



Nature NB Program Kits:



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Introduction

- The activities in this kit will help you introduce sensory learning to your classroom.
- The kit is written primarily for New Brunswick educators. The information and activities in this kit are tailored to the K-2 level, with specific New Brunswick curriculum links listed for each activity.
- The activities in this kit are organized to be held in succession, inspired by Joseph Cornell's Flow Learning Model¹.
 - A game to rid some energy
 - An activity using physical senses
 - A direct experience with nature to awaken love/ importance
 - A quiet, focused reflection activity.

With that said, each activity works as a stand alone, so feel free to pick and choose the activities that fit best with your classroom.

Program Curriculum Links

Sourced from the Government of New Brunswick Department of Education and Early Childhood Development Curriculum Development, Anglophone Sector.

[You and Your World](#)

Kindergarten

- **K 3.1** identify the five senses and describe methods to care for them;
- **K 3.2** use one or more of their senses to explore the characteristics of materials, noting how materials can be manipulated; and
- **K 3.3** develop vocabulary about sensory experiences that permits meaningful communication of ideas.
- **K 4.1** describe and locate some of the natural and constructed features of their community;

Grade 1

- **1.2.5** describe how people depend upon and interact with different natural environments

¹ [Flow Learning Model](#): Step 1: Awaken Enthusiasm Step 2: Focus Attention Step 3: Direct Experience Step 4: Share Inspiration



- *1.2.6 take age-appropriate action to practise responsible behaviour in caring for the environment.*
- *1.3.4 understand and practise safety skills.*

Science

Kindergarten – Grade 2

- investigate objects and events in their immediate environment, and use appropriate language to develop understanding and to communicate results (100)

Visual Arts

Kindergarten – Grade 2

- *K-2.2.1 explore the elements (colour, shape, line, value, space, form, and texture) and the principles of design with emphasis on pattern and repetition in the visual environment*
- *Recognize and discriminate among the art elements (colour, line, texture, shape) in their art work, the work of artists, in nature and other objects in their total environment. (Curriculum outcomes K-8, 1995)*

Language Arts

Kindergarten – Grade 3

- **1.** Students will speak and listen to explore, extend, clarify, and reflect on their thoughts, ideas, feelings, and experiences.
- **2.** Students will be able to communicate information and ideas effectively and clearly, and to respond personally and critically.
- **3.** Students will be able to interact with sensitivity and respect, considering the situation, audience and purpose
- **8.** Students will be expected to use writing and other forms of representation to explore, clarify, and reflect on their thoughts, feelings, experiences, and learnings; and to use their imaginations.

Physical Education

Kindergarten

- **1.1a** explore body and space awareness as it relates to movement;



Background Information

Explain to your class: "Today we will be exploring our 5 senses and how we can use them to experience nature - can anyone tell me what are our 5 senses?" As students name the senses, have everyone mime each sense with you.

- Sight – cup eyes like binoculars
- Hearing – cup ear and lean in
- Smell – scrunch nose and sniff around
- Taste – smack lips / stick out tongue
- Touch – hold out hands and move fingers

Activity 1: NB Pizza

Materials: None

Location: Outside in a field / inside in an area large enough to form a circle with the class

Time Required: 15 minutes

Activity Description:

Instructions:

Explain that while taste is an important sense, we will not be tasting anything found in nature today! For younger students reaffirm the no tasting rule by asking why we won't be tasting anything we find today. Answer: *Because even though some things can be eaten by humans in nature, other things are poisonous. Never put anything in your mouth you find outside without getting permission from an adult you trust first.*

Instead of actually using our taste buds, we will be making an imaginary pizza with all of the yummy food that can be found/ grown/ caught in NB. This won't be a normal pizza, so encourage students to get creative with the toppings they "add" (eg. Maple syrup, dulce, moose meat, lobster, fiddleheads etc.)

Activity:

Ask the class to stand in a large circle – a great way to do this is by sticking out your arms like chicken wings and telling the students to do the same and pretend that you all have velcro on your elbows. Then ask everyone to "stick" their elbows to the two people on either side of them. When everyone has linked up and you have a "chicken wing circle" ask "what sound does velcro make?" you should hear back a resounding "skkkrrrrssshhh". Respond with "Great! On the sound of three, we're going to drop our elbows down and make the velcro sound together!". (This little



activity is a fun way to make a shapely circle, and after the first time, coming together in a circle is quick and easy – just put up your “chicken wings” and say “Velcro up!”)

Now that everyone is in a circle, explain that our circle represents the pizza – but we need to start by making our imaginary “dough”. Start by miming “kneading” the dough, and then “toss”, “spin” and “flip” the dough, and “stretch” it back out into a circle if needed.

Now it’s time for our toppings – go around the circle asking everyone to add one topping of their choosing to the pizza (it’s okay if some are repeated). Remind the class that our toppings have to come from New Brunswick, there may be more food produced here than some students realize! Once everyone has contributed, don’t forget to “bake” and “eat” your delicious (and interesting) NB pizza!

Activity 2: Colour Hunt

Materials: Paint Chips, coloured pencils, or some other single coloured toy etc. to match with

Location: Outdoor, schoolyard / field

Time Required: 20 minutes

Activity Description:

Instructions:

Explain that we will be exploring the colours in nature by trying to match and name them! Everyone will be given a rainbow (paint) chip and will have 10 minutes to find something in nature as close to their given colour as possible. Game rules:

- Stay within the boundaries (set out boundaries explicitly if they’re not in an already agreed upon area like a playground used daily)
- Picking living plants, or bringing back insects/ animals is not allowed. Bring back dead leaves, sticks, rocks, or come back and describe the flower/ tree/ bug etc. that you matched with.
- Match your colour as closely as possible with something that is a part of *nature*. (Is garbage a part of nature? No. Is playground equipment a part of nature? No. Is your jacket a part of nature? No.)

Activity:



Hand out paint chips and say go! Make sure to leave enough time to have everyone circle up and share what they have found or seen, and what they have named their colour. Ask “Did you find this activity difficult or easy?” and “Are there more colours in nature than you thought?”

Activity 2 (Alternate): Nature Rainbow

This activity is more difficult and a good alternative for Grade 2+

Materials: Notebook and pencil for everyone

Location: Outdoor, schoolyard / field

Time Required: 30 minutes

Instructions:

Explain that we will be exploring the colours in nature by trying to find all of the colours of the rainbow in nature around us! Revisit the colours of the rainbow – red, orange, yellow, green, blue, indigo & violet. When you say go, everyone will have 15 minutes to try to find at least one thing that represents each colour of the rainbow and record it in their notebook. Ground rules:

- Stay within the boundaries (set out boundaries explicitly if they're not in an already agreed upon area like a playground used daily)
- Picking living plants, or bringing back insects/ animals is not allowed. Nothing should be brought back, only written down.
- Match each colour as closely as possible with something that is a part of *nature*. It doesn't need to be alive, but it can't be “man made”. (Is garbage a part of nature? No. Is playground equipment a part of nature? No. Is your jacket a part of nature? No.)

Activity:

Have the students draw a chart similar to the one below before sending them off to find rainbow colours.

Nature Rainbow	
Rainbow colours	What I found...
Red	
Orange	
Yellow	



Green	
Blue	
Indigo	
Violet	

Make sure to leave enough time to have everyone circle up and share what colours they found.
Discuss:

- Which colour(s) were the hardest to find?
- Which colour(s) were the easiest to find?
- Are there more colours in nature than you thought?

Activity 3: Sensory Scavenger Hunt

Materials: None

Location: Forested trail

Time Required: 20 minutes

Activity Description:

When exploring a natural area, it is always recommended to do a very quick check of the area in advance. Check for hazards like poisonous plants, thorns, dead trees, litter/broken bottles.

The existence of a hazard does not mean you need to cancel the outing (nature will always have certain hazards, after all!). However, you may need to make some modifications to what areas your group will explore or how you will explore them. For example, if you spot a stinging nettle plant and a pothole where children could twist an ankle, you could place a special marker like red flagging tape near those hazards. Before starting exploration, you could explain your boundaries and that the group must avoid areas near the red markers.

Instructions:

Oftentimes, we rely on sight for identifying things in nature, but texture (feel) and smell can also help us to identify what is around us. Explain that you will be taking the group on a touching and smelling scavenger hunt looking for different textures and smells. Go over general ground rules and respect for nature – listening, be quiet to not disturb wildlife, do not pick any plants/ leaves or rip bark etc.

Activity:



Start your walk, stopping in interesting spots and looking for different textures and smells. Use the questions below for determining texture and smell. Try to find at least one thing that fits each of the descriptors.

TOUCH

Does this feel...

SMOOTH or BUMPY

SOFT or HARD

SLIPPERY or ROUGH

WET or DRY

SMELL

Does this smell...

GOOD or STINKY

OLD or FRESH

SWEET or EARTHY

STRONG or MILD

Activity 3 (Alternate): Mystery Bag

This is a good alternative activity if you don't have a nature trail / wooded area available to use safely, but requires more preparation in advance

Materials: Fabric bag with hand sized opening, items collected from surrounding nature

Location: Outdoors or in classroom

Time Required: 30 minutes

Instructions:

Circle up if outside (remember the velcro chicken wings). Explain that oftentimes, we rely on sight for identifying things in nature, but texture (feel) and smell can also help us to identify what is around us. Explain that you have a mystery bag with a mystery nature object from New Brunswick in it, and one by one they can feel/ smell inside the bag. Assure everyone that nothing you put inside of the bag can hurt them, or is alive (no living animals – that would be cruel!), but if they are uncomfortable touching, they can pass. Ask students to keep their guesses to themselves until everyone has had a chance to touch. Explain that everyone will have a chance to guess what is in the bag once everybody else is done feeling the object.

Activity:

Walk the bag containing the mystery item around the circle (or classroom), giving each participant a few seconds to feel/ smell. Hold the bag high so that it is harder to peek inside. If



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you notice peeking while smelling inside the bag, ask students to smell their hand after touching instead. Once you have gone around the circle, ask what the object felt like. Was it hard or soft? Smooth or rough? Damp or dry? Did it smell like anything? Etc. Ask if anyone can guess what they touched/ smelled. Finally, reveal the object. Play around with difficulty as you continue!

Mystery bag item suggestions:

- *Pine cone*
- *Shelf fungus*
- *Cat tail plant*
- *Acorn*
- *Antler*
- *Pine needles*
- *Maple leaves*
- *Animal skull*
- *Maple seeds (helicopters)*
- *Bark*
- *Lichen (old man's beard or lung)*
- *Feather*
- *Fir tree needles*
- *Moss*
- *Rock*
- *Apple/ crab apple*

Activity 4: Fistful of Sounds

Materials: None

Location: Outdoors

Time Required: 15 minutes

Activity Description:

Instructions:

“Even though we are outside, are we always listening to nature” Answer – not always. Explain that for the next 2 minutes, we will close our eyes and be very quiet. Every time you hear a sound from nature, put up one finger. After the two minutes are up, you will ask everyone to open their eyes again.

Activity:

After everyone has opened their eyes, ask what sounds they heard. How many? What was your favourite sound you heard? Any non-nature sounds? If so, did they affect your ability to hear nature? **This activity finishes up nicely with some quiet journaling or art time. This is also a*



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great opportunity for discussion / segue into further grade appropriate activities on human interaction with the environment.

Additional activity kit debrief questions:

- *What is your favourite NB food?*
- *What was the most colourful thing you saw in nature today?*
- *What was the most fun thing to touch? / Most surprising mystery item?*
- *What was the nicest smell?*
- *What was your favourite sense you used today?*
- *Did you learn any new words?*

Contact Us!

If you've used our program kits we would love to hear from you! Please email programs@naturenb.ca with feedback on your experience.

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