



GUIDELINES

BOULDER COUNTY ENVIRONMENTAL EDUCATION GUIDELINES
DEVELOPED BY THE BOULDER COUNTY E MOVEMENT

ECE
&
KINDERGARTEN

ECE/Kindergarten Learning Objectives

We want to nurture our students' curiosity and active exploration while fostering respect for the natural world and for each other. We facilitate their basic understanding of how the natural world works and their relationship to it. We want our students to know that they have influence on the environment and community by the way they choose to care for themselves, others and places.



ECE/Kindergarten Environmental Education Guidelines

Progression of place: The appropriate scale is classroom community and home, school or schoolyard settings.

NATURAL CONCEPT

The natural world is made up of living and non-living things that can be described and categorized.

SOCIAL CONCEPT

Sequences of events and places or locations can be documented and described.

The Guidelines

Head

ACADEMIC SKILLS AND KNOWLEDGE

- Objects can be sorted by physical properties, which can be observed and measured.
[CAS: SC.P.3.1.a-d; SC.P.1.1.a-e]
- Organisms can be described and sorted by their physical characteristics.
[CAS: SC.P.2.1.a-f]
- Ask questions, share information and discuss ideas about the past.
[CAS: SS.K.1.1.a-c]
- All animals need food in order to live and grow. They obtain their food from plants or from other animals. Plants need water and light to live and grow.
[CAS: SC.K.2.1.a]
[NGSS:K-LS1-1]
- The sun provides heat and light to Earth.
[CAS: SC.K.1.2.a; SC.K.1.2.b]
[NGSS: K-PS3-1; K-PS-3-2]



Heart

SOCIAL-EMOTIONAL LEARNING, AFFECTIVE NEEDS, SENSITIVITY, ATTITUDES AND SELF-EFFICACY

- Nurture care and respect for living things and natural areas.
- Foster a love of the natural world by modeling curiosity, appreciation and wonder. Allow for and encourage imagination and creativity, questions and stories.
- Play in unstructured time outdoors with imagination or time to sit/walk (goal: make this part of your routine with consistency and increased frequency).
- Practice skills in active listening in whole group settings and during one-on-one interactions.
- Work together productively and collaboratively in small and whole groups for common goals and celebration of accomplishments.
- Model your thinking about how you feel when you go outside with your students (For example, "Today, when we were outside, I noticed... I felt... I thought about...").
- Learn to rely on ourselves and on each other.
- Model and identify empathy and humility, especially in the resolution of problems.
- Learn how to disagree.



Hands

ACTION AND SERVICE

- Provide time for cooperative and social play in natural settings. [CAS: SS.P.4.2.a-d]
- Support a classmate—promote acts of kindness.
- Keep the playground free from trash and litter by throwing away trash.



Feet

CONNECTION TO PLACE

- Foster awareness of, and identify, local wildlife easily observed in schoolyards (birds, squirrels, insects).
- Develop understanding of our natural and cultural communities and how they extend to the school community.
- Organize field trips that get students outside the classroom to see something from a new perspective.
- Focus on the immediate surroundings (family, home, school) to the natural world beyond that scope.
- Begin to expand from the schoolyard into a local natural area (greenbelt, stream, field or BCEE partner field trip).
- Arrange for multiple encounters with an expanded place over time.



Recommended Activities

Activities listed are intended to provide inspiration for how to connect to a local natural area, or plan a field trip with a partner organization.



- Go outside in different weather conditions as appropriate—make this a regular part of your daily schedule. [CAS: SC.P.3.2; SC.K.3.1.a] [NGSS: K-ESS2-1]
- Visit an outdoor place to describe and draw over the course of year to create a timeline. [CAS: SS.P.1.1.1; SS.1.2.2] [NGSS: Systems and System Models]
- Investigate, explore and record the different types of plants and animals in a local outdoor area (schoolyard or park). [CAS: SC.P.2.1; SC.K.2.1] [NGSS: K-LS1-1]
- Explore sun, shade and shadows outdoors. [CAS: SC.P.3.2; SC.K.1.2.a.; SC.K.1.2.b.] [NGSS: K-PS3-1; K-PS3-2]
- Describe, sort, and categorize waste items for recycling, composting, etc. [CAS: SC.P.3.1; SC.P.1.1] [NGSS: K-ESS3-3]
- Create a recycling/compost station in the classroom. [CAS: SC.P.3.1 ; SC.P.1.2 ; SC.K.3.2.c] [NGSS: K-ESS3-3]
- Care for plants and/or animals in the classroom. [CAS: SC.P.2.1 ; SC.K.2.1.a] [NGSS: K-LS-1]
- Place bird feeders outside of classroom windows. [CAS: SC.P.2.1 ; SC.K.2.1.a] [NGSS: K-LS-1]
- Provide opportunities to transfer skills learned in one context to new lessons or investigations (for example, use of tools like the hand lens—practice use indoors, then take outside to investigate).
- Grow a plant or plant a garden. [CAS: SC.P.2.2 ; SC.K.2.1] [NGSS: K-LS-1; K-ESS2-2; K-ESS3-1]
- Visit a local natural area on a field trip. [NGSS: K-LS-1; K-ESS2-2]

