



SCIENTIST IN RESIDENCE PROGRAM

Science Unit **Biodiversity and Resilience**

Lesson 1 **Sensory Exploration in Nature**

Summary In this lesson, students: conduct a “texture quest”; use an imaginary “play camera”; and a create “sound map” as tools to explore nature.

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Grade level	3-4, appropriate for grades 3-7
Class time needed	1-1.5 hours
Delivery date	April 1 st , 2019

LEARNING OBJECTIVES

1	To notice the details of nature
2	To hone our sense of sight, sound and smell

SUPPLIES

- Clipboards, pencils and paper that work in the rain (i.e. *Rite in the Rain*)
- List of nature texture words brainstormed by students

BACKGROUND INFORMATION

Observation is a foundational science skill. As scientists, before we can design an experiment to test a hypothesis we need to ask questions, but before we can ask questions, we need to observe our surroundings with a curious mind and all of our senses engaged. The activities in this lesson provide students with the space and time to stop and notice their environment. They also support the B.C. curricular K-7 science competencies to develop curiosity and wonder for and to make observations of the natural world.

THE LESSON

Pre-lesson	<ul style="list-style-type: none">• Practice observation skills through drawing in the classroom or schoolyard.• Brainstorm a list of nature texture words.
The Hook	Visit an outdoor area with a variety of plants, such as a school garden or local park. Sit or stand in a circle. Ask students to close their eyes, take a deep breath and listen closely for one minute. After, ask students what did they smell and hear? Talk about the importance of observation in science.



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Hands-on Activities

- **Texture Quest:** Have students to find an example of as many of the textures on their brainstormed list as possible. Draw three of the textures and name the objects. Then gather as a group to share what students observed.
- **Play Camera:** Form groups of 3. Select a photographer, a camera, and a guide. The camera closes their eyes (this mimics a closed shutter), the photographer finds something interesting to photograph and frames the shot by making a small square with their hands flat and thumbs splayed. The guide safely walks the camera to the framed shot. The camera opens their “shutter” to take a picture. Switch roles so each person gets to play each role.
- **Create a Sound Map:** Each student finds a place to sit on their own with a clipboard, piece of paper and pencil. Have students place a dot in the centre of their paper that represents them. Then for a few minutes record the sounds they hear using symbols to represent the sounds. For example, they could describe a bird as a spiral, a plane as a line and the wind as a squiggle. Gather to discuss what students heard.

VOCABULARY

Observations	Use your senses to look at something closely to gain information.
Texture	The feel, appearance or consistency of a surface
Wonder	A feeling of surprise mingled with admiration, caused by something beautiful or unexpected.

REFERENCES

British Columbia’s New Curriculum: Science. Province of British Columbia
<https://curriculum.gov.bc.ca/curriculum/science> (Accessed April 2019).

Some of the activities were adapted from:

Cornell, Joseph Baharat. 2018. *Deep Nature Play: A Guide to Wholeness, Aliveness, Creativity, and Inspired Learning*. Crystal Clarity Publishers.