

FRESH AIR FRIDAY

Submitted by Sara McKay, Year 5 Teacher & Junior School Sustainability Coordinator at Jerudong International School



ACTION PLAN OVERVIEW

Topic(s)	Humanities
Central Challenge	Improve provision for outdoor education. Fresh Air Fridays is a way of creating dedicated time for students and teachers to get outside to learn about local flora and fauna. This initiative has led to greater choice and freedom in my students' learning, as well as improve their understanding of their natural environment.
Systems Tool(s)	<ul style="list-style-type: none"> • Pyramid Lite (VISIS) Introduction • Behavior Over Time Graphs • School Self-Assessment

Summary of Project and Context

This is a plan to improve provision for outdoor education and encourage our students' connection with nature by having dedicated school time (at least once a fortnight, but preferably once a week) to engage in practical learning about the local environment.

Action Plan Step-by-step Description

[Read complete Action plan here](#)

Lesson 1: Look Listen and Learn

- Treasure hunt for the students - how many plant species can they find?
- Using pedometers, how many steps do the students make on an average day?
- Using iPads or other devices, take pictures of plants and animals on-site for future research and learning.

Lesson 2: Ask Questions

In small groups of 3 or 4 students, the students should brainstorm all their questions. What questions do they have after the last lesson? What would they like to learn about? What did they notice when they were outside last week?

- What do we know about our local environment?
- What are the climatic conditions in which we live? How do these affect our surroundings?
- Can we identify any plants or animals on our school site?
- Do we know how these plants and animals are connected? What are the relationships between them?
- What can we do to better protect this environment?

This is a good time to introduce the vocabulary of the Eco-Schools Themes, or other areas for investigation that are used by your school.

Biodiversity and Nature
Climate Change
Energy
Global Citizenship
Food
Health and Well-Being
Litter
Marine and Coast
School Grounds
Transport
Waste
Water

Explain that the students will use the rest of the term to work on a practical, outdoor project to improve their school. Based on the students' questions from the previous lesson, the class must choose one central challenge or Eco-Schools Theme to focus on.

Using the Sustainability Compass, the students must create their Vision of what they would like to see in the school. They can draw or make a collage to show their ideas.

Lesson 3: Understand

Explain to the students that you will need Indicators to show progress. Explain that an indicator is something that can be measured (such as steps taken in a day, the height of a tree, the amount of money made at a sale, etc.). Divide the class into four groups and assign a Compass point to each. Can they brainstorm different indicators for the Compass point?

To look at the whole System, decide on 12 indicators for your central challenge, 3 for each point, and place them on the Sustainability Compass. You can do this on a large piece of paper, or a board, or use a computer program such as Loopy. Discuss how these indicators will affect one another, drawing arrows to make the connections. Looking at the whole System, can they see any areas for potential change? What are the points of leverage? Which indicators could they change to positively affect the system?

Lesson 4: Navigate Ideas

At this point, the students will need to develop an Innovation to introduce. Encourage them to look at the Systems Map they made in the previous lesson. What things should they be changing to have the most impact? You may want to divide the class into several groups and ask each group to come up with an innovation, then assess them using the 5 characteristics (relative advantage, compatibility, complexity, trialability and observability). The class can vote on the one they would like to implement.

Once they have decided on an Innovation they will also need to develop a Strategy or plan. Some questions to consider:

- What materials do they need?
- Where will they work?
- Do they need the permission or help of anyone else in the school?
- How much time will it take?

Lessons 5 - ?: Create

The students take as many lessons as they need to create their Innovation. As they work, they can record data on one or several of the indicators to use in a BOT graph to show how their innovation is having an impact on the system.

Lesson ?: Highlight and Fix

Before launching their ideas and work to the rest of the school, ask the students to reflect:

- Have they noticed an improvement? Why or why not?
- What seems to be working? What isn't?
- What have they learned from doing this?
- What are they most proud of?
- What would they do differently next time?
- How could they improve their innovation?

Lesson ?: Launch to an Audience

Present their work to the rest of the school at assembly, or to a select group of teachers and administration.

REFLECTION**Plusses**

Overall, I think the initiative has been very successful. Both teachers and students are enjoying getting outside and because of the flexibility of the plan, everyone has choice and freedom. They can decide where they work and on which projects, depending on their expertise or interests.

The tools helped me enormously. I have tried implementing other initiatives before with varying success, but using the VISIS Pyramid helped me to think about the whole system, before deciding what actions to take. I think time is an often overlooked element in education: how can we expect students to explore particular ideas or projects to be successful if we don't allow them the time?

EVIDENCE

[The VISIS Pyramid](#)
[Presentation by students](#)



Seesaw Post 1

Fresh air Friday



I found out that the jasmine flower is special because of the beautiful scent it has some people use it to make candles, soap, perfume, lotions and other things!

Today for fresh air Friday I decided to draw a Jasmine flower you could choose from photography and drawing but I chose drawing.

Seesaw Post 2