

Welcome!











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D65 Educators + Learning in Places



Thank you to our 10 D65 Educators participating in Learning in Places this school year!

- Danelle Foster, Dawes
- Ellen Urquiaga, Dawes
- Mirza Campos, JEH ECC
- Trina Gregory, JEH ECC
- Kevin Familara, Lincoln

- Evangelina Martin, Bessie Rhodes
- Elida Patino, Bessie Rhodes
- Brenda Martinez, Bessie Rhodes
- Dedra Cruz, Bessie Rhodes
- Emma Stachyra, Bessie Rhodes

Learning in Places



Our Team, So Far!















Learning in Places

Honoring Past Leadership



Goals for our time together

- Introduce the *Learning in Places* (LIP) project + introduce family tools/storylines
- Hear from Dawes teachers and families engaged in LIP
- Go on a family wondering walk!
- Come back and share wonderings and observations
- Questions, tools & next steps



Central Possibility & Challenge of the 21st Century?

Living in and transforming the Anthropocene: Cultivating just, culturally thriving, and sustainable communities.

- How can & should education contribute to broad scale socio-ecological change?
- How can education contributes to families, communities, and earth's thriving?
 - What forms of teaching and learning do we need?
 - What forms of teaching and learning support thriving?



Learning in Places

NTERGOVERNMENTAL PANEL ON CLIMBTE CHARGE

Climate Change 2022 Impacts, Adaptation and Vulnerability Summary for Policymakers



WGII

The globa assessment report or BIODIVERSITY AND ECOSYSTEM SERVICES

ipbes

Nature-Culture Relations Shape Socioecological Systems

Part 1: Core Cognitive Models of Human Relationships with the Natural World









l Spy an Ecosystem!

"Apart from" model dominates education and everyday life...

- The average American child spends 4 to 7 minutes a day in unstructured outdoors time.
- Shapes approaches to content learning (e.g. the US has invested in lab-based science infrastructure, not field based)
- Our "representational ecosystem" (e.g. books, media, diagrams) are dominated by "apart from" models (Medin & Bang, 2014)
- Remarkable correlation between time indoors/outdoors and human health (e.g. stress & cortisol; microbiome diversity) as well as mental health (e.g. Frumklin et al. 2017; Tillman et al. 2018)

"Apart from" models are associated with human centric reasoning (not whole systems) and unsustainable decision-making (e.g. Medin et al. 2012) and perpetuate inequitable educational systems.

The conditions of childhood are shifting and kids know!

Young people's climate anxiety revealed in landmark survey

Children worldwide worry about the future and feel let down by governments, a huge study on attitudes towards climate change has found.

Tosin Thompson









Co-design and scale transformative educational models and practice, including professional learning, with educators, families, and community partners that cultivate equitable, culturally grounded, socio-ecological systems learning and sustainable decision-making utilizing "field based" education in outdoor places, for children in pre-Kindergarten to 5th+ grades and their families that integrate science, social studies, and literacy and support learners' and their families and communities wellbeing and world-making.

Learning in Places Project Aims in 2022, so far...



Some key features of the Learning in Places Model

- Field based (outdoor) learning!
- Integrated learning across classrooms, outdoors and family/community contexts!
- Multiple content areas! (Science, civics, literacy, social studies and some math)
- Culture & identity are central to learning.
- Motivates learning through should we questions - asking children to engage in ethical deliberation and decision-making.
- Attends to socio-emotional wellbeing with an emphasis on wonder, awe, and sustainable & just futures.

Phenology - Nature's Calendar - is a

meta-organizing phenomena

- Phenology is the study of periodic plant and animal life cycle events and how these are influenced by seasonal and interannual variations in climate
- Altered by changes in temperature and precipitation.
- Phenology is vital to many aspects of ecology and society.

"Seasons control everything in the world"

- Grandfather of an elementary student in the Learning in Places project, sharing a Cantonese proverb





Table introductions: Name What is an important seasonal practice for your family and why is it important? Share one thought, question or wondering you've had so far OR Share one reason you are here or something you are hoping to learn.

Why is this season important to our family?

What season is it in the place where you live? _____

In the space below, write down 1 or 2 things that your family does in this season.

| What do we do that is special in this season? | Why do we do these things in this season? | Why are these things important to our family? | What decisions do we usually need to make in this season? |
|---|--|--|---|
| | | | |
| | | | |



An example: Social Studies-Civics-Science Intersections: Indigenous Peoples



Indigenous territories contain 80% of the world's biodiversity

•

- 1/4 of all land (outsideAntarctica) is inIndigenous hands
- 40% of terrestrial forests.

375 million people globally with recognized political standing in 90 countries

Frechette et al., 2018; Reytar et al., 2018; Brigitte et al, 2016; Olney & Viles, 2019

Culture, Learning, & Identity

Models of Family Engagement



"All science learning can be understood as a cultural accomplishment. Children and adults the world over explore their surroundings and converse about the seeming causes and consequences of the phenomena they observe, but they are raised in environments with varied exposures to activities (e.g., fishing, farming, computing) that relate to different science and engineering domains. What counts as learning and what types of knowledge are seen as important are closely tied to a community's values and what is useful in that community context." (NRC, 2012, p. 284)



A FRAMEWORK FOR K-12 SCIENCE EDUCATION





Family Tools are a Key Design Dimension of Learning in Places



FAMILY SEASONAL STORYLINE FOR FIELD-BASED SCIENCE EDUCATION



Why family tools?

- Family "tools" are routine and coordinated across classroom learning.
- Make visible family/community experience and expertise.
- Position families and communities as partners in learning.
- Shift the relational dynamics for teachers & families and for students with each other.
- Make phenomena "visible" outside of schools in family and community places



Teacher & Family noticings









nink it is a oak tree 10 Grass



Taking a Socio-ecological Histories of Places Walk

Taking a walk, making observations, and asking questions First, decide where you and your family want to take a walk. Where did you go for a walk and why?

Make observations of what you see and notice in the place you picked. Use this chart on the most page to think about the place you observed on your walk. Think about that place from the perspective of these different time scales. Fill out as much of the chart as you want. There are no right or wrong answers!

rock path and mult

2

Language Work: Family Learning across subject areas



Taking a Socio-ecological Histories of Places Walk

It Was highi

Wender haw to get a mountain.

Taking a walk, making observations, and asking question

in Places

t, decide where you and your family want to take a walk

Azi and Baba Wondering Walk 10/4/23

We went for a walk at Gillson Park, a place where we recently saw a Cooper's Hawk catch a Yellow-rumped Wahler. Today we were going to look for birds and whatever else we might see. It was a blustery day and at first we didn't see many birds as we made our way down to the beach. We talked about why it seemed so quiet and wondered if it had to do with the wind or the lack of sunshine. Azi thought that perhaps they preferred the sun.

Once at the beach We saw a cormorant and some gulls (pictured). Azi played in the sand for a long while, digging a few feet away from the lake and hoping to find water. She kept going and then found sand that acted like water but no real water. We talked about how she was just getting down to the level of the lake. She kept digging and suddenly a small pool appeared at the bottom of the hole and she was triumphant.

As we left the beach, we sat for a snack and I asked Azi what she thought the area looked like a hundred years ago. She said there probably weren't any trees because it takes them a long time to grow, assuming the trees present were all planted at some point. I offered that perhaps the forest went all the way to the water and had been cut back to make the park. She felt that was just as **a group of C**.

We wondered what the place would look like in winter "snow everywhere" - Azi We talked about which birds stay here and which ones are passing through.

Then we saw a juvenile Cooper's Hawk (pictured) fly across the field and land in a distant tree. We followed and took some photos from below while keeping an eye out for bees flying around us in the grass. After a short while the hawk flew away and we spent the rest of the time at the playground before leaving. I call Azi my "Cooper's Hawk good luck charm" and she says it's because of her hawk vision and that they recognize her. We have been out 3 times together in the last 2 weeks and seen the hawks every time.

We wonder what will turn up next week.

I du G in the sand 1 Foot MANN AWAD And hAdto dig 2 Feet UNTILI I FOUND WATER.

>From the WAter



Bees + our observations in our local ecosystem...



Is this a food source for bees? Are these blueberries? Are they poisonous?







These fruits changed over time. Did bees pollinate them?

Our wonders...

unck string 1 Does a wasp have more than a bee? X Nichart? What do we Wonder Why do bees attack sting cicadas? Wchart) what do I Wonder about bees? about bees? Can different bees string * * How do bees make honey? Why do bees come at you when a different amont of times? why do they have a stinger behind them? you get close to their hive? , why are holes " in a hive #A How are bees born?* Why do bees follow their why do bees string you because & always hexagons? (babies/ ar How do they make their hive ?K gueen's orders? What is a bass diet? # I wonder why there's a gueen ? Are bees black wyellow stripes Why are most people afraid of bees? + Why do bees eat pallen? * or yellow w black stripes? X IF I leave bees alone, will they How do bees get pollen? *** How do bees mate (make labbies) "Do different species of bees the have different types of stingers" Do they put pollen into honey? * still sting me? the Where do get their colors from? why do bees sting? Is the goven bee the mom of all How do bees communicate?** How are they so fluffy? * Howhy are been important? why do bees make a buzzing ** I wonder what they eat? T with at is the DNA of bees? t why can't you feed bees honey?* Sound? Why do bees have very tiny hairs? How many types of bees are there? Do the other bees follow they bees? "Can baby bees fly? ** Why do they produce honey? * How do bees fly? * Does pollen turn into honey? why do bees keep getting born's Do bees have honey inside them * to queen bees live longer than normal bees? ** Do bees get sick? * How long does it take to make honey?* Do bees have a king? ** where do bees carry pollen?* what do baby bees eat? Students want to go Why are bees so small?* Are there baby bees? outside to observe. Would people die without loses? How many baby bees are there in the hive? * * Why are they named bees? Ways to Research. How are baby bass traised?* Phy do bees have eyes? . Go outside (find Why do bee stings hurt (some How do you tell male/female people get bumps) ** Some bees) what country do bees come from? bees apart : * 1 Why are bees yellow & black? why do bees have antennas?* · Nagnifying glass

Histories of places...



Have bees always lived here? Are the that live here ew/w now native to our

> Saw a praying mantis on our field trip. "He's going to come by us if you're quiet and don't scare him!" "I think it's a girl, she's going to maybe lay eggs."



Before our 2nd walk... colorful pictures, more student engagement

Seeing more than humans as "he/she/they". Wondering about emotions... the dions



Sharing Places -- School Yard Walk

Sharing Places -- School Yard Walk Part 1: Before Your Walk We share our school with many others including animals, plants, water, and other

mann. We can learn a lot from others about our school yard by asking questions and







Starting to see student really thinking about bees and other more than humans using empathy and

Family noticings



Celestial Wondering Walk

Let's try it! Go on a wondering walk (~15 min)

Choose 3 stopping points for focused observation





Hydrogeologic Time includes the histories of lands, oceans, and other water processes.



Plant, Animal, & Soil Time includes the histories of plants, animals, and soils and their relationships to lands and waters.



Indigenous Peoples' Time recognizes First Peoples' histories, presents, and sovereignties in places and across time.



Nation-State Time refers to global shifts in political and economic structures that often include human movements across continents, powered shifts in technology, language, culture, and human relationships with the natural world.

Global Time includes how our local places are connected to, impact, or are impacted by other places across the earth and interact with other time scales.

Celestial Time includes how our local places are connected to, impact, or are impacted by the sun, moon, and other



Living Ethical Responsibilities and Possibilities Time includes the possible stories for places in the future.



Celestial Wondering Walk

Write a few wonderings from your walk on post its and place them on the wall

Take time to look at others' wonderings

Collective discussion





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Socio-Ecological Histories of Places diagram, Learning in Places Collaborative 2022

Garden Seasonal Storyline



Common Garden Tasks





Learning in Places: Garden Seasonal Storyline





Join our D65 Sustainability Efforts!

Growing our Community: Stay in Touch!

<u>Click here</u> or Scan QR Code to join one (or more) of our google groups: stay in touch and receive periodic updates.

D65 School Garden Google Group

Open to all D65 Staff, caregivers, community members involved in our D65 school gardens

<u>d65-school-garden-community</u> <u>-user-created@district65.net</u>

D65 Climate Action Google Group

Open to all caregivers, community members

d65climateactionteams@ googlegroups.com

D65 Staff Climate Action Google Group

Open to all D65 Staff

climate-action-d65-staff-us er-created@district65.net





Thank You / Gracias!