



Anchorage Outdoor Classrooms Educator Resource Guide

A Guide to Using Local Outdoor Classrooms
and Nearby Green Spaces for Learning



ANCHORAGE
PARK FOUNDATION

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photo by Oliviah Franke

Executive Summary

It is proven that students benefit greatly from learning outside of the classroom. Connecting students to places and resources and allowing them to experience it themselves is more impactful than having students learn the same ideas in a classroom (Waliczek et al., 2003; Lovelace & Brickman, 2013). Student experiences during outdoor learning facilitate positive attitudes toward learning, increased interest, and provides rewards for teachers and students (Behrendt and Franklin 2014, Mitchie 1998, Anderson and Zhang 2016).

In addition to the increase in interest and positive attitudes for learning, field experiences can result in increases in knowledge and result in positive cognitive and behavioral impacts on students. The cognitive benefits when learning outside can also be translated back to the classroom. It has been found that outdoor learning provides students with increased attention even after returning back to the classroom (Holmes, Pelegrini, and Schmidt 2006). Providing outdoor learning opportunities gives students a chance to ask questions and problem solve, and this will help students to foster trust in their own choices (Jacobi-Vessels 2013).

Anchorage has 226 parks throughout the municipality and five established outdoor classrooms. Even taking your students outside on school grounds can result in the same benefits.

Purpose

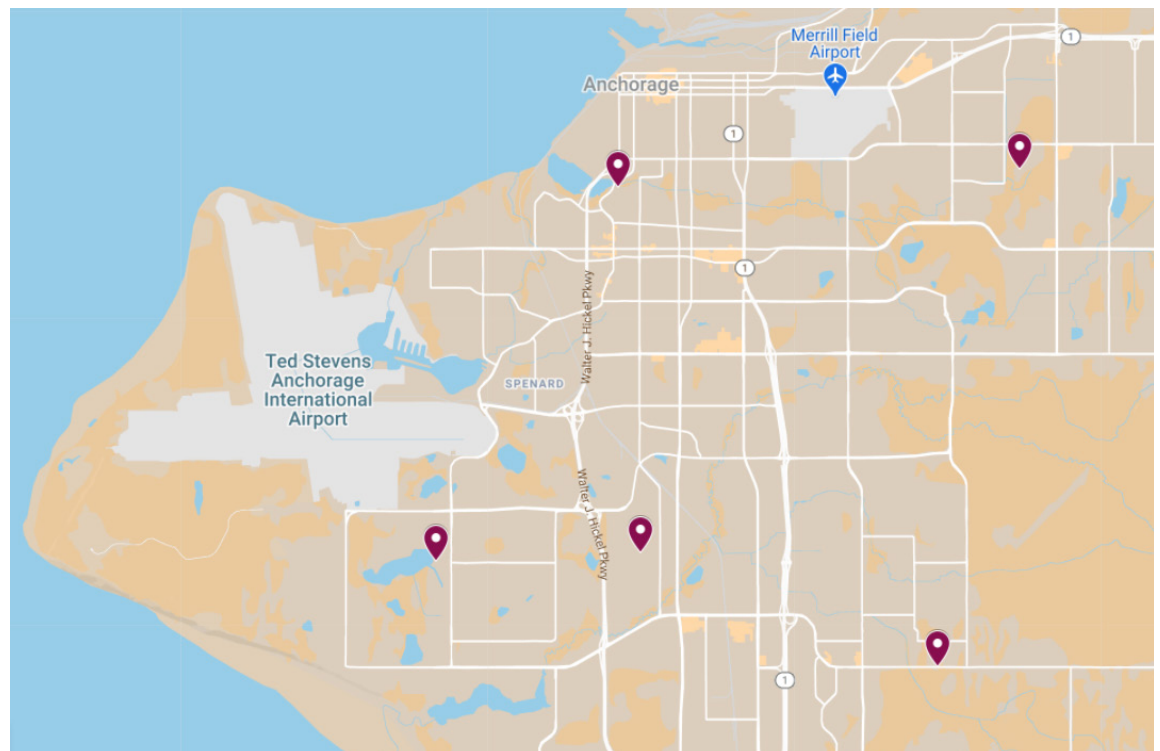
This Educator Resource Guide is for educators in the Anchorage area who are interested in taking their teaching practices outside! Anchorage has so many green spaces as well as established outdoor classrooms.

This guide will provide information on the outdoor classrooms in Anchorage, how to identify and best use a green space close to your school, and provide some tools needed to start the process of teaching outside. Anchorage Park Foundation is proud to share “Outdoor Classroom Kits” for Anchorage School District teachers to check out. These kits include materials that will support teaching outside, such as chairs, clipboards, extra layers, and materials for hip pocket activities. This guide also outlines activities that you can do. Hip pocket activities are short, minimal material activities that can be used as routines to get you and your students more comfortable with learning outside.

Outdoor Classrooms in Anchorage

There are five outdoor classrooms, also called outdoor learning labs, in Anchorage. Each was built to serve the nearby communities and schools so each are unique in their design. Three of these outdoor learning labs, were developed with Community Challenge Grants from the Anchorage Park Foundation as well as for the intention of fulfilling requirements for the Iditarod Trail To Every Classroom (iTREC)! program. The iTREC! program provides information to teachers about Place Based Service Learning (PBSL) and teachers must complete a unit that incorporates the 6 principles of PBSL; grounded in place, rigorous, integrated, collaborative, empowering, and real.

Outdoor classroom locations across Anchorage.



Photos by Olivia Franke

Outdoor Classrooms in Anchorage

There are two outdoor classroom spaces in Russian Jack Park, also called the Outdoor Learning Labs. These areas were developed in 2016.

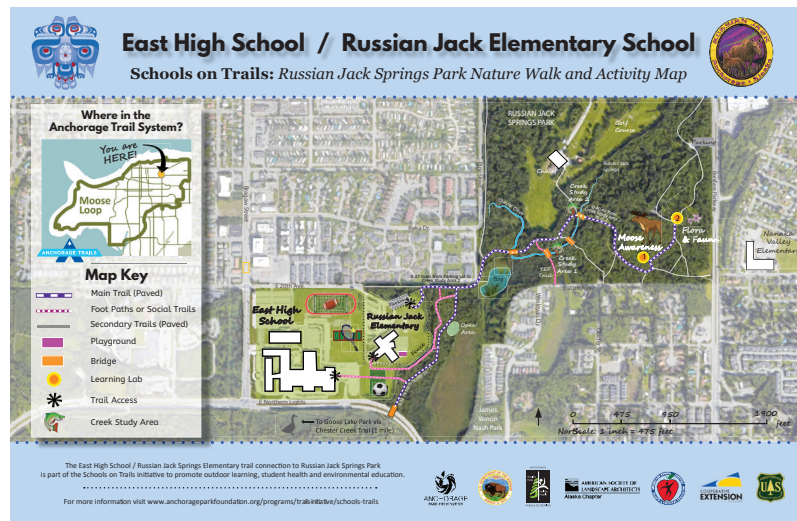
Jessie Nessel, who was a 2nd grade teacher at Nunaka Elementary School at the time, was awarded \$21,500 in matching funds by the Anchorage Park Foundation to create the learning labs in Russian Jack Springs Park. These funds were a part of the Challenge Grant program. Recipients of Challenge Grants must match the funds awarded to them with private donations, in-kind services, or volunteer hours. This particular project matched their grant through volunteer labor and in-kind donations.

Nessel participated in the iTREC! program and was inspired to complete the Outdoor Learning Labs as her Place Based Service Learning Unit with her students.

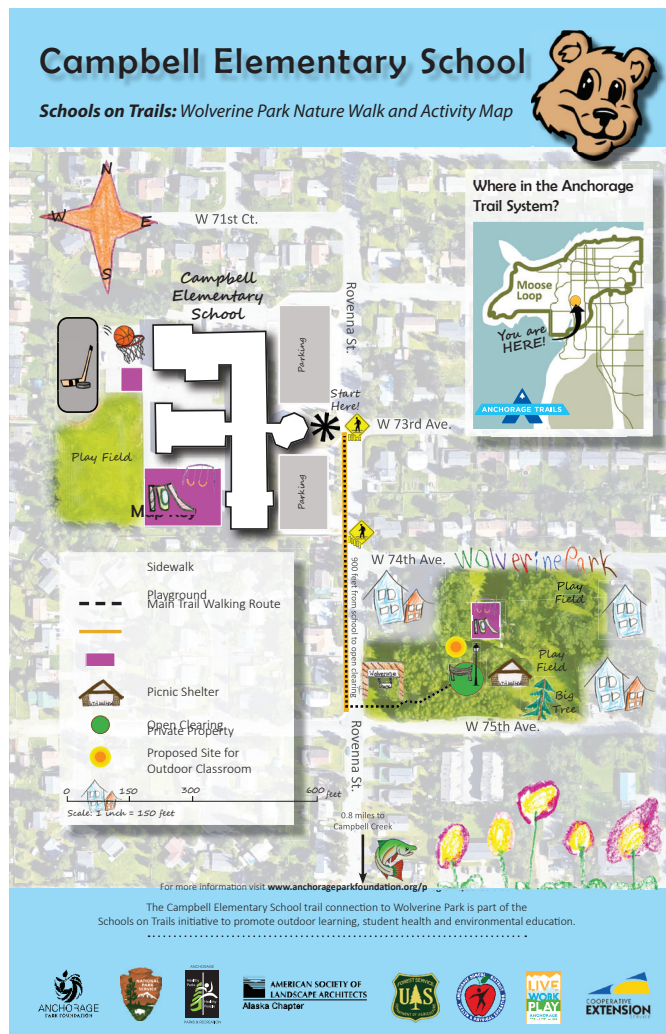
The Outdoor Learning Labs in Russian Jack Springs park are designed to be minimalistic and to serve the needs of the school as well as the community. Before the learning labs were built, Nessel and her students surveyed the student body of their school and found that only 36% of students were aware that Russian Jack Springs Park was located across from their school. The project also aimed to increase the accessibility and awareness of the park by providing interpretation signage, wayfinding signs for the park and learning labs, as well as a welcome sign to the park at the entrance of the Boniface tunnel that connects the school to the park.



Using the learning labs requires metal platforms that are then inserted into the wooden pillars. The pillars have slots that allow metal platforms to be placed at various heights to serve either as a place for students to sit or a place for students to stand and write. These metal platforms can be checked out from Anchorage Park Foundation. There is a display area where teachers can hang instructional materials as well.



Outdoor Classrooms in Anchorage



Wolverine Park has an outdoor classroom that was developed by teachers and students at Campbell Elementary School. The school has a strong outdoor learning connection with the park and this was actually one of the reasons that Campbell Elementary was selected to be the first STEM school in Anchorage. In 2017, 2nd grade students and 6th grade students from Dawn Wilcox and Ginny Gates' classes became familiar with Wolverine park and worked with the Schools on Trails program of the Anchorage Park Foundation to develop a map of the space. The maps were developed incorporating math, geography, art, and natural sciences into lessons. The students were then encouraged to think about ways they wanted to improve the park for the benefit of the school and surrounding community.

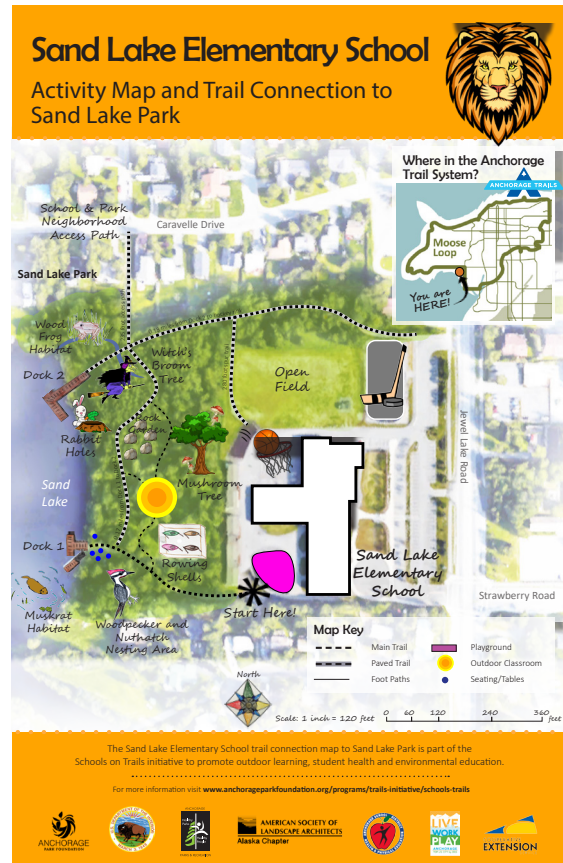
The school received a \$20,000 Anchorage Park Foundation Challenge Grant to build the outdoor learning labs that are in Wolverine Park. Dawn Wilcox was also an iTREC! teacher, participating in the year long Place Based Service Learning professional development program. The work towards Schools On Trails maps for Wolverine and the development of outdoor learning labs in the park were a part of her unit for the iTREC! program.



Outdoor Classrooms in Anchorage

Sand Lake Elementary School officially adopted Sand Lake Park, behind the school, with a pledge to become more active stewards of the park. Schools on Trails worked with 6th grade students to create a Schools on Trails map that reflects the students' experiences in the park and includes their artwork and place names. The students also helped to translate the map into Japanese as part of the School's Japanese Language Partial Immersion Program. Students also conducted an analysis of the park to identify its strengths and weaknesses, which they then presented to the Anchorage Parks and Recreation Department.

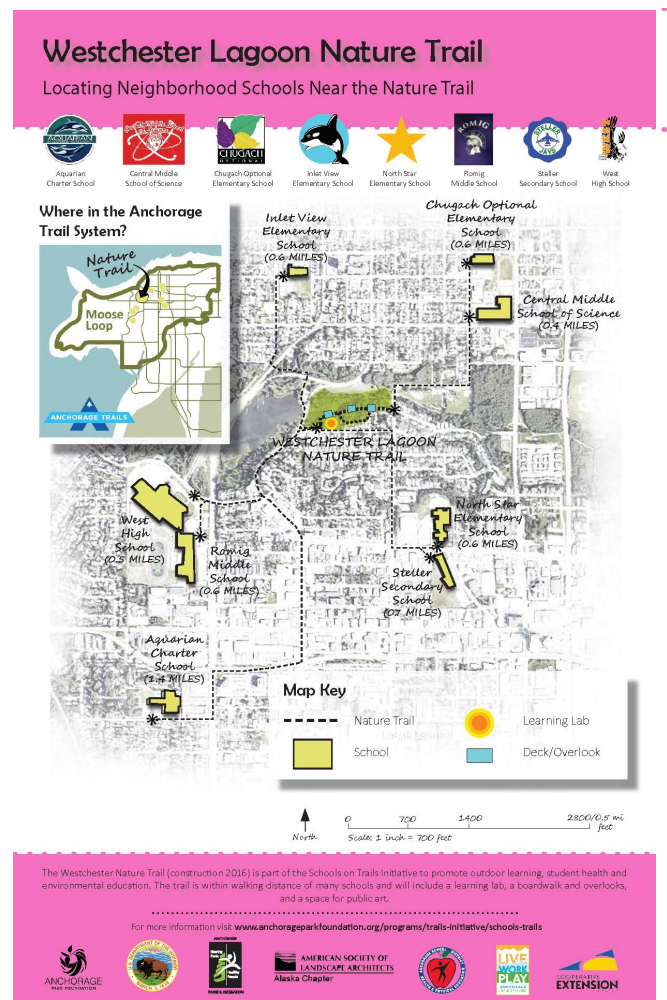
Jena Piacenti, a 6th grade teacher at Sand Lake Elementary, uses the space to teach her students about flora and fauna and has taken the opportunity to incorporate civic engagement, community partnership, and park stewardship into her students' learning experience in relation to the development of the outdoor classroom at Sand Lake Park.



The Sand Lake Park Makeover Project was also made possible with a Challenge Grant and having a teacher participate in the iTREC! professional development program.

Outdoor Classrooms in Anchorage

Westchester Lagoon Nature Trail includes an outdoor learning trail, creek observation platform, public art installation, and rehabilitation of park benches. The project was supported by Anchorage Park Foundation as well as project champion Glen Hemingson. The group raised their part of the match through a combination of cash donations, volunteer labor, and in-kind donations.



Outdoor Classrooms in Anchorage

Teachers and staff at Pacific Northern Academy joined Anchorage Park Foundation to complete a new nature trail through Ruth Arcand Park. The trail was completed using a Challenge Grant that was awarded to Pacific Northern Academy. The trail was completed in order to provide a new route to school for students, through the park.

The trail was completed in July of 2019 after a successful winter of fundraising to meet the match grant. Students from Pacific Northern Academy, with their teachers Bruce Hamler and Sarah Mariner, organized volunteers and raised funds to increase walking access through the park for the community and students as well as improve the existing walking trails. The project also had help from local landscape architect Elise Huggins who donated her time and expertise.



The new trail was completed by crews with Youth Employment in Parks, a joint program between the Municipality of Anchorage Parks and Recreation and the Anchorage Park Foundation. Teens spent two weeks clearing brush and laying the foundation for the new soft trail. Before this work, crews carefully surveyed the forest floor to create a low-grade trail that would be more accessible to users with wheelchairs and mobility difficulty. The entrance can be found at Ruth Arcand Park between Spring Hill Elementary and Hanshew Middle School near Lake Otis Parkway pedestrian underpass.



Green Spaces in Anchorage



Beyond outdoor classrooms, Anchorage is blessed with many other green spaces. This includes fields and grassy areas, public parks, forested areas, trails, and sometimes even parts of school grounds.

There are 226 parks and 250 miles of trails in Anchorage. Trails are maintained in the winter to accommodate winter recreation and use so with the right planning and tools, these areas and trails can be used year round. The Anchorage Parks and Recreation website has a ton of great information for finding your nearest park and knowing what amenities may be available to you in each place.



Green Spaces in Anchorage

For Anchorage park and trail maps and information, visit the Anchorage Park Foundation website.

There is also a map and information for inclusive-play playgrounds. This map highlights 11 playgrounds that are designed to be accessible and have various levels of challenge for all students.



Getting Outside

One of the most important things when starting to incorporate outdoor learning into your teaching practice is to consider “your space”. This is not a space that is only for you and your students, but rather, a place that you can return to that will become important and familiar to you and your students. And, chances are, that space will actually be shared with other people.

It is important to have some consistency in where you take your students, especially at the beginning. By having somewhere consistent that you take your students, they will more likely develop an emotional connection to that location and space. Emotional connection and a sense of caring about a place is one of the most important parts of Place Based Education and outdoor education. By developing the familiarity and emotional connection to the space, your students will be more invested to learn about it and become stewards for it.



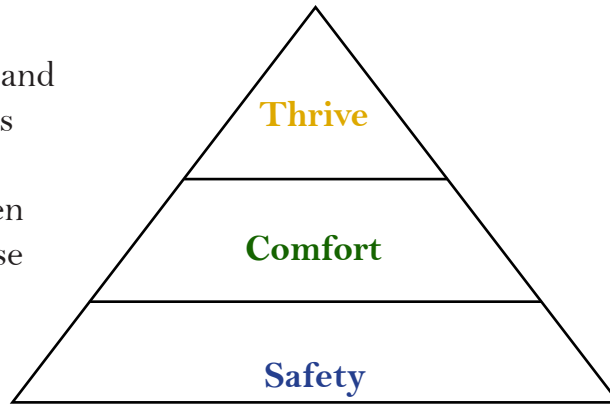
However, since the reality is that most likely, you will be sharing your space, it is important to talk to your students about what that means. Often this will mean people who are homeless, families, adults, and teenagers that may be using the same public space. In Anchorage, sharing your space is not limited to just other humans, though. You and your students are likely to run into wildlife such as moose. Being aware of wildlife and reminding students how to be safe around wildlife sightings is very necessary, so that when you and your students see wildlife, you are able to use it as a wonderful learning opportunity.

Having a strong foundation of safety when you are teaching outdoors is a must. Safety expectations and reminders should be set each time you head outside to learn. Some tips for establishing this safety foundation are included on the next page. It is also recommended that you have honest conversations with your students ahead of time.

Strong boundaries and expectations should be established **before** heading out to a public green space and students should know that in order to be trusted with outdoor learning experiences, they should be responsible and respect the expectations and boundaries. Being transparent that any expectations that are set are to maintain their safety is also important.

Getting Outside

Teachers have varied comfortability and experience teaching outside the walls of their classroom, so here are some tips and tricks to ensure success when teaching your students outside. These are organized into three tiers: safety, comfort, and thriving.



SAFETY: expectations, boundaries, buddies

Safety, the first tier, is the foundation for any educational experience and especially for outdoor ones. If you are new to outdoor teaching, this is where you start. These three recommendations for ensuring safety can be the first and most important thing for a teacher to consider and address.

Expectations: setting strong expectations is important. Allowing students to be active voices and participants in this process will ensure that the expectations are understood by all and will be an impactful way to incorporate the PBSL principle of “empowering” your students. While there may be established expectations for the classroom, these may change or need to be expanded when venturing into outdoor learning. Some commonly used tools for setting expectations around outdoor learning are team contracts, codes of honor, the square activity. The square activity is where students brainstorm what they want inside their square (to represent their learning spaces and experiences) and then write what they do not want on the outside of the square. When setting expectations, be sure to address wildlife safety, and plans for action if/when you and your students see any wildlife.

Boundaries: whenever entering a new space, it is important that at the very least, as the teacher or instructor, you are evaluating the physical area and then setting the appropriate boundaries. Another way to practice empowering your students is to have students also scope out the new area and brainstorm the boundaries and safety considerations. You can set these boundaries verbally and physically. Physically setting boundaries can be done using cones, ribbon, or rope. Remind students often of what these boundaries are and why they are there. It is encouraged to have students help set these boundaries as it will promote ownership and responsibility for the space. It will add time to your lesson and activities but it will increase the safety for your students. Again, this step is important for every new environment.

Buddies: in any way that makes sense for your students and the situation, using a buddy system will also help to ensure the safety of your students. Have a buddy pre-selected for each student or be flexible as you go. Along with buddies, it is very important to do frequent head counts of your students.

Getting Outside

Comfort: start small, routines, threes, attention, circles

Comfort is the second tier after safety. Once the safety of you and your students is ensured, then you can begin to take actions that will increase the ease and comfort of the learning in these experiences.

Start small: it can be overwhelming to transition to teaching outdoors. One way to ease this, is to start small and try to implement small outdoor learning activities frequently. This could mean taking your students out to your playground or blacktop to read or to do writing prompts. It could mean taking your students to a nearby grassy area to practice observations for science or math. Taking your students on short experiences frequently (once a week, once a month) will also help your students normalize being outside as part of their learning process rather than a treat or recess.

Routines: this goes hand in hand with starting small. Setting routines for your students will also help them to normalize being outside as part of learning. There are many ways to implement routines; specific doors that are used when transitioning for learning outdoors (if possible, different than a recess door). It could also be a specific time of day, having students practice the appropriate clothes, supplies, etc., or it could involve tasks or jobs for each student in order to transition.



Threes: when giving expectations or directions, providing them in groups of three makes it much easier to remember, especially when faced with being in an exciting new environment. It is helpful to also provide a way for students to show or check in once those three instructions are complete. Some examples are, 'show me your ready for the next part by putting your hand on your head' or 'show me you are ready for the next step by showing me ____'.

Attention: attention getters are very useful in any educational experience. You may already have set attention getters that are used in your classroom; you can either use the same ones or use unique ones for outdoor experiences. A tip for success for these is to not actually raise your voice as you are using them. This will make sure you don't wear out your voice and it actually encourages students to quiet down faster.

Circles: when teaching outside it is very helpful to arrange yourself and your students in a circle. This ensures that you can see each of your students and they can see you. You can effectively and quickly address any behavior concerns and spread out any other adults or chaperones throughout the circle amongst the students. When appropriate, you can utilize chaperones to make smaller circles if your group size is really large.

Getting Outside

THRIVE: placement, flexibility, modeling

Thriving is the third tier. This is not to say that you and your students aren't thriving at the other two tiers. If your experiences focus on safety and comfort, these experiences will be very successful. The recommendations in the thrive tier are above and beyond tips that will elevate your outdoors teaching even more.

Placement: think about where you and your students are standing in relation to things such as the sun, wind, hazards, noise, etc. As the educator it will be helpful for your students if you are the one to face any possible distractions. Place yourself so that you are the one looking at the sun, so that your students do not have to squint or try hard to read or see any material you are holding. If there are seating options ensure that students are able to utilize them and be comfortable so their focus can be more on the content than their comfort. Along the same vein, if you notice students comfort is slipping (they're pacing, they're laying down, they're getting agitated), stop the lesson to address it. Maybe they need to shake out each of their limbs, or do some movement to warm up or sit down and have a brain break.

Flexibility and modeling: Learning outside will be messy. Things will never go as planned. Anything that can go wrong, will go wrong. Therefore, being flexible is the name of the game. Fake it til' you make it! There are many phrases and mottos that address this idea. Students will be distracted by things that may not have anything to do with the lesson plan, it could rain, it could take a lot longer to hike a certain distance. Viewing all of these things as a beautiful part of the messiness will help you be successful. Lean in to it, and learn to utilize unique learning opportunities. Show your students that things not going to plan is part of life and how you handle it determines your success. Model to your students how to be flexible while showing them the values and learning you want them to experience.

Engagement: As you get more and more comfortable teaching outside, start engaging in more meaningful ways with your students. While you are focusing on safety and comfort, you may be playing more of a supervision role; monitoring behavior and boundaries and staying alert. Eventually, start joining your students in their activities. This could start with joining them in games they are playing during breaks and build up to joining in on the activities they are completing. Still remain alert, but joining students on their level will help to model even more, what you expect of them. They will be able to bond with you more and share special learning and experiences that they wouldn't otherwise.



Outdoor Classroom Kits

There are now 5 Outdoor Classroom Kits that can be checked out to support and facilitate taking your teaching outside. These kits were made possible using grant funding and the hard work of the School on Trails Coordinator, Meredith Gutierrez.

These kits will be available to check out for free from the Schools on Trails Coordinator at the Anchorage Park Foundation.

You can email or call:

schools@anchorageparkfoundation.org
907-274-1003



Outdoor Classroom Kits



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The contents of these kits includes:

30 Crazy Creek Chairs

Tarps

Parachord

Bungee Clips

Teacher white boards, pens, and erasers

Hip Pocket activity materials

Small clipboards

Hot Hands

Extra layers and clothing for students

The Outdoor Classrooms Educator Resource Guide



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Hip Pocket Activities

These activities are intended to be used with your students to get them prepared and ready for learning outside. They can be done anywhere, anytime, with minimal supplies, and in any order you wish. You can use them as a way to practice skills such as observation as well as practicing your outdoor student management skills, as the instructor!

Materials for hip pocket activities are included in the Outdoor Classroom kits! The hip pocket activities have been collected from Outdoor Education training programs across the nation.

I NOTICE, I WONDER, IT REMINDS ME OF

Materials: student journals, or none

Instructions: Students will have something that they are focusing on, either individually, or all students focusing on the same thing. Students will go through the routine of taking observations and asking questions by spending about 2 minutes per prompt: “I notice _____”, “I wonder _____”, and “it reminds me of _____”. It is often helpful to have students say the whole phrase while listing things. This can be paired with other activities or on its own as a quick centering/focus routine.



Photo by Olivia Franke

SHARP EYES

Materials: none

Instructions: Have your group choose partners, with each partner standing opposite the other. Ask them to take a really close look at what each partner is wearing, being sure not to miss any details. Encourage them to look so closely that if anything were to change they would notice it. Then, each turns away from the other and changes one thing about their appearance (roll up a cuff, move a ring, undo a shoelace, etc.). They then turn back and ask their partner to identify the change. They can offer a clue if necessary (e.g., it's above the waist). When you feel the group's detective skills are honed, set off to explore the natural world.

COLOR SEARCH

Materials: small color paint chips, in either a great variety of colors or many different shades of green or brown. You can also use small cards colored with crayons.

Instructions: Ask your group to look around: what colors do they see around them? Expect brown and green to dominate. Challenge them to look more closely for other colors by handing out color chips. Use a variety of unusual colors and challenge them to find the closest match they can by looking under, over and up close. They should not pick up living things, but rather point them out to others. You should circulate to inspect everyone's discoveries. Some will pick up bits of bark etc., so you might gather everyone in a circle to see these. Using a variety of bright colors will bring surprising finds in the habitat, but using many shades of green, for example, will highlight small differences between grasses, leaves and mosses. After the activity, discuss their findings. Were they surprised by the colors they found or the number of variations of a single color?

Hip Pocket Activities

FOCUS RINGS

Materials: toilet paper tubes or tube shapes rolled from playing cards or squares of cardboard, one per person

Instructions: Distribute the focus rings. Challenge each person to look through the focus rings and find something in the forest, meadow (or wherever you are) that they have never noticed before. Demonstrate walking right up to within an inch of a tree trunk, lying on the ground face down, looking straight up, etc. to give them the idea of varying their perspective. Wander among the group, asking them to show you what they noticed. You can also pair them up at the start and have them show their partners what they found.

POESY POETRY

Materials: three trees/flowers/pigs/ecosystems...whatever you are studying; three envelopes, each containing several small pieces of paper and one big one, and several pencils.

Instructions: Using trees as the example, this is a wonderful way to take a closer look at the differences between, and essential characteristics of, three trees. Select the trees you will use by placing an envelope next to each one. (To make the challenge easier, choose three very different trees, such as a sapling, a mature tree, and a rotting stump). Pile the pencils and small papers outside the envelopes. Each person in the group should visit each of the three trees, wandering around in any order, taking as long as they need. They should spend a little time contemplating the tree, choose a word or short phrase that they feel captures the spirit or feel of the tree, write it on a small paper and put it in the envelope. Their word or phrase should not say the name of the tree, such as "White Pine," but rather capture its essence, such as "King of the forest." Each person does this for each tree. When all are finished describing, gather the envelopes and bring everyone together. Divide them into three groups and give each group an envelope. Challenge them to create a poem from the words inside the envelope.

Rules: They may not omit any words. (If there are four "tall" words, they must include them all.) They can add extra words if they wish, but just simple connecting words.

When the group has composed their poem, they should copy it onto the larger piece of paper and figure out a way to do a dramatic theatrical reading of their poem for the other two groups. Which poem described which tree? Congratulate the group on their marvelous descriptions and productive teamwork. (About 30-45 minutes)

MYSTERY COLLECTION

Materials: egg cartons with two words written on bottom (one word on left, one on right). One carton per pair or small group.

Instructions: Ask the pair or group to look at their words written on the bottom of the egg carton. Keep the words secret from other groups. The challenge is to fill 6 spaces in the carton with items that fit one descriptive word, and fill the other half of the carton with items fitting the other word. When the collection is as good as it can be, take it to another group and challenge them to figure out what the hidden words might be. Or you can gather all the groups in a circle and the group can work together to guess the words on one carton after another. Sample words: round-square, curvy-straight, prickly-tickley, white-black, green-brown, dotted-striped, whole-hole, smooth-rough, stiff-flexible. (About 20 minutes, depending on group size).

Hip Pocket Activities

SILENT ACTIVITY

Materials: none, or a journal, or a piece of paper clipped to cardboard and pencil

Instructions: Have each person find a quiet place to sit alone. Depending on the age, you might want to say that they need to be able to see you, or shouldn't go past that big tree, etc. Different ways you can have them use this time include: Simply sitting quietly alone—a rare event for many. Keep it fairly short. Have them create a sound map. Try to develop a visual representation or key for different kinds of sound and record what they hear on a piece of paper, with themselves marked in the center as an X.

If age-appropriate, have them journal about a particular question, such as “What is one thing you can see here that fascinates you? What does it make you think of in your own life?” or “What would it be like if you were sitting here in the middle of winter (or summer)? Make sure to share and debrief what they heard.

JENNY'S GAME

Materials: one leaf/ pine cone/ acorn for each person—choose an appropriate item, but make them all similar (e.g. all maple leaves).

Instructions: Gather in a circle. Give a leaf to each person. Ask them to take a couple of minutes to get to know this leaf so well that if they were to lose it they could recognize it again. Gather all leaves. Begin to pass the leaves, one at a time, to your right. Give the following instructions: “If it's your leaf, hold onto it. If it's not, pass it on.” When all have been reunited with their leaves, share some of the characteristics they used for identification. How did they feel when they found their friend again.



Photo by Olivia Franke

PLACE POEM

Materials: one piece of paper and pencil.

Instructions: With younger children, one can use a technique similar to Poesy Poetry to capture the essence of a place. This is useful when we can't take our place back to the classroom with us to share! Gather the group in a circle or on a log. Ask them to look around the place and think of one word that describes it for them—silently! Walk down the line and have each person whisper the word to you as you record them on paper. Simply read back the list with a “poetic” voice, and you will have all created a wonderful poem that can transport any reader to your place.

ANDY GOLDSWORTHY/EPHEMERAL ART

Materials: if available, examples of Andy Goldsworthy photographs to show students.

Instructions: divide into small groups and ask each group to create a sculpture from natural materials from within the habitat. The material can be of any size, shape, texture, etc but gathering the materials should not harm or destroy living things or the area. Share the sculptures with a gallery walk.

Nature Journaling

Another type of activity that you can lead with your students to get them used to learning outside the classroom is nature journaling. Nature journaling can help hone observation skills and set students up to learn about science or can help students practice math, drawing, and writing skills. Nature journaling prompts are very versatile and can be easily included into a backpack of supplies for hip pocket activities. One way to incorporate a little bit of student empowerment in a routine of nature journaling is to write prompt names on Popsicle sticks and allow your students to pick a Popsicle stick. Students could also chose whether one Popsicle stick gets pulled for everyone to do the same prompt or if each student picks their own. Once you and your students are more comfortable with the various prompts, students could even start creating their own prompts.

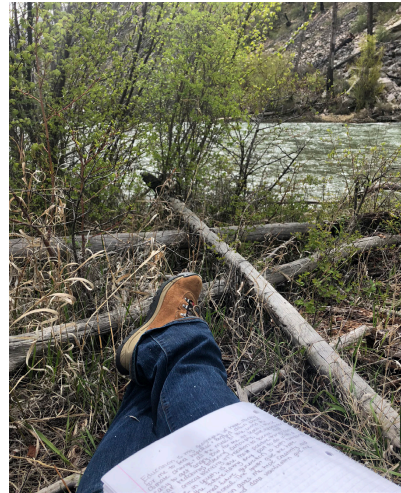


Photo by Olivia Franke

For successful nature journaling, have students pick their own spot to sit within certain boundaries outside. It is important that they have their own space and are not sitting too close to one another. Students can pick the same spot every time or change spots every time. It is also a good idea to have structure for the students to follow; writing the date, time, temperature, and other general observations for each entry before completing the prompt.

Shape poetry: students write a poem in the shape of an object that they can see in their surroundings. For example, they may write a poem about a leaf that they see, and the words in their poem form the shape.

Mapping: there are many creative ways to map something. The prompt could be to map sounds that they hear from their spot or to map their emotions throughout the day. They may map the buildings they can see or the trees that are there.

Becoming poetry: another poetry prompt, students take on the identity of something in their environment. Maybe they write a poem from the perspective of a raindrop or a flower bud. Maybe they take on the identity of their classroom window.

Drawing and observation: there are many ways to utilize drawing to hone observation skills. Some examples are having students zoom in on an object and draw as many tiny details about that object. Then zoom out and draw that object within the whole environment. Have students draw three objects that have different textures. There are prompts that have students draw an object without looking at the paper and without picking up their writing utensil.

Additional Information

If you have any questions about using an Outdoor Classroom, finding your closest green space, or taking your students outside in general, please contact the Anchorage Park Foundation Schools on Trails Coordinator.

schools@anchorageparkfoundation.org

907-274-1003

The Anchorage Park Foundation Schools on Trails Coordinator is available to help you identify your green space or outdoor classroom, plan activities for outdoor learning, and even advocate for outdoor learning with your administration. Getting students outside to learn is our priority.

There are many community partners that are also available to assist with getting you and your students outside to learn. These include, but are not limited to, the U.S Forest Service, National Park Service, Bureau of Land Management, the Anchorage Museum, Alaska Public Lands Information Center, U.S. Fish and Wildlife Service, and so many more. Connection with these partners can be done by reaching out to their Anchorage offices or the APF School on Trails Coordinator can also help with connecting you to potential partners.







The Anchorage Park Foundation builds Healthy Parks & Healthy People by mobilizing public support and financial resources for Anchorage parks, trails, and recreation opportunities.



This booklet was developed by Olivia Franke, FEED: Franke Environmental Education Development. Olivia is an independent consultant that specializes in the development of Educator Resource Guides that promote the use of Place Based, Outdoor, and Environmental Education by classroom teachers. To see more of her work, visit feedportfolio1.wordpress.com.

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