# Community Outdoor Learning Spaces: Workbook

Mother Earth is our greatest teacher, giving students opportunities to establish connections with the land, the water and their gifts is essential to their education and their well-being. The following workbook is a guide to help your community plan for land-based learning. It is intended to help you assess what resources you have already, develop a plan for learning and determine what additional resources are needed. Jot down your ideas with the help of T4EA staff where necessary.

Through partnerships between the Nature Conservancy of Canada, Outward Bound Canada and T4EA’s New Paths Innovation grant, there are funds available to purchase equipment and develop outdoor learning spaces around your school and communities.

## Step 1: What does land based learning look like for your community?

1. Planning for land-based learning at the school level means thinking about the different grade levels and the different seasons. What is important for your students to learn in each of the seasons? What are the goals of the school to develop Nation Builders?
2. Are there any specific projects or activities that you would like students to engage in? Jot down any ideas.

## Step 2: What resources do you currently have access to and what do you need?

Think about the resources available within your school and community. Spaces, people and equipment should all be considered in this inventory.

1. What outdoor learning areas are accessible to your students by foot? By a short ride? Briefly describe the area (i.e. treed area, hills, a lake, a slough, a park, a fire-pit, sacred sites, medicine sites, hunting areas, berry picking areas, etc.).
2. Who would be able to help your students learn on the land? Think about Knowledge Keepers, Elders, community members, and school staff. What skills and teachings can they offer the students? Are there training opportunities they could take that will benefit the students (i.e. traditional teachings and skills to share, Wilderness First Aid, knowledge of plants, canoeing skills, etc.)?
3. What outdoor education equipment is available for students to use (within the school or community)?

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| --- | --- | --- |
| Equipment Type | Available within the community/school | Needs/Wants |
| Technology: cameras, drones, iPads, GPS devices, microphones, external hard-drives |  |  |
| Water equipment: canoes, kayaks, life jackets, water testing kits, fishing rods, nets, rubber boots, hip-waders, rain gauges, water filtration systems, etc. |  |  |
| Winter equipment: warm clothes, ice fishing rods, ice auger, sleds, snare wire, snow shoes, skis, fishing net, fish tub, filet knives, portable ice hut, etc.  |  |  |
| Spring/summer: gardening and medicine harvesting and processing tools, shovels, gloves, twine, bags, etc.  |  |  |
| Language and Cultural Resources: fleshers, hide scrapers, atlatls, bow and arrows, spears, dolls, traditional game’s supplies, story-telling puppets, |  |  |
| Food: tools to prep and cook outside, coolers, dehydrators, smokers, washing stations, canning supplies, storage containers, etc.  |  |  |
| Science Resources:Soil and water testing kitsRubber tracks, skull replicas, field guides, binoculars, range finders sample/collection containers. |  |  |
| Shelter building & Survival: tarps, ropes, blankets, tools, tipi, First Aid Kits, compasses, flint and steel |  |  |

## Step 3: Developing a Budget Plan:

Develop a budget based on the wants and needs your school has for supporting the projects you would like to undertake with your students. Please Note: The funds from the grant do not allow for the building of capital infrastructure, (permanent buildings). $10,000 available per school/community.

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| --- | --- | --- | --- | --- |
| Item: | Category/Purpose: | Amount | Cost per item: | Total |
| i.e. Canvas Tarp (12’ x 20’) | Shelter Building | 2 | $175 | $350.00 |
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