

Reflections and Additions

Create an "advocacy management" group that can maintain momentum for outdoor learning throughout the school system.

Students have been excited to eat grapes and peaches from the Dragon Farm.

Frequency normalizes going outdoors...keep on taking the kids outside!

Helpful, first teachers can hangout in the garden during lunch.

For me was having them being mindful... That required some "productive struggle" for some of my kiddos. Sitting and really connecting can be uncomfortable... even for me.

Explore possibility to receive grants to pay stipends to teachers and students to maintain outdoor education areas during periods when school is not in session.

There will certainly be opportunity to stretch our creativity when dealing with limited outdoor spaces like courtyards that perhaps lack some organic elements.

Normally, teachers are not allowed to provide sunscreen... Our outdoor area is well shaded, but can we get permissions slips to provide sunscreen...? I can check with nurse.

Starting early will help acclimate students to outdoors by creating an expectation to return and build stamina to the conditions of outdoors.

Give the children experiences they will remember and talk about with their kids!

I view the outdoor classroom as an incentive for participation and inspiring my groups across many cross-curricular content areas

So important to set the expectations before going outside with students and reminding them of those and the boundaries. Forming good habits from the get go

Explore partnering with either 4-H or FFA to take advantage of their existing outdoor curricula.

I observed students more regulated. The outdoor space allowed flexible seating and opportunities to address the "whole child" gross/fine motor, communicatio

Outdoor Connections to Social and Emotional Learning

It is just peaceful in the garden and we see a lot of birds.

https://youtube.com/s_horts/_iu2RifezMw?si=HS22FdwRRB-_9RBu

Getting outdoors has a calming effect on many kids. Hands-on tasks help them self-regulate.

Students may feel more comfortable to speak up and participate in this setting (especially ELLs)

Students are able to find a space where they can regulate themselves or just enjoy without being so close to other students

I agree about self-regulation and just having opportunities to be outside in meaningful ways can change a person's relationship with the world. This is crucial for SEL, IMO.

Resources Supporting Teachers Getting Students Outside in the Schoolyard

The Bosque Education Guide

<https://www.nmnaturalhistory.org/bosque-education-guide/chapter-3-going-out-field-activities>

Many Bosque Education Guide activities are also in Spanish on the website.

The Outdoor Learning Store

<https://drive.google.com/drive/folders/1fC5ldmnj6DV0bw3Hem6taWfbflrZsiEj> garden curriculum was written by Richard Brandt for Middle School student

The Wild Learning Books are very useful when considering how to connect content to the outdoors

Wild Friends Forest Education Lessons - <https://wildfriends.unm.edu/news/2023/10/new-mexico-forest-appreciation-day-on-october-23.html>

The community!

Project Wild

Project Learning Tree

A couple simple activity sheets that can be a nice way to ease into the schoolyard as an outdoor classroom:

Trees are Amazing | Los árboles son increíbles – An observation-based activity about trees. Available in English and Spanish.

https://www.fs.usda.gov/Internet/FSE_DOCUMENTS/fseprd1033874.pdf AND https://www.fs.usda.gov/Internet/FSE_DOCUMENTS/fseprd1086371.pdf

Making Observations – Learners use words and drawings to practice this important skill, just like scientists and those who care for our forests and grasslands.

https://www.fs.usda.gov/Internet/FSE_DOCUMENTS/fseprd1033875.pdf AND https://www.fs.usda.gov/Internet/FSE_DOCUMENTS/fseprd1086370.pdf