Connect, Explore, Engage through F.I.E.L.D. Corps
Mission & Vision

Connect with educators to explore natural and cultural systems and engage learners and leaders for thriving individuals and communities.
Place-Based Education

Cultural Systems + Natural Systems
F.I.E.L.D. Corps Program

Fostering Inquiry and Engaging Learners through Discovery
Hands On, Feet Wet

River Crossing Environmental Charter School, Portage, WI
Relevant, Meaningful, Authentic

Relevant
● Promote discovery, place-based, service & inquiry-based learning in the students’ own environment

Meaningful
● Gives students voice and choice student-directed activities & projects
● Integrates & makes connections to curriculum

Authentic
● Real-world problems and solutions
Relevant, Meaningful, and Authentic
Using the **community and environment** as a context for learning

- Place-based Education
- Service-Learning
- Project-based Learning

**F.I.E.L.D. Corps**
A Three-Strand Approach

➢ CONNECT
➢ EXPLORE
➢ ENGAGE
Community Library Educational Prairie

Connect...

Building a sense of place
Community Library Educational Prairie

Explore...
Evaluate, Assess, Examine, Investigate
Community Library Educational Prairie

Engage...

Analyze Balance, Develop Stewardship
**English**
- Read articles about native prairie ecosystems
- Researched prairie plants and best practices for restoration
- Wrote grant for prairie seed
- Presented to library board to get approval for project plans

**Math**
- Calculated area of our project
- Calculated amount of seed to order
- Budgeted cost for project
- Created a to scale drawing of site for grant proposal and presentation

**Field**
- Soil samples and testing
- Seed collection
- Seed stratification
- Prairie design
- Prairie planting
- Built benches and butterfly houses
- Designed ID and informational cards

**Social Studies**
- Explored historic range and abundance of the prairie ecosystem
- Looked at cultural significance

**Science**
- Quadrat studies
- Diversity calculations
- Plant anatomy
- Plant taxonomy
- Plant and animal adaptations for survival
- Plant research and selection based on site conditions

**Field**
F.I.E.L.D. Corps Schools
Place-Based Education

- Interdisciplinary
  - Not “one more thing”
- Can unify concepts
  - Integration is critical
- Takes learning into the community
  - Don’t do it alone!
- Rejuvenating and joyful

Wisconsin Standards for Environmental Literacy & Sustainability
Place-Based Science

- Local, relevant phenomena
- Meaningful contexts for students
- Student-centered, culturally responsive
Place-Based Social Studies

- Local culture
- Local economic issues
- Local political contexts
- Local histories
Co-planning
- F.I.E.L.D. Coach helps teacher(s) define goals for learning based on standards, and identify current practices, projects, and initiatives to build upon.
- F.I.E.L.D. Coach, teacher, and students (when appropriate) work collaboratively to create learning framework.

Co-teaching
- Teacher, students, and community partners implement learning experiences and community projects. F.I.E.L.D. Coach co-teaches with teachers as needed.

Co-Reflection
- Teacher, students, community partners, and F.I.E.L.D. Coach evaluate student learning and reflect on experiences and refine frameworks for future learning.
Using ELS to plan and teach content in the community and outdoors

<table>
<thead>
<tr>
<th>Theme</th>
<th>Grade Level</th>
<th>Big Idea</th>
<th>Essential Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kindergarten</td>
<td></td>
<td></td>
<td>Connect, Sense of Place</td>
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<tr>
<td>1st quarter</td>
<td></td>
<td></td>
<td>Asking questions and making observations helps me learn about myself, others, and my community.</td>
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<tr>
<td>2nd quarter</td>
<td></td>
<td></td>
<td>Asking questions and making observations helps me learn about myself, others, and my communities.</td>
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<tr>
<td>3rd quarter</td>
<td></td>
<td></td>
<td>We can show and describe a forest community in many ways. We can learn about a community from many different sources.</td>
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<tr>
<td>4th quarter</td>
<td></td>
<td></td>
<td>Environments are different based on time of year, and these changes are observable. Stewardship actions can result in positive outcomes in the community.</td>
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</tbody>
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**Wisconsin's Standards for Environment Science QEO's**

<table>
<thead>
<tr>
<th>Essential Questions</th>
<th>Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>Plants depend on water and light to grow.</td>
<td>ELS.EQ.3.A: Identify a familiar natural system, name its parts, and identify relationships among the parts, and compare one's identified system to others to explore similarities and differences.</td>
</tr>
<tr>
<td>Plants depend on animals for pollination or to move their seeds around.</td>
<td>ELS.EQ.3.C: Identify personal understandings, views, and beliefs, about how natural and cultural systems work within their community.</td>
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<tr>
<td>Designs can be conveyed through sketches, drawings, or physical models. These representations are useful in communicating ideas for problem solutions to other people.</td>
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<tr>
<td>What do plants depend on to grow and survive?</td>
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<tr>
<td>How do plants depend on animals for seed dispersal and pollination?</td>
<td></td>
</tr>
<tr>
<td>How can seed dispersal and pollination be modeled?</td>
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</tr>
</tbody>
</table>

**Ecosystems: Interactions, Energy, and Dynamics**

- Plan and conduct an investigation to determine if plants need sunlight and water to grow.
- Develop a simple model that mimics the function of an animal in dispersing seeds or pollinating plants.
CONNECT

- Students develop and connect with their sense of place and well-being through observation and questioning.
CONNECT
EXPLORE

● ...evaluate relationships and system structures to demonstrate the interdependence...
● ...assess how diversity influences health and resilience...
● ...examine the interactions and outcomes of cycles and flows...
● ...investigate and analyze how change and adaptation impact...
EXPLORE
High Marq, Montello
ENGAGE
South Shore Elementary, Port Wing

● ...analyze the dynamic balance between natural and cultural systems.
● ...engage in experiences to develop stewardship for the sustainability...
Funding

- Grants
  - EPA
  - NRF
  - Community Foundations
- Private Donations
- School Site Funds
Teacher Testimonial

“Now that I have done a project like this once I have a better feel of how I would structure things... to teach them about native Wisconsin plants, plant structures, needs, and how to take care of plants by having them help keep up the space.”
Results

The results of an environmental literacy assessment showed a 24% overall increased understanding of knowledge and skills concepts. In addition, students could now show the value of our natural resources and are able to identify and investigate environmental topics.
Results

Post assessment data of elementary students indicate that students believe in the importance of water, nature, and community partnerships.
Professional Learning
Professional Learning through Workshops
Youth Summit
Youth Summit
Bring F.I.E.L.D. Corps to Your School