

Equip the outdoor environment at schools and preschools for improved learning and increased well-being

Checklist for the assessment of the yard's qualities

What existing qualities are there in the outdoor environment today? What is missing and what can be improved? Use the checklist below, preferably together with children and students. It provides some good pointers on how you can improve the outdoor environment for learning and well-being, preferably in combination with a map of the yard which you can mark its different characteristics.

A good outdoor environment at schools and preschools should contain varying terrain and vegetation conditions. The outdoor environment should be characterized by good sun and shade conditions and be appropriate for the activities for which the environment is intended. This increases the conditions needed for a better learning environment, greater safety and increased physical activity.

Improve teaching and learning conditions	Present	Missing	Desired
Meeting places for children and student groups.			
Useful places for cross-subject teaching and teaching in different subjects.			
Visible cycles such as rainwater, composting, growing vegetables, energy and other kinds of ecosystem services.			
Places with biodiversity (flora and fauna).			
Places for experiments, creative work and stage performances.			
Overall educational goals for the remodelled outdoor environment.			
Create safety	Present	Missing	Desired
Lighting in numerous areas that make it possible to use the outdoor environment during the evening and darker seasons.			
Places used by adults for educational projects.			
Places that encourage play regardless of gender, age or different abilities.			
Small places just the right size for 2-4 children to retreat to.			
Standpoint in the preschool or school operational plan concerning the necessity for beneficial risk-taking in children's play.			
Stimulate physical activity and active living	Present	Missing	Desired
Nature or nature-like environment for play and social interaction.			
Knowledge about how children and students use and move in the outdoor environment.			
Opportunities to get up speed and be able to move in as large a part of the yard as possible without obstructive fences.			
Hills, slopes, walls, rocks, logs or other height differences.			
Opportunities to climb, creep, hang and build dens.			
Ball areas, multifunctional sports areas.			
Involve children and students	Yes	No	Desired
Working group formed to involve children, students and staff.			
Assessment of the yard's qualities together with children and students.			
Children and students have contributed with their knowledge and ideas in decisions about how the outdoor environment can be improved.			
Children and students are going to actively participate in implementing the changes when remodelling the yard.			