

Abstract:

Research shows that being in nature is important for children's health and psychosocial and physical development. Outdoor education can significantly improve the quality and meaningfulness of learning, contribute to the teachers' and pupils' well-being and help to build a positive attitude towards nature. However, learning outside the school building is rather an exception in the Czech Republic and has not yet received much attention here. On the contrary, Norway is specific in its attitude to outdoor recreation and outdoor education.

The purpose of this paper is to present Norwegian approach to outdoor education in primary schools. The theoretical chapters describe the issue of outdoor education in general with a specific focus on the Czech tradition and discourse, the Norwegian education system and the local situation of outdoor education. This part is followed by a qualitative research carried out in the Bodø district in northern Norway. The main method of data acquisition were interviews with teachers from seven local primary schools. The research describes the teachers' concept of outdoor education and answers the question of where the sources of support for outdoor education in Norway are.