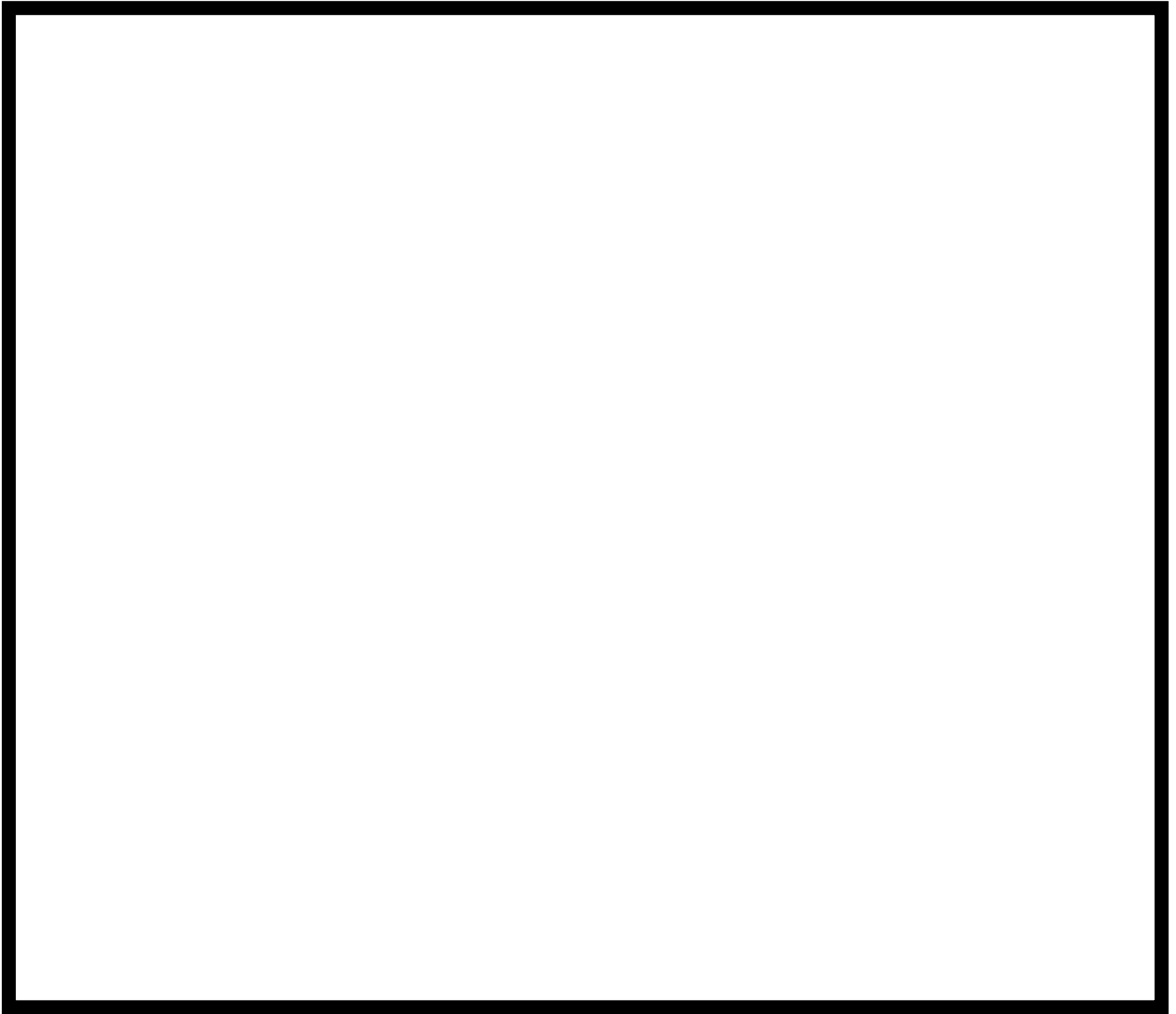


OUTDOOR LEARNING



FIELD GUIDE

ENVIRONMENTAL ART STUDENT



Task: Create a work of art using natural materials found in the world around you.

Brainstorm:

- What natural materials (twigs, rocks, leaves, petals, etc.) can you find, without damaging the environment, to help you create your work of art?
- Where is a good location to create your work of art?

Design and Record: Using the natural materials you have discovered, create your work of art. Take a photo of your artwork when complete.

Reflect:

- What do you like best about your work of art? How could it be improved?
- Describe the best part of your experience as an environmental art student. What was the most challenging?

ENVIRONMENTAL ART STUDENT

INSERT
PHOTO HERE

Reflect:

- **What do you like best about your work of art? How could it be improved?**
- **Describe the best part of your experience as an environmental art student. What was the most challenging?**

[illegible]

ECO-WRITER



Task: Write a creative story using the space outside your classroom as the setting.

Brainstorm:

- What outdoor spaces will make for the best story settings?

Develop and Record: Using the natural spaces around you as inspiration, write a creative story that incorporates setting details that feature the outdoor spaces you have discovered.

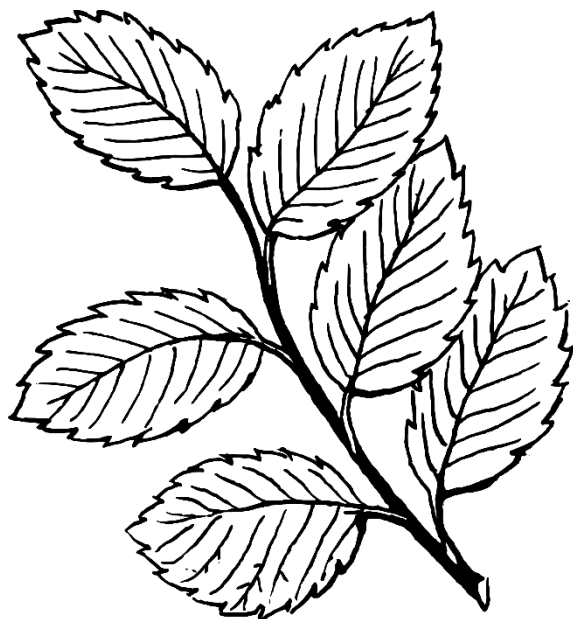
Reflect:

- What do you like best about your story? How could it be improved?
- Which outdoor space provided you with the most inspiration for your story? Why?

ECO-WRITER

Handwriting practice lines for the word 'ECO-WRITER'.

The page features 18 sets of horizontal lines for writing practice. Each set consists of a solid top line, a dashed middle line, and a solid bottom line. The first 15 sets of lines span the width of the page. The final two sets of lines are located in the bottom left corner and are shorter, spanning only about one-third of the page width.

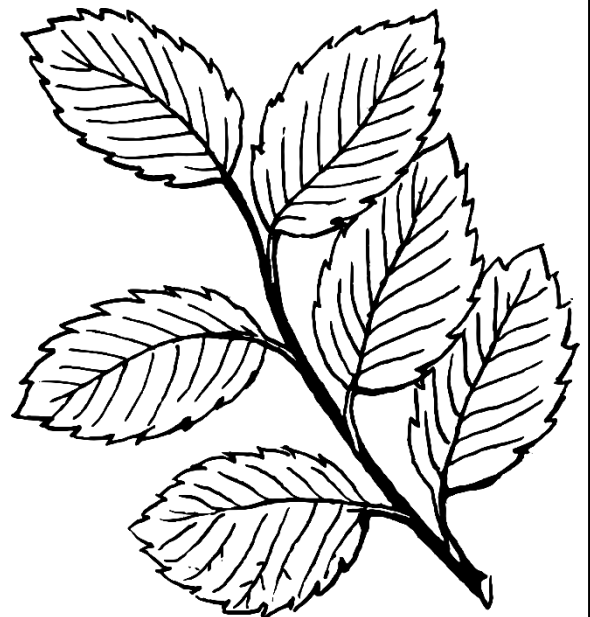


ECO-WRITER

Reflect:

- **What do you like best about your story? How could it be improved?**
- **Which outdoor space provided you with the most inspiration for your story? Why?**

Blank handwriting practice lines (dashed midline) and a decorative leaf illustration in the bottom right corner.



OUTDOOR ALPHABET



Task: Discover and illustrate 26 different objects of environmental features, each starting with a different letter of the alphabet.

Brainstorm:

- What names of local plants, animals, rocks, and environmental features do you already know?
- What new items can you find and identify?

Develop and Record: Illustrate and label images of 26 items you discover outside, each starting with a different letter of the alphabet. The letter “X” can be tricky - for this image, “X” does not need to be the first letter of the word. Instead, you can just find a word that has an “X” in it somewhere.

Reflect:

- Which letters did you find easiest? Which did you find hardest? Why?
- If you could give advice to future students completing this activity, what tips would you give them? Why?

OUTDOOR ALPHABET

A

B

C

D

E

F

G

H

I

J

K

L

M

N

O

P






Q

R

S

T

U



Reflect:

- **Which letters did you find easiest? Which did you find hardest? Why?**
- **If you could give advice to future students completing this activity, what tips would you give them? Why?**

[illegible]

EGG CARTON TREASURES

Task: Collect, gather, and label a variety of tiny treasures that you find laying around in the natural environment.

Brainstorm:

- What tiny objects can you discover?
- Where might you look to find these objects?

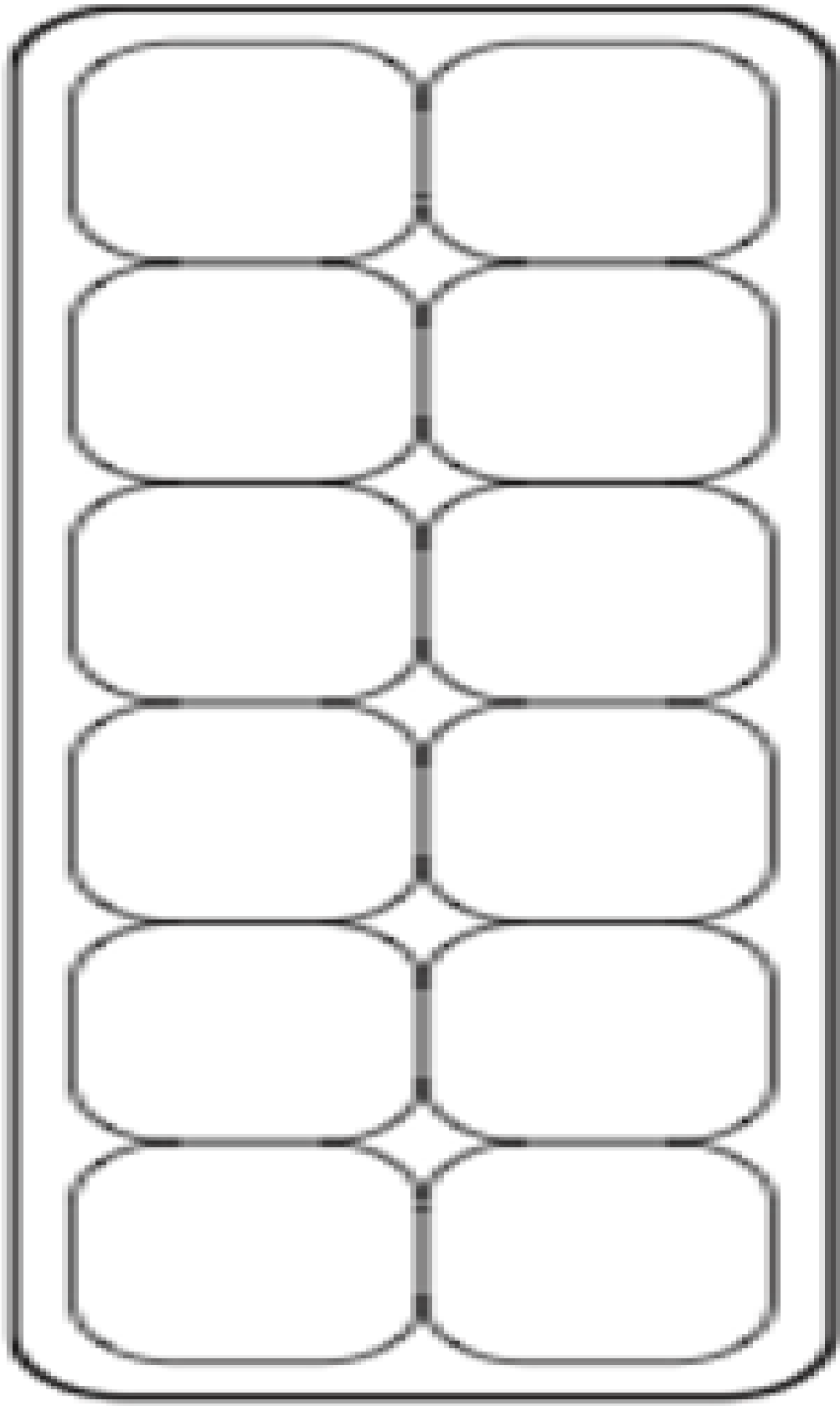
Gather and Record: Collect 12 objects to fill the 12 spaces in an empty egg carton. After you have filled your egg carton, do your best to label each item - you may want to use a field guide or do some internet research to help you with this part.

Reflect:

- What challenges did you face when completing this activity? Why was it challenging?
- If you were to do this activity again, what would you do differently? Explain.
- Which 3 treasures are your favorites? Why?

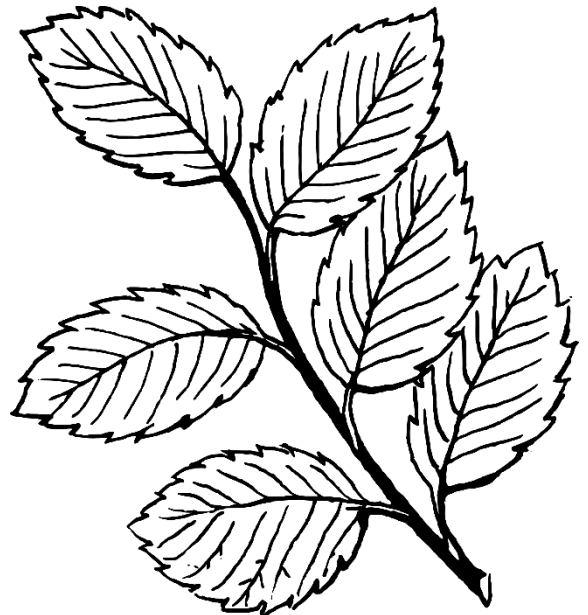


EGG CARTON TREASURES

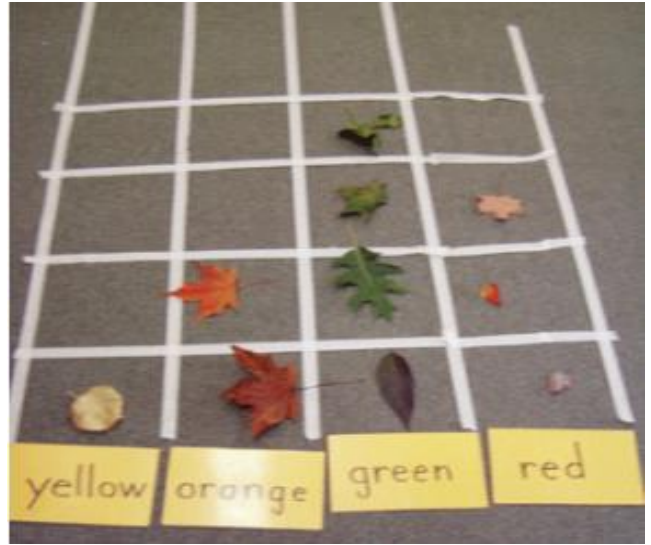


Reflect:

-
- A black and white line drawing of a branch with several serrated leaves, positioned in the bottom right corner of the page. The leaves are elongated with pointed tips and serrated edges. The branch is dark and curves upwards and to the right. The drawing is simple, using only outlines and some internal vein lines for the leaves.



WILD MATH



Task: Gather and tally the amount of five different objects you discover in the natural environment.

Brainstorm:

- What objects can I find laying around outside?
- Where might I look for these objects?

Gather and Record: Using sidewalk chalk, make a grid similar to the one below. Place the items you have gathered in the center of each row. After you have gathered all of your items, label and tally the items. Write the total of ALL of the items you have collected at the bottom of your grid.

Reflect:

- Which items did you find the most of?
- Which items did you find the least of?
- If you were to do this activity again, what would you do differently? Why?

WILD MATH

INSERT
PHOTO HERE

Reflect:

- Which items did you find the most of?
- Which items did you find the least of?
- If you were to do this activity again, what would you do differently? Why?

EQUATIONS EVERYWHERE



Task: Discover and calculate equations you can find in the great outdoors!

Brainstorm:

- What different subtractions, additions, divisions and multiplications can you find in the natural environment?

Discover and Record: Look around and see if you can find similar items that can be added or multiplied together. (For example: 2 leaves that each have four lobes: $4+4=8$ or $2 \times 4=8$) Alternately, looks for places where differences of divisions have occurred. (For example: the salmonberry branch has 5 berries on it, of which 1 is ripe: $5-1=4$ OR 1 ripe of $5=1/5$) (Another example: the outside of the building has 72 bricks in 9 equal rows: 72 divided by $9=8$ bricks in each row). Record all of the math you discover!

Reflect:

- Did you find this activity easy or challenging? Explain.
- What was your favorite part of this activity? Why?
- If you could do this activity again, what would you do differently? Explain.

EQUATIONS EVERYWHERE

Write your equations in this space.

Reflect:

- Did you find this activity easy or challenging? Explain.
- What was your favorite part of this activity? Why?
- If you could do this activity again, what would you do differently? Explain.

HAIKU POET



Task: Use the great outdoors to inspire a Haiku poem.

Brainstorm:

- Which outdoor settings do you find most inspiring?
- Are there any sights, features, life forms, moods, or themes in the area that you can use to inspire your writing?
- How does the setting appeal to your 5 senses? Can you use these descriptive words in your writing?

Discover and Record: Using the natural environment to inspire you, write a Haiku poem. Record your observations, feelings, and ideas into words, and arrange them into the classic 3-line, 5-7-5 syllable Haiku form. Try writing several different Haiku poems on different subjects.

Reflect:

- How successful were you as a Haiku Poet? Explain.
- Which Haiku was your favorite/least favorite? Why?

HAIKU POET

Write your Haiku in this space.

Reflect:

- **How successful were you as a Haiku Poet? Explain.**
- **Which Haiku was your favorite/least favorite? Why?**

[illegible]

NATURE

SCAVENGER HUNT

Task: Locate and photograph the following items.

Something fuzzy	Something you think is a treasure
Two kinds of seeds	A type of bug
Two pieces of man made litter	An interestingly shaped rock
Something straight	Something you think is beautiful
Something round	A footprint
Something smooth	Something green
Something rough	A stick
Two different types of leaves	Something that seems out of place
Something that makes noise	A pinecone
A chewed leaf	Something brightly colored

NATURE

SCAVENGER HUNT

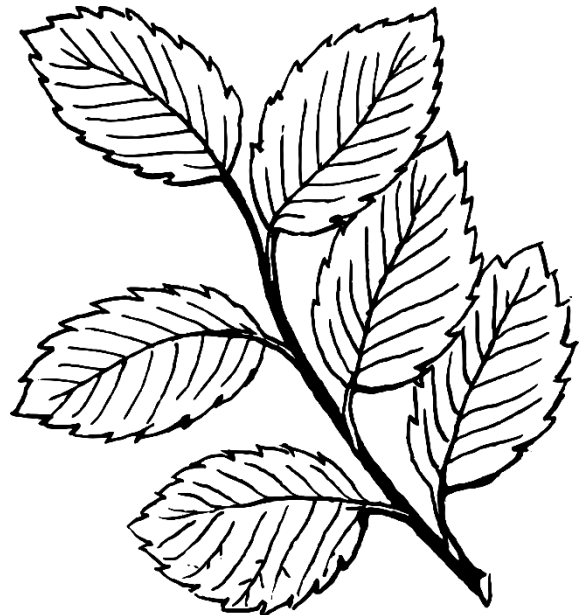
INSERT
PHOTO HERE

Description of Item:

NATURE SCAVENGER HUNT

Reflection:

- **Which items were easiest to find? Which were the most challenging? Why?**
- **What tips would you give to other students who were completing the same activity?**

A black and white line drawing of a branch with several serrated leaves, positioned in the bottom right corner of the page. The branch curves upwards and to the right, with leaves of varying sizes attached. The leaves have distinct veins and serrated edges. The drawing is simple, using only black outlines on a white background.

ANIMAL POINT OF VIEW

SCHOOL GROUND MAPPING

Task: Map the assets on the school grounds through the lens of a living thing.

Brainstorm:

- What kinds of living things can be found in your area?
- What things do those living things need for survival?

Explore and Record: Choose a living thing from your area, and assess the outdoor space from their perspective. Draw a map of your area, identifying and assets (treasures) and barriers (troubles) from the perspective of your living thing. Be sure to look at the big features of the area, as well as the small details. Be sure to label your map.



Reflect:

- Were there more treasures or troubles in your area for your living thing? Explain.
- Do you think your living thing would have an easy or difficult time surviving in your area? Why?
- What ways could you help your living thing to make survival easier for them?

ANIMAL POINT OF VIEW SCHOOL GROUND MAPPING

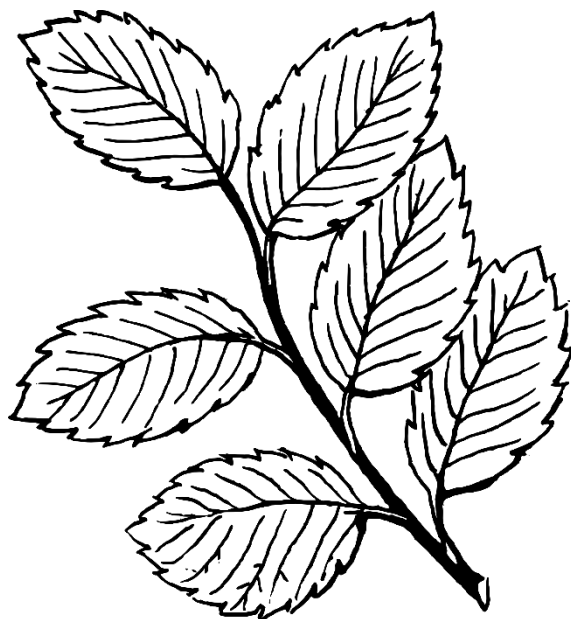
Illustrate and label your map in this space.

ANIMAL POINT OF VIEW

SCHOOL GROUND MAPPING

Reflect:

- **Were there more treasures or troubles in your area for your living thing? Explain.**
- **Do you think your living thing would have an easy or difficult time surviving in your area? Why?**
- **What ways could you help your living thing to make survival easier for them?**

A black and white line drawing of a branch with several serrated leaves, positioned in the bottom right corner of the page. The leaves are elongated with prominent veins and serrated margins. The branch curves upwards and to the right.

OUTDOOR INTERVIEWS



Task: Have an imaginary conversation with a local creature, object, plant, or feature to discover their interesting secrets.

Brainstorm:

- What types of creatures, features, objects, or plants are you interested in interviewing?
- If your subject could talk, what do you think they would say?

Develop and Record: Using your imagination and background knowledge, write a make believe questions and answer style interview between you and your chosen subject. Write at least 10 really good questions, designed to make them share their secrets.

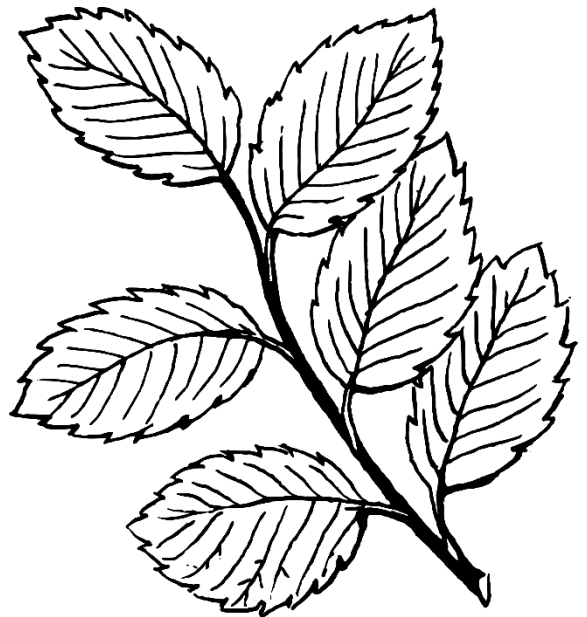
Reflect:

- What was the best question you asked? What made it the best?
- Was your subject a good choice to interview? Explain.

OUTDOOR INTERVIEWS

Handwriting practice lines for the title and body text.

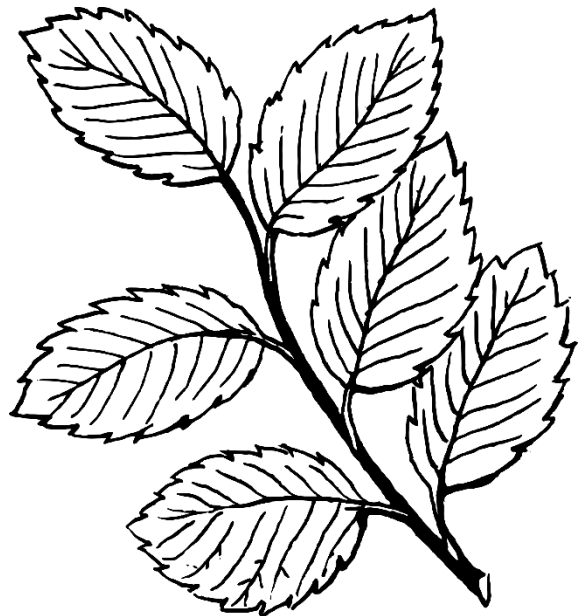
The page contains 18 sets of horizontal lines for writing. The first set is positioned directly below the title. The remaining 17 sets are organized into two columns: the left column contains 10 sets of lines, and the right column contains 7 sets of lines. Each set of lines consists of a solid top line, a dashed middle line, and a solid bottom line.



OUTDOOR INTERVIEWS

Reflect:

- **What was the best question you asked? What made it the best?**
- **Was your subject a good choice to interview? Explain.**

A black and white line drawing of a branch with several serrated leaves, positioned in the bottom right corner of the page. The branch is dark and has several leaves attached to it. The leaves are elongated with serrated edges and prominent veins. The drawing is simple and appears to be a template for coloring or a decorative element.

ADDITIONAL ACTIVITIES

FOR OUTDOOR EXPLORATION

Listen: Sit back to back with a partner and listen quietly. List all the things you can hear over the course of 3 minutes. Do you both hear the same things?

Care for a Weed: Write a poem about why it should be protected.

Follow an Insect: What do you think it is thinking? Make a list of the thoughts running through the insect's head.

Bioblitz: Keep a record of how many different species can you find in just 5 minutes.

Craft a Landscape: Make a mini landscape out of dirt. Include mountains, valleys, and other landforms.



PLAYGROUND

POINT OF VIEW



Task: Choose a playground object. Write a fictional narrative story from the point of view of that object.

Brainstorm:

- What types of playground equipment would be interesting to write about?
- If the equipment could talk, what do you think it would say?

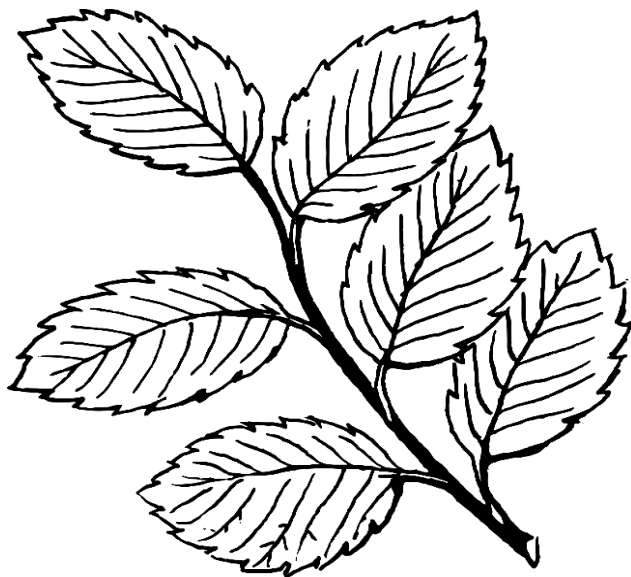
Develop and Record: Using your imagination and background knowledge, write a fictional story from the point of view of a piece of playground equipment. Your story should have a clear beginning, middle, and end.

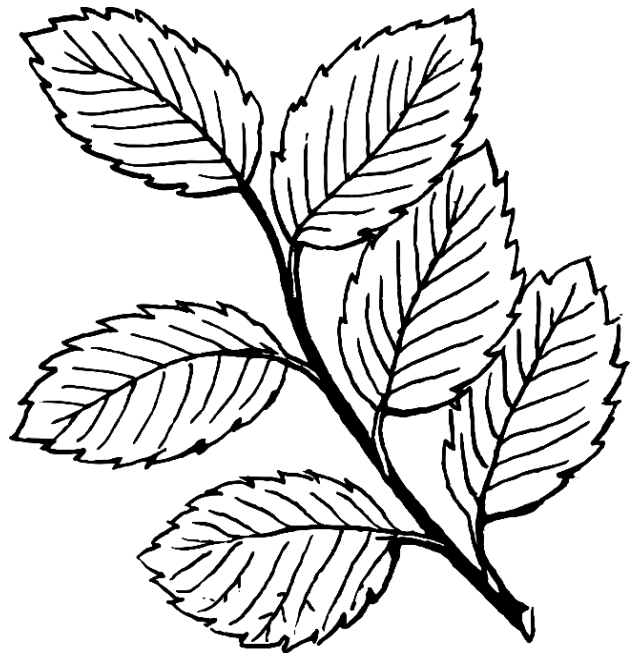
Reflect:

- What was the best part of your story?
- If you were to write this story again, how would you improve it? Explain.

PLAYGROUND POINT OF VIEW

Handwriting practice lines consisting of multiple sets of three horizontal lines (top, middle dashed, bottom) for text entry.





5 SENSES

NATURE WALK

Task: Use your 5 senses as you walk around outside. Gather sensory details, and include them on the chart. When you are done, write a story that takes place in the area you explored.

Brainstorm:

- What are the five senses? How can you best use them to explore the area around you?
- What outdoor areas are particularly appealing to your 5 senses?

Develop and Record: Use your 5 senses to help you fill out the included chart. When you are done, use the information you have gathered to help you write a story that takes place in the setting you explored. Your story should have a clear beginning, middle, and end, and should include lots of sensory details.

Reflect:

- What was the best part of your story?
- If you were to write this story again, how would you improve it? Explain.



5 SENSES

NATURE WALK

What do you see?

**What do you
smell?**

**What can you
touch? What
does it feel like?**

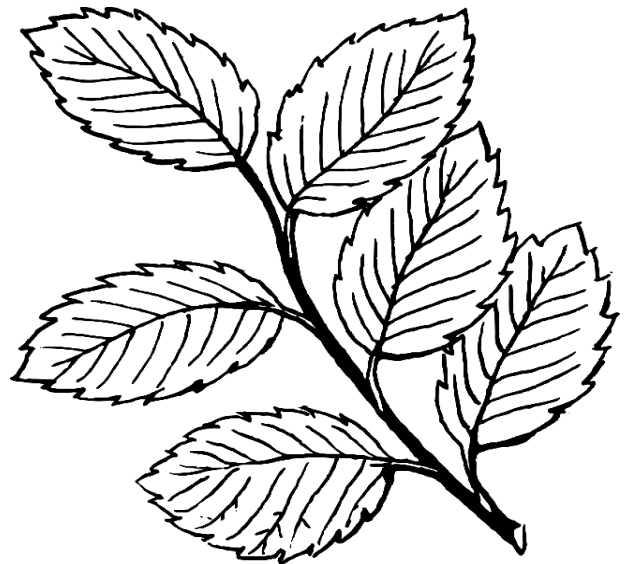
**What do you
hear?**

**What do you
imagine the
things you see to
taste like?**

5 SENSES

NATURE WALK

Handwriting practice lines consisting of multiple sets of three horizontal lines (top, middle, and bottom) for writing practice.



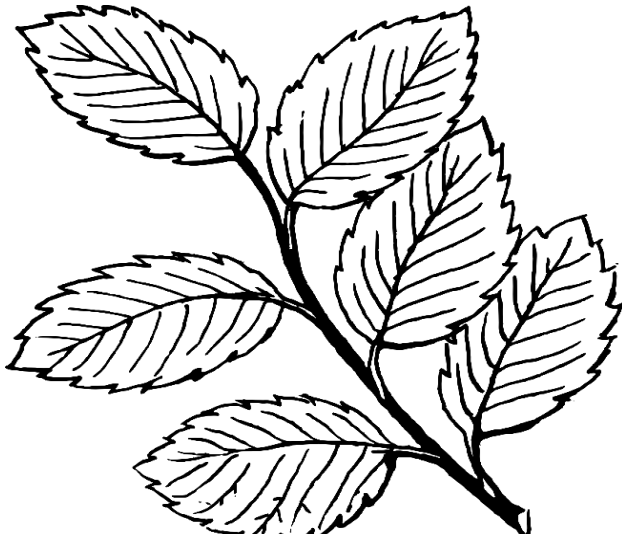
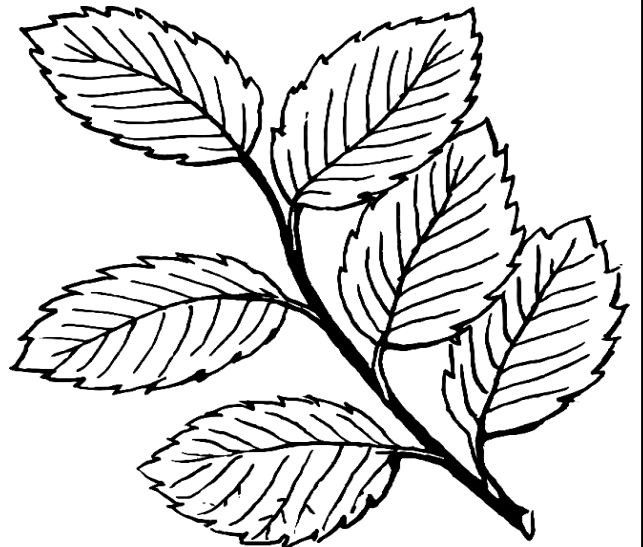
5 SENSES NATURE WALK

Reflect:

- **What was the best part of your story?**
- **If you were to write this story again, how would you improve it? Explain.**

Blank handwriting practice lines (dashed midline, solid top and bottom lines) for the first section.

Blank handwriting practice lines (dashed midline, solid top and bottom lines) for the second section.

A black and white line drawing of a branch with several serrated leaves, positioned in the bottom right corner of the page. The leaves are elongated with prominent veins and serrated edges. The branch curves upwards and to the right.

5 SENSES

MAP DRAWING

Task: Use your 5 senses as you walk around outside. Gather sensory details, and include them on the chart. When you are done, draw a map of the area you have explored.

Brainstorm:

- What are the five senses? How can you best use them to explore the area around you?
- What outdoor areas are particularly appealing to your 5 senses?

Develop and Record: Explore the area around you, and create a map of a trail that appeals to one of your senses. For example, design a trail that has stops along the way that appeal to your sense of smell or touch. Draw a map of this trail, clearly labelling the stops. When you are done, lead a small group of blindfolded students along your trail. Have them pause at each of your stops, and use their senses to describe the area.

Reflect:

- Which of your stops was easiest for the blindfolded students to describe?
- If you were to complete this activity again, how would you improve it? Explain.



5 SENSES

MAP DRAWING

What do you see?

**What do you
smell?**

**What can you
touch? What
does it feel like?**

**What do you
hear?**

**What do you
imagine the
things you see to
taste like?**

5 SENSES

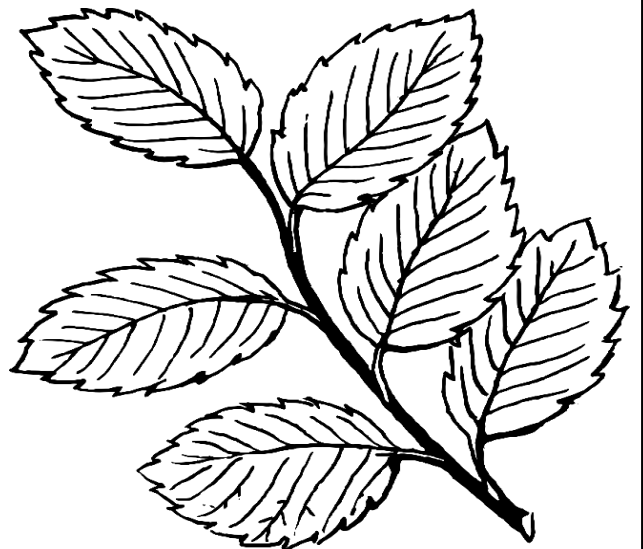
MAP DRAWING

MY MAP

5 SENSES MAP DRAWING

Reflect:

- Which of your stops was easiest for the blindfolded students to describe?
- If you were to complete this activity again, how would you improve it? Explain.

A black and white line drawing of a branch with several serrated leaves, positioned in the bottom right corner of the page. The branch curves upwards and to the right, with five leaves of varying sizes attached. Each leaf has a prominent central vein and several smaller veins branching off. The edges of the leaves are finely serrated. The drawing is simple and clean, suitable for a coloring page or a botanical illustration.

OBJECT OPINIONS



Task: Walk around outside and observe your surroundings. If you could choose one natural or man-made object that you could trade place with, what would it be? Why?

Brainstorm:

- What natural and man-made objects can you observe outside?
Which of those items do you think would be exciting to trade places with?

Develop and Record: Observe and choose one natural or man-made object you would like to trade places with. On the sheet provided, write an opinion piece that explains the reasons behind your choice.

Reflect:

- What was the best reason for your answer?
- Was the item you chose a good choice to write about? Explain.

OBJECT OPINIONS

INTRODUCTION

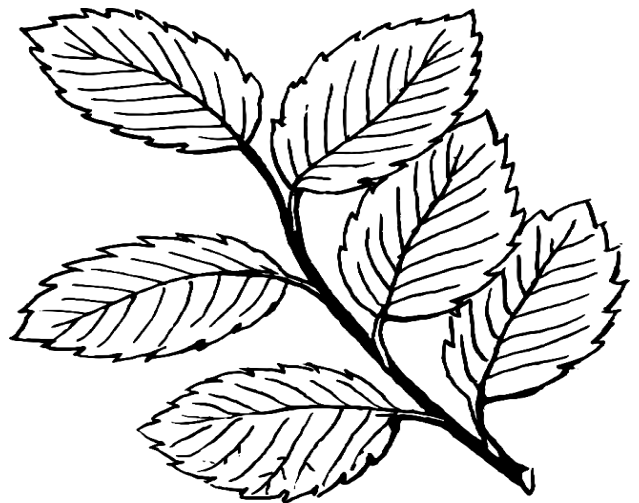
OPINION STATEMENT

REASONS

CONCLUSION

Reflect:

-
- A black and white line drawing of a branch with several serrated leaves, positioned in the bottom right corner of the page. The branch curves upwards and to the right, with five leaves of varying sizes attached. Each leaf has a prominent central vein and smaller lateral veins, and its edges are finely serrated. The drawing is simple and clean, suitable for a coloring page or a botanical illustration.



TAKE ME

OUTSIDE!

Task: Write a letter to your teacher to talk them into letting you stay outside for the day.

Brainstorm:

- What are some reasons why you want to take your learning outside?
- How can you persuade your teacher into letting you go outside to learn?

Develop and Record: Using your persuasive skills, write a letter to your teacher to talk them into letting you stay outside for the day. Use the attached template to help you write your letter.

Reflect:

- What was the best reason you gave for being able to stay outside?
- Do you think your persuasive letter would work? Explain.



TAKE ME

OUTSIDE!

INTRODUCTION

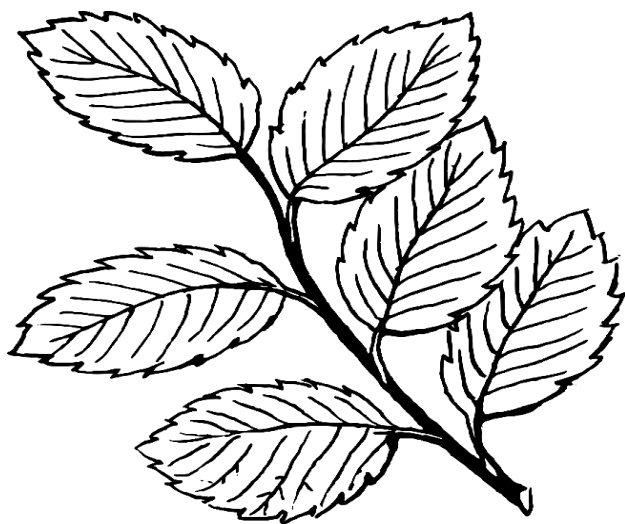
OPINION STATEMENT

REASONS

CONCLUSION

OUTSIDE!

- **What was the best reason you gave for being able to stay outside?**
- **Do you think your persuasive letter would work? Explain.**

A black and white line drawing of a branch with several serrated leaves, positioned in the bottom right corner of the page. The branch curves upwards and to the right, with five leaves of varying sizes attached. Each leaf has a prominent central vein and several smaller veins branching off. The edges of the leaves are finely serrated. The drawing is simple and clean, suitable for a coloring page or a botanical illustration.

IMPROVE THE OUTDOORS

Task: Brainstorm ways the outdoor environment could be improved.

Brainstorm:

- If you could redesign the area you are in, how would you change it?
- How do you think your changes could improve the area?

Develop and Record: Go for a walk outside, and examine the area. Using the sheet provided, brainstorm and sketch some ways the outdoor area could be improved. Explain reasons for your changes in the space provided.

Reflect:

- What was the biggest change you wanted to make?
- Are there any areas that you thought were already perfect? Explain.



IMPROVE THE OUTDOORS

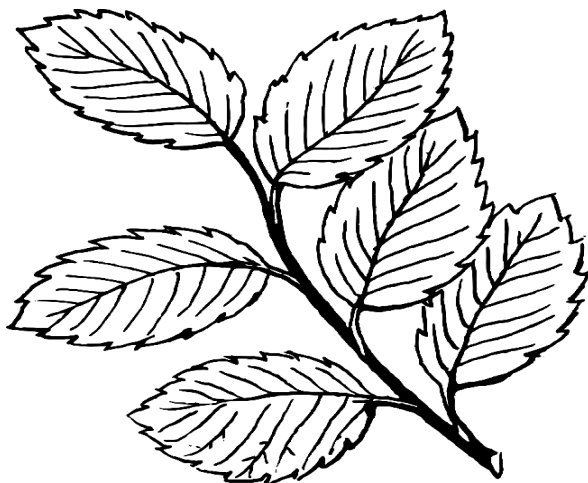
If you could improve the outdoor space around you, what changes would you make? Brainstorm and sketch some ideas in the space below.

How would the changes you make improve the space? Explain your answer in the space below.

IMPROVE THE OUTDOORS

Reflect:

- **What was the biggest change you wanted to make?**
- **Are there any areas that you already thought were perfect? Explain.**

A black and white line drawing of a branch with several serrated leaves, positioned in the bottom right corner of the page. The branch curves upwards and to the right, with five leaves attached. Each leaf has a serrated edge and a central vein with smaller veins branching off. The drawing is simple and clean, suitable for a coloring page.

PARTNER DESCRIPTIONS

Task: Head outside and choose 5 objects. Describe these objects to your partner, without naming them. See if your partner can figure them out!

Brainstorm:

- What objects can you discover outdoors that would be interesting to describe?
- Can you find any objects that would be tricky to guess by description?

Develop and Record: Go for a walk outside and gather your 5 objects. Using the table provided, write detailed descriptions of the items, without using their names. When you are done, read the descriptions to your partner and have them try and guess the items.

Reflect:

- What was the easiest item for your partner to guess? How could you have made it harder?
- What was the hardest item for your partner to guess? How could you have made it easier?



PARTNER DESCRIPTIONS

Choose 5 items from outdoors, and describe them in the space below, without using their names. Have a partner try and guess your answer from only the description.

DESCRIPTION	PARTNER'S GUESS

DESCRIPTIONS

Reflect:

- **What was the easiest item for your partner to guess? What could you do to make it harder?**
- **What was the hardest item for your partner to guess? What could you do to make it easier?**

A black and white line drawing of a branch with several serrated leaves, positioned in the bottom right corner of the page. The branch curves upwards and to the right, with five leaves of varying sizes attached. Each leaf has a prominent central vein and smaller lateral veins, with serrated margins. The drawing is simple and clean, suitable for a coloring page or a botanical illustration.

SIDEWALK SCOOT

Task: Scoot around the sidewalk, making up and answering math problems using sidewalk chalk.

Brainstorm:

- What math problem would be a good one to write down for others to answer?
- Where would be a good location to write your question?

Develop and Record: Find a space on the sidewalk. Using your sidewalk chalk, write down a math problem for others to answer. Focus on a type of math problem you are currently working on in class. Next to your problem, write your name. Answer the problem on the included chart. When the teacher yells “SCOOT!”, scoot over to someone else’s question, and answer it on your sheet. Keep doing this until your sheet is complete.

Reflect:

- What was the best part of this activity? Why?
- Do you think this activity was a good way to help you practice the math skill? Explain.



SIDEWALK SCOOT

NAME:
PROBLEM AND SOLUTION:

NAME:
PROBLEM AND SOLUTION:

NAME:
PROBLEM AND SOLUTION:

NAME:
PROBLEM AND SOLUTION:

NAME:
PROBLEM AND SOLUTION:

NAME:
PROBLEM AND SOLUTION:

NAME:
PROBLEM AND SOLUTION:

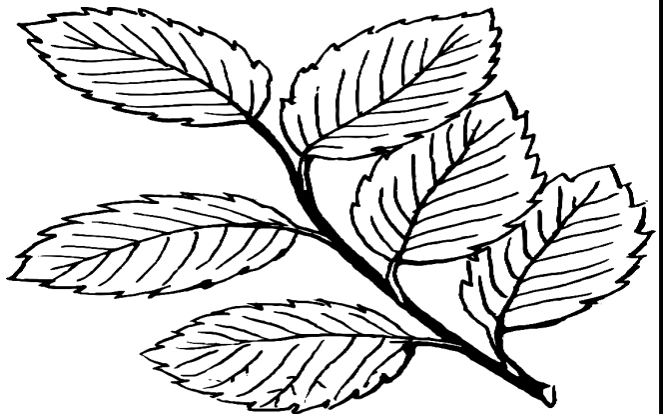
NAME:
PROBLEM AND SOLUTION:

SIDEWALK SCOOT

Reflect:

- **What was the best part of the activity? Why?**
- **Do you think this activity was a good way to practice the math skill? Explain.**

Blank handwriting practice lines (dashed midline, solid top and bottom lines) for the main body of the page.



MEASUREMENT SCAVENGER HUNT



Task: Discover and measure a variety of items you find outside.

Brainstorm:

- Where do you think you will be able to find the items?
- What skills do you need to remember when estimating?

Develop and Record: Using the template provided, locate, estimate, and measure the outdoor items.

Reflect:

- Were your estimates accurate? Explain?
- If you were to do this activity again, how could you increase the accuracy of your estimates?

MEASUREMENT SCAVENGER HUNT

LEAF

Estimate:

Actual Size:

PLAYGROUND

Estimate:

Actual Size:

FLOWER

Estimate:

Actual Size:

ROCK

Estimate:

Actual Size:

BLADE OF GRASS

Estimate:

Actual Size:

FRIEND'S SHOE

Estimate:

Actual Size:

MEASUREMENT SCAVENGER HUNT

Reflect:

- **Were your estimates accurate? Explain?**
- **If you were to do this activity again, how could you maximize your success?**

A black and white line drawing of a branch with several serrated leaves, positioned in the bottom right corner of the page. The leaves are elongated with distinct veins and serrated edges. The branch curves upwards and to the right.