



RESOURCES

TITLE | TRAINING CALENDAR SCOPE & SEQUENCE

CATEGORY | Garden Educator Training

OVERVIEW | This document provides a suggested scope and sequence for garden educator trainings over the course of one year.

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What this resource is:

This document is a suggested scope and sequence for garden educator trainings over the course of one year. It includes twenty-eight training topics most essential to the Education Outside training program. Twelve are in the Learning and Teaching Outdoors strand, ten are in the Outdoor Classroom Design strand and six are in the Leadership for Community Engagement strand, totaling 88 hours. As mentioned in *How to Train Garden Educators: Education Outside's Training Approach* available in the Table of Contents, Education Outside provided training to garden educators on a weekly basis. This calendar should be adapted to different programmatic needs. For example, School Garden Support Organizations can pick and choose from these trainings if they are providing fewer hours of training, or groups training certified classroom teachers could focus specifically on the Outdoor Classroom Design strand.

It's important to note that the scope and sequence below includes topics that Education Outside covered with both first and second year garden as well as topics that were differentiated for the two cohorts. For example, during a training at the beginning of the year, first and second year educators might be split into two groups. First year educators would be introduced to the basic concepts of the training while second year educators would spend more time reflecting how they had implemented the training in the previous year and planning improvements for the coming year. We also differentiated trainings for first and second year educators by asking second years to step into a leadership role. Instead of splitting first and second years into two groups in the aforementioned example, we would keep them in one group to allow second year educators to share their experience and what was successful or not successful. Alternatively, second year educators might lead entire trainings themselves with support from Education Outside staff. This was particularly useful for model lessons, where second year educators taught example lessons for other first and second year educators. These peer learning opportunities were valuable for first years, as they learned from more experienced garden educators, and valuable for second years, as they solidified their knowledge through teaching first years. Some of our most highly valued trainings were those that involved peer learning.

Why this resource was created:

This resource is based on the scope and sequence that was used to plan trainings for Education Outside garden educators. This version includes only the trainings that were determined, over the course of several years, to be most effective for our educators. It is meant to provide a guide to other nonprofits, programs or schools that are training garden educators. However, it can also be used by garden educators themselves as a self-guided training road map.



How to use this resource:

We suggest adapting this scope and sequence to meet the needs of your specific program and trainees. It can be used for educators over the course of one year or over the course of two years with differentiation similar to what was described above. The appropriate sequence depends heavily on the experience and knowledge of the educators, the needs of the school communities, and the status of the outdoor classrooms. For example, if garden educators are teaching in outdoor classrooms that are already well established, it's less important to review perennial planting in the beginning of the year. However, if educators are teaching at schools that don't have established green spaces or outdoor classrooms, this training is appropriate for the beginning of the year.

Most of the training topics referenced in the scope and sequence below are further outlined in *Learning & Teaching Outdoors*, *Leadership for Community Engagement*, and *Outdoor Classroom Design*, available in the Table of Contents. These trainings are indicated with an asterisk in the calendar. Trainings that are not marked by an asterisk in the calendar below are not further outlined in the resources in the Table of Contents. However, these topics were important aspects of the Education Outside training program and we suggest discussing them with new garden educators as you see fit.

In some cases in this scope and sequence, training topics are summarized in a single training overview but are repeated multiple times in the calendar as part 1, part 2, etc. For example, the *Learning & Teaching Outdoors* training "Trauma Informed Practices" appears three times in the calendar (part 1, part 2, and part 3), with a single Trauma Informed Practices training overview in the Learning & Teaching Outdoors document, linked in the Table of Contents. We suggest using the training overviews as a starting point, then breaking up the material into multiple sessions as you see fit. One of the primary reasons we suggest breaking these particular workshops into multiple parts throughout the year is because it's helpful to use real scenarios that educators have encountered in their work. As educators encounter challenging scenarios in their outdoor classrooms, they can bring them to these trainings to debrief, gain support, and learn techniques to help them with similar scenarios in the future.

One core component of the Education Outside training program that is not referenced in the scope and sequence below is model lessons. During model lessons, garden educators would teach a lesson from the Education Outside Curriculum as if they were teaching a real class. Those in the audience would participate as students and take notes on the educator's teaching practice. Model lessons were always highly reviewed by garden educators who appreciated seeing various teaching styles. We suggest incorporating model lessons wherever possible throughout the year, with particular emphasis at the beginning of the year.

Contributors:

This resource is based on contributions from several Education Outside staff members who worked at the organization from 2012-2019, particularly previous Professional Development Managers, Program Managers, and Program & Education Team Directors.

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Before the School Year Begins ("Bootcamp")

Learning & Teaching Outdoors		Outdoor Classroom Design		Leadership for Community Engagement	
Backwards Planning, The Learning Cycle & Lesson Adaptation* (Pt. 1 & 2)	6 hrs	Annual Care with Students in the Outdoor Classroom* (Pt. 1)	3 hrs	Laying the Foundation for Discussing Diversity, Equity and Inclusion Among Garden Educators*	4 hrs
Building a Foundation for Effective Classroom Management*	2 hrs	Designing Outdoor Classrooms for Effective Teaching*	2 hrs	Getting to Know Yourself and Your Community: Identity Mapping, Fitting-In vs. Belonging & Asset Mapping*	4 hrs
Building Classroom Culture Using the Education Outside Best Practices	3 hrs				
Total # Hours: 24					

September/October

Learning & Teaching Outdoors		Outdoor Classroom Design		Leadership for Community Engagement	
Making it Stick*	3 hrs	Perennials in the Outdoor Classroom*	3 hrs	Supporting Diversity Equity & Inclusion with External Consultants* (Pt. 1)	3 hrs
Backwards Planning, Lesson Planning & Lesson Adaptation* (Pt. 3)	3 hrs	Food Safety & Handling	2 hrs	Communication: Feedback, Non-Violent Communication and Grant Writing*	4 hrs
Teaching NGSS Outside*	3 hrs				
Restorative Practices*	2 hrs				
Behavior Management*	2 hrs				
Child Development	2 hrs				
Total # Hours: 27					

November/December

Learning & Teaching Outdoors		Outdoor Classroom Design		Leadership for Community Engagement	
Facilitating Inquiry*	3 hrs	Composting & Worm Bins	2 hrs	Supporting Diversity Equity & Inclusion with External Consultants* (Pt. 2)	3 hrs
Cooking Outside*	2 hrs	Construction Skills & Safety Basics*	3 hrs		
Trauma Informed Practices* (Pt. 1)	3 hrs				
Total # Hours: 16					

January/February

Learning & Teaching Outdoors		Outdoor Classroom Design		Leadership for Community Engagement	
		Project Planning	2 hrs	Reflecting on Organizational Culture & Deepening the Work	4 hrs
		Annual Care with Students in the Outdoor Classroom* (Pt. 2)	2 hrs		
Total # Hours: 8					

March/April

Learning & Teaching Outdoors		Outdoor Classroom Design		Leadership for Community Engagement	
Trauma Informed Practices* (Pt. 2)	2-3 hrs	Integrated Pest Management	2 hrs	Supporting Diversity Equity & Inclusion with External Consultants* (Pt. 3)	3 hrs
		Hydrozoning & Irrigation	2 hrs		
Total # Hours: ~9					

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May/June

Learning & Teaching Outdoors		Outdoor Classroom Design		Leadership for Community Engagement	
Leading End of Year Celebrations	1 hr	Summer Care for the Outdoor Classroom	2 hrs	Closing Out With Your School Community	1 hr
Total # Hours: 4					

**These trainings are further outlined in the Learning & Teaching Outdoors, Leadership for Community Engagement and Outdoor Classroom Design training overviews available in the Table of Contents.*