

Workshop 3: Back to Nature

Ages
12-15

LEAF Theme(s)



ECOSYSTEMS, FORESTS & COMMUNITY

BioBeo Theme(s)



Teacher Instructions

Students will engage in the benefits of being outdoors. Under guidance, they will be made aware of the connection between fresh air, breathing, and relaxation. They will experience the forest with all their senses, taking a moment to reflect on how this affects their bodies and minds.

Learning Objectives

- Students learn to recognize and describe various scents from plants, flowers, trees and soil.
- Students develop new skills by observing water creatures. Additionally, they learn identification using a card.
- Students enhance their sensory perception through a blind nature walk focused on hearing, touch, and smell.

The teacher begins the session by highlighting the benefits of forging a strong connection with nature, touching on aspects such as environmental awareness, emotional well-being, physical health, and engagement in conservation efforts. They then introduce the learning objectives, underscoring the importance of developing a deep connection with nature. Optionally, students may reflect on their frequency of engaging with nature. Following this, the teacher provides clear instructions for planned activities, such as the blind nature walk and water source exploration. Student guides aid the activities, with the teacher guiding and observing to ensure understanding and engagement. Maintaining a safe environment is a priority. During the activities, students execute tasks, collaborating and actively participating. Post-activity, a brief whole-class reflection occurs, facilitated by the teacher, encouraging discussion and reflection on learned concepts and workshop objectives.



In a parallel track, students actively listen during the introduction, optionally taking notes on benefits. They are encouraged to ask questions or provide input on potential overlooked benefits. After understanding instructions, students prepare materials for upcoming activities. Throughout the activities, they execute tasks, collaborate, and actively participate. Post-activities, students engage in discussions, applying learned concepts to their lives and understanding of nature. In the reflection phase, they share insights, contemplating evolving perspectives on nature and potential impacts on daily life. As the lesson concludes, students prepare to wrap up, making final notes and posing last-minute questions if needed.

Supplies needed

- Blindfolds
- A safe outdoor location
- Various plants, flowers, and trees
- Paper and pen
- Access to a nearby water source
- Plastic containers
- Nets and magnifying glasses
- Identification cards

Student Instructions

Hey there! We're going to have a blast discovering why it's awesome to be outdoors! With a little help, we'll find out how the fresh air is linked to our breathing and makes us feel relaxed. We'll explore the forest using all our senses and then think about how it makes our bodies and minds feel. Get ready for a cool adventure with nature!

Learning Objectives

- At the end of the workshop, students can recognize and describe various scents from plants, flowers, and trees.
- At the end of the workshop, students can develop new skills by observing water creatures. Additionally, they know to identify using a card.
- At the end of the workshop, students can enhance sensory perception through a blind nature walk focused on hearing, touch, and smell.

What and why?

We want to help you develop a deeper connection with nature and understand why it's so valuable. Spending time in nature comes with loads of benefits. When you're out in nature a lot, you experience less stress! Moreover, spending time in nature also helps you be a bit kinder to the environment!

Today, you will be doing three tasks.

- Task 1** is a blind nature walk: we won't reveal exactly what it entails; it requires a lot of trust.
- Task 2** is a scent investigation; do you already know how a dandelion smells?
- Task 3** involves water exploration; that's going to be exciting!

How?

Below, you'll find the instructions and the worksheet. Read the instructions carefully and fill in the questions on the worksheet. The tasks are most enjoyable when done together, so choose a buddy and get started on the assignments. GOOD LUCK!

Task 1: Blind nature walk

During this task, you will perform a part of the walk blindfolded. The goal is to enhance your other senses, such



as hearing, touch, and smell. This allows you to experience nature in an entirely new way.

- Step 1** Choose a partner to walk with. One of you will be blindfolded while the other acts as the guide.
- Step 2** The guide gently leads the blindfolded person along the path, allowing him to feel, smell, or hear various things. Pay attention to the sounds of birds, the scent of flowers and/or trees, and the texture of leaves and branches, for example. The blindfolded persons must guess what they smell, hear, or feel. The guide confirms if it's correct and provides hints if needed. A variation is to lead the blindfolded person to a tree, have him explore the bark, lead him away and rotate. Then the blindfold can be removed, and the person tries to recognize the chosen tree with his eyes.
- Step 3** After a while, switch roles so that everyone has the chance to be both a guide and a blindfolded person.
- Step 4** Fill in the worksheet (see attachment 2)

Task 2: Natural scent investigation

During this task, you will explore the scents of nature. It's a scent experiment in the great outdoors.

- Step 1** Look for different plants, flowers, and trees in the surroundings. Take your time to observe them and give them a sniff.
- Step 2** Try to recognize and describe the scents. Are they sweet, spicy, fresh, or earthy? Compare the scents and share your observations with your buddy. Are you familiar with these plants?
- Step 3** Discuss together which scents appealed to you the most and why.
- Step 4** Fill in the worksheet (see attachment 2)

Task 3: Water and land creature exploration

During this task, we will gently capture water and land creatures to observe them. Make sure to treat nature and its inhabitants with respect, leaving everything as you found it.

Step 1 Go to the water or land source and carefully observe the area. Look for water creatures like insects or fish. If on land, search for land-creatures like beetles (insects), earthworms or woodlice.

Step 2 Use a net or your hands to gently catch some of these creatures.

Step 3 Place them in a container (with water if they are water creatures) to examine them closely. Try to identify the creatures you've caught using the identification card and share your discoveries with your classmates

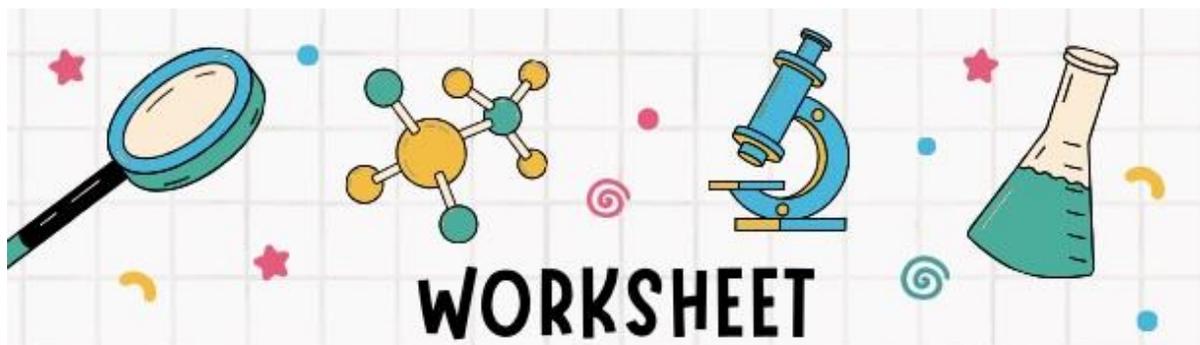
Step 4 Fill in the worksheet (see attachment 2)

This activity is a great example of Step 3: Analyse of the LEAF Pedagogy!



ANALYSE 3

Attachment 1: Frontside worksheet



WORKSHEET

Assignment 1: Blind Nature Walk

What was your initial impression of the blindfolded walk?

Describe at least three things you felt during the walk.

Can you identify a sound you heard during the walk?

What was your reaction to it?

Which scents could you recognize?

Did you find any scents surprising? If so, which ones and why?

What was the most challenging aspect of the blindfolded walk for you?

How do you think this experience has changed your relationship with nature?

Assignment 2: Natural Scent Investigation

Describe the scent of three different plants, flowers, or trees you discovered.

Are there certain scents you can compare to each other? If so, which ones?

Which scent appealed to you the most and why?

Do you believe certain scents evoke memories or emotions? If so, which ones?

Attachment 2: Reverse of worksheet

Assignment 3: Water and Land Source Investigation

Describe what you observed at the water or land source. Did you notice any specific characteristics?

Which water or land creatures did you capture? Can you identify them using the identification chart?

What was the most fascinating aspect of the creatures you observed?

How did it feel to gently capture and observe the creatures?

How do you think your interaction with water and land animals could change your perspective on nature?

Reflection

What have you learned about yourself and nature during these assignments? How do you think these experiences have altered your view of nature?