**Outdoor Activities in your Remote Learning Google Classroom Brainstorming**

Monadnock Region Place-based Educators

4/28/2020

**Successes**

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| Daily slide show that follows daily routine (Jess-Symonds K)  Daily nature news slide, image from Nature in NH Facebook Page (Jess-Symonds K)  Prompt students to search for wildlife, nature hot spots between video mtgs. (Jess-Symonds K)  Interacting more with parents, through songs about nature (Peter-Music)  Post pictures of nature (e.g. spotted sal. eggs) and ask for sharing / responses (Betsy-KMS)  Awards for “amphibian wranglers”, opens up conversation, contests may appeal (Betsy-KMS)  Building roto-helicopter & paper airplanes, engineering design, they went outside! (Betsy-KMS)  Sharing prompts on what to do outside in backyard, website, give **choice** (Karen-Harris Ctr.)  Message: Just go outside, you don’t have to post (Karen-Harris Center)  Sit spots, mapping from different perspectives (Karen-Harris Center, Gina-Chesterfield)  Sit spots, interview parents about territory, map territory, collaborate with parents on guidelines (Laura-Chesterfield 5)  Microhikes, listing what they find, drawing (Gina-Chesterfield)  Outdoor Ed Classroom within Google Classroom, options for posting (Gina-Chesterfield)  Journaling, sketch, poems, phenology (nature’s calendar), sketching buds as they open (Laura-Chesterfield 5)  Sharing photos of adventures, Laura makes one comment on each, all are “interacting” with nature in conversations whether or not they themselves go out (Laura-Chesterfield 5)  Tricking nature, clipping budding branches, bring inside, do they leaf out earlier? Caterpillars too (Laura-Chesterfield 5)  Andrew Goldworthy art, students reported they were calmer outside (Miranda-KMS Art)  Outdoor photography, changes in weather, seasons (Miranda-KMS Art)  Art journaling, drawing leaves and paying attention to vein structure (Miranda-KMS Art)  Family hike (accessible to the majority), scope it out, hide something for students, families to find (Jan-Waldorf)  Hike - leave a note, artifact in a log book (Jan-Waldorf)  Virtual field trips, night sky (Jan-Waldorf)  Sound mapping, outside, close eyes listen for sounds (Miranda-KMS Art)  Create rituals that can be anchors (Betsy-KMS) |

**Challenges**

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| Students / families not participating (Peter-Symonds Music)  Takes a long time to set up online norms / groundrules (Betsy-KMS)  “Specials” get brushed off (Karen-Harris Center)  How do we teachers know they have done something? Depends on what you’re using (Gina-Chesterfield)  Offline? Kids are getting distracted and don’t follow through (Laura-Chesterfield 5)  Black flies (all)  Lots of classes in a new learning paradigm (Miranda-KMS Art)  Photo quality in Google Classroom, students have difficulty uploading photos of work they have done outside (Miranda-KMS Art)  Making things tech free (Jan-Waldorf)  Equity - Offer choices, not all students have a yard, balancing celebrating outdoor exploration with not making students feel bad who don’t have access to nature (Betsy-KMS)  Needing to do more interaction with parents (logistics can be challenging) (Jan-Waldorf)  Remote teaching & learning is overwhelming and confusing (Betsy-KMS)  Confusing language and directions, avoiding jargon (Gina-Chesterfield, Paul-AUNE, Betsy-KMS)  Balancing parent involvement and giving parents a break (Laura-Chesterfield 5)  Shy students who don’t ask for help (in person and they may not reach out via tech or otherwise) (Miranda-KMS Art) |

**Solutions**

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| Trust students and parents (Betsy-KMS)  Nature is inside AND outside (Liza-AUNE)  Sit spots can be on a fire escape, related to the built environment (Laura-Chesterfield 5)  Use the built environment as well, architecture (Paul-AUNE)<https://hsccnh.org/education/> (Historical Society of Cheshire County)  Use letters home to reduce tech use (Jan-Waldorf)  Be very precise in your written direction (Paul-AUNE)  Use video directions if you are prompting a more complex activity, if kids can’t go outside have a “squirrel video” ready if someone needs it (Liza-AUNE)  Utilize closed-captioning if your tech tools have it (Erica-AUNE)  No yard? Try Urban EE resources (Erica-AUNE)  Understand that parents are prioritizing and maybe not following through in everything to manage the new paradigm (Liza-AUNE)  More integration! There is opportunity to integrate and reduce the numbers of e-classrooms to go to (Peter-Symonds Music)  One small thing each week, build up to something whole for a student and build up student work together to a big thing that all in the community contribute to (Peter-Symonds Music)  Less is more! (Liza-AUNE)  Know your immediate surroundings (your house, the lamp, where do these things, and the materials they are made with come from - seriously, Liza said the lamp - structure of your house, etc.), in addition to nature (Liza-AUNE)  Place-based education is using the natural, cultural, and built environment as context for learning (Paul-AUNE) |

**Resources**

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| Nature in NH Facebook Page  Free nature journaling book:  <https://johnmuirlaws.com/product/how-to-teach-nature-journaling/>  Sketch Pad - Online art resource.  Caterpillar lab - adventure videos, video of searching for caterpillars.  NAAEE - No yard? Try Urban EE resources.  Heather Herring from the Northeast Resource Recovery Association <https://www.schoolrecycling.net/resources-new/teacher-resources-and-lesson-plans/> hherring@nrra.net - They offer programs on recycling and compost. She came into Betsy’s STEM class and answered questions about composting  https://native-land.ca/ |

Monadnock Place Based Website http://monadnockpbe.weebly.com/