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Fundamental Benefits of Outdoor Education in Primary Grades

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Learning Through the Great Outdoors:

Fundamentals of Outdoor Education in Primary Grades

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Abstract

Primary school children benefit from outdoor learning as it stimulates brain function and development. Unfortunately, outdoor learning is disappearing from elementary school curriculum, often due to school-wide and district budget cuts. Interviews with administration and teachers at a local elementary school revealed that educators believe field trips are beneficial for student learning even though budget cuts make them difficult to offer. Survey data collected from students before and after their participation in an outdoor lesson plan demonstrated improvements in student learning. An action project was implemented to provide improvements to lesson plans to incorporate outdoor learning. By raising money through class and/or school donations, the school budget can be used for other materials and students can still have memorable field trips to benefit their learning.

Learning Through the Great Outdoors:

Fundamentals of Outdoor Education in Primary Grades

Education and learning are omnipresent in children's' lives. Education takes place at the institutional level whether be it at a school setting or home school setting. Social skills begin to take shape with terms and main ideas taking the place for education in children's minds. Learning happens every day through social, hands on, and new experiences. Children will learn about themselves playing with others and through travel and adventure either close to school, close to home, or away from familiar surroundings. Sometimes even, learning cannot happen at the institutional level because a child might not yet understand the concept before the teacher delves deeper into cognitive understanding of that concept.

Field trips and daytime school outings are the best ways to reach all children to let them gain a deeper understanding of a certain educational topic being discussed at the institutional level at that time. I have worked at kids' camps for the past four years as well as four years at Disneyland Resort. I participated in the monthly holiday treats which included programs for kids at the resort. Watching first-hand what kids learn being outside is an experience I never want to stop being a part of.

I used to think education was the same all around. There were schools and they all learned the same thing at every grade level as I did at my primary school. I spent second grade learning multiplication and third grade learning long division. Learning to print was kindergarten and cursive was first grade for my learning. After transferring from a private school to a public school I was surprised at the level of the students of the grade I was transferring into.

The education of the public school was far behind where I had been in private school. I felt bored sitting in my fifth and sixth grade years of schooling because I already learned all the main ideas being taught. I understand now why it was that way. In my private school, the ratio of teacher to student was 1:14. Our classes were small and we could move on once everyone understood the topic much quicker. In public school the ratio is generally 1:29 depending on district. It makes it difficult to move at the quicker pace as some kids are still learning English and some just do not grasp the concepts as easily.

However, the best parts of public school I remember were the field trips. Every grade had a special trip they took every year. The third graders went to the discovery museum near Anaheim. The fourth graders went to a gold mine museum, while fifth grade went on to the Long Beach aquarium. Sixth grade had the most memorable trip. We were able to spend a week away from school at an outdoor science camp. These grade activities were not implemented at the private school I attended for the first six years; pre-k through fourth grade.

Through my experiences going on these field trips at public school, I have gained a yearning to make sure public schools have at least one field trip, or outing, for each grade levels. In many cases this is where children learn the most from their classmates and the material. Working at camps I see the educational difference a day can make for a child being away from the traditional classroom setting. Their eyes open up as everything around them is new. In almost most cases the same can be said for the whole class; they are all experiencing something new together. Not one classmate is "smarter than the other" on these day trips because they are all at the same level of vulnerability. It is at this particular level children will learn the most because they are not afraid of "embarrassing" themselves in front of their peers or teachers. Everyone is on the same learning field.

Today there are many problems that arise from field trips happening at every grade level within the public school system, mainly due to the school budget. Field trips are being seen as unnecessary and frivolous. The money seems to be decreasing every year and with that everything deemed “non-educational” goes out the window as well. It is understandable in this area cutting the trips for certain grades out which include long distance bus travel since transportation is a large expense. However there are many ways around this issue such as individual classroom fundraisers or donations from the designated trip to see their facility for educational reasons.

The new Common Core learning standards involve a different pedagogical approach, heavily relating to a cognitive understanding of the material. Students are being educated more thoroughly with hopes of retaining information better and knowing the "why" behind the main ideas as they enter secondary education. They need to feel things and understand them before they can be taught about them at a cognitive level to understand the concepts. School field trips and outings at the primary level are a great way to start the learning that will lead to a better and longer education.

The Heart of the Issue

As I mentioned before, school field trips are an important part of learning at the primary level. Seeing things they talked about in class makes it that much more real for them and creates excitement to learn more. In Monterey County alone budget cuts have caused P.E. classes to be cut almost completely throughout the district. As less and less money keeps being given to schools, more and more is cut. In many schools in Monterey County field trips are now being cut down to only one per grade. To many, this is no cause for alarm just yet because each grade goes on at least one trip a year. However, I noticed this was not true throughout all the schools.

One school in particular had one grade that did not go on a trip at all during the school year because of the steep budget cuts.

I came across this situation due to a service learning class I was enrolled in in the Fall 2014. I was in a class at California State University Monterey Bay entitled "Multicultural Literature". In this course we went into a local elementary level classroom and read to students different genres of books. It was this particular classroom as well as the other two classrooms in this grade I discovered did not go on any outdoor field trips or outings the whole year. The school cut it because of low funding.

People Impacted

The students are the first to feel the impact of field trips being cut. They see everything. They can see other grades go off for a day on a field trip and hear them talk about it for weeks later after they return on the playground during recess and lunch. I am sure they feel sad and angry they do not have a story to tell in return. The teachers can also be impacted by field trips being cut. For them, it was a day to be different. A day to watch the kids and facilitate learning in a different way. It created a way of teaching different than the everyday classroom style.

Administration within the school feels an impact. They do not want to cut trips down but the budget does not allow for them to not do so. They have to deal with complaints from parents and teachers which can be trying at times. At the district level however, they have the power to change the budget.

They can look at schools and should be able to see if a school is wasting money on supplies that are not needed or have left over money that be dispersed differently the next school year to help all grades have at least one trip.

The Underlying Issue

Public schools throughout California today are under scrutiny by parents for teaching only to the test. Budget cuts outside of new technology for the classroom has led to indoor purely indoor learning. Teachers spend countless hours creating lesson plans that include test items with an attempt to squeeze extra information in, often to no avail. Children are read to by their teachers, but are they learning? Writer Loysen dives into Lev Vygotsky's Social Cultural Theory in a classroom by collecting data from the students which included the benefits of learning away from the test through hands-on experiments.

Sociocultural theory relates to ideas relating to society contributing to individual's cognitive development. Loysen states in accordance with Vgotsky,

> *Every function in the child's cultural development appears twice: first, on the social level, and later on the individual level; fist between people and then inside the child. This applies to voluntary attention, to logical memory, and to the formation of concepts. All the higher functions originate as actual relationships between individuals.*

Loysen experimented with taking lessons in a classroom outside to see and better understand what this type of learning offers children. The data collected included daily observations, a reflective journal, audiotapes of interviews and stories, photographs of classroom, child focus groups, child and teacher charts, parent handbook and a re-visit to classroom. The information in the data came from reading to children aloud in a classroom and applying Vygotsky's theory inside and outside.

Learning through Social Theory

The idea behind Lev Vygotsky's social cultural theory is that learners are not passive recipients of information they encounter through writing or listening. Children in elementary school put their own knowledge together through interaction with the environment through social

experiences. Author and renowned psychologist Albert Bandura from Stanford University mentions,

> *Social Learning is behavioral theory to demonstrate learning processes in natural settings. The importance of social agents as a source of patterns of behavior and learning continues to be essential ignored.*

Bandura writes this article "Social learning through imitation" to exemplify ideas behind children's learning patterns. He offers ideas by using the social learning theory to teach children at the primary grade levels.

It is important for parents to have a sense of why it is important for learning to take place outdoor at least once a week. Fox (1995) wrote that

> *Through research collected by observing young children's cognitive development during outdoor play, it was indicated that children learn best in an environment which allows them to explore, discover, and play.*

This ideal gives learners the room to make assumptions about the surrounding situation on their own and gives room for trial and error. Most children and parents practice this every day at home. A child may do something wrong and be put in timeout, in most cases that child will not do it again because it was wrong. Same goes for learning when trial and error is utilized. Fox (1995) discussed the relationship between play, outdoor learning, and cognitive development.

In almost all cases children are not going outside to learn something new, they are merely doing an activity or going on a trip with focus on a subject previously read about and discussed in the classroom. However, as Vygotsky (2009) reiterated throughout his writings,

> *Play helps facilitate cognitive development as children practice what they already know while learning new things.*

Learning through Technology

California state funding for public schools is being dispersed more and more towards new technologies for each classroom in elementary schools. Instead of "popcorn" reading and exercises which included class participation, now students just put headphones on and listen to their computer. Most teachers are only given the computer program to use to facilitate their classroom learning but not how to actually, and effectively, use the program in a learning environment.

There have been many case studies for higher education with findings from Archived Information (2015) stating,

> *The teacher no longer is the center of knowledge in the students eyes. They set goals and provide guidelines and resources while the children spend time not socializing and remaining plugged in.*

As for primary aged learners, the teachers are begged to make every minute count. Studies from Aschermann (2001) and White (2012) both conclude primary level students learn best by physically and mentally interacting with subjects discussed in the classroom.

The hardest part about integrating technology into the classroom can be the program is ahead or behind where the class as a whole is at. The teacher then has to decide whether to teach it anyways if they are behind, or to teach if to reiterate the subject to the students and waste away a day of new information.

There are upsides to technology in a classroom that can lead to outdoor learning as well. Students having tools in their hands helps them stay focused. Huneycutt (2013) wrote an advantageous view on the internet through learning happening by exploration. Another viewpoint from Huneycutt included,

Children are excited to continue learning. Games can be played based on math and science. Taking technology outside is a positive resource for students.

Tablets can be another positive outlet for cognitive instruction. They are light and easy to travel with. They can be used to help students look up the current weather or learn wind patterns while feeling it outside. In California, an activity known as geocaching has become popular. These devices help students learn to navigate and become familiar with handheld navigation systems. For teachers, it is all about how the technology is utilized outside the classroom to benefit the learning of the students.

Solutions

The individual school budget is always a concern when wanting to do something outside the classroom or away from school while still teaching to the students and curriculum. Even when utilizing grassy areas on school grounds for science projects or other activities, resources are still needed for each student. However, there have been ways to secure such resources for activities. Donations from individual classrooms can be sued to get supplies for outside activities. Raising money in classroom fundraisers, separate of the school wide fundraisers have been known to bring in enough for multiple activities throughout the school year. Reaching out into the community to obtain classroom based grants for outdoor activities is also an option in this particular area of Monterey, CA.

The common theme with staying away from the school budget to implement field trips or outside activities is getting sponsors. In 2007 the well-known super store Target launched their program Field Trip Grants (Target 2015). They sponsor classrooms and schools to get kids outside the classroom to learn nationwide. Aside from target there are just over one hundred super stores who participate in their own grant giveaway fro K-12 students in the United States.

It is not enough to just send kids to a playground for lunch every day. It is the experiences in unfamiliar territory that is remembered the longest with the memories and learning staying many more years.

Method

Research Question

How does outdoor education such through field trips and outside experiments improve cognitive understanding in primary age children? What are ways field trips impact learning for primary aged children?

Benefits from Outdoor Learning

Administrations at the school and district level have not wanted to cut field trips from curriculum. It was a tough choice due to consistent budget cuts year after year. They have tried try and incorporate different things into the classroom learning environment to make up for that such as through technology. Parents are having to work longer hours to make more money as the cost of things continue to rise and had less time to spend doing activities outside the home and in the community as a result. Teachers had a tough time keeping student's attention from making the kids done the same thing every single day.

Children have watched the world go by them with the blink of an eye. They have been unaware of all the world had to offer them. With outdoor learning, they experienced hands on learning. Many were able to connect with the world around them and see it every day after a lesson plan. A major benefit seen from faculty and parents was children viewing the outside world around them as more than a playground. They see ants as insects and rain as the water cycle. Every day occurrences are now identifiable.

Thinking outside the box, as in away from the budget, brought a new sense of learning to the classroom; a want to learn. Action projects rely on options because each year the group of students will be different. Different goals are obtained with different outcomes depending on where the students are at when they entered the classroom. Keeping at least three options will help ensure every year the class will have had a trip.

Researcher

I had my first service learning class here at California State University Monterey Bay in Fall 2012. I had never heard of this program until I transferred here from Orange Coast College. Up to this point I have had four service learning classes at four different elementary schools within Monterey Peninsula Unified School District. In the Fall of 2014 I was enrolled in a service learning class to read to students. As I talked to the kids and got to know the class I was informed they did not go on a field trip yet and were told they were not going on one until the next grade year. This broke my heart. I can vividly remember most of the field trips I went on growing up because those are the educational lessons that have stuck with me through the years. It was easy to see most of the kids were upset by this as well. Budget cuts were directly affecting the students.

The school provided a fourth grade trip to the aquarium and the sixth grade students went on a trip to Great America Theme Park. However, to the students, outside was just for tag and handball, not for learning. My goal was to open their minds and see the world just a little bit more.

Context

The school is located in the city of Seaside, California. It was considered a low-income school based on the average annual income of the students guardians. Most of the students at

this school were English Language Learners K-6th grade. The school was located within a neighborhood off the major road and had a large fence around the entire property. Data was collected by observing how much of the school ground students and classes used during recess and lunch. It was seen only a small section of the blacktop was utilized and only a corner of the grass field was utilized over a period of four weeks.

The field trip we took later in the semester as part of the action project was outside school property just one block away at an open park. Here there was no large fence only a sidewalk creating a border. There was green grass, picnic tables, and lots of shade.

Participants

There were 23 students who attended class during the time we were outside. We walked over to the park at 8:30am and returned by lunch period about 12:30pm. There were 14 girls and 9 boys with majority of total class Hispanic with only four English Language Learners. Among the students from the classroom 10 parents/guardians attended along with the classroom teacher and one administration from the school.

Procedure

I first began my data collection by speaking with the three teachers whom taught the grade that did not have field trips, starting with the teacher in my service learning classroom from the previous semester. After speaking with them, I contacted two administration at the school via email. I set up two different days and times to meet with them after school in their office at the school.

Post interviews with these five people I spent the next few weeks observing the school as a whole during recess and lunch time to see how much of the fenced in school grounds was utilized. It was evident as stated previously only small sections of the huge area were used daily.

During this time collecting this data through observation I had sent home permission slips with the students in the one classroom I was working with for parents to sign stating we were leaving school grounds for the length of one school day. The consent forms stated the time children will not be on school grounds, the lesson plan for the day, and how the lesson was going to take shape so parents had an understanding of what they would be doing outside. Potential risks included sunburn which could be prevented from sunscreen.

Interview Questions

Questions for the teachers included,

1. Why is there no field trip for your class as well as your whole grade you teach?
2. Has the school or district tried to provide other opportunities for outdoor learning?
3. Do you think students benefit from field trips or outdoor education? How? Why?
4. What are benefits you foresee in implementing field trips?

Answers can be found in Appendix A

Question for administration included,

1. Why is there no field trip for this particular grade this year?
2. Has any other grade been affected in the past? Or is this the first time a whole grade has not been able to participate in a school outing?
3. Have you or the school tried providing other ideas or opportunities for the classes affected?
4. Do you think students benefit from field trips or outdoor education? How? Why?
5. What are benefits you see by implementing field trips?

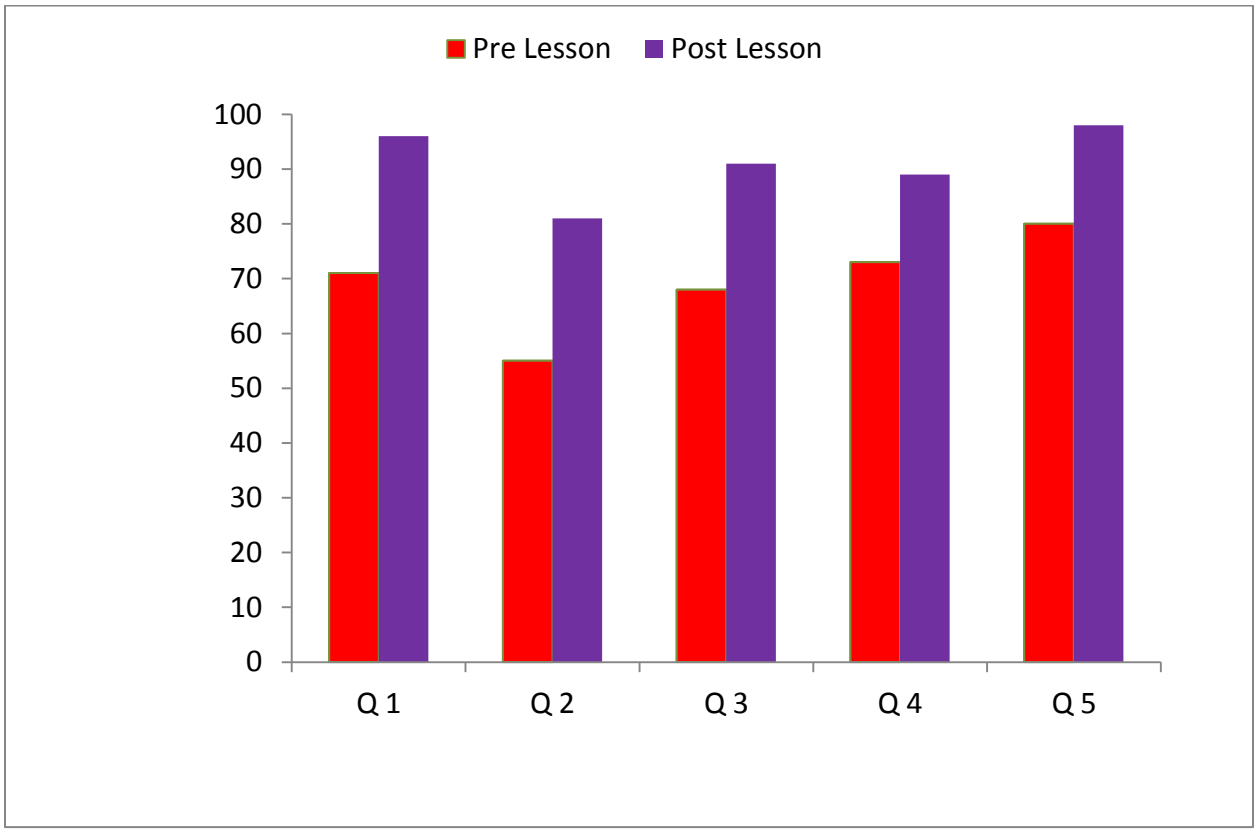
Answers can be found in Appendix B.

Questions for parents in considering possible included,

1. Would you allow your child to walk to the park behind school grounds for a science and math based field trip from 8:30 am -2:30pm?
2. Is your child allergic to grass?
3. Does your child use a specific sunscreen?
4. Does your child have any food allergies?

Data Analysis

I compared the data from viewing the school to other schools and their use of school play space. I also implemented two surveys for the students during the field trip. The survey consisted of five questions with the averages listed below in the chart. As seen, the average of the survey answers were much higher after the lesson plan. They were short answer questions and were the same on the before and after survey.



Results

From the graph depicted above it is clear there was a shift in learning and understanding. The results stemmed from the survey given just before the outdoor activities for the day and at the end of the day as a wrap up. The questions were based on the information they already learned. The lesson plans implemented outside was the same ones from the teacher with some shifting to be incorporated outdoors.

Themes

The English Language Learners in the class whom participated had the lowest grades in the pre-survey but the higher grades in the post-survey. After speaking with the teacher we concluded this most likely is from the hands on activities which help them understand the material and not getting lost before going on to the next concept. If this is done in a similar setting and classroom, this will most likely be a consistent theme.

The best part about the field trip was when the parents came to pick up their kids. They would not stop talking about what they did all day. So in turn, they were repeating over and over again the lessons they did all day. It was great to see the learning still happening even after the trip had concluded.

Children that participated in field trip had a cognitive understanding of what makes up the natural elements around them including natural resources used in everyday life. They view the world in front of them as more than a playground and can refer to a few such as cloud types and insects around them.

Action Project

Issue

School field trips and outings are an important part of curriculum and learning for primary grade students. Budget cuts have now made it impossible for an entire grade to leave school grounds. Administration at the school and district level have not provided any ideas of opportunities for these students to have an educational experience outdoors which has been proven through research stated above is beneficial for students.

Outdoor education has been pushed aside and replaced by technology which does not offer the same developmental functions necessary as outdoor learning. Learning outside the traditional classroom environment through outdoor activities and field trips enhances brain development and function. Without a change in environment, children can get lost in the everyday motion and stop wanting to learn at a young age.

Action Options

The first option if a class based field trip outside school through classroom funding. This trip would take all year and happen sometime in April or May. Money would be raised by the classroom through donations from parents, outside grants from businesses, and other fundraisers by the students.

The second option was a field trip walking distance away from school with money raised by the classroom. This trip would save a ton of cost because no bus would be involved. Things money would be needed for is food for the whole class and whatever materials would be needed for the activity the teacher wanted to do.

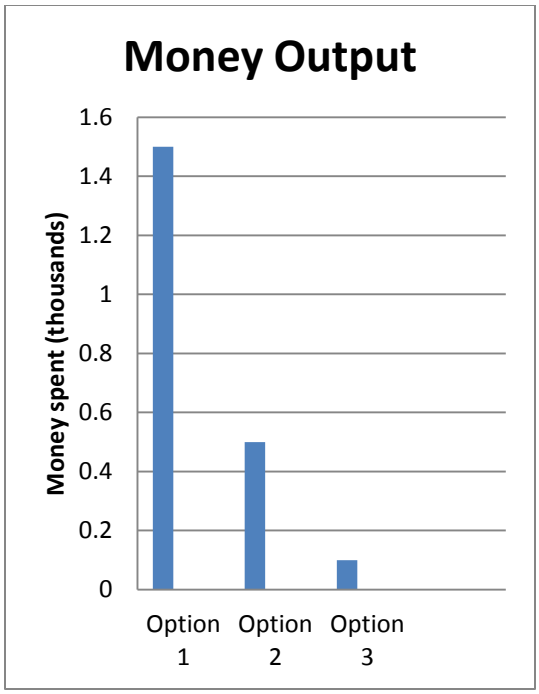
The third option was to stay on school property and utilize the whole outdoor yard space already provided by the district which does not fully get used yet. Garden boxes could be built over a period of time and then decorated. Blacktop areas used for hopscotch to incorporate math could be used. The ideas are endless and money would be saved again from not having to provide everyone with lunch. Lunch would be like any other school day.

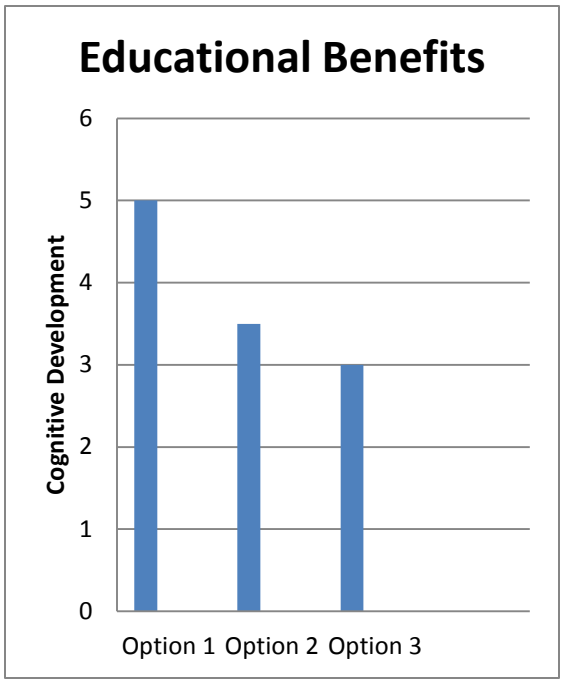
Evaluation of action options

The main problem is money. Field trips are less and less frequent due to budget cuts so it is essential to find the least costly outing for learning. The first option of classroom based fundraising for an away field trip could potentially be very expensive for the parents. Since no money is coming from the school or district it is essential the class raise as much as they can. Costs could include if the students went to a science museum bus fare, tickets to get into museum, and food if they did not pack own lunch. It would fall onto the parents to pick up the remaining fare if not all was raised.

Building or creating areas in the school grounds could potentially be the least expensive. Supplies like wood and paint could easily be raised by the classroom by recycling or any of the options listed above, classroom fundraising. Where extra cost might come in would be upkeep. This option keeps the kids in school grounds and in a familiar surrounding while still being able to learn classroom based lessons outdoors.

The last option of going to a nearby park within the school neighborhood is on the lowest end budget wise. The only items to buy, or raise money for, would be the supplies needed for the lesson plans at the park, or field. Children can bring food potluck style for lunch or can raise money for that as well for a class wide party at the park. Below is a table depicting the possible money spent against the outdoor learning benefits.





Evaluation of evidence

It is a key component to see what others have tried implementing to further outdoor learning. It can be seen through writings from Eick (2014), Neihues (2014), and Struder (2001?) how children learn about the world by learning inside of the world; to be outside and learn along with it. Eick (2014) in his writing "Vision + Community" emphasis on

> *Getting children to learn outdoors as it is a place to learn and experience nature which has become a national priority for potential benefit. The key to success is starting with a well-informed plan for developing and using the outdoor areas over a period of time.*

Many researchers have placed ideas based on monetary expenses. With different options it can be well worth the work to raise money for a field trip away from school. At the same time, there is much else teachers and parents have to worry about besides fundraising for months.

Decision Making

Recommendation

The second option of having a field trip outside of school grounds as well as less, more obtainable funding in the short period I have been here would be the best option in this scenario.

Positions

Concession

Option one and option three both provide outdoor learning experiences the students would not get on a daily basis. Option one creates that true field trip experience as seen through the kids eyes because of the fun of taking a bus with their friends and being away from school. The third option keeps parents minds at bay because they are not leaving school grounds.

Limitation

Weather can be a limitation for all the options unless option one is a field trip to a museum or indoor place. Another limitation to field trips is kids possibly seeing the trip as recess the whole day rather than classroom time just in a different environment. If expressed as a lesson plan and organized correctly, there will be no confusion among the students.

Conclusion

Project Objective

Learning outside the traditional classroom setting is an essential part of primary aged school children. This form of education provides a different outlet for students to grasp concepts cognitively as well for teachers to behave a break from the day to day classroom setting. As mentioned previously, through studies on classroom versus the outdoors, it shows students get lost in the same daily motion and think education is boring from that point on.

The objective of this lesson plan taking place outside is for kids to reconnect with learning. There is much more pressure within the schools and teachers to use technology the most to create lesson plans and teach with technology. A main reason for this is technology can be accessed in most cases at home to continue homework and learning therefore if a parent does not speak English or is not home to help with written homework, the student will be less behind, if at all. However, most kids in primary aged grades benefit most from hands on lessons especially outside.

The Project

The lesson plan designed is for a third grade classroom at a third grade science level and math level. The lesson is based on science and simple experiments to be done outside which include math based problems, if not on a field trip. There was one activity to be accomplished between the start of school and lunch time, and one lesson to be done after lunch before the end of school.after lunch to end of school day.

The day began with a pre-survey with five short answer questions before leaving school. After every student turned one in we left buddy line style towards the park one block away. We immediately began the lesson "Do Plants Breathe". After the activities we had lunch until 12:45 pm the continued the next lesson entitled "Water Cycle". After this was completed we packed up and headed back towards school. Once at school the remaining 15 minutes was used for students to fill out eh post-survey with the same five short answer questions.

The outcomes of these activities correspond with the state outcomes for science and math at the third grade level. Through the hands on work, the students were able to connect the plant life cycle and physically see plants breathing to better understand how plants provide us with the

oxygen we need to breath. They could tell people about the water cycle and how clouds form and different types of weather patterns.

Then, Now, and Later

The lesson plan created for this activity is based on the second and third options of choice activities in the previous section. It is designed for a classroom and school where budget cuts are impeding on field trips and having cognitive learning time outside the classroom. The lesson is low budget where money can be easily raised by individual classrooms without district or school money.

Although this specific lesson plan may not be utilized in the future, the goal is to give teachers a visual pathway for implementing some lessons outdoors and creating a field trip out of it. Students remember the lessons best when doing something active and that can be talked about to family and friends days later. It helps cognitive understanding and long term memory because they are constantly repeating the information then. This is just a simple science and math lesson, but art and other areas of study focused on the state standards can be taught in fun hands on, outdoor lessons.

Time for Change

The education system is never constant. There is always information being added to course curriculum and standards and information being taken out each year. Back when I was in elementary school everything we did and were taught was a project. Today instead of big projects it is technology and learning how to use and implement it into activities and lessons. In the new common core system, cognitive understanding of material is the base for learning. Now the next step is different way to make the information stick. At the younger levels being hands on and active reaches majority of the students. As children get older, reading and writing will

take shape and be the primary for cognitive understanding. It is important to know change will always be happening. As future educators, even more pertinent to understand the omnipresence of change to keep moving with it.

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Appendix A

1. The budget took away funding first for physical education classes and now for field trips.
2. No. To date, no options have been given to us. But at the same time we have not asked for options to be presented.
3. Of course! They see the lesson and world with entirely new eyes. Some kids have never gone anywhere but their house and school. Going somewhere new and different is a thrill for these students.
4. Most definitely benefits for the English Language Learners. The other kids will learn so much as well but having extensive and in depth hands on activities will help reiterate lessons and ideals in the students that don't speak English quite yet.

Appendix B

1. Budget cuts.
2. Not to date. This is the first time. We had enough money to send one or two of the classes but then we decided it would not be fair for two of the three classes to go and leave one class out altogether so we made the decision to take it away from the whole grade.
3. We have looked into options but nothing successful to bring to the teachers quite yet.
4. Of course. If they didn't we wouldn't spend money on all the other grades to send them.
5. Hands on activities are a large part of the benefits for field trips. It also gives kids a chance to get away from school and learn in new surroundings.

Appendix C

CSUMB Committee for the Protection of Human Subjects

PARENTAL/LEGAL GUARDIAN CONSENT TO PARTICIPATE IN RESEARCH

Title of Project: Fundamental Benefits of Outdoor Education: Field Trip to park located one block from school from start of school to end of school day.

We would like you to participate in a research study conducted by YOUR NAME, a student in the Liberal Studies Department, to be used for a capstone project at California State University, Monterey Bay.

The benefits of your child's participation in this project include cognitive understanding of science lesson and math lesson.

If you decide to allow your child to participate in this research, [*he/she*] will be asked to participate in a short interview/fill out a survey. The interview will be scheduled at times picked by your child's classroom teacher and should take 20 minutes to complete.

Any information that is obtained in connection with this study and that can be identified with your child will remain confidential and will only be disclosed with your written or witnessed verbal permission or as required by law. Furthermore, the data collected will only by used by the researcher, who will change all names and identifying information in HIS/HER capstone paper and presentation. [IF RELEVANT] At the completion of this project, any audio-recorded interviews will be erased and photographs destroyed.

Allowing your child to take part in this project is entirely up to you. You can choose whether or not to allow your child to participate. If you consent to your child's participation in this study, you may withdraw that consent at any time without consequences of any kind. Your child may also refuse to answer any questions [*he/she*] does not want to answer and still remain in the study. The investigator may withdraw your child from this research if circumstances arise which warrant doing so.

If you want to know more about this research project or have questions or concerns, please call me at (714)xxx-xxxx or email me at (personal email) or call Dr. Deanne Pérez-Granados, of the Liberal Studies Department at (831) 582-4322.

The project has been reviewed and accepted by California State University, Monterey Bay. You may withdraw your consent at any time and discontinue participation without penalty. You are not waiving any legal claims, rights or remedies because of your participation in this research study.

If you have questions about CSUMB's rules for research, please call the Committee for Human Subjects Chair, Chip Lenno, CSUMB Technology Support Services, 100 Campus Center, Building. 43, Seaside CA 93955, 831.582.4799.

You will get a copy of this consent form. Thank you for considering participation.

Sincerely,

Megan Pearce

Parental Consent Statement

I have read the contents of this Consent Form. My questions have been answered to my satisfaction. I freely give my permission for my child to participate in this study. I know that I can withdraw my consent at any time.

I have been given a copy of this form.

_____ _____

Signature Date

Signature of Researcher

In my judgment, the participant is voluntarily and knowingly giving informed consent and possesses the legal capacity to give informed consent to participate in this research study.

Signature of Researcher Date