



ALLiES eGuide

5th Principle - Nature

Children are encouraged to sense and enjoy the natural environment, and respect nature with efficiency and contentment, as well as through tending the environment and recycling.

Doing activities and teaching outdoors is held in high regard, visiting unspoiled nature whenever possible. The possibilities inside are always hampered by the structured space of the building, but outside there is nothing that restricts students and teachers except the blue sky itself. High fences are therefore avoided, as they limit the view. An essential aspect of this principle is that the children should enjoy being outside, and sense the different seasons and ever-changing weather, flora and fauna. Through this, they discover the unique beauty that nature creates. They will also take pleasure in the peace and harmony that comes with touching the earth, the grass, water, rocks and flowers!

It is good to work with natural materials. Things that the children work with are mostly made of natural materials, and the color scheme inside consists of mild earth tones. All the departments and schools foster the nearby environments, and they take care of both tending and cultivation. The schools take great care to show moderation and a certain austerity out of respect to nature, being content with little and learning to cherish that. The grass is not "greener on the other side" and it is beneficial for everyone to lack some things, and to deprive oneself of some "needs". The austerity increases one's concentration, and lessens tension and expectations. Recycling is on every school's agenda, to a varied degree, based on each school's circumstances.

Among the factors that facilitate this principle are the following:

- All the schools and departments include outdoor teaching and outdoor work in their curriculum. On the one hand, the children are free to choose what they want to do in their play time, in order to create a positive attitude towards outdoor games. On the other hand, there is organized group work regularly every week; ranging from 2-3 times a week to daily.
- Teachers make sure that there aren't too many children in the outside play area at each time, by limiting the number that can choose an outdoor area at each time. This ensures there is ample space for every one, which reduces the danger of conflict and other social difficulties.
- Care is taken to ensure that every department and group owns their place in the outdoor areas, and in each school's vicinity. One can mention meeting places and places to tell secrets, as well as places that are fostered for caring, cleaning up litter, picking weeds, setting out plants, and so forth.
- Teachers take a creative approach to maximize the diversity of the outdoor work. Cooking and barbecuing outside, trips with provisions to eat outdoors, playing areas taken out to the garden on sunny days, and cleaning houses, cars and windows bring new possibilities to the outdoor work.
- Plants are cultivated in areas that are safely set away from the play areas, so that uninhibited play is permitted in the whole play area.
- Tools for outdoor jobs and gardening are part of the materials for group work.





- Thriftiness is one hallmark. The number of objects and tools is moderated, and purchases are only decided after careful consideration. When possible, things are repaired rather than purchased as new.
- Products from natural or recyclable materials are always chosen whenever possible.
- It is crucial that play materials, colours and handicraft materials are environmentally safe in all ways. They should be made of well chosen and safe raw materials, and they should not contain any hazardous substances. They should also be bought locally – products made in the country or region – as well as making sure that the production methods comply to requirements regarding humane production methods.
- The kitchens that cook for the school – inside the school's premises or outside – adhere to stringent standards for food quality. There are clear rules on the use of additives, limits on fat content and the proportion of fibers and vegetables in the children's diet.
- All the study elements of the gender-focused curriculum are, as usually, connected to this principle. The highest level of social abilities are trained here, i.e. friendship, concern for others, closeness and love, but also the highest level of individuality, courage, energy, activity and initiative.