

Teacher's Perceptions of Outdoor Experiential Education in Seattle Public Middle Schools

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Introduction

This study looks at the issue of *Outdoor education* and how teachers perceive its effectiveness in the Seattle Public School system. Outdoor education is a school activity that takes place outside school buildings but is undertaken in a variety of types and settings, as teachers may take students to schoolyards, school grounds, forests, beaches, farms, or gardens. In 2020, Seattle Public Schools expressed urgency in expanding the accessibility of outdoor education in the district in their board resolution (*SPS Board Resolution No. 2020/21-4.2*, 2021). The Washington state legislature subsequently signed a bill into law that establishes grant funding for outdoor education across the state (*Establishing the Outdoor School for All Program*, 2022). While there are many studies that document the benefits of outdoor education for students (American Institutes for Research, 2005; Kuo et al., 2018; Dymont and Bell, 2007, 2008; Gibbons et al., 2018), there are still open questions about what teachers believe hinder or support their opportunities to provide outdoor education. This is especially of interest for a city like Seattle, which has notorious cases of access to “greener” areas being divided along lines of race and income (Locke et al., 2021; Mayor & Mapes, 2014).

Outdoor education has been shown to have a variety of benefits, as shown in a number of studies that examine the outdoor education experience for students. Prior studies demonstrate physical (Dymont and Bell, 2007, 2008; Ewert and Davidson, 2021), socioemotional (Mygind et al., 2022; Gibbons et al., 2018), and pedagogical benefits (Kuo et al., 2018; Blair, 2009) of outdoor education, which collectively make a strong argument for why outdoor education is important in an age where screentime is necessary and increasing (as explored in Larson et al., 2019; Hinkley et al., 2018), and an awareness of nature is important given the range of global ecological destruction and degradation. Despite extensive research on outdoor education, little is

known about teacher perceptions on the effectiveness of outdoor education. However, the existing studies on this subject state that funding, prior knowledge of how to administer outdoor education (or in other words, training), and support from faculty factor into successful outdoor education curricula (Dring et al., 2020).

The purpose of this study is to examine how middle school teachers in the Seattle Public School system perceive the effectiveness of outdoor education, and what factors influence the efficacy of outdoor education. I interviewed teachers from SPS in online video calls, to hear directly from them their experience with outdoor education in SPS. The gap this study intends to close in the literature is to explore how the goals teachers have for outdoor education influence their perceptions of the effectiveness of these activities, how the barriers and supports they have influenced their perceptions of these activities, and to explore what possibilities there may be for outdoor education in contextualizing teachers' ideas and experiences with prior studies, and the recent passing of SPS policies and state legislation. My interviews asked teachers to explain their goals are in pursuing an outdoor activity, and what they want students to take away from the outdoor experience. Furthermore, I investigated whether they feel they are meeting these learning objectives, what contributes to meeting these goals, challenges they face in meeting their goals, and how they could make their experience more meaningful. An important focus of the study became exploring why teachers choose certain outdoor settings or activities over others. Subjects were also invited to share their ideas for change—how might outdoor education be expanded or improved for educators and students?

The experience of teachers in implementation of outdoor education remains critical to examine to forward effective policy to increase its efficacy. What in their experience makes outdoor education more effective and run more smoothly? What are the major barriers to its

implementation, or its effectiveness? We can observe the benefits for students and discern that policy that promotes outdoor education will benefit not only students but perhaps create a generation of a forest-stewardship mindset (American Institutes for Research, 37). However, exploring the experience of teachers in this process has the potential to reveal other areas that lawmakers and school boards need to consider. There may also be an opportunity to find and address various disparities as well as knowledge of what teachers believe makes outdoor education more effective that stakeholders and policymakers can focus on to improve the effectiveness and accessibility of outdoor education.

Literature Review

Outdoor education is described using several different names and interpretations in the literature. Yildiz et al. wrote “a bibliometric analysis of outdoor education” reviewing 555 scientific publications with the keyword “outdoor education” to gauge the progress of research on the subject (275). Amidst the studies they examined, further verified by the diversity of articles that I have read myself, there are the terms “adventure education,” “environmental education,” “experiential education,” “outdoor learning,” and of course, “outdoor education” (Yildiz et al., 279). These authors generalized these terms under the subject of outdoor education, which I will use as well. Most importantly, however, while the article found that there is indeed a wealth of academic articles being written surrounding the topic of outdoor education, there has only ever been one book providing a synthesis of this literature to support teachers. Among the gaps in the literature on outdoor education are studies that address the policy contexts that support its adoption and implementation. This capstone focuses on this gap, while also reviewing the motivation for including outdoor education in public curricula, the topic of the next section.

Benefits of Outdoor Education for Children

Several studies show that outdoor learning environments provide several benefits to students. A study by the American Institutes for Research found that outdoor education enables growth of social and personal skills, fostering of environmental stewardship skills and mindsets, knowledge and understanding of science concepts, and even opportunities for benefits for English language learners. Using surveys of parents and teachers regarding the growth of students in conflict resolution, self-esteem, cooperation, leadership, and their relationship with their teacher, the authors found significant gains in these areas compared to a control group (American Institutes for Research, v-vi, 17). This furthermore showed the growth of social skills that environmental/outdoor learning provided for young students. Researchers also observed that “children who attended outdoor school significantly raised their science scores by 27 percent” (American Institutes for Research, vi, 29, 38). A study by Kuo et al. examined classroom engagement after a “lesson in nature vs. after a matched lesson in the classroom on the same topic, with the same teachers and students” twenty times, and found that upon returning to the classroom from outdoor experiences, children focus better and require less redirecting of their attention (2018). Furthermore, Bell and Dymont find that having access to green school grounds can play a significant role in promoting physical activity as they encourage more active play by “supporting a wider variety of play activities and promoting a better integration of physical activity into school life generally” (468).

Gibbons et al. document improved self-esteem and cooperation in their examination of two outdoor team-building curriculums for middle school children, finding that both programs “benefit the self-conceptions of students” (1). How students perceive themselves rose in prominence as an important topic during the COVID-19 pandemic, as the mental health of

children grew to be of greater concern. This was a critical context in the Ewert and Davidson study, and their findings suggest that outdoor adventure and experiential education may help to alleviate the various stressors that isolation has put on them. Moreover, there is an opportunity for outdoor education instructors to change the way they interact with students post-pandemic to consider the mental health of students during these outdoor educational experiences, especially as the pandemic may be a factor in worsened mental health of both faculty and students (Ewert and Davidson, 2021).

The study by Blair further comments on environmental and social impacts of outdoor learning, particularly in school gardens. While outdoor education may be typically envisioned to be in forested or otherwise “wild” landscapes (especially in the context of what may be called “adventure learning”), Blair notes that “(from) an environmental perspective, school gardens may seem to researchers to be a limited substitute for redesigning the whole schoolyard or for interacting more closely with nearby landscapes,” and that the school garden researchers examined in her study still proved to be a “pedagogical vehicle for promoting daily environmental learning” as it was an exciting experience for students, and the school garden supported environmental complexity with birds, insects, spiders, weeds, and mammalian predators (Blair 34). Another important implication of this study that I predict will come up in interviews is that there is a “lack of personal interest and limited capabilities, knowledge, and time” for outdoor education (Blair 35).

The benefits of outdoor education may not be equitably enjoyed. A study by Larson et al. suggests that there were higher rates of screen time observed for females, African American youth, and youth from “other” racial backgrounds (Larson et al., 975). Further study needs to be done as to what drives the divide in both connection to nature and screentime among different

demographics, but the existence of a systemic issue indicates that greater access to outdoor activities should target those who, for whatever reasons, experience these connections less.

Teacher's Perspectives of the Effectiveness of Outdoor Education

Dring et al. used a case-study design in which teachers "represent cases to help understand factors influencing adoption and use of school gardens and other OLS, such as the influence of workplace, district policies, values and beliefs, and environmental and food literacy pedagogy," using Richmond, British Columbia, Canada as the case study site (Dring et al., 371). This site was chosen because the Richmond School District implemented a policy to build school garden beds and was interested in the perceptions of teachers using these garden beds in their teaching. The researchers solicited teachers who used these garden or outdoor grounds in their curriculum, recruiting via email, interviewing a total of seven teachers, 5 elementary and 2 secondary school instructors (371).

The study found several factors that make outdoor learning more effective. First, that teachers placed a high value on nature and outdoor learning for children. Support from the school staff (particularly the principal), as well as prior knowledge of gardening and aspects of environmental education, made the adoption of outdoor learning more feasible (373). Trialability of outdoor learning was found by teachers to be made more possible with grant funding (374). Teachers also observed a variety of benefits for students, including greater engagement and enthusiasm, as well as supporting several learning preferences (374). Additionally, several factors hindered the effectiveness of some outdoor learning activities. These included shortages of time, resources, and support; barriers arising from the school's administration such as an unsupportive principal; and limited training and knowledge regarding effective use of outdoor

learning spaces (375). I hope to explore whether similar factors are observed by teachers in the Seattle Public School system.

Local Policy Context for Outdoor Education

The Washington State Legislature recognizes the importance of outdoor education. As of March 10th, 2022, a bill was delivered to the governor of Washington intended to “establish a statewide grant program and corresponding outdoor education experiences program to address (a variety of barriers to access outdoor education) and to ensure that all students have a chance to benefit from outdoor education” (Establishing the Outdoor School for All Program, 2022). The legislative body also finds that cultural barriers and lack of accommodation for children with disabilities are necessary to address in this bill and repeats much of the findings found in previously mentioned literature such as social, academic, physical, and mental health benefits (2022). Something to investigate in the future may be how this piece of legislation’s implementation considers the diverse definitions of outdoor education, and how its outputs may vary depending on the type of outdoor education.

Seattle Public Schools had already expressed a strong interest in outdoor education ahead of the passage of the 2022 bill in the WA state legislature. In 2021, SPS released a Board Resolution that included the creation of a task force to “study with urgency the feasibility of, and make recommendations related to, the implementation of... outdoor education in Seattle Public Schools” (*SPS Board Resolution No. 2020/21-4.2, 2*). It further states that “the Superintendent is directed to begin a process of collaboration with state and local government agencies to explore development of curricula focused on outdoor-based activities, on applicable health and safety measures, and on the ability of Seattle Public Schools to use public outdoor spaces for educational purposes” (3), and further directs the Superintendent to collaborate with local and

state government agencies (as well as “private owners”) to support outdoor education (4). It also directs the superintendent to “revise Joint Use Agreement with Seattle Parks and Recreation” so that it may, among other things, expand safe spaces so that Seattle Public Schools students and families can access outdoor education, community learning and physical and mental wellbeing” (10). Given SPS’ interest in the expansion of outdoor education, it would be intriguing to gather how teachers are experiencing outdoor education programs currently, and in the future, it may be valuable to study the state of outdoor education from the perspective of teachers after these efforts for expansion of outdoor education and its accessibility within SPS.

SPS has 52,381 students enrolled as of the 2020-2021 school year, which is their latest public enrollment document as of writing, and 12,025 of the students enrolled are 6th-8th grade students (*2020-21 Annual Enrollment Report*, 2021). My capstone focuses on how middle school teachers (6th-8th grade) view outdoor education in large part because this is often a stage that is under-supported in educational systems, and because a large fraction of the district’s students would be impacted by outdoor education opportunities.

Methodology

This study uses a cross-sectional design, interviewing faculty and staff from SPS middle schools to examine their experience with outdoor education, what makes it work well, and what may hinder its effectiveness. By looking at a sample population (SPS teachers with outdoor education experience) at a given period, in this case the last 5 years, we can construct a series of themes and interconnected issues that may be important in addressing outdoor education-related policy issues at the teacher level.

Methods & Analysis

Interviews took place over Zoom, a common virtual meeting software. Contacts for interviews were collected via public contact information that is available on the Seattle Public Schools website, particularly the staff directories of each SPS middle school. The inclusion criteria included public Middle School teachers (including K-8 teachers that teach at the 6-8th grade level) from Seattle who have experience with outdoor education in the last 5 years. Emails were sent to over 120 SPS middle school teachers. Subjects were either currently working at SPS or had recently retired. Interviews were solicited via email to faculty and staff, and further communication lead to further distribution of the survey, as well as acquisition of more contacts for interviewing. Interviews consisted of 10 questions (see Appendix 1), and responses were recorded using Zoom's recording feature. Otter.ai, a transcription software, was used to transcribe the Zoom recordings. Subjects were de-identified and a code/key was used for identification purposes, as all subjects' names were replaced with a pseudonym. All data gathered were obtained directly from the subjects and stored on Google Drive and coded using MAXQDA Plus.

Thematic analysis was conducted to look for overarching themes and interconnectivity. Ideas that were shared across multiple interviews were identified and recorded (such as preferred outdoor education settings, certain contexts that made outdoor activities more effective or expedient, etc.), as well as patterns of deeper underlying themes (such as multiple teachers reporting budget or time constraints, state education standards, or curriculum requirements in preparation for state testing).

Limitations

The findings of this study may be impacted by limitations to this study. First, there was a limited amount of time to conduct the interviews. The project had to be completed before summer break began for SPS, creating a timeframe of 2 months to perform outreach. Second, the coronavirus pandemic has placed, as of writing, a two-year gap for in-person learning for many teachers. This has resulted in many subjects having to recollect their experiences before the COVID-19 pandemic to answer some of my questions, which was slightly difficult for some subjects. Given the timeframe, the approach used was preferable to expanding outreach and data collection any further, such as interviewing high school and elementary teachers or including a survey alongside the interview. Including a survey was less preferable to an interview process regardless, as interviews allow for a thematic analysis of open-ended questions that capture the experiences of the interviewees more clearly.

Results

Introduction

To explore teacher perspectives on what makes outdoor education effective or ineffective, five SPS Middle School Teachers were interviewed about their experiences with outdoor education. They were first asked about how often they could provide outdoor education, and the types of activities they engaged their students with.

Three participants had a minimum of 6 opportunities to engage in outdoor education a year, followed by only 3 days (Table 1). The last participant reported that, even excluding the COVID-19 pandemic, it was impossible to do outdoor education at the school where they worked. They were able to provide 3 days of outdoor experience at a prior school, however, and

commented that outdoor education was more frequent with smaller classes. The top line indicates that each respondent responded to the question about frequency of outdoor education, which is the case for any tables indicating that in this document.

Table 1. Code Matrix of Outdoor Education Frequency

Code System	Interview 1	Interview 2	Interview 3	Interview 4	Interview 5
OE Frequency	●	●	●	●	●
more with smaller class sizes					●
it was not possible to do outdoor education					●
3 days				●	●
up to nine			●		
six Fridays a year	●	●	●		

Table 2 shows the variety of activities undertaken by the teachers with their students. Every single teacher had experience with overnight camps. The next most common activities were activities available at these camps, such as high ropes courses and hiking. Snowboarding and skiing were also mentioned in three interviews. Outdoor observation activities were reported in three interviews, pertaining primarily to species identification, or examining wildlife.

Table 2. Code Matrix of Outdoor Education Activities

Code System	Interview 1	Interview 2	Interview 3	Interview 4	Interview 5
Types of Outdoor Activities	●	●	●	●	●
outdoor observation (+)			●	●	●
invasive species removal			●		
hiking	●	●	●		
snow-related activities	●	●	●		
high ropes course	●	●	●	●	
camp	●	●	●	●	●
rock climbing	●				

Themes

There were a variety of themes across the 5 interviews in response to questions of what benefits they observe in outdoor education, why they prefer the settings they visit, what their goals are in providing outdoor education—some overlapping and others more unique but important. These themes included *student growth and lifetime experiences, privilege and inclusivity*, and the responses to the question of what could make outdoor education *more meaningful*? In addition, teachers spoke about the theme of *barriers and braces*, which derived directly from questions surrounding potential education hindrances and supports, and thus is discussed in a separate section and themes.

Student Growth and Lifetime Experiences

Student growth entails several concepts, including developing confidence, social skills (such as working in a team), experiencing something new, getting outside of their comfort zones, and lastly, building a community.

Social and Emotional Learning Experience. A sub-theme of teacher’s observation of student growth are the social and emotional skills students develop in the outdoor setting. Almost every other theme is, in one way or another, connected to this sub-theme, but this subsection is dedicated to the responses where social skills are more of the main focus. In the first interview, when asked about what the teacher wants students to take away from the experience, Teacher 1 stated that *“it’s more of the SEL, the social emotional learning is primarily the main goal, because they’re working together those social skills, confidence building. When I think specifically, like the high ropes course, where they’re roped in, and they have to get through a course, you know, a high course, and then zipline out... or rock climbing again, it’s that*

overcoming fear trusting somebody to hold on to you” (Interview 1, Pos. 38). SEL is not a term that appeared again in the other interviews but related social development concepts were viewed by other teachers as important for students to experience. In response to a question asking the teacher to describe their goals with doing an outdoor activity, Teacher 2 talked about doing activities to “push you (as a student) outside of that comfort zone to realize you can go further than maybe you thought you could or felt comfortable with. It's also a chance for your peers to support you, cheer you on, encourage you and realize that that is motivational to help you move forward in your life” (Interview 2, Pos. 54). Teacher 5 also desired this as a takeaway, stating that being in “nature and being immersed in something different also provides a vehicle by which students can learn how to communicate to each other better, and work as a team better” (Interview 5, Pos. 30).

Building confidence and trust in their peers is part of a key topic in the social development teachers want to see in their students, which is relationship building. One of the responses Teacher 1 had to the question of what benefits they observed from their experience in outdoor education was that *“when you're outside, and you're interdependent on each other is it's almost like military in the sense you know that you have people that you rely on” (Interview 1, Pos. 66). In response to the same question, Teacher 2 expanded on this concept, stating:*

When you have somebody, your friend, you're going to have a kid maybe you don't know, but you sign up for them on the ski bus and they're in your ski lesson or now you're kayaking with them. And it's just instant friendships and connections and it's fostered and... kids are pushed out of their comfort zone just naturally by the activity itself. And we all know, like they tell them, in order to for us to connect with each other, we have to be vulnerable, right? And I feel like that's what outdoor education does. It creates an

environment where people are all vulnerable, we all depend on each other. ... You need people around you. You just naturally connect to one another and have each other's back.

The development of social skills were also why some teachers chose outdoor education in the first place. In response to why the teacher prefers the settings they visit for an outdoor experience, Teacher 5, who was fonder of smaller groups, commented that she “*liked the immersive experiences, because they are designed for more small group interactions. So, you can do a lot more team building and... really help students acquire skills... that are not necessarily able to be done when they're so close to their home environment*” (Interview 5, Pos. 18). They also opened up about personal social growth students experienced after returning from an outdoor activity, stating that “*the comments at the end of the year that we got from those parents about when so and so came home, they were so much more responsible for their own belongings for their own chores and stuff like that, helping around the house and being a contributing member of the family*” (Interview 5, Pos. 50).

Interviewees also compared multi-day trips vs. one day trips. In response to how they think their preferred setting would compare to other forms of outdoor experiences, Teacher 4 praised overnight camps by saying that they are a “*really a good setting ... (in that) they'll have cabins to stay in, they'll have activities around the camp*” (Interview 4, Pos. 26), and in an earlier statement stated that they prefer the camp setting because “*they have staff there and their program is run by them. We probably switched there about 15... 20 years ago? Before that, we would set up the sites and run all the programs. So, it was just making it easier on us. And... they can take in 120 students... that's a help too*” (Interview 4, Pos. 22). Teacher 2 directly compared overnight and one-day experiences, explaining that overnight camps extend the benefits of the experiences kids get from outdoor education:

... there's something about overnight camps, and kids being in a place extended over time (and) just realizing that it's not just a day trip; that they're going to really be dependent on every aspect of their... well-being... based on that community that they're with, whether it's their cabin mates, or their chaperones in their cabin... Because one day outdoor ed environments are great, (but) I would say they're probably more targeted towards like a singular purpose, where when you start adding overnight camps, ... you're (layering) on the complexity of the experience that kids are having and I think there's... really great benefits that can come from that that one-day trips can't provide. (Interview 2, Pos. 30).

Teacher 2 also brought up another factor that is part of why they value outdoor education. In response to a question about why they prefer the setting they visit, they stated that *“it's the true experience of really kind of unplugging, and just being present with one another... some of (the students) never have really experienced that in their life, right, they're always plugged in. And so, this is new to them in that way. And some kids, families do unplug, and it's just, they're just together, you know, and just in the moment with one another, which is so rare to get 100 8th graders to be able to do that. So that's what I really appreciate about the (camp) setting”* (Interview 2, Pos. 26). This aspect of “disconnecting and reconnecting” was also a main goal of the teacher in Interview 5, as they explained that *“in a time where we are so connected, especially with technology constantly feeding us with information... I love the feeling of seeing students be able to slow down and really connect with each other on a human, face to face level, rather than through a device”* (Interview 5, Pos. 30).

A New Adventure. Several teachers focused on the concept of “disconnecting” from a digital setting and “reconnecting” with one another, and with their surroundings. This is another

sub-theme within the theme of recognizing student growth, which is getting students to experience something new. Nearly every interviewee reported that one of the reasons they preferred doing outdoor education was because going outside the city is a new experience. Teacher 1 stated that *“to go outside the city gives students kind of a different flavor. When I lived in a rural setting to go into the city was almost you know, just an experience. Right?”* (Interview 1, Pos. 26). Teacher 3, in response to the question about why they prefer the settings they visit, commented how their *“school is in a pretty urban setting right here in Ballard, Seattle. So, it's nice to have some opportunities outside of the city as well for kids”* (Interview 3, Pos. 22). As part of their response to a question about the kind of settings they visit, Teacher 2 explained that *“getting outside of the urban setting into a place where they usually maybe are not the most comfortable with, so there's kind of a part that is going to force them to stretch themselves or be uncomfortable in some way”* is part of their reasoning for choosing outdoor activities (Interview 2, Pos. 18). Teacher 5 explained that they *“definitely prefer the more immersive environment where students are kind of taken a little bit away from their, from their comfort zone. Because I think that lends itself well, where you have this kind of unified experience of seeing something different, observing different things”* (Interview 5, Pos. 18).

Experiencing something new was prominent in how teachers saw the benefits of outdoor education. One important aspect of this was letting students experience success in other ways. In response to a question about what benefits had the teacher observed in doing outdoor education, Teacher 1 told a story about a student, detailing how the experience had a positive impact on his performance in school:

I had a student who was just really not producing anything in the classroom... (I) told his parents, I said, (students) called him names... But when we did (the) little outdoor thing

we did... just over the two or three weeks where he went from being kind of just a sullen, kind of cranky, seventh grader in a classroom to--we were out and about when we were out in the city, and we were doing things and he... was really amazing as far as his leadership. ...When we came back into the classroom after that break, his attendance, his attitude (improved)... because we had made a relationship (and) we had gone outside of the classroom, he had experienced success... We didn't go until January. So... those first few months of school were painful. And then he we had this experience together. And he came back in February... and finished the year... really engaged... he was almost like a different person. (Interview 1, Pos. 66).

They later clarified that “*especially with middle schoolers, they have to have a relationship with you, and they have to... experience success*” (Ibid.). Likewise, the teacher from Interview 4 shared their observations of the benefits of outdoor education, coming to the same conclusion as Teacher 1:

...It's one of the reasons I emphasize it here, too, is when you're out away from the building, you get to see the whole child, and how they work and... some kids who might shine at writing might, you know, might be more challenged at drawing, or those kids who are challenged by writing and therefore act up in the classroom, maybe they don't have to write in that setting... They can... show what they learn and what they say, and do not necessarily in what they write. So, it really it allows kids to shine who may not have shined before and be successful. At this camp, they also do some challenge courses, so they'll do a ropes course and zipline. So those kids who you know may not be successful in the classroom because of writing or math or something can be successful (at) these (other) events and that kind of gives them some... success when they come back

and it... helps us to be able, as teachers, to tie into that and say, “hey, you know, here's what you're good at. Let's... use this and turn it into a classroom and be successful there.” (Interview 4, Pos. 58).

Teacher 3 also discussed how outdoor experiences allow students to experience success in another way, as part of their response to what goals they have in supplying outdoor education. They stated that they want to give kids a chance to do something different and work on “*a skill or (push) themselves in a different way than we'd maybe see in the classroom. And often a lot of kids that struggle with the format of school can really excel in a more active setting, right? ... (It's) really a great chance for students who maybe aren't your typical... classroom accelerators to get to experience success*” (Interview 3, Pos. 38).

Building Community. Building community is a sub-theme that mostly reoccurs in responses to questions about the goals of outdoor education and teachers' observations of the benefits of outdoor education. Teacher 3 told how on trips they “*have teachers from our school that go and do these things as chaperones and you get to know students on a much different level and in a more informal setting, so that's cool. I think it creates great community*” (Interview 3, Pos. 38). Building community was especially a major objective for Teacher 2. In response to whether or not they meet the learning objectives for their preferred outdoor activities, they stated:

Number two, for me, as far as the objectives ...it is like we're building community, whether that's community coming together at the beginning of the year to build team identity, or whether it's community coming together at the end of the school year to celebrate what they've accomplished, and who they are as a group and say goodbye to one another. And for me, everything else that comes with that is almost just like icing,

you know, like, it's like this is this is our foundation, we build community, and we create safe environments. If we do that, people have fun, you achieve. Under these (umbrella ideas), it gives teachers, parents, students chances to kind of like break off and be individuals and do their own thing within this larger umbrella that we're trying to do. ... (It) makes every experience unique. And that's what we want in community, right? As individuals in uniqueness (Interview 2, Pos. 66).

Teacher 2 also stated that having a community is one of the things that supports their efforts in providing outdoor education the most, having stated that it's about “a group of teachers and families and kids that want to do it” (Interview 2, Pos. 70). This was answered in response to a question about what contributes to meeting their goals. Overall, building community was a prominent theme. Teacher 2 focused on community more than any other interviewee, mentioning it 30 times. Teacher 3 mentioned “community” next most often, using the word 4 times.

Table 3. Intersection of the “Social Skills” code and Subcodes with the “Builds Community” code in Interview 2.

Code System	Builds community (+) (+)
<ul style="list-style-type: none"> Goals (+) <ul style="list-style-type: none"> lifetime experiences <ul style="list-style-type: none"> social skills (+) <ul style="list-style-type: none"> being outside your comfort zone confidence building Teamwork 	<ul style="list-style-type: none"> ● ● ● ●

Teacher 2 also strongly associated social skills such as teamwork, confidence building, and being outside your comfort zone with community. As can be seen in Table 3, discussion of

social skills overlapped directly with coded discussions about community building in Interview 2, although this pattern mostly emerges from the one interview with Teacher 2.

Teacher 5 acknowledged that building community and developing social skills both could be developed from outdoor education experiences, even though they didn't necessarily place that development of social skills within the context of building community. As part of their response to a question of what ideas they have for how outdoor education might be expanded or improved, they stated that *"because you could have the smaller classes, you could have built in teamwork, you could have the feedback that you need to give students in order for them to see if they're actually making progress. You could have the connection with the community and the family"* (Interview 5, Pos. 94). Teacher 5 viewed larger classes as a major barrier for reaping the benefits of outdoor education. However, Teacher 4 mentioned a strategy that would still allow for socialization and teambuilding to occur. Teacher 4 took students to the same camp as Interviewee 2 and described how their major objective was to *"get them to meet each other and to learn (about) each other because it's for sixth grade... they come into the school, half the kids come in new, and the other half are coming up from the fifth grade... so, we're trying to blend this group... so they can meet each other. ...The camp does spend a lot of time problem solving and working with groups. So that's one of the goals that they work through problem solving and how to work as a group"* (Interview 4, Pos. 34). This was in response to a question asking them to describe their goals with doing an outdoor activity.

Overall, these lifetime experiences are a recurring theme in why teachers value outdoor education, why they choose the settings they visit, and what informs their goals for outdoor education.

Privilege and Inclusivity

The interrelated themes of privilege and inclusivity were observed in particular by comparing Interview 5 with the other interviews. Earlier, I noted that Teacher 5 had reported fewer opportunities to engage in outdoor education “in the past three years,” since they were “working at a comprehensive Middle School” (Interview 5, Pos. 10). Teacher 5 expressed that the ratio of students to teachers made it impossible to have effective outdoor education. They stated that “the reality of being a classroom teacher in this public education system, is, like I mentioned before, we have... a max of 32 kids to a classroom. ...if you're talking the secondary level, we see up to 150 kids a day six class periods. And, as you know, I've been doing outdoor education since I was 14. And when you have a big group... the connection cannot be done. It needs to be happening in a small group environment, where you have 12 to 15 students with one instructor, otherwise, you lose the whole purpose” (Interview 5, Pos. 26). They also state how outdoor experiences, especially ones at overnight camps are often barred by how much money schools are able to raise, or if they have a PTSA:

when there's funding available, or when there's a rallying around getting these students to go on these trips, financially... it's phenomenal, but you know, that isn't always the case. And, you know, we didn't see every school in SPS (go to the overnight camp). And the schools in SPS that have PTSA funds to send their kids to (the camp) ... are the more affluent schools, period. And I know that because I've worked in both. And so, we did see schools with without PTSAs come to (the overnight camp), but it took a tremendous effort on (the camp)'s partnership part with the school to be able to get them to do this, to be able to get that opportunity. ...It's sad, you know, because all students, all kids from all backgrounds should have this type of experience. (Interview 5, Pos. 58)

Teacher 2 backed this up when he stated that “however you want to look at it... there’s economic barriers... a lot of these camps are not cheap, they’re expensive” (Interview 2, Pos. 34). Furthermore, he stated that there “needs to be a value that’s embraced by the community and there has to be resources. If you’re in a community, a school that doesn’t have a lot of resources, the barrier is just time and energy of people seeking out scholarship opportunities and trying to create the funding opportunities to pay for it” (Ibid.). Teacher 3 also stated that camps “are pretty expensive, right? ...When you’re working with groups that organize these kinds of activities, it’s expensive for either the school or families...” (Interview 3, Pos. 34). Teacher 4, who teaches at the same school as Teacher 2, stated that “Funding... is always a barrier, but we work our way around it... We collect scholarship money... Our PTSA works to support that” (Interview 4, Pos. 30). Much like Teacher 4, Teacher 1 likewise differed from Teacher 5 in that they were fully funded by a PTSA. They stated that “the families funded it. And the PTSA funded it. So, there was never a question about money. And there was a buy in by everybody” (Interview 1, Pos. 74).

Having more inclusive spaces was discussed by multiple teachers. Teacher 5 talked about how as a person of color that “has a heavy background in this space, (outdoor education is) still very white dominated, mostly white female dominated” (Interview 5, Pos. 78). She goes on to state that “the kids that I’ve worked with... were from all different backgrounds... and all these kids ...can take value away from being in these spaces. Like I mentioned before, it can be healing for many communities who previously have a disassociation with the environment because of harmful experiences that have happened to them, or their community in the past. And so, if you have more people of color that are leaders in this space, teaching young people of color that are in this space, they can see themselves, you know, and they can see that it’s just not a space for white people or non-people-of-color, you know. And I think that’s so important”

(Ibid.). Teacher 1 was likewise concerned about inclusivity. In their response to the question of how outdoor experiences could be more meaningful, they stated:

“...think about all the activities that are traditionally pushed, you know, by the dominant culture, right, so what happens to kids who are not a part of the dominant culture? Are they included? Do they want to be included? You know, not that there isn't value, but... How many water skiers... have you seen, that are people of color? ... if we had an outdoor activity that was all about water skiing on Lake Washington, what would it look like and would it represent... our culture? ... I think that ... as we start going through this, ...we have to make sure that we're offering opportunities ... for all kids. ...I was recently told, at a conference- at a forum, a Black Family Forum, that they ...really are getting tired of us telling them what they want, or what we're going to give to them, ... as opposed to, what do you want to do? What would be beneficial for you? And it kind of made me think about things in a different way. (Interview 1, Pos. 50)

They elaborated further on this with a hypothetical:

If you say to me, (or) if I say, “Hey, You’re Nick, I got my doctorate. Here’s what you need to do. Right?” ...and it might be what you need to do. But it's different. If you say to me, “Hey, I'm working on this. I know you have a doctorate. Here's what I need, can you help me?” It's a nuance... I think we do that a lot in education... And then we say, “well, we offered it. What do you mean, you don't want it? You know, this was what we thought were best for you and your family?” I don't know. So, when I think about outdoor education, (it's the) same thing (it's) like, you know, I would never do ski (or) snowboarding. I don't ski or snowboard. Does that mean it doesn't have value? I don't know. (Interview 1, Pos. 54-58).

Teacher 2 spoke about how “every group has a goal of being inclusive... I always tell the kids, we’re only going if everybody gets to go, like we’re all or nothing. So, we work really hard to say it doesn’t matter, economic status, cultural, whatever, like if you want to do these things, you just get to do them! Like we’re going to remove all those barriers from you (so) you get to participate” (Interview 2, Pos. 78).

Three of the five teachers interviewed wanted to do outdoor education more often, with two exceptions, which are explained next (see Table 4).

Table 4. Code Matrix of whether or not teachers would engage in outdoor education more often.

Code System	Interview 1	Interview 2	Interview 3	Interview 4	Interview 5
<input checked="" type="radio"/> Would or would not engage in OE more often:					
<input checked="" type="radio"/> Yes			●	●	●
<input checked="" type="radio"/> No	●	●			

When asked if they would like to participate in outdoor education more often, Teacher 1 stated that she retired from teaching “because it takes a lot of work,” and that outdoor education is “a young person’s game... I find that... I get tired. I mean... It’s like coaching, right?” (Interview 1, Pos. 82). Teacher 2 stated that “at our school, we have hit a pretty good level of outdoor education... I feel like we do it appropriately through fall, winter, spring, each of them has their own experience” (Interview 2, Pos. 98). They did however add that “maybe in the fall, it would be nice to have one more day, that we’re still keep trying to float around and figure out what that day would so a little bit more outdoor education would be... good” but reiterated that “right now we’re at a pretty good spot” (Ibid.). This is in sharp contrast to Teacher 5’s statement, who answered “Oh, yeah, definitely, I would have loved this year to be able to take my students on the on more outdoor excursions, but all the aforementioned barriers are present, and the system

of public education in this country and in this state is the way it is and so you have to unfortunately, as a classroom teacher in the secondary space, you have to go with what you've got. And unfortunately, that does not include a structure that lends itself well to outdoor add experiences” (Interview 5, Pos. 90).

More Meaningful?

The theme of how to increase impact or meaning arising from outdoor education emerged from the answers to two questions: How can we make outdoor education more meaningful, and what ideas do you have for improving outdoor education? Each teacher provided very unique responses to the questions, with only a couple of overlaps in concepts and topics. In the *Privilege and Inclusivity* section, we saw one of these ideas from Teacher 1, who suggested that outdoor activities should also reflect what communities desire (Interview 1, Pos. 50-58).

Teachers 3 and 4 suggested that activity evaluations or setting goals and revisiting how well they met those goals is something that, in their opinion, makes outdoor education more meaningful. Teacher 3 stated that a student reflective piece “has been powerful in the past... a lot of these programs we’ve done for a long time, so continuing to evaluate our own selves, as the educators that are planning and running them, evaluating those things so that we can... continue to do better the following time, the following year, session, or whatever” (Interview 3, Pos. 66). Teacher 4 stated similarly, in that “some years, we’re able to get them to set goals for themselves before and revisit those goals after. So, when that happens, it really helps it be more meaningful, but sometimes we don’t get to that. So that’s... one that we are constantly battling with trying to (do). ...They can take what they learned during that time and apply it later on in the school year” (Interview 4, Pos. 54).

Teachers 2 and 3 desired greater recognition from the school districts that outdoor education is important, answering in response to how outdoor education might be expanded or improved. Teacher 2 stated that it “would be nice if districts embrace the importance and significance of taking kids outside the classroom...” (Interview 2, Pos. 106). He further elaborated on his idea:

...each school could define what outdoor education meant to them... in their communities. ...You got to have school voice, student voice in that, and it can evolve over time. ...I don't want to say having a mandate, but just saying “listen, we're encouraging every school to have... whatever X number of experiences outside the classroom each year.” And then you have, as a result of that, organizations that partner with (SPS) or the district to just... (say) “Hey, we're organizations that would love to work with your school” and... it could be part of our professional development, teachers would be encouraged to be like, “alright, what are we doing with our three days? Here's organizations, yeah, this seems cool, kids, what do you think?” Right? And you could... build it as a community, which is what I think it needs to happen for it to be successful. So, I would just say, organizations, aligning with districts, districts supporting the schools by giving them time and encouraging them to take a certain number of days for outdoor education per year and, and letting the community you know, identify opportunities that are important to that community. (Interview 2, Pos. 106).

Teacher 3 stated that funding would be nice, but “if districts said... ‘schools can apply for these 10 days of outdoor experiences, and we recognize that kids are learning outside of the classroom.’ ...I think if there was promotion of that, like, hey, schools... if you have the time to plan outdoor experiences, and we'll give you this money, and we say it's great that you're doing

field trips, and hey! We'll give you some yellow school buses. ...I think that probably more schools would do more." (Interview 3, Pos. 118).

Teachers 1 and 5 suggested that for any improvement in outdoor education to happen, there needs to be an overhaul of the education system as a whole. Teacher 1's idea was that we should maintain a standard, and then perhaps add extra time during the summer for outdoor learning:

...we need a standard. And all students should be getting that... that education, those academics, surrounding reading, surrounding writing, mathematics, social studies, and science, I mean, when you start focusing on those, and you test kids, like we do, it kind of kind of takes away the opportunity, right? ... I'm starting to become a proponent of year-round school. And if you think about this, if we went to year-round school during the breaks, we could almost have like camps. Outdoor, you know, kind of, I mean, a lot of universities do Jan term, which is that, you know, extra little... field trip experience, you know, more of an experiential ed... because we... have a lot of students that lose learning over the summer. And then we have we spend a lot of time to catch them back up in the fall, and then we've boosted ahead and then they lose the learning. ... I wonder If that wouldn't be an answer. (Interview 1, Pos. 94)

Teacher 5 didn't see any possibility for integration of outdoor education in the current system, however:

...the whole education system needs to change. And as I mentioned to you, in our correspondents before all this, like, this is my last year teaching, we just finished school on Friday. And it's not a problem with SPS. It's a problem with how education is framed in this country. And I think if we were to look at ... best practices when it comes to

pedagogy, we would not be doing to kids what we are doing. ... the pandemic was a big point of realization for us to be able to, when we had our feet to the fire, because we had to change what education looked like, and I'm not saying virtual learning was the best idea at all. It was not. It was hard and it was it was also a dumpster fire. But we had to change, and we did it, right? The way that we structured our school days was completely different. And if we could do that, I think that would help environmental education out a lot. You know, like you could have an outdoor education class or an outdoor ed class or whatever you want to call it, (an) Environmental Studies class that in that would include time outside. I think... if you respected educators and students enough, you would not put the mix of students in the classroom that you have to just to meet ... the numbers. And... again, that's not an SPS problem. It's an Office of the Superintendent of Public Instruction problem. And it's public education in general. What we're doing is not working, we saw that during the pandemic. And it is awful to see that, you know, we came back this year, which was great, the kids needed the in-person structure, an in-person instruction. But we just did the same old stuff that we were doing before, which we knew wasn't working. And it sucks, you know, and if ... we could restructure everything, I think environmental education would only benefit that. Because you could have the smaller classes, you could have built in teamwork, you could have the feedback that you need to give students in order for them to see if they're actually making progress. You could have the connection with the community and the family. And all of these things that we're thinking about as more progressive, anti-racist teaching practices. We could do that. But the structure is not allowing us to do that. ... I do think if there was a restructuring of everything that would only help environmental ed out. (Interview 5, Pos. 94)

Both Teacher 1 and Teacher 5 had left SPS either before or after the interview.

Individual Ideas. These suggestions were unique to the rest of the interviews, in that no other teacher suggested them. In response to how the teacher could make outdoor experiences more meaningful, Teacher 2 stated that “we’re finding more ways for more student voice and student leadership” (Interview 2, Pos. 62). They further elaborate:

...if I have a program like ski program that's run for sixth, seventh and eighth grade, and the kids choose it each year, and they've done it three times, you know, by the time they become eighth graders, there's, there's some mentorship that needs to be there, or leadership. And that looks like, you know, eighth graders helping out on the sixth-grade buses with the kids tying their shoes or, or new kids who are nervous and never done it before, they don't have a ski buddy. And it's like, hey! Partner up! You know, take them out on the bunny hill and show 'em... the ropes a little bit. Or it's, you know, some of my really high-level kids that love it, they actually become instructional assistants and work with a ski school that we work with... and they're teaching lessons, you know... (that are) part of the actual lesson structure... I just want to keep getting better student voice (and) student leadership within the programs. (Interview 2, Pos. 62).

Teacher 4 suggested in their response to how outdoor may be improved, that incorporating High School volunteers as extra staff at outdoor events would help out greatly. They reminisced about their time growing up in Portland, Oregon, and how in Portland Public Schools, the outdoor education program “was always amazing, because you would go as a student, you would go volunteer as a high schooler for a week and you would... become a staff if you could, and... their program just kept feeding on itself. I keep thinking it'd be nice to have

volunteers (from) high school, you know, high school volunteers come in and help us out. But again, it takes organization. ...But in in that program, and what I see in our little school, you know, it means a lot and it is definitely a way to introduce especially city kids to things outside that they may not be exposed to. Especially lower income kids who may not have the, you know, the ability or the ...parents ability to go take them out in camp or do things like that. So that's a huge thing. I'd love to see it be done.” (Interview 4, Pos. 86)

Teacher 3 previously mentioned alongside Teacher 2 that it would be great if the administration or district gave more recognition toward the importance of outdoor education. Additionally, they stated that schools would do a lot more outdoor education “if... the time, the money, and the transportation was there,” and suggested that every school could get “a budget to a line item, like, here's ... this much money per kid for outdoor experiences this year... or... schools ... ask for money for field trips in different ways ... or enrichment funds... So, I mean, funding, obviously, it always comes down to that on some level” (Interview 3, Pos. 118). While the funding portion was unique as a suggestion from Teacher 3, the topic of funding was not at all unique to that interview, as we will see in the next section.

Barriers and Braces

Introduction

What hinders and supports outdoor education can be two sides of the same coin. What most respondents cited as being a barrier, often also happened to be what respondents cite as what supports the provision of outdoor education the most. For this reason, responses to what supports teachers' efforts most in outdoor education and responses to what barriers there are in providing outdoor education are both placed in this section.

In Table 5, we can see that time and money are a common barrier cited in every interview. Money is cited as a barrier 13 times in total, and time (including the subcode "Planning" which can be seen in Table 7) was cited 12 times. Parent/PTSA funding likewise is a commonly cited support, being cited in in interviews 1, 4, and 5.

Table 5. Code Matrix of Cited Barriers to Outdoor Education, without subcodes.

Code System	Interview 1	Interview 2	Interview 3	Interview 4	Interview 5	SUM
Barriers						0
> Teacher's Experience	1		1	1		3
> No previously established system		1				1
> Stakeholder Support	5	11	6		7	29
> Transportation	1		1	1		3
> Staffing	2				4	6
> weather	1		2			3
> State standards	3		2		1	6
> Time	5	1	4	1	1	12
> Money	2	2	4	1	4	13
Σ SUM	20	15	20	4	17	76

Stakeholder support is both the most-mentioned barrier, which is further broken down into specific thematic subcategories in Table 7 below and considered one of the most critical components of supports for outdoor education. For example, support from Parents/PTSA can be considered part of the topic of stakeholder support, and in Table 6, we see that it is the most commonly cited support in the provision of outdoor education (if we include its subcode) and is mentioned at least once in all 5 interviews.

Table 6. Code Matrix of Cited Supports for Outdoor Education.

Code System	Interview 1	Interview 2	Interview 3	Interview 4	Interview 5	SUM
Supports						0
Time		1				1
More people--students and teacher					1	1
More research on outdoor educatio					1	1
Mentorship/Training					1	1
intentional planning					1	1
Knowing energy of the students					1	1
Inspiration and Energy to do the act		1				1
Support from Administration		1	1			2
Support from Parents/PTSA	2	1	1			4
Parent/PTSA funding	2			1	2	5
Previously established system	2	1	1	1		5
SUM	6	5	3	2	7	23

Not having a previously established outdoor education system is mentioned once as a barrier in Interview 2 but *having* a previously established outdoor education system is mentioned as a support in interviews 1-4.

Stakeholder Support

Support from a variety of stakeholders was cited as critical to either promoting outdoor education or making it more difficult to implement, if stakeholder support was either lacking or in opposition. In Table 6, we can see two primary types of *presence of* stakeholder support, which are *Support from Administration* and *Support from Parents/PTSA*. The types of *lack of* stakeholder support that were cited as barriers are listed in Table 7, which is an expanded version of Table 5 that includes all subcodes.

Table 7. Code Matrix of Cited Barriers to Outdoor Education, with subcodes.

Code System	Interview 1	Interview 2	Interview 3	Interview 4	Interview 5	SUM
Barriers						0
Teacher's Experience						0
Teacher-student dynamics				1		1
Teacher's experience with an activity	1		1			2
No previously established system		1				1
Stakeholder Support		3				3
Support from Third Parties		1			4	5
Support from Administration/Government		3	2		3	8
Ability of students to support the experience	1	2				3
Parent support	1					1
Staff support						0
Responsibility-related		1	2			3
Opinion-related	1	1				2
Health-related	2		2			4
Transportation	1		1	1		3
Staffing	2				1	3
Ratio of Students to Teachers					3	3
weather	1		1			2
being dressed for the weather			1			1
State standards	2		1		1	4
State testing	1		1			2
Time	4	1	1			6
Planning	1		3	1	1	6
Money	2	2	4	1	4	13
Σ SUM	20	15	20	4	17	76

The most important supports in broad terms are in the categories of administrative, governmental, students, parents, and staff (Table 8). Staff was broken down into three separate categories since those experiences were coded based off of the personal experiences of the teachers. This includes whether or not staff support the idea of outdoor education, or whether or not they are physically able or available to support outdoor education.

Table 8. Code Matrix of Stakeholder Support as a Barrier to Outdoor Education.

Code System	Interview 1	Interview 2	Interview 3	Interview 4	Interview 5	SUM
Barriers						0
Stakeholder Support		3				3
Support from Third Parties		1			4	5
Support from Administration/Government		3	2		3	8
Ability of students to support the experience	1	2				3
Parent support	1					1
Staff support	3	2	4			9
Σ SUM	5	11	6	0	7	29

Support from Administration/Government. In response to what challenges there are in meeting their goals, Teacher 2 stated that “if we go through different leadership, every time new leadership comes on board, there's ...a question of like, what are we doing? Why are we doing it? How are we doing it? ... I just want to do our program and (have the new administration) just jump on board and start paddling with us... and ...you'll see why we need to do it. Like, it's one thing for people to hear words about the philosophy of thing, it's another thing for people to actually experience it. ... So, I would see barriers are getting... administration or the leadership group just to jump on board and support it” (Interview 2, Pos. 78). They also state the same in response to what *contributes* to meeting those goals, in that “once (a community/group of teachers, families, and kids) want to do (outdoor education), it's about having... district or administrative or kind of the support from the top to get rid of those barriers or to limit those barriers, right?” (Interview 2, Pos. 70). In response to the same question, Teacher 3 states that “there's challenges... from the district at times, or from, you know, just allowing field trips and allowing different specific things that we want to do and making sure that risk management or whatever says that they're okay” (Interview 3, Pos. 62). They also stated in response to what contributes to their goals with outdoor education that “school administration support, school district support... are necessary” (Interview 3, Pos. 58). Previously, we saw Teacher 5 suggest that the education system would need to be redone in order to better support outdoor education, and that “It's an Office of the Superintendent of Public Instruction problem” (Interview 5, Pos. 94). Teacher 5 also stated in response to what contributes to the success or failure of outdoor activities that “when the policy aligns with the importance and what the research says about how, how environmental education affects students in a positive way, I think ... that is a huge contributor to the success” (Interview 5, Pos. 58).

Staff Support. This subsection includes whether or not staff support the idea of outdoor education, or whether or not they are physically able or available to support outdoor education. In interviews 1 and 3, teachers reported some health-related barriers, with Teacher 1 stating that “your health becomes an issue” (Interview 1, Pos. 46), later stating that “I left the school because I was tired. Because it does take a lot of work. And ...so while I think it's valuable... I ... don't think I would engage in it just because it's... a young person's game. ... I find that ... I get tired. I mean, you know, it's like coaching, right?” (Interview 1, Pos. 82). Teacher 3’s response was more responsibility-oriented, though stated that they “don’t have... the personal energy to plan a ton of stuff” (Interview 3, Pos. 98).

Another aspect is the opinion of staff regarding how worthwhile these experiences are for students, as well as for them personally. In response to the question of what challenges there are in meeting their goals, Teacher 1 stated that “it is difficult from a staff perspective to spend your entire day with a group of students on a mountain or... at an ice rink or on ...a city bus going to a climbing place, right. You can't if it's not something that you really enjoy doing” (Interview 1, Pos. 46). In response to what barriers are there in accessing outdoor experiences, Teacher 2 mentioned that “there's a lot of people who don't see the benefit,” and that “our list is full of things we're supposed to be doing. And then you layer on top of that, okay, now we're taking kids to outdoor education, we got to do all these things to create that” (Interview 2, Pos. 50).

As can be seen from some of the previous quotes, teacher’s responsibilities also play into their ability to support outdoor education. Teacher 2, in continuation of the last quote, stated that “we're lucky to be at a school that has the parents fund, a parent coordinator, who can kind of coordinate some different things and take that pressure away from teachers. ... If it was an outdoor educational institution that really wanted schools to embrace this, or do these things,

they would have to ... come into a school and, and provide them with lots of support, because there are teachers that have the desire, but to coordinate and do all these things ... can be overwhelming and... people would ... (say) it's not worth it" (Interview 2, Pos. 50). Teacher 3 likewise mentioned the weight of other responsibilities being a barrier. In a continuation of Teacher 3's last quote, they stated that there are "dreams of more outdoor ed, but in reality, teachers have a lot on their plates and trying to plan... more of those kinds of experiences outside of what they're already doing, I think can feel overwhelming" (Interview 3, Pos. 106).

Parent Support. Teacher 1 stated that "parents not buying in" was a barrier in meeting their goals with outdoor education (Interview 1, Pos. 46). Teacher 1 also stated in response to the question of what supported their efforts in outdoor education that "the ... families funded it. And the PTSA funded it. So, there was never a question about money. And there was ... buy in by everybody" (Interview 1, Pos. 74). In response to what contributes to meeting their goals, Teacher 2 stated that "it's about having a community, a group of teachers and families and kids that want to do it" (Interview 2, Pos. 70). In response to the same question, Teacher 3 mentioned "parent support" among a list of things they considered "for sure are necessary" (Interview 3, Pos. 58).

Parent support was also mentioned as coming in the form of Parent and PTSA funding, as mentioned by Teacher 1. Teacher 4 stated that "Funding ... is always a barrier, but we work our way around it. ...we can provide scholarship money... our PTSA works to support that" (Interview 4, Pos. 30). Teacher 5 stated that in their experience "it costs schools and students money to go to these programs, and that requires extra efforts for PTSA is to raise money. (The camp they work with) subsidizes the cost for Title One schools, but still, the students have to contribute to some things" (Interview 5, Pos. 58).

Support from Third Parties. As part of their response to what challenges there are in meeting their goals, Teacher 2 explained that “you need the organizations that you work with, whether it's the bus company or the ski company or the camp you're going to ...support you and saying, ‘Yeah, we're going to offer some scholarships to kids that can't come’” (Interview 2, Pos. 78). Interview 5 mentioned assistance from the Washington Trails Association Gear Library to supply gear for trips (Interview 5, Pos. 26). Later in the interview, in response to what they thought contributed to the success or failure of providing the benefits of outdoor education, they stated that “we did see schools with without PTSAs come to (the camp they visited), but it took a tremendous effort on ... (the) partnership part with the school to be able to get them to do this, to be able to get that opportunity” (Interview 5, Pos. 58).

Already-Established Systems

Teacher 2’s comments that “we're lucky to be at a school that has the parents fund, a parent coordinator, who can kind of coordinate some different things and take that pressure away from teachers” (Interview 2, Pos. 50) is part of another major support in the provision of outdoor education, which is an already-established system for outdoor education being present in the school. Teacher 1 demonstrated how, at a school they previously worked for, outdoor education was more feasible because all the processes teachers otherwise had to go through were already in place. They stated that “we were successful, because at the school where we did it... it was something that had been going on for a number of years. ... so, a lot of the structures were in place” (Interview 1, Pos. 74). They later elaborated that outdoor education “was what ... they built into their schedule, ... into their program. It was what they offered families coming in. ...I think the school was founded on it. I mean, that was one of the things they (offered) when they started the school in the early 90s. That's what they did. They've always done that” (Interview 1,

Pos. 78). Teacher 2 gave an example of how some of these processes were made easier. They stated that “we're lucky to be a program that's kind of has built it historically and maintains it, so when we need to provide evidence of our safety protocols, or like how we run our program, we kind of have all our I's dotted and T's crossed, you know, we got that down. So, we're able to justify it” (Interview 2, Pos. 34). Teacher 3 stated that having the organization completed beforehand helped in contributing to meeting their goals with doing outdoor education, stating that “most of these things that we're doing are pretty... well planned, organized ... I do think that having like a set plan contributes to our specific goals” (Interview 3, Pos. 54). Teacher 4 stated that “we've always done outdoor education. ...it's always been valued here. And it's part of what who we are and so ...that's important. ...our staff, ... our administrative staff, the teachers who go here, I mean, it's a part of what we sign up for. ...Everybody goes and participates” (Interview 4, Pos. 66).

Transportation

In response to what challenges they might experience in meeting their goals, Teacher 1 listed transportation as one of the things that “becomes an issue” in doing outdoor education, or any activity that would require transportation (Interview 1, Pos. 46). Teacher 3 also mentioned that transportation could be a barrier to outdoor education, “although that can usually be figured out with money as well” (Interview 3, Pos. 34). Teacher 4, in response to what challenges there are in providing outdoor education, recounted his experience with a transportation issue:

Yeah, transportation... can be an issue. We find that ... buses are the bane of all education. It's all-around buses, right? So, getting to camping and returning from camp. ...we have to go, I think it's ... two and a half hours to catch a ferry and then take the ferry. ... we're always challenged by those times and getting there. One year we actually

... were running late, and I had to call the ferry company. You know, Washington State ferries, and I was talking with them. And we drove up as the ferry was gonna leave, and we drove the buses right up to the ferry so we could get out and walk, because we walked on, we don't take the buses on. So, they held the ferry for us so we could walk our 120 kids ... onto there very easy. They were really good. ... it was awesome. But I was sweating the whole way. (Interview 4, Pos. 62)

Money

Money is a topic intertwined with many of the other coded subjects and has been mentioned in several quotes prior to this section. The following paragraph demonstrates how teachers also immediately pointed out funding as a barrier on its own, and not just as part of another barrier or support.

In response to the question of what challenges there are in meeting their goals, Teacher 1 stated that “it does really come down to money and opportunity” (Interview 1, Pos. 46). In response to whether or not there are barriers to accessing their preferred outdoor settings, Teacher 2 stated that “seeking out scholarship opportunities and trying to create the funding opportunities to pay for it” is a major barrier (Interview 2, Pos. 34). In response to the same question, Teacher 3 stated that the settings they visit “are pretty expensive... when you’re working with groups that organize these kinds of activities, it’s expensive for either the school or families” (Interview 3, Pos. 34). In response to this same question, Teacher 4 stated that “Funding... is always a barrier” (Interview 4, Pos. 30). When asked what contributes to the success or failure of providing the benefits of outdoor education, Teacher 5 stated that “one of the biggest barriers... is funding. ... There have been significant barriers, unfortunately, and it's

when these barriers are so high, like cost, that does not allow for students to access these places. Which is really unfortunate because I think they lose out on a tremendous experience” (Interview 5, Pos. 58).

Time

In response to whether or not they have barriers to accessing outdoor experiences, Teacher 1 listed time as one of the barriers (Interview 1, Pos. 30), and later gave an example of how “it is difficult from a staff perspective to spend your entire day with a group of students on a mountain or... at an ice rink or on a bus going ...(on) a city bus going to a climbing place, right” (Interview 1, Pos. 46). In response to the same question, Teacher 2 mentioned time as a barrier (Interview 2, Pos. 34). In response to a question about what challenges are there in providing outdoor education, Teacher 3 stated that “there's maybe some scheduling bits, like getting things accomplished within a school day or whatever” (Interview 3, Pos. 86).

Planning. In response to a question of what challenges they’ve experienced in providing outdoor education, Teacher 1 stated that it’s about ‘finding not only the time to pull it off but finding the right time to plan it. Because you can't just go, "Hey, we're going, get in the car, right?' Because you have to take... between 10 and 20 kids and finding staff to help you, finding time to make the plans, finding the transportation, funding it, all of those things” (Interview 1, Pos. 74). Teacher 2 stated that “staff being given time and a place to create and organize and a system and structure to work within to create a safe environment” is an important contributor to meeting their goals for outdoor education (Interview 2, Pos. 70). Teacher 2 stated that “the barrier to doing a less like structured planned program like through YMCA or something is then you have to have a group of teachers that are planning that” (Interview 3, Pos. 34). As part of their response to the question of what things prevent them from engaging in outdoor education

more often, Teacher 4 stated that “it’s organizing that and making it and, you know, getting all the groups and people in charge of the groups to participate. It was... a challenge. So that kind of limits us” (Interview 4, Pos. 74). In response to what challenges there are in meeting their goals, Teacher 5 explained how planning can be a challenging process:

But, you know, there are certain things that classroom teachers have to do to fulfill the curriculum requirements and next generation science standards. And, and the way that (camps) approach that was very different, right. So, there’s created sometimes a dissonance between that, which was a little bit difficult, and you just had to adapt and overcome, because you want to make sure that the experience for the teacher and the student has meaning and purpose, and they’re walking away with some learning. And so ...you kind of have to just be malleable and change your plans. If you’re seeing that, you know, maybe the students need a little bit more challenge, maybe they need to do teamwork better, maybe the teachers asking for a certain thing that... you weren’t planning on, so you just have to be flexible and malleable... in that way. So that’s, that’s one of the barriers, I would say that I haven’t mentioned already. (Interview 5, Pos. 42)

Discussion


Student Growth and Development

The interviews revealed that the sampled teachers place high value on outdoor education. Each teacher observed a variety of benefits that they observed in students, and in some cases even chose the settings they visit because they observed those benefits in their students. From this, it is recommended that Social Emotional Learning (SEL) curricula and their intersections with outdoor education be explored in further research. From the teacher’s responses, it seems as

though outdoor education is an effective medium, from a teacher's perspective, in achieving SEL curricula. However, we can further draw a connection from the teachers' responses to Seattle Public School's SEL curriculum. Below is a screenshot from an SPS' website on SEL:

Figure 1. The six skills outlined for SEL (Seattle Public Schools, n.d.).

Social Emotional Skills

We focus on the learning the six skills identified by [WA Office of Superintendent of Public Instruction](#),  including:

1. **Self-Awareness**
Identify one's emotions, personal assets, areas for growth, and potential external resources and supports
2. **Self-Management**
Regulating emotions, thoughts, and behaviors
3. **Self-Efficacy**
Motivating oneself to persevere, and see oneself as capable
4. **Social Awareness**
Taking the perspective of and empathizing with others from diverse backgrounds and cultures
5. **Social Management**
Making safe and constructive choices about personal behavior and social interactions
6. **Social Engagement**
Considering others and showing a desire to contribute to the well-being of school and community

Many of these concepts were prominent in the benefits and goals described by teachers in their experiences with outdoor education. Teacher 1 had SEL as one of their main goals for doing outdoor education. Teachers 2 and 5 otherwise talked about confidence building and teambuilding (Interview 1, Pos. 38; Interview 2, Pos. 54; Interview 5, Pos. 30). These could

easily fit under SEL goals of Self-Efficacy, Social Management, and Self-Awareness. The stories and quotes from teachers about community-building could also easily fall under the SEL goal of Social Engagement. Teacher 5 had also brought up how smaller groups in these outdoor activities and settings, particularly at camps, improves upon the benefits they get from outdoor activities. This should also be explored in further research, especially in regard to how smaller groups in outdoor settings and programs like camps may help teachers reach their SEL goals and other student growth goals.

Additionally, the responses received from teachers in observing the benefits of outdoor education for students align with Dring et al.'s usage of Diffusion of Innovations theory in their study of teachers' experiences with outdoor learning spaces (OLS). According to their study, "the various factors that participants identified as supporting their adoption and continued use of OLS could be classified into five categories, each consistent with a key aspect of Diffusion of Innovations theory (Rogers 2003): (1) compatibility with their pre-existing values; (2) feasibility because of prior knowledge and institutional support; (3) trialability, which enabled teachers to experiment and learn how to incorporate OLS in safe ways; (4) observability of impacts on students; and (5) relative advantage of using OLS compared with teaching similar concepts in a classroom setting" (Dring et al., 372). These 5 key aspects of the theory are used in the study to determine whether or not an innovation could potentially be "adopted and spread in social systems" (Dring et al., 370). All 5 teachers interviewed in our study had observed a number of benefits for students, and even chose the settings they visited for outdoor learning experiences because they've seen those experiences work for their students in prior instances. The goals teachers reported they had for their students, including SEL, also reflect the values they hold, including the necessity for building community, friendships, teams, experiencing something new,

and experiencing the outdoors. This fits into the first part of Diffusion of Innovations theory that Dring et al. used, which was compatibility with teachers' pre-existing values.

Privilege and Inclusivity

In comparing Interview 5 with the other interviews, we were able to observe how some schools are far more able to provide outdoor education than others. Teacher 5 was unable to do outdoor education, citing the ratio of students to teachers, and lack of funding and support from a PTSA. While Teacher 5 was unable to provide outdoor education to their students in more recent years, other teachers mentioned how money was never a problem, the backgrounds of students wasn't a problem, and how staff wasn't a problem.

Teacher 5 also mentioned that the outdoor education field is very white dominated. This is something very relevant for stakeholders if they want to see better representation in outdoor education. There should be further study into what is currently being done to make communities feel represented in outdoor education, and what is being done to make sure people of color are well-represented in outdoor education in SPS. Moreover, Teacher 2 brings up a valid point, in that there should be stakeholder conversations about what communities want from outdoor education, especially ones that may pursue outdoor experiences as part of something new should they get funding for it in the future. Dring et al. speaks about how trialability increases the likelihood of new practices being adopted (Dring et al., 376), and how teachers in their study “spoke of the importance of grant funding to make it possible to try using (outdoor learning spaces) in their teaching” (372). With the bill establishing the *outdoor school for all program* having been passed in Washington State Legislature (Establishing the Outdoor School for All Program, 2022), trialability may be more accessible in communities that did not have funding to

try outdoor education previously. Further in the future, study could be done to examine the experience of people of color in outdoor education, both the experience of students and the experience of teachers.

Teacher's Ideas on Improving Outdoor Education

Teachers 1 and 5 saw little possibility for outdoor education in the current school system as it stands, and both concluded that the school system as a whole would have to be rethought entirely for outdoor education to be implemented in a way that would truly be beneficial for students. This is a large task that would require the input of many different stakeholders, a large amount of data backing up its benefits vs. the current system and convincing the public at large, which in total is not a simple task. However, further study can be done on what parents and teachers feel could be done to change the education system, how comfortable they would be with certain changes, and how comfortable they are in incorporating a space for outdoor education as a standard in public schools. The trialability of large changes to the public education system may prove to be difficult, given how long our current standards have been established and perhaps how much people are used to the public education system. However, teacher 5 does bring up a good point that our public administration is certainly capable of it given the massive changes schools undertook to public education in order to deal with the COVID-19 pandemic. But there would have to be far more research and discussion to be had if any sort of overhaul could be made to public education, as the pandemic was centered around a public health emergency (and not to mention temporary), whilst making room for outdoor education or any other perceived improvement on the public education system may not be seen as something requiring urgent action.

Further research could be done in schools to measure the effectiveness of student reflections after field trips, which was an activity Teachers 3 and 4 suggested. Further study could also be done on how much students applied these goals throughout the school year. These could also be done in part with Teacher 2's desire to have more opportunities for student voice and student leadership, which is a goal that could be measured in such a study.

Teachers 2 and 3 desired greater recognition of the importance of outdoor education from the school district. This appears to be in the works, given the SPS Board Resolution that included the creation of a task force to “study with urgency the feasibility of, and make recommendations related to, the implementation of... outdoor education in Seattle Public Schools” (*SPS Board Resolution No. 2020/21-4.2, 2*). Further study, program evaluation, and policy analysis may be done to look into the progress of this task force, especially after the COVID-19 pandemic. Moreover, an application system to facilitate funding between third parties and schools may be more feasible with the passing of the *Establishing the outdoor school for all program*, as there are number of systems that come with the bill, the first of which is the establishing of an “outdoor learning grant program” designed to “develop and support educational experiences for students in Washington public schools” (*Establishing the Outdoor School for All Program, 2022*). The bill further states that “within existing resources, the Washington state parks and recreation commission, the department of natural resources, the Washington department of fish and wildlife, the Washington department of agriculture, and the Washington conservation commission may partner with the office of the superintendent of public instruction to provide relevant expertise on land management and work-integrated 3learning experiences and opportunities” (*Ibid.*). Revisiting teachers' experiences with outdoor education after these grants

have gone out is recommended, as well as inquiring the experiences of disadvantaged communities who haven't had access to outdoor education due to any number of barriers.

Teacher 4's suggestion to incorporate high school volunteers into outdoor education programs may be an effective solution to the staffing barrier that other teachers reported. In Seattle Public Schools, one of the requirements for high school students to graduate is 60 hours of community service (Seattle Public Schools, n.d.-a). This could mean that there is an opportunity for high school students to volunteer for outdoor activities in SPS in higher numbers if there is enough promotion or incentive to do so. Stakeholders, especially third parties like camps should consider high school volunteers who need service hours as a valuable resource to ease staffing needs of schools with large numbers of students.

Teachers 1 and 5 were both retiring from teaching or leaving the school where they worked, which may have impacted the ideas and the perspectives they had on outdoor education and teaching in general. Both of them stated that there would need to be an overhaul of the education system in some degree to properly accommodate outdoor education. Teacher 5 also valued smaller groups more than the other teachers, as they believed it made the benefits of outdoor education stronger. They also stated that they worked at a comprehensive middle school and had a larger ratio of students to teachers, which may have been a large part of why they valued smaller groups in outdoor education. Other teachers had large teams of people that helped lead enormous groups of students in camps, which Teacher 5 believed would weaken the interpersonal connections and the connections with community and the environment. We can assume that programs with smaller numbers of students have different goals and outcomes than programs with far larger number of students. Comparing the outcomes and perceived benefits of these different kinds of experiences could be something to explore in further research.

Additionally, in the future, there could be more exploration of retired teachers' experiences with outdoor education and the education system in general.

Barriers and Supports

Here we can see much of Dring et al.'s cited Diffusion of Innovations Theory become much more relevant in the discussion of how outdoor education is or isn't adopted in schools in SPS. It's not surprising that time and especially money are barriers cited across all 5 interviews. After all, money is at the center of many other issues, including staffing, transportation, and to an extent stakeholder support, as camps cost money and such activities require the support of a PTSA. Dring et al.'s interviews of teachers found that the trialability of outdoor learning spaces hinges on funding, as the school district awarded funding for "a non-teaching block to support school garden projects and assist other teachers with incorporating (outdoor learning spaces) into their teaching practices" (Dring et al., 374). I think this also plays into another large foreseeable barrier, as well as the most cited support for outdoor education among the interviews, which is an already-established system. Dring et al. mentioned feasibility from prior knowledge and institutional support as a factor that makes outdoor learning spaces more likely to be adopted according to Diffusion of Innovations theory. In the case of Dring et al.'s study, teachers' prior knowledge of gardening and environmental education made outdoor activities more comfortable and inspiring for teachers to partake in. However, what we see in the interviews is far larger than knowledge of activities. For some of the teachers we interviewed, outdoor education was already integrated into their education program, and also part of the schools' culture. As Teacher 2 put it, these schools have their "I's dotted and T's crossed" when it comes to things like providing evidence of safety protocols to justify outdoor activities (Interview 2, Pos. 34). Teachers 1, 2,

and 4 mentioned how they worked at schools where outdoor education was simply part of the school's history and what they did, and also cited far less barriers, and the same three teachers mentioned how their PTSA was on board with the program and funded everything. This is of course in sharp contrast to Teacher 5 who did not have PTSA funding for outdoor education, nor had any opportunity to do outdoor ed at the school they last worked at.

Getting teachers familiar with the programs and stakeholders involved in outdoor activities may be an important step, as teachers and staff will have less obstacles to go through as they become more familiar with the settings they prefer. This would be part of the trialability stage of adopting outdoor education, and part of the stage after, as teachers figure out what they do or do not want from outdoor activities.

Administrative support was important to several of the teachers interviewed, which is also reflected in Dring et al.'s interviews. Administrative support is part of the feasibility aspect of Diffusion of Innovations theory as discussed in Dring et al. There is much hope for outdoor education in SPS given the new WA legislation and SPS' board resolution regarding outdoor education. This could mean that schools that are disadvantaged one way or another and have little access to outdoor education will have an easier time gaining access to it, as administration and government seems to be on board with outdoor education for all. In particular, Dring et al.'s interviewees cite "help with writing grants, organizing fundraisers, professional development and resolving logistical issues" as help from their administrators (Dring et al., 373). While this didn't specifically arise in the interviews, every teacher except Teacher 4 stated that the administration allowing things to happen or creating policy that aligns with teacher's goals to do outdoor education, or just that support in general, is necessary.

Administration is not the only stakeholder whose support would make outdoor education more feasible, of course. The support of parents and staff is important too. Parents need to be on board to fund things like trips to camps, and they need to see the benefit of outdoor education much like administration does. Teachers need to be on board too, of course, and that support would become more feasible with support from other stakeholders, including third parties like the camps teachers visited. Teacher 3 cited not having the energy to plan things, and Teacher 2 stated that their school was lucky enough to have a parent coordinator that took a lot of the pressure off of teachers. Feasibility because of prior knowledge and institutional support, as discussed on page 373 of Dring et al.'s study extends to other stakeholders in the case of outdoor education, as there are more moving parts in teachers' experience in doing things like outdoor camps. Moreover, without the support of one stakeholder, it becomes a barrier for the teachers or other parties in providing outdoor education, and either puts a lot more pressure on the stakeholder in question or may even prevent outdoor activities entirely. One example of this is when Teacher 5 stated the camp they went to required a lot of effort to support from a school without a PTSA.

Conclusions

Further Discussion and Policy Recommendations

From the interviews conducted, we observe that teachers who have experience with outdoor education place a high value on it, though the teachers with the most experience with outdoor education were also those who faced the fewest barriers from working at a school with a long history of outdoor education and both administrative and staff support, as well as PTSA financial and logistical support. Trialability is not an issue for those schools, and those schools

have an easier time proving their curriculum to administration, the primary example given being safety protocols. Moreover, teachers would otherwise have to spend a lot of time planning and coordinating with administration and other organizations. Schools that have this experience and/or some form of routine for outdoor education more than likely spend less time going through these processes. Trialability also does come down to funding, which is a barrier that may be easier in the future as the support from both the government and administration is evident. Further study on the status of outdoor education in SPS some years after the passing of the *Establishing the outdoor education for all* bill is highly recommended. As funding rolls out, trialability for outdoor education may become easier. As teachers try outdoor education, they can discern what they want to get out of it, and community members may voice their concerns, ideas, and anything they want to get out of outdoor education as well. The trial phase should be good for teachers and community members to observe impacts on students and discern whether or not outdoor education aligns with their goals and values.

Beyond trialability, schools would need to be able to familiarize themselves with the necessary resources that make outdoor education more feasible. This of course includes funding, but also would include other supports, such as parent-teacher coordinators, assistance from third parties, and building relationships with third parties. The feasibility of outdoor activities likewise would come from set plans that can be reused in later years, and experience from doing the activities. It may be a good idea for schools to consult teachers and coordinators from schools like the ones teachers in this study were interviewed from, where there is already an established system for outdoor education. Otherwise, educators could work with communities to define what outdoor education means to them and build their own outdoor education system and identity for their schools. In the future, further study can be done on the success or failure of outdoor

education in the varying communities and schools at SPS, what goals they had, whether or not they met them, how much benefit was observed for the students, and what barriers they still face.

Overall, it seems that there is support from administration and the state government for outdoor education. The next potential steps for further adoption across SPS are for teachers to acquire the funds through grants to engage in a trial phase for adoption, and for SPS or other government bodies or independent third parties to assist in providing resources that would reduce the pressure of planning outdoor trips/activities, as well as application processes.

Appendix 1

Interview Questions

1. How often during the school year do you have the opportunity to grant students outdoor education activities?
2. Outdoor education is a very broad term that could relate to activities in a variety of settings. When you engage in outdoor education, how would you describe the areas you visit? Is it a wilderness-based experience, a place just outside the school, an outdoor institution like a farm or garden, or something else?
3. Why do you prefer the setting you visit for outdoor education? How do you think it compares/would compare to other forms of outdoor experiences?
4. Do you have any barriers to accessing outdoor experiences? (Either in terms of accessing your preferred outdoor settings, or other forms of barriers?)
5. Describe your goals with doing an outdoor activity. What do you want students to take away from the experience? What learning objectives do you have for your students?
6. Do you feel that you meet the learning objectives you have for outdoor activities? What contributes to meeting those goals? What challenges are there in meeting your goals? Do you have ideas for how you could make these experiences more meaningful?
7. Several different studies indicate that there are a variety of benefits for students in experiencing outdoor education, including physical activity, a variety of mental health benefits, and even better attentiveness upon returning to the classroom. Have you observed these benefits, including ones not mentioned? What do you think contributes to the success or failure of providing these benefits to students?
8. Other than location, what are the challenges you have experienced in providing outdoor education? What has most supported your efforts in providing outdoor education?
9. Would you like to engage in outdoor education more often? (If yes, “What are the things that prevent you from engaging in outdoor education more often?”)
10. Finally, what ideas do you have for how outdoor education might be expanded or improved for you or other educators and their students?

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