

# PEDAGOGY OF NATURE

## Our school outside

We believe so much in nature and in the open air that we have made them our work colleagues.

The school is fortunate to be constantly in contact with the outer space, in every moment and place, the children observe nature.

However, we wanted to make this relationship with the outside even stronger and more decisive, bringing nature into our educational project and making nature itself the basis of our educational philosophy.

We are a school that stands out, that believes in the value of experimenting and getting our hands dirty, who believes that instead of recreating a world of experimentation inside, it is better to experiment with what nature offers us.

We are not afraid of the cold and the rain... We cover ourselves and go to the adventure, because there is much more out there than we can reproduce in the classroom.

To explain the concept underlying the pedagogy of nature and the importance of such an approach, we mention the words of Monica Guerra, a didactic researcher, special pedagogy and educational research, teacher at the Department of Human Sciences for Education University of Milan-Bicocca and president of the cultural association "Bambini and Nature":

*"Outdoors children have the opportunity to meet questions that solicit plural and at the same time specific looks, allowing them to cross multidisciplinary paths. The learnings that children build outdoors have in fact the same quality of the disciplinary learning promoted inside but, in addition, they allow us to investigate the world in its entirety, thus overcoming the divisions of disciplinary knowledge, in order to finally explore the phenomena in their articulation and interrelation. Outside, therefore, one can easily meet the complexity of knowledge and measure oneself with multidimensionality of every object and every phenomenon, exercising a plural look that does not fragment but rather highlights connections.*

*The encounter with concepts embodied in the material are made more significant precisely because they are real and alive, as they are met by how they really present themselves in the world, puts children of all ages in a position of major protagonism, reinforcing the motivation to learning, and at the same time it redefines the role of the adult in a position that is increasingly oriented towards understanding and research in such a context. In nature the bodies of the children are awakened, otherwise too often seated and overprotected, destined not to know what it means to run aimlessly in a meadow, to measure oneself in climbing on a tree, to peel your knees; we support empathic skills towards ourselves, others and the planet itself; an approach oriented to research, to deepenth, and strenghten relationship between adults and children. There are really many reasons to choose to spend a year out, in dialogue with nature, even at school. Because there's a beautiful school outside. "*

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