



SCHOOL GROUNDS SITE INVENTORY

The School Grounds Site Inventory is a tool to assist in assessing opportunities for student learning on the school grounds. Using this tool will help identify strengths and needs of the existing school grounds and serve as a basis for setting priorities and planning enhancements and improvements to the site. It can also be used as a tool to help plan and design a new outdoor classroom for your school grounds.

Site Features

Take a walk around the outside of your school buildings to assess the school grounds and the features on your school site. Record observations below regarding the physical features of your site.

What are the most **prominent** features of the site?

Identify any **trees** you see on the site.

Identify any **shrubs** you see on the site.

Identify any **common plants** on your site.

Which **animals** or **evidence of animals** do you see?

What seems to be the most **unique** feature of the site?

What **human support** features or evidence exist on the outdoor site? (*power lines, heating/cooling, water removal, snow plow lanes, etc.*)

Are there any **special features** that should be protected or preserved?

In your opinion what are the three most **aesthetically pleasing** features of the site?

What feature is a **focal point** in which many **lessons** could be incorporated around?

Map-out your school grounds

Make a rough map of the school-site that shows the relative positions of the school building(s), parking lot, play areas, walkways, etc. Include on your map a directional orientation arrow, a rough scale and appropriate identification of significant features.

Estimate the percentages of the overall school grounds which are occupied by:	
School buildings	
Asphalt & concrete	
Grass	
Landscaped plant cover	
Natural plant cover	

Look for areas that are protected and unprotected from the natural elements.

- Where is the area least likely to be affected by sun, temperature and wind variations?
- Where is the area most likely to be affected by sun, temperature and wind variations?



Determine the approximate size of the specific school-site areas you wish to develop or enhance.

Is there a water source nearby? If so, do you have access?

Will your development or enhancement of this area result in conflict due to distracting others who are still inside the building during class time?

Site Use

What **major limitations** might deter the use of this site?



What **improvements** could be made on this site to address the limitations?

Should anything be **added** to or **removed from** the site to enhance its use?

What **subject areas or classes** does the outdoor site seem to best lend itself to?

What are the **target groups** you would recommend to use the site (i.e. grade levels, special classes or students, etc.)?

What concerns or issues might be addressed using specific features of the site as catalysts for **discovery investigation and critical thinking**?

Suggest at least one outdoor school-site <u>activity</u> that might be carried out in the following curriculum areas:
Fine Arts
Language Arts
Math
Music
Physical Education
Science
Social Studies
Other subjects:

What special **equipment, teaching aids, curriculum materials**, etc. might be recommended for use at the site?

Where does the major support come from in encouraging teachers to make greater use of the outdoor school site?

What types of **specialists** might be called in to do in-service training prior to using the site?

What are the three most valid reasons for using this site?



Rank this site on a 1 -10 scale according to its overall potential for taking classes outside to learn.
1 2 3 4 5 6 7 8 9 10