



General guidelines for Falu municipality's outdoor settings in schools and pre-schools



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Introduction

All schoolyards are unique and there is not one model to follow. A good schoolyard must have an environment which stimulates education and health promotion as well as being a secure and safe place. When planning and designing the outdoor settings in schools and pre-schools of Falu municipality, the activities to be conducted on the areas must be taken into consideration according to National Board of Housing, Building and Planning Regulations (BFS 2015: 1).

An outdoor setting in schools and preschools should contain three zones:

The safe zone closest to the building and close to the adults. Small safe places where one easily can have an overview of what others do on the schoolyard.

The comprehensive zone a bit outside the safe zone, where movement and dynamics dominate. By integrating natural and planned vegetation, height differences in the landscape and playground equipment, an attractive area can be created with many opportunities for speedy games and activities.

The wild zone of the schoolyard's outer areas is where children create their own sites and get a sense of freedom far from the building. They can create their own order, build huts and find their own hangouts.

All schoolyards should be accessible and generally adapted for people with disabilities. Planning, designing and management of schoolyards should take place with a gender perspective. Multifunctional schoolyards, that can be used in many different ways makes it possible for more people to find a place for play and learning. It is the adults' responsibility under the CRC paragraph 12, to ensure that children and young people are given relevant information and opportunity to express their opinion in matters concerning the outdoor environment in schools and pre-schools.

During the period 2013-2015 Falun's Child and education management has carried out an extensive survey of all outdoor settings in schools, pre-schools and playgrounds used by educational care. The survey showed the need of local general guidelines to obtain a consensus in Falu municipality to facilitate the planning, designing, land management and care of the outdoor settings from a child's perspective. The aim is to create safe and stimulating learning environments that allow for different learning methods, satisfies all the senses and different physical abilities from a child's perspective and from a child's point of view.

The resulting general guidelines consist of 10 areas that are particularly important to take into consideration when designing a good and functional schoolyard in the municipality of Falun. These guidelines are in accordance with the curricula for preschool Lpfö 98/10, primary school Lgr 11, the National Board of Housing, Building and Planning Regulations (BFS 2015: 1) and the clarification of the legal requirement in Planning and Building Act PBL, chapter 8, § 9.

2. General guidelines for Falu municipality's outdoor settings in schools and pre-schools

Spatial	Guideline
Free space	40 m ² / children in pre-school, 30m ² / children in primary school Overall size should be greater than 3000 m ²
Playground	Sufficiently large open area for a variety of activities. Size of this area should be adapted for the age of the children and pupils and type of activities. Primary school will have more than one area and with varied surface.
Challenging physical activity	Children and young people should have opportunity to dangle, balance, climb and hang on their preschool and elementary school yard.
Education and creativity	Areas with the opportunity to practice, for example technology, math and language or cultivation, water play and sand landscape.
Gathering place for a class	Valid for primary school Ability to gather a class for outdoor education in the school yard. Optimally, removable stair benches and canopies.
Seat and hangouts	Schoolyards should have minimum five bench tables. In need of more, demand from the student council should be considered. On-stage, off-stage, back-stage mainly for grades 4 to 9
Private spaces and places for small groups	Spaces that allow fantasy, roleplay, socializing, or just being left alone. Examples of such spaces are hedges, willow houses, playhouses and gazebos.
Forest, grove and natural grounds	Where possible, wooded areas, groves and natural grounds should be in schoolyards.
Good sun and shade conditions	The open sky view shall be limited by vegetation and less than 50 % in places where children are most between 11-15 May to August. This applies to children up to 6 th grade.
Lighting for security and activity	Fixed lighting where children and young people frequently stay. Headlamps with motion detector where play and learning takes place in darker areas.



Climbing tree at Rönndalsskolan, Falun

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Falun, January 2016