



Co-designing Places for Outdoor Learning Facilitation Guide

Design Engagement 2: Vision and Values

Activity Purpose

Co-designing an outdoor learning space involves consideration at many levels – from the overarching understanding of the physical attributes of the area, to the history of land, people, and more-than-humans (animals, plants, insects, etc.), as well as the learning goals for the space. All of these should inform the process for design (or redesign). Vision development is an important process that helps identify common values, develop a shared sense of purpose, and set a direction for outdoor learning place programs. Outdoor learning places should be designed and built with a shared purpose or intent in mind and reflect the values of those involved in the planning. Sometimes, the intent evolves as time passes, new people are involved, or new resources or needs are identified. Returning to reevaluate changing values and visions may be necessary.

Key Terms

Value: what we hold to be important as a community.

Vision: an overarching plan for the future, an overall intent of use or purpose.

Activity Overview

This is a two-part activity:

- » **Part 1:** Use the activity sheet 2.A to identify the values related to the outdoor learning place.
- » **Part 2:** Use the activity sheet 2.B to develop a shared sense of purpose by developing a vision.

Extension Activities:

- » Work in small groups and divide up the rhizome prompts on page two. Have the groups write down responses to the various questions. After responding to the questions, come back together and share out the top 2-3 ideas from each group.
 - These questions are key to tying together several important factors: how the outdoor learning site promotes learning, community, and equity, along with the site's relationship to the land around it, humans, wildlife and plants. Discussing as a group will help in sharing different perspectives that will support the creation of a design that meets the goals of the larger group. The answers may change over time, and may take time to develop and evolve. Take notes and consider revisiting them several times over the school year. Thinking about these questions will hopefully encourage discussions and action steps needed to create a sustainable and equitable outdoor learning space.



Using the Rhizome in the Co-design Process:

The following Rhizome prompts provide ways to routinely consider the core commitments towards creating more equitable outdoor learning places. The Rhizome foregrounds analyses of **power and historicity** and **nature-culture relations** as they intersect with the other parts of the Rhizome: **complex socio-ecological systems**; **field-based science**; and **culture, families & communities**. Use these questions as a way for the co-design group to keep all pieces of the Rhizome present during co-design.

Culture, Families and Community:

- » Who are we as a design team? What roles and perspectives do we bring? What perspectives might be missing that could be problematic?
- » How are the social and intellectual resources and expertise of families and communities at our school being valued in the design of the outdoor learning place?

Complex Socio-Ecological Systems:

- » How does the outdoor learning place honor the history of the land?
- » How does the outdoor learning place position students as decision makers who are able to impact the natural world?

Field-Based Science Learning:

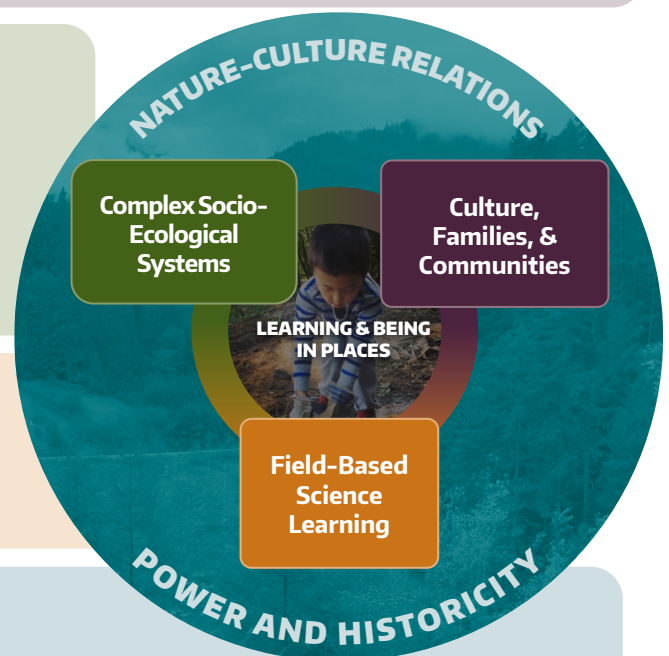
- » How can the outdoor learning place support engagement in science and engineering practices?

Power and Historicity:

- » In our design process, in what ways are we guided by multiple perspectives and possibilities to help make visible the powered and historical layers of social and ecological systems?
- » How does the outdoor learning place engage in creating sustainable and just futures?

Nature-Culture Relations:

- » Which of our values from activity 2.A describe our relationship with the natural world?
- » What is our commitment to designing and maintaining a sustainable outdoor learning place?



CONNECT TO OTHER LEARNING ENGAGEMENTS

- Family LE 1.B Learning Across Places
- Classroom LE 1.4 Learning Across Places Family Tool

LEARNING IN PLACES FRAMEWORKS TO CONSIDER

- Socio-Ecological Histories of Places
- Culture, Learning, and Identity
- Family & Community Engagement

Part 1: Values

MATERIALS

- » pens
- » sticky pad notes,
- » activity sheet 2.A
- » large paper

TIME: 30 MINUTES



ACTIVITY SHEET 2.A

ACTIVITY SHEET 2.A: VALUES

Write down your top 3-5 values related to the outdoor learning place.

- *Why is outdoor learning important to you?*
- *What is important about having an outdoor learning place on the school campus?*
- *How does the outdoor learning place connect to/support broader school and community values?*

After taking time individually to write down value statements, share out as a group or use post-it notes on a large sheet of paper. Are there similarities or overlaps?

Create groupings of values based on broader categories. Work to identify the top 3-6 values and reword as appropriate.

Our Values Are:

- | | |
|----------|----------|
| 1. _____ | 2. _____ |
| 3. _____ | 4. _____ |
| 5. _____ | 6. _____ |

Ensure all voices are being heard

by incorporating a variety of ways to respond such as post-it notes, activity sheets, individual thinking time, small group work and whole group conversation.

Pass out post-it notes and/or this activity sheet and have each person in the design team spend a few minutes writing down their top 3-5 values related to the outdoor learning place.

After taking time to individually write down values, have everyone share out and record ideas on a large poster paper (or stick their post-it notes on a large sheet of paper).

Take a moment to read all the values.

- (1) Create grouping of values based on broader categories.
- (2) Share back the values to the whole group.
- (3) Identify the top 3-6 values and re-word as appropriate.

Part 2: Vision

MATERIALS

- » pens
- » sticky pad notes, or activity sheet 2.B
- » Completed activity sheet 1.B Histories of Places
- » large paper

TIME: 30 MINUTES



ACTIVITY SHEET 2.B

ACTIVITY SHEET 2.B: VISION

As a whole group, use the top values to develop a vision statement about how the outdoor learning place will contribute to the school/community. Use the last column "Living Ethical Responsibilities and Possibilities" from Histories of Places Activity 1.B to help consider a vision across multiple time scales.

Examples:

- "The forest restoration area is a space for year-round, field-based investigation that promotes student science learning."
- "The food-for-humans garden grows and shares food with the school community and is a place to learn about where fruit and vegetables come from."
- "The rain garden manages stormwater runoff and is a site for 4th and 5th grade learning about land and water."

If you have a large team, consider breaking into small groups and brainstorming possible visions before coming together as a whole group.

Use the last column "Living Ethical Responsibilities and Possibilities" from Histories of Places Activity 1.B to help consider a vision across multiple time scales.

Activity 1 Part B: Using different time scales to explore the place you are co-designing

There are many time scales that make a place what it is today, and what it could be in the future. These time scales (a place's histories) span across land, plants, animals, and communities over time. As you walk the school grounds, use this chart to think about the place you are co-designing. 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! We will use the ideas on this form in future discussions.

Time Scales	What do we know about our place related to each of these time scales?	What questions or wonderings do we have about our place related to these time scales?	What decisions have people made that shaped this time? Which people? Why did they make those decisions?	What is possible for this place? (Living Ethical Responsibilities and Possibilities Time)
Geologic Time: Land and ocean processes, mountain formation, glaciation, etc.				
Plant, Animal, and Soil Time: Plants, animals, and soils of the area, species extinctions or adaptations				
Indigenous Peoples' Time: Recognizing First Peoples and their histories, current, and future relationships to this place				
Nation State Time: How the development of nations/states over time has shaped and impacted this place				
Global Time: How this place is connected to, impacts, or is impacted by other places across the earth and interacts with other time scales				

Keep in mind:

- » How will the vision be revisited over time with this group or others, to accommodate and incorporate its evolution?
- » How do you envision the outdoor learning site being woven into the school culture?

Vision statements don't need to be words. Encourage the team to draw out their vision, find an object or photo that represents their vision, model the vision with clay or act out the vision.

Once the group has identified a vision, share it at your school. Ask other families, teachers, administrators, students and neighbors if they resonate with the vision and encourage people to make suggestions and changes.

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