

# Outdoor Learning



## Planning Guide

## Weekly Planning Guide

Time Period	Activity
<b>Week 1</b>	<p>Routines &amp; Procedures</p> <ol style="list-style-type: none"> <li>1. Begin by setting up your <b>outdoor procedures</b> with your class to facilitate interactions when going outside. <u>Consider these points:</u> How do students show they are listening outside, where do they sit, an attention grabber/signal, students understand their tasks, how to clean up after an activity, do some students need a specific task (jobs), etc.</li> <li>2. Set up an outdoor <b>Meeting Place</b> and use the <b>Get Ready Do Done (GRDD)</b> to help students transition outside.</li> <li>3. Go outside.</li> <li>4. Practice how we proceed (walk, skip, run, hop, etc) to the meeting place.</li> <li>5. Once at the meeting place, students need to sit and wait for instructions.</li> <li>6. Have students pick a <b>Sit Spot</b> anywhere in the yard with their eyes. Inform the students of the go and end signal that begins and ends the activity. Once the activity is complete the students must return to the meeting place.</li> <li>7. Give the signal for students to begin practicing how to sit in their sit spots. While in their Sit Spots give them an observation task based on their senses.             <ul style="list-style-type: none"> <li>➤ What do they see?</li> <li>➤ What do they hear?</li> <li>➤ What do they feel/touch?</li> <li>➤ What do they smell?</li> </ul> </li> <li>★ Provide each student with the <a href="#">Senses Bookmark</a></li> <li>8. After a few minutes, give the signal for students to return to the meeting place.</li> <li>9. Practice returning to the classroom.</li> <li>10. Review and practice this routine until students are comfortable.</li> </ol>
<b>Week 2</b>	<ol style="list-style-type: none"> <li>1. In class, discuss and remind students of the <b>procedures</b> practiced in the first week.</li> <li>2. Go outside using the procedures you established in the previous week.</li> <li>3. Have students meet the teacher in the meeting place and sit in the designated meeting area.</li> </ol>

	<ol style="list-style-type: none"> <li>4. Explain the <b>Whole Group Activity</b> (movement activity) and remind the students of the end signal.</li> <li>5. Have the students spread out and begin the movement activity.</li> <li>6. Signal to end the activity and ask students to return to the meeting place.</li> <li>7. Return to the classroom</li> <li>8. Continue process until students are independent and comfortable with the set up</li> <li>9. During the week, begin the <b>discussion of expected behaviours</b> during outdoor center time</li> </ol>
<p><b>Week 3</b></p>	<ol style="list-style-type: none"> <li>1. Discuss procedures and remind students of what was worked on in the first two weeks and discuss expected behaviour during the center time. Model behaviour expectations (good and bad example).</li> <li>2. Meet in meeting place and repeat the whole group activity from the week before. Explain the <b>center</b> for the day (numeracy) and expected behaviour. Remind students of the end signal and the rotation attention grabber (you can use the same one – ideally use an object that makes noise).</li> <li>3. Complete the whole group activity (movement). Give the end signal to regain their attention.</li> <li>4. Divide the class into three groups and explain each activity. Have students help in the setup of the first center. Show them what is expected of them and discuss the attention grabber to move to the next center. <ul style="list-style-type: none"> <li><b>Group A:</b> Will complete the measurement activity (Numeracy Center).</li> <li><b>Group B:</b> Will complete the Colours of Nature activity (paint swatches) and find items in the school yard/nature that match the same colour.</li> <li><b>Group C:</b> Will complete the camera activity. They will use the camera to take “pictures” of the items they find in the school yard/nature. Once they take their “picture” they will draw it on their film strip with a draw erase marker or a pencil.</li> </ul> <p>Have the groups rotate to each activity. Use an attention grabber to signal the rotations.</p> </li> <li>5. Once everyone has completed all three activities, give the end signal. Everyone must clean up and return to the meeting place.</li> <li>6. Return inside.</li> <li>7. Each day practice a new center with the same structure as day one. With each added center continue to use the two activities suggest; Colours of Nature and the Camera activity.</li> </ol>

<p><b>Week 4 &amp; Week 5</b></p>	<ol style="list-style-type: none"> <li>1. Discuss and remind students of expected behaviour during outdoor centers. Model behaviour expectations (good and bad example).</li> <li>2. Go outside and have students meet at the meeting place.</li> <li>3. Discuss that today the class will be divided in half (two groups) and that the students will be participating in two centers (use the same center activities that were practiced in the prior week). Explain the centers and what students are expected to do.</li> <li>4. Complete the first round and then the students switch to complete the other center.</li> <li>5. Once the class is comfortable in the different centers, continue to add in a new center and build stamina. Take your time and go with the flow of your class and their needs. <ul style="list-style-type: none"> <li>➤ Use suggested center pairing below.</li> </ul> </li> </ol>
<p><b>Week 6 and beyond</b></p>	<ul style="list-style-type: none"> <li>• Once students are comfortable and have mastered the whole group activity and all 5 centers running at the same time then add in the whole group <b>Movement Activity</b> to finish the day and return inside.</li> <li>• Have fun and enjoy the centers with your students.</li> </ul>

### Important Tip

For more fun and success, use the activities provided in English and French. In the studies conducted, use of both languages in the same activity helps students to facilitate language transfer.

Bilingualism gives students an advantage in working memory, selective attention, metalinguistic awareness, and a greater openness to differences.



## Suggested Center Pairs

### Week 4

Day 1	Day 2	Day 3	Day 4	Day 5
<ul style="list-style-type: none"><li>• Numeracy Center</li><li>• Emotions Center</li></ul>	<ul style="list-style-type: none"><li>• Numeracy Center</li><li>• Emotions Center</li></ul>	<ul style="list-style-type: none"><li>• Numeracy Center</li><li>• Emotions Center</li><li>• Role Playing</li></ul>	<ul style="list-style-type: none"><li>• Numeracy Center</li><li>• Emotions Center</li><li>• Role Playing</li></ul>	<ul style="list-style-type: none"><li>• Numeracy Center</li><li>• Emotions Center</li><li>• Role Playing Center</li><li>• Motor Center</li></ul>

### Week 5

Day 6	Day 7	Day 8	Day 9	Day 10
<ul style="list-style-type: none"><li>• Numeracy Center</li><li>• Emotions Center</li><li>• Role Playing Center</li><li>• Motor Center</li></ul>	<ul style="list-style-type: none"><li>• Numeracy Center</li><li>• Emotions Center</li><li>• Role Playing Center</li><li>• Motor Center</li><li>• Literacy Center</li></ul>	<ul style="list-style-type: none"><li>• Numeracy Center</li><li>• Emotions Center</li><li>• Role Playing Center</li><li>• Motor Center</li><li>• Literacy Center</li></ul>	<ul style="list-style-type: none"><li>• Numeracy Center</li><li>• Emotions Center</li><li>• Role Playing Center</li><li>• Motor Center</li><li>• Literacy Center</li><li>• Art Center</li></ul>	<ul style="list-style-type: none"><li>• Numeracy Center</li><li>• Emotions Center</li><li>• Role Playing Center</li><li>• Motor Center</li><li>• Literacy Center</li><li>• Art Center</li></ul>



Remember to go with the pace of your students and classroom. Slow down if needed.