**Introduction**

Children use play as a tool for development and to learn about the world around them. Outdoor play is associated with improved social relationships (e.g., Li et al., 2016), increased physical activity (e.g., Baranowski et al., 1993), and better emotional regulation (e.g., Gill, 2014). The outdoor learning environment is rich with new experiences and offers preschoolers new ways to explore. Given that young children spend a lot of time outdoors while at preschool, understanding outdoor play in this environment is important.

**Aim**

To examine how particular areas of the outdoor learning environment are associated with preschool children's play types.

**Research Question**

How are elements of the outdoor learning environment associated with preschool children’s body play, object play, learning play, and pretend play?

**Methods**

**Participants**

33 Preschoolers between 3 – 5 years (observations were completed on 30 children across the 4 days)

16 Female; 17 male

**Measures**

Behavior Mapping (ArcGIS Mapping Software)-observing and collecting data about the behavior patterns of those in a specific location

**Impact**

Analysis of how children’s type of play and social interactions vary by location in the outdoor learning environment (OLE) would indicate what type of play features best promote children’s social development. Knowledge of the association between elements of the OLE and children’s play behavior could inform how designers of outdoor play spaces for children design those spaces in the future.

**Conclusions**

Across the four days of observation, body play and object play were the most commonly recorded types of play. The black circles on the pictures show the areas of most interest in terms of play type, interaction type, and group size. These findings provide guidance on how the outdoor learning environment is associated with different types of play, interaction types, and group sizes among preschool children.

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