



Co-designing Places for Outdoor Learning Facilitation Guide

Design Engagement 5: Site Selection

Activity Purpose

The previous four design engagements were created to provide different “lenses” in which to learn about the places around the school. Developing a robust sense of place is important for designing equitable and transformative outdoor learning sites. This activity will synthesize the previous activities as a way to select a place on the school grounds to develop or enhance as an outdoor learning site.

The four design engagements were:

- **Design Engagement 1 - Histories of Places:** consider six different time scales in how the school grounds came to be the way it is today
- **Design Engagement 2 - Vision and Values:** identify shared values to create a vision for the outdoor learning place
- **Design Engagement 3 - Place Mapping:** walk the school grounds and surrounding neighborhood to map features of the land that support learning
- **Design Engagement 4 - Rhizome Mapping:** walk the school grounds and creating a map of the places that connect to families, science learning, complex systems, nature-culture relations and power & historicity

By revising and reflecting on these four design engagements the group can identify an outdoor learning place that considers each of these lenses along with features of the land that support learning.



Activity Overview

This is a two-part activity:

- » **Part 1:** Review and reflect on previous co-design session
- » **Part 2:** Whole group conversation to identify a site

Part 1: Review and reflect on previous co-design sessions

Gather Activity sheets 1-4 and any poster paper, large maps, photos, synthesis documents and/or group notes from the previous co-design sessions. Place these artifacts around the room and allow team members to individually review and reflect on each activity. Team members can take notes, or add thoughts on sticky notes as they walk around the room. Alternatively, you can walk around the room as a whole group, recalling the co-design sessions together. Ensure that everyone is able to see the artifacts, and provide sticky notes or pen/paper for people to jot down any noticings, wondering or new ideas.

Part 2: Identify a site

Once everyone has reviewed the activities, bring the group together in a whole group setting. And discuss the prompts below

- Have your values and vision shifted? How?
- Where are the places on the school grounds that the team seems to gravitate towards?
- Do the maps, posters, photos, and/or notes reveal any patterns? Does any new information arise that could help select a site?
- Should you redesign/enhance any of the existing outdoor learning places you visited?
- If there are multiple outdoor learning places, do they connect with one another? Why or why not? Could they be connected for a deeper learning experience?

As a group, select a site. If there are multiple possible outdoor learning places, consider walking as a group to these potential sites to help narrow down choices. Or, the group can consider designing in multiple spaces.