

NATURE JURNALLING – TEACHER INSTRUCTIONS (K-2)

This is a perfect activity to do for 15-30 minutes to break up the day or refocus students. You may also have a few “Sit Spots” identified in a location 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:

Early Stage 1: HSE-GEO-01, STE-SCI-01, STE-PQU-01
Stage 1: ST1-SCI-01, ST1-PQU-01, ST1-DAT-01

You will need:

- Paper and Clipboard OR Small A5 notebook for each student.
- **Nature Journalling 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. In the classroom, as a whole class **discuss** drawing, colouring and journalling and ask if anyone does either of these things in their own time. Head outside to your chosen location.
2. Discuss your surroundings and identify things **made by humans** and things **made by nature**. Ask: What's do you notice is different or the same?
3. Ask the students to journal **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. **It's about your relationship with the world**. Draw their attention to the Nature Journalling inspiration sheet for some examples.
4. Students will focus on something made by nature (e.g. spiderweb, leaf, caterpillar, flowers, cool rocks).
5. Students can choose to:
 - a. **Draw** – small items, landscapes, the weather, combinations of these.
 - b. **Describe** – Yellow, spiky, smooth, wet, cold, green.
 - c. **Colour** – use colour to draw how being in nature feels and looks like.
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 something they find, made by nature, and draw it in the centre of the page. Then do any or all of the following encouraging the use of tier 2 and 3 vocabularies:

- a. **Label** the different parts of it, to the best of their knowledge

- b. **Use their senses** to describe the object – how does it feel, smell, what colour?
- c. Using a magnifying glass to **look closer**, describe what they feel/see/think?
- d. **Write** a title, is it a plant or animal or made by an animal?
- e. **Answer:** Is it alive? How do I know?

7. Return to this activity and location throughout the year and encourage the students to observe seasonal changes, if any.