

Outdoor learning and well-being

This research project explored the potential benefits of outdoor learning on children's well-being and self-esteem as part of a final year Psychology project at the University of Glasgow. The study lasted for a total of three weeks and the weekly sessions for the project varied between the school playground, their normal classroom and the local children's wood. At the start and end of each week, all of the P5 children participating completed the WHO-5 well-being questionnaire, the Rosenberg self-esteem questionnaire as well as a simple questionnaire which evaluated how much they reported enjoying the sessions in the three locations.

The results indicated that the learning sessions in the natural setting (the children's wood) were associated with the highest overall self-esteem score of the three locations and that these scores statistically were significantly higher than the self-esteem scores reported after the sessions in the playground and in the classroom. The findings of the enjoyment questionnaire also indicated that the children reported that the lessons in the natural setting was significantly more enjoyable than the classroom and playground setting and that they were also more interested in the lessons.

Overall, the current study supports the extant literature and indicates that having lessons in natural spaces can potentially have a positive impact on self-esteem and enjoyment in learning activities.

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