Outdoor Learning Environments: An Opportunity to Incorporate Authentic Local Elements and to Enhance their Potential with Community –School Collaboration
Meet The Presenters

VICKI MOORE
Founder & Board Member

Vicki Moore is the Founder, former Executive Director, and now Board Member of Living Classroom, a garden-based education non-profit serving public schools in the South San Francisco Bay area.

VINCE LATTANZIO
Principal

Vince Lattanzio is a landscape architect with a thriving firm in San Francisco. A Harvard graduate and Fulbright Scholar, he brings 35 years of experience in Green approaches to campus design.

LINDA STEVENIN
Learning Environment Specialist

Linda Stevenin is a senior architect and educator at Artik. Her previous positions include Director of Facilities, Intersessions & experimental learning for Summit Public Schools.

JILL GOODMAN
Fulbright Fellow & Senior Lecturer Emerita

Jill Goodman is Senior Lecturer in English, Emerita, at Santa Clara University. She is currently working with Artik as a school liaison, reaching out to teachers and students, seeking to create stronger partnerships with clients and a better understanding of how well educational facilities support student learning.
01 WHY ARE GREEN SCHOOLYARDS SO IMPORTANT?

02 OUTDOOR LEARNING & COMMUNITY PARTNERSHIPS

03 DESIGN PRINCIPLES & ELEMENTS

04 ACTIVITY
WHY ARE GREEN SCHOOLYARDS SO IMPORTANT?

- COMMUNITY RESOURCES FOR SAFE OUTDOOR PLAY
- HIGHER ACADEMIC OUTCOMES
- IMPROVED MENTAL & PHYSICAL HEALTH
- CONNECTION TO NATURE
- EMPOWERED AND CONNECTED SCHOOL COMMUNITIES
VALUE AND BENEFITS: PLACE-BASED EDUCATION

Theuerkauf School Native Habitat Garden

The plants in this garden represent the native California landscape including chaparral, coastal sage scrub, woodland and grassland communities. Here students learn about ecology, habitats, botany, and Native American uses of plants. This garden is for the use and benefit of Theuerkauf school students and teachers.

Jardín de Hábitat Nativo Escuela Theuerkauf

Las plantas de este jardín representan el paisaje nativo de California incluyendo el chaparral, el matorral castrado, el bosque y la pradera. Aquí los estudiantes aprenden sobre ecología, hábitat, botánica, y el uso dado a las plantas por los Nativos Americanos. Este jardín es para el uso y beneficio de maestros y estudiantes de la escuela de Theuerkauf.
HIGHER ACADEMIC OUTCOMES
RESTORING OUR NATIVE ECOLOGY

Native Habitat Gardens bring back native wildlife

Western Bluebird made a nest!
EMPOWERED AND CONNECTED SCHOOL COMMUNITIES
OUTDOOR LEARNING & COMMUNITY PARTNERSHIPS

• CASE STUDY: Theuerkauf Elementary

• LIVING CLASSROOM: Partnership with a successful, community-based non-profit

• OUTDOOR LEARNING

• ENVIRONMENTAL LITERACY

• CITIZEN SCIENCE IN HABITAT GARDENS AND LANDSCAPING
THEUERKAUF ELEMENTARY SCHOOL – SITE PLAN
THEUERKAUF ELEMENTARY SCHOOL – WALK BY THE BAY
THEUERKAUF ELEMENTARY OUTDOOR CLASSROOMS CREATED AND IN FULL USE
THEUERKAUF ELEMENTARY OUTDOOR LEARNING TODAY

Kindergartners observing Monarch caterpillars on native milkweed
THEUERKAUF NATIVE HABITAT GARDEN - WELL USED AND WELL LOVED!
LIVING CLASSROOM: PARTNERSHIP WITH A SUCCESSFUL, COMMUNITY-BASED NON-PROFIT
I can describe Winter squash using adjectives:

<table>
<thead>
<tr>
<th>Shape</th>
<th>Texture</th>
<th>Color</th>
</tr>
</thead>
<tbody>
<tr>
<td>acorn squash</td>
<td>ovalish like an acorn</td>
<td>green, orange</td>
</tr>
<tr>
<td>butternut squash</td>
<td>smooth</td>
<td>tan</td>
</tr>
<tr>
<td>Spaghetti Squash</td>
<td>smooth some bumps</td>
<td>yellow</td>
</tr>
<tr>
<td>round</td>
<td>smooth</td>
<td>orange</td>
</tr>
</tbody>
</table>
Learning where food comes from

Matching the native plant with the wildlife it attracts

Ethnobotany: Grinding Acorns from Native Oak Trees in School Garden like Native Americans Did
CITIZEN SCIENCE IN HABITAT GARDENS AND LANDSCAPING

- iNaturalist (Flora and Fauna diversity observations)
- Western Bluebird Recovery Project (Audubon Society)
- The Great Sunflower Project (Pollinator observations)
- Nature’s Notebook (Phenology observations and Climate Change)
- Western Monarch Milkweed Mapper (Xerces Society)
PLACE BASED: Learning that is rooted in what is local—the unique history, environment, culture, economy, literature, and art of a particular place.

PEDAGOGICAL/CURRICULAR: Academic content and the art and science of teaching.

ECOLOGICAL: The study of the relationships between living organisms and their environment.
PLACE BASED

- NATURAL CONNECTIONS
- CULTURAL CONTEXT
- HISTORICAL CONNECTIONS
- MATERIALS
- CASE STUDIES: Andrew P. Hill High School Courtyard Improvements, Hacienda Elementary Science & Environmental Magnet, Mountain View Child Care Center
DEFINING AN OUTDOOR LEARNING ENVIRONMENT
HISTORICAL CONNECTIONS
ANDREW HILL HIGH SCHOOL – CUT STEEL STAGE BACKDROP
ANDREW HILL HIGH SCHOOL – CUT STEEL BARRIER & SEAT WALL
ANDREW HILL HIGH SCHOOL – STEEL CABLE WEAVE & STAGE BACKDROP
ANDREW HILL HIGH SCHOOL – STEEL SEATWALL BARRIERS & ROCK CIRCLE
HACIENDA ELEMENTARY SCIENCE & ENVIRONMENTAL MAGNET – OUTDOOR CLASSROOM
HACIENDA ELEMENTARY SCIENCE & ENVIRONMENTAL MAGNET – OUTDOOR CLASSROOM
MOUNTAIN VIEW CHILD CARE CENTER – OUTDOOR LEARNING & PLAY AREA
MOUNTAIN VIEW CHILD CARE CENTER – INTERACTIVE PLAY
PEDAGOGICAL/CURRICULAR

- INTEGRATING & SUPPORTING CURRICULUM
- OUTDOOR LEARNING ENVIRONMENTS
- SOCIAL/ACADEMIC INTERACTION
- FLEXIBILITY

- CASE STUDIES: Waldorf School of the Peninsula - Los Altos, Capuchino High School Fine & Digital Arts Classroom Building
OUTDOOR CLASSROOMS – INTEGRATE CURRICULUM
SOCIAL INTERACTION
FLEXIBILITY
WALDORF SCHOOL OF THE PENINSULA, LOS ALTOS – BACKYARD/OUTDOOR CLASSROOM
CAPUCHINO HIGH SCHOOL, FINE & DIGITAL ARTS CLASSROOM BUILDING
CAPUCHINO HIGH SCHOOL, FINE & DIGITAL ARTS CLASSROOM BUILDING – ARTS COURTYARD
ECOLOGICAL

- PHYSICAL + VISUAL CONNECTIONS
- ORGANIC FORMS
- CASE STUDIES: Ernesto Galarza Elementary School, Family Early Learning Center
PHYSICAL + VISUAL CONNECTIONS
ORGANIC FORMS
ERNESTO GALARZA ELEMENTARY SCHOOL – SITE PLAN
ERNESTO GALARZA ELEMENTARY SCHOOL – EVENT COURTYARD & KINDER PLAY AREA
FAMILY EARLY LEARNING CENTER – PRESCHOOL/KINDER PLAY AREA & WATER FEATURE
FAMILY EARLY LEARNING CENTER – ROCK CIRCLE & EVENT COURTYARD WITH TRELLIS
ACTIVITY

- Break up into groups
- Turn over plans & checklists on table
- Work together to analyze site plans
- Identify someone in your group to share your findings
OUTDOOR LEARNING DESIGN CHECKLIST

DONE  DESIGN CONSIDERATION  NOTES

1. PHYSICAL + VISUAL CONNECTIONS
   Provide indoor and outdoor connections through views and materials.

2. NATURE CONNECTIONS
   Provide connections to natural environment, landscape, ecology, geology, open space.

3. CULTURAL CONNECTIONS
   Provide connections to local and regional culture—celebrate!

4. HISTORICAL CONNECTIONS
   Provide positive connections to local and regional history and events.

5. MATERIAL CONNECTIONS
   Provide connections to local and regional materials (stone, wood, plants).

6. CURRICULUM CONNECTIONS
   Provide curriculum that connects and supports outdoor learning through science, gardens, aquaculture, agriculture.

7. STUDENT CONNECTIONS
   Provide opportunity for students to connect with each other in outdoor learning environments.

8. STAFF/PARENT/NON-PROFIT + COMMUNITY CONNECTIONS
   Provide opportunities for stakeholders to connect with local and regional non-profits to enhance outdoor learning.

9. NATURAL FORMS CONNECTIONS
   Provide natural forms to enhance connections with nature.

10. SOCIAL CONNECTIONS
    Provide interactive forms for greater connections and collaboration (moveable furniture, boulders, amphitheater).

11. BIOPHILIC CONNECTIONS
    Visual/non-visual, sensory, water, light, atmosphere, forms, patterns, mystery, risk.

12. TECHNICAL + SCIENTIFIC CONNECTIONS
    Provide connections to natural systems that support technical and scientific learning (solar system, habitat, biofiltration gardens).

13. ART CONNECTIONS
    Celebrate local art in the environment to begin a dialog about creative outdoor spaces.

14. FLEXIBLE CONNECTIONS
    Provide spaces that support a variety of groups and educational uses (moveable furniture, lighting, planting, signage).
WEBSITES:
The Children and Nature Network
(http://www.childrenandnature.org/initiatives/schoolyards)
The Edible Schoolyard Network
(http://edibleschoolyard.org)
Green Schoolyards America
(http://www.greenschoolyards.org)
Green Teacher Magazine: Education for Planet Earth
(https://greenteacher.com)
International Green Schoolyards Alliance
(http://www.internationalschoolgrounds.org)
Natural Living Initiative
(https://naturalearning.org/professor-robin-c-moore)

BOOKS AND ARTICLES:


THANKS A4LE!

Contact Us

408.224.9890
WWW.ARTIKA3.COM
JGOODMAN@SCU.EDU

Vicki Moore
Founder & Board Member
vickim@living-classroom.org

Linda Stevenin, M.Ed.
Learning Environment Specialist
Senior Architect
lstevenin@artika3.com

Vince Lattanzio
Principal | ASLA
Landscape Architect
vince@carducciassociates.com

Dr. Jill Goodman Gould
Senior Lecturer in English, Emerita & Education Liaison at Artik
jgoodman@scu.edu