

## **NATURE JOURNALLING – TEACHER INSTRUCTIONS (3-6)**

This is a perfect activity to do for 15-30 minutes to break up the day and offer an individual task to refocus students. You may also have a few “Sit Spots” identified at the beginning of the class that the students can be encouraged to use. This activity can become a regular occurrence, building on their journal each time, or it can be a one off that inspires students to engage with the outdoors.

### **CURRICULUM LINKS:**

**Stage 2: HS2-GEO-01, ST2-SCI-01, ST2-PQU-01**

**Stage 3: HS3-GEO-01, ST3-SCI-01, ST3-PQU-01**

### **You will need:**

- Paper and Clipboard OR Small A5 notebook for each student.
- Nature Journaling Inspiration Sheet Years 3-6.
- Pencils/ coloured pencils.
- Magnifying glasses if students want to look a little closer.
- A location with elements of nature (e.g. playground, courtyard, school garden).

### **What to do:**

1. As a whole class **discuss** drawing and journaling and ask if anyone does either of these things in their own time.
2. Head to your chosen location and discuss your surroundings and identify things made by humans and things made by nature. We are observing and engaging with our school ‘**Habitat**’. Ask: What differences or similarities are there?
3. Ask the students to do this task **individually**. A Nature Journal can be a very personal thing. It isn’t about being the best, no one is going to mark your journal.
4. Students will go into a nature space (e.g. playground, courtyard, school garden) and focus on something made by nature (e.g. spiderweb, leaf, caterpillar, flowers, garden bed etc.).
5. Students can choose to:
  - **Draw** – small items, landscapes, combinations of both.
  - **Describe** – Description is a great way convey things that are hard to draw ie. “The breeze is cool on my skin”, “I can smell the sweetness of the flowers”, “A bee is buzzing nearby” “The surface of this leaf feels like sandpaper”.
  - **Pose questions** - e.g. I wonder if this plant has flowers. I wonder what colour butterfly this caterpillar will turn into. What does this bird eat? Where are these ants going?
  - **Colour** – use colour to draw how being in nature feels and looks like.

Ideally a nature journal will be a combination of all these things expressed in a unique combination on the page.

6. Some students will need more guidance. Or **you may want to structure the activity to achieve a certain outcome**.

Ask them to **focus** on one thing and draw it in the centre of the page. Then do any of the following:

- a. Label the different parts of it, to the best of their knowledge.
  - b. How does/is this thing interacting with the 4 spheres?
  - c. If it is a moving thing, write down what it does, like a story.
  - d. Use your senses to describe the object – how does it feel, smell, what colour?
  - e. Using a magnifying glass to look closer, describe what they feel/see/notice?
  - f. Is it alive? How do I know? Where does it fit in the food chain?
7. Return to this activity and location throughout the year and encourage the students to observe seasonal changes, if any.
8. To **incorporate the use of digital technology**, a supplementary activity could be to research the things you found while journalling and answer some of the questions you had about those things. This could then be reported back to the class through multi-modal presentations using tier 2 & 3 vocabulary etc.

Question Examples:

- What species? Scientific name?
- What adaptations?
- What does it eat?
- Where does it shelter?
- Label body parts?