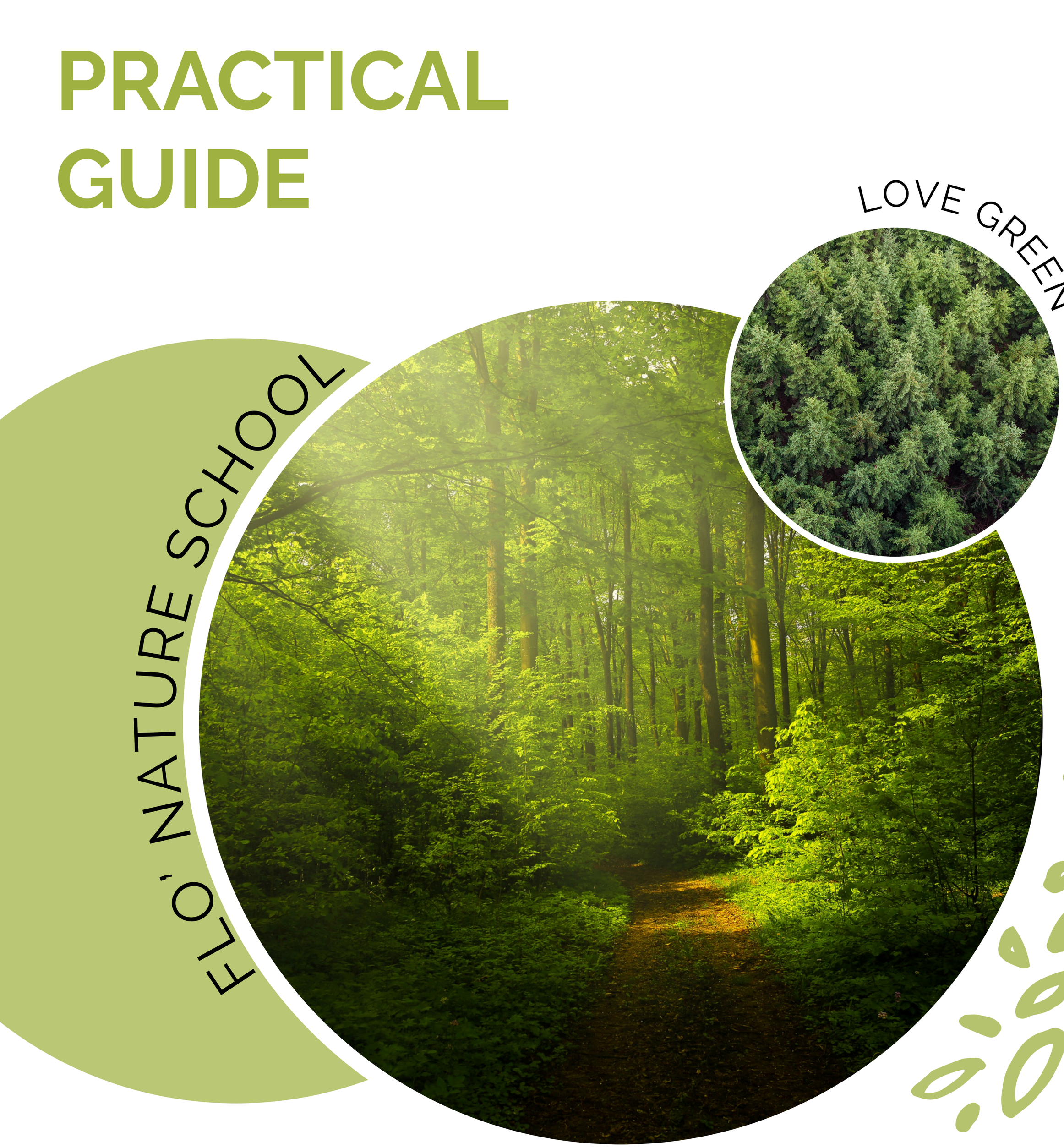
PRACTICAL GUIDE



Institut Florimont
Avenue du Petit-Lancy 37
1213 Petit-Lancy

Preschool
Grades 14e, 13e and 12e BIL

INSTITUT FLORIMONT

Eco-Schools

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PHILOSOPHY AND MISSION

We recently introduced forest school into our preschool programme, to the great delight of our pupils.

This learning approach, now well established, is centred on the child and their environment.

On alternating Wednesday mornings, the two 13e classes and the two 12e classes visit a nearby park to discover, appreciate and move through nature, as well as to handle materials and observe the changing seasons.

In this alternative setting, the 13e and 12e teachers deliver the curriculum: pupils develop their motor skills alongside maths, language and science activities, presented in context and in an engaging way. The benefits of learning in nature are well known for improving cognitive development and reasoning and observation skills.

Through these regular sessions, whatever the weather, children experience free play, exploration and observation in nature. Guided by their teachers and accompanying adults, they move through a defined, safe natural space in which they can feel confident. In the long term, the benefits are wide-ranging, particularly in terms of:

- health (motor skill development, sensory stimulation, stress reduction, etc.);
- education (social skills, self-esteem, independence, teamwork, imagination, etc.);
- and the environment (understanding and respect for living things).

The Institute places great importance on children's holistic development, particularly in the preschool years, taking each individual into consideration as a whole person. Together, let us wager that children who have cultivated a connection with themselves, with others and with nature will grow up attentive and connected to the world around them.

GENERAL OBJECTIVES

Physical and mental health benefits:

- combating sedentary behaviour and depression
- development of motor skills
- stimulation of the senses
- dopamine production (pleasure, motivation, memory, attention)
- vitamin D production
- improved sleep
- stronger immune defence
- reduced risk of myopia (3D vision)
- increased concentration
- reduced stress

Environmental benefits

- knowledge and understanding of environmental issues
- respect for living things



Educational benefits

- imagination and creativity
- enjoyment of learning and discovery
- self-esteem
- independence
- risk management
- social skills (cooperation, empathy, tolerance, respect)
- socio-emotional skills
- acquisition and application of academic skills (maths, discovery of the world, spoken and written language, etc.)
- hands-on, experimental approach



FRAMEWORK

Frequency: once every two weeks (see calendar)

2 classes of 14e BIL (Wolves and Bees) for the final term
2 classes of 13e BIL (Ladybirds and Butterflies)
3 classes of 12e BIL (Otters, Foxes and Squirrels)

Outing day: Wednesday morning

Time on site: approximately 2 hours

Bus departure between 8:45 and 9:00 am
Return to school between 11:30 and 11:45 am

Supervision ratio: 1 adult for every 8 children
The school provides supervision for outings with:
1 French-speaking homeroom teacher and their assistant
1 English-speaking homeroom teacher and their assistant
1 additional staff member

For each outing, one parent may accompany the group, subject to prior sign-up, regardless of class.

If the registered accompanying parent is unavailable, a member of school staff (a teacher or a member of the pastoral care team) will take their place.







A TYPICAL FOREST OUTING

1. Approach walk

Distance increased gradually.

2. Regrouping & Sensory awakening

Reminder of safety rules.
Listening to forest sounds: breathing games, distinguishing different sounds, identifying natural elements.
Observing seasonal changes: describing what one sees and feels (physiological, emotional and relational sensations).
Song and/or nursery rhyme and/or body movement accompaniment.
Snack break.

3. Group division & Educational activity workshops

Formation of groups (based on accompanying adults).
Examples of educational activities (exploration / creation / motor skills / applying spoken and written language):

- Land art with leaves, branches and stones.
- Building shelters or mini-nests for animals.
- Searching for animal tracks or signs of passage.
- Experimenting with water, mud or natural materials.
- Motor or sensory trail (balance, climbing, jumping, crawling).
- Writing letters, sentences and numbers using forest materials.
- Solving maths problems (lengths, quantity, sorting and classifying, patterns, etc.)

4. Regrouping & Sharing

Presenting the work: each group shows and explains their work to the whole class.
Free expression: children's feelings and observations.
Summary: “What did we learn today?”
Closing song or ritual to mark the end of the session.

5. Return walk
Distance increased gradually.

6. Follow-up in class
In class, after the outing: reviewing the various things learned in nature, making them even more explicit.
Taking research further.
Remembering and putting the experience into words (using new vocabulary, recounting events chronologically, expressing emotions, etc.)
Engaging in a project related to the outing.





CALENDAR 2026-2027

OF OUTINGS WITH ACCOMPANYING ADULTS

	13e	12e
16.09		X
23.09	X	
30.09		X
07.10	X	
14.10		X
04.11	X	
11.11		X
18.11	X	
25.11		X
02.12	X	
16.12		X
13.01	X	
20.01		X
27.01	X	
03.02		X
10.02	X	
24.02		X
03.03	X	
10.03		X
17.03	X	
24.03		X
14.04	X	
21.04		X
28.04	X	
05.05		X
12.05	X	
19.05		X
02.06	X	

Outings take place outside periods of weather alert. The accompanying adult must be identified and confirmed 48 hours before departure.





ROLE OF ACCOMPANYING ADULTS

The adult's role shifts. Rather than being the one who knows, they become an observer, exploring alongside the children.

- Ensuring children's safety (physical and emotional)
- Preparing a context (suggesting exploration)
- Observing and supporting children in their exploration
- Building on their questions
- Listening to them and guiding them further
- Making cross-curricular links with the programmes







GENERAL RULES AND PROCEDURES

From the school into nature.

1. Stay with the group
Always stay with your group and the lead adult. Do not go off alone.

2. Listen carefully
Listen to the adult and follow instructions.

3. Watch your step
Pay attention to where you walk. Some areas may be slippery or unstable (with roots, sticks or rocks, etc.).

4. Be careful with sticks
Hold sticks pointing downward, not upward. When picking up a stick, it should be no longer than your forearm (from elbow to fingertips).

5. Do not eat anything from the forest
Some berries and plants can make you sick. No picking mushrooms, berries or flowers, etc.
Try not to put your hands or fingers in your mouth.

6. Stay in sight
Make sure the adult can always see you, and that you can always see them.

7. Respect the forest
Be gentle with plants and trees. Do not pick or break anything unless the adult allows it.

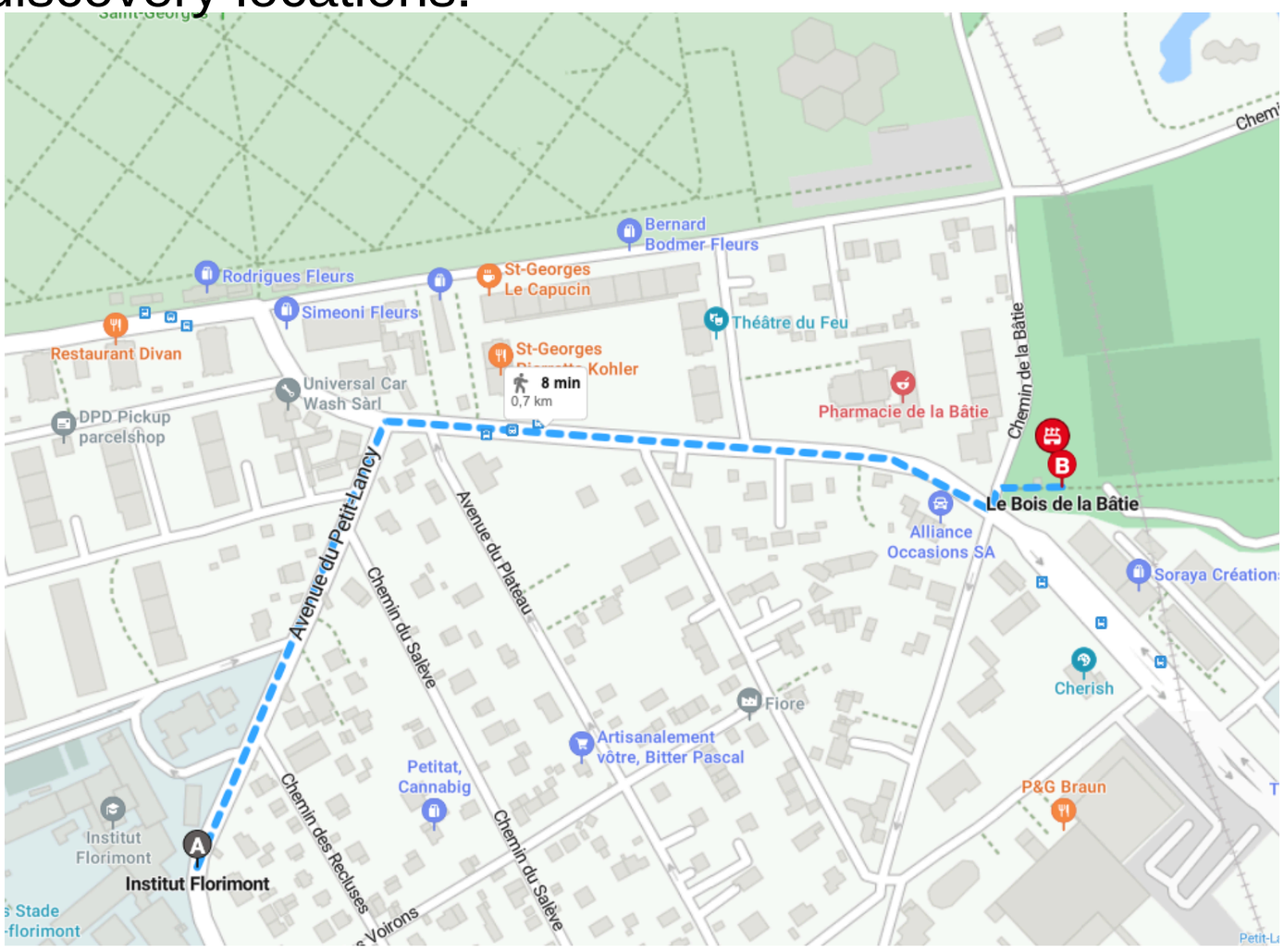


8. Respect others
Building structures is allowed, but weapon play or violent games are not permitted.

LOCATIONS

Bois de la Bâtie. GPS location here.

Last term for the 14e classes
First term for the 13e classes (as they are not yet allowed to take the bus)
The 12e classes also go there when they are not visiting Parc des Evaux, to alternate discovery locations.



Parc des Evaux. Google Maps

X = bus drop-off point



RISK ASSESSMENT

Teachers carry out a reconnaissance visit before bringing the children. Once the location has been identified, we walk the site again with the children to assess specific risks and raise their awareness of them.

Factors to consider:

- presence of unleashed dogs
- presence of broken glass
- dangerous slopes
- slippery logs or ground
- mud
- broken or brittle branches
- flood risks
- weather (rain, wind, etc.)
- ticks (see appendices)





EQUIPMENT



To be provided by families:

Weather-appropriate clothing (rain suit, boots, ski clothing in winter, cap, etc.).
Children should already be dressed appropriately when they arrive at school in the morning.

To be taken from school:

Emergency bag: first-aid kit, list and treatments for PAI (individual care plans), allergies, useful phone numbers (staff + parents), risk assessment form and emergency procedures, school mobile phone.
Yellow hi-vis markers for pupils to wear.
Useful equipment: toilet paper, bin bag + gloves, hand sanitiser, water, iPad, materials for marking out the area on site, warning sign (risk zone), tarpaulin, ropes.
Learning materials (available to pupils on site): resources for planned activities (e.g. clay, plaster bandages, string, etc.), tools* as needed, plant/animal identification books, camera, drawing boards, paper, pencils/charcoal, clay, string/rope, scissors, binoculars, magnifying glasses, thermometer, tape measure, etc.

*Tools: for building, making and creating (used appropriately, safely and purposefully, with suitable instruction to support their use, and only when it is of genuine benefit to the child)



CONTACTS

Teachers:

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Céline Favre (cfavre@florimont.ch) (13e 1 and 2)
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Head of Primary:

Mme Capel (ccapel@florimont.ch)



APPENDICES

- Code of conduct for accompanying adults to sign
- Tick safety warning
- Curriculum overview











Code of Conduct for Child Safeguarding and Protection for Parents of Institut Florimont

RESPONSIBILITIES OF PARENTS

This Code of Conduct applies to all parents called upon to supervise / accompany Institut Florimont pupils on an occasional basis. It must be signed and renewed each year before taking part in any activity.
Failure by parents to comply with the Code of Conduct will result in temporary or permanent refusal of admission to Institut Florimont. Behaviour of a criminal nature will be reported to the competent authorities.

RESPONSIBILITY AND COMMITMENT OF PARENTS AT INSTITUT FLORIMONT

I understand that:

· Institut Florimont has a responsibility to protect all pupils.

· My behaviour and decisions must be guided by the responsibility to protect all pupils.

I undertake to protect all pupils and, in particular:

· I will not engage in any form of sexual activity and will not develop any sexual relationship with pupils, regardless of the minimum age of sexual consent.

· I must avoid any form of interpersonal communication with a pupil that could be interpreted as sexually suggestive or provocative, for example verbal comments or questions, letters, notes, emails, phone calls, text messages, gestures or physical contact.

· I will not expose any pupil to images, films or websites containing pornography.

· I will not harm pupils' physical integrity through hitting, assault, physical abuse or any other form of corporal punishment.

· Physical contact can be misunderstood – except in cases of protection from danger – particularly gestures of greeting, concern, care or play, and I accept that any physical contact may be subject to scrutiny.

· I will not make discriminatory comments, judgments or actions towards pupils on the basis of origin, language, religion, skin colour, gender, sexual orientation, or physical, emotional or intellectual disability.

· I will not act in a way that deliberately shames, humiliates, belittles or degrades pupils, or commits any other form of psychological violence against them.

· Toilets and changing rooms are for the exclusive use of either pupils or adults.

· I will not take images of pupils (photos, videos, etc.).

· I must report any knowledge or concern of pupil mistreatment to the designated child protection officers, using the information and procedures found on our website « www.florimont.ch - Child Safeguarding and Protection Policy ».

· I will not make complaints or reports with malicious, defamatory, abusive or unfounded intent.

· I undertake to cooperate fully with any investigation into allegations of pupil mistreatment.

· I undertake to comply with the child safeguarding and protection code of conduct at all times.

Surname: _____ **First name:** _____

Place and date: _____

Signature: _____

Watch out for ticks!
Here's how to protect yourself

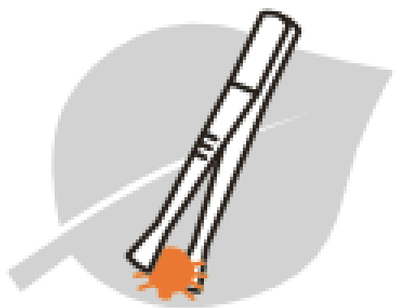




Avoiding tick bites

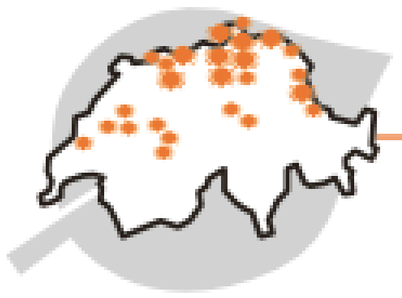
Avoid areas where ticks live (forest edges, hedges, etc.).
Wear covering clothing.
Use a tick repellent product.





Preventing infection transmission

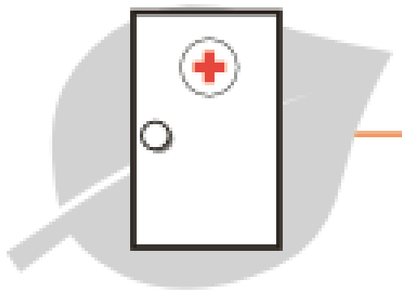
Check your skin and clothing for ticks.
If bitten, remove the tick promptly.





Get vaccinated

The vaccine against tick-borne encephalitis provides very good protection.
It is recommended for people spending time in risk areas.
There is no vaccine against Lyme disease.





If symptoms appear, consult your doctor

- A red mark around the bite site should raise suspicion of Lyme disease.



	Science themes	Language themes	13e skills	Forest activities	Vocabulary		Readings	12e skills	Forest activities	Vocabulary		Readings
Période 1	The human body	Me and my school in the forest.	Recognises and names different body parts.	Figures made using forest materials.	Head Arm Leg Back Tummy Foot	Leaves Acorns Pine cones Chestnuts Hazel twigs Logs	Le géant de la forêt Little Acorn	Locates and names the different joints. Adapts to the forest environment.	Making faces with clay on tree trunks. Creating a movement trail that engages the joints.	Leaves Acorns Pine cones Chestnuts Hazel twigs Logs Moss Mushrooms Bark	Head Arm Leg Back Tummy Foot Eyebrows Neck Shoulders Elbow Wrist Fingers Hips	
Période 2	Animals	My favourite animal (linked to Show & Tell presentations and the visit to Bois de la Bâtie).	Knows some characteristics of the living world, its interactions and diversity.	Observing animal tracks. Studying the animals of Bois de la Bâtie. Animals, particularly those found in the forest.	Squirrel Snail Hedgehog Earthworm Fox Slug		Le grand ménage (Emily Gravette) FR + ENG	Understands the main stages of an animal's development.	Making nests. Observing animals and insects using magnifying glasses, binoculars...	Squirrel Snail Hedgehog Earthworm Fox Slug Deer Rabbit Wild boar		Le voleur de feuilles (Alice Hemming and Nicola Slater) FR+ENG Un arbre merveilleux (Delphine Grenier)
Période 3	Habitats	Homes	Builds vocabulary related to ongoing projects.	Building a table.	Nest Burrow Cave Pond Den Bank			Builds vocabulary related to ongoing projects.	Building a shelter.	Nest Burrow Cave Pond Den Bank Hollow		
Période 4	Everyday objects and technology	The world around us	Describing some properties of water.	Experiments: float and sink.	Floats Sinks Above Below Heavy Light			Locates objects using spatial markers.	Building a boat using forest materials. Making a rolling object. Orienteering course.	Floats Sinks Above Below Heavy Light Hull Mast		
Période 5	Planting	Living things	Knows some characteristics of the living world, its interactions and diversity.	Land art. Planting acorns in the forest.	Root Plant Leaf Stem Petal Seed		Dix petites graines (Éric Carle) FR + ENG	Recognises the main stages of a plant's development, whether observed in real life or in an image.	Planting acorns and studying the stages of a plant's life in class.	Root Plant Leaf Stem Petal Seed Germ A shoot Bud		L'épopée de la forêt (Bertrand Fichou)

Throughout the year, we study the changing seasons.

Forest outings are also an opportunity to apply skills worked on in class. These are marked with a fir tree in the curriculum.