

# **Outdoor and Environmental Education:**

## **A Bibliography of Resources**

**March 2014**

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**Stewart Resources Centre**

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128 L894

Louv, Richard. **The nature principle : human restoration and the end of nature-deficit disorder.** Chapel Hill, NC : Algonquin Books of Chapel Hill, 2011. Notes: In this book the author argues that a strong connection to nature is essential for human health. Supported by research, anecdotal evidence, and personal stories, the author shows how tapping into the restorative powers of the natural world can boost mental acuity and creativity; promote health and wellness; build smarter and more sustainable businesses, communities, and economies; and ultimately strengthen human bonds.

155.418 L894

Louv, Richard. **Last child in the woods : saving our children from nature-deficit disorder.** Chapel Hill, NC : Algonquin Books of Chapel Hill, 2008. Notes: Louv talks with parents, children, teachers, scientists, religious leaders, child-development researchers, and environmentalists to find ways for children to experience the natural world more deeply.

304.2071 S677

Sobel, David. **Childhood and nature : design principles for educators.** Portland, ME : Stenhouse Publishers, 2008. Notes: The author makes a case that meaningful connections with the natural world begin in our own backyards and communities. Place-based education projects that make effective use of seven design principles are detailed throughout the book. Grades K-8.

333.707 S677

Sobel, David. **Place-based education : connecting classrooms and communities.** Great Barrington, MA Orion Society, 2004. Notes: Place-based education is the process of using the local community and environment as a starting point to teach concepts in language arts, mathematics, social studies, science, and other subjects across the curriculum. Emphasizing hands-on, real-world learning experiences, this approach to education increases academic achievement, helps students develop stronger ties to their community, enhances students' appreciation for the natural world, and creates a heightened commitment to serving as active, contributing citizens.

333.72 P895 OVERSIZE

**Practising the law of circular interaction : First Nations environment and conservation principles.** [Videorecording] Saskatoon, SK : Federation of Saskatchewan Indian Nations, 1993. Notes: 3 videocassettes. Video titles: Principle one: Mother Earth is a living and viable entity -- Principle two: Indian values and nature -- Principle three: all life forms are inter-related.

370.78 D637 1999 ARCH

Forsberg, Nick. **Education beyond traditional classroom walls : voices from the valley.** Saskatoon, SK : Dr. Stirling McDowell Foundation, 1999.

370.78 D637 2007

**Assessing the hard to assess : student learning in a middle years Outdoor Environmental School.** Saskatoon, SK : Dr. Stirling McDowell Foundation, 2007. Notes: This study examined an Outdoor Environmental Education School for grade 8 students, a program called Ecoquest. In Ecoquest, students spend approximately half their time outside of their home school, either outdoors or in another location in the community.

370.78 D637 2009

Campbell, Beth. **Making connections through experiential education : teachers and students in Science 10.** Saskatoon, SK : Dr. Stirling McDowell Foundation, 2009. Notes: Two science teachers from collegiates in Saskatoon Public Schools and the Project Leader of the Brightwater Science and Environmental Centre formed a team to explore how the sustainability of ecosystems unit of Saskatchewan's new Science 10 curriculum could be realized in the natural environment. While their original research question was student-centered, the project expanded to include consideration of the integration and delivery of this experiential learning.

371.3 N425

Nelson, Eric M. **Cultivating outdoor classrooms : designing and implementing child-centered learning environments.** St. Paul, MN : Redleaf Press, 2012. Notes: This book is filled with guidance to help you plan, design, and create an outdoor learning program that is a rich, natural extension of your indoor curriculum. It also includes information to help you: understand how outdoor classrooms benefits children's learning and development; collaborate with other teachers, administrators, and families to make your outdoor classroom a reality; create development and action plans to strategize and implement changes; and evaluate your outdoor environment, program, and practices.

371.38 J65

Johns, Frank A. **Education goes outdoors.** Don Mills, ON : Addison-Wesley, 1986. Notes: Middle level science. Mathematics K-5.

371.384 A244

**Adventure education : theory and applications.** Champaign, IL Human Kinetics, 2007. Notes: The authors present the foundational theories and applications of adventure education. In doing so, they: explore the role of games, low- and high-element courses, and outdoor pursuits in adventure education; cover the core skills for effective facilitation and leadership preparation; include key concepts, summaries, student activities, additional readings, and web-based research to meet students' levels of experience and enhance the easy delivery of the course; and recommend strategies for adventure education and programming based on real-world examples that connect to a variety of recreational, educational, therapeutic, and community settings.

371.384 B219

Banning, Wendy. **Lens on outdoor learning.** St. Paul, MN : Redleaf Press, 2011. Notes: This book is filled with stories and colorful photographs that illustrate how the outdoors supports children's early learning. Each story is connected to an early learning standard such as curiosity and initiative; engagement and persistence; imagination, invention, and creativity; reasoning and problem-solving; risk-taking, responsibility, and confidence; reflection, application, and interpretation; and flexibility and resilience. Much of the teaching in these experiences is indirect and involves provisioning, observing, and conversing with children as they spend quality time in nature. Children's dialogue and actions are included in each story to show just how engaged they became during these experiences.

371.384 B942

Bunting, Camille J. **Interdisciplinary teaching through outdoor education.** Champaign, IL : Human Kinetics, 2006. Notes: This book provides teachers and recreation and outdoor leaders with outdoor activities as well as the expertise to expand students' understanding of the outdoors and develop their character. Units are included for challenge initiatives that don't require a ropes course, frontcountry camping, backcountry camping, outdoor cooking techniques, land navigation, casting and angling, and archery. Also discussed are rock climbing and canoeing and kayaking. Grades 5-10.

371.384 L645

**Let's take it outside! : teacher-created activities for outdoor learning.** Lewisville, NC : Gryphon House, 2012. Notes: This activities in this book engage children's minds and bodies as they explore the limitless bounds of the outdoors while also building key skills in areas like math, literacy and language, science, art, and music. The activities are organized by themes that include: counting, alphabet, colours, shapes, art, touch, sound and sight, plants and gardening, bubbles and air, light and shadow, animals and insects, dramatic play, and large motor skills.

371.384 N979

Nuttall, Carolyn. Millington, Janet Leigh. **Outdoor classrooms : a handbook for school gardens.** Hampshire, UK : Permanent Publications, 2008.

371.384 W348

Watts, Ann. **Outdoor learning through the seasons : an essential guide for the early years.** New York, NY : Routledge, 2013. Notes: This book provides detailed guidance on how we can encourage young children to engage with the natural world throughout the year. Using the four seasons as a framework, the book aims to help all adults to feel confident about taking children outside everyday and developing their awareness of the world around them. It suggests a wide range of experiences and looks at the various ways in which children can interact with the environment to further their learning and development. There are ideas to brighten grey winter days as well as summer sunshine, snow, wind, and rain.

372.1384 B864

Broda, Herbert W. **Moving the classroom outdoors : schoolyard-enhanced learning in action.** Portland, ME : Stenhouse Publishers, 2011.

372.1384 B864

Broda, Herbert W. **Schoolyard-enhanced learning : using the outdoors as an instructional tool, K-8.** Portland, ME : Stenhouse Publishers, 2007.

372.1384 L438

**Learning outdoors : improving the quality of young children's play outdoors.** London, England : David Fulton, 2005.

372.16 K26

Keeler, Rusty. **Natural playscapes : creating outdoor play environments for the soul.** Redmond, WA : Exchange Press, 2008.

372.21 B599

Bilton, Helen. **Outdoor play in the early years : management and innovation.** London, England : David Fulton, 2002. Notes: This book offers a thorough investigation of the outdoor area and outdoor play in any early years setting. It aims to stimulate and challenge readers to develop a truly effective teaching and learning environment by providing detailed guidance and discussion on organizing, managing and resourcing this environment.

372.21 M219

**Science in the schoolyard : easy seasonal outdoor activities to energize your curriculum.** Greensboro, NC : Mailbox ; Education Center, 2009. Notes: Preschool - Kindergarten.

372.21 R992

Ryder Richardson, Gail. **Creating a space to grow : developing your outdoor learning environment.** London, England : David Fulton, 2006. Notes: Packed full of strategies and activities for enhancing outdoor play, this practical guide will enable practitioners to recognize the true value that outdoor spaces can have on a child's educational development through: practical real-life case-studies and examples from the Kent "Space to Grow" project that display the benefits of outdoor play, and step-by-step photocopiable prompt sheets that guide readers through each activity and encourage the participation of pupils.

372.21 S765

**Spotlight on young children and nature.** Washington, DC : National Association for the Education of Young Children, 2011. Notes: Nature exploration is fundamental to young children's curiosity, discovery, and sense of wonder- it supports their growth in all developmental domains. In this collection of engaging articles from NAEYC's journal *Young Children*, teachers of children from infancy through age 8 will learn about using nature education to address early learning standards, to involve families and the community, and to encourage children's appreciation of the natural world. The book offers a comprehensive resource list and a professional development guide with questions and activities to help readers reflect on current practices and incorporate new ones.

372.35 F652

Walker, Sandra. **Connecting Aboriginal heritage, native plants and sustainability in Saskatchewan. Grade 5.** Regina : Native Plant Society of Saskatchewan, s.d. Notes: This study guide focuses on connecting Aboriginal heritage, traditional uses of native plants and issues of sustainability. Students should be encouraged to study and describe traditional narratives, how traditional worldviews affect resource usage, including the use of native plants, and how the close relationship between First Nations and the environment could be helpful in guiding stewardship and sustainable management of the environment into the future.

372.35 F652

Walker, Sandra. **Connecting interdependence and native plants in Saskatchewan. Grade 4.** Regina : Native Plant Society of Saskatchewan, s.d. Notes: The scope of this study guide includes connecting interdependence between species, communities and habitats, and other related topics, with a focus on native plants in Saskatchewan. Students should be encouraged to understand the interdependent links between native plants, the environment on which we depend,

and some of the effects human activities have had on the environment and native plant communities. The study ends with a brief look at the importance of stewardship and taking care of our environment.

372.35 F652

Walker, Sandra. **Connecting societies, science, technology and the natural prairie environment in Saskatchewan. Grade 3.** Regina : Native Plant Society of Saskatchewan, s.d. Notes: The scope of this study guide connects interactions between societies, technology and the natural environment, focusing on changes to the prairie ecosystem and native plant communities. Conditions necessary for plant growth are also investigated, using selected native plants. Basic plant structure, function and mechanisms of adaptation are reviewed, as well as the fundamental importance of soils for sustaining life.

372.35 L866

Lord, Thomas R. Travis, Holly J. **Schoolyard science : 101 easy and inexpensive activities.** Arlington, VA : NSTA Press, 2011. Notes: With 101 easy and inexpensive activities to do on school grounds, this book can help students develop their observation and inquiry skills as well as an appreciation of the outdoor environment. Topics include: lower plants, insects and other invertebrates, energy, and Earth science. Grades K-12.

372.35 R499

Rich, Steve. **Bringing outdoor science in : thrifty classroom lessons.** Arlington, VA : National Science Teachers Association, 2012. Notes: This book features more than 50 science lessons in six units: greening the school, insects, plants, rocks and soils, water, and in the sky (covering weather, the solar system, and air pollution). Grades K-8.

372.357 C441

Chalufour, Ingrid. **Discovering nature with young children.** St. Paul, MN : Redleaf Press, 2003. Notes: Prekindergarten curriculum. Kindergarten curriculum renewal. This book explores the wide-ranging elements that make up the natural world around us. The curriculum replaces simple fact-feeding practices with the development of long-term scientific reasoning, including literacy skills and numeracy skills, such as hypothesis, inference, prediction, and estimation.

372.357 C753

**Connecting with nature : an educational guide for grades four to six.** Vancouver, BC : David Suzuki Foundation, s.d. Notes: This resource is based and built on "The nature challenge teacher's guide" published by the David Suzuki Foundation in 2006.

372.357 C753

Dumont, Christiane. **Nos liens avec la nature : une ressource didactique de la quatrième à la sixième année.** Vancouver, BC : David Suzuki Foundation, s.d. Notes: Le programme "Nos liens avec la nature" a pris source dans le guide de l'enseignant "The nature challenge Teacher's guide" publiée par la Fondation David Suzuki en 2006 (en anglais seulement).

372.357 C951

Cross, Aerial. **Nature sparks : connecting children's learning to the natural world.** St. Paul, MN : Redleaf Press, 2012. Notes: This book is filled with inspiration and instruction to help educators and caregivers of children ages three to eight reclaim and strengthen connections to the outdoors. This resource supplies ideas to create a nature-oriented classroom and curriculum, incorporates Howard Gardner's theory of multiple intelligences to encourage children's individual talents as they experience the natural world, and includes more than fifty sensory-integrated activities, crafts, and instructional strategies.

372.357 F532

Fishbaugh, Angela Schmidt. **Celebrate nature! : activities for every season.** St. Paul, MN : Redleaf Press, 2011.

372.357 G884

**Growing with nature : supporting whole-child learning in outdoor classrooms.** Lincoln, NE : Dimensions Educational Research Foundation, 2011.

372.357 K92

Kriesberg, Daniel A. **Think green, take action : books and activities for kids.** Santa Barbara, CA : Libraries Unlimited 2010. Notes: This book combines a wide variety of techniques to help students understand environmental issues and to gain the skills needed to take action. The children's literature and classroom activities suggested in this book cover three major environmental issues: endangered species, resource depletion, and pollution. For grades 3-7.

372.357 N285

**Nature education with young children : integrating inquiry and practice.** New York : Routledge, 2013. Notes: This is a teacher resource that blends theory and practice on nature education, children's inquiry-based learning, and reflective teaching. The book's guiding conceptual framework is founded upon the integration of four key ideas for effective and transformative nature education: the power and value of equity and access to nature education, effective teaching encompasses child development domains and integrates ECE curriculum, children learn best through inquiry-based and child-centered teaching, and powerful teaching is founded upon teacher inquiry and reflection.

372.357 O94

**Outdoor inquiries : taking science investigations outside the classroom.** Portsmouth, NH : Heinemann, 2007. Notes: Outdoor Inquiries takes you step-by-step through guiding intermediate and middle level students to new and deeper understandings of scientific content, thinking, and procedures. From smart, pragmatic advice - including how to select an appropriate site for investigation, what to bring with you, and how to ensure student safety - to powerful, detailed lesson plans, suggestions for cross-curricular integration, and useful ideas for assessment, this book offers everything you need to get started. It outlines five interrelated strategies to use with students as they investigate their local environment: journal keeping, mapping, collection making, field-guide development, and behaviour study.

372.357 R499

Rich, Steve A. **Outdoor science : a practice guide.** Arlington, VA : NSTA Press, 2010.  
Notes: Practical suggestions for creating, maintaining, and using outdoor classrooms for both elementary and middle school students.

372.357 T136

**Taking inquiry outdoors : reading, writing, and science beyond the classroom walls.** York, ME : Stenhouse Publishers, 2000. Notes: Taking Inquiry Outdoors is written by a group of educators who have used the natural world as a setting for purposeful student learning and critical teacher reflection. For these teachers, the outdoors provides an authentic laboratory that promotes questions, investigations, reading, writing, listening, and sharing. Notes are kept, data collected, questions recorded, and observations documented. Children critically review their own experiences, place these experiences within the larger context of group findings, evaluate and compare data, generalize concepts, and, best of all, come up with new questions to explore.

578.076 S811

Stebbins, Robert C. **Connecting with nature : a naturalist's perspective.** Arlington, VA : NSTA Press, 2012. Notes: The author blends activities, examples, and stories with his perspectives on the importance of dealing objectively yet compassionately with social and environmental problems.

635 B924

Bucklin-Sporer, Arden. Pringle, Rachel Kathleen. **How to grow a school garden : a complete guide for parents and teachers.** Portland, OR : Timber Press, 2010.

641.563 S653

Smith, Karen. Ambrosius, Alyssa. **Farm to school activities.** Owatonna, MN : Learning ZoneXpress, 2013. Notes: Connect your classroom to your community by teaching nutrition with a farm-to-table approach and join the locally grown food movement. Discover ways to connect students to nutrition and healthy eating through the use of indoor and outdoor gardens and the sourcing of local farm produce. The curriculum binder provides multidisciplinary lesson plans, resources, and recipes for how to improve nutrition education through farm to school initiatives. Grades 6-12.

796.5 M654

Milligan, Lori. **Wonders of wildlife : a leader's activity guide for teaching young conservationists.** Regina, SK : Saskatchewan Wildlife Federation Youth Program, 2008.  
2nd ed.

796.5 R625

Rivkin, Mary S. **The great outdoors : restoring children's right to play outside.** Washington, DC : National Association for the Education of Young Children, 2006.

TMC S106.24

Klein, Marcia. **Walking with the earth - Pimohtiwin : lessons to support Science 10.**

Saskatoon, SK : Saskatchewan Teachers' Federation, 2008. Notes: These lessons incorporate objectives from the unit entitled Life science: sustainability of ecosystems in the Science 10 Curriculum Guide. Students experience a walk in nature that could take place in any community, or could also be a field trip to an environmental centre. The material here is based on experiences at Brightwater Science and Environment Centre with Saskatoon Public Schools, an outdoor education centre located near Saskatoon. In these visits, students are accompanied by an Elder or a traditional knowledge keeper. A PowerPoint presentation has been created to accompany these lessons and can be downloaded separately. Includes Elders in the classroom, by Anna-Leah King.