

The NATURE OF TEACHING

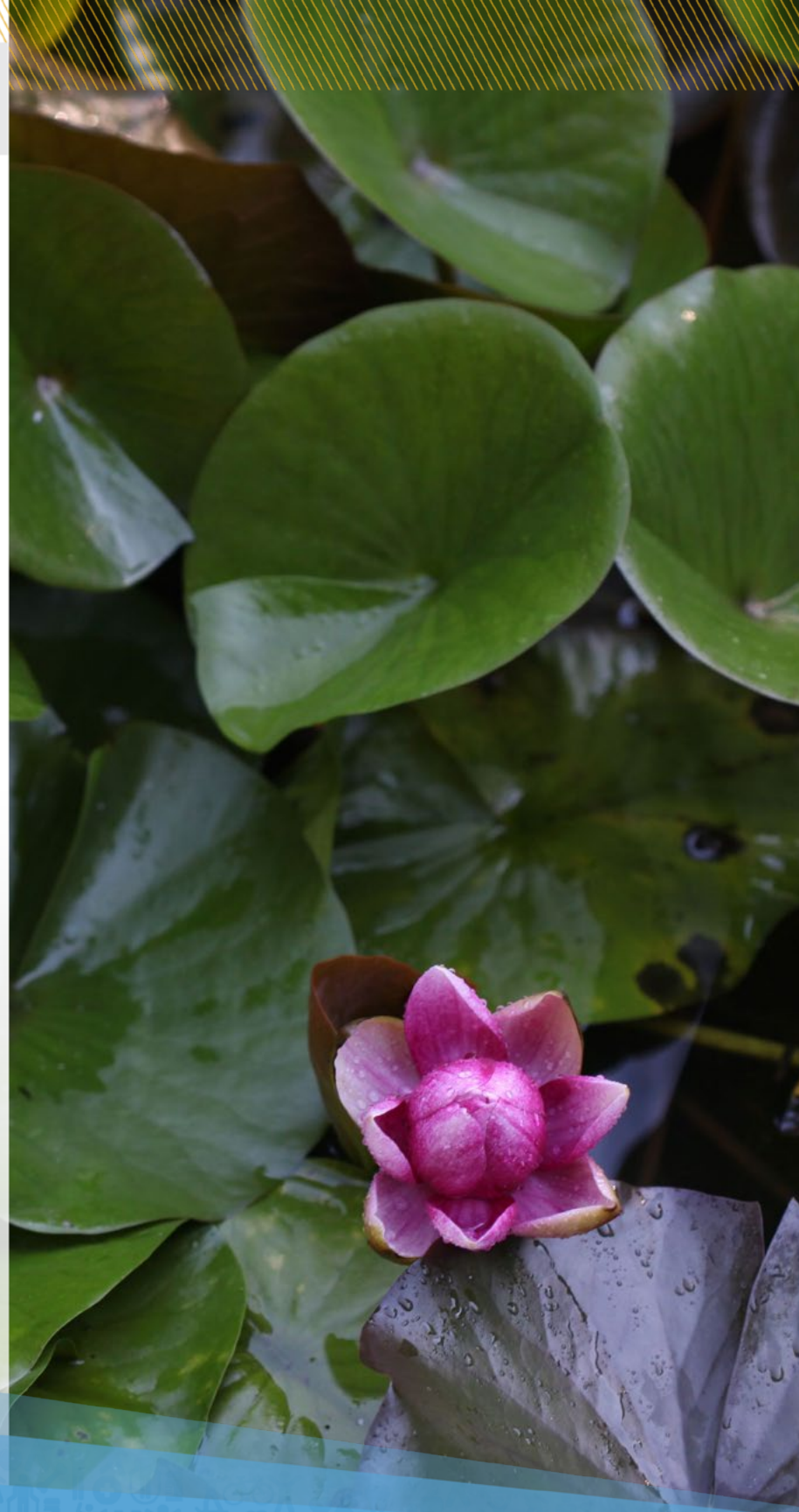


UNIT 1

Benefits of Connecting with Nature

This unit teaches students the relationship between outdoor experiences and mental health.

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UNIT 1

Benefits of Connecting with Nature

This unit teaches students the relationship between outdoor experiences and mental health.

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ESTIMATED TIME

Four 30-40 minute lessons

VOCABULARY

Angry	Content	Hopeful	Sad
Anxious	Disgusted	Hopeless	Stressed
Ashamed	Ecstatic	Horrified	
Calm	Fearful	Jubilant	
Confident	Grateful	Proud	

UNIT OBJECTIVES

Students will be able to:

- Use senses to emotionally connect with nature
- Reflect on how different environments can influence their mental and emotional well-being
- Improve their writing skills; communicate their thoughts, feelings, and ideas; and use descriptive emotion words

LESSON STANDARDS

Lesson 1

English/Language Arts

<u>RF.K.3</u>	<u>SL.1.1</u>	<u>SL.2.5</u>	<u>W.3.10</u>
<u>SL.K.1</u>	<u>SL.1.5</u>	<u>RF.3.3</u>	<u>SL.4.1</u>
<u>SL.K.5</u>	<u>RF.1.3</u>	<u>RF.4.3</u>	<u>W.4.10</u>
<u>SL.K.6</u>	<u>SL.2.1</u>	<u>RF.5.3</u>	<u>SL.5.1</u>

Lesson 2

English/Language Arts

<u>W.K.3</u>	<u>SL.1.1</u>	<u>SL.2.5</u>	<u>W.3.8</u>	<u>W.4.10</u>
<u>W.K.8</u>	<u>SL.1.5</u>	<u>W.2.3</u>	<u>W.3.10</u>	<u>W.5.3</u>
<u>SL.K.1</u>	<u>W.1.3</u>	<u>W.2.8</u>	<u>SL.4.1</u>	<u>W.5.8</u>
<u>SL.K.5</u>	<u>W.1.8</u>	<u>SL.3.1</u>	<u>W.4.3</u>	<u>W.5.10</u>
<u>SL.K.6</u>	<u>SL.2.1</u>	<u>W.3.3</u>	<u>W.4.8</u>	<u>SL.5.1</u>

Lesson 3

English/Language Arts

<u>W.K.3</u>	<u>W.1.3</u>	<u>SL.3.1</u>	<u>W.4.3</u>	<u>W.5.10</u>
<u>W.K.8</u>	<u>W.1.8</u>	<u>W.3.3</u>	<u>W.4.8</u>	<u>SL.5.1</u>
<u>SL.K.1</u>	<u>SL.2.1</u>	<u>W.3.8</u>	<u>W.4.10</u>	
<u>SL.K.6</u>	<u>W.2.3</u>	<u>W.3.10</u>	<u>W.5.3</u>	
<u>SL.1.1</u>	<u>W.2.8</u>	<u>SL.4.1</u>	<u>W.5.8</u>	

Lesson 4

*Next Generation Science Standards
4-LS1-2*

English/Language Arts

<u>W.K.3</u>	<u>SL.1.1</u>	<u>W.2.8</u>	<u>SL.4.1</u>	<u>W.5.8</u>
<u>W.K.8</u>	<u>W.1.3</u>	<u>SL.3.1</u>	<u>W.4.3</u>	<u>W.5.10</u>
<u>SL.K.1</u>	<u>W.1.8</u>	<u>W.3.3</u>	<u>W.4.8</u>	<u>SL.5.1</u>
<u>SL.K.2</u>	<u>SL.2.1</u>	<u>W.3.8</u>	<u>W.4.10</u>	
<u>SL.K.6</u>	<u>W.2.3</u>	<u>W.3.10</u>	<u>W.5.3</u>	

REQUIRED MATERIALS

TEACHER-PROVIDED

- 1 Set of premade Emotion Vocabulary Cards
- 1 Blank Emoji Face per student
- 1 Vocabulary Word Match Worksheet per student
- 1 Emotion Vocabulary Worksheet per student
- 1 Emotion Vocabulary Word Search per student
- 1 Reflection Worksheet per student
- 1 Draw Your Own Scene Worksheet per student
- 1 Creative Writing Exercise per student
- 1 Write MORE (writing prompts worksheet) per student
- 8 Student Surveys per student
- 1 Smell Data Sheet per student
- 1 Hearing Data Sheet per student
- 1 Sight Data Sheet per student
- 1 Combined Senses Data Sheet

STUDENT-PROVIDED

- 1 pencil
- 1 clipboard
- Drawing utensils (i.e., crayons, markers, colored pencils)

ACTIVITY ICONS

Use these icons — located at the top of each lesson plan — to indicate the disciplines to which certain activities belong. These disciplines include:



READING



WRITING



MATH



SCIENCE



STEM
(science, technology, engineering, math)



STEAM
(science, technology, engineering, art, math)

ACKNOWLEDGMENTS

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INTRODUCTION

Do you remember when you were a child, and your parent/caretaker used to say, “Go outside and play?” Times have changed, and today children spend less time playing outdoors than any past generation. According to recent statistics, only six states require physical education in every grade, only 20% of school districts require daily recess, and 2 out of 3 children are considered inactive. In addition, children who attend high-minority, high-poverty, or urban schools are far less likely than other children to have recess.

Recent reports show that children ages 6–11 spend an average of 28 hours per week watching television. The average amount of time children spent using mobile devices tripled between 2011–2013. This includes educational screen time at school as well as out of school. Children now spend more than seven-and-a-half hours a day in front of a screen (e.g., TV, video games, computer).

Higher obesity rates are linked to the current sedentary and nature-deprived lives of our children. Obesity has short-term and long-term consequences for overall health and well-being. It is closely linked to an increased risk for chronic diseases, as well as depression, stress, and anxiety. If the sedentary, indoor, screen-focused lifestyles of children today are not changed, there is likely to be a high cost to their health.

WHY: BENEFITS OF OUTDOOR PLAY

Natural environments have positive impacts on people’s mental health and well-being. Studies consistently show that natural settings link to much stronger developmental benefits for children (when compared with developed, urban settings).

According to research, children who play outdoors regularly:

- have more active imaginations and play more creatively
- have lower stress levels and higher problem solving skills
- have enhanced self-control and responsibility, as well as reduced disruptive behavior
- have enhanced self-esteem and self-confidence
- have greater respect for themselves and others, as well as increased interpersonal, negotiation, and listening skills

HOW: HOW NATURE AFFECTS OUR WELL-BEING

Many people see the word stress and automatically think it is a bad thing. Stress can be positive or negative. Moving to a new home, welcoming a new baby into the family, or having a parent get a new job are all events that cause positive stress; whereas forgetting one’s homework on the bus, a parent losing a job, or a loved one dying are all events that cause negative stress. This is because stress is caused by any change in a person’s mental or physical environment; something is different than the norm. Both positive and negative stress impact our bodies. Studies show that different environments can increase or decrease stress. Therefore, what a person sees, hears, smells, etc., changes not only their mood but also their blood pressure, heart rate, muscle tension, and immune system functioning. Natural environments have been shown to:

HEAL

Natural settings, whether in real life or pictures, have been shown to reduce anger, fear, and stress, as well as increase pleasant feelings. A reduction in blood pressure, heart rate, muscle tension, and stress hormones are all reactions of the body to experiencing a natural environment.

RELIEVE AND REFRESH

Nature also helps people cope with pain. Trees, plants, water, and other elements of the natural environment are captivating and interesting to humans, so being in the presence of natural elements distracts people from pain. For this same reason, nature increases our ability to focus and be attentive. Natural environments serve as a break for people’s minds, refreshing them to continue tasks again later. This is particularly helpful for children with attention deficit hyperactivity disorder (ADHD).

CONNECT

Time spent in nature connects people to one another and society. Research has shown that when people view nature scenes, the parts of the brain associated with empathy and love activate, but when they view urban scenes, the parts of the brain associated with fear and anxiety activate. Therefore, it could be argued that nature rouses feelings of connectedness with each other and the world around them.

DEFINITIONS OF TERMINOLOGY USED THROUGHOUT UNIT

Guided imagery: A technique that helps people use their imagination to direct their thoughts towards a relaxing or peaceful scene. The images can be recalled from a person's memory, created from fantasy, or a combination of both. Typically, another individual or a recording verbally instructs or "guides" the participant to imagine a specific scene or series of scenes in order to create a connection between the participant's mind and body for a particular purpose (i.e., to help them relax or relieve stress).

Research tells us that guided imagery may not only help people relax and relieve stress, but also may:

- assist in physical healing
- boost creativity
- enhance learning and performance
- help people gain control over their thoughts and emotions
- improve sense of well-being, health, and attitude

Health: A state of complete physical, mental, and social well-being and not merely the absence of disease or infirmity.

Mental health: A state of complete physical, mental, spiritual, and social well-being in which a person is able to realize their abilities, cope with the normal stresses of life, and make a unique contribution to their community. Mental health typically has three indicators:

- *Emotional well-being:* perceived life satisfaction, happiness, cheerfulness, and peacefulness.
- *Psychological well-being:* self-acceptance, personal growth including openness to new experiences, optimism, hopefulness, purpose in life, control of one's environment, spirituality, self-direction, and positive relationships.
- *Social well-being:* social acceptance, beliefs in the potential of people and society as a whole, personal self-worth and usefulness to society, and a sense of community.

Nature deprivation or "*nature deficit disorder*": lack of time in natural environments.

Screen time: time spent using a device such as a computer, television, cellular device, tablet, or game console.

Stress: a physical, chemical, or emotional factor that causes physiological or emotional tension; can be positive or negative.

Well-being: A state of being that includes not just the benefits from good psychological and physical health, but also aspects such as: favorable thoughts and feelings, satisfaction with life, ability to be self-sufficient and proactive, possessing a sense of happiness, and a positive evaluation of one's life in a general sense.

LESSON 1 EMOTION VOCABULARY EXPLORATION



This lesson will introduce vocabulary words to help students identify their feelings and explain how nature affects them.

ESTIMATED TIME

35 minutes

REQUIRED MATERIALS

- Emotion Vocabulary Words and Definitions
- Writing utensils
- 1 Set of premade Emotion Vocabulary Cards
- 1 blank Emoji Face
- 1 Vocabulary Word Match worksheet per student
- 1 set of Emotion Vocabulary Worksheets per student
- 1 Emotion Vocabulary Word Search per student (optional)

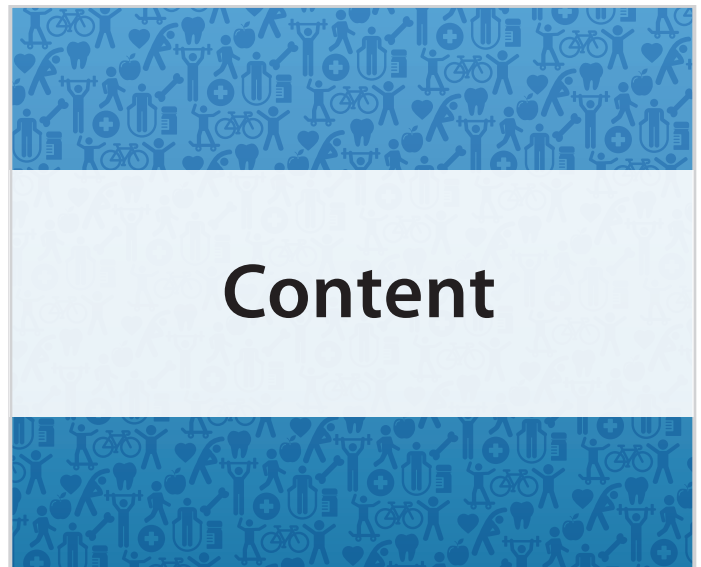
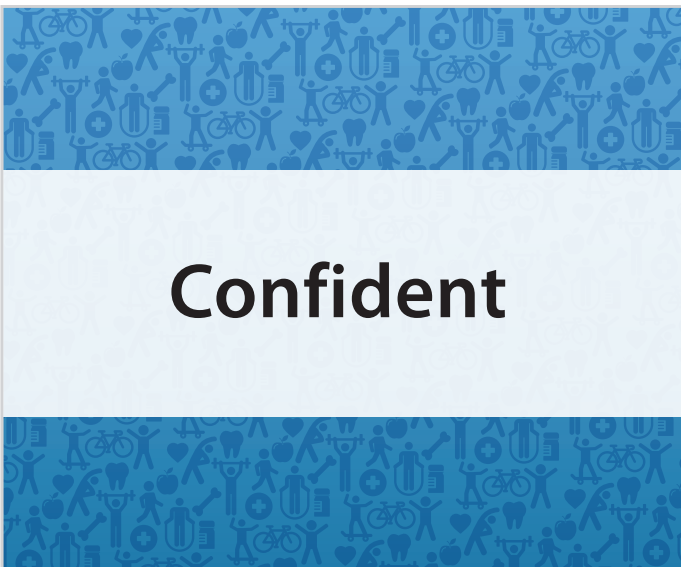
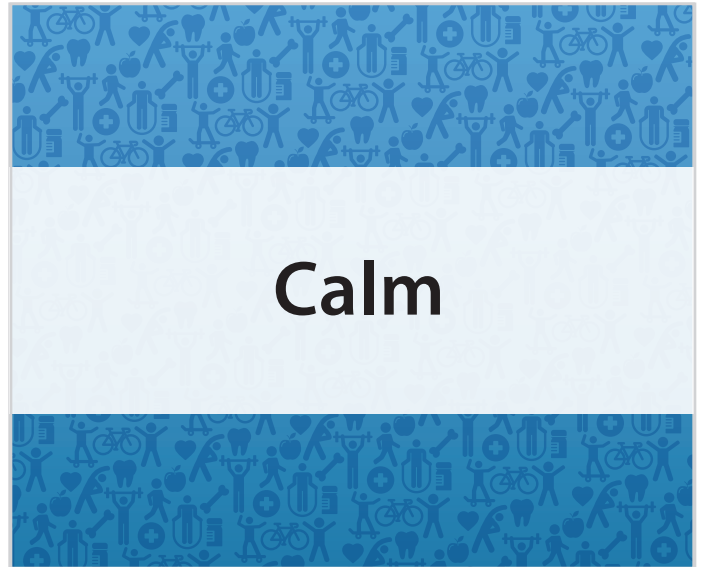
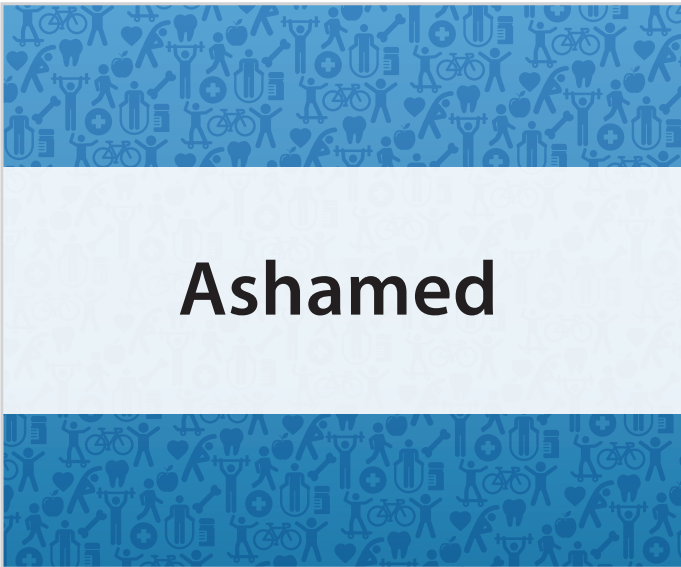
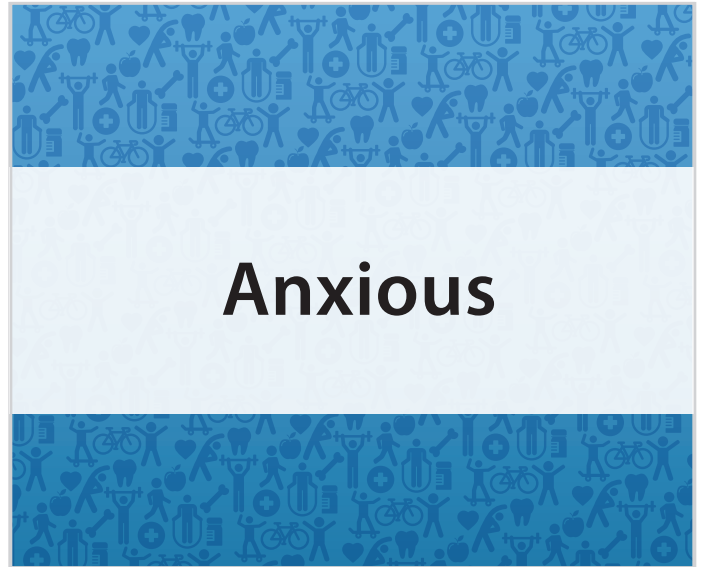
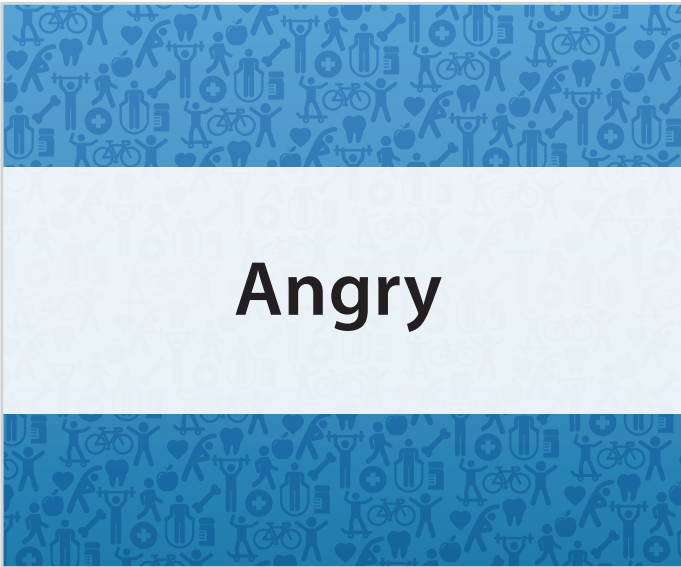
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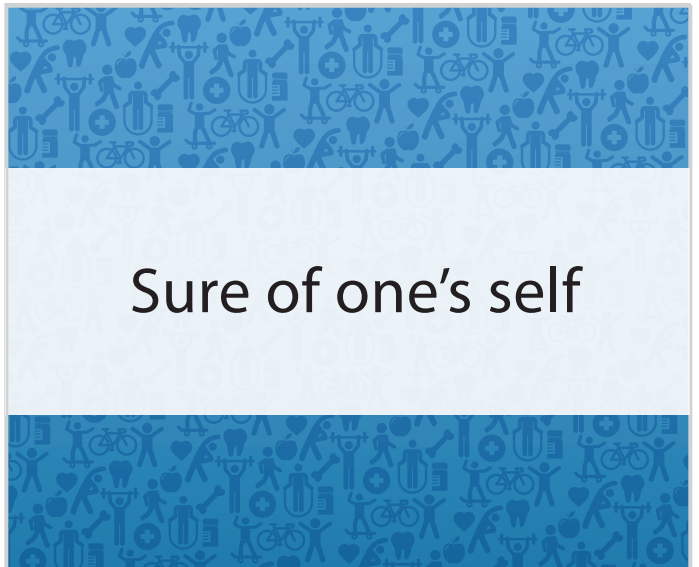
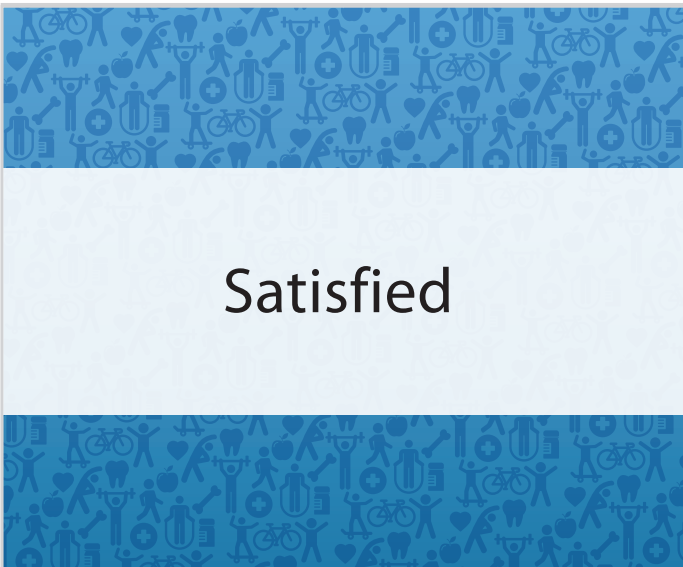
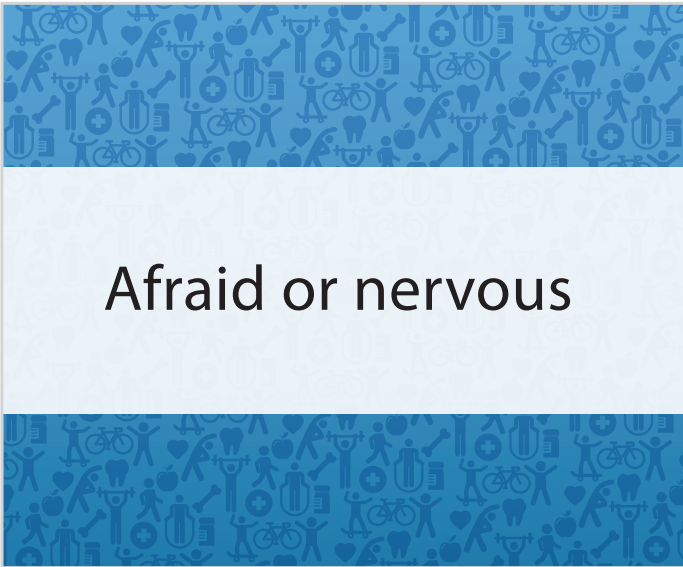
1. Review vocabulary words and definitions with students.
2. Print premade Emotion Vocabulary Cards. For greater student involvement, place the separated vocabulary cards into a basket or hat. Have each student come up and select one of the 18 vocabulary cards. Students can share the vocabulary word they selected and what it means with the class.
 - a. As a further lesson extension, you may print the blank emoji face worksheet and make copies for all students. Distribute the blank Emoji Face worksheet to students and instruct them to draw a face that represents the vocabulary word they drew out of the bag.
3. Distribute Vocabulary Word Match Worksheet. Allow students time to complete the worksheet.
4. Distribute Emotion Vocabulary Sheet. Instruct students to complete the worksheet by writing a sentence for every vocabulary word listed. Encourage students to relate their sentences to being in nature.
5. The Emotion Vocabulary Word Search can be used for students who complete the above exercises early while other students are finishing their work, or as needed for homework.

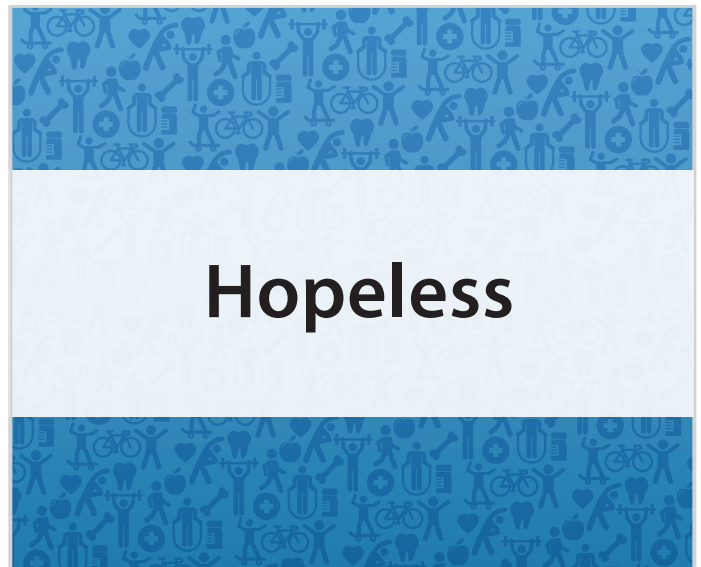
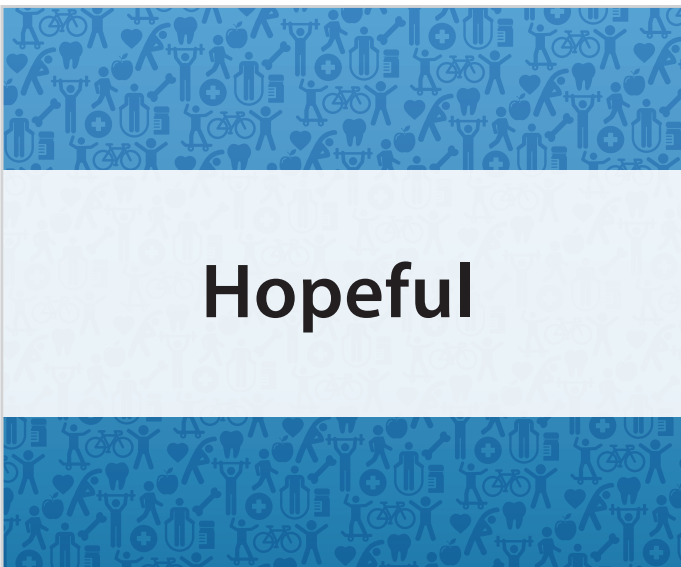
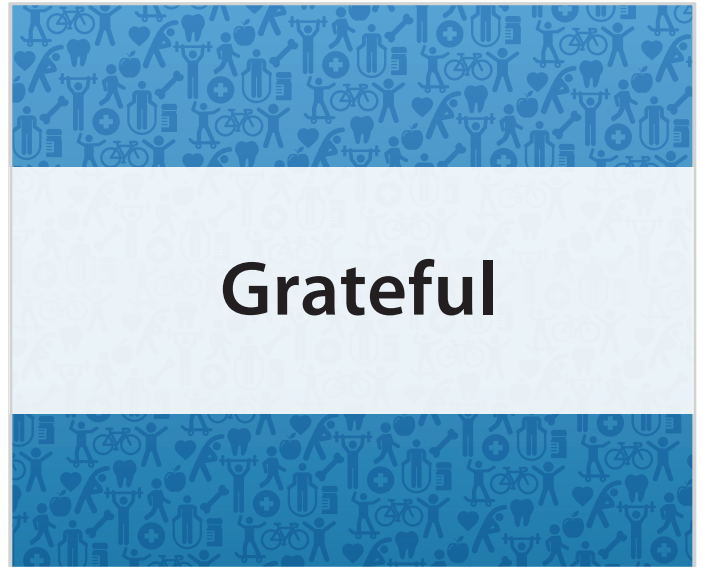
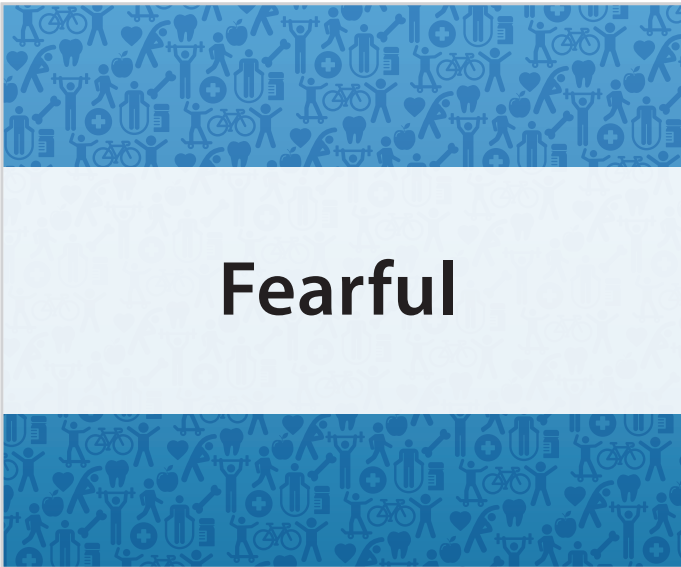
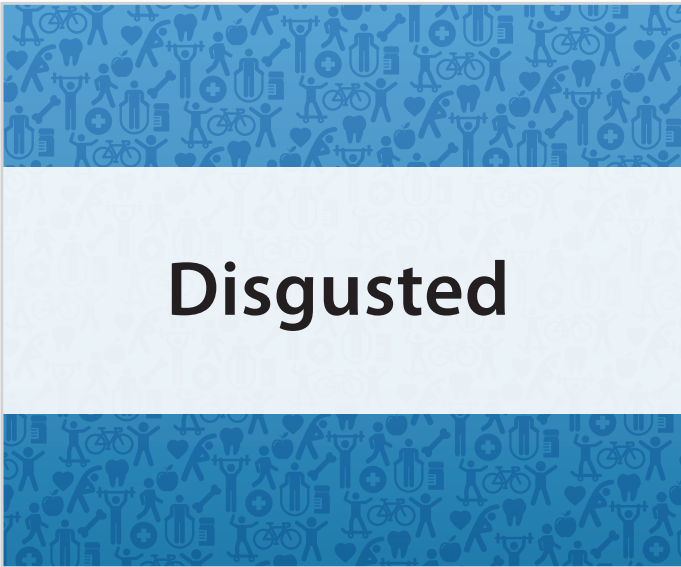
Resources and more information on emotion vocabulary can be found on pages 35-36.

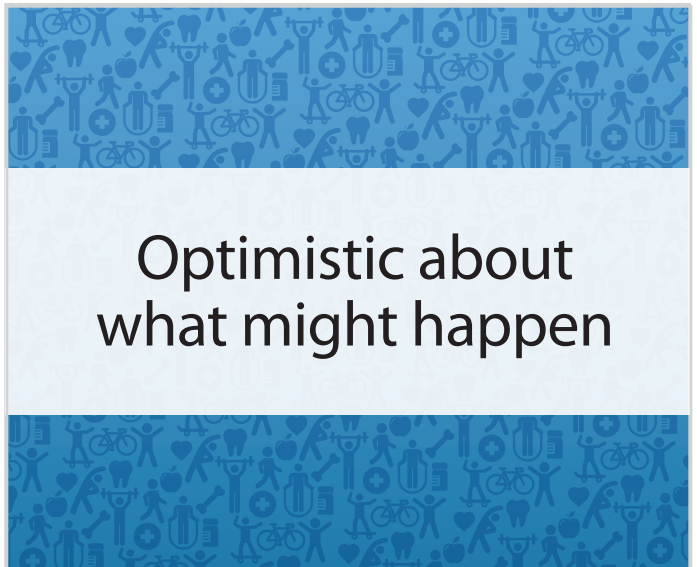
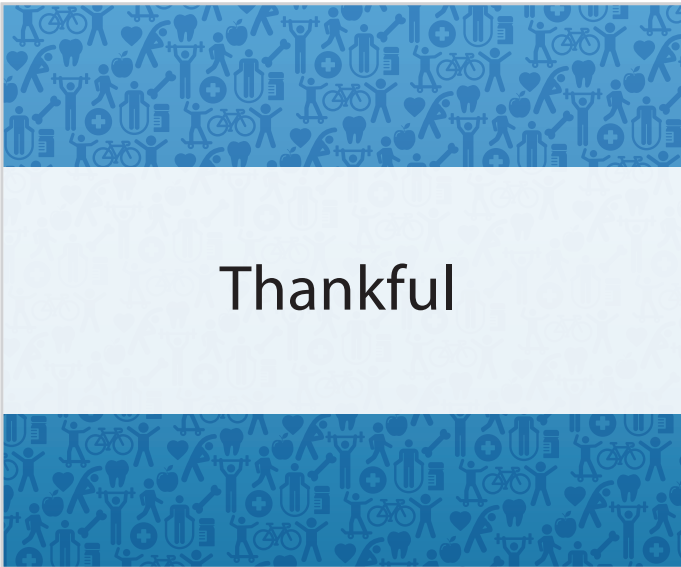
EMOTION VOCABULARY WORDS AND DEFINITIONS:

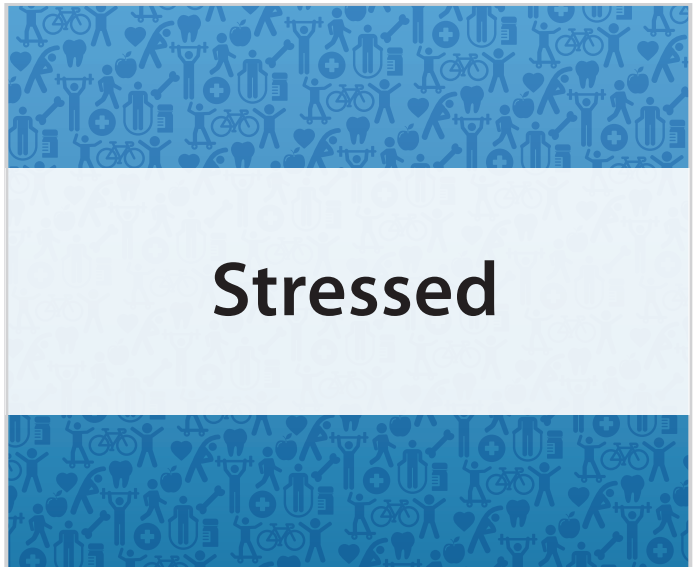
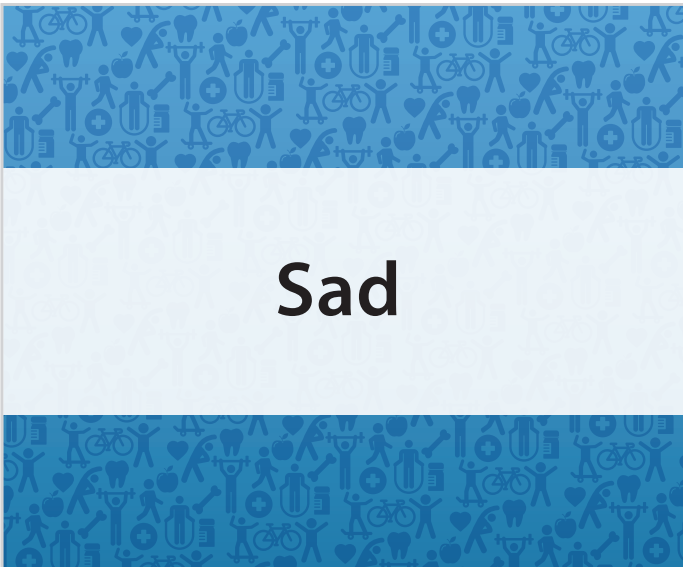
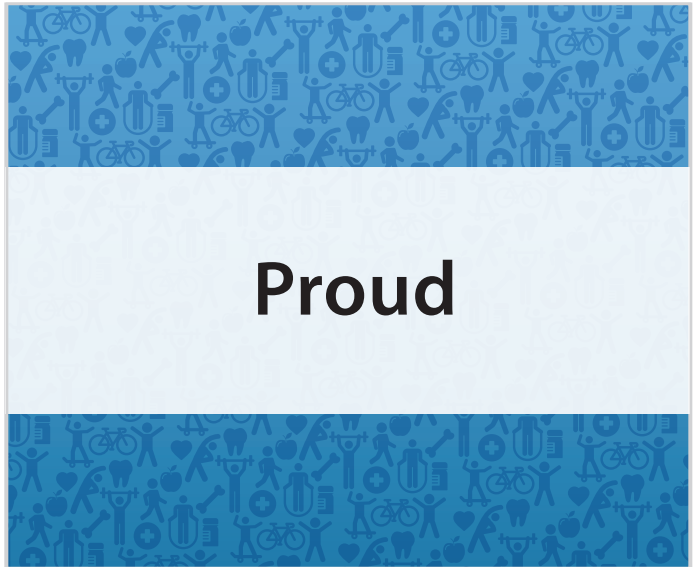
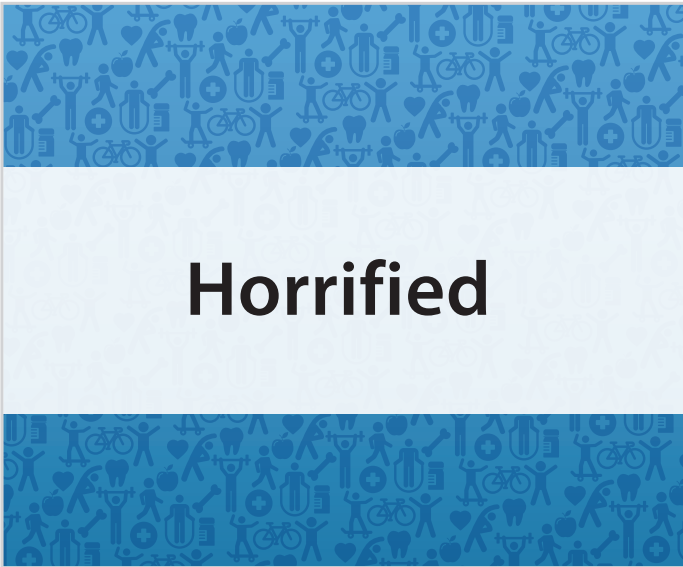
Angry	very strongly upset or annoyed
Anxious	afraid or nervous
Ashamed	embarrassed or guilty
Calm	peaceful and relaxed
Confident	sure of one's self
Content	satisfied
Disgusted	revolted, appalled, or offended
Ecstatic	very happy or excited
Fearful	afraid with a feeling of worry
Grateful	thankful
Hopeful	optimistic about what might happen
Hopeless	unable to imagine improvement
Horrified	fearful, full of dread, or shocked
Isolated	lonely and cut off from contact with others
Jubilant	very happy
Proud	very pleased due to personal accomplishments
Sad	unhappy
Stressed	very worried and anxious

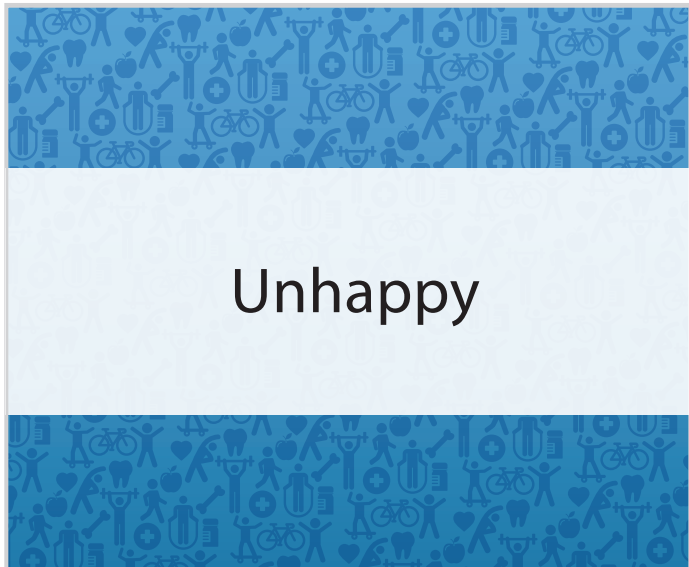
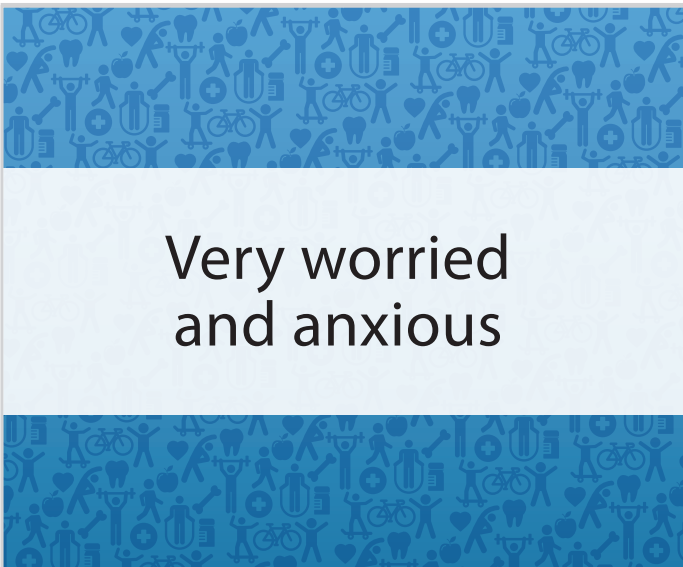
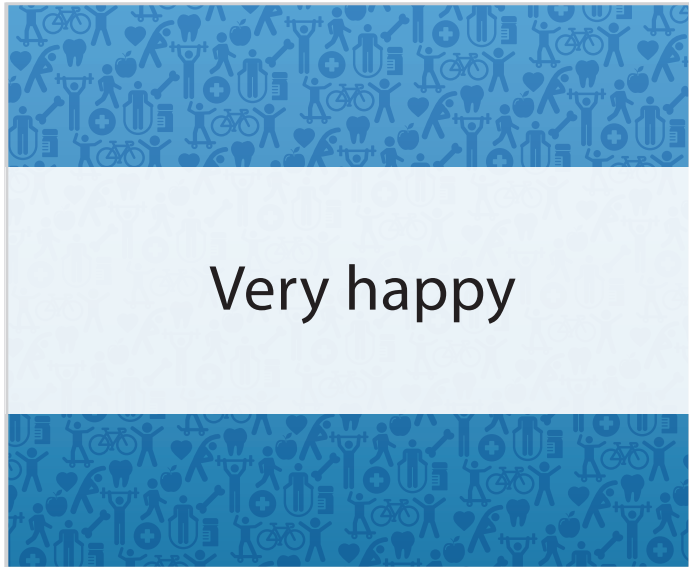
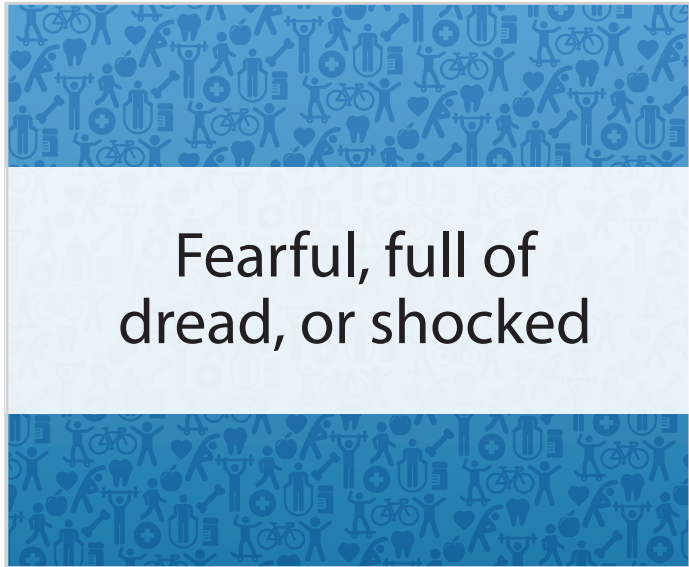










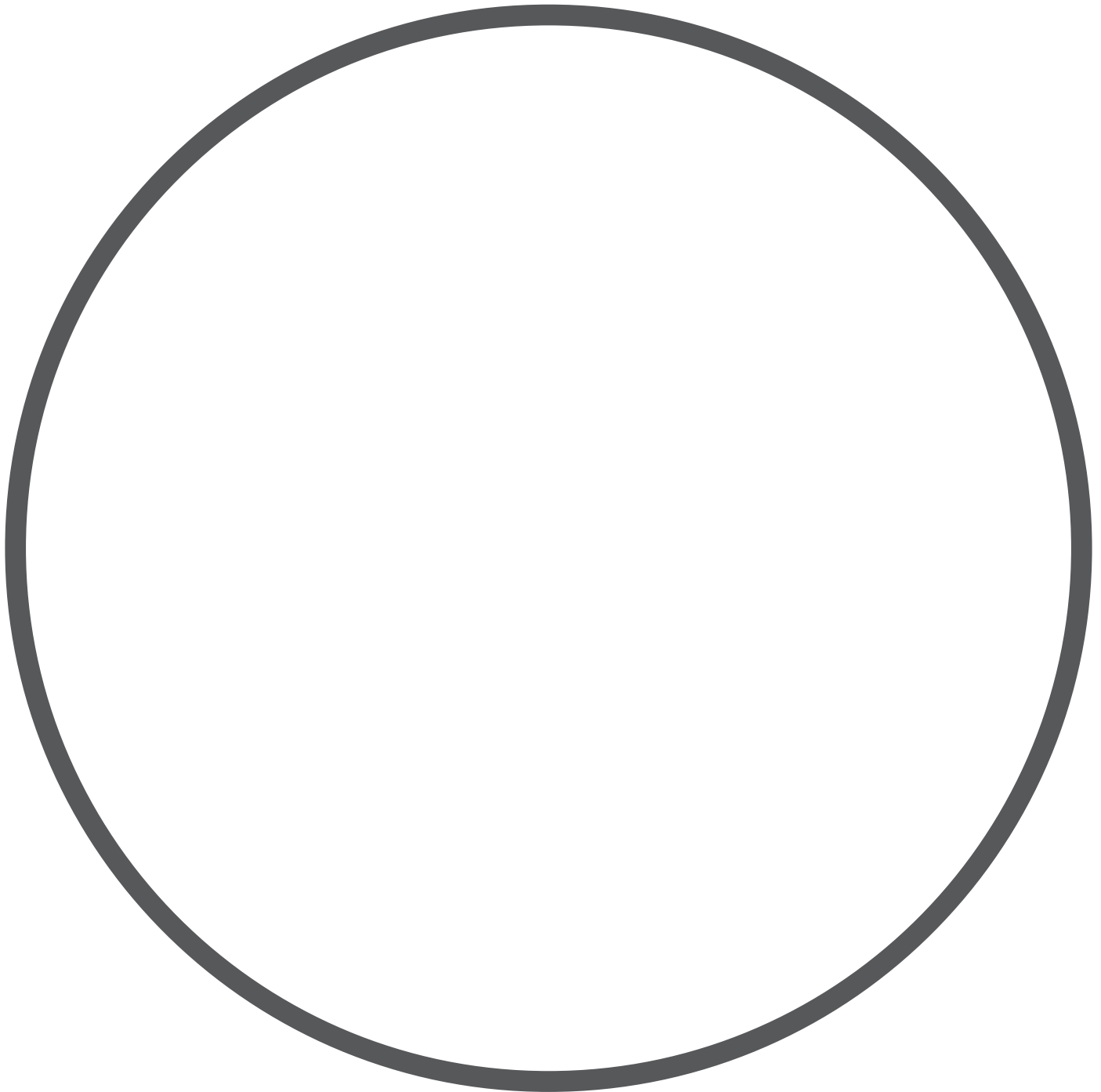


EMOJI FACE

NAME: _____

DIRECTIONS: Draw a picture of a face to correspond with an emotion vocabulary word.

▶ What emotion are you showing? _____



VOCABULARY WORD MATCH WORKSHEET

NAME: _____

DIRECTIONS: Write the number of the definition next to each word.

	Isolated
	Angry
	Stressed
	Fearful
	Calm
	Jubilant
	Horrified
	Confident
	Sad
	Anxious
	Ecstatic
	Proud
	Ashamed
	Grateful
	Hopeless
	Content
	Disgusted
	Hopeful

- 1 Very pleased due to personal accomplishments
- 2 Peaceful and relaxed
- 3 Great happiness
- 4 Optimistic about what might happen
- 5 Satisfied
- 6 Embarrassed or guilty
- 7 Very happy or excited
- 8 Very worried and anxious
- 9 Lonely and cut off from contact with others
- 10 Afraid with a feeling of worry
- 11 Unhappy
- 12 Afraid or nervous
- 13 Very strongly upset or annoyed
- 14 Unable to imagine improvement
- 15 Thankful
- 16 Sure of one's self
- 17 Fearful, full of dread, or shocked
- 18 Revolted, appalled, or offended

DIRECTIONS: Write the number of the definition next to each word.

9	Isolated
13	Angry
8	Stressed
10	Fearful
2	Calm
3	Jubilant
17	Horrified
16	Confident
11	Sad
12	Anxious
7	Ecstatic
1	Proud
6	Ashamed
15	Grateful
14	Hopeless
5	Content
18	Disgusted
4	Hopeful

- 1** Very pleased due to personal accomplishments
- 2** Peaceful and relaxed
- 3** Great happiness
- 4** Optimistic about what might happen
- 5** Satisfied
- 6** Embarrassed or guilty
- 7** Very happy or excited
- 8** Very worried and anxious
- 9** Lonely and cut off from contact with others
- 10** Afraid with a feeling of worry
- 11** Unhappy
- 12** Afraid or nervous
- 13** Very strongly upset or annoyed
- 14** Unable to imagine improvement
- 15** Thankful
- 16** Sure of one's self
- 17** Fearful, full of dread, or shocked
- 18** Revolted, appalled, or offended

EMOTION VOCABULARY WORKSHEET

NAME: _____

DIRECTIONS: Write a sentence for every emotion vocabulary word. Relate your sentence to being in nature.

1 Angry _____

2 Anxious _____

3 Ashamed _____

4 Calm _____

5 Confident _____

6 Content _____

EMOTION VOCABULARY WORKSHEET

NAME: _____

7 Disgusted

8 Ecstatic

9 Fearful

10 Grateful

11 Hopeful

12 Hopeless

EMOTION VOCABULARY WORKSHEET

NAME: _____

13 Horrified

14 Isolated

15 Jubilant

16 Proud

17 Sad

18 Stressed

EMOTION VOCABULARY WORD SEARCH

Benefits of Connecting
with Nature – Unit 1
ACTIVITY

NAME: _____

DIRECTIONS:

Find the hidden emotion vocabulary words in the word search below. As you find each word, circle it in the word search, and use the box below to help you keep track.

D P G A B F A K T O F E A R F U L M X X
J O K Z Q W S K C O N F I D E N T Y T T
B B I X B A H O P E L E S S B M Q E N L
Z E I J C D A G Z T P V C I H A M A U Z
M D V R A C M P T D F T F H K R L P R I
X E O N L L E K E B R G G M E I A P H P
O P F A M K D T W I Q W Q C B D T J D R
J C M Z S P A G R A T E F U L E N H S O
W V U A D L I L R H P X J Z G X Q S F U
R U F I O M H O P E F U L N H N L D O D
H F N S X N N H O R R I F I E D Y F P U
H D I E L U S U T D K P M U H Q Z Z S H
A T I C K M U T F Y G R G X H C Z D D L
N T V S G X K I R M H Q L R A O B A S Y
X J K T G T N G U E R I Y P Q N S M R E
I M K A R U N T D M S X E X U T G K Q T
O I Q T G A S N D W Z S G R U E I F V K
U K O I O C A T L N R O E S G N Q H Q S
S G S C X B H P E Y X O X D P T Q X I I
U D C W M C J U T D M R I W U F L A O E

ANGRY
ANXIOUS
ASHAMED
CALM

CONFIDENT
CONTENT
DISGUSTED
ECSTATIC

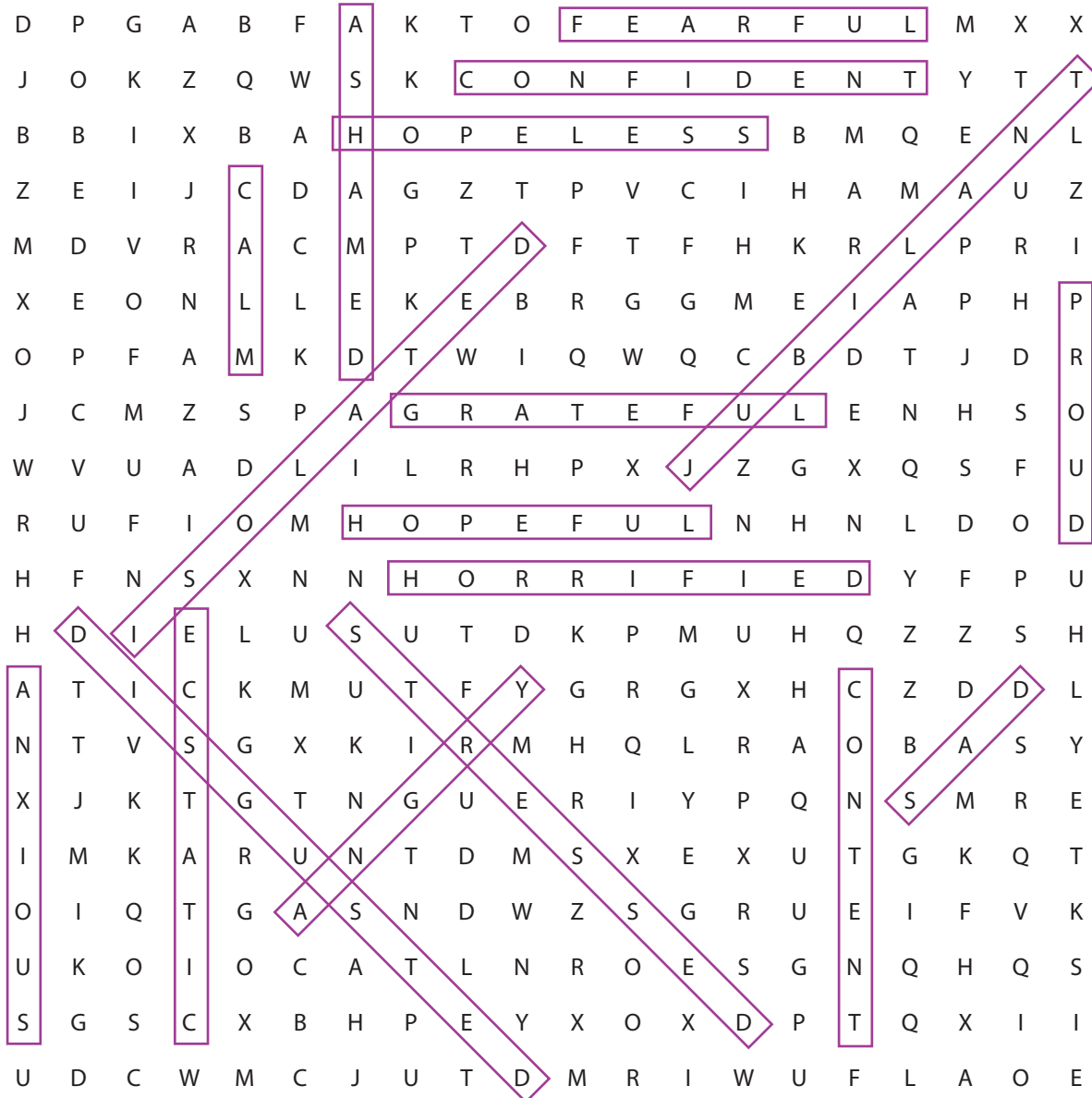
FEARFUL
GRATEFUL
HOPEFUL
HOPELESS

HORRIFIED
ISOLATED
JUBILANT
PROUD

SAD
STRESSED

EMOTION VOCABULARY WORD SEARCH

Benefits of Connecting
with Nature – Unit 1
ANSWER KEY



ANGRY
ANXIOUS
ASHAMED
CALM

CONFIDENT
CONTENT
DISGUSTED
ECSTATIC

FEARFUL
GRATEFUL
HOPEFUL
HOPELESS

HORRIFIED
ISOLATED
JUBILANT
PROUD

SAD
STRESSED



This lesson encourages students to examine and reflect on how different places/environments can influence their mental and emotional well-being by leading them through two guided imagery exercises.

ESTIMATED TIME

30-40 minutes

REQUIRED MATERIALS

- 1 Reflection Worksheet per student
- 1 Draw Your Own Scene Worksheet per student
- Drawing utensils (i.e., crayons, markers, colored pencils)

PROCEDURE

1. Pass out Reflection Worksheet. In this first exercise, you will help students visualize a forest scene. Read the passage below to lead students through the guided imagery exercise. Read the passage slowly and clearly with a smooth, relaxed tone of voice. Give time for your students to fully visualize the environment you are describing by pausing for 10-20 seconds after reading each sentence.
 - a. I want you to close your eyes and breathe deeply. Imagine that you are standing in a forest, surrounded by tall trees full of deep green leaves. There is a bubbling creek nearby, and there is a gently blowing breeze. As you walk through the forest you hear many birds chirping and see them fluttering through the trees. What else do you hear in the forest? What do you see? Can you smell the fresh air and feel the breeze on your skin? Take another deep breath, count to three, and slowly open your eyes.
 - b. Now, ask students to write their thoughts and feelings on the Reflection Worksheet under Scene 1. Encourage them to use words from the Unit Vocabulary. (Note: You may want to write or post these in a visible location for students to reference.)
2. Repeat this process to help students visualize being in a big city. Read the passage below to lead students through the guided imagery exercise. Read the passage slowly and clearly with a smooth, relaxed tone of voice. Give time for your students to fully visualize the environment you are describing by pausing for 10-20 seconds after reading each sentence.

- a. I want you to close your eyes and breathe deeply. Imagine that you are in the middle of a big city, surrounded by tall skyscraper buildings. Metal and concrete are all around you. As you stand on the sidewalk, you can hear the noise of passing cars and buses. What else do you hear in the city? What do you see? What do you smell? Take a deep breath, count to three, and slowly open your eyes.
 - b. Now, ask the students to write their thoughts and feelings on the Reflection Worksheet under Scene 2. Encourage them to use words from the Unit Vocabulary.
3. Once you have finished the guided imagery exercises, take a moment to discuss how the different images may have elicited different responses from the students. Give students the opportunity to share their reflections with the class. Discuss why this might have been. Explain to students how our surrounding environment can affect our mental and emotional well-being (refer to the Teacher Information Packet for more detailed information).

LESSON EXTENSION

1. Provide students with a Draw Your Own Scene Worksheet and drawing utensils. Ask students to draw a picture of a place that makes them feel _____ (fill in with emotion from Unit Vocabulary Words). Once students have completed their drawing, have them write a short paragraph on why that place makes them feel _____ (emotion from Unit Vocabulary Words).
 - a. Once students have finished their drawings and have written their paragraphs, have them share their experiences with a classmate. Use this opportunity to walk around the classroom and engage with students in smaller groups. Ask if they noticed any similarities or differences between their drawings and how their drawings made them feel.
 - b. Discuss with students how different seasons of the year and/or weather may affect their emotions.
 - c. Use this opportunity to potentially discuss cultural differences and how our culture influences how we perceive our surrounding environment.

Resources and more information on guided imagery can be found on page 36.

NAME: _____

SCENE 1

▶ How did this environment or setting make you feel? _____

▶ Have you experienced an environment similar to the one you just imagined in real life?
If so, describe it and how you felt there.

SCENE 2

▶ How did this environment or setting make you feel? _____

▶ Have you experienced an environment similar to the one you just imagined in real life?
If so, describe it and how you felt there.

DRAW YOUR OWN SCENE WORKSHEET

NAME: _____

▶ Draw a picture of a place that makes you feel (calm, confident, content, hopeful).



▶ Why does this place make you feel (calm, confident, content, hopeful)?

LESSON 3 CREATIVE WRITING



The purpose of this lesson is to allow students to build their effective writing skills by: providing additional time to communicate their thoughts, feelings, and ideas; write for a variety of purposes; and use descriptive emotion words in the appropriate context.

ESTIMATED TIME

30-40 minutes

REQUIRED MATERIALS

- 1 Creative Writing Exercise per student
- 1 set of Write MORE-Worksheets per student
- Writing utensils
- Optional materials include drawing, coloring, or painting supplies

PROCEDURE

1. Pass out the Creative Writing Exercise sheet. Instruct students to use two words from the unit vocabulary to describe how the picture makes them feel and why.
 - a. Allow students 2-3 minutes to study the image and personally reflect on it before beginning to write. The image could be projected for greater detail and color.
 - b. Encourage students to think carefully about their purpose for writing, conveying their emotions and feelings about a certain time, place, image, or memory. Allow 10 minutes for students to complete the writing portion of the activity.
2. Once students have completed the Creative Writing Exercise, allow time for students to share their feelings about the images, as they feel comfortable, with the class. Use this opportunity to highlight that two different people can look at the same image and it can elicit different feelings due to personal experiences and state of mind.

Resources and more information on creative writing can be found on page 36.

LESSON EXTENSION

1. Distribute the Write MORE-Writing Prompts Worksheet. Ask students to choose one of the writing prompts from the list. Encourage students to incorporate unit vocabulary words when completing the writing prompts activity. Allow 15 minutes for students to complete one writing prompt.
 - a. This activity can be extended further by having students create a visual representation of their chosen writing prompt.
 - b. Students can present their piece of art to the class while reading their creative writing product. If time or class structure allows, build in time for feedback during the writing process. The sharing of ideas and drafts of work with teachers or peers throughout the writing process allows students to improve their writing.

CREATIVE WRITING EXERCISE

NAME: _____

DIRECTIONS: Using at least two vocabulary words from the word bank, describe how the following scene makes you feel and why.



WORD BANK

ANGRY	GRATEFUL
ANXIOUS	HOPEFUL
ASHAMED	HOPELESS
CALM	HORRIFIED
CONFIDENT	ISOLATED
CONTENT	JUBILANT
DISGUSTED	PROUD
ECSTATIC	SAD
FEARFUL	STRESSED

NAME: _____

DIRECTIONS: Answer the following questions using the MORE formula.

M **MOVE** to what happened next. Beginning → Middle → End/Conclusion

O **OBSERVE** and explain why something happened.

R **RELATE** to your five senses of hearing, smelling, seeing, tasting, and touching.

E **EMOTIONS** and how you felt about what was happening are part of your story. Incorporate emotion vocabulary words.

CREATIVE WRITING PROMPTS

1. What is your favorite place to visit outside and why?

2. Pretend to be a wild animal, and describe what your day would be like.

NAME: _____

- 3.** You discover a flower growing up through the cracks of the pavement in the parking lot. How does it make you feel? How do you think it got there? What do you think will happen to it?

- 4.** Pretend you are an eagle, and spend your days in the sky. What does the world look like from that vantage point? How do you feel up in the sky?

NAME: _____

5. If you lived 100 years ago before television, cell phones, and the internet, what would your life be like? Do you live in the city or the country?

6. Describe an extreme weather situation you have experienced (thunderstorms, snow storms, flooding, drought). What was it like to experience it, and how did it make you feel?

LESSON 4 EXPLORING NATURE WITH YOUR SENSES



This lesson will assess how students emotionally connect with nature using their senses.

ESTIMATED TIME

30-40 minutes

REQUIRED MATERIALS

- 8 Student Surveys per student
- 1 Smell Data Sheet per student
- 1 Hearing Data Sheet per student
- 1 Sight Data Sheet per student
- 1 Combined Senses Data Sheet per student
- 1 pencil per student
- 1 clipboard per student

PROCEDURE

1. Introduce the 15 unit vocabulary words and their definitions as a vocabulary assignment at the beginning of the week. Students must understand the meaning of each word to complete the activities in this Unit (see Lesson 1 for definitions to provide students).
2. Explain that the students will be going outside over the next four days to experience nature using three of their five senses: smell, hearing, and sight (in that order).
3. Review the vocabulary words prior to initiating the outdoor activities.
4. Students will be asked to complete a Student Survey prior to and immediately after completing each nature experience.
5. Have each student complete the Student Survey to document how they feel in the classroom (prior to an outdoor experience). Next, have them go outside and spend five minutes (either alone or with a partner) quietly observing nature. Students will record **ONLY** the things they smell outdoors on Day 1. All data should be recorded on the Smell Data Sheet. Upon returning to the classroom students should fill out a second Student Survey to document how they feel after the outdoor experience.
6. Repeat step #5 on Day 2 and Day 3 except have students quietly observe nature using only their hearing and sight, respectively. They will record data on a different data sheet each day.
7. On Day 4, repeat step #5 but have the students quietly observe nature using all three senses. Record data on the Combined Senses Data sheet.
8. Complete the lesson with a discussion of the activity. Have students examine their pre- and post-Student Survey sheets. Did the outdoor experience change how they felt? Did their scores improve as a result of the outdoor experience? Did it matter which of their senses was being used?

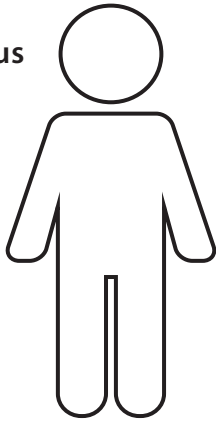
LESSON EXTENSION

1. Have students share the data they recorded for each of their senses. Write the results on the board. If students observed different things, explore why those results occurred.
2. Have the students repeat this lesson during different seasons. Have students record observations for the weather, plants, and wildlife during spring, summer, fall, and winter.

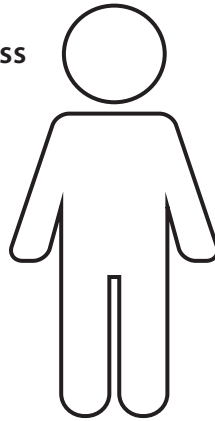
NAME: _____

DIRECTIONS: Color part or all of the person, from bottom to top, to show how full you are of this emotion.

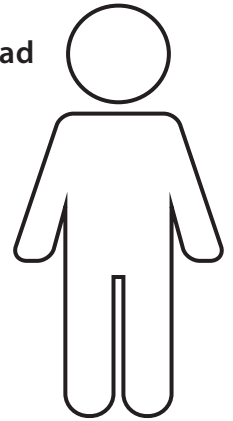
Anxious



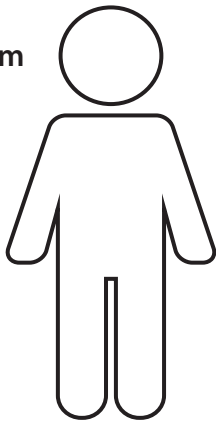
Hopeless



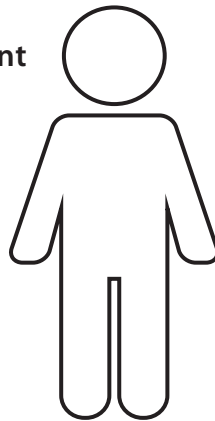
Sad



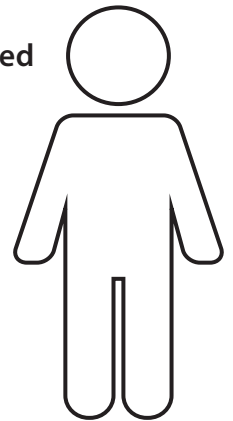
Calm



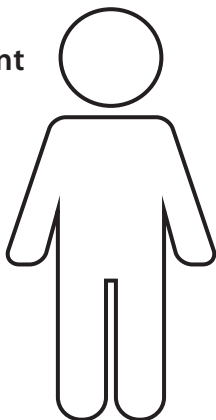
Jubilant



Stressed



Confident



SMELL DATA SHEET

NAME: _____

DIRECTIONS: Focus only on your sense of smell. Describe what you smell. It can be anything.

HEARING DATA SHEET

NAME: _____

DIRECTIONS: Focus only on your sense of hearing. Describe what you hear. It can be anything.

COMBINED SENSES DATA SHEET

NAME: _____

DIRECTIONS: Focus on your senses of smell, hearing, and sight. Describe what you smell, hear, and see. It can be anything.

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