



Moving forward with Outside Time

Overview

Outside Time in a High Scope program is a time for children to pursue active physical play with the support of attentive, playful adults. Together, they enjoy the sights, sounds and vigor of play. Children use large muscles and loud voices. Outside Time is a time for energetic, unconstrained play. Outside environments like the playground, nearby park or woods are explored and children's curiosity about the outdoors is encouraged by adults.

Strategies to support children while partnering and joining in at Outside Time:

Teachers in a High Scope classroom use the same strategies used to [partner in play](#) at Work Time while at Outside Time. Teachers in a High Scope classroom observe children and supervise for safety while being aware of natural openings to join children in their active play. Teachers

- Observe and listen before and after entering children's play
- Assume roles as suggested by children
- Follow children's cues about the content and direction of the play
- Imitate children
- Match the complexity of the play
- Offer suggestions for extending the play
- Stay within the children's play theme

When used thoughtfully and purposefully, these strategies help an adult navigate children's ever-changing play and activity levels while making sure children are the leaders in this important time of day.



Goals for moving forward

1. Examine your own interest and desires for Outside Time and how this may impact children's experiences.
2. Regularly refer to the Physical Development and Health KDI's as a framework to collect specific materials as well as a resource to make plans that can enhance and expand children's developing physical abilities.
3. Tour your outside spaces to best plan for possibilities based on children's needs and interests. Look for hiding and climbing spaces as well as areas that encourage full on running and other large muscle opportunities.
4. Create a container for portables that, like all classroom materials, is packed with materials and books the children are interested in. Rotate through materials as the children's interests in them ebb and flow.

Implementation plan

1. Explore helpful resources: High Scope [articles to read, including this NAEYC article](#)
2. Look around the classroom for items that can be used outside and develop a list of ideas for [portables](#).
3. Use Work-Time support strategies as you play and interact with the children.
4. Make a point to be an active and hands-on observer of nature with the children.
5. Notice differences in children's play and social interaction styles between inside and outside settings. Realize some children are better able to access language, problem solving and leadership skills while engaging in large muscle, active play.
6. Plan in advance active large body movement activities for when outside time is not possible due to weather.