



North Vancouver
School District
the natural place to learn®

Place-based Outdoor Learning

SUPPORTING EDUCATION CONTINUITY IN SD44

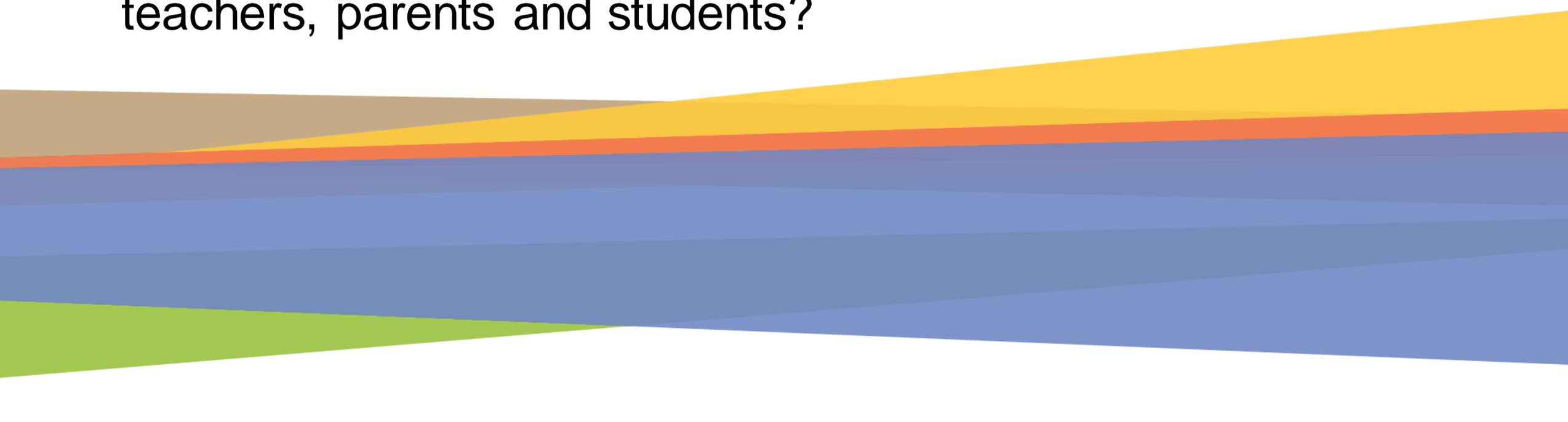
Territory Acknowledgement



We would like to thank the Coast Salish people, specifically the Skwxwú7mesh Nation and Tsleil-Waututh Nation, on whose unceded traditional territory the North Vancouver School District resides. We value the opportunity to learn, share and grow on this traditional territory



Guiding Questions

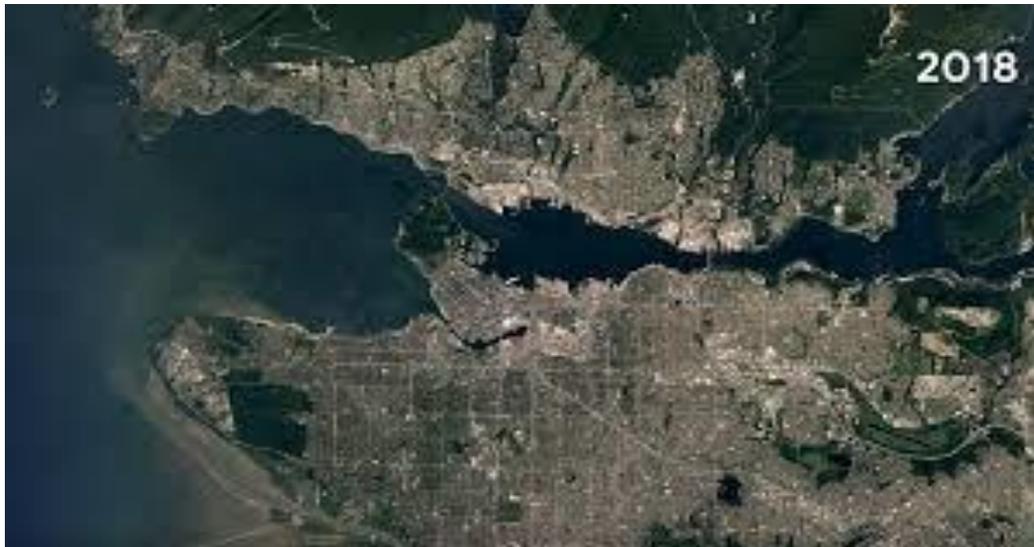
1. What is place-based learning?
 2. How can place-based and outdoor learning enhance SD44's 'Continuity of Learning' plan?
 3. What supports can the Cheakamus Centre team provide teachers, parents and students?
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- A decorative graphic at the bottom of the slide consists of several overlapping, wavy bands of color: a light green band at the bottom left, a blue band, an orange band, a yellow band, and a tan band at the top left.

What is Place?

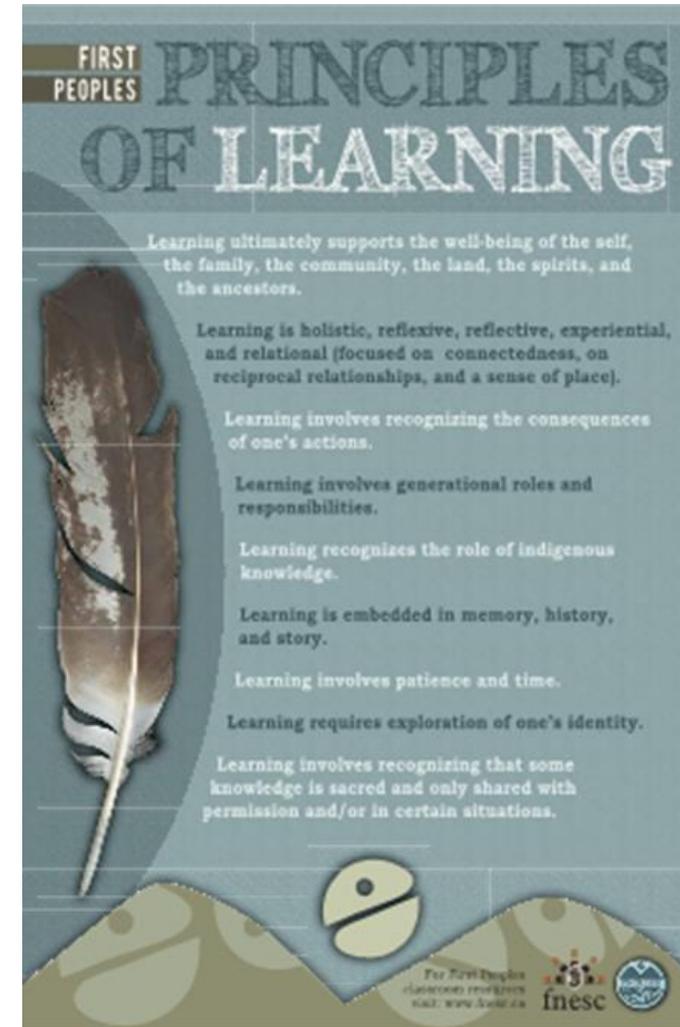


Place is any environment, locality, or context with which people interact to learn, create memory, reflect on history, connect with culture, and establish identity.

The **connection between people and place** is foundational to First Peoples perspectives of the world.



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FIRST PEOPLES PRINCIPLES OF LEARNING

Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors.

Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place).

Learning involves recognizing the consequences of one's actions.

Learning involves generational roles and responsibilities.

Learning recognizes the role of indigenous knowledge.

Learning is embedded in memory, history, and story.

Learning involves patience and time.

Learning requires exploration of one's identity.

Learning involves recognizing that some knowledge is sacred and only shared with permission and/or in certain situations.

For First Peoples classrooms everywhere visit www.fnesd.ca



Place-based Learning is...



Hands-on-real world learning in the school yard, local community and environment

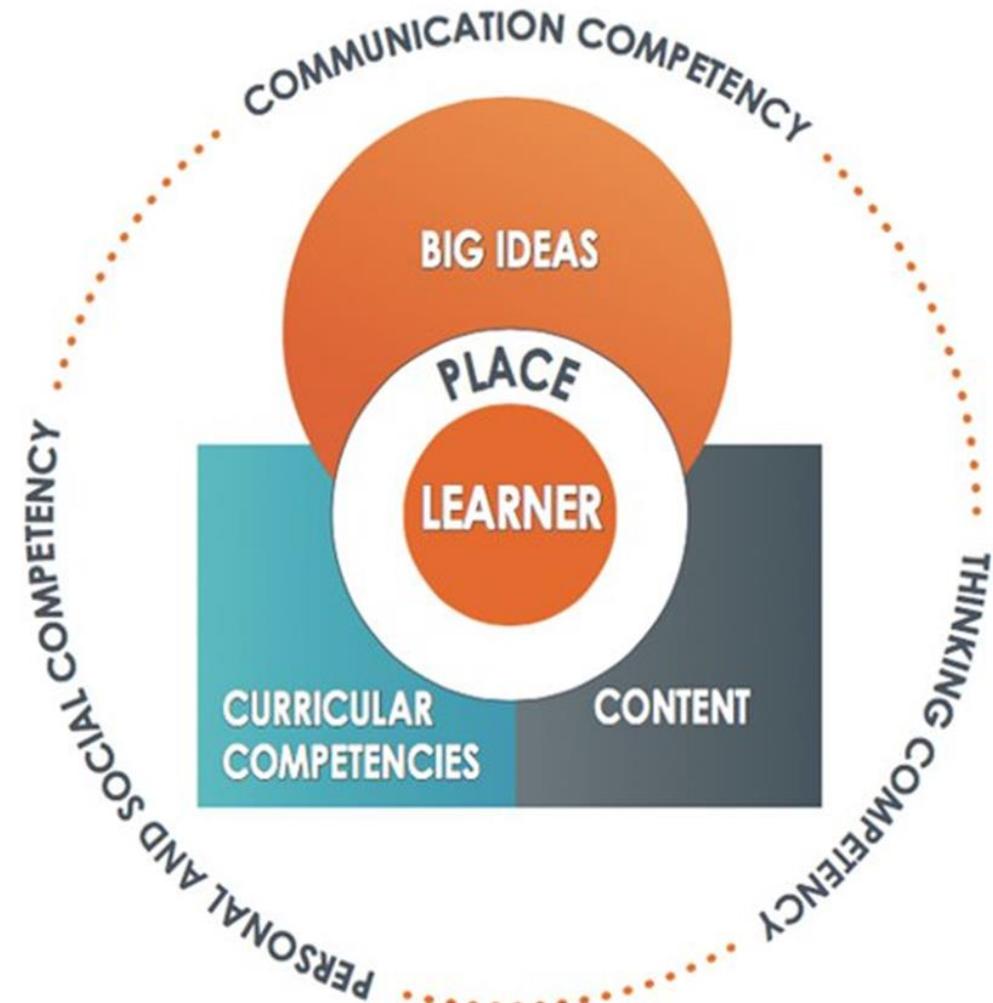
Place-based approaches to education:

- increase learner engagement
- help learners form stronger ties to their community
- enhance learners' appreciation for the natural world, and
- create a heightened commitment to serving as active contributing citizens.

21st Century Learning Connections



- Place-based education embraces personalized, student-centred learning, as students inquire about concepts, topics and issues relevant to their lives and local community.
- A place-based approach provides students with a learning environment that connects the concept-based, competency driven curriculum to the real-world of their daily lives.
- Place-based learning is embedded in and across the K-12 curriculum and is a core SD44 strategic priority.
- During this unprecedented time, there is an opportunity for educators to connect classrooms to community, and begin to explore the students' homes, yards and neighborhoods as potential learning environments.



PBL & Core Competencies

Place-based environmental learning approaches link strongly to the core competencies, as inquiries connected to place provide opportunities to develop:

- Communication and collaboration skills;
- Creative, critical and reflective thinking; and
- Personal awareness & responsibility, positive personal and cultural identity and social awareness and responsibility.



Place-based Competencies

I can identify people, places, and things that are important to me.

I have pride in who I am. I can understand that I am part of larger communities.

I can be aware of others and my surroundings.

In familiar settings, I can interact with others and my surroundings respectfully.

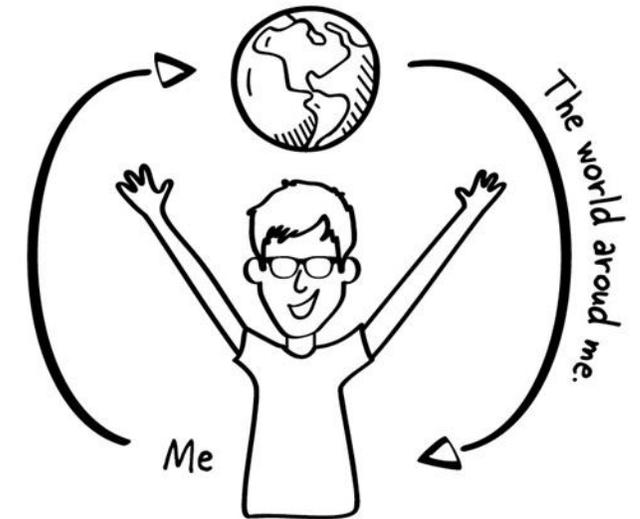
I can interact with others and the environment respectfully and thoughtfully.

I can take purposeful action to support others and the environment.

I can advocate and take action for my communities and the natural world.

I can initiate positive, sustainable change for others and the environment.

Personal & Social COMPETENCY



I can thrive as
an individual.
Be ME!



I can take care
of myself and
help others.



I can find and
achieve purpose
in the world.

Outdoor Learning & COVID-19



With the many health concerns and recommendations relating to COVID-19, it's important to remember that time spent outside is still ok!

Provincial Health Authority and the Ministry of Education recommend walking, exercising, playing and getting fresh air outside while practicing physical distancing guidelines (2m apart)

It's important to meet families where they're at both in terms of their place of learning and their comfort level in supporting outdoor learning activities. Place-based learning can be through the window, on the patio, in the yard and in nearby nature.

When venturing outside the home, ensure to check the [BC Provincial Health Authority COVID-19 page](#) for up to date recommendations around COVID-19 protocols and guidelines.



Physical and Social-Emotional Benefits

Outdoor learning provides opportunities for active movement and physical skill development

Outdoor activity can help kids to self-regulate

Spending time in nature can decrease anxiety, improve pro-social skill development, and build empathy for place & others

Place-based & Outdoor Learning @ Home



Activities for experiential learning at home or in nearby nature

Our Goal:

To support educators and parents remotely by providing outdoor place-based learning activities for all elementary learners that:

- support care for self, community and local environment
- develop a sense of connectedness to place
- focus on Literacy, Numeracy, SEL and Indigenous Education which target the Personal-Social, Communication & Thinking Competencies.



Sample Learning Activity



MY SPECIAL PLACE

Prepare to head outdoors with a family member. Before departing, write the following words in your learning journal as reminders of what to look for in your special place: colours, shapes, smells, textures, sounds, temperatures, communities, and “back-belly” views.

Choose and explore a special natural place from your window, in your yard or take a short walk to nearby nature in your neighbourhood. Describe the local environment using sensory details; reflect on its importance; and, discover your own connections to it. Quietly reflect, observe and explore any connections you might feel to the place itself.

You can check out “belly-back” views of your chosen place by first lying face down on the ground and examining what you can see close-up. After a few minutes, turn over onto your back, look up, and explore the expansive view of your special place.

What is special to you about this spot – what attracted you to it?

What does this spot remind you of e.g. past moments, places you have been, or things you have read?

What does this spot tell you about yourself?

Take photos and/or video of your special place and add captions/narration, as desired.

Back at home:

1. Write a descriptive ‘story’ or ‘poem’ about your special place.
2. Share your writing with your class using Teams or on another sharing platform chosen by your teacher.

Contributor: Get Outdoors Educator Guide



Curriculum Connections: Literacy; Personal-Social; Indigenous Education

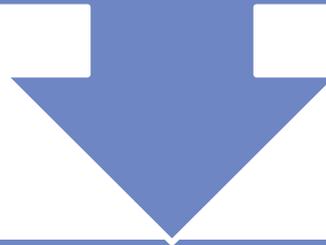
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Supporting Learning At Home



Creation of '**Outdoor Learning @ Home**' section on the Elementary Learners page on the portal



This section will provide a range of outdoor learning resources for elementary teachers and parents/students including:

Accessible place-based learning activities (updated weekly)

Videos in support of place based & outdoor learning

Place-based & Outdoor Learning @ Home Blog

Resource section