helps children develop an appreciation for nature and sustainability while fostering a sense of responsibility for protecting the environment. By connecting classroom knowledge with real-world experiences, outdoor learning makes education more meaningful, engaging, and memorable.

OUTDOOR LEARNING METHODOLOGY

This methodology provides practical guidance for teachers on how to organise and implement outdoor learning activities. Outdoor learning is most effective when it is based on real experiences, active involvement, and children's natural curiosity. The aim is not only to move learning outside but also to create meaningful learning situations.

The teacher acts as a guide and supporter, encouraging children to observe, ask questions, think critically, and discover independently. Activities should remain flexible and adapt to weather conditions, available materials, and children's interests.

A safe and supportive environment is essential for successful outdoor learning. It allows children to explore, try new ideas, cooperate with others, and develop social and communication skills. Reflection is also an important part of the process, helping children share their experiences, deepen their understanding, and connect learning with real-life situations.

ASSESSMENT AND EVALUATION

Assessment in outdoor learning is based on observing children's participation, engagement, and learning process rather than formal testing. The focus is on how children explore, interact, and respond to different situations during the activities.

Teachers observe how children ask questions, solve problems, communicate with others, and express their ideas. Attention is also given to children's curiosity, creativity, and willingness to participate.

Assessment can take place during and after the activity through observation, simple questions, and group discussions. Children are encouraged to share what they noticed, what they enjoyed, and what they would like to explore further.

The purpose of assessment is not to measure results, but to better understand each child's learning experience and to adapt future activities according to their needs and interests.

HOW TO USE THIS TOOLKIT

This toolkit is designed to support teachers in planning and implementing meaningful outdoor learning activities. It can be used in a flexible way, allowing educators to choose activities that match the age, abilities, interests, and developmental needs of their children.

The activities included in this toolkit may be used as presented or adapted to different educational settings, outdoor environments, available materials, and learning goals. Teachers are encouraged to modify the activities according to their own context and to use them as inspiration for creating additional outdoor learning experiences.

Each activity follows a clear and consistent structure, including learning objectives, materials needed, activity description, teacher guidance, expected outcomes, and reflection. This structure helps teachers prepare activities efficiently while ensuring meaningful learning opportunities for children.

Outdoor learning is most successful when it remains flexible and responsive to children's interests and curiosity. Educators are encouraged to observe children's engagement, adapt activities when needed, and create opportunities for exploration, cooperation, creativity, and hands-on learning. Through regular use of this toolkit, teachers can help children build a stronger connection with nature while supporting their cognitive, social, emotional, and physical development.

STRUCTURE OF ACTIVITIES

Each activity in this toolkit follows a clear and consistent structure, making it easy for teachers to use in practice. It includes a short description of the activity, information about the age group and duration, learning objectives, and the materials needed.

Activities are presented step by step, so they can be implemented without complex preparation. At the end of each activity, expected outcomes and short reflective elements help teachers understand children's learning process and engagement.

Some activities also include practical suggestions for teachers and may be adapted based on different environments and experiences shared by partner institutions.

LEARNING IN AN OUTDOOR PAVILION

As part of the Nordplus Junior project “Learning Gardens”, an outdoor pavilion was created at the Volungėlė Branch of Alytus “Volungės” Progymnasium in Lithuania. The pavilion serves as an outdoor learning space where children can participate in group work, creative activities, STEAM tasks, observations, and exploratory learning experiences. It provides a comfortable environment that allows teachers to organise educational activities outdoors and integrate outdoor learning into daily routines. The space encourages active participation, cooperation, and hands-on learning while helping children explore the natural environment. Learning in the outdoor pavilion fosters curiosity, creativity, communication skills, and a stronger connection with nature.



LEARNING IN THE “LITTLE GOURMETS” GARDEN

As part of the Nordplus Junior project “Learning Gardens”, the “Little Gourmets’ Garden” was created at Pajūris Stanislovas Biržiškis Gymnasium in Lithuania. The garden serves as an outdoor learning environment where children can explore nature, grow and care for plants, and engage in hands-on learning experiences. It provides opportunities for group work, creative activities, STEAM tasks, observations, investigations, and sensory learning.

The garden allows teachers to integrate outdoor learning into daily educational activities and encourages children to learn through exploration and direct experience. By planting, observing, and caring for flowers, fruits, vegetables, and other plants, children develop responsibility, cooperation, problem-solving skills, and environmental awareness.



HEALTHY OUTDOOR LEARNING SPACES

As part of the Nordplus Junior project “Learning Gardens”, Gulbene 2nd Pre-school “Rūķītis” in Latvia created several outdoor learning spaces to support children’s physical, social, and emotional well-being. These environments include a sports area, a campfire area, and a sensory trail made from natural materials. The spaces provide opportunities for active recreation, outdoor educational activities, exploration, and hands-on learning experiences. Children can develop physical skills, cooperation, creativity, and environmental awareness while engaging with nature and participating in meaningful outdoor activities. These outdoor learning environments encourage healthy lifestyles, active learning, social interaction, and a stronger connection with the natural world.



OUTDOOR LEARNING ENVIRONMENT

As part of the Nordplus Junior project “Learning Gardens”, Futura International Preschool in Lidingö, Sweden, developed several outdoor learning environments for children. Two Aqua Towers were installed to support planting and gardening activities, while outdoor kitchens, water play kitchens, and a Roll Ball Coaster were added to encourage creativity, exploration, and cooperative play. A compost machine was also introduced to help children learn about sustainability and recycling through hands-on experiences. These outdoor learning spaces are used for environmental education, practical activities, and collaborative learning. They encourage children to explore nature, develop responsibility, and gain a better understanding of sustainability and environmental protection.



HEALTHY MIND AND HEALTHY BODY

During preschool, children develop skills and habits that influence their health and well-being. Movement, healthy nutrition, sleep, play, and positive emotions help children grow strong, curious, and confident. At this age, healthy lifestyle habits and attitudes towards themselves and the environment are formed. Regular physical activity and a balanced diet support both physical and emotional development, while sufficient sleep and a safe environment help children develop attention, learning skills, and emotional well-being.

A child's emotional health is equally important. Love, attention, and support help children feel secure, build positive self-esteem, and develop cooperation skills. Studies show that positive relationships with adults promote self-regulation and social development.

Being in nature and spending time outdoors further strengthens children's health, reduces stress, and improves emotional well-being. Outdoor environments provide valuable opportunities to explore nature, stay active, and learn to care for the environment. Through daily experiences and positive guidance, children gradually learn to make healthy choices and develop independence in caring for their own well-being. Establishing healthy routines during the preschool years can have long-lasting benefits, supporting lifelong physical health, emotional resilience, and positive social behaviors.

ACTIVITY TITLE: WE MOVE

Activity Duration: 40 minutes

Learning Objectives:

- To demonstrate basic locomotor skills (such as running, hopping, or skipping) and gross motor coordination while navigating uneven natural terrain (like grass, mulch, or small hills).
- To practice cooperative play and emotional regulation
- To learn to assess risk and become more self-confident

Materials Needed:

Natural materials found in the kindergarten area, whistle or any other sound signal, first aid kit, wet wipes and drinking water

Activity Description:

Children took part in sport activity outside. Children sorted nature materials, counted nature materials. Children jumped over nature materials and different obstacles, crawled under different nature materials. Children developed speed, agility, endurance and the ability to quickly change directions of the movement. In this activity were used only nature materials.



ACTIVITY TITLE: WE MOVE

Teacher Guidance:

The teacher organizes outdoor physical activities that encourage children to move, explore, and enjoy being active in nature. Children participate in morning exercises, obstacle courses, movement games, and introductory sports activities using natural materials and outdoor equipment. The teacher demonstrates correct movement techniques, explains safety rules, and encourages fair play, cooperation, and positive participation. Activities are adapted according to the children's age and abilities to ensure successful and enjoyable experiences for everyone.

Expected Outcomes:

Children improve their gross motor skills, coordination, balance, agility, and endurance through active outdoor play. They develop positive attitudes towards physical activity and healthy lifestyles while strengthening their cooperation, communication, and teamwork skills. Through participation in group activities, children learn to follow instructions, respect rules, and support their peers. These experiences promote self-confidence, enjoyment, and emotional well-being, while helping children understand the importance of regular physical activity for maintaining good health.



ACTIVITY TITLE: WE MOVE

Relevance to the Topic:

The activity promotes healthy living through regular physical movement and active participation in outdoor environments. It supports children's physical, social, and emotional development while encouraging healthy habits from an early age. By combining movement, sports, and nature-based learning, children experience the benefits of an active lifestyle and develop positive attitudes towards exercise and teamwork.

Reflection:

Children actively participated in the outdoor exercises and sports activities with enthusiasm and enjoyment. The use of natural surroundings and materials made the activities engaging and motivating. Children demonstrated improved coordination, confidence, and willingness to cooperate with others. Team games encouraged communication, respect for rules, and mutual support. The activity successfully promoted healthy lifestyle habits while strengthening children's physical fitness, emotional well-being, and social skills.



ACTIVITY TITLE : WE MOVE

Activity Highlights:



Nordplus

ACTIVITY TITLE: WE COOPERATE

Activity • Duration: 2 hours

Learning Objectives:

- To meet a real professional (who has his own tools, drawings and plans) to arouse immense interest in children
- To develop a much closer emotional connection with city
- To cooperate with municipal specialists

Materials Needed:

Fabric gloves with rubberized palm, children's garden shovels, colored measuring sticks or wooden dowels (for measuring), tulip bulbs, reflective vests for children, first aid kit and hygiene supplies.

Activity Description:

In collaboration with a Gulbene Municipality landscape architect, children and teachers planted tulip bulbs in the park. The children first dug the ground to prepare for planting. Each child measured the distance between the bulbs to ensure proper spacing. The tulip bulbs were counted to know how many tulips would bloom in spring. The children also learned about the landscape architect profession, its responsibilities, and participated in the planting process led by the specialist..



ACTIVITY TITLE: WE COOPERATE

Teacher Guidance:

The teacher introduces the importance of caring for the environment and being an active member of the community. Children are encouraged to participate in practical outdoor activities such as cleaning, planting, and improving the surrounding environment. The teacher promotes teamwork by assigning age-appropriate tasks and encouraging cooperation between children, teachers, parents, and community representatives. Discussions about environmental responsibility, respect for nature, and the value of working together are integrated throughout the activity.

Expected Outcomes:

Children develop a sense of belonging to their kindergarten, local community, and environment.

Children learn the importance of environmental protection and community involvement.

Children improve teamwork, cooperation, communication, and leadership skills.

Children take responsibility for shared tasks and understand the value of collective effort.

Children gain practical experience in planting and caring for nature.

Children strengthen healthy lifestyle habits through active outdoor participation.

Children experience pride and satisfaction from contributing to the beautification of their community.



ACTIVITY TITLE: WE COOPERATE

Relevance to the Topic:

The activity promotes cooperation, environmental awareness, and active citizenship through meaningful community engagement. By participating in landscaping projects and environmental campaigns, children learn that everyone can contribute to creating a cleaner, greener, and more beautiful environment. The activity supports social, emotional, and physical development while strengthening relationships between children, families, teachers, and the wider community.

Reflection:

Children enthusiastically participated in the World Cleanup Day activities and landscaping projects. Working together with parents, teachers, community representatives, and the city landscape architect helped them experience the value of cooperation and shared responsibility. Planting ornamental shrubs and flower bulbs gave children a sense of achievement and connection to their community. The activity fostered environmental awareness, teamwork, and respect for nature while creating positive memories and strengthening community bonds. Each planted tulip became a meaningful contribution and a symbol of children's care for their city and its future.



ACTIVITY TITLE: WE COOPERATE

Activity Highlights:



Nordplus

ACTIVITY TITLE: WE LEARN

Activity Duration: 50 minutes

Learning Objectives:

- To develop children's creativity and imagination by creating meals and menus using natural materials.
- To strengthen communication, language, and social skills through role play and interaction with peers.
- To promote independence, problem-solving, and decision-making while selecting and using natural materials.

Materials Needed:

Natural materials found in the kindergarten area (leaves, flowers, grass, sand, stones, pinecones, sticks, bark, etc.), containers and trays for collecting materials, a nature kitchen area, water for hygiene, wet wipes

Activity Description:

Children took part in a Nature Kitchen activity outdoors. They created imaginative menus, collected natural materials, and used them as ingredients for their dishes. Children sorted and combined materials according to their ideas and recipes. After preparing their meals, they decorated and presented them in the outdoor café area. The activity encouraged creativity, communication, cooperation, and learning through play in nature.



ACTIVITY TITLE: WE LEARN

Teacher Guidance:

The teacher prepares the nature kitchen area and provides a variety of natural materials. Children are encouraged to use their imagination to create a menu, collect suitable materials, and prepare their “meals”. The teacher supports communication, asks open-ended questions, encourages cooperation, and helps children explore the properties of natural materials. Children are given the freedom to make decisions independently while working individually or in small groups.

Expected Outcomes:

The child will demonstrate enhanced hand-eye coordination and fine motor strength through functional movements.

The child will apply basic scientific thinking and mathematical concepts through hands-on experimentation.

The child will use advanced imaginative play and expanded vocabulary to communicate their abstract ideas.

When playing with other kids the child will practice cooperative play, role distribution, and conflict resolution.



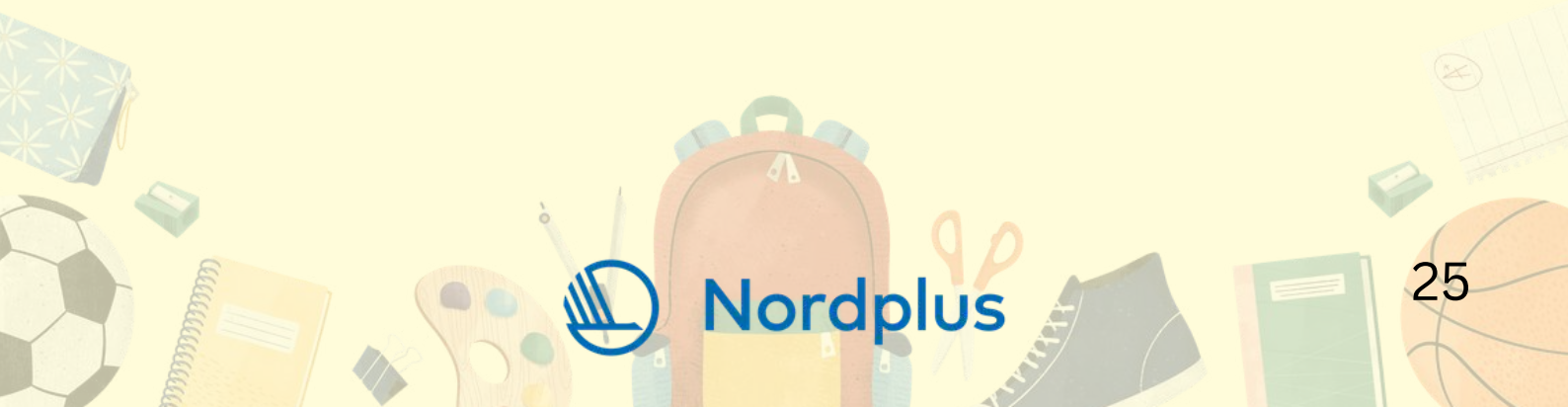
ACTIVITY TITLE: WE LEARN

Relevance to the Topic:

The activity supports learning through nature-based experiences and promotes children's holistic development. It encourages active participation, creativity, problem-solving, communication, cooperation, and environmental awareness. By using natural materials as learning resources, children develop healthy lifestyle habits and a positive relationship with the natural environment.

Reflection:

Children were highly engaged and motivated throughout the activity. They demonstrated creativity when designing menus and preparing meals from natural materials. The café role-play encouraged communication and social interaction between children of different age groups. The activity successfully combined learning, movement, imagination, and cooperation in an outdoor environment. Children expressed joy and pride in their creations and showed increased interest in exploring natural materials and their uses.



ACTIVITY TITLE: WE LEARN

Activity Highlights:



Nordplus

ACTIVITY TITLE: WE FEEL

Activity Duration: 50 minutes

Learning Objectives:

- To develop children's understanding of nature and natural processes through direct observation of fire and its effects.
- To promote emotional well-being, a sense of belonging, and positive social interaction through shared outdoor experiences.
- To encourage cooperation, patience, and responsibility while preparing and roasting food together.

Materials Needed:

Potatoes, foil, campfire site, firewood, roasting tools, first aid kit, wet wipes, drinking water, hygiene supplies.

Activity Description:

Children participated in an outdoor campfire activity. They learned campfire safety rules, prepared potatoes for baking in the fire, and observed the heat, smoke, charcoal, and ash produced during the burning process. After the potatoes were ready, children enjoyed tasting them together and sharing their experiences around the campfire.



ACTIVITY TITLE: WE FEEL

Teacher Guidance:

The teacher introduces children to the campfire area and explains the safety rules. Children learn about the role of fire in everyday life, traditions, and nature. Together with the teacher, they observe natural processes such as the production of heat, smoke, charcoal, and ash. Children participate in simple experiments with natural materials and discuss their observations. The teacher encourages cooperation while preparing potatoes wrapped in foil and cooking them over the campfire. Throughout the activity, children are invited to share their feelings, experiences, and observations, strengthening social bonds and a sense of belonging.

Expected Outcomes:

Children understand the importance of fire in nature and human life while learning basic fire safety rules and responsible behaviour around a campfire. They observe natural processes such as heating, smoking, burning, and ash formation, developing curiosity and inquiry skills through observation. Children also strengthen cooperation and communication skills and experience positive emotions, enjoyment, and a sense of community through shared outdoor activities.



ACTIVITY TITLE: WE FEEL

Relevance to the Topic:

The activity promotes learning through direct sensory and emotional experiences in nature. The campfire serves as a valuable educational tool for exploring natural processes, traditional skills, and the historical significance of fire in everyday life. Children develop environmental awareness, practical knowledge, emotional well-being, and social skills through meaningful outdoor experiences and shared traditions.

Reflection:

Children actively participated in observing the campfire and discussing its role in nature and human life. They showed curiosity when exploring how heat, smoke, charcoal, and ash are formed. Preparing and roasting potatoes together encouraged cooperation, patience, and communication. The campfire created a warm and positive atmosphere that strengthened the children's sense of belonging and community. Through hands-on experiences, children gained a deeper understanding of nature, traditions, and responsible behaviour in outdoor environments.

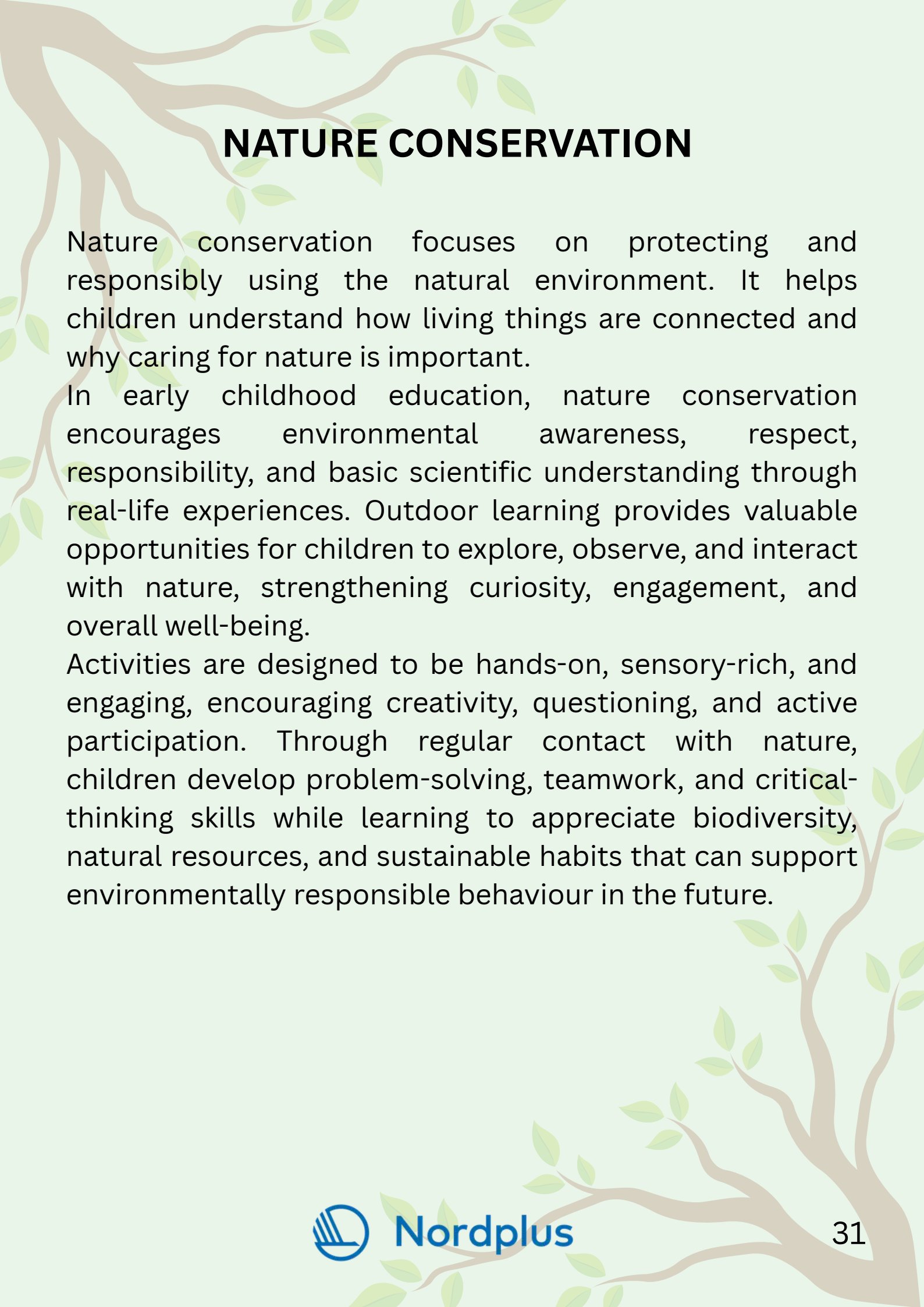


ACTIVITY TITLE: WE FEEL

Activity Highlights:



Nordplus



NATURE CONSERVATION

Nature conservation focuses on protecting and responsibly using the natural environment. It helps children understand how living things are connected and why caring for nature is important.

In early childhood education, nature conservation encourages environmental awareness, respect, responsibility, and basic scientific understanding through real-life experiences. Outdoor learning provides valuable opportunities for children to explore, observe, and interact with nature, strengthening curiosity, engagement, and overall well-being.

Activities are designed to be hands-on, sensory-rich, and engaging, encouraging creativity, questioning, and active participation. Through regular contact with nature, children develop problem-solving, teamwork, and critical-thinking skills while learning to appreciate biodiversity, natural resources, and sustainable habits that can support environmentally responsible behaviour in the future.

ACTIVITY TITLE:

“WELCOME BACK, BIRDS!” INITIATIVE

Activity Duration: 2 hours

Learning Objectives:

- To learn why birds travel and how they find their way.
- To recognize different birds, their sounds, nests, and eggs.
- To help birds by taking care of their homes, such as putting up birdhouses.

Materials Needed:

Birdhouses (provided by firefighters), ladders (provided by firefighters), outdoor space with trees.

Activity Description:

Children took part in an educational activity about birds and their migration. Children joined a birdhouse installation activity. Firefighters provided birdhouses and ladders and helped safely place the birdhouses in trees in the outdoor area. The children actively participated, helped carry materials, and learned how to take care of birds in a safe and responsible way.



ACTIVITY TITLE: **“WELCOME BACK, BIRDS!” INITIATIVE**

Teacher Guidance:

The teacher encourages children to ask questions, share their ideas, and participate in discussions. While installing the birdhouses, the teacher ensures children's safety, cooperates with the firefighters, and explains the importance of helping birds. The teacher encourages teamwork, curiosity, and responsible behavior throughout the activity.

Expected Outcomes:

Children understand why birds migrate and how they travel, can recognize some birds, their sounds, nests, and eggs, show curiosity about nature, answer simple questions about the topic, understand how to help birds, and cooperate with others while following safety rules.



ACTIVITY TITLE: **“WELCOME BACK, BIRDS!” INITIATIVE**

Relevance to the Topic: :

This activity is connected to the topic of birds and nature. It helps children learn about bird migration, bird life cycles, and how birds adapt to seasonal changes. The activity also links science and environmental education by encouraging children to observe nature, understand living creatures, and take part in actions that support wildlife protection.

Reflection:

The activity was engaging and meaningful for the children. They showed great interest in learning about birds, actively participated in discussions, and enjoyed interactive tasks. The children were curious, asked questions, and shared their observations. The practical part of the activity, especially installing birdhouses with firefighters, was highly motivating and helped them better understand how to care for birds. Overall, the activity successfully combined learning, exploration, and real-life experience.



ACTIVITY TITLE: “WELCOME BACK, BIRDS!” INITIATIVE

Activity Highlights:



Nordplus

ACTIVITY TITLE: THE COLOR YELLOW IN NATURE WITH RIKAS RIJIKAS

Activity Duration: 1 hour

Learning Objectives:

- To explore yellow colors in nature during the walk.
- To observe and name yellow objects found outdoors.
- To develop children's attention and vocabulary through a nature search activity.

Materials Needed: a hand puppet glove character – Rikas Rijikas worn on the hand.

Activity Description:

The character „Rikas Rijikas” goes for a walk with the children to look for the color yellow in the natural environment. While walking, the children pay attention to weather signs, the surroundings, and plants. With the help of Rikas Rijikas, they try to find as many yellow objects as possible in the natural environment and discuss the names of the plants they discover.

Teacher Guidance:

Encourage the children to carefully observe the natural environment and notice yellow colors around them. Ask open-ended questions about the weather, plants, and objects they see. Support children in naming plants and describing their colors, shapes, and textures. Use Rikas Rijikas to maintain children's interest, motivate exploration, and promote communication during the walk.

ACTIVITY TITLE: THE COLOR YELLOW IN NATURE WITH RIKAS RIJIKAS

Expected Outcomes:

Children will recognize the color yellow in the natural environment, improve their observation and communication skills, and expand their vocabulary about plants, weather, and nature with the help of Rikas Rijikas.

Relevance to Topic :

This activity connects to nature exploration, color recognition, language development, and environmental awareness through outdoor learning with Rikas Rijikas.

Reflection:

The activity supported children's learning through outdoor, experiential education, allowing them to actively explore and observe the natural environment. Being outside helped them notice details in nature, strengthen their awareness of seasonal changes, and engage all their senses. The use of Rikas Rijikas increased motivation, encouraged communication, and made the learning process more playful and meaningful.

ACTIVITY TITLE: THE COLOR YELLOW IN NATURE WITH RIKAS RIJKAS

Activity Highlights:



ACTIVITY TITLE: ANTS AND SEARCHING FOR AN ANTHILL IN NATURE

Activity Duration: 1 hour

Learning Objectives:

- To explore the natural environment and observe small insects, especially ants.
- To discover where and how ants live by searching for anthills.
- To develop respect and curiosity for living creatures in nature.

Materials Needed: Ant figurine (toy model).

Activity Description:

Children go on a nature walk to look for ants and possible anthills. They observe ant movement, pathways, and habitats without disturbing them. The teacher guides children to look closely at the ground, under leaves, stones, and near trees while discussing what ants might be doing and why they are important in nature.

Teacher Guidance:

Encourage careful observation and safe distance from insects. Ask open-ended questions such as “What do you see?”, “Where do ants live?”, and “Why do you think they move in lines?” Support respectful behavior toward living creatures and ensure safety in the outdoor environment.



ACTIVITY TITLE: ANTS AND SEARCHING FOR AN ANTHILL IN NATURE

Expected Outcomes:

Children will develop curiosity about ants and their habitats, improve their observation and descriptive language skills, and gain a basic understanding of how ants live, move, and build their homes through guided exploration in nature.

Relevance to Topic:

This activity is connected to early science education, nature exploration, biodiversity, and environmental awareness, as children observe insects in their natural habitat and learn about their role in the ecosystem during an outdoor walk.

Reflection:

The activity supported experiential learning by allowing children to observe real insects in their natural environment and make connections between nature and early science concepts. The outdoor setting encouraged sensory exploration, focus, and active engagement. Children showed strong interest in searching for ants and discovering their homes, which strengthened their observation and communication skills. They learned that it is important not to get too close to an anthill, as ants may crawl onto their feet and it is best to observe them from a safe distance.



ACTIVITY TITLE: ANTS AND SEARCHING FOR AN ANTHILL IN NATURE

Activity Highlights:



ACTIVITY TITLE: FROM BULB TO BLOOM

Activity Duration: 2 hours

Learning Objectives:

- To introduce children to planting from bulbs.
- To encourage observation, exploration, and sensory experiences (smell, sight, touch).
- To understand plant growth and seasonal changes.

Materials Needed:

Flower bulbs (tulips, crocuses, daffodils), soil, gardening tools, watering cans, outdoor space (garden area).

Activity Description:

In autumn, children planted spring flower bulbs in the garden area created by their parents in spring. They placed the bulbs into the soil themselves, learning how to plant them properly and discovering that these are among the first flowers to bloom in spring. During the activity, children explored the soil using their senses—touching, smelling, and observing the environment—while sharing their impressions. They discussed what plants need to grow and why it is important to take care of them.

In spring, children happily observed the growth and blooming of the flowers they had planted. They measured the plants, smelled the flowers, compared colors, and shared their observations.



ACTIVITY TITLE: FROM BULB TO BLOOM

Teacher Guidance:

The teacher explains the planting process, supports children during the activity, and encourages them to observe, ask questions, and explore. The teacher promotes independence and responsibility, emphasizes the importance of plant care, and creates opportunities for sensory learning and long-term observation.

Expected Outcomes:

Children will understand how plants grow from bulbs and will recognize common spring flowers. They will develop observation skills, patience, and responsibility, and show increased interest in nature. Children will also be able to make simple observations and conclusions about plant growth.

Relevance to the Topic:

Children explore how flowers grow from bulbs through planting, observation, and sensory experiences. The theme helps children understand plant growth, seasonal changes, and the importance of caring for nature.

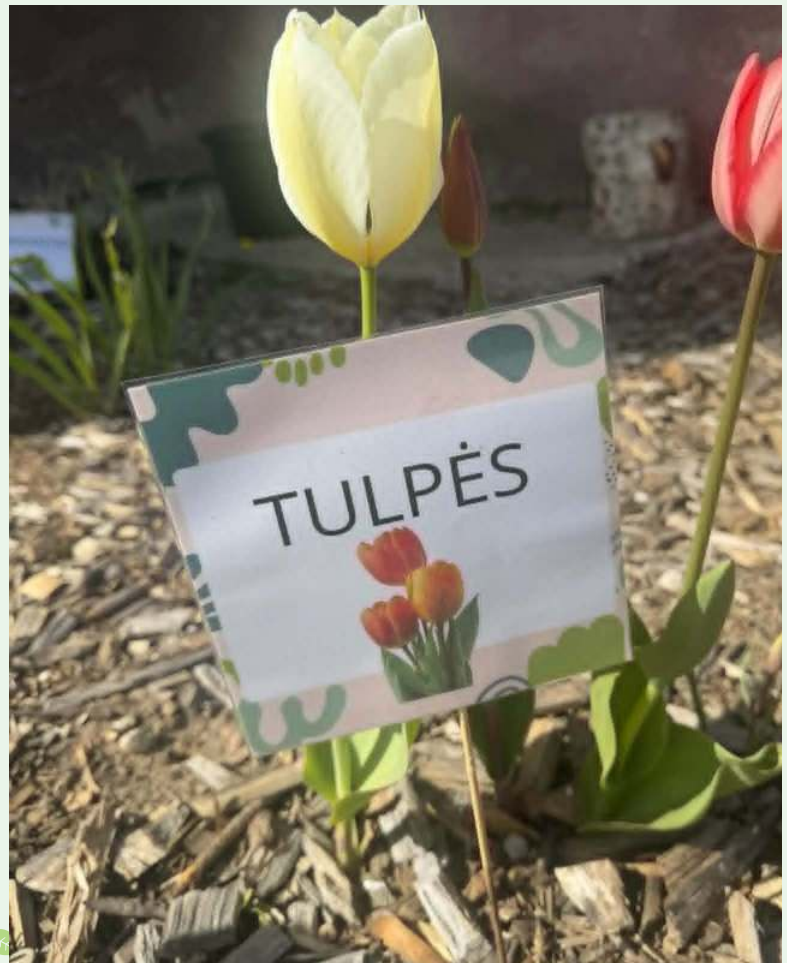
Reflection:

Children actively and enthusiastically participated in the planting activity. The greatest joy came in spring when the flowers they had planted bloomed. They felt proud of their work, eagerly observed the growth process, explored the flowers, and shared their impressions. The activity strengthened their connection with nature.



ACTIVITY TITLE: FROM BULB TO BLOOM

Activity Highlights:



Nordplus

STEAM AND CLIMATE CHANGE

This section focuses on STEAM (Science, Technology, Engineering, Arts, and Mathematics) in outdoor learning, with a particular emphasis on climate change.

Climate change is one of the key challenges facing today's world, making it important to introduce environmental topics from an early age. Research shows that children's experiences in nature help develop environmental awareness, positive attitudes towards sustainability, and a sense of responsibility for the world around them (Chawla, 2020). Early education can play an important role in helping children understand the relationship between people and the environment.

Through outdoor STEAM activities, children explore natural materials, observe environmental changes, ask questions, and investigate real-life phenomena. These experiences encourage curiosity, creativity, problem-solving, and critical thinking.

Outdoor learning also helps children develop a stronger emotional connection with nature, which is considered an important factor in promoting environmentally responsible behaviour in later life. By engaging in hands-on investigations and collaborative activities, children learn to observe, reflect, and seek solutions to real-world challenges in an age-appropriate way. Furthermore, STEAM-based activities encourage interdisciplinary learning, allowing children to combine scientific exploration, creative expression.

All activities are practical, flexible, and easily adaptable to different age groups and learning environments. They support the development of STEAM competences while fostering children's connection with nature and encouraging environmentally responsible attitudes.

ACTIVITY TITLE: EXPLORING NATURE, CREATIVITY AND SUSTAINABILITY

Activity Duration: About 1 hour

Learning Objectives:

- To encourage children's interest in nature and its diversity.
- To develop observation and exploration skills.
- To foster creativity using natural materials.

Materials Needed:

Natural environment (yard, park, forest), natural materials (leaves, grass, sticks, pinecones), paper, clips or tape, simple tools (small shovel)

Activity Description:

This activity is based on experiential outdoor learning. Children explore the environment, collect natural materials, and use them for creative expression. The activity helps children understand nature and their connection to it.

At the beginning, children go outdoors and observe their surroundings – plants, trees, soil, and natural elements.

They collect natural materials such as leaves, grass, sticks, and pinecones. Children then use collected materials to create compositions or “nature artworks” on paper. They experiment and express their ideas creatively.

If possible, the activity can include a symbolic action such as planting a tree or any other plant.

ACTIVITY TITLE: EXPLORING NATURE, CREATIVITY AND SUSTAINABILITY

Expected Outcomes:

Children develop observation, exploration, and creative skills. They become more curious and engaged, strengthen communication, and build a connection with nature. This activity also helps children begin to understand that nature can change over time and why it is important to take care of the environment.

Teacher Guidance:

During the activity, the teacher encourages children to explore freely, use their senses, and express their ideas without strict rules. Teacher encourages discussion about nature, changes in the environment, and how to take care of it.

The activity can be adapted depending on weather conditions and the outdoor environment. If needed, it can be carried out in a covered outdoor space or adjusted according to available materials.

If a child is not willing to participate, they can observe, explore in their own way, or join later. Flexibility is important, as children learn and engage differently.

ACTIVITY TITLE: EXPLORING NATURE, CREATIVITY AND SUSTAINABILITY

Relevance to the Topic:

This activity strengthens STEAM learning by combining the exploration of natural materials with creative expression. Through observing, comparing, touching, and experimenting with objects such as leaves and branches, children explore different textures, patterns, shapes, and sizes while developing curiosity and sensory awareness. The tactile experience encourages a closer connection with nature and a deeper understanding of the natural environment. At the same time, the activity promotes sustainability by encouraging children to creatively use natural materials found in nature rather than relying on newly purchased resources, helping them understand the value of reusing available materials and reducing unnecessary waste. This activity also helps children learn about seasonal changes, as autumn provides a wide variety of natural materials that can be collected and creatively reused in art activities.

Reflection:

Children actively explored the natural environment by collecting and examining different materials. They showed curiosity by comparing objects, noticing differences in size, shape, and texture, and asking questions about what they found.

Many children expressed their ideas creatively while creating compositions, and shared their observations with others. The activity encouraged exploration, creativity, and a stronger connection with nature.

ACTIVITY TITLE: EXPLORING NATURE, CREATIVITY AND SUSTAINABILITY

Activity Highlights:



ACTIVITY TITLE: EXPLORING WATER TRANSFORMATION THROUGH COLORED ICE EXPERIMENTS

Activity Duration: About 1 hour

Learning Objectives:

- To explore water transformation (liquid to ice) through hands-on outdoor experiments
- To develop children's observation, inquiry, and problem-solving skills by experimenting with colored water and ice
- To raise awareness of environmental changes and the importance of water in nature through experiential learning

Materials Needed:

The materials needed for this activity include water, food coloring or gouache paint, containers or molds for freezing water, and snow (if available).

Activity Description:

This activity is based on experiential outdoor learning. Children explore water transformation by engaging in simple hands-on experiments with colored water and ice. The activity helps children understand natural processes and their connection to the environment.

At the beginning, children are introduced to water and its different forms. They observe liquid water and discuss what might happen to it in cold weather. Together with the teacher, they prepare colored water using food coloring or gouache paint.

ACTIVITY TITLE: EXPLORING WATER TRANSFORMATION THROUGH COLORED ICE EXPERIMENTS

The water is frozen in advance, and during the outdoor activity, children explore the colored ice. They touch it, observe its texture, temperature, and changes. They compare different colors and shapes.

Children then use the ice pieces to create simple compositions or patterns in the snow. They experiment, combine colors, and express their ideas creatively.

Teacher Guidance

During the activity, the teacher encourages children to explore freely, observe changes, and express their ideas. It is important to allow children to experiment and discover at their own pace.

If the weather is very cold, part of the activity can be prepared in advance. Children can fill containers with water, mix colors, and leave them outside or in a freezer to freeze. The next day, they can explore the frozen shapes, observe how ice melts, and compare changes in different conditions.

During the activity, the teacher encourages discussion about water, temperature, and changes in nature, helping children understand how the environment is affected by weather conditions.

If a child is not willing to participate, they can observe, explore in their own way, or join later. Flexibility is important, as children learn and engage differently.



ACTIVITY TITLE: EXPLORING WATER TRANSFORMATION THROUGH COLORED ICE EXPERIMENTS

Expected Outcomes:

Children develop observation and exploration skills by experimenting with water and ice. They become more curious about natural processes and understand how temperature affects water. The activity also encourages creativity, cooperation, and awareness of environmental changes.

Relevance to the Topic:

This activity further strengthens STEAM learning by exploring water transformation through hands-on experiments. Children observe temperature changes, compare different states of water, and experiment with colors and shapes, developing a basic understanding of natural processes. They also begin to understand how temperature changes affect the environment and how this is related to climate change.

Reflection

During the activity, children explored colored ice by touching it, observing its properties, and noticing changes over time. They showed interest in how ice melts and how colors change. Children arranged ice pieces, compared different elements, asked questions, and shared their observations. Some children needed time to get used to the cold materials but later became more confident. Overall, the activity promoted curiosity, experimentation, and understanding of natural processes.



ACTIVITY TITLE: EXPLORING WATER TRANSFORMATION THROUGH COLORED ICE EXPERIMENTS

Activity Highlights:



ACTIVITY TITLE: EXPLORING SPRING BIRDS THROUGH OUTDOOR OBSERVATION AND STEAM ACTIVITIES

Activity Duration: 1–1.5 hours

Learning Objectives:

- To develop children's observation and inquiry skills by exploring birds in their natural environment
- To improve basic mathematical skills through counting, comparing, and organizing natural objects
- To increase awareness of seasonal changes and the importance of protecting wildlife

Materials Needed:

The materials needed for this activity include binoculars, bird identification cards or images to help children recognize different bird species, and a natural outdoor environment such as a park.

Activity Description:

This activity is based on experiential outdoor learning and focuses on exploring spring birds through observation and simple hands-on tasks. Children learn about birds returning from warmer regions and discover their diversity, behaviour, and habitats.

At the beginning, children are introduced to different bird species using picture cards or images. They discuss how birds look, what they eat, and where they live, while sharing their prior knowledge and asking questions.



ACTIVITY TITLE: EXPLORING SPRING BIRDS THROUGH OUTDOOR OBSERVATION AND STEAM ACTIVITIES

During the outdoor activity, children use binoculars to observe birds in a natural environment such as a park. They try to recognise different bird species, listen to their sounds, and observe their behaviour. In addition to observation, children engage in simple mathematical tasks. They count the birds they see, compare quantities, and collect natural objects such as sticks, arranging them from shortest to longest.

Teacher Guidance:

During the activity, the teacher encourages children to observe birds carefully, listen to their sounds, and share their ideas. Children are supported in asking questions, comparing what they see, and expressing their thoughts freely.

If birds are not easily visible, the activity can be adapted by focusing on sounds, tracks, or other signs in the environment. Picture cards can also be used to help children recognise different species.

The teacher may also encourage children to notice that some birds migrate while others stay throughout the year, helping them understand how seasonal changes influence animal behaviour. If a child is not willing to participate, they can observe or join later. Flexibility is important, as children engage and learn in different ways.



ACTIVITY TITLE: EXPLORING SPRING BIRDS THROUGH OUTDOOR OBSERVATION AND STEAM ACTIVITIES

Expected Outcomes:

Children develop observation and identification skills by exploring birds in their natural environment. They improve basic mathematical skills through counting and comparing, and become more aware of seasonal changes, including the fact that some birds migrate while others stay throughout the year. The activity also encourages understanding of the importance of protecting wildlife.

Relevance to the Topic:

This activity strengthens STEAM learning by combining nature observation with simple mathematical and analytical skills. Children count birds, compare quantities, identify patterns, and explore how seasons and weather influence bird behaviour and migration.

Reflection:

Children observed birds, listened to their sounds, and tried to identify different species. They asked questions about bird behavior, migration, and seasonal changes.

When birds were not visible for some time, maintaining attention became more challenging, so the activity was supported with discussions and visual materials.

The activity helped children better understand seasonal changes and increased their interest in observing nature.

ACTIVITY TITLE: EXPLORING SPRING BIRDS THROUGH OUTDOOR OBSERVATION AND STEAM ACTIVITIES

Activity Highlights:



ACTIVITY TITLE: NATURE FAMILIES - SORTING AND FLOATING INVESTIGATION

Activity Duration: About 1 hour

Learning Objectives:

- To identify and sort natural objects into groups based on their shared characteristics.
- To investigate and predict which natural materials sink and which float.
- To develop observation, comparison, and reasoning skills through hands-on exploration.

Materials Needed:

The materials needed for this activity include natural materials (pinecones, sticks, leaves, stones, chestnuts, etc.). Large container or transparent tub filled with water, towels or paper towels, baskets or containers for collecting natural items.

Activity Description:

Children and the teacher begin by talking about their own families, sharing who is in their family (e.g., mother, father, brothers, sisters, grandparents). They discuss how family members belong together and support one another and how they show love to each other. The children then collect natural materials from the outdoor environment and sort them into different “families” (e.g., pinecones, sticks, leaves, stones) based on shared characteristics. Next, they test each group of objects in water to observe whether they sink or float. The activity concludes with a discussion about their observations and findings, comparing the properties of different natural materials.



ACTIVITY TITLE: NATURE FAMILIES: SORTING AND FLOATING INVESTIGATION

Teacher Guidance:

The teacher acts as a facilitator, guide, and co-investigator throughout the activity. Teacher can help to collect those natural materials. as she already has in mind those different natural materials groups. They encourage children to observe carefully, ask questions, make predictions, and share their ideas. With younger children, the teacher may provide more support during sorting and testing, while older children can be encouraged to work more independently. The teacher ensures safety, promotes discussion, and helps children draw conclusions from their observations.

Expected Outcomes:

By the end of the activity, children will be able to sort natural objects into groups according to their shared characteristics and recognize similarities and differences between various natural materials. They will develop an understanding that different materials have different properties, which may cause them to either float or sink in water. Through observation, prediction, and experimentation, children will strengthen their scientific thinking, problem-solving, and communication skills. They will also gain confidence in expressing their ideas, making predictions, and discussing their findings with others.

ACTIVITY TITLE: NATURE FAMILIES: SORTING AND FLOATING INVESTIGATION

Relevance to the Topic:

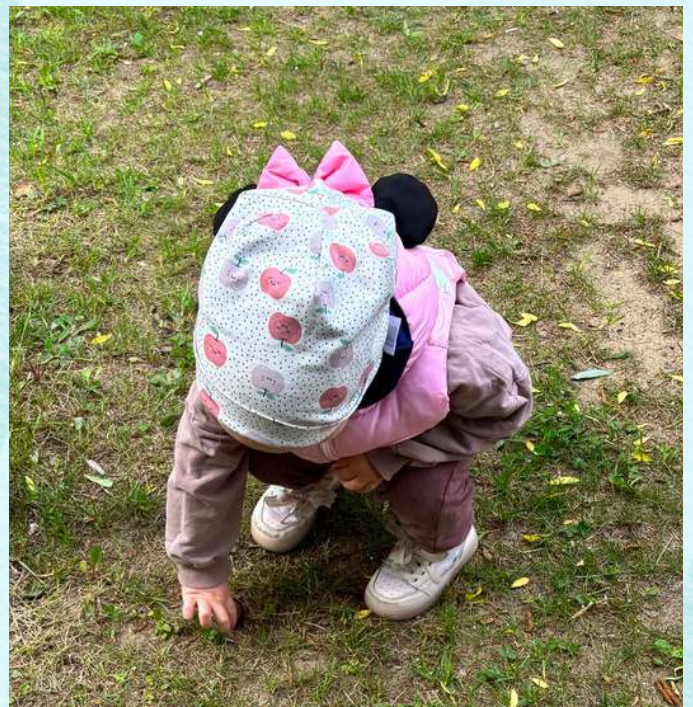
This activity helps children explore and appreciate the natural environment through direct observation and investigation. By working with natural materials, children develop awareness of the world around them and strengthen their connection to nature, which supports environmental and climate change education. The activity incorporates STEAM principles through scientific inquiry, observation, classification, prediction, experimentation, and discussion, encouraging children to think critically and learn through hands-on experiences.

Reflection:

Children reflected on how they grouped natural objects into different families and what they discovered during the floating and sinking investigation. They compared their predictions with the actual results and discussed why some materials floated while others sank. Through the activity, children strengthened their observation and reasoning skills and gained a deeper understanding of the properties of natural materials. They also shared their ideas and learned from the observations of their peers.

ACTIVITY TITLE: NATURE FAMILIES: SORTING AND FLOATING INVESTIGATION

Activity Highlights:



SUSTAINABILITY

Futura international preschool Sweden– Sustainability

Futura stands for sustainability and caring for our environment. Through our GCP projects, the children learn how everyday actions can help protect the Earth.

We focus on recycling, where children sort waste and learn how materials can be reused instead of being thrown away. We also work with saving energy by turning off lights and using natural light when possible, as well as saving water in daily routines.

We also promote reuse by donating unused or non-functional toys, with parents actively involved in the process. This helps children understand sharing, responsibility, and reducing waste in a meaningful way.

Through hands-on activities, discussions, and real-life experiences, the children develop awareness of how to care for nature and understand that small actions can make a big difference in protecting our planet for the future.

ACTIVITY TITLE : PLANTING AND GROWING TOGETHER

Activity Duration: 1hour (with on going activity)

Learning Objectives:

- To introduce children to planting, growing, and caring for plants.
- To develop responsibility, respect for nature, and an understanding of where food and plants come from.
- To encourage curiosity, observation, teamwork, and hands-on exploration through gardening activities.

Materials Needed:

Plant pots, soil, seeds or small plants (vegetables, fruits, flowers, herbs), watering cans, gardening tools, labels, and a sunny place for the plants.

Activity Description:

After winter ends, children take part in planting and sowing activities. With guidance from their teachers, they prepare pots, add soil, and plant seeds and small plants. They learn what plants need to grow, including sunlight, water, soil, and care, while exploring different vegetables, fruits, flowers, and herbs.

Children care for the plants by watering them and observing how they change and grow. Through these experiences, they develop patience, responsibility, and respect for nature. When the plants are ready, children harvest them, and some are shared during the school bazaar, giving them a sense of pride.

ACTIVITY TITLE: PLANTING AND GROWING TOGETHER

Teacher Guidance:

Teachers support the children by demonstrating how to plant and care for plants, encouraging observation and discussion, and asking questions about plant growth and sustainability. They guide the children in developing responsibility, cooperation, and respect for nature through hands-on learning experiences.

Expected Outcomes:

Children will understand the basic needs of plants, including sunlight, water, soil, and care. They will develop responsibility by caring for plants and observing their growth. Children will gain knowledge about sustainability and learn to appreciate nature and where food comes from. They will experience pride, confidence, and a sense of achievement through growing, harvesting, and sharing plants at the bazaar.

Relevance to the Topic:

This activity is closely connected to the topic of sustainability and environmental responsibility. By planting seeds, caring for plants, and observing their growth, children learn about the importance of nature and how living things depend on water, sunlight, soil, and care to survive.

ACTIVITY TITLE: PLANTING AND GROWING TOGETHER

The activity also introduces children to sustainable practices such as reusing materials, reducing waste, and caring for the environment. Through hands-on experiences, children develop an understanding of where food comes from, how plants support people and animals, and how their actions can help protect the Earth. This promotes environmental awareness and encourages children to become responsible and active caretakers of the natural world.

Reflection:

The planting activity provided meaningful hands-on learning opportunities for the children. They showed enthusiasm while planting seeds, watering plants, and observing changes over time. Many children demonstrated curiosity by asking questions about how plants grow and what they need to survive.

The activity encouraged cooperation, patience, and responsibility as the children worked together to care for the plants. Discussions about recycling, saving water, and protecting the environment helped connect the gardening experience to broader sustainability concepts. The children were particularly proud when they saw their plants growing and looked forward to harvesting them and sharing them with others during the bazaar.

ACTIVITY TITLE: PLANTING AND GROWING TOGETHER

Activity Highlights:



ACTIVITY TITLE: RECYCLING AND CARING FOR OUR ENVIRONMENT

Activity Duration: 1hours (with ongoing environmental activities)

Learning Objectives:

- To introduce children to recycling and sustainability.
- To help children understand the importance of keeping the environment clean.
- To encourage responsibility and care for nature and the community.

Materials Needed: Recycling bins, gloves, trash bags, recycled materials (cardboard, plastic, paper, bottle caps), art and craft materials, bird feeder materials, ropes, and outdoor walking equipment.

Activity Description:

The children participated in outdoor recycling and environmental activities by collecting litter around the preschool and nearby outdoor areas. Together, we sorted the waste into different recycling categories such as paper, plastic, and metal.

During walkathon and plogging activities, the children helped keep the environment clean while learning about recycling and reducing waste. They also created bird feeders and art projects using recycled materials, exploring how materials can be reused in creative and sustainable ways.



ACTIVITY TITLE: RECYCLING AND CARING FOR OUR ENVIRONMENT

Teacher Guidance:

The teacher supports the children by encouraging discussions about recycling, sustainability, and caring for nature. The teacher guides the children during litter collection, waste sorting, and creative activities while promoting teamwork and responsibility.

Expected Outcomes:

Children will understand the importance of recycling and caring for the environment. They will learn to sort waste correctly, reduce litter, and recognise how their actions affect nature. The activity will encourage responsibility and creative use of recycled materials.

Relevance to the Topic:

This activity helps children develop environmental awareness and understand how small actions can help protect nature. It also supports creativity, cooperation, and responsibility through meaningful outdoor experiences.

Reflection:

The children were engaged and excited to help clean the environment and sort recyclable materials. They enjoyed creating new things from recycled items and showed curiosity about sustainability. The activity encouraged teamwork.



ACTIVITY TITLE: RECYCLING AND CARING FOR OUR ENVIRONMENT

Activity Highlights:



ACTIVITY TITLE: MAKING BIRD FEEDERS AND CARING FOR BIRDS

Activity Duration: 1 day activity with ongoing observation and care

Learning Objectives:

- To help children learn about birds and their needs during different seasons.
- To encourage care, empathy, and responsibility towards animals and nature.
- To introduce sustainability through the use of recycled materials.

Materials Needed:

Recycled materials (milk cartons, plastic bottles, cardboard tubes), bird seeds, string, scissors, glue, sticks, and outdoor spaces for hanging the feeders.

Activity Description:

The children created bird feeders using recycled materials to help birds find food during the winter season. Together, we discussed why birds need extra support during cold weather and explored what kinds of food birds eat.

The children filled the feeders with seeds and helped hang them outdoors around the preschool. They also observed birds visiting the area and learned how recycling materials can help both animals and the environment.



ACTIVITY TITLE: MAKING BIRD FEEDERS AND CARING FOR BIRDS

Teacher Guidance:

The teacher supports the children by discussing bird care, sustainability, and recycling. The teacher guides the children during the creation of the feeders and encourages observation, cooperation, and care for wildlife.

Relevance to the Topic:

This activity helps children develop empathy for animals and awareness of environmental responsibility. It also supports creativity, teamwork, and understanding of sustainability through outdoor learning experiences.

Reflection:

The children showed excitement while creating and hanging the bird feeders outdoors. They were curious about different birds and enjoyed caring for them. The activity encouraged creativity, cooperation, and respect for nature.

Expected Outcomes:

Children will understand why birds need food support, especially in winter, learn to reuse materials to make bird feeders, develop care and responsibility towards animals and nature, and observe birds while showing curiosity about wildlife.



ACTIVITY TITLE: MAKING BIRD FEEDERS AND CARING FOR BIRDS

Activity Highlights:



Nordplus

ACTIVITY TITLE: COMPOSTING AND SUSTAINABLE GARDENING

Activity Duration: Ongoing daily activity

Learning Objectives:

- To introduce children to composting and sustainability.
- To help children understand how food waste can be reused in nature.
- To encourage responsibility and care for the environment.

Materials Needed:

Compost bin, leftover vegetables and fruit scraps, soil, gardening tools, plant pots, seeds, and watering cans.

Activity Description:

The children participated in outdoor composting activities by collecting leftover vegetables and fruit scraps after meals and snacks. Together, we discussed how food waste can be recycled and turned into compost instead of being thrown away.

The children mixed compost into the soil and used it while planting vegetables, flowers, and herbs in the outdoor garden. Through hands-on experiences, they learned how compost helps plants grow and how natural waste can be reused in an environmentally friendly way.

ACTIVITY TITLE: COMPOSTING AND SUSTAINABLE GARDENING

Teacher Guidance:

The teacher supports the children by encouraging discussions about sustainability, composting, and caring for the environment. The teacher guides the children during compost collection, planting, and observation activities while promoting teamwork and responsibility.

Relevance to the Topic:

This activity helps children develop environmental awareness and understand sustainable practices through real-life outdoor experiences. It also supports responsibility, cooperation, and respect for nature.

Reflection:

The children showed great interest in composting and planting activities. They were excited to explore how food waste can help plants grow. The activity encouraged teamwork, responsibility, and curiosity about nature and sustainability.

Expected Outcomes:

Through this activity, children will understand why birds need food support, especially during winter, and learn how to reuse materials to create bird feeders. They will develop a sense of care and responsibility towards animals and nature, while observing birds and showing greater curiosity about wildlife and the natural environment.



ACTIVITY TITLE: COMPOSTING AND SUSTAINABLE GARDENING

Activity Highlights:



CONCLUSION

This toolkit is the result of successful cooperation between partner institutions from Lithuania, Latvia, and Sweden within the Nordplus Junior project “Learning Gardens”. Through the project, partners created and improved outdoor learning environments, shared experiences, exchanged good practices, and developed practical activities that support children’s learning through exploration and direct interaction with nature.

The toolkit brings together a wide range of outdoor learning activities related to healthy lifestyles, nature conservation, sustainability, and STEAM education. These activities encourage children to observe, investigate, create, solve problems, cooperate with others, and develop a deeper understanding of the natural world. Outdoor learning helps children strengthen their cognitive, social, emotional, and physical competencies while fostering curiosity, creativity, responsibility, and environmental awareness.

The project has provided valuable benefits for children, teachers, and educational institutions. It has strengthened teachers’ confidence in using outdoor environments as learning spaces, enriched educational practice with new methods and ideas, and promoted international collaboration between partner organisations.

CONCLUSION

The experiences and activities presented in this toolkit reflect real educational practice and can be adapted to different settings, age groups, and learning contexts. It is hoped that this toolkit will inspire educators to continue exploring outdoor learning opportunities, create meaningful experiences for children, and further develop innovative approaches that support children's learning, well-being, and connection with nature.

Outdoor learning is not only about being outside—it is about creating opportunities for children to discover, experience, and learn from the world around them.