



Nature friendly to children

Scenarios of outdoor
activities for grades 1-8
of elementary school





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Naturally! – Children friendly to nature, nature friendly to children.

Collective work of the team from the Foundation
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For three years, she co-lead a forest group at Łąka Rozwoju. Currently, she runs the Creative Forest Club for children. Additionally, on weekends, she introduces families to the wonders of the forest through outdoor games, inspiring a love for nature.

Privately, she is a mother of three. Two of her children (13 and 10 years old) are homeschooled, while her youngest son is six. She is deeply connected to nature and fascinated by yoga and meditation, which she regularly practiced with children during her time in kindergarten.

A woman of many talents, she sings, sews, crochets, and dances barefoot—because, as she says, „Dance has therapeutic power.”



Olga Florek

A preschool and early childhood education teacher. She began working in alternative education in 2016 at the second-ever Forest Kindergarten in Poland. For many years, she has accompanied children in nature, leading workshops inspired by the Forest School approach and incorporating the Reggio Emilia method into her work.

A frequent activity in her teaching practice is conducting chemistry experiments. Currently, she manages pedagogical processes at a forest kindergarten and runs wild cooking workshops.

LET'S CONNECT CHILDREN WITH NATURE!

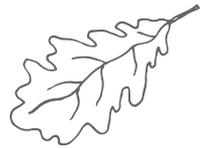
We live in a world where parents would sooner give a child a tablet or smartphone than a stick. Children are spending less and less time in nature. Meanwhile, scientists are sounding the alarm: children are suffering from a nature deficit! In addition to food and sleep for proper development we also need contact with nature. Technology and the system in which we live make us put off a walk in the woods for someday, and postpone someday from week to week.

The author of the book „The Last Child of the Forest“ introduces us to the concept of nature deficit syndrome, which currently affects modern children. Nature deficit in children who spend too much time indoors, caused by technology, the system and excessive parental care will cause many behavioral problems in the near future. Children have less movement, poorer attention span, and their social skills are at a low level. It is we parents, teachers and caregivers of children who are responsible for their proper development. And it is impossible without NATURE. Let's allow children to do this, first of all, by providing them with time spent in nature.

This handbook is the answer to how you can counteract the deficit of nature in outdoor activities at school. We propose active time in nature, during which children learn, play, experience, observe, gain new skills and knowledge. While doing creative works, they move a lot and at the same time learn respect for plants and animals by getting to know them better.



IT'S WORTH IT! BEING IN THE FOREST IS A HUGE BENEFIT:



in the sphere of mental health:

- **gives immunity** - N (nature), D (sun) - thanks to inhaled phytoncides and essential oils excreted by plants, which have anti-inflammatory, bacterial and fungicidal effects. Being in the air oxygenates the organs while improving circulation and strengthening our hearts;
- **hardens** - by being outdoors regardless of the weather;
- **grounding** - walking barefoot on the ground normalizes the flow of electrical charges in the body, relieves the buildup of electro-smog in our bodies and has an anti-inflammatory effect;
- **develops our eyesight** - the forest environment (colors: green and brown) aids in resting the eyes and even reduces the risk of myopia;
- **improves our fitness** - being in the woods means MOVING, supporting large and small motor skills, exercising balance and agility, and strengthening muscles, joints and ligaments;
- **reduces stress levels** - the color green calms the

nervous system, increases the production of „happy hormones“ and decreases the production of cortisol;

- **brain functions improve** - new neuronal connections are built - cognitive executive and intellectual. The amount of memorable information increases;
- **develops the ability to adapt** faster to changes in our environment;
- **increases empathy** - we, as one with the world, are part of nature.

influences development

- **Attentiveness** - development of senses, focus, children who have contact with nature score higher on concentration tests;
- **Imagination** - the forest is a creative toy (undefined open-ended) children in the forest visualize, stimulate imagination, create - no one teaches a child how to play, everything is his idea. If it doesn't work he makes another attempt. At home, children are less likely to try again;

HOW TO BE WITH CHILDREN IN THE FOREST?

- **Skills of** observation, perceptiveness, drawing conclusions, reasoning. Children absorb knowledge, feel, see, analyze relationships, think and draw conclusions;
- **Self-confidence** - during outdoor play, the child explores his limits and learns about his abilities, builds self-awareness and develops confidence in his own ideas - self-esteem increases;
- **Sense of agency** - an increase in independence, perseverance independence and autonomy, agency;
- **Cooperation**, improvement of social relations, children are less aggressive and better understand their own emotions, more easily accept their mistakes and establish relationships.

nature intelligence and environmental awareness

- **Sensitized senses and using them for analysis**
- **Caring for animals and plants**, concern for nature, sensitivity to endangered species
- **Ease of assimilation of natural knowledge**
- **Awareness of nature's processes, respect for nature** - awareness that we are not alone, that there are other worlds with which we are interdependent

HOW CHILDREN FEEL IN THE FOREST

Playing in the natural environment satisfies a child's need to move, to explore the world on their own, and to measure their own skills and abilities. The child's direct relationship with nature enriches his knowledge, and through the richness of nature, the child gains sensory diversity and develops his sensitivity and stimulates his imagination.

The variability of the seasons flows into a variety of children's activities, and close contact with nature allows children to directly experience these natural phenomena occurring in nature.

It's simple! Find the nearest forest (a clearing or meadow works just as well), but you can also choose one located a little farther away, where it is possible to reach by bus, and go to it regularly. As a parent at least once a week or once every two weeks. For educators and teachers, we recommend an outdoor day - one day a week that children spend in nature. In the older grades if it is not possible to go out, due to the overloaded core curriculum, every week, try to go out at least once a month.

While out in the woods, you can use prepared play scenarios, but be flexible and allow children to observe and explore their immediate surroundings. Nature inspires creative thinking and independent problem solving. Allow viewing and manipulation of natural objects. Experiment, inspire, suggest ideas, but don't impose anything. Create such conditions for the child where they feel freedom and liberty to explore nature.

GO OUTDOORS WITH YOUR STUDENTS TO THE FOREST OR PARK! - ABOUT OUTDOOR EDUCATION

Nature teaches children to notice

„Every child should have mud pies, grasshoppers, grasshoppers, narthexes, tadpoles, frogs, mud turtles, elderberries, strawberries, acorns, chestnuts, trees to climb, streams to wade, water lilies, marmots, bats, bees, butterflies, a variety of animals to stroke, fields of hay, pinecones, pines, stones to roll, sand, snakes, blueberries and hornets. any child who is deprived of this has been deprived of the best part of his education.“

Luther Burbank

To this day I still remember the daily carefree games in the yard and park next to my house. Playing in the mud or rain was the best activity of my childhood. And climbing trees was an extremely important mission. Playing hide-and-seek late into the evening was more fun than cartoons on TV or computer games. Active play in nature is natural therapy for our senses. In nature, we naturally activate all our senses. Children should experience as much stimuli as possible from contact with nature and learn to process them themselves.

Outdoor education is learning in the field. It allows direct contact with nature and allows us to combine knowledge from different fields of study at the same time. In addition, it teaches children to cooperate and develops in the child an attitude of respect for nature. Field education develops creativity, independence, self-confidence and social skills through cooperation. That is, it allows children to acquire necessary competencies.

By organizing some of the activities in the open air, we allow children to learn and at the same time benefit from being in contact with nature.

Other benefits of children being in nature during school lessons:

- **acquiring nature knowledge** - the scenarios we offer below cover topics related to nature, biology or geography. In addition, during outdoor activities we can develop skills in physics or chemistry by conducting various types of experiments;
- **focus of attention** - attentiveness - we practice our attentiveness while searching for forest vegetation or when observing animals - we have to be careful in movement and quiet so as not to frighten the animals. During forest games, children focus their attention on the beauty hidden in nature, defining this beauty themselves, there is no room for wrong answers here;
- **natural playground** - during forest workshops we are very active. By walking on uneven terrain we improve motor coordination;
- **stimulation of creativity** - we arouse creativity through creative works, in addition, we shape logical thinking skills by solving forest puzzles and riddles;
- **integration of the group.**

HOW DO ACTIVITIES IN NATURE AFFECT THE BUILDING OF COMPETENCIES OF THE FUTURE?

Competencies of the future are the so-called „skills of tomorrow“, i.e. skills that will be desirable for getting a job in adulthood. These are such skills as creativity, effective communication, critical thinking, cooperation, problem-solving skills, flexibility, openness. In our view, the aforementioned competencies are essential for children’s success, as they teach them how to effectively deal with the challenges they will encounter in later life. As a result, students are better prepared for a changing world that requires creativity, problem-solving, communication and cooperation skills.

During outdoor activities, children experience naturally and actively by experimenting and exploring the nature around them. Getting outside the school walls allows them to be more open-minded, giving them confidence, courage and authenticity. Outdoor activities add freshness to their minds, and a forest or park gives them more space to act while working in teams or individually. When developing the competencies of the future, we don’t need a lot of additional materials, just cards and markers, nature’s gifts, and the creativity and ingenuity of children, which nowadays by the school system based mainly on tests and answers, prevents them from thinking independently. As we know, children learn best through practical action, experience and observation. We see this already in our children from an early age, when starting to learn to walk they fall many times do not give up and keep trying, in addition, working in teams they learn from each other.

According to us, the main idea in children’s education should be the conviction that children should be happy, that they should follow what their heart tells them and have the opportunity to explore and experience different activities. Through the development of future competence, children will be braver, more confident, be creative in their activities, and nature will perfectly complement this.

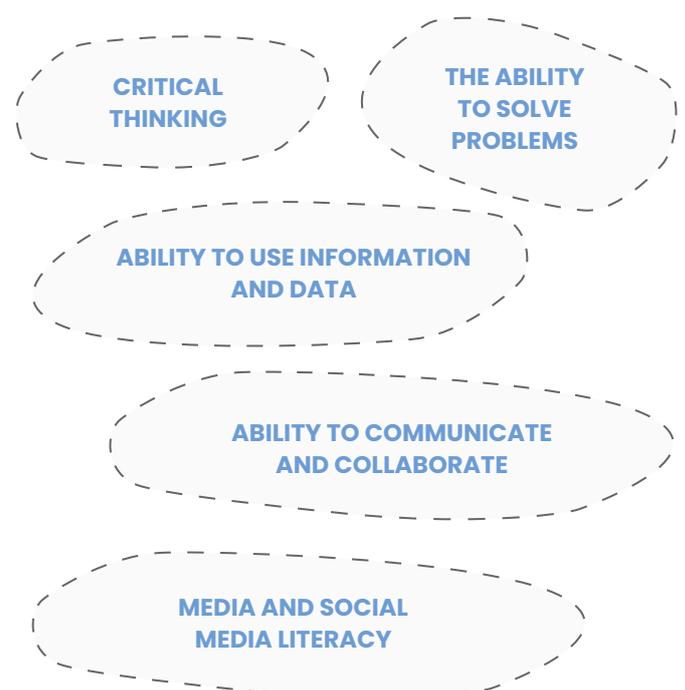
An important aspect in the development of future competence is the ability to communicate effectively based on mutual respect between both parties. The slogan RELATIONSHIP should be put at the forefront of children’s education. Let’s give children the opportunity

to express themselves, to ask questions – because every question is important, let’s listen to them with attention and curiosity thus showing that their opinion is important to us. Getting out of the school desks gives students the space to be themselves, to „catch their breath,“ because the school desk is a symbol of the student-teacher barrier.

During outdoor activities, children develop the ability to use information and data, this happens when they work with a map, for example, or when they encounter some signs on a forest path during a trek. In addition, they work in teams developing the ability to communicate and cooperate, while developing creativity and decision-making skills.

Competencies of the future are skills that develop the ability to work together as a team, to respect each other, and to make decisions, draw conclusions, and skillfully ask questions.

Among the most important competencies of the future, it is worth mentioning:



In this handbook, we propose in lesson scenarios the use of „critical thinking routines” that are crucial for the development of future competencies, and especially for the development of critical thinking skills. Each scenario includes at least one routine. Such learning activities teach children to effectively analyze information, make decisions, develop their creativity, teach them to understand other perspectives (viewpoints of a given situation) and increase their resistance to manipulation. These skills are essential in the rapidly changing and

increasingly complex world in which children will grow up. In our opinion, taking educational activities out of school not only has the benefits we wrote about earlier, but also allows for an even better way to shape the competencies of the future in children. Because it is in nature that the perfect conditions exist for students to think independently, to carry out free teamwork and unhindered communication.

CRITICAL THINKING ROUTINES - WHAT ARE THEY?

Using critical thinking routines, we develop the ability to think critically, which is one of the important features of future competence. The goal of critical thinking is to solve a problem. It is the ability to ask the „right” questions. Every day we are inundated with a mass of different kinds of information. The skill of critical thinking allows us to organize this information and manage it skillfully.

Critical thinking routines are such action paths, i.e. simple tools that, used systematically during lessons, develop critical thinking skills. When working with routines, students together and individually initiate, investigate, discuss, argue and manage their thinking. Critical thinking routines help to form thoughts, reason or draw conclusions.

Through the use of routines in education, children can think their own way, and can share their insights and ideas. In addition, they learn that there is no single solution and that everyone can have a different point of view and interpret the reality around them differently. This develops openness and courage in students, thereby giving them a sense of freedom and agency.

In each scenario, we use selected critical thinking routines. Each of the routines used is discussed in detail in the appendices of this Handbook.



HOW TO USE THE MANUAL - INSTRUCTION MANUAL

The purpose of the manual is to support teachers in conducting educational activities/ lessons outdoors, on the move using a nearby park, forest or ordinary urban space located near the institution.

Each scenario will be based on a specific - not changing - scheme of working with a group. The lesson plans are divided into different age groups grades 1-3, grades 4-6, grades 7-8. In each of the following scenarios we develop the competencies of the future using critical thinking routines.

Diagram of the scenarios:

Class topic: - i.e., the topic of the activities being carried out

Class objective: - what educational goals we will pursue

Specific objectives: what skills will be developed or formed by the students participating in the classes

Teaching materials: that is, what is needed to conduct the classes

Forms of work: that is, in what form the classes will be conducted - individual, group, team (all these forms can be used in one scenario)

Duration: On average, the duration of the following scenarios is in the time range of 1h-1.5, but if this is not possible, you can adjust the activities presented in the scenario according to your own time needs.

Course:

1. **Circle starting the activity** - a brief introduction to the topic of the activity Why a circle? - The circle is a symbol of the absence of hierarchy, no place in the circle is not the first, everyone is equal, everyone has the right to speak. We are all part of the world around us, we are all connected. A recommended

element to complement the work in the circle is a fixed „voice object“, which is held in the hand of the speaker, it can be, for example, a stick or a leaf. This will help the children develop the habit of listening and not interrupting the speaker.

2. **Introduction to the topic of the class.** At this point in the class, we focus our activities on active group work through teamwork in pairs or smaller groups using experiments, trick-or-treating, team games, role-playing games, etc.
3. **Creative task.** in this point we will direct our attention to the aspect of creativity, through individual or team work. In most scenarios, we will create and create using nature's treasures (pinecones, sticks, leaves) or recycled materials for work.
4. **Summary of the class - closing circle (evaluation of the class).** How did I feel during the class? What did I like the most? This can also be an activity that develops our attentiveness, and at the same time calms the group. As an evaluation of the outdoor lesson conducted, we suggest filling out a card with the children on their observations and emotions about the outdoor lesson. At the end of the class a nice touch will be to take a photo together against the background of the forest landscape. If we manage to conduct classes periodically (for example, once a month) it will be a beautiful souvenir at the end of the year showing the cyclical nature of the seasons and the development of children.

Important!

The following scenarios can be used as ready-made ideas or use their elements as inspiration, and the selected scheme of activities can be modified according to your needs, and the possibilities of conducting classes in the traditional way. You can replace the creative game with another more suitable for your group or related to the topic of the lesson you recently covered at school. However, it is important that the activities are conducted outdoors.

SCENARIOS OF OUTDOOR ACTIVITIES

for grades

1-3

Scenario of integrated classes „How is the forest built?“



CLASS TOPIC: LAYERS OF THE FOREST

Class objective: to get acquainted with the layers of the forest

Specific objectives: learning about nature in direct contact; recognizing forest plants and animals,

Teaching materials: markers, bristol, gifts of nature found in the forest, cards, markers/crayons, string, hole punch, jar, twigs - can be found in the forest

Forms of work:

- individual,
- group teamwork



COURSE OF WORK

1. Opening circle

Critical thinking routine „Think, combine, discover“.

– Invite students into a circle and ask the children questions:

- What do you know about the forest?
- What do you not know about the forest?
- What do you want to find out?

Write down the students' answers on a large bristol sheet.

2. Introduce the topic of the class

Getting acquainted with the layers of the forest – divide into groups (by color), each group receives a scatter with the names of the layers of the forest and illustrations with flora and fauna. If you have more time you can hide the materials in the forest by marking them with colors and ask the students to find them. Each group looks for the materials according to the assigned color. The participants' task is to arrange the layers correctly and match the animals and vegetation. When the gro-

ups have finished their work show the poster depicting the layered structure of the forest, the students check whether they managed to complete the task correctly.

3. Creative task „Gratitude tree“.

Before you start the task, ask students to find larger twigs in the forest to put in the jar. To make sure the twigs hold well and the jar doesn't topple to the bottom throw in pebbles, pinecones – any small gifts of nature you can find.

Then sit in a circle. Hand out one small card to each child. Ask the students to write one word, task or draw what they thank nature for. When they complete the task punch a card and tie it to the branches inside the jar.

4. Closing circle

Together in a circle, complete the card about the insights and emotions of the outdoor lesson.

SCENARIOS OF OUTDOOR ACTIVITIES

for grades

1-3

„What do hedgehog and bat have in common?“



CLASS TOPIC: WHAT DO HEDGEHOG AND BAT HAVE IN COMMON?

Class objective: to overcome prejudices and acquire a positive attitude towards bats and hedgehogs

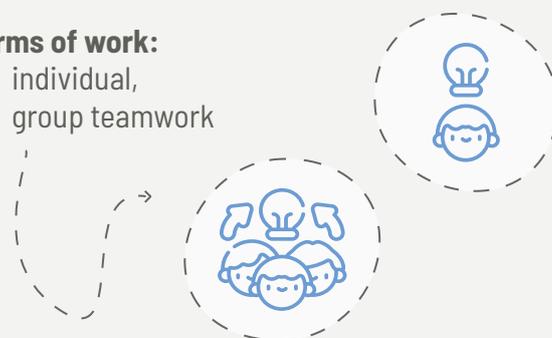
Specific objectives:

- to familiarize with the words „hibernation“ and „echolocation“
- sensitizing children to the needs of animals
- stimulating imagination
- forming cognitive and imitative skills (performing similar actions)
- forming orientation in space and awareness of the scheme of one’s own body.

Teaching materials: blindfold, large bristol, markers, clay, sticks or needles of coniferous trees, scatter with sentences *information about bats and hedgehogs

Forms of work:

- individual,
- group teamwork



COURSE OF WORK

1. Opening circle

Using the **double bubble routine** - compare the characteristics of bats and hedgehogs, to make this task easier for students prepare a scatterplot with sentences - below suggestions for preparing the scatterplot:

- they bring help to gardeners - they eat pests (N-bats, J- hedgehogs).
- they eat slugs, turtledoves, mice, frogs and venomous vipers (J)
- are nocturnal animals, they go into winter sleep in November - they hibernate (N, J)
- accumulate fat reserves for the winter (N)
- A colony (about 500 bats) eats around 2 tons of insects in a single summer; their delicacy is mosquitoes (N).

2. Introduction to the topic of the class

Do you know what echolocation is? - a bat sends out a sound that bounces off an obstacle and reaches its ears; thanks to this it is able to judge the position of objects. To introduce to students in a practical activity what echolocation is, invite students to play a movement game together entitled: „**The bat and the moth**“.

Stand in a circle. Choose two people to play the roles of a moth and a bat. The bat is blindfolded, so it can't see its victim, but it can hear it instead. When the person who is the bat shouts: „bat!“, the person who is the moth must shout out: „moth!“. The more often the bat calls out his victim, the easier it will be for him to catch it, when he succeeds, the players can switch roles.

Integration and mimicry game in the circle in Poland known as „In the clearing sits a hedgehog...”. The class leader chooses one person who sits in the center of the circle, then the students in the circle say the content of the rhyme together:

**IN THE CLEARING SITS A HEDGEHOG,
WHAT HE DOES WE DO TOO.
WHAT ARE YOU DOING, HEDGEHOG?**

After these words, the selected „hedgehog” makes some imaginary movement, which is imitated by the other children. It can be a movement of the hand, jumping, e.g. pacing, etc. Then the children continue to repeat the words of the rhyme:

**WE LIKE HEDGEHOGS VERY MUCH,
LET ANOTHER ONE CHOOSE FOR US.**

At the end of the rhyme, the hedgehog points to the next person, who now becomes the „hedgehog” and shows the others a new movement to repeat.

3. Creative task

Invite children to make hedgehogs out of natural materials. Use clay for this and sticks or conifer needles. Playing with clay is a creative activity that extremely stimulates the sense of touch. It is natural! Children love it. It is such a natural plasticine. Playing with clay has a calming and relaxing effect.

4. Closing circle

Together in a circle, complete the card on observations and emotions about the outdoor lesson.



SCENARIOS OF OUTDOOR ACTIVITIES

for grades

1-3

Scenario of integrated classes „Pollinating insects”



CLASS TOPIC: POLLINATING INSECTS

Class objectives: to make children aware of the importance of insects in the pollination process

Specific objectives:

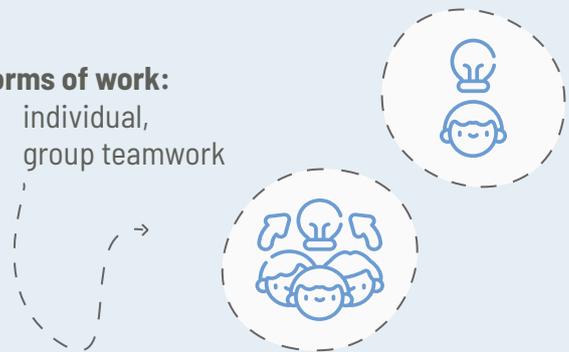
- stimulating the sense of smell
- shaping manual dexterity of hands
- developing mathematical skills while measuring out ingredients
- shaping pro-ecological attitudes

Teaching materials: clay, plant seeds, soil for planting flowers, 4x A3 size cards, markers in

different colors, illustration depicting herbs, jars with herbs, printed captions for herbs

Forms of work:

- individual,
- group teamwork



COURSE OF WORK

1. Opening circle

Routine „Wandering cards”. – What we know about pollinating insects

Divide students into four groups (bee, wasp, bittern, bumblebee) give each group cards on which the names of selected pollinating insects are written. The cards go from group to group changing places every 2 minutes. During this time, students in the group add or draw (in the case of grade 1 students) what they know about the topic. Distribute markers to the groups. For each one in a different color.

At the end, let each group present the information placed on the cards, then verify together whether the information collected is true. Talk about flower meadows and ask the children what connection flower meadows have with pollinating insects.

2. Introduction to the topic of the class

Weeds or herbs? – talk about this topic using the routine **I see... I think... I wonder...** on the basis of the illustration depicting various plants (selected herbs – they can be the same ones that we hide in jars – see below) ask students questions: what do you see? What do you think about this illustration? and completing the sentence **I wonder...** Write down the obtained answers on a large bristol sheet.

Sensory play – smells of herbs. To perform this exercise we need previously prepared jars with herbs of our choice and printed inscriptions with the names of selected herbs. The students’ task is to correctly match the names of these herbs, using their sense of smell. We hide the jars and the names of the herbs in advance in the designated forest space, then the students’ task is to find the hidden items and match them together.

3. Creative task

Invite students to make a seed bomb. This is a way for flower meadows to form naturally. When the clay hardens, scatter the bombs somewhere in a wild green area (it can also be your own plot of land). When it rains, the clay will dissolve, and the seeds will grow plants that will attract pollinating insects, among others: bees, bumblebees, or butterflies. To make such a bomb, you need to make a ball out of clay, then flatten it into a pancake, on which you put a bit of soil and a pinch of seeds, and finally wrap the clay and stick it together into balls.

4. Closing circle

Together in a circle, complete the card on observations and emotions about the outdoor lesson.



SCENARIOS OF OUTDOOR ACTIVITIES

for grades

1-3

Scenario of integrated classes

„Attention in the forest - how does the forest smell?“

CLASS TOPIC: ATTENTIVENESS IN THE FOREST - HOW DOES THE FOREST SMELL?

Class objectives: forming an emotional attitude to the forest

Specific objectives:

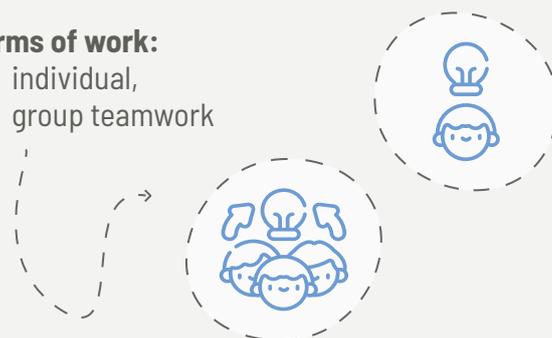
- To repeat and consolidate the knowledge of the known parts of speech, i.e. noun, verb, adjective
- stimulating all senses
- releasing free linguistic expression
- sensitizing to the beauty of nature
- developing imagination
- improving muscles of feet and hands (quadrupeds)

Teaching materials: bag, cards with inscriptions: „something soft“, „something hard“, „something thin“, „something cold“, „something green“, „something beautiful“, „something important for

nature“, „something prickly“, „something fragrant“, markers, writing sheets, bristol, blindfolds, string, nature illustrations depicting a fragment of the forest or gifts of nature (optional), a bag with gifts of nature, e.g.. stick stone, leaf, feather, etc. The number of objects in the bag depends on the number of groups

Forms of work:

- individual,
- group teamwork



COURSE OF WORK

1. Opening circle

Invite children to actively discuss the topic of mindfulness in the forest „How can we be mindful in the forest?“ for this purpose using the critical thinking routine „Talking pen“ divide the children into several groups then ask them to write or draw together (depending on the children’s skills) on cards the answer to the question „How can we be mindful in the forest?“. Students in groups write down three examples each, then in a circle present their answers.

2. Introduction to the topic of the class

Invite students to do the „Close your eyes“ exercise using the critical thinking routine „Think - find a pair - share“ . Students are matched in pairs by drawing names, then in pairs they perform a task - one person closes his eyes and the other hands her some forest treasure, at the end they talk among themselves in pairs answering questions given by the teacher. (Can you imagine an object without using your eyesight? Can you describe its shape without looking? What might it be?). Before class, hang a string between the trees at children’s hand height so that it forms a path along which to move. In the second part of the exercise, each student individually

performs the exercise. With his eyes covered, he follows along the string tied to the trees, holding on to it with his hand. Point out to the children where the beginning of the route is and release each student in turn. Then, together in a circle, invite conversation. Students express their opinions on the questions: How did you feel during this exercise? Was it an easy or difficult task for you?

The next exercise will be a search game. In an opaque bag we put slips of paper with the characteristics of a natural object, such as: „something soft“, „something hard“, „something thin“, „something cold“, „something green“. The children’s task is to draw a card, read out what they have drawn, what they need to find, and then ask them to find such objects in the field (e.g. „something thin“ children can bring a thin stick, a piece of grass, or a pine needle). To make it easier, children can do the task in pairs. Alternatively, there can be illustrations of natural objects or a fragment of an illustration, which children then look for in the field (e.g., an illustration of a pinecone, a stick, etc.).

3. Creative task

They use the terms from the previous exercise the creative task for children will be to write a poem. Divide the students into several groups, then ask them to write a poem according to the scheme specified below. In addition, each group draws from a bag one of the gifts of nature (stick, leaf, bark, stone, etc.) that the poem will be about. Before starting the task, remind students what questions are answered by a noun, verb, adjective. Ask students to give examples (NOUN: Who? What?, ADJECTIVE: What?, VERB: What does it do). In addition, present to the students how to write a sample poem using the sample poem about the forest given below.

4. Closing circle

Invite students into a circle and have each group present a poem they have written. Then, together in the circle, the whole group completes a card about their observations and emotions about the outdoor lesson.



„TITLE“ - NOUN
 1 noun
 2 adjectives
 3 verbs
 2 adjectives
 1 noun

Example poem:
 „Forest“
 Forest
 dark, big
 hums, blows, play
 magical, green
 Forest

SCENARIOS OF OUTDOOR ACTIVITIES

for grades

1-3

Scenario of integrated classes „Shapes in nature”



CLASS TOPIC: SHAPES IN NATURE

Class objective: tcreation of various arrangements of compositions on a natural plane, search for shapes in nature

Specific objectives:

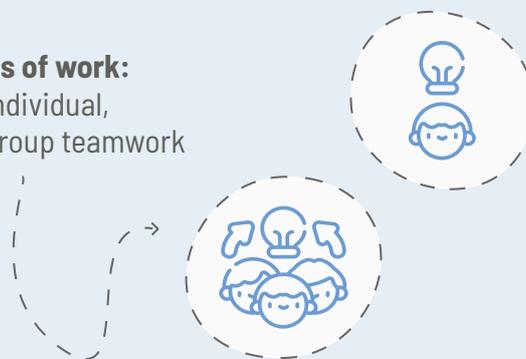
- formation of skills of recognizing axes of symmetry
- developing imagination and creativity
- sensitizing to the beauty of nature
- consolidating the names of gifts of nature
- developing language skills

Teaching materials: wooden writing pads, sheets of paper, pencils, crayons or markers, cardboard

paper, double-sided adhesive tape, hemp string, hole punch, cameras - optional

Forms of work:

- individual,
- group teamwork



COURSE OF WORK

1. Opening circle

Start the circle with a few moments of mindfulness, feel how the forest or nearby park smells, take a few deep breaths - lead a short breathing meditation - draw in air through the nose and let out through the mouth.

Critical Thinking Routine „Take a 10x2 look.” - Ask students to pair up, then line up (one person next to the other). Mark out an area for the students to look at with sticks stuck in the ground. The task of the children is to look silently at the designated area - a „picture of the forest”. Then, after about 30-45s, the students turn their backs and, in pairs, write down 10 words on a piece of paper in a column that they have memorized. After a while, they turn around look once again at the „forest picture” and in the other column add more words, elements of the picture that they did not remember before, but paid attention to these elements now.

During this routine we notice details in our illustration in our case of a vivid picture of a forest.

2. Introduction to the topic of the class:

Creating a forest mandala - ask the students to look for forest objects nearby from which a beautiful mandala can be arranged. Arrange the mandala start from the center - from a small circle, then add more mandala circles. Arrange each circle of the mandala with the same materials, e.g. one circle is pinecones, the second circle is sticks, and the next circle is pebbles, etc. Guide the students in creating the mandala by saying what elements we arrange each circle from.

Mandala means circle of life, and circle is considered a symbol of order and harmony. Creating mandalas allows us to regain balance and can help us express our emotions. A mandala is not eternal and will be destroyed

later. If you want to have a memento of this time spent in nature take a photo of the mandala.

Letters hidden in nature during this activity invite students to look for letters created by nature. To do this, divide the children into smaller groups of e.g. 4 people and ask them to look for as many elements of nature resembling the shapes of letters as possible in the designated area in the forest, and then take a picture of them (they can use their own cell phones for this, remember to have one phone per group, you can also prepare cameras in advance). From the resulting photos of nature, you can create an album of forest letters in the next class, it can be in paper form when you print out the photos or in electronic form when each child creates a short video or presentation.

3. Creative task

The students' task is to choose forest gifts of nature, and then - outline them around with markers in different colors. For this task, use wooden pads and markers of different colors.

In the second part of the task, ask students to sign the outlined gifts of nature, e.g. if it is a leaf let them write this word under the picture. In addition, students can add adjectives to describe the objects they found and traced, e.g. big, soft, green, hard.

Finally, from all the works created, the students' task is to create a nature album by creating a booklet, punching the edges of the pages and tying them with string.

4. Closing circle

Together in a circle, the group completes a card on their observations and emotions about the outdoor lesson.



LESSON SCENARIOS

Scenario „Cardinal Direction”
Subject: Geography / Nature



for grades

4-6

CLASS TOPIC: „CARDINAL DIRECTIONS - TERRAIN ORIENTATION”.

Class objective:

- to familiarize students with the basic directions of the world
- learning to use a compass to determine directions
- acquiring skills of independent and team coping in a task situation

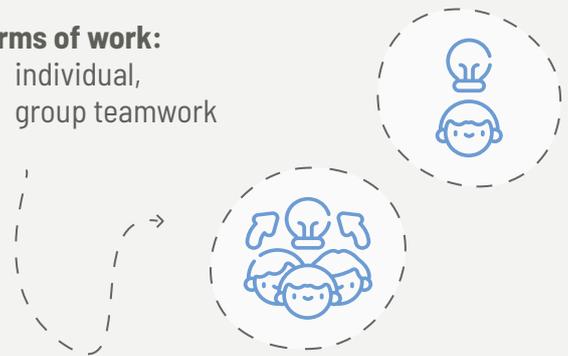
Specific objectives:

- improving orientation skills in the field
- developing the ability to work with a map
- marking directions (sides of the world) in the field (e.g. east, west, north, south)
- releasing free linguistic expression)

Teaching materials: posters or charts with directions of the world, compass for each student (or at least one per pair), map of the area where the class is held

Forms of work:

- individual,
- group teamwork



COURSE OF WORK

1. Opening circle

Greet the students and inform them that today they will participate in a field exercise regarding terrain orientation. Let's discuss what terrain orientation means to them and what is their experience in locating themselves in the terrain using the critical thinking routine **Connect, expand, challenge**. Find out what they have used so far when they have to determine their location in the field or find their way to a designated point. Develop the topic by showing the brought items related to orientation in the field.

2. Introduce the topic of the class

In this part of the class, continuing the critical thinking routine, connect, develop, challenge, conduct the following exercises with students to practice field orientation skills in practice.

Exercise - Cardinal directions

Ask students to name the cardinal directions and to show with their hand where they think North, East, West and South are located at the place they are now.

Put the correct answers in the center of the circle - you will need a board with the world directions (both full names - North, South, East and West, and abbreviations -

N, S, E, W), as well as intermediate directions NE, NW, SE, SW). Put the names of the directions first, and then the abbreviations, tell where the letter abbreviations come from (that they come from English names - they are the first letters of the English names of the directions).

Have a short game in which the students have to line up the correct directions of the world.

For example:

- Position yourselves so that your face is facing north
- Find the west direction and turn towards it
- Divide the class into 4 groups and ask each group to write what objects they see in the given directions (N, S, E, W or NE, NW, SE, SW) from the observation point
- you need a grid sheet on which the students make a point (dot where they start from) and then have them paint the next grids as instructed:

1. paint 3 grids in the SW direction
2. paint 2 grids in the E direction
3. paint 3 grids in the S direction
4. paint 2 grids of the grids in the E direction
5. paint 3 grids of grids in N direction
6. paint 2 grids in the E direction
7. paint 3 bars of grids in the NW direction

Each student who correctly completes the task should receive a drawing of an arrow, pointing upwards. And this can be a contribution to the conversation about the fact that the direction of north is marked on the map as an upward arrow and always the north direction on the map is at the top.



EXERCISE „WORKING WITH A MAP“

Pull out a map of the area where you are and discuss the elements of the map (map content, scale, legend, cartographic grid). Ask students if they are able to identify on the map the elements they see in the field in person. Talk about the colors used on the map that you see in the area you are in (e.g., green - forests, blue - surface water, gray/red - buildings, etc.). Take some time to discuss the issue of map scale. You and your group can count the same distances between points on the map (with a ruler, e.g. 3 cm) and in reality (with steps - 3 steps is about 3 m, or with a measuring tape). Compare these quantities and relate it to the issue of scale. The teacher can also have with him other maps of different scales (smaller and larger, in which the area in which the lesson is conducted is included) in order to show the differences on maps of different scales.



EXERCISE „TERRAIN ORIENTATION“

Working with a compass - take out a compass and discuss its elements of construction and discuss how it works.

Discuss how we can determine the directions of the world in the field - with and without the use of a compass (stick and sun, moss, tree crowns, own shadow, watch with pointers, stars), or with the help of landmarks on the map. What does it mean to orient a map?

It means to turn it so that the north direction marked on the map (usually at the top of the map) coincides with the actual north direction in the field. This can be done in several ways:

- using a compass - put the compass on the map, so that the sides of the world in the compass are aligned the same as on the map - the north in the compass coincides with the north on the map
- put the compass on the map and rotate the map so that the magnetic needle coincides with north on the compass dial

Divide the students into groups and organize a mini-competition in which the students use the compass to look for hidden pieces of paper with letters that will later form a password. Or something similar, that they walk around and search with the help of clues for the next points and find something at the end.

3. Creative task

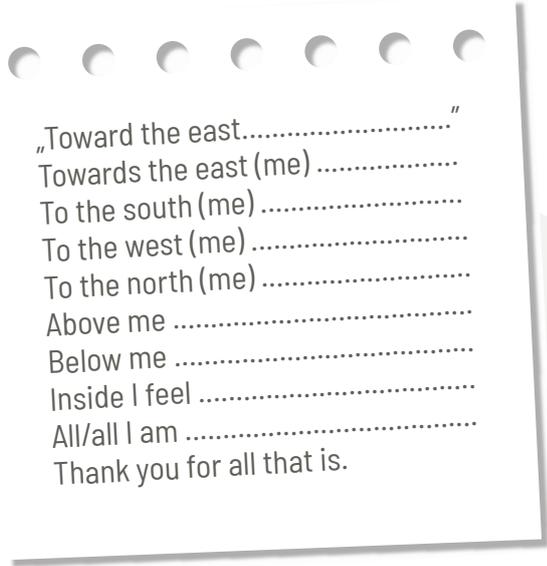
„Seven-way poem“* - teamwork. Divide the students into 5 groups. Take a few deep breaths with eyes closed. Ask the groups questions as an inspiration to write a poem according to the attached template below.

„Do you sense any smell? Do you feel the air entering your lungs? Do you feel or hear the beating of your heart? Imagine warm, soft rays, like the rays of the sun, coming out of your heart and touching everything around you. With each breath, take a little inspiration into your

heart and feel connected to the world around you. With your eyes still closed, get your pens and paper ready, and now open your eyes! Describe in verse whatever you see, hear or feel.“

4. Closing circle

Invite students into a circle and let each group present a poem they have written. Then, together in the circle, complete a card on the insights and emotions of the outdoor lesson.



*The poem exercise is from Chris Holland's book „I Love My World“.

LESSON SCENARIOS

for grades

4-6



Scenario „Mushrooms” Subject: Biology

CLASS TOPIC: STRUCTURE OF FUNGI AND THEIR PROPERTIES

Class objectives: to get acquainted with the structure of fungus, to discuss the different elements of the structure of fungi and their properties

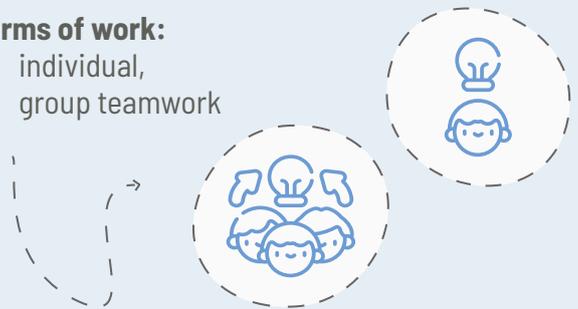
Specific objectives:

- getting acquainted with the term „baleen”
- observing the growth of mushrooms
- getting acquainted with the factors needed to grow oyster mushrooms
- sensitizing to the beauty and awesomeness of nature

Teaching materials: balot (mycelium for breeding, mushrooms as a mushroom exhibit)

Forms of work:

- individual,
- group teamwork



COURSE OF WORK

1. Opening circle

The mushroom internet - what is it? ask students to find the mushroom internet. The mycelium is located under the forest mulch, to find it uncover the mulch, and you will find thin white threads that cross each other - this is the mycelium, through which trees transmit information to each other.

To further help students understand the concept of mycelium, you can conduct an exercise with a ball of wool - students stand in a circle and play the role of trees. The first person holds the beginning of the wool, and throws the ball to another person his task is to catch the ball, then holding the unrolled yarn throws the ball to the next person, the exercise continues until all the people in the circle hold the yarn.

2. Introduction to the topic of the class

Talk to the students about mushrooms using the critical thinking routine „**Think, combine, discover**”. In a circle, ask the children questions:

- What do you know about mushrooms?
- What don't you know about mushrooms?
- What do you want to find out?

Record the students' answers on a large bristol sheet

Structure of a mushroom

Discuss with students the structure of mushrooms. Distribute mushrooms to the students - each receives one. Then explain where the different elements of the structure of the mushroom are located and what they are called, in addition, explain what functions the different elements perform.

**Additional tasks
for students to do at home
after class**



MUSHROOM CULTURE

Start your own mushroom culture. For this purpose, order in advance on the Internet a bale, that is, mycelium of the chosen mushroom, e.g. oyster mushroom, mushroom.

We need:

- a bale of oyster mushroom mycelium

Method of preparation:

Place the ballot with oyster mushroom mycelium in a place where rain, wind and sun do not reach it. We do not take it out of the foil, thus providing it with adequate moisture.



**Interesting facts
about oyster mushrooms**

Oyster mushrooms have a lot of health values in them contain folic acid, mineral salts, B vitamins and amino acids. They lower the level of bad cholesterol in the blood. They support our immunity, they have a lot of protein, so they are great as a substitute for meat in a plant-based diet, and they are insane in taste. The siderophore is an arboreal mushroom. We can find them growing in parks, however, I do not recommend collecting them there because oyster mushrooms catch all the pollution from the environment, as you know, in the city these pollutants are a lot.

EXPERIMENT - MUSHROOM SPORES

The experiment will illustrate the process of mushroom spore shedding. For the experiment we can use a mushroom, which is easily available in stores.

The course of the experiment:

From the mature fruiting body of the mushroom we cut off its stem at the very hat, then we put a white sheet on a plate and lay the hat with the tops down and cover it with a jar or glass. We wait 2 days for the results of the experiment.

Experiment result: After two days, we see the spores of the fungus on the sheet, which have arranged themselves radially in a mirror image pattern. These are the seeds of the fungus that spread in the wind. Each fungus has a different color spore imprint as we see in the photo below. Each spore can create more fungus colonies.

3. Creative task

Divide the group into teams. Ask the students to arrange a model of a fungus from the gifts of nature nearby. The model is to be a form of bas-relief. The task of each group is to include all the elements of the structure of the mushroom discussed during the class (fruiting body, stem, cap, blades, mycelium). At the end, the groups present their works.

4. Closing circle

At the end, invite the students to join the circle and together complete the card on the observations and emotions of the outdoor lesson.

SCENARIUSZE ZAJĘĆ

dla klas

4-6



Scenariusz "How tall is a tree? Construction of a tree - measuring the height of trees"

Przedmiot: Mathematics, Biology, Nature

CLASS TOPIC: HOW TALL ARE TREES? CONSTRUCTION OF A TREE

Class objectives: to get acquainted with the structure of a tree, to realize the role of trees in the ecosystem and human life

Specific objectives:

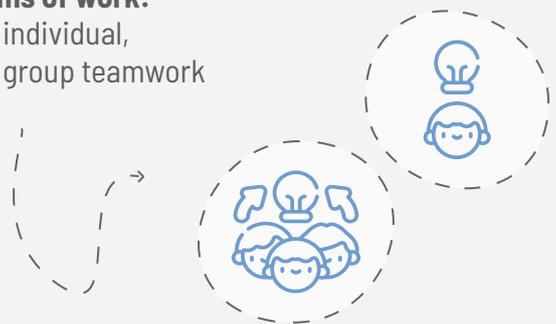
- consolidation of knowledge about trees
- Developing the ability to work in a group and present their own views
- developing pro-ecological attitudes

Teaching materials: a piece of dry birch tree, a jar with water and washing-up liquid, measuring tape, a straight stick, bristol, markers in

different colors, an illustration of the cover of the book „The Last Tree in the City”

Forms of work:

- individual,
- group teamwork



COURSE OF WORK

1. Opening circle

Start the circle using the critical thinking routine „I see... I think... I wonder...". students look at illustrations of a tree in the middle of the city (the cover of the book „The Last Tree in the City”) the children’s task is to answer what they see? What do they think? and to complete the sentence I wonder... - the routine is carried out orally, students come forward to answer by raising their hand, all answers should be written on a large piece of bristol.

„Talking pen” - divide students into groups, distribute students with cards and markers (one for each group in a different color). The task of the students is to write down answers to the question - „Why do we need trees?” At the end, the groups present their answers.



2. Introduction to the topic of the class

How is a tree built?

Experiment with a dry piece of birch tree - what is inside the trunk of the tree? Trees have conduits through which water flows, pumped from the roots to the leaves. To demonstrate this to students in a practical activity, invite students to conduct an experiment. To do it, we need a piece of birch dry wood and a jar with water and dishwashing liquid in a 1:1 ratio. Ask students to dip a piece of birch into the jar. Then blow hard on the other side, if all goes well soap bubbles will come out of the tree. This experiment proves to us that the tree has wires, just like we have veins. Important! During this experiment, you can divide the group into smaller teams, but prepare enough materials in advance so that there are enough for each group.

After completing this exercise together in a circle, discuss with the students the different elements of the tree structure - branches, tree crown, leaves, roots, bark, trunk.

How tall is the tree?

Divide the students into pairs, then invite them to measure the height of the tree according to the instructions below (instructions can be printed in advance for each group. Also, remember to prepare enough materials for this exercise).

Measuring the height of trees:

1. Two people perform this task. You need a straight stick that reaches exactly to the eye level of the person taking the measurement. One person takes the measurement, and the other person helps - holds the stick (assistant).

2. The person taking the measurement (observer) lies down on the ground, with his feet towards the tree he is measuring, and the other person holds the stick straight on the ground, so that it touches the feet of the person taking the measurement (lying on the ground)
3. The person lying on the ground must see the tip of the stick in line with the top of the tree. If the tree sticks out from above the stick, the observer (person lying down) must move away from the tree whose height we are measuring, and if the tip of the stick can be seen higher than the top of the tree then the observer should move closer to the tree.
4. (4) When the top of the tree is level with the tip of the stick, the person assisting measures with a tape measures the distance from the observer's head to the tree. The measured distance will be equal to the height of the tree.

3. Creative task

Divide the students into groups then ask them to put together a model of a tree that includes the elements a tree is made of, namely branches, leaves, trunk, bark, roots. Students build the model of the tree in the form of a bas-relief from gifts of nature they find nearby. Groups present their tree models by discussing the different elements of tree construction and each of their functions.

4. Closing circle

Invite students to do the drama exercise „I am a tree“. - Students take the role of a tree, imitating it - how a tree behaves when the wind blows, it rains, it has heavy branches bent by large cones.

At the end, invite the students into a circle and together complete a card on the observations and emotions of the outdoor lesson.

SCENARIUSZE ZAJĘĆ

dla klas

4-6

Scenariusz "Fertility of our soil - we plant a garden"

Przedmiot: Biology, Nature

CLASS TOPIC: „FERTILITY OF OUR SOIL - WE ARE ESTABLISHING A GARDEN”.

Class objective: to learn about the effect of soil pH on the growth of selected plants, to learn about the layers of soil (rocks, bottom layer, top layer, surface)

Specific objectives:

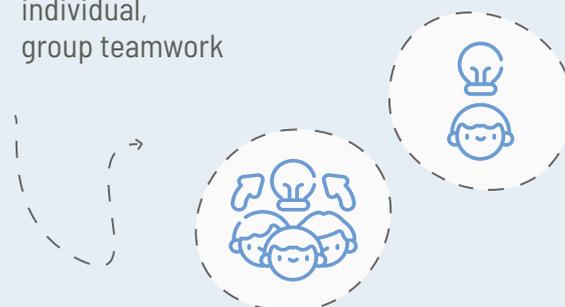
- sensitizing to the beauty and awesomeness of nature
- developing interests in research
- forming a sense of responsibility for others
- shaping pro-environmental attitudes
- sensitizing to the beauty and awesomeness of nature

Teaching materials: plastic box, aquarium or large wide jar, moist earth, earthworms, water sprayer, peelings, leaves, cardboard (earthworms

like cellulose), jars (1 jar for each group), large stones, small stones, black earth, earth with pieces of leaves, grass, branches, sticks, bark chips, garden soil, seeds of selected edible plants

Forms of work:

- individual,
- group teamwork



COURSE OF WORK

1. Opening circle

To carry out the exercise, find a piece of green area near the school. Invite students into a circle ask them to take off their shoes and socks, then stand up and walk bare-foot on the grass for a while.

To be grounded is to be rooted in oneself and in the ground gives a sense of stability in life. When we are grounded, we feel safe. Finally, invite students to circle and speak freely about how they felt during this exercise - use the object of voice in the circle.

Critical thinking routine „Think, combine, discover” - invite students into a circle and ask the children questions:

What do you know about soil?

What don't you know about soil

What do you want to find out?

Write down the students' answers on a large bristol sheet.

2. Introduce the topic of the lesson

Together with the students, discuss the different elements of the soil cross-section. Divide the students into groups. Hand out one jar to each group. Prepare the materials large stones (rocks), small pebbles or light sand, black soil and soil with pieces of leaves and grass. While you name the different elements of the soil cross-section, students picture them adding each element to the jar.

Soil pH test

Invite students to conduct a soil acidity test using Hellig liquid or indicator paper. Divide the students into groups. Give each group a plate with an acidity scale, a bottle of Hellig's liquid and a stick. Ask the students to pour a pinch of earth onto the plate, then pour in a few drops of the liquid and mix. After a while, the color of the soil should change.

Earthworm farming - invite students to set up a common earthworm farm. Prepare a container, moist soil, earthworms and cardboard - cellulose. Ask the students to pour the moist soil into the container and then put the earthworms in. Be sure to spray the soil regularly so that the soil does not dry out. Ask the students to take care of the leaves, peelings. In the following days, observe what the earthworms have taken, so you can find out what they like best. Earthworms loosen the soil.

3. Creative task

Raised bed. Invite students to create their own mini garden near your school. Together with the students, look for the best place to create the raised bed. The site should face south. Draw the students' attention to the amount of sunlight falling on the spot. Once they have found a suitable place, have them arrange the branches there, then cover them with bark chips, and at the very end with garden soil. Ask students to water the bed and sow seeds of selected edible plants there.

At the end, together in a circle, complete the card on observations and emotions about the outdoor lesson.



LESSON SCENARIOS

for grades

4-6

Scenario „Network of connections - ecosystems”
Subject: Biology, Nature



TOPIC: NETWORK OF CONNECTIONS - ECOSYSTEMS

Class objective: to get acquainted with the relationships between organisms, to form sensitivity to the beauty of nature by learning about ecosystems- (forest, meadow, lake, pond)

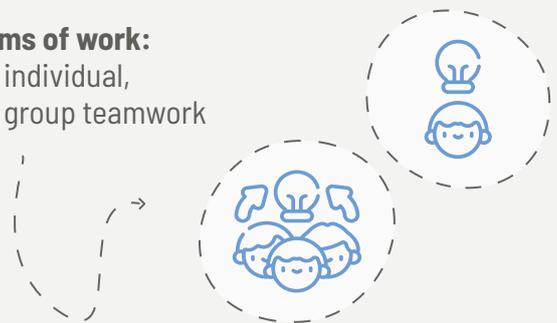
Specific objectives:

- developing the child's creative imagination when creating mockups
- developing the ability to work in a group
- improving the ability to communicate with others

Teaching materials: cards, markers, gifts of nature, string

Forms of work:

- individual,
- group teamwork



COURSE OF WORK

1. Opening circle

All elements of nature are interconnected. They are a common whole - animals, plants, water, air. All these elements form one system. Invite students to play a game in a circle during which together you will create a network of connections. The game begins with the teacher giving the name of a plant that grows nearby, then asks to name the animal that feeds on this plant, the student who first gives the correct name gets a string to hold. The instructor asks another question about who can feed on this animal. The student who gives the correct answer catches the string. The game continues in the same way to the end until all participants hold the string.

2. Introduction to the topic of the class

Conducting the „Wandering cards” routine. Divide the group into smaller teams according to the selected: ecosystems forest, meadow, lake, sea - the students'

task is to write down or draw what they know about the given ecosystem. Each group writes down all the information about the given ecosystem, after 2 minutes the groups pass the cards to the next group clockwise. Each group writes in a different color.

3. Creative task

„Mini ecosystems” Students work in the groups they were assigned to in the previous part of the activity. The task of each group is to build mini ecosystems (according to the assigned ecosystem: forest, meadow, lake, sea) from the gifts of nature found nearby taking into account as many elements of the ecosystem as possible. At the end, each group presents its ecosystem by naming the elements.

4. Closing circle

At the end, together in a circle, complete a card on observations and emotions related to the lesson in the open air.

LESSON SCENARIOS

for grades

7-8

Scenario „Our senses”
Subject: Biology



CLASS TOPIC: OUR SENSES

Class objectives: to get acquainted with the roles the senses play in our bodies

Specific objectives:

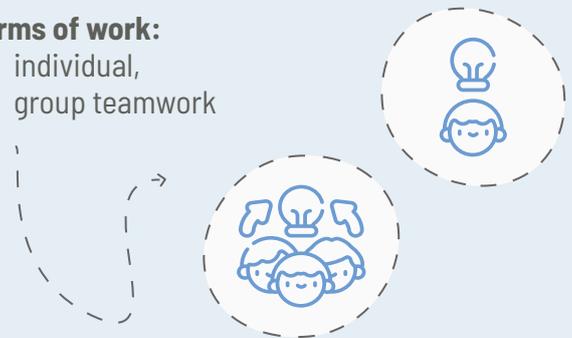
- developing social skills: cooperation and attentiveness to others in the group,
- forming skills related to knowledge of the senses (balance, touch, hearing, smell, taste),
- recognizing the impact of noise on human life.

Teaching materials: sheets of paper, markers, a log in the forest / a board / a bench in the park, a long rope, blindfolds, bags for collected

plants, a bag for each student, string, fragrant herbs (e.g. lavender, chamomile, rose petals), scissors.

Forms of work:

- individual,
- group teamwork



COURSE OF WORK

1. Openineg circle

Introduce students to the topic of the class through the critical thinking routine „Talking pen”. - Students work in teams, each writing out information that relates to the senses answering the questions „What do you know about the senses? What are the senses?”. At the end, ask each group to present their ideas in a circle.

2. Introduce the topic of the class

Begin an integration game for which the **sense of balance** will be needed: using a found log/bench, ask the

students to stand on it, and when everyone is already standing stably ask the group to line up from the highest to the lowest person without stepping off the bench (in case of not finding a place with a bench/log, the teacher asks the students to make a line out of sticks on the ground and the game takes place on it, you can also use a long rope spread on the ground).

The next activity will be about the **senses: hearing and touch**.

The teacher invites the group to sit in a circle and asks everyone to close their eyes. The students are given 3 minutes to all listen to where they are and remember the first 3 sounds they noticed while being with their eyes closed. After opening their eyes, willing students share

what they heard by raising their hand . The teacher asks willing students to verbally compare the sounds of the forest/park to the sounds of the city.

In this part of the activity, the next task for students is to divide into pairs. One person in the pair blindfolds the other with a handkerchief. The sighted person leads the other person to some tree/shrub/flower. The blindfolded student using his sense of touch and smell examines the plant, and when he has examined it the person with open eyes returns with it to the starting place. Then the person in the headscarf takes it off and shows which tree/shrub/flower they were at.

3. Creative task

In the next part, students divide into groups of 3- or 4. The teacher gives each group one bag and one blindfold sling. One student from each group is blindfolded, the rest of the students at that time collect gifts of nature into the bag, once collected, they approach the blindfolded person, and the latter by smelling, touching (or tasting, if the plant is edible!!!) guesses what elements of the forest/park the others have brought. Then the students swap roles.

Finally, the teacher calls the whole group into a circle. In the circle the elements are prepared: a bag for everyone, string, scissors and scented herbs. In this part, everyone

makes his own scented bag. He independently composes a mixture of herbs, and when he finishes he ties the pouch with a string.

4. Closing circle (evaluation of the class)

The teacher with the students remain in the closing circle of the lesson. Students fill out a card of observations and emotions about the outdoor lesson sharing their experiences and indicating which part of the lesson was the most interesting for them.



LESSON SCENARIOS

for grades

7-8

Scenario „An unhurried walk”

Subject: Biology



CLASS TOPIC: AN UNHURRIED WALK

Class objective: to get acquainted with one of the ways of coping with stress

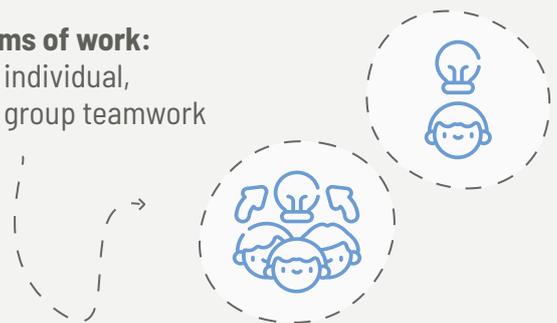
Specific objectives:

- developing the ability to recognize one's emotions and needs,
- forming the habit of being attentive to oneself and the environment,
- deriving satisfaction from being in nature,
- forming the ability to independently select relaxation activities to suit one's needs,
- developing and improving concentration of attention
- shaping the ability to calm down,
- developing imagination and creativity

Teaching materials: cards with selected emotions and needs (to find a list of emotions and needs on the Internet, emotions and needs selected by the teacher written on the cards), stones, markers that can write on the stones (e.g. company Giotto)/crayons.

Forms of work:

- individual,
- group teamwork



COURSE OF WORK

Important!

Before going outside, it is recommended to leave all phones and watches in the classroom (the teacher should leave his watch to control the time). It is advisable to choose a place where there are not many people (park, garden, meadow, forest).

they think applies to the slogan: NOBLE SPACE. After conducting the routine together, introduce students to the

principles of mindful walking:

- wyprostowana postawa,
- skupienie uwagi na odczuciach w nogach,
- kierowanie myśli na „tu i teraz”,
- dostrzeganie otoczenia.

1. Opening circle

Ask students to sit in a circle, then using a voice object ask the question: how do they feel today? Through the „Talking pen” critical thinking routine, invite students to work in groups, each group writing down everything that

2. Introduce the topic of the class.

Students remain in a circle. Ask each student to look around him/herself. In their own time, each participant in the circle (along with you) chooses an element of the environment (they can bring it) that caught their attention, Then each willing person tells why they chose that particular element.

3. Creative task

Start this part of the activity with attentive breathing, ask students to close their eyes and take a few breaths. Before setting off on the walk, offer the group a creative task: is to decorate the stones according to their own ideas. Then ask the students to take the stones for a walk. When all students have finished this part of the task, stand up straight and take another deep breath. Encourage the group to walk alone and not talk during the walk. Lead the group slowly on a slow walk.

4. Closing circle

After the walk, invite the group to the circle and take out the previously prepared emotion and needs cards. Students select the emotion cards that accompanied them during the walk and the needs they realized at that time. After selecting the cards, talk to the students about it while filling out the card of insights and emotions related to the outdoor lesson sharing the experience and indicating which part of the activity was the most interesting for them.



LESSON SCENARIOS

for grades

7-8

Scenario „Wild art in nature”
Subject: Art



CLASS TOPIC: WILD ART IN NATURE

Class objective: to deepen knowledge of wild art

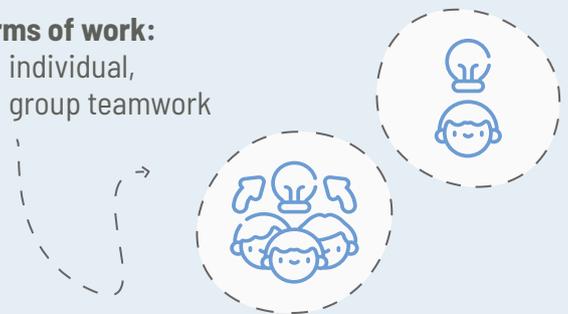
Specific objectives:

- uconsolidation of knowledge concerning the concept of art and its fields,
- forming spatial decorative forms from natural materials,
- getting acquainted with various methods and techniques of creating bushcraft works,
- developing spatial imagination.

Teaching materials: cards, markers, thread, string, knitting needles/plastic needles, fabric bag, hammer.

Forms of work:

- individual,
- group teamwork



COURSE OF WORK

Important!

It is best to choose a park/meadow for the site of the class, where there is a relatively large amount of grass/field plants (the taller the better). The grass can be fresh, while it must be dry.

with the previously written topics - 1 card - hammering, 2 cards - bushcraft, 3 cards - landart. The cards wander around changing places every 2 minutes. During this time, the groups write out what they know about the topic. Hand each group a marker in a different color. Inform the students that in the next task the concepts will be explained.

1. Opening circle

Welcome the group and tell about the topic of today's meeting: applied art.

2. Introduce the topic of the class

Critical thinking routine - „Wandering cards”. Divide the students into three groups according to wild art topics (hammering, bushcraft, land art). Give each group cards

3. Creative task

The next part of the activity is also conducted in three, same groups. Each group will have a work station where they will learn one of the three techniques of nature and bushcraft work. When there is more time to conduct the activity, the groups can change their place according to the direction of the clock.

Task 1



GRASS DISH

Ask the students in this group to collect as much grass as possible from the surrounding area. The task is to create small bundles of grass and connect them by entwining them with thread, so that one long bundle is formed:



Another part of the task is to create some kind of vessel or utilitarian item (e.g. a bowl, cup holder, small basket, etc.) from the bundle. This is a creative task, so it is important for students to think on their own what will be created. Distribute needles and twine to the students and instruct that when creating the shape, the bundles should be stitched with twine so that they hold firmly. Just like in the pictures:



Task 2



HAMMERING PLANTS ON FABRIC - NATURAL DYEING

For this task you will need fresh plants (leaves, herbs, flowers) and a piece of light-colored cotton or linen fabric. Place the plants on one side on the fabric, then fold it in half and start hammering. The plants slowly begin to let go of their natural colors, and this is how the natural image is created. It is important to hit the hammer gently.



Task 3



LAND ART

Land art technique is the art of the land. It is an artistic activity with the gifts of nature. Explain the steps of the task to the students.

During this task, students make a frame out of found sticks. Then in the center of the frame from the gifts of nature found in the area they arrange a composition according to their own creative invention.

4. Closing circle

At the end, invite students to present their works. Talk to the students about their perceptions and emotions about the lesson in the open air and together fill in the card.

LESSON SCENARIOS

for grades

7-8

Scenario „Cooperation in nature”

Subject: Biology, Nature

TOPIC: COOPERATION IN NATURE

Class objective: formation of skills of cooperation in a group

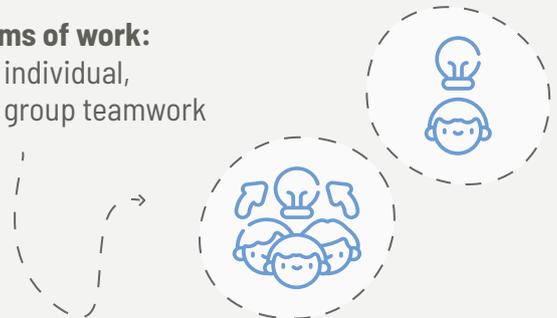
Specific objectives:

- the student expands cooperation and communication skills,
- becomes sensitive to other people in the group and to nature,
- the student recognizes that some group tasks are difficult to perform without cooperation,
- develops imagination
- the student recognizes the dependence of man on nature.

Teaching materials: jumping rubber, clay, mirror for each student, cards with the names of students to be drawn at random.

Forms of work:

- individual,
- group teamwork



COURSE OF WORK

1. Opening circle

Start the circle by introducing the critical thinking routine „Think - find a pair - share” . Ask students to get into pairs by drawing names by drawing the name of their interlocutor, then give students topics to talk about

- What do we need cooperation for in everyday life?
- Who do we cooperate with on a daily basis?

Each person in a pair speaks on the question asked. Before the class begins, remind students of the principles of positive communication - we listen to each other, we talk about each other. During this routine we practice the ability to effectively listen to each other - to understand each other.

2. Introduce the topic of the class.

Invite the students to play a short game „Points of support”. The whole group stands in a circle. Each round of this game consists in the fact that the instructor says how many hands and legs in total the students can touch the ground (e.g., 5 hands and 7 legs, which means that, without excluding anyone from the group, the class must, while remaining in the circle, leave so many legs and hands on the ground, the rest of the legs can, for example, be lifted, etc.). It all depends on the creativity of the students).

In this part, you introduce the students to another cooperative game. Take out a jumping rubber and ask the whole group to go inside it (you also go inside). Then you explain that the rubber must be stretched throughout

the task, and it takes the whole group to do it. The rubber can be at ankle, waist or back height. The next part of the exercise is for the group (still in the circle with the stretched rubber band) to collect a few leaves/necks/patches and put them down on the place indicated by the teacher. Good communication is needed for this task, so encourage students to talk during the task.

3. Creative task

This part of the lesson is not only about group cooperation, but also about group coexistence with nature. Ask students to look around and pay attention to the five elements of nature found in the area, and then to think about how these elements affect them. Tell them that nature and plants can also cooperate and communicate with each other just like we do (for example, trees communicate with each other using their roots, sense of smell and even taste, and mycelium. When a tree wants to say something to another it sends information through substances with its roots).

Now divide the group into 4 or 5 teams depending on the size of the group. Then ask each group to choose one of the nearby trees.

The teams' task will be to mold its face on the tree trunk using clay and nearby gifts of nature - leaves, twigs moss, etc.

4. Closing Circle

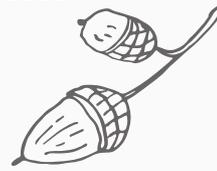
At the end, invite students to talk together in a circle about the tasks performed. Students share what they enjoyed and what activities they found difficult. Concluding the outdoor lesson, offer students an „unusual return“ to school. Hand out a small mirror to each student, then ask the group to form a snake so that one hand is on the shoulder of the person standing in front, and the other holds the mirror at nose level. In this way, lead the group walking in front. This way the group returns to the classroom admiring the nature around them from a completely different perspective.

LESSON SCENARIOS

for grades

7-8

Scenario „Touch of nature - grounding”
Subject: Human health, Biology



CLASS TOPIC: TOUCH OF NATURE - GROUNDING

Class objective: to develop awareness of one's own body and movement in space

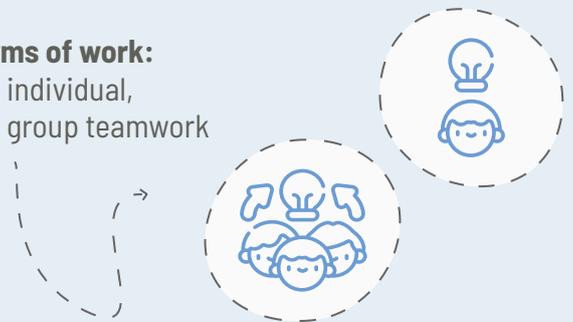
Specific objectives:

- naming the different elements of the human body,
- forming the ability to use the presented methods of relaxation and rest in nature
- multisensory stimulation
- expanding knowledge of self-regulation
- shaping the ability to calm down and relax

Teaching materials: a carrimat for each participant, a stopwatch for the teacher, cards with names to be drawn at random, stiff sheets of paper, glue sticks or double-sided tape

Forms of work:

- individual,
- group teamwork



COURSE OF WORK

1. Opening circle

Invite students into a circle and ask each of them to tell how they feel today? Use a „voice object” for the task. Then, by introducing the „Think - find a pair - share” critical thinking routine, ask students to pair up by drawing names by drawing the name of their speaker. Ask students a conversation question: **How do you deal with stress?**

2. Introduce the topic of the class.

Tell students what will happen in this part of the class. Explain that they will be scanning their bodies, which is designed to reduce stress and ground them. Ask the participants to find a place and position (can be sitting, lying down, etc.) that is comfortable for them, on a karrimata (can be directly on the ground). Instruct that for

the next 15/20 minutes you will conduct something like a meditation, during which each student will scan his/her body. Ask students to close their eyes and begin the narration: „Focus your attention and breath successively on the toes of the left foot, heel, foot, tibia, hip, buttocks, then direct your attention and breath to the pelvis, abdomen, chest, heart, then to the elements of the left hand, arm, neck, head, brain. Later, ask to focus your breathing attention on the right side of the body (from the foot to the brain - analogously with the left side). After scanning the whole body, ask each person who is ready to open their eyes.

3. Creative task

Distribute a stiff sheet of paper and glue or double-sided tape to each student. Invite students to create a postcard from today using nature treasures found nearby.

4. Opening circle

Invite the group into a circle, find out how each of them felt about the exercises they did. Ask each student if they see a difference in mood before and after the activity.

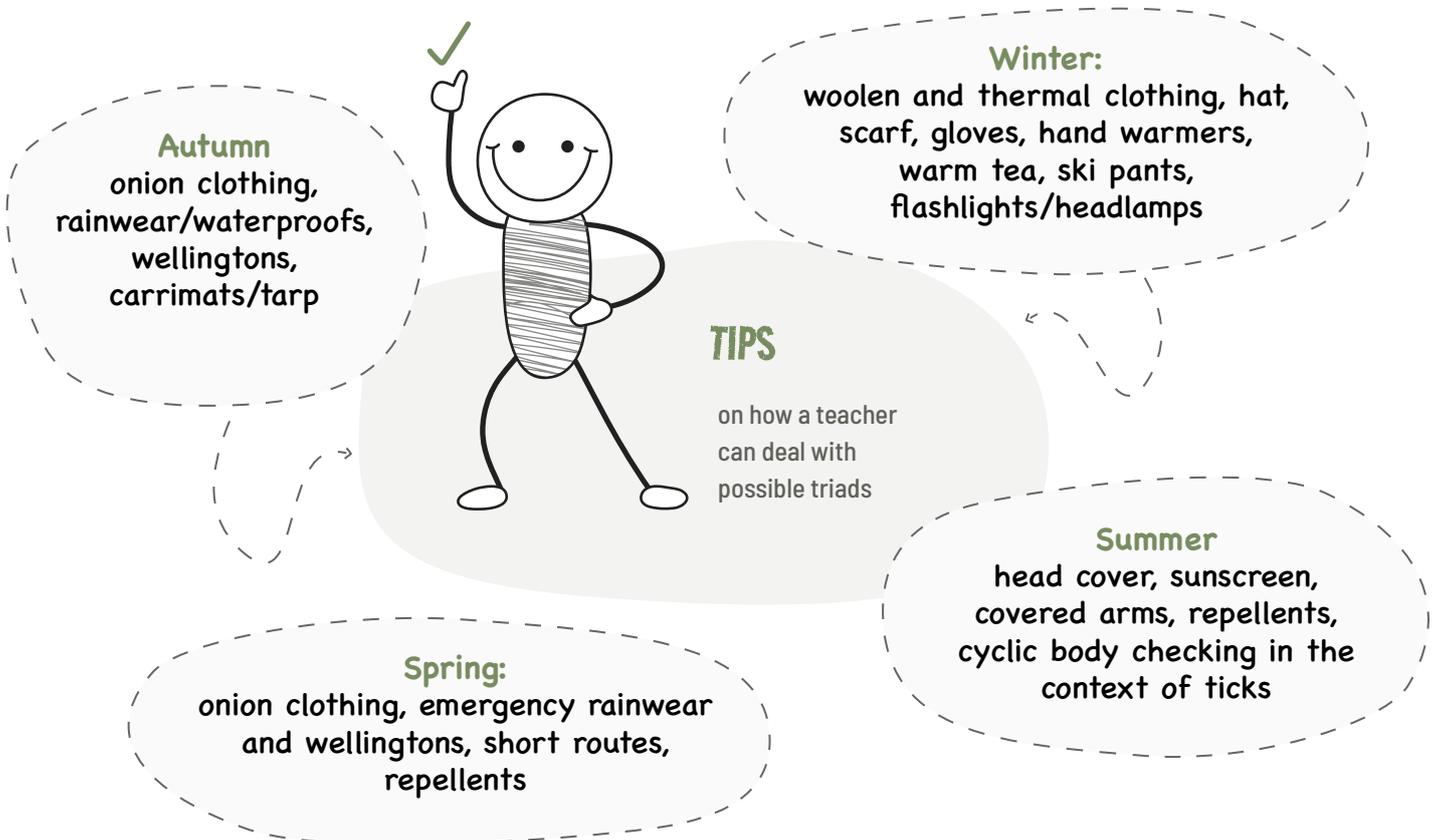
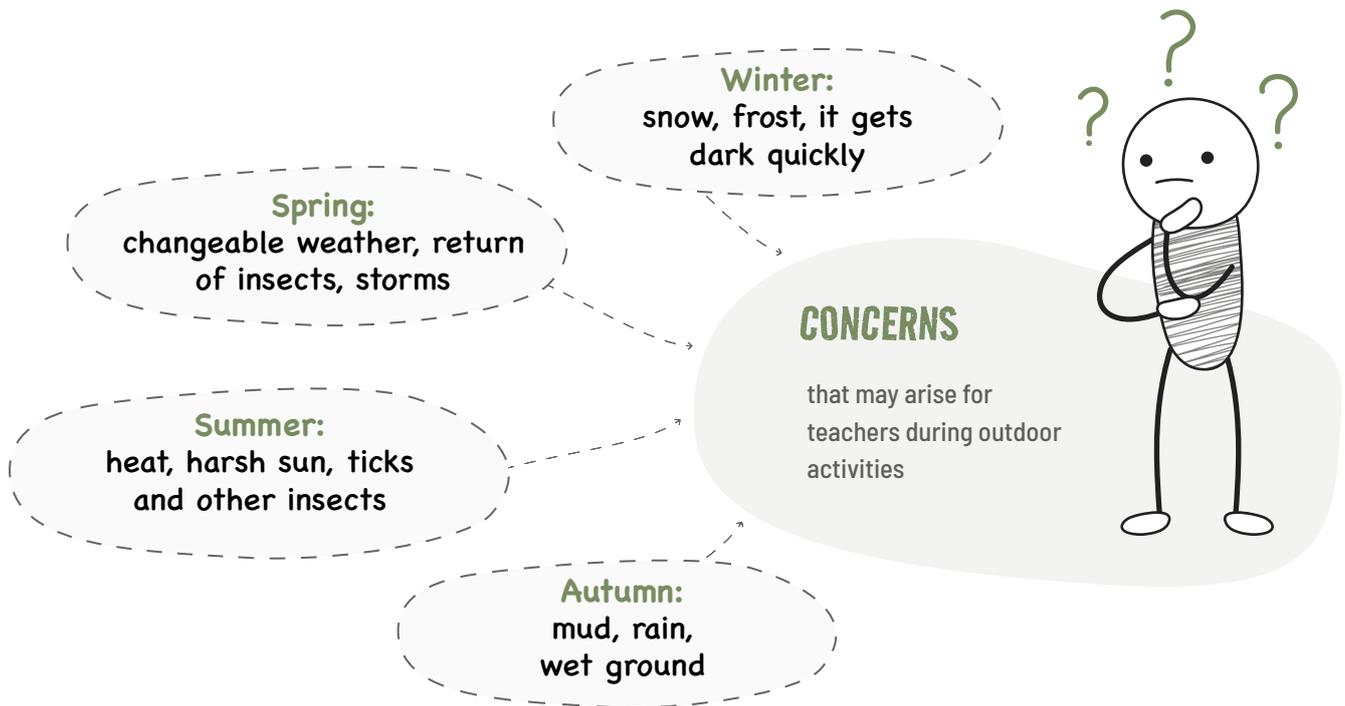


This part of the activity requires the teacher to prepare in advance a forest picture hidden so that the group doesn't see it (the picture can be anything). It can be some kind of composition, or you can create a table of sticks, or draw it on the ground, and in the individual boxes put objects found outside, as below:



Now the teacher gathers the group and explains that one willing person (person A) will be needed. The willing person (person A) is a student who will not be able to see the picture created by the teacher throughout the game. However, his task will be to reflect the given picture with the help of the relations of the rest of the group. One by one, the rest of the group will approach the picture for 30 seconds (the teacher counts the time) and during this time they are supposed to remember as many details as possible. One by one, each successive student approaches the picture for 30 seconds, and at the same time person A tries to reconstruct the picture based on the stories of the group participants who have already seen the composition/table. Each student can see the picture only once. Finally, person A together with the group goes to see the „original“.

CONCERNS THAT FOREST EDUCATION EDUCATORS MAY HAVE AND SOME ADVICE



ADDITIONAL MATERIALS

Weather - appropriate clothing

What is the best way to dress a child on a rainy, cold, frosty day?

During inclement weather, it's a good idea to start by dressing your child „onions“. Often we think it is very cold, but during the day children can move a lot, so it would be good for them to have something to undress from. For the first layer, we recommend thermal underwear or merino wool.

Thermo-active underwear are usually leggings and T-shirts composed mostly of synthetic fibers such as polyamide or polyester. These materials are lightweight and quick-drying, so that whether in the rain or during intense activities, they wick moisture away and keep your child comfortable. In addition, they are stretchable, which helps freedom of movement.

Merino wool, on the other hand, is wool that comes from sheep that originated in Asia. Products made of this wool are quite thin, and yet they effectively protect against the cold and do not restrict the child during movement. In addition, these garments are not biting and even when wet they still keep warm.

The second layer is a sweatshirt, preferably a fleece or wool sweater, and fleece or wool pants for the legs. Cotton does not protect so well against the cold. Natural materials like wool or completely artificial materials like fleece are best.

An outer layer for an inclement day can be a rain jacket made of waterproof materials.

Another option for both upper and lower layers is soft-shell.

This material usually does not have taped seams, so it is not fully waterproof, but it will perform much better on windy days.

If these solutions are too cold for the student it is worth

recommending a down jacket . Natural down (like wool) warms even when wet. In addition, these jackets are quite light, so they should not interfere with moving activities, and they are easy to compress , so you can take them with you in your backpack on a long trip.

During a solid rain, waders can become a good solution. This is an outfit usually used by fishermen: rubberized pants combined with wellingtons. However, they have become popular among forest children:)

For feet, it's best to get trekking boots with a membrane that will protect against water getting inside, or wellingtons with a warming insert.

For big frosts you can also consider snow boots.

On the neck, instead of a scarf, it is better to wear a chimney, which is more adherent to the body and will more effectively warm the protected area.

Ways to deal with frozen hands:

- tuck your hands under your armpits by crossing your arms
- warm the inside of the gloves with your breath before you put your hands in them
- Breathe into your hands and rub one against the other
- sew a jar of warm water and use it as a warmer
- wear two pairs of gloves: the first with five fingers and the top with one finger
- use wool or fleece
- move your fingers to restore proper circulation

Literature:

A walk in the woods. Pooh lessons in mindfulness, Joseph Parent and Nancy Parent

Forest school for everyone, Peter Houghton and Jane Worroll

Lasotherapy, Catherine Simonienko

Forest School for Everyone. Make friends with nature, Peter Houghton, Jane Worroll

What are the trees humming about, Peter Wohlleben

Luther Burbank -

„I Love My World,” Chris Holland

„The last child of the forest” Richard Louv

<https://mysleniekrytyczne.edu.pl>

Webinars on critical thinking - please provide titles and author of webinars



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