

Nature Activities-Sensory Awareness

Rainbow Chips

Topic

Sensory awareness, sense of place

Setting

- Outdoor area, plains to montane open space

Objectives

Students will:

- Increase their use of senses besides sight
- Identify with an area through linking its sounds and their sources

Materials

- Paint sample cards or multi-colored construction paper cut into small individual colors (multi-colored construction paper available at Walden Ponds VN Center)

Procedures

- To focus students' attention outside (good to do at the beginning of a hike) ask them how many different colors and shades of colors they can see in front of them without moving from where they are standing.
- Let each student reach into the bag and take a few "rainbow chips," and ask them to try to match up each chip with something nearby in nature; e.g. leaf, plant, flower, tree, soil, stone, etc. for a specified period of time.
- Bring group back together and have students share the colors they found in nature.
- **Note:** In accordance with BCPOS regulations, students should **not** collect or pick any of the matching nature objectives.

Sound Map

Topic

Sensory awareness, sense of place

Setting

Outdoors, with enough space for each student to spread-out and have their own area to sit

Objectives

Students will:

- Focus on their sense of hearing the sounds of nature
- Connect with a specific place in nature by linking sounds and their sources

Materials

- Paper and pencils/markers for each student, and clipboards if possible (available at Walden Ponds VN Center)

Procedures

- Each student should find their own quiet space away from friends within a defined and safe outdoor area
- Students sit for 5-10 minutes, listening quietly with their eyes closed. They should try to hear as many different sounds as possible. (it helps to cup hands behind ears to amplify sounds)
- After a few minutes, have students open their eyes and draw a map of all the sounds they heard. Have students show a “birds-eye” or aerial view, with the student as an “X” or drawing in the middle of the paper, with pictures or names of all the different sounds they heard placed in relation to the listener.
- After giving everyone 5 minutes or so, (watch to see if the group is finishing, or still engaged), call the group back together and let them share some of the things they heard with the group.

Interview with Nature

Topic

Sensory awareness, sense of place

Setting

Anywhere outside – preferably in a place with varied landscape and life

Objective

Students will develop a deeper understanding of the natural world through observing and pondering an object in nature.

Materials

“Interview with Nature” worksheet (see below) for each student; pens/pencils; clipboards

Procedures

- Explain to students that they will be spending some time “getting to know” something in nature a little better. Hand out the worksheets and pencils.
- Instruct students to find an object (living or nonliving) like a rock, tree, insect, grass, etc. They should spend a few minutes quietly studying the object, then “interview” the object. The worksheet is simply to give the students ideas about what kinds of things to think about – if they think of other details to write about, that is fine too.
- Give students some time to spread out and find their objects, observe and write the answers to the interviews.
- When students are finished, come back together and share some of the interesting things they learned from their objects.



Interview with Nature



Pick one natural object, and spend a few minutes sitting quietly to observe and think about this object. Think about its history, its lifespan, etc.

As if you were interviewing this object, “ask” it the following questions and write the answers.

How old are you?

Have you always been the size you are now?

Where did you come from?

What is it like to live in this particular place?

Who comes to visit you?

What events have you seen in your life?

(If a living object) What do you eat and how do you find your food?

What do you think is something that people don't understand about you?