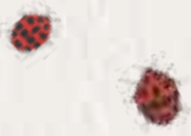


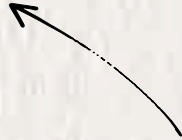
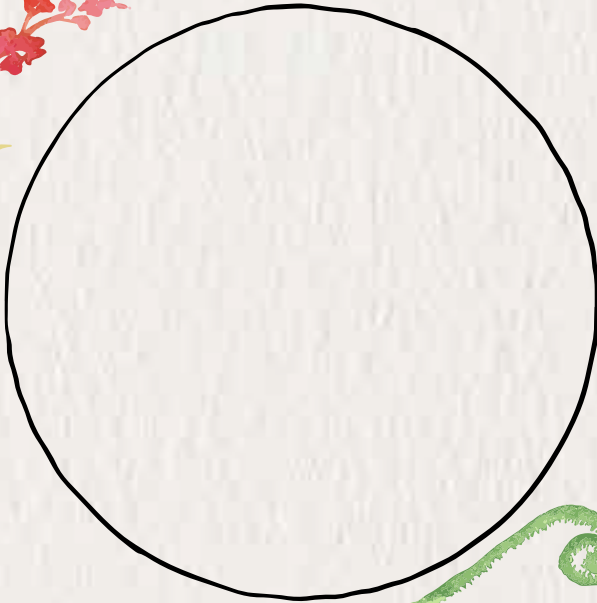


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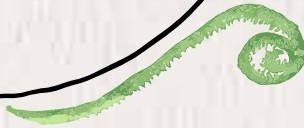
Outdoor Learning Passport



MY PASSPORT TO OUTDOOR LEARNING



Self portrait



NAME

AGE

CLASS



Welcome, students!



This is your passport to outdoor learning and adventure.

Take this with you as you explore the magic of your school's natural environment and special outdoor places.

There are 10 lessons to complete with pages for you to draw, take notes and record your ideas and reflections. Each lesson is linked to bonus missions to complete at home or school.

The Nature Play SA website has lots of information to help you too (go to natureplaysa.org.au before you begin).

Share your learning with friends and family and keep this passport close by, you never know when you might need it. It's time to learn, play and explore outdoors.

Let the magic of outdoor learning and adventure begin!

WHY 'TEACH OUT'

*"The best classroom
and the richest cupboard,
is roofed only by the sky."*

MARGARET MCMILLIAN

The benefits of outdoor learning are far-ranging for students and educators alike. Here are ten good reasons to teach out:

- 1 Students see themselves as capable and competent, and take more risks in learning
- 2 Learning is memorable and relatable
- 3 Students have high levels of engagement
- 4 Open-ended tasks support differentiation, inquiry and investigation
- 5 Abstract concepts can come to life
- 6 The dynamic nature of outdoor environments promotes collaborative learning
- 7 No two days are ever the same
- 8 Spending time in nature supports wellbeing
- 9 Time outdoors promotes environmental stewardship
- 10 ***It is fun - and students will want to come back for more!***

HOW TO USE THIS PASSPORT

Nature Play SA has created this outdoor learning passport to support teachers and students with a series of outdoor learning lessons and missions.

An extensive online resource is available to support the delivery of each lesson, with suggestions for differentiation and adaptations for every year level.

Every student will need their own passport to complete each lesson and record their observations.

In this student passport you'll find:

- 10 lesson ideas
- 20 missions to take learning further (perfect for home and school)
- Nature journaling/observation pages
- A scavenger hunt

Have fun, share your learning, and let the adventure begin!

CURRICULUM LINKS KEY

Refer to the icons on each lesson page for curriculum links and key focus areas:



Literacy



Maths



Science / Stem



Physical Activity



Wellbeing



Teamwork



Problem Solving



Nature Connection



Creativity

OUR NATURE CODE

“What's important is that children have an opportunity to bond with the natural world, to learn to love it and feel comfortable in it, before being asked to heal its wounds.”

DAVID SOBEL



It's important to look after natural spaces and everything in them. Just as a butterfly leaves no trace, try your best to tread lightly in nature.

DEVELOPING A NATURE CODE

Many places or organisations have developed their own nature code to help people connect with nature and learn how to protect it. Phrases such as 'leave only footprints' or 'reduce, reuse, recycle' are not only helpful but powerful and memorable.

Create a class nature code to show how you will protect and care for the natural spaces you learn in.

Record this code below...



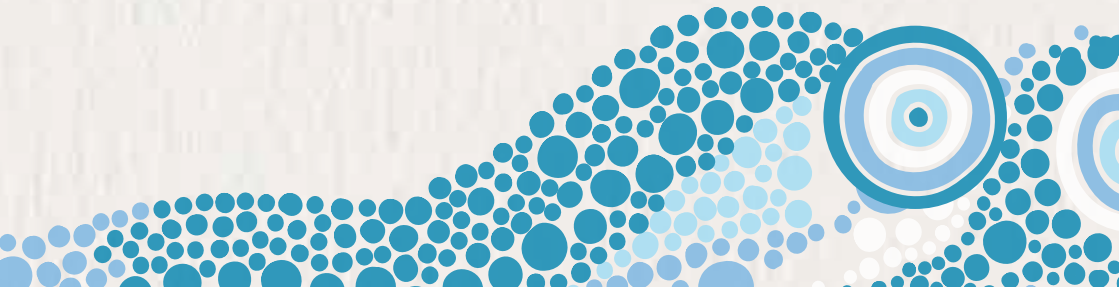


WELCOME

As you wander and explore the natural spaces within and around your school, we encourage you to learn about the Traditional Owners of the land.

The Traditional Owners of the land we learn upon are:

Learn a word, sentence, Aboriginal fact or name of a Dreaming story from your local traditional owners:



LESSON 1 - My Week of Vitamin N



A sit spot is a favourite place in nature you visit regularly to quietly sit, listen and look at plants, birds, trees and animals. Find your own sit spot and spend time outside, every day, in this space.

TEACHERS TIPS: This works best when students feel like they are in their 'own' space and not too close to other students. Start with 1 minute per student's age and increase your sitting time by 1 or 2 minutes each day.

Nature journaling from my
sit spot looks like this...



Mission 1

Conduct a bird count from your sit spot and research these birds in class.

Mission 2

Try a sit spot challenge at home and share your experience back at school.



LESSON 2 - Stepping Out

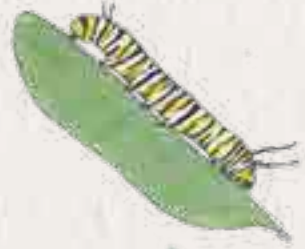


Take a walk around your school and choose a place for your outdoor classroom. Give this space a special name.

Develop a class agreement about how you will learn in this space. Make sure you have talked about the boundary, a signal for tuning in and how everyone will look after nature and one another. Challenge time - visit this place for a short activity every day of the week – that’s five days in a row!

TEACHERS TIPS: Learning how to gather (and regroup) outdoors with simple routines, owned by the class, is a great way to set up for success.

Our special place to
gather is called...



Mission 3

Play run-and-touch games (run and touch a tree /
grass /bark) to practise how you move about
this space and regroup quickly.

LESSON 3 - Leaf Rainbows



Take a walk to gather a handful of leaves. Use these to create your very own leaf rainbow. This can be threaded on to twine or wool to create a hanging mobile.

TEACHERS TIPS: Try this in different seasons to compare colours and types of leaves. Once dried out, notice the change of colour and texture.

My leaf rainbow looks
something like this...



Mission 4

Use a plant identifying app to find out more about
the plants your leaves came from.

Mission 5

Home connection - collect 10 leaves from home and
bring them in to create and share with your class.

LESSON 4 - Go Wild with Journaling



Select six Go Wild resource cards to complete an outdoor inquiry or investigation. Choose one card from each colour set, to keep it interesting. Record your work in a nature journal to share with others.

TEACHERS TIPS: The 'Go Wild with Nature Play SA' resource pack contains a series of themed nature and wild space inspiration cards. The six themes, arranged in readily identifiable colour sets support students of all ages and stages to find, notice, connect and reflect in nature.

My Go Wild reflection...



Mission 6

Can you complete a 30 day Go Wild challenge? Download the calendar and record your daily Go Wild activity on it.

Mission 7

Take five Go Wild cards home and complete one each day for a week.

LESSON 5 - Stick Challenges



Collect 10 small sticks or twigs. Use these to play class games and create team challenges (like build a Jenga tower, play pick-up sticks, or build the strongest mini-house).

TEACHERS TIPS: Establish a stick agreement with students about appropriate use before beginning. If sticks are in short supply, collect a bucketful to keep aside as a class resource.

My stick tower looks like this...

Mission 8

Create your own original stick game and write (or draw) instructions of how to play. Share these in a class book.

Mission 9

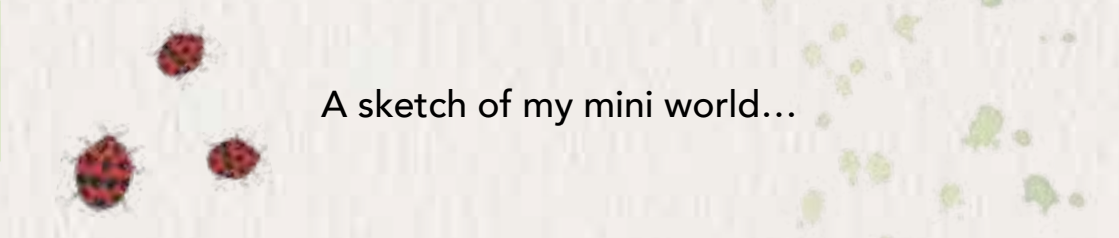
Decorate a stick with colourful wool, twine and feathers to create an outdoor art display.

LESSON 6 - My Loose Parts World



Use loose parts to create a mini-world that has characters, homes, villages, towns and cities. Use this small word to write or tell a story. Have a think about the difference between story writing and story telling.

TEACHERS TIPS: Brainstorm (and research) a list of loose parts from nature to tune in to this activity. Using mini 'work in progress' signs will give students an opportunity to revisit their mini world – thus supporting sustained play and developing deeper ideas.



A sketch of my mini world...

Mission 10

Draw a map of your mini village with street names, signage and town facilities built into it.

Can you turn this into a digital map?

Mission 11

Collect small loose parts from your local area to contribute to a classroom collection.

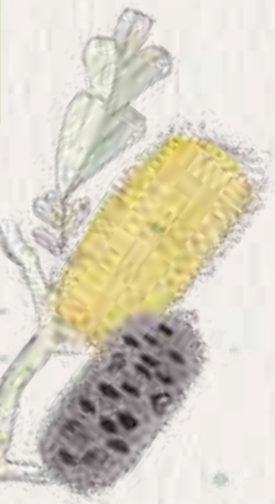
LESSON 7 - Words From The Trees



Go outside and touch the bark of a tree. Write down one word to describe how it feels. Repeat this with ten different trees. You will now have a list of 10 describing words. Do the same activity with ten leaves. Put all of your words together in a word wall or write a poem using them.

TEACHERS TIPS: Model this process before asking students to complete independently. Encourage students to touch items with the backs of their hands, cheeks, foreheads or even toes for the ultimate sensory experience.

My words from nature...

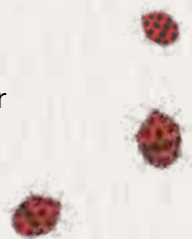


Mission 12

Display your word wall or poems in an outdoor environment for everyone to enjoy.

Mission 13

Write a poem using nature in your backyard or local neighbourhood as inspiration.



LESSON 8 - Patterns in Nature



Can you find examples of patterns in both your natural and built environment? Create a class photo display to share your discoveries. Look at items big and small, like flower petals, leaves on a stem, or rings on a log round to get you started.

TEACHERS TIPS: Can you find examples of the Fibonacci sequence or fractals in nature?

Record your findings here...



Mission 14

Growing patterns in art – create a mandala.

Mission 15


Use your body to create a movement pattern. Perform this for a partner. Can you create one with a partner?

LESSON 9 - Story Stones



Collect 3 small, flat stones. Use a permanent marker to draw a clear, single image on each of your stones. Buddy up with a partner and take turns making up a short story that has all 3 of your pictures mentioned in it.

TEACHERS TIPS: This can be an activity that is repeated a number of times to refine the art of developing a storyline. Each session can be 5 – 10 minutes long to ensure engagement is sustained.



One of my favourite
rock stories was...

Mission 16

Create your own bag of story stones to
use at home and school.

Mission 17

Make up your own story stone challenge game
to play with a friend.

LESSON 10 - Beginnings of Rope Learning



Use 1 metre lengths of rope to explore what is longer or shorter than a metre. Now try working in small groups to measure 2, 5 or 10 metres. How many metres do you have if you line them all up?

TEACHERS TIPS: 1 metre rope lengths are an incredibly open-ended resource. Tuning in to what students are noticing will give you many ideas for future investigations.

Record your ideas and
observations here...

Mission 18

Use 1m lengths as number lines.
How might you use them for counting?

Mission 19

Work in small groups to create shapes with your lengths
of rope. Can you count or measure the sides,
corners or angles of your shape?

Mission 20

The Nature Scavenger Hunt

CAN YOU FIND...



- A sunset-coloured leaf
- A wand for a fairy
- A chewed leaf
- An interesting piece of bark
- A seedpod or nut
- 4 different shaped leaves
- A magical pebble or stone
- A crown or hat for a small frog
- 3 different kinds of tiny flower
- A feather the colour of your eyes
- Something you think is special



MY PAGE FOR *Nature journaling*



"Given a chance, a child will bring the confusion of the world to the woods, wash it in the creek, and turn it over to see what lives on the unseen side of that confusion...In nature, a child finds freedom, fantasy, and privacy; a place distant from the adult world, a separate peace."

RICHARD LOUV

Nature Play SA is a not-for-profit organisation with the vision to empower the South Australian community to engage their children with nature through outdoor learning and play.

For more education and family resources visit natureplaysa.org.au

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Page ** artwork courtesy of Allan Sumner, Sumner Contemporary Aboriginal Arts.



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