



Outdoor Place Based Family Learning
February 28th, 2024

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 Familiara, Lincoln
- Evangelina Martin, Bessie Rhodes
- Elida Patiño, Bessie Rhodes
- Brenda Martinez, Bessie Rhodes
- Dedra Cruz, Bessie Rhodes
- Emma Stachyra, Bessie Rhodes

Learning in Places



Our Team, So Far!



Honoring Past Leadership



Goals for our time together

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



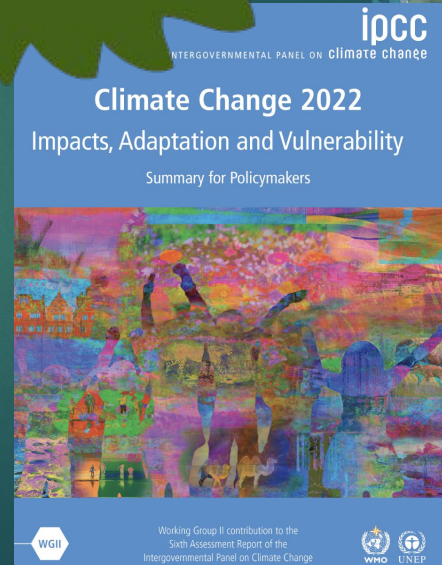
Central Possibility & Challenge of the 21st Century?



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



Nature-Culture Relations Shape Socioecological Systems

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

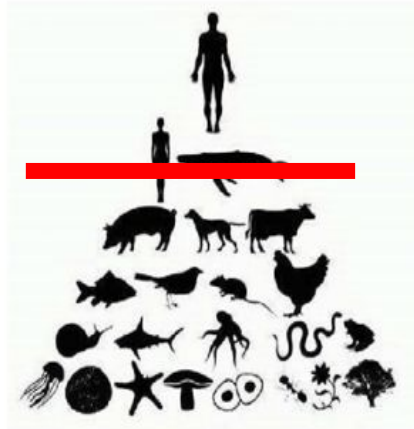


Diagram 'Ego-Eco'-Humankind is part of the ecosystem, not apart from or above it. This diagram depicts this simple fact clearly (diagram: S. Lehmann, 2010).

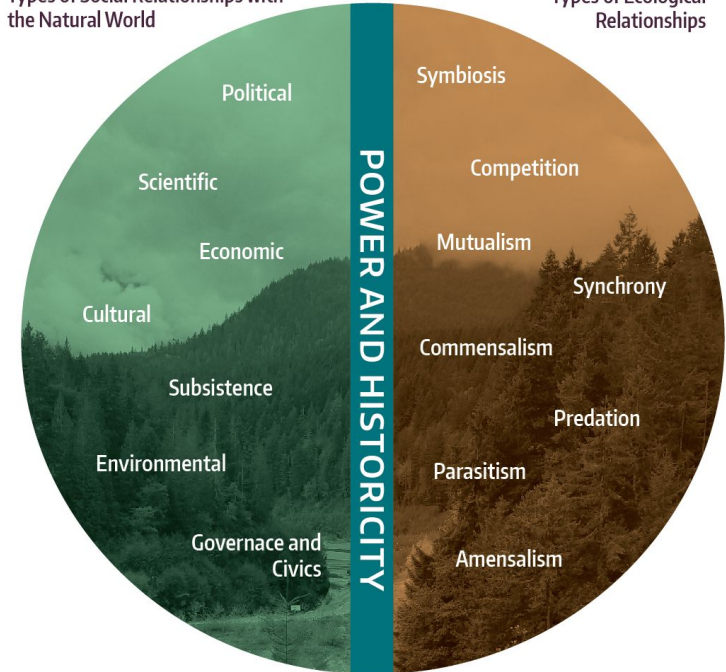
Apart from



A part of

Types of Social Relationships with the Natural World

Types of Ecological Relationships





“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. Frumkin 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



Screenshot



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

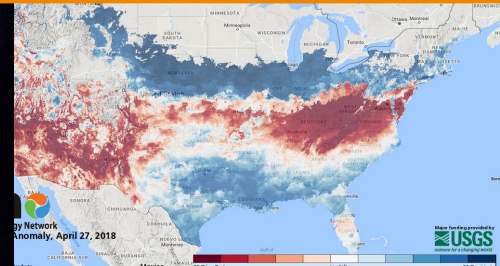


Table introductions:

- 1) Name
- 2) What is an important seasonal practice for your family and why is it important?
- 3) Share one idea that that's stood out to you so far 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?



TRIBAL NATIONS OF ILLINOIS

CIRCA 1750

Northwest:

- Ho-Chunk**
Bodewadmi!
- Mishigama**
- Inoka Illinois**
- Keskaskaham**

Central:

- Tapouaro**
- Coraoracantan**
- Moingwena**

Southwest:

- Pezyankishlaki**
Pam Tachewi
- Wasanyantawa**
Taw

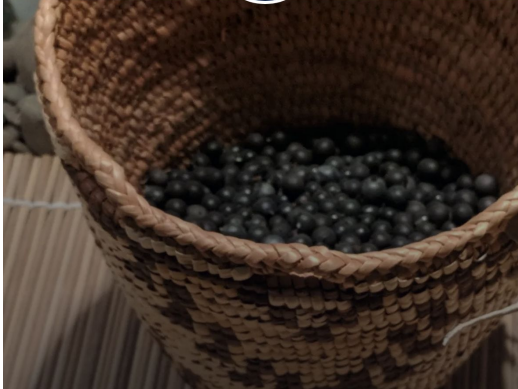

Southeast:

- Peewaareewa**
Peeewa
- Tamara**
- Cahokia**

Other:

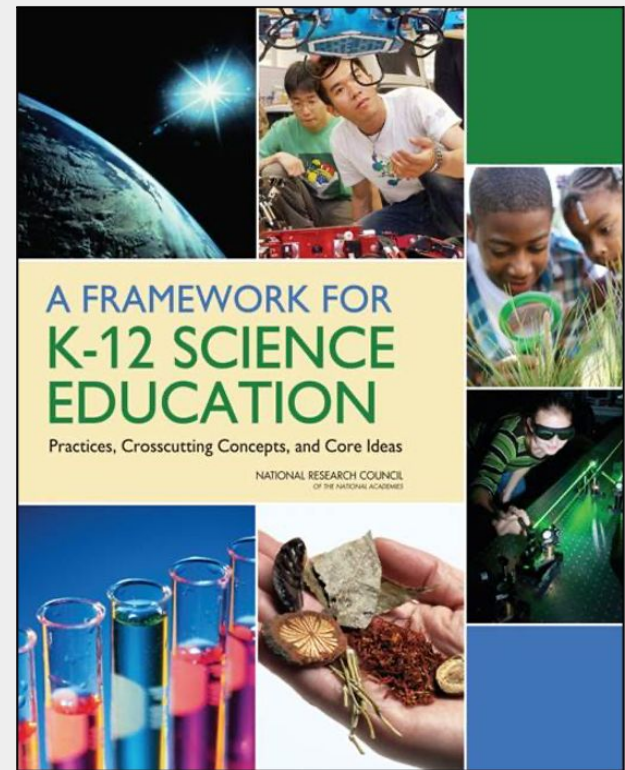
- Young Menom**
- Chongga, Potawatomi**
- Men can go die, Little Tawana, Pawnee**
- Red Lake, Illinois, Seneca**



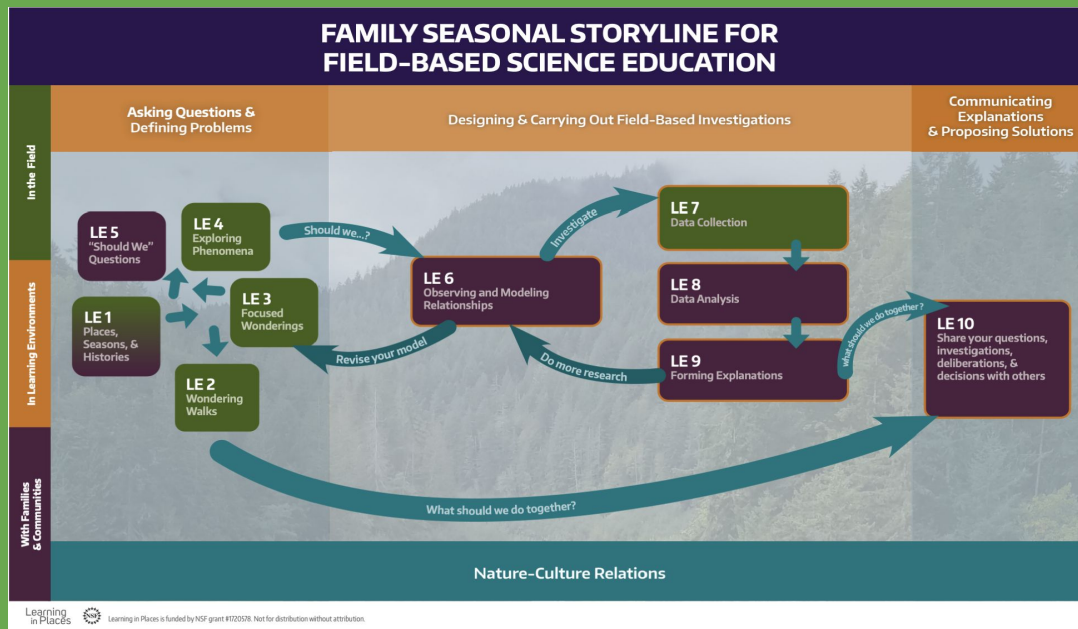
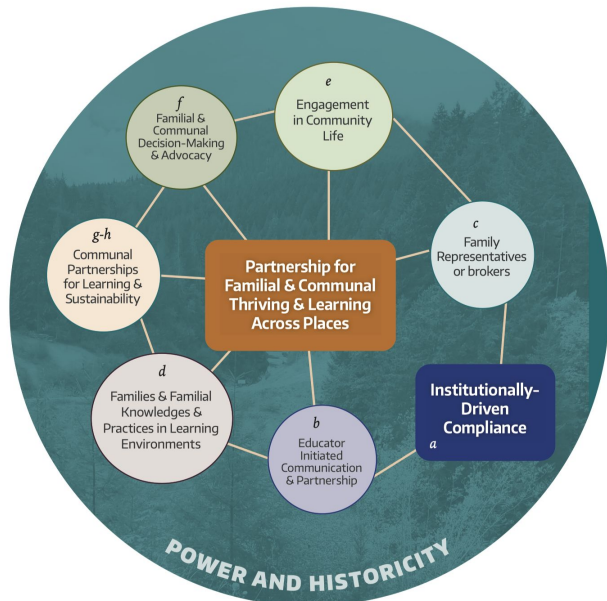
- 
- # INDIGENOUS KNOWLEDGE
-
- 
 › OSTP › OSTP'S TEAMS › CLIMATE AND ENVIRONMENT

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

“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)



Family Tools are a Key Design Dimension of Learning in Places



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

Family histories of places

What are the functions of the tree neighborhood?
Who are the trees in relation with?

What will this place be like in the future?
How will we be in this place in the future?

Family seasonal walk

Leaves change.
We often have street from 1 gets flooded.

We love it

— Learning in Places

Family Science Learning

Family Storyline Example

One family's field-based science journey



LE 6 A

Observing and Modeling Specific Relationships

Part 1: Taking a Neighborhood Walk to Observe Relationships
Take a walk in your neighborhood and see if you can find examples of some of the relationships listed in the chart. Then draw or write about the relationship(s) you observed. Don't worry if you do not observe all of these relationship types. The point is to document the relationships you do observe. (If you have gone on other walks as part of LEs 1, 2, 3, and 4, you can use your observations from those walks too.)

Where we went for our walk: around a few blocks in our neighborhood

The temperature is: 75 The time of day is: 9:00 am The weather is: Sunny

The season is: Summer

Part 1-A: Put a star or a checkmark next to each type of relationship you observed out on your walk.

<input checked="" type="checkbox"/> Animal-Animal	<input checked="" type="checkbox"/> Animal-Plant
<input checked="" type="checkbox"/> Animal-Human	<input checked="" type="checkbox"/> Plant-Plant
<input checked="" type="checkbox"/> Plant-Human	<input checked="" type="checkbox"/> Animal-Natural Kind (for example: water, rock, sun, air)
<input checked="" type="checkbox"/> Plant-Natural Kind (for example: water, rock, sun, air)	<input checked="" type="checkbox"/> Human-Natural Kind (for example: water, rock, sun, air)
<input checked="" type="checkbox"/> Human-Human	<input type="checkbox"/> Other?

We wanted to go back there to take a closer look and see if we could identify some relationships.



Teacher noticings



Educator and Student Experience

Ms. Martin (Rhodes)

**Etapa temprana de nuestra
jornada en Aprendiendo en
Lugares**

**Early Stages of Our Learning
Journey In Learning in Places**



**Registrando
nuestras
observaciones**
Recording our
observations



**A través de nuestros recorridos, nos dimos cuenta que
necesitamos ser mejores observadores.**

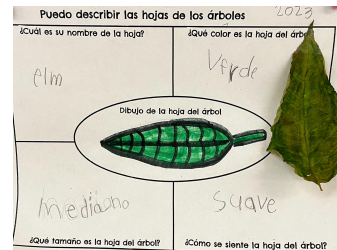
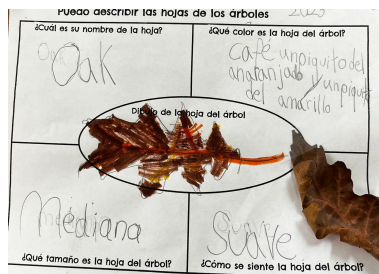
Through our wondering talks we realized we needed to become better observers of our place. The whole class set the goal of learning to observe “really observe”

Nuestros recorridos por la escuela

Our Schoolyard Wondering Walks

Nuestras observaciones se están volviendo más detalladas

Our observations are becoming increasingly detailed



Nuestras representaciones incluyen, rotulos, color y dibujos.

Our representations include labels, coloring, and drawings.

Las plantas en nuestro salón

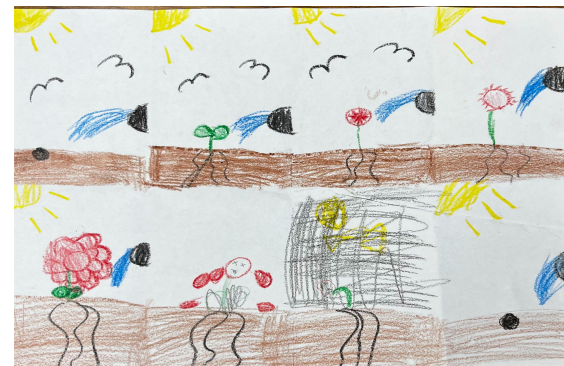
Plants growing in our classroom

Nuestras representaciones son más claras y directas sobre lo que observamos

We are more intentional in the representations about what we observe



¡Esto nos será muy útil para nuestros próximos recorridos e investigaciones!



This will be helpful in our future wondering walks and investigations!

Nuestras nuevas observaciones, Nuestras
preguntas

Our New Observations, Our Questions



¿Por qué el cielo es azul en un lado y gris en el otro lado?

Why is the sky blue on one side and grey in the other side?



¿De quién son esos nidos? ¿De pájaros o de ardillas?

Who lives in these nests? Squirrels or birds?

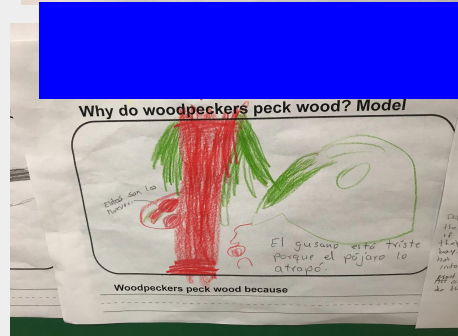
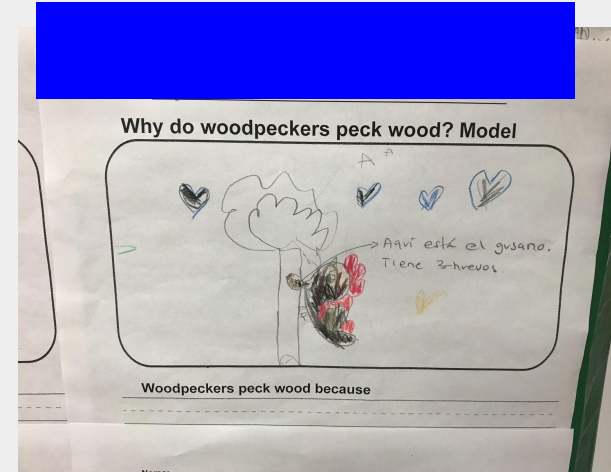
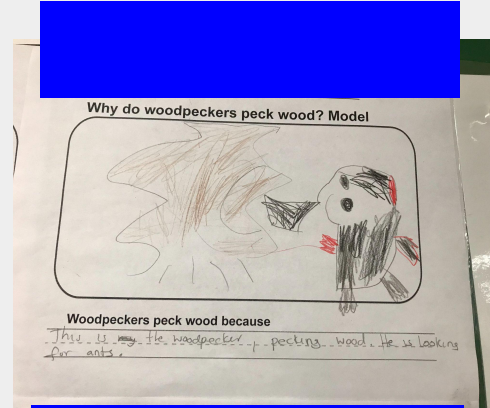


¿Por qué nuestras sombras se ven
largas algunas veces?

Why our shadows look long
sometimes?



Models: Why do woodpeckers peck?



Adding in Outdoor Learning (Learning in Places)

A lot of students were talking about food in their models, so we decided to go outside a few times and have students look for evidence of:

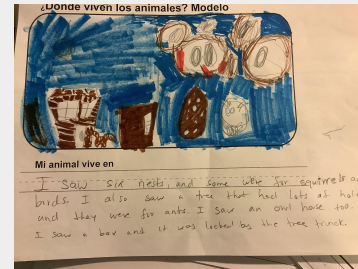
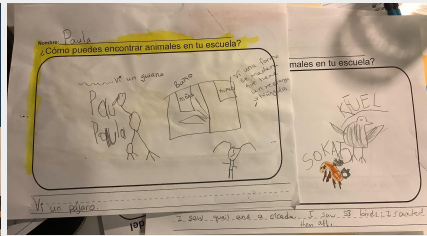
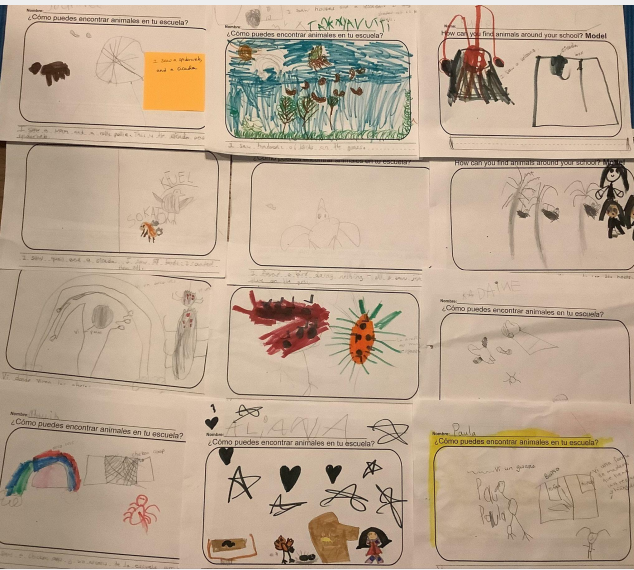
- animals using trees as homes (nests, holes)
- evidence of food sources in the trees (even if they don't see the animals themselves).
- Students might also notice evidence of human-tree or human-animal relationships:

Student noticings:

- Acorns
- Ants on the tree
- 5 nests in the trees
- Holes in the trees



How can you find animals around forest (your school)? ¿Cómo puedes encontrar animales en el bosque (tu escuela)



“I wonder who lives here”

(peers responded: maybe a gopher, maybe a mouse)



Wonderings while on a walk

- Educator: *I wonder if we should touch the insects*
- Student 1: *I wonder if it's ok to step on the insects*
- Student 2: *I wonder if we're too loud*
- Student 3: *I wonder if it's ok to take acorns and sticks and leaves from outside*

Celestial Wondering Walk

Let's try it!

Go on a wondering walk
(~10 min)

Choose 3 stopping points for
focused observation



Celestial Wondering Walk

Share a few wonderings
from your walk

How did your families'
knowledges and experiences
come up on your walk?

Collective discussion



Spring Co-Design Dates

Family Co-Design Dates:

Tuesday, April 2, 5:30-7:30pm

Saturday, April 27, 8:30-11:30am

Monday, May 20, 5:30-7:30pm

Community Partner Co-Design Date

Wednesday, March 13, 5:30-7:30pm





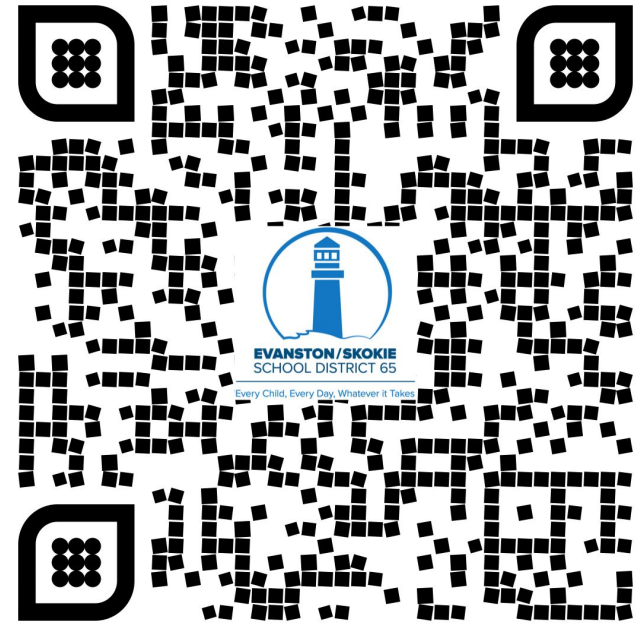
SCAN ME

Learning in Places:
Garden Seasonal Storyline



SCAN ME

Learning in Places: Garden Tasks



Join our D65
Sustainability Efforts!

Growing our Community: Stay in Touch!

[Click here](#) 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

d65-school-garden-community-user-created@district65.net

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-user-created@district65.net

Join EPL: 2023 Blueberry Awards Announcement Party!



March 14 from 7-8pm

Robert Crown Community Center, Evanston

The Blueberry Awards honor children's literature that strengthens kids' connections with nature and fosters action for the planet.

See this year's winning books as they're announced, watch acceptance videos from the authors, vote on an Audience Choice Award, roast marshmallows over our bonfire and eat s'mores, and take a book walk through our Robert Crown Reading Garden featuring the installation of the newest Blueberry Award winning title.

Register (QR Code)



SCAN ME



Thank You / Gracias!

Language Work: Family Learning across subject areas

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 Warbler. 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 ~~likely~~ **AGREABLE**.

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 dug in the SAND 1 FOOT ~~AWAY~~
AWAY And had to dig
2 FEET UNTILL I FOUND
WATER.

→ FROM THE WATER

