



Canada C3 Digital Classroom Learning Module

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Name of School, Board/District: Meadowlands Public School, Ottawa-Carleton District School Board

Learning Module Title: Learning Outside with Loose Parts

Grade(s)/Teaching Division(s): Kindergarten-Grade 4

Subject(s)/Course(s): Science

Time: 120 minutes

Learning Module Topic & Description

This outdoor lesson challenges students to create a butterfly habitat which meets the animal's basic needs (e.g., air, water, food, and shelter) using **loose parts**. Loose parts play is a concept first championed by Simon Nicholson in the 1970s.¹ It is a type of experiential learning which encourages creativity as students re-imagine everyday objects and transform them into something new. While students are guided to follow safety procedures when handling loose parts, there is no one right way to use these materials.

A growing body of evidence demonstrates that students benefit from opportunities to go outside and connect with nature whether in their schoolyard, local neighbourhood, or some other site where learning can take place outdoors (e.g., local, regional, or National Park). When students are given time and space to engage in open-ended, unstructured play in nature and outside, it has a significant effect on their **socio-emotional** (e.g., ability to work cooperatively) and **cognitive** (e.g., processing and problem-solving skills) **well-being**. By adding the element of working with large loose parts outside, another need is addressed: **physical** well-being. Inviting students to lift and manipulate large loose parts encourages students to be more active, developing both gross and motor skills. Educating the whole child (heart, mind and body) as they connect with nature, also has a positive impact on student **achievement** (e.g., ability to demonstrate knowledge and understanding about the *Needs and Characteristics of Living Things*).²

The students at Meadowlands Public School, in Ottawa, Ontario have limited access to wild spaces where they can engage in free, unstructured play outside of school. Loose parts play is a way to address this inequity, in terms of access to nature. At regular and repeated intervals throughout the year, students engage in freely chosen, intrinsically motivated loose parts play on the schoolyard. Teachers will often provide a provocation,

¹ Casey, Theresa & Robertson, Juliet, *Loose Parts Play*, Inspiring Scotland, September 2016, p. 8

² Ottawa-Carleton District School Board, *Framework for Student Well-Being*, May 2015:

http://www.ocdsb.ca/med/pub/Publications%20%20Updated/Framework_For_Student_Well-Being.pdf

in this case the Butterfly Habitat Challenge, to spark imagination and creativity. After reading the story *Home*,³ by Carson Ellis, students were invited to build a butterfly home which would meet the animal's basic needs. They used their problem solving skills to find materials and create a home using loose parts. They were able to communicate their learning, that living things have needs, that are met in their environment orally, visually and in writing, building their environmental literacy skills along the way.

Evergreen Videos documenting Loose Parts Play at Meadowlands Public School:

- Outdoor Play and Learning: Loose Parts – <https://www.youtube.com/watch?v=MDI5T51zhh0>
(This video features our students participating in the Butterfly Habitat Challenge)
- Outdoor Play and Learning: Loose Parts Routines – <https://www.youtube.com/watch?v=hHfmFm79q7Q>

Essential Question(s)

- Are butterflies living things?
- How do they meet their basic needs (air, water, food, and shelter) from the environment?
- If you built a butterfly habitat, how would it meet the butterfly's needs (air, water, food, and shelter)?
- How can we treat butterflies with care and respect?

Canada C3 Central Theme(s) Addressed

This module addresses at least 2 Canada C3 Themes:

- Connection to the *Environment* by learning in nature and outside
- *Diversity and Inclusion* by incorporating a variety of Indigenous stories which support learning

Learning Objective(s)/Goals

By using the creative thinking process to build a butterfly habitat using loose parts, students will demonstrate knowledge of the basic needs of living things that are met from the environment (e.g., air, water, food, and shelter) and understanding that all living things need to be treated with care and respect.⁴

Essential Concepts/Knowledge/Skills to be Learned/Applied

This module details how to link a provocation and an invitation for students to use loose parts with the curriculum expectations related to Understanding Living Things (e.g., If you were to build a butterfly habitat using our loose parts, what elements would you need to include so that the butterfly would be able to meet its needs?). By the end of the 120 minute session, students will be able to demonstrate:

- **Knowledge** of the basic needs of butterflies (air, water, food and shelter) which are met from the environment and **understanding** that all living things need to be treated with care and respect.
- **Thinking/Processing Skills** by manipulating *loose parts*, and identify practices that ensure personal safety and the safety of others and to demonstrate an understanding of the importance of these practices.
- **Communication Skills** by expressing and organizing ideas and information in oral, visual (e.g., 3D habitat made from loose parts), and/or written forms (e.g., journals).
- **Application Skills** by making connections between science, technology, society, and the environment (e.g., assessing the impact of science and technology on other living things such as milkweed, butterflies, and the environment in general).

³ Ellis, Carson, *Home*, Candlewick Press, Somerville, MA, 2015

⁴ *The Ontario Curriculum: Grades 1-8, Science and Technology*, Queen's Printer for Ontario, 2007 (Revised): <http://www.edu.gov.on.ca/eng/curriculum/elementary/scientec18currb.pdf>

Curriculum Connections/Big Ideas

Science and Technology:

*Understanding Life Systems: The Needs and Characteristics of Living Things*⁵

- Plants and animals, including people, are living things. (p. 44)
- Living things have basic needs (air, water, food, and shelter) that are met from the environment. (p. 44)
- Different kinds of living things behave in different ways. (p. 44)
- All living things are important and should be treated with care and respect. (p. 44)

*Understanding Structures and Mechanisms: Materials, Objects, and Everyday Structures*⁵

- Objects have observable characteristics and are made from materials. (p. 47)
- ★ While the Big Ideas stated above are pulled from *The Ontario Curriculum: Science and Technology, Understanding Life Systems, Grade 1*, this activity could easily be adapted for any grade (e.g., Grade 4: Habitats or Grade 6: Biodiversity)
- ★ Kindergarten-Grade 6 students from Meadowlands Public School participated in a stop-animation project for Nature Canada about Monarch Butterflies: <http://video.stuffedmotion.ca/V4D>

Social Studies:

*People and the Environments: The Local Community*⁶

- Communities have natural and built features and provide services that help meet the needs of the people who live and work there. (p. 65)
- Our actions can have an impact on the natural and built features of the community, so it is important for us to act responsibly. (p. 65)

Teacher Goals

By providing students with an opportunity to explore the *Needs and Characteristics of Living Things* in a fun and engaging way, through play, there will be a positive impact on student achievement in Science and overall student well-being:

- **Socio-emotional Well-Being:** resilience, cooperation skills developed while working with peers
- **Cognitive Well-Being:** problem-solving and knowledge and understanding of the basic needs of butterflies (e.g., air, water, food, and shelter)
- **Physical Well-Being:** frequent opportunities to develop gross motor skills and learn by moving

⁵ *The Ontario Curriculum: Grades 1-8, Science and Technology*, Queen's Printer for Ontario, 2007 (Revised), pp. 44, 47: <http://www.edu.gov.on.ca/eng/curriculum/elementary/scientec18currb.pdf>

⁶ *The Ontario Curriculum: Grades 1-6, Social Studies*, Queen's Printer for Ontario, 2013 (Revised), p. 65: <http://www.edu.gov.on.ca/eng/curriculum/elementary/sshg18curr2013.pdf>

<p style="text-align: center;">Student Groupings <i>(e.g., whole class, small groups, pairs, independent work):</i></p>	<p style="text-align: center;">Materials/Resources <i>(e.g., equipment, PowerPoint/Keynote slides, manipulatives, hand-outs, games, assessment tools):</i></p>
<ul style="list-style-type: none"> • Whole class instruction (e.g., Initial game instruction and knowledge circle at end of lesson) • Pairings (e.g., for Think-Pair-Share: “What does a butterfly need in a habitat?”) • Small groups (e.g., for building habitats with loose parts) • Independent work (e.g., allowances for students who want to explore independently the schoolyard using loose parts) 	<p>Loose Parts:</p> <ul style="list-style-type: none"> • pine cones, acorns, maple keys, etc. • wood cookies, sticks, sanded blocks, etc. • fabric swatches, drop cloths, burlap, etc. • containers for collecting (e.g., empty egg cartons) • a variety of sizes of cardboard boxes, string, twine, raffia, etc. • journals, markers, etc. <p>FNMI Resources:</p> <ul style="list-style-type: none"> • <u>Nanabosho and the Butterflies</u>, by Joe McLellan and Matrine McLellan, Pemmican Publications (2010, 2015) • <u>Goodnight World: Animals of the Native Northwest</u>, by First Nations and Native Artists, Native Northwest (2012, 2014) <p>Other Books:</p> <ul style="list-style-type: none"> • <u>Home</u>, by Carson Ellis, Candlewick Press (2015) • <u>A Butterfly is Patient</u>, by Dianna Aston, Chronicle Books (2011) • <u>Is This Panama?: A Migration Story</u>, by Jan Thornhill and Soyeon Kim, Owlkids (2013) • <u>The ROM Field Guide to Butterflies of Ontario</u>, by Peter Hall and Colin Jones, ROM (2014)
<p style="text-align: center;">Instructional Strategies <i>(e.g., direct instruction, demonstration, simulation, role-playing, guest speaker, etc.):</i></p>	<p style="text-align: center;">Considerations <i>(e.g., contingency plans re: technology failure, student absences or groupings, guest speaker cancellations, or safety concerns):</i></p>
<ul style="list-style-type: none"> • Direct instruction (e.g., reading <u>Home</u>, by Carson Ellis) • Hands-On Activities (e.g., creating butterfly habitat with loose parts) • Role-playing and simulation of animal movements • Free play to explore the schoolyard with loose parts • Learning experiences appeal to students’ natural curiosity and wonder about animals, such as butterflies 	<p>When packing for outdoor learning, bring the following items:</p> <ul style="list-style-type: none"> • Safety Bag (e.g., first aid kit, cell phone, walkie-talkie, etc.) • Exploration kit (e.g., clipboards, containers for gathering, magnifying glasses, journals, pencils, etc.) <p style="text-align: right;"><i>continued...</i></p>

Safety considerations:

- Conduct a site risk assessment before each outdoor session (e.g., Identify and remove debris)
- Set guidelines for safe learning (e.g., set exploration parameters – how far can students explore) and continue to co-create guidelines as needs arise (e.g., if students choose to play with sticks, gently remind them that this item requires space and an awareness of who and what are around them)
- Properly store all items after each use and discard any items which are damaged

When taking students outside, it is important to prepare them and their families by informing that instruction will take place outdoors (e.g., send home permission forms, if necessary, such as when leaving school grounds) and providing suggestions for how to dress for weather (e.g., wool underlayer in winter).

Accommodations & Differentiation Strategy (to address different needs & preferences of students)

Accommodations:

• **Behaviour:**

When students learn outside, something amazing happens. Many of the most challenging behaviours inside the classroom simply disappear. Going outside taps into their innate naturalistic intelligence, curiosity, and sense of wonder. Students who struggle to stay on task inside the classroom, when given time and space to explore and make discoveries outdoors, become actively engaged in learning the *Needs and Characteristics of Living Things* through play.

• **Demonstrate Learning:**

To give all students the best possible opportunity to demonstrate their learning about the *Needs and Characteristics of Living Things*, invite students to communicate their learning in a variety of ways (e.g., orally while building with loose parts, during the knowledge circle, and in pictures and writing in their journals).

Differentiation Strategies:

- Use a variety of strategies to engage and support a variety of learners and learning preferences (e.g., Think-Pair-Share, Role Play, Guided Exploration and Play, Free Exploration and Play, etc.)

Assessment for Learning, Checking for Understanding, Success Criteria & Feedback

Assessment for learning:

Before beginning the lesson, conduct a quick assessment “for” learning to gauge what students already know about the Needs and Characteristics of Butterflies (e.g., What do students recall from raising painted lady or monarch butterflies from larvae in the classroom?).

Checking for Understanding:

- Observations noted during the building period (e.g., students are using loose parts to create butterfly habitats which include a food source such as milkweed)
- Questioning students during the free exploration period to check for knowledge and understanding of the basic needs of butterflies (e.g., “You have chosen fabric swatches, which part of the butterfly habitat are you going to create with them?”)
- Prompting to deepen knowledge and understanding and relating it to another subject area (e.g., Science: Structures and Mechanism – “Which materials did you use to create a solid base for your butterfly home?”)
- Conferencing with small groups of students about the planning of their butterfly habitats and providing descriptive feedback (e.g., Stars and Steps assessment “as” learning)

Success Criteria:

- **Knowledge and Understanding:** Students are able to name the basic needs of living things (e.g., air, water, food, and shelter).
- **Thinking:** Use creative thinking skills to plan and build a butterfly habitat using loose parts.
- **Communication:** Communicate knowledge and understanding about the needs and characteristics of living things as they relate to butterfly habitats, orally, in written words, or in pictures.
- **Application:** Apply knowledge about the needs of living things to how animals meet their needs in the environment.

Motivational Hook (*process for acquiring & focusing students’ attention*), Time (10 minutes)

Students have a natural inclination both to connect to the animal world and to express their feelings, ideas, and understandings through play. By combining both of these natural tendencies of children, students will be more comfortable learning new concepts, such as the needs and characteristics of living things, within a familiar context, thereby tapping into their curiosity and wonder about animals, such as butterflies. For example, raising and sharing observations about butterflies in Spring (painted lady butterflies) or in Fall (monarch butterflies) is a great way for students to explore and build knowledge and understanding about the needs and characteristics of living things.

Open (*process for introducing/framing module & agenda*), Time (15 minutes)

- Read the story Home, by Carson Ellis.
- Invite student to Think-Pair-Share about different kinds of homes (e.g., “What did you notice, think, and/or wonder about these shelters? What kind of shelters do animals, such as our classroom butterflies, need?”).

Body (main instructional & learning processes to build understanding, skills, attitudes), Time (15 minutes)

The Butterfly Habitat Challenge:

1. Head outside, after students gather a collection of loose parts (e.g., wood cookies, fabric swatches, pinecones, sanded wooden blocks, cardboard, etc.), from the secure storage area, and meet in the designated “home base” area on the yard. This staging area is where students gather before they select, play and learn with the loose parts.
2. As a follow-up activity to raising painted lady butterflies in the Spring or monarch butterflies in the Fall, ask students to think about what a butterfly shelter or habitat might look like: “What kind of shelter does a butterfly need to survive?”
3. Invite students to build a butterfly home which would meet its basic needs (e.g., air, water, food, and shelter).
4. In small groups or independently, students use their problem solving skills to find materials from the loose parts collection and create a home using loose parts.

Consolidation (processes for application & practice of knowledge, skills, attitudes), Time (60 minutes)

During the Butterfly Habitat Challenge building with loose parts time, students are able to create a butterfly home and communicate their learning orally, visually, and in writing that living things have needs (e.g., air, water, food, and shelter) that are met in their environment, thereby building their environmental literacy skills along the way.

Closure (processes for recapping, looking ahead), Time (20 minutes)

Knowledge Circle:

After the free exploration period, call the students back to the designated area and ask them to share what they built using the loose parts. Ask questions to clarify students’ knowledge and understanding (e.g., “How did your home meet the needs of a butterfly?”) and prompt students to deepen their thinking (e.g., “In nature, how do butterflies build their homes? What do monarchs need to survive?”). Record students’ knowledge and understanding and thinking skills by means of anecdotal notes, videos, photos, and in Apps like Seesaw or Pic Collage. Allow 10 minutes for clean-up and proper storage of loose parts in a secure location.

- ★ Be sure to provide time when students, who may not wish to share their learning in front of the group, can demonstrate their knowledge and understanding in a small group setting or by recording their experiences through drawings and words in their journals.

Student Reflection on Learning (i.e., critical thinking questions to extend the learning)

After each adventure outside with students, begin the next day by giving them a sticky note. Invite them to draw or write what they noticed, thought, and wondered. As the students share what they have written or drawn, organize “I noticed” and “I think” sticky notes by similarities on a piece of chart paper. Together, write the story of the day. Place the “I wonder” sticky notes on a Wonder Wall which will guide next steps for learning.

Extension Ideas & Additional Resources

At Meadowlands Public School, students participated in the creation of a stop-animation video about Monarch Butterflies for Nature Canada. Each student coloured in one frame of the video which promotes awareness about the importance of milkweed for the monarch's survival. Watch the video, *Species At Risk in the Ottawa NatureHood: The Monarch Butterfly* – <http://video.stuffedmotion.ca/V4D>.

This school-wide project led to the design and creation of a butterfly garden in front of the school. Thanks to a generous grant from the City of Ottawa Community Environmental Projects Grant Program (CEPGP),⁷ over 30 varieties of native plants, and 30 yards of dirt and mulch were purchased. During Spring 2015, 2 classes (Senior Kindergarten-Grade 1) planted over 200 plants, moved 8 yards of dirt and 22 yards of mulch to create a garden that attracts butterflies.

Today, students can often be seen observing, sketching, journaling or listening to Indigenous stories (e.g., Joe McLellan and Matrine McLellan's, Nanabosho and the Butterflies) in the butterfly garden.

Additional Teacher Resources (see Appendices):

- Nature-Based Learning: Individual Assessment
- Nature-Based Learning: Group Inquiry Tracking Sheet
- Nature-Based Learning: Well-Being Pre-Test
- Nature-Based Learning Well-Being Checklist

Teacher Reflection (*e.g., notes for next time*)

As adults, we must resist the urge to have students create a realistic butterfly habitat and trust that students learn by playing. If a student adds a bed or a refrigerator to their butterfly home, it does not mean they are not developing their knowledge and understanding about its basic needs (e.g., air, water, food, and shelter). Students need to imagine how an animal navigates through the world, meeting its needs in its environment conceptually, before they can factually know that all living things require air, water, food, and shelter. And remember, learning through play is an effective instructional strategy for kids of all ages!

⁷ City of Ottawa Community Environmental Projects Grant Program (CEPGP):
<http://ottawa.ca/en/city-hall/funding/environmental-funding/community-environmental-projects-grant-program-cepgp>

Nature-Based Learning: Individual Assessment

Name: _____

Date: _____

Provocation: _____

INSERT PHOTO

Student explores, experiments, and engages in purposeful activity: (e.g., Butterfly Habitat Challenge)

Emerging	Developing	Applying	Extending
<i>with direct support</i>	<i>with guided support</i>	<i>with minimal support</i>	

Comments:

Emergent Curriculum:

(e.g., Observations of connections student makes to other areas of the curriculum as a result of free play with loose parts.)

Science	Health	Physical Education
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Math

Number Sense	Measurement	Geometry	Patterning & Algebra	Probability
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Language

Listening	Speaking	Reading	Writing
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The Arts

Visual Arts	Dance	Drama	Music
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Nature-Based Learning: Group Inquiry Tracking Sheet

Class: _____

Date: _____

Provocation: (e.g., a challenge, story, game, etc.)

Resources: (e.g., FNMI Read Alouds, Field Guides, Loose Parts, etc.)

Curriculum Links:

Subject: _____

Strand: _____

Big Ideas: (e.g., Living Things have basic needs that are met from the environment)

INSERT PHOTO

Group Observation

What? – Observation of student exploration and thinking

(e.g., Students explored the butterfly garden and noticed a variety of plants, expressing an interest in learning plant names, such as milkweed.)

So What? – Assessment of student learning

(e.g., Students use problem-solving skills to create a butterfly habitat.)

Now What? – Planning next steps

(e.g., Explore types of plants in our butterfly garden which are food for other species.)

Nature-Based Learning: Well-Being Pre-Test⁸

Socio-emotional Well-Being (heart)

CONFIDENCE

- Increases the self-esteem and self-confidence of individuals who take part in nature-based learning

Teacher Prompts:

Relationship with the outdoors – Activities

“What do you like to do (activities) with your family in your free time?”

“What do you like to do (activities) by yourself in your free time?”

“What do you like to do in the outdoors?”

STUDENT SURVEY OF FAVOURITE ACTIVITIES

Teacher to assess students’ confidence level re: going outside

Emerging with direct support	Developing with guided support	Applying with minimal support	Extending

SOCIAL SKILLS

- Improves an individual’s ability to work co-operatively and increases their awareness of others

Teacher Prompts:

Interpersonal Relationships

“What do you like to do with your friends?”

“What do you like to do with your classmates?”

TEACHER OBSERVATION OF STUDENT INTERACTIONS WITH OTHERS

Teacher to assess students’ ability to navigate social situations and have needs met (e.g., speaking respectfully to adults, listening to the points of views of other students, etc.)

Emerging with direct support	Developing with guided support	Applying with minimal support	Extending

Cognitive Well-Being (mind)

KNOWLEDGE AND UNDERSTANDING

- Encourages an improved relationship with and better understanding of the outdoors
- Assessment of Students’ Positional Language Knowledge** (e.g., FSL students identify: sur, sous, dans, devant, derrière, à côté de, dessus, dessous, à l’intérieur, à l’extérieur, entre, le long)

Teacher to assess students’ ability to place objects in relation to one another

Emerging with direct support	Developing with guided support	Applying with minimal support	Extending

⁸ This Pre-Test design was based on the Ottawa-Carleton District School Board’s Framework for Student Well-Being.

TEACHER OBSERVATION OF PLAY

Emerging with direct support	Developing with guided support	Applying with minimal support	Extending
Parallel	Symbolic (e.g., imitation)	Complex (e.g., beginning to make choices for self)	Exploratory (e.g., goes beyond comfort level, risk taking)

LANGUAGE AND COMMUNICATION

Teacher Prompts:

“Do you like being outside?”

“What do you do when you are outside?”

*“How much do you know about **nature**?”*

Assessment of Students’ Nature Vocabulary

Show pictures of a woodland setting

“What do you see?”

“What is happening?”

Teacher to assess students’ ability to communicate vocabulary related to nature

Emerging with direct support	Developing with guided support	Applying with minimal support	Extending

MOTIVATION AND CONCENTRATION

- Counters a lack of motivation and negative attitude to learning

Assessment of Students’ Engagement

Insert **VIDEO** in class of those students with low engagement in seat work activities

Teacher to assess students’ focus on a seat-work task in the classroom

Emerging with direct support	Developing with guided support	Applying with minimal support	Extending

Physical Well-Being (body)

PHYSICAL SKILLS

- Gross and fine motor skills

Teacher Prompts:

“What is exercising?”

“Do you like to exercise?”

“Where do you exercise?”

Assessment of Students’ Gross Motor Skills

Insert **VIDEO** of students of concern walking up and down stairs

Teacher to assess students’ gross motor skills

Emerging with direct support	Developing with guided support	Applying with minimal support	Extending

ONTARIO CURRICULUM LINKS:

Language⁹ and French as a Second Language:¹⁰

- Listening to Understand: determine meaning in a variety of oral texts, using listening strategies (e.g., nature related vocabulary, flora and fauna nomenclature, etc.).
- Speaking to Communicate: communicate information and ideas orally, using a variety of speaking strategies and age- and grade-appropriate language suited to the purpose and audience (e.g., reflecting on and sharing “the stories of the day” at Forest School with the group at the campfire).
- Writing for purpose, Audience and Form: write in a variety of forms and for a variety of purposes and audiences, using knowledge of vocabulary and stylistic elements to communicate clearly and effectively (e.g., keeping a Forest School journal, creating a Forest School field guide, etc.).

Mathematics:¹¹

Geometry

- Describe the relative locations of objects on concrete maps created in the classroom. (Sample problem: Work with your group to create a map of the classroom in the sand table, using smaller objects to represent the classroom objects. Describe where the teacher’s desk and the book- shelves are located.)
- Describe the relative locations of objects or people using positional language (e.g., over, under, above, below, in front of, behind, inside, outside, beside, between, along).

Social Studies:¹²

Mapping skills: Near, Far, Close

- A2.3 analyse and construct simple maps as part of their investigations into places that are significant to them or to their family (e.g., construct a map that includes a title, legend, and directions to show the route from their school bus to Forest School; find the entrance, campfire, and their outdoor classroom on a map of their Forest School)
- B3.3 describe the location of some significant places in their community, using relative location (e.g., near, far, up, down), relative distance (e.g., close, far, farther), and relative direction (e.g., right, left, in front, behind)

Health and Physical Education:¹³

Physical literacy skills

⁹ The Ontario Curriculum: Language, Queen’s Printer for Ontario, 2006 (Revised).

¹⁰ The Ontario Curriculum: French as a Second Language, Queen’s Printer for Ontario, 2015 (Revised).

¹¹ The Ontario Curriculum: Mathematics, Queen’s Printer for Ontario, 2005 (Revised).

¹² The Ontario Curriculum: Social Studies, Queen’s Printer for Ontario, 2015 (Revised).

¹³ The Ontario Curriculum: Health and Physical Education, Queen’s Printer for Ontario, 2015 (Revised).

Nature-Based Learning: Well-Being Checklist

Date: _____

	Name	Socio-Emotional			Cognitive				Physical		Reading Level
		Confidence in the Outdoors	Social Skills Team Work	Resilience and Risk Taking	Problem solving skills	Planning skills	Vocabulary related to the outdoors	Concentration « On task »	Gross Motor	Fine Motor	
1											
2											
3											
4											
5											
6											
7											
8											
9											
10											
11											
12											
13											
14											
15											
16											
17											
18											
19											
20											

Nature-Based Learning: Marking Rubric

Name: _____

Date: _____

Provocation: _____

Checking for Understanding:

- Observations noted during the building period (e.g., students are using loose parts to create butterfly habitats by...)
- Questioning students during the free exploration period to check for knowledge and understanding of the basic needs of butterflies (e.g., You have chosen fabric swatches, which part of the butterfly habitat are you going to create with them?)
- Prompting to deepen knowledge and understanding and relating it to another subject area (e.g., Science: Structures and Mechanism – “Which materials did you use to create a solid base for your butterfly home?”)
- Conferencing with small groups of students about the planning of their butterfly habitats and providing descriptive feedback (e.g., Stars and Steps assessment “as” learning)

Comments:

Success Criteria:	Emerging	Developing	Applying	Extending
Knowledge and Understanding: Students are able to name the basic needs of living things (e.g., air, water, food, and shelter).				
Thinking: Use creative thinking skills to plan and build a butterfly habitat using loose parts.				
Communication: Communicate knowledge and understanding about the needs and characteristics of living things as they relate to butterfly habitats, orally, in written words, or in pictures.				
Application: Apply knowledge about the needs of living things to how animals meet their needs in the environment.				

Stars and Steps: