

5 Principles of Outdoor School

OSU Extension Service

Version 1.0



PROGRAM BUILT ON HIGH-QUALITY CURRICULUM

- Fulfills requirements of outdoor school Senate Bill 439
- Based in ecological phenomena that supports the classroom experience
- Space and place specific
- Incorporates 21st century skills such as the Four Cs of learning and innovation: critical thinking, communication, collaboration, and creativity
- Designed to create a student-centered, inquiry-based, hands-on experience
- Incorporates key characteristics and instructional strategies of environmental and science education
- Is culturally relevant and takes into account multiple cultures and perspectives
- Must support the measurable outcomes of the outdoor school experience



EXPERIENCE HAS A PURPOSEFUL AND SEQUENTIAL FLOW

- Curriculum is integrated throughout; experiences build on each other or scaffold to create a sequential unit
- Activities beyond curriculum have purpose
- Entire experience transfers back to classroom and real life
- Assessment needs to measure intended outcomes



ENGAGING TEACHING METHODOLOGY USED THROUGHOUT

- Outdoor school delivery incorporates physical engagement that engages all senses
- Facilitator training and professional development for people delivering the outdoor school experience



SOCIAL EMOTIONAL LEARNING EMBEDDED INTO ALL ACTIVITIES

- Integrated into curriculum and recreational experiences
- Students have opportunity for voice and choice during outdoor school



SAFE AND INCLUSIVE ENVIRONMENT PROVIDED FOR ALL PARTICIPANTS

- Has safety protocol in place so providers, supervisors, and teachers can act on them if needed
- Nothing obstructs the opportunity for participation or learning of any student
- The place and space of the outdoor school demonstrates cultural responsiveness by design throughout all activities
- Students learn to embrace the diversity of their peers



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