

# Sea Cliff Elementary School

## Outdoor Learning Initiatives

	Outdoor Learning Space "The Learning Logs" <i>- \$2000 viking gear</i>	Sea Cliff School Garden <i>Mr. Ranato - HB waldbost organic + sustainable</i>	Enhancement of Courtyards for Science Based Learning	Outdoor Field Experiences
<b>How will this initiative benefit students?</b>	<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>
<b>What are examples of learning activities that this initiative will allow students to engage in?</b>	<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>
<b>When will this initiative be ready for student use?</b>	<b>Spring 2015</b>	<b>Fall 2016</b>	<b>Spring 2015</b>	<b>Ongoing</b>
<b>Supporting Research</b>	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. Journal of Environmental Education, 40 (2), 15-38.	Cronin-Jones, L. (2000). The effectiveness of schoolyards as sites for elementary science instruction. School Science and Mathematics, 100 (4), 203-212.	Simmons, D. (1998). Using natural settings for environmental education: Perceived benefits and barriers. The Journal of Environmental Education, 29, 31-33