



## Place-Based Education (PBE)

(Adapted from Delia Clark)

Place-based education immerses students in local heritage, cultures, landscapes, opportunities, and experiences, using these as a foundation for the study of language arts, mathematics, social studies, science, and other subjects across the curriculum.

### Goals of Place-based Education:

#### Student Achievement

PBE makes learning concrete and relevant to students' lives, helping teachers reach all learners and improving student engagement, academic achievement, and sense of personal efficacy.

#### Community Social and Economic Vitality

PBE forges strong ties between schools, community organizations, and community members, contributing to community pride, sense of place, and quality of life.

#### Ecological Health

PBE helps cultivate a sense of care and responsibility, leading to stewardship behavior.



### Principles and Promising Practices of Place-Based Education

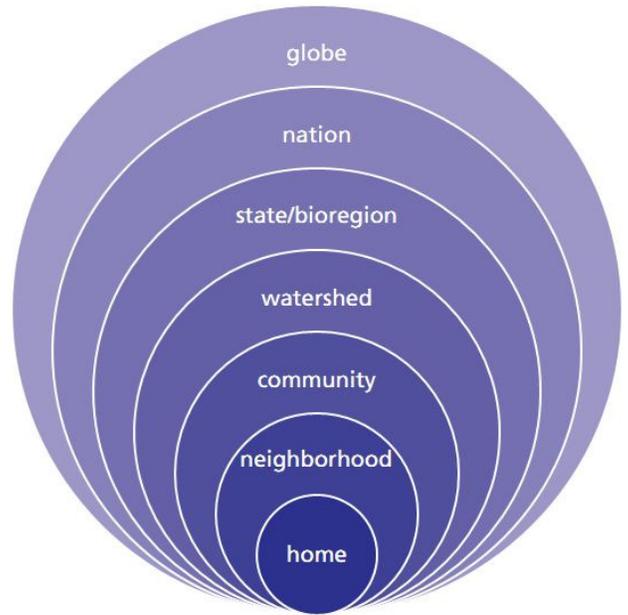
1. Learning takes place on-site in the school yard and in the local community and environment.
2. Learning focuses on local themes, systems and content.
3. Learning is personally relevant to the learner.
4. Learning experiences contribute to the community's vitality and environmental quality and to supporting the role the community plays in fostering global environmental quality.
5. Learning is supported by strong and varied partnerships with local organizations, agencies, businesses and government.
6. Learning is interdisciplinary.
7. Learning experiences are custom tailored for the local audience.
8. Learning is grounded in and supports the development of a love for one's place.
9. Local learning serves as the foundation for understanding and participating appropriately in regional and global issues.
10. Place-based education programs are integral to achieving other institutional goals.



# sustainable schools project

## Developmental Understandings of “Place”

Place-Based Education emphasizes learning through participation in service projects for and with the local school and/or community. Place-based education expert David Sobel says “authentic environmental commitment emerges out of firsthand experiences with real places on a small, manageable scale.” This graphic suggests a developmentally appropriate K-12 sequence of a child’s ever-expanding sense of place. (For more information, visit [www.promiseofplace.org](http://www.promiseofplace.org))



## Ladder of Place-Based Learning

There are varying levels at which teachers can incorporate place-based education. At the beginning, classroom-based lessons might be infused with local examples. As you move up this ladder, the walls of the classroom disintegrate and learning happens out in the community. Skills and knowledge are dictated through necessity. Time, planning, and complexity increase along this spectrum, as do depth, student engagement, and richness.