

# Sea Cliff Elementary School

## Outdoor Learning Initiatives

	Outdoor Learning Space <i>"The Learning Logs"</i> <i>- 11200 Viking Great</i>	Sea Cliff School Garden <i>Mr. Ranaker - HB w/ best organic + sustainable</i>	Enhancement of Courtyards for Science Based Learning	Outdoor Field Experiences
How will this initiative benefit students?	<p>Students thrive in an outdoor learning space that involves fresh air and the sounds and sights of nature.</p> <p>The learning logs will become a community meeting and performance space where the school meets the community but which is also an inspirational learning environment for classes during the school day.</p>	<p>Students gain self-efficacy and confidence when developing a garden that they plant and harvest on their own.</p> <p>Students learn about their symbiosis with nature and about the relationship between healthy eating and gardening. This also helps students to develop an understanding of sustainability.</p>	<p>Science is the empirical study of the natural world. The Kindergarten and grade 1 courtyards offer ample space to engage in science labs, experiments and hands on activities that allow students to wander, discover and create.</p> <p>Science tables, weather stations, spaces for specimens, dirt and sand digging spaces and water table areas are resources that will be added to these spaces.</p>	<p>Relevant and authentic learning experiences motivate students to see the connection between school and society.</p> <p>Student field experiences provide a reference point that can be used throughout the school year for learning that involves problem solving and innovation.</p>
What are examples of learning activities that this initiative will allow students to engage in?	<ul style="list-style-type: none"> <li>-Music or poetry performances</li> <li>-Mindfulness exercises</li> <li>-Outdoor writing/drawing</li> <li>-Socratic seminar</li> <li>-Discussions after working in the garden space.</li> <li>-Outdoor assemblies</li> <li>-Public speaking lessons</li> </ul>	<ul style="list-style-type: none"> <li>-Garden design</li> <li>-Planting</li> <li>-Garden maintenance</li> <li>-Harvesting</li> <li>-Selling of vegetables and herbs</li> <li>-Donation of food to shelters</li> </ul>	<ul style="list-style-type: none"> <li>-Weather study</li> <li>-Exploring soil, sand and rocks</li> <li>-Examining of specimens and organisms.</li> <li>-Bird watching</li> <li>-Outdoor music/acoustics</li> <li>-Outdoor Art/Observation</li> </ul>	<ul style="list-style-type: none"> <li>-Recycling</li> <li>-Composting</li> <li>-Beach water study and clean up</li> <li>-Costello pond observation</li> <li>-Visiting locations which use and generate renewable energy</li> <li>-Service learning</li> </ul>
When will this initiative be ready for student use?	Spring 2015	Fall 2016	Spring 2015	Ongoing
Supporting Research	Crowder, P. L. (2010). The influence of the outdoor learning environment on student engagement. (Unpublished doctoral dissertation) San Diego State University: San Diego, CA.	Blair, D. (2009). The child in the garden: an evaluative review of the benefits of school gardening. <i>Journal of Environmental Education</i> , 40 (2), 15-38.	Cronin-Jones, L. (2000). The effectiveness of schoolyards as sites for elementary science instruction. <i>School Science and Mathematics</i> , 100 (4), 203-212.	Simmons, D. (1998). Using natural settings for environmental education: Perceived benefits and barriers. <i>The Journal of Environmental Education</i> , 29, 31-33