

SOCIAL-EMOTIONAL LEARNING AND NATURE:

TEACHER GUIDE

*A teacher's guide to using nature as a tool for social-emotional learning
in and out of the classroom*



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1. MEET MY WATERSHED

Nature Focus: Land and Water [Watershed]
Social/Emotional Focus: Social Awareness

Format: Videos/Group Discussion
Setting: Indoors/Virtual

OBJECTIVES

- Learn what a watershed is and that we live in the Delaware River Watershed
- Learn that all the things that exist in our lives are encompassed in the watershed too

MATERIALS

- Video and worksheet [See directions below.]

DIRECTIONS

- 1) **PRE-ACTIVITY:** Ask students how they are feeling. Gather a total head count of who is attending the activity and approximately how many students noted feeling a certain way using the *Feelings Assessment Chart* (see page 49).
- 2) View the short video about the Delaware River Watershed [VIDEO LINKED HERE](#).
- 3) Discuss what they saw in the video that looks familiar, and what does not.
- 4) As a class, review the first slide in the Power Point [LINKED HERE](#) that defines "What is a watershed".
- 5) In the next section, students will view different images through pretend binoculars.
- 6) Distribute the checklist worksheet on page 3, and ask students to check off the boxes that apply to each of the 13 slide views in the Power Point.
- 7) Flip through the slides on a shared screen while each student fills out their own checklist. If they want to, there is an extra column for them to add a short comment about what they are looking at.
- 8) Review the definition of a watershed again and ask them to name one place outdoors in their own neighborhood or community that could be added at the end of this slideshow as a new image to describe their watershed (this is a trick question because everything outside is part of the watershed).
- 9) Ask students to think about and share with others the place they thought of for #8 and what happens to it when it rains. If they don't know, invite them to imagine it, but also, if possible, to go there on a rainy day and "report back".
- 10) **POST-ACTIVITY:** Ask students how they are feeling. Gather a count of approximately how many students noted feeling a certain way using the *Feelings Assessment Chart* (see p.49)

WATERSHED CONNECTION

Remind students that a **watershed** is an area of land that drains water (from rain and snowmelt) into a body of water, like the Delaware River or into storm drains. Each of us lives in the Delaware River Watershed.

EVALUATION NOTES

Items to include in feedback:

- Pre- and post-*Feelings Assessment Chart* (see page 49)/observations.
- In the [evaluation feedback LINKED HERE](#), please note any adjustments on how you implemented the activity.

ADDITIONAL RESOURCES (Optional)

- EnviroScape Demonstration (Heritage Conservancy – 7 minutes): https://youtu.be/s_BY0IMHj6g
- How green tools protect Philly's waterways (Philadelphia Water Department – 1.5 minutes): <https://vimeo.com/205411916>
- Welcome Back, Otter! Streams to sewers to green again: Philly's story (Philadelphia Water Department – 2 minutes): <https://vimeo.com/307146290>
- Draw-a Watershed Worksheet (see page 4)

What do you see *through* your binoculars?

Put an x in all the boxes that apply:

View #	I see animals	I see plants	I see people	I see water or how it drains	Write a word comment about what you see here:
1					
2					
3					
4					
5					
6					
7					
8					
9					
10					
11					
12					
13					



Draw-a-Watershed

Draw what you think a watershed is:

Explain the drawing in your own words. Write at least 2 sentences:

(*From the Alliance for Watershed Education toolkit developed by Two Roads Consulting.)

2. and 3. JOURNAL AND DISCUSSION PROMPTS

Nature Focus: Varied
Social/Emotional Focus: Varied

Format: Independent Journal
Writing/Drawing/Group Discussion
Setting: Indoors/Virtual/Outdoors/School
Grounds

OBJECTIVES

- To offer students time for self-reflection, connecting to nature, and/or developing social awareness through group discussion

MATERIALS

- Nature Journal [if applicable]
- Magnifying glass [if going outside]
- Art supplies if drawing as part of journal prompt [optional]

DIRECTIONS

1) **Independent Journaling:**

- a. If using journaling as the selected activity, please encourage students to write and/or draw a response to the prompt. They could even write a poem or use another creative format for their response such as a collage, or taking 3 to 5 photos, or draw pictures and write captions for the photos/drawings.
- b. Student response should include the date, pre- and post- feelings assessment and the prompt.

2) **Group Discussion:**

- a. The prompts can also be used for group discussion during morning meetings, related to a lesson, or during other parts of the day.
- b. Complete a pre- and post- feelings assessment with the students using the images, colors, or numbers provided in the *Feelings Assessment Checklist* (see page 49).

PROMPTS

1. What is nature? *
2. When I spend time outside/in nature, I feel.... *
3. Something that I can do to help the planet is.... *
4. Draw a picture of something in nature (outdoors that is natural – not human made) that represents how you feel today. Explain why you picked that object. [Consider doing this in the morning and the afternoon to assess how their feelings might change throughout the day.]

5. Nature Journaling:
 - a. Sit outside or view nature out a window.
 - b. Take a few deep breathes and scan the area you can see.
 - c. Spend a couple of minutes looking high to the sky, low to the ground, and everywhere in between.
 - d. Pick a natural object that you see (not human made) to draw (i.e. an insect, a tree, clouds, a bird, etc....).
 - e. Carefully observe the details of the object and draw in detail. Jot down notes about what you observe, such as colors, shapes, size, what it is doing (if an animal), etc....
 - f. **NOTE:** this can be repeated monthly/seasonally, encouraging students to monitor the same object over time, pick something new each time, or to visit new natural areas.
6. No matter where I am, nature is all around me because...
7. A place outdoors/in nature that is special to me is... because....
8. Do you think that as a human, you are a part of nature? Why/why not?
 - a. If additional discussion time is needed, consider including one of these book options:
 - i. Seeds of Change by Jen Cullerton Johnson:
<https://www.youtube.com/watch?v=qs-xFy8DrPA>
 - ii. Just a Dream by Chris Van Allsburg:
<https://www.youtube.com/watch?v=CLeHjr84c8A>
 - iii. The Lorax by Dr. Seuss
9. Select a plant or animal found outdoors that you think represents you. Why did you select that plant or animal?
10. Imagine that you are a body of water (the ocean, a lake, or a river) that is being polluted (trash dropped along the banks, chemicals being put into it, etc....). Write about how this makes you feel and think about some ideas on how humans can help to solve your pollution problem.
 - a. **NOTE:** This prompt may leave students feeling frustrated or sad about the human impact on the environment. Consider adding in additional time for discussion about the ways that we as humans can make changes to solve those problems. Sharing some of these positive quotes from other students about how they feel about doing a community project might help:
 - i. "I feel good. I will collect trash and keep the world clean and make the world a better place. I will place trash in a recycle bin and I will never litter."
 - ii. "Kind of good because I am helping the community."
 - iii. "We need to shut the taps, never litter, reduce, reduce, reduce. I know I can do that and tell others."
 - iv. "It is exponential you know, I tell 2 people and they tell 2, and so on and soon everyone will know."

- v. "I feel like a hero!"
 - vi. "I am excited to know there are several places in our city helping to save animal habitats, protecting animals and teaching kids about it. Thanks!"
11. What are three things in nature that you are thankful for?
 12. *"It is up to you to see beauty in everyday things."* ~unknown What is one thing you see regularly in nature that you think is beautiful?
 13. Think about water and our watershed (see first activity of the SEL/Nature program), write a love letter to the watershed or a body of water like the Delaware River or a local creek.
 14. Write a diary entry from the point of view of a tree. What kinds of things would you see? What animals and plants would interact with you and how? Describe where you would live.
 - a. Alternatively, they can pick to write from the point of view of something really small, like an ant, or a butterfly.
 15. What do you think the earth would want to tell you if it could talk? What would you want to tell the earth?
 16. Think about your favorite type of weather and write a poem about how your favorite type of weather makes you feel.
 17. What's one natural feature of your yard/school grounds that you think is really special, and why? (Favorite tree, favorite patch of flowers, animals that visit, etc.) Write a thank you note to the natural feature of your choosing, draw a picture to go with it if you would like.
 18. Do you love the earth? Why/why not? Does the earth love you? How do you know?*

*For these prompts, consider completing with students once near the beginning of the school year, and at the end of the school year.

WATERSHED CONNECTION

Throughout the journal prompt preparations/discussion you can remind students that a **watershed** is an area of land that drains water (from rain and snowmelt) into a body of water, like the Delaware River or into storm drains. Each of us lives in the Delaware River Watershed. We are connected to each other, the land, plants, animals, and water via the watershed.

EVALUATION NOTES

Items to include in [feedback form linked here](#):

- Pre- and post- *Feelings Assessment Chart* (see page 49)/observations. Students can note them at the start and end of their journal writing. Within group discussions please count the number of students noting each overall category of feelings.
Please submit any significant/thoughtful student journal responses to sfredebaugh@heritageconservancy.org

4. FIRST IMPRESSIONS [adapted from Project WILD, page 178]

Nature Focus: Animals

Social/Emotional Focus: Self-Awareness;
Social Awareness

Format: Group Discussion

Setting: Indoors/Virtual/School Grounds

OBJECTIVES

- Distinguish between reactions to certain animals based on stereotypes, myths or pre-conceived notions and reactions based on facts
- Help students to learn about important ecosystem benefits that the animals provide
- Help students to explore how they feel about certain animals and determine if learning more facts about the animal impacts their previous perspective

MATERIALS

- Cards/pictures of different animals [see activity resources provided on the following pages, or use your own selected photos]
- Animal facts [see activity resources on the following pages for options]
- Items needed for variations and extensions on the following pages (optional)

DIRECTIONS

- 1) **PRE-ACTIVITY:** Ask students how they are feeling. Gather a total head count of who is attending the activity and approximately how many students noted feeling a certain way using the *Feelings Assessment Chart* (see page 49).
- 2) One at a time, hold up a picture of an animal to the students. Ask them to either write down or share the first thing that comes to their mind when they see the animal. Students might share how they feel about the animal, what they like about it, such as its bright colors, etc.
- 3) After each picture, ask a couple students to share what they think and why they feel that way about the animal. Share with the students a few of the interesting facts about the animal.
 - a. For example, students might be afraid of the spider, but they may be interested to learn that the spiders help to control mosquitoes, can be very colorful, and are food for other animals.
- 4) Discuss with the students that first impressions on animals, plants, people, ideas, etc.... should not be the sole basis for our perception of something, but instead based on facts and accurate information. Sometimes once we know the facts, we may have a different feeling or perspective related to that animal, plant, or person.
- 5) After repeating this process with different animal pictures, highlight some of the animals that students discussed the most.
 - a. Which animals were students most afraid of and why?
 - b. Which animals did the students like and why?
 - c. Have the students seen the animals in person before?

- d. What did they learn about the animals' roles in the natural environment that they liked?
- e. Did the facts they learned about the animals change their initial opinions at all?

6) **POST-ACTIVITY:** Ask students how they are feeling. Gather a count of approximately how many students noted feeling a certain way using the Feelings Assessment Chart (see p.49).

WATERSHED CONNECTION

Remind students that a **watershed** is an area of land that drains water (from rain and snowmelt) into a low area such as a body of water, like the Delaware River or a storm drain. We live in the Delaware River Watershed and are connected to each animal and plant and other humans through the land. Each plant, animal, and human plays a role in the health of the land and water.

EVALUATION NOTES

Items to include in feedback:

- Pre- and post- *Feelings Assessment Chart*, (see p 49) /observations.
- In the [evaluation feedback LINKED HERE](#), please note any adjustments on how you implemented the activity. For example, if you had students draw pictures of something they are afraid of or students worked in small groups for discussion, etc....

4. FIRST IMPRESSIONS [adapted from Project WILD, page 178]

Nature Focus: Animals

Social/Emotional Focus: Self-awareness;
Social Awareness

Format: Group Discussion

Setting: Indoors/Virtual/School Grounds

RESOURCES – PHOTOS

Argiope Spider [Garden Spider]



American Robin



Red Fox



Green Frog



Garter Snake



Eastern Tiger Swallowtail Butterfly



Mallard Duck



Eastern Gray Squirrel



RESOURCES – ANIMAL FACTS

Argiope Spider [Garden Spider]

- Common garden spider that is brightly colored.
- They are harmless to people.
- Artists – they make a unique zigzag pattern in their webs (the exact reason is unknown, but it might help make the web more visible, so birds avoid flying through and breaking their web).
- They like making their webs in sunny areas (does anyone else enjoy sitting in the sun to stay warm?).
- They help to control insect populations – like mosquitoes!

American Robin

- It is a common bird found in many habitats including towns, cities, forests, and mountains.
- They are often considered a sign that spring is on the way, although they tend to live in the area year round.
- They eat a variety of food, such as earthworms and fruit, especially berries.
- Their eggs are a bright blue color!
- Both mom and dad help to feed the young nestlings.

Red Fox

- They are about the size of a small to medium sized dog.
- Foxes are considered to be resourceful, living around the world in many habitats and adapting to many human environments.
- The fox's thick tail helps it to balance, acts as a warm cover in cold weather, and it uses it to communicate with other foxes.
- What does the fox say? Well, they make some very strange high-pitched shrieking/screaming sounds.
- Red foxes have great hearing; they can hear a small rodent digging underground!

Green Frog

- They can be a range of colors, beyond just green...including browns, yellows and even on rare occasions blue!
- They can live on the land and in the water, but always need to stay in/near a body of water.
- Green frogs can make as many as six different types of calls, including a sound that is like a banjo string being plucked.
- Green frogs, like other frogs, undergo an amazing metamorphosis, changing from an egg, to a tadpole, to a froglet, and then growing to become an adult frog.

- They not only eat a variety of insects, but they are food for many animals too, like the great blue heron, raccoons, and snakes.

Garter Snake

- Often they have stripes along their body, but they can be black, brown, or gray and have white, yellow, blue, or greenish stripes.
- Unlike many other snakes, the garter snake does not lay eggs; instead it bears live young and can have 20 to 40 babies at one time!
- Once born, the baby snakes are independent and start finding food (less dependent on mom and dad compared to birds and mammals).
- Sometimes they stink! When threatened, they may give off a bad-smelling musk to deter the predator.
- They are an important predator and help to control small rodent populations.

Eastern Tiger Swallowtail Butterfly

- They start off as a very tiny egg then grow into a green caterpillar that eats and eats until it is ready to form a chrysalis. Then it emerges as a butterfly with beautiful bright colors!
- As the caterpillar grows it turns green with yellow and black eye spots to try to confuse predators. They have an osmeterium (a defensive organ that it projects out of its head – many fun videos showing this cool trick) and a stinky smell they can emit to defend themselves.
- Some of them may be tricky! Some of them are a bluish-black color morph, which may be a type of mimicry (looks like a different butterfly that doesn't taste good) to help it avoid being eaten.

Mallard Duck

- Male ducks have a beautiful bright green head. Both females and males have a dark blue-black band of feathers that are bordered by white on their wings.
- They are the ancestors to many of the domestic ducks we have today.
- They are part of the group of waterfowl called “dabbling ducks”, which means they tip their head over into the water, put their tail feathers in the air, and use their beaks to eat plants, snails, worms and other food in the water.
- Mallards that migrate have been found to fly up to 55 miles per hour!

Eastern Gray Squirrel

- They use their tails to communicate with each other and try to tell us things when they twitch and flick their tails at us too (kind of like how cats and dogs use their tails to help them communicate).

- Squirrels bury nuts all around to save for winter and to eat later. They try to relocate their nuts again by smell, but they do not recover all of the nuts they bury. This is great for forests because it is estimated that worldwide squirrels plant millions of trees each year by accident!
- They do not hibernate during the winter, so they have to find other ways to adapt to the cold temperatures and snow.
- They make nests in trees that look like a messy ball of leaves and sticks (make sure to look up in the trees during the winter, it's a great time to see these squirrel homes!). These squirrel nests are called a drey.
- They are very suspicious of others when burying their nuts and will perform "fake-out" nut burying. They will spend time digging and pretending to bury something to throw off onlookers like other squirrels and animals.

4. FIRST IMPRESSIONS [adapted from Project WILD, page 178]

Nature Focus: Animals

Social/Emotional Focus: Self-awareness;
Social Awareness

Format: Group Discussion

Setting: Indoors/Virtual/School Grounds

VARIATIONS

For younger students:

- Write the name of the animal on the board then write the words that the students say.

For older students:

- Have students write the name of each animal that you show and then have them write the first word that they think of related to that animal.

In-person option:

- If students are in the classroom or outside, the words "Like", "Dislike" or "Neutral" can be placed around the room or outdoor space.
- After showing the picture, ask students to quietly move to one of the words based on their first instinct (hopefully not moving simply to where their friend is standing).

Extensions:

- Ask students to draw an animal that they are afraid of and then have them research five facts about how that animal helps humans and the environment.
- Have students share their picture and a fact with the class. Ask students to say if learning more about the animal changed their first impression or not.

5. MINDFULNESS MOMENT WITH WATER

Nature Focus: Water

Social/Emotional Focus: Self-awareness,
Self-management

Format: Videos/Group Discussion

Setting: Indoors/Virtual/Outdoors

OBJECTIVES

- Provide students with tools needed to connect with the present moment
- Empower students to accept current thoughts in a calm manner
- Teach healthy ways to accept and manage emotions
- Teach the usefulness of nature in our daily lives

MATERIALS

- Mindfulness Moment with Water video found [HERE](#)
- Paper and writing tools, such as a pencil or crayons

DIRECTIONS

- 1) **PRE-ACTIVITY:** Ask students how they are feeling. Gather a total head count of who is attending the activity and approximately how many students noted feeling a certain way using the *Feelings Assessment Chart*, (see page 49).
- 2) Introduce the element of water as a natural resource required by all living things on the planet, including people, animals, and plants. Remind students of the definition of a watershed (an area of land that drains all the streams and rainfall to a common area like a lake or storm drains).
- 3) Have the students prepare for the mindfulness video by having them sit comfortably and quietly, taking a few deep breaths. Ask them to think about how their body feels –calm, tense, tight, loose, warm, etc.
- 4) Show the [Mindfulness Moment with Water video](#) in its entirety. Please make sure the audio is loud enough for students to hear the water and the narration.
- 5) After the video, ask students to write or draw about what they noticed in the video such as bird songs or other sounds. Did they notice anything about themselves while they sat still?
- 6) Discuss how water can make one feel, perhaps calm like after the video, or excited when near big waves at the beach, or refreshed like when you drink a cold sip of water on a hot summer day.
- 7) **POST-ACTIVITY:** Ask students how they are feeling using the *Feelings Assessment Chart*, (see page 49). Gather a count of approximately how many students noted feeling a certain way.

- 8) **EXTENSION:** Ask students what it might feel like to be water draining from a stream into a lake or a water droplet flowing down the street and into a storm drain. Can they show through movement how that water travels?

WATERSHED CONNECTION

Remind students that a **watershed** is an area of land that drains water (from rain and snowmelt) into a body of water, like the Delaware River or storm drains. Each of us lives in the Delaware River Watershed.

EVALUATION NOTES

Items to include in feedback:

- Pre- and post- *Feelings Assessment Chart* (see p. 49)/observations.
- In the [evaluation feedback LINKED HERE](#), please note any adjustments on how you implemented the activity.

6. MINDFULNESS MOMENT WITH TREES

Nature Focus: Trees

Social/Emotional Focus: Self-awareness; Self-management

Format: Videos/Group Discussion

Setting: Indoors/Virtual/School Grounds/Outdoors

OBJECTIVES

- To practice balance, calm breathing, focus and staying in the present moment
- Teach the usefulness of nature in our daily lives

MATERIALS

- Mindfulness Moment with Trees video found [HERE](#)
- Tree pose activity sheet resources found on the following pages

DIRECTIONS

- 1) **PRE-ACTIVITY:** Ask students how they are feeling. Gather a total head count of who is attending the activity and approximately how many students noted feeling a certain way using the *Feelings Assessment Chart*, (see p. 49) .
- 2) Have the students prepare for the mindfulness video by having them sit comfortably and quietly, taking a few deep breaths. Ask them to think about how their body feels –calm, tense, tight, loose, warm, etc.
- 3) Show the [Mindfulness Moment with Trees video](#) in its entirety or simply play the audio while students view a tree outdoors. Please make sure the audio is loud enough for students to hear the nature sounds and the narration.
- 4) After the video is done, ask students to stand up to learn “Tree Pose.” They should stand near their desk or chair, with room to spread their arms and legs. If needed, show the activity pose pictures found on the following pages. Guide them through this section calmly and slowly to give them time to focus on how their body feels as they grow into a tree.
 - a. Students will crouch down into a ball as they imagine they are a seed being planted into the soil.
 - b. Tell students to image they are in the sun and then it starts raining on them. Instruct them to begin standing up slowly, breathing quietly and calmly. They can imagine they are growing into a tree, feeling the ground beneath their feet/roots supporting their trunk.
 - c. As students begin to stand to their full height, they should reach their arms/branches overhead, stretching as high as they can. Slowly, students can lower their arms/branches slightly to reach out to either side. They can wave their hands calmly or roll their wrists, as leaves blowing in the wind.

- d. Once students are settled into a full standing position with arms stretched open, they can plant one foot firmly into the earth, and slowly raise the other so the raised foot is settling onto the inner calf or thigh of the planted leg. This is known as “tree pose” in yoga.
 - e. Encourage students to hold tree pose for two or three slow breaths. Have them calmly and slowly switch feet. Hold tree pose on the other side for two or three slow breaths.
 - f. **Tip** – For better balance, students can place one hand on their chair or desk; alternatively, students can stand tall, both feet on the ground, arms stretched to either side or upwards.
- 5) **POST-ACTIVITY:** Ask students how they are feeling using the *Feelings Assessment Chart*, (see page 49). Gather a count of approximately how many students noted feeling a certain way.
 - 6) **EXTENSION:** Ask students if they can imagine feeling strength from the earth as they stand tall and strong like a tree. Were they able to slow their breath and thoughts while they maintained balance? Can they practice this at home when they feel like they need a reminder to be calm or strong?

WATERSHED CONNECTION

Remind students that a **watershed** is an area of land that drains water (from rain and snowmelt) into a body of water, like the Delaware River or into storm drains. Each of us lives in the Delaware River Watershed. Trees are a critical part of the watershed! They help to remove pollutants, keeping our drinking water clean; their roots keep soil in place to prevent erosion; provide shade to keep temperatures cool, and so much more!

EVALUATION NOTES

Items to include in feedback:

- Pre- and post-using the *Feelings Assessment Chart*, (see page 49)/observations.
- In the [evaluation feedback LINKED HERE](#), please note any adjustments on how you implemented the activity

6. MINDFULNESS MOMENT WITH TREES (Resources)

Nature Focus: Trees

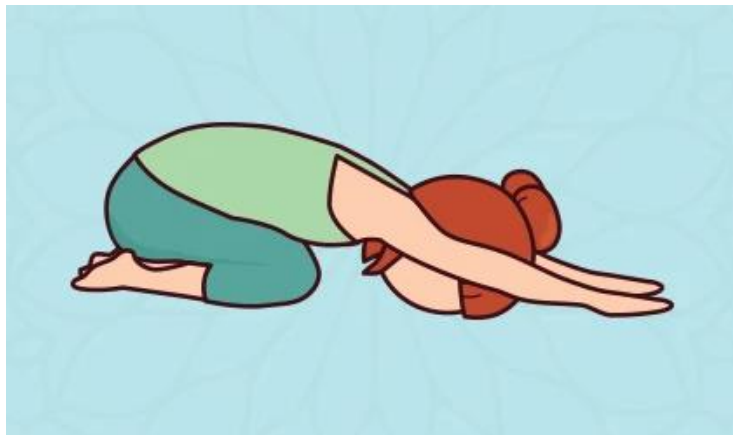
Social/Emotional Focus: Self-awareness;
Social Awareness

Format: Videos/Group Discussion

Setting: Indoors/Virtual/School Grounds/
Outdoors

RESOURCES – ACTIVITY PHOTOS

SEED POSE



flowandgrowkidsyoga.com

GROWING INTO A TREE



shutterstock.com

TREE POSE



clipartmax.com

TREE POSE WITH CHAIR



PNGitem.com

7.a BOOK PROMPT 1: The Hugging Tree by Jill Neimark

Nature Focus: Trees

Social/Emotional Focus: Social-awareness, Relationship skills, Responsible Decision Making

Format: Individual reflection and group discussion

Setting: Outdoors/Indoors/School Grounds

OBJECTIVES

- Help students to learn about resilience and caring for others
- Encourage students to think positively about themselves, others, and trees

MATERIALS

- Nature journal
- Writing utensil
- Art supplies (optional)

JOURNAL PROMPTS AND ACTIVITIES

1. **PRE-ACTIVITY:** Ask students how they are feeling. Gather a total head count of who is attending the activity and approximately how many students noted feeling a certain way using the *Feelings Assessment Chart*, (see p 49).
2. **Tree of strength activity [from Edumotion SEL]:**
 - a. Ask students to imagine that they are a tree and their body is the trunk.
 - b. Ask students to imagine that coming off of their branches are their leaves, which are their strengths.
 - c. Ask students to draw a picture of a tree with individual leaves. On each leaf have them write one of their strengths, or a positive word they can use to describe themselves. (Alternatively, this can be a class discussion.)
3. **Extra Prompt Ideas:**
 - What is resilience? Write about a time that you have been resilient.
 - Write about a time you helped someone with a problem or something that was difficult, or, write about a time when someone helped you with a problem or something that was difficult.
4. **POST-ACTIVITY:** Ask students how they are feeling using the *Feelings Assessment Chart*, (see p 49). Gather a count of approximately how many students noted feeling a certain way.

EVALUATION NOTES

Items to include in feedback:

- Pre- and post- *Feelings Assessment Chart* (See p. 49)/observations.
- In the [evaluation feedback LINKED HERE](#) please note any adjustments on how you implemented the activity

7.b BOOK PROMPT 2: We Planted a Tree by Diane Muldrow

Nature Focus: Trees

Social/Emotional Focus: Social-awareness, Responsible decision making, self-management

Format: Individual reflection and group discussion

Setting: Outdoors/Indoors/School Grounds

OBJECTIVES

- Help students to learn about all the things trees do for us
- Practice gratitude towards nature

MATERIALS

- Nature journal
- Writing utensil
- Art supplies (optional)

JOURNAL PROMPTS AND ACTIVITIES

1. **PRE-ACTIVITY:** Ask students how they are feeling. Gather a total head count of who is attending the activity and approximately how many students noted feeling a certain way using the *Feelings Assessment Chart*, (see page 49).
2. Read your class "We Planted a Tree" by Diane Muldrow.
3. **Tree Life Cycle Activity:**
 - a. Lead the students in a series of gentle movements where they act out the life cycle of a tree. Start as a seed, crouched on the ground.
 - b. Slowly move upwards and outwards as you become a sapling, spreading your arms and legs out a bit further, until you are standing tall with your arms out as a full-grown tree.
 - c. Instruct students to take deep breaths as they go through the motions to become a tree.
4. **Extra Prompt Ideas (Journal or Class Discussion)**
 - Think about all the things trees do for us, and write a thank you note to a tree, thinking about the ways you are grateful for them.
 - Thinking of all the ways trees provide for us, how can we help them in return?
Examples: Recycling paper, buying second hand books/donating old books, keeping our parks clean by not littering, participating in a trash clean up, participating in a tree planting, telling others to recycle/reduce paper waste.
5. **POST-ACTIVITY:** Ask students how they are feeling using the *Feelings Assessment Chart* (see p 49). Gather a count of approximately how many students noted feeling a certain way.

EVALUATION NOTES

Items to include in feedback:

- Pre- and post- *Feelings Assessment Chart* (see page 49)/observations.
- In the [evaluation feedback LINKED HERE](#), please note any adjustments on how you implemented the activity.



7.c BOOK PROMPT 3: If You Find a Rock by Peggy Christian

Nature Focus: Rocks

Social/Emotional Focus: Responsible decision making

Format: Individual reflection and group discussion

Setting: Outdoors/Indoors/School Grounds

OBJECTIVES

- Encourage students to think creatively and mindfully
- Encourage students to interact with nature in new ways

MATERIALS

- Nature journal
- Writing utensil
- Magnifying glass

JOURNAL PROMPTS AND ACTIVITIES

1. **PRE-ACTIVITY:** Ask students how they are feeling. Gather a total head count of who is attending the activity and approximately how many students noted feeling a certain way using the *Feelings Assessment Chart*, (see page 49).
2. Read "If You Find a Rock" by Peggy Christian to the class.
3. **Nature Walk Activity:**
 - a. Have students take their magnifying glasses outside with them for a nature walk.
 - b. Ask students to be on the lookout for rocks that catch their eye.
 - c. When a student finds a rock that catches their eye, instruct them to slowly turn it over.
 - d. If nothing appears to be living under the rock, instruct them to pick it up gently and feel it with their hands.
 - e. Ask them to jot down a few notes in their nature journal about how it feels and looks, and what they found underneath it.
 - f. Ask them to describe the rock in as much detail as they can.
 - g. Ask them to use their magnifying glass to take a closer look at their rock and describe the color, texture, and any other notes about the rock in their nature journal.
 - h. After writing their notes, ask them to gently place the rock back where they found it, very slowly, being mindful that there are lots of critters that live under and around rocks.
4. **Extra Prompt Ideas: (Journal or Group Discussion)**
 - Write a creative story about a rock and where it came from and how it has been impacted by its environment (Ex. Broken off of a larger rock, carried by the Delaware River, pushed to a new location during a flood, sediment build up).
 - Write about your favorite ways to interact with/use rocks in nature, and if you

don't have one, write about a way to interact with/use rocks that was mentioned in the book that you want to try, or something that surprised you.

5. **POST-ACTIVITY:** Ask students how they are feeling using the *Feelings Assessment Chart*, (see p 49). Gather a count of approximately how many students noted feeling a certain way.

EVALUATION NOTES

Items to include in feedback:

- Pre- and post- *Feelings Assessment Chart* (see p 49)/observations.
- In the [evaluation feedback LINKED HERE](#), please note any adjustments on how you implemented the activity.

7.d BOOK PROMPT 4: I Talk Like a River by Jordan Scott

Nature Focus: River/varied

Social/Emotional Focus: Relationship skills, social-awareness

Format: Individual reflection and group discussion

Setting: Indoors/School Grounds

OBJECTIVES

- Help students to learn about what it means to have empathy
- Encourage students to relate to nature in new ways

MATERIALS

- Nature journal
- Writing utensil

JOURNAL PROMPTS AND ACTIVITIES

1. **PRE-ACTIVITY:** Ask students how they are feeling. Gather a total head count of who is attending the activity and approximately how many students noted feeling a certain way using the *Feelings Assessment Chart*, (see p.49).
2. Read your class "I Talk Like a River" by Jordan Scott
3. **Journal Prompt Ideas: (Journal or Group Discussion)**
 - What characteristics or traits do you share with nature?
 - Reflect on how the boy's classmates treated him in the book. What are some things you would do differently, to treat someone with kindness? What are some ways you can include/be kind to your classmates?
4. **POST-ACTIVITY:** Ask students how they are feeling using the *Feelings Assessment Chart*, (see p 49) . Gather a count of approximately how many students noted feeling a certain way.

EVALUATION NOTES

Items to include in feedback:

- Pre- and post- *Feelings Assessment Checklist* (see page 49/observations).
- In the [evaluation feedback LINKED HERE](#), please note any adjustments on how you implemented the activity.

7.e BOOK PROMPT 5: What Does it Mean to Be Kind? by Rana DiOrio

Nature Focus: Varied

Social/Emotional Focus: Relationship skills, Responsible Decision-Making, Social-Awareness

Format: Individual reflection and group discussion

Setting: Indoors/School Grounds

OBJECTIVES

- Encourage students to be kind to each other and the Earth
- Encourage students to think about what kindness means

MATERIALS

- Nature journal
- Writing utensil

JOURNAL PROMPTS AND ACTIVITIES

1. **PRE-ACTIVITY:** Ask students how they are feeling. Gather a total head count of who is attending the activity and approximately how many students noted feeling a certain way using the *Feelings Assessment Chart*, (see page 49).
2. Read your class "What Does it Mean to Be Kind?" by Rana DiOrio
3. **Journal Prompt Ideas: (Journal or Group Discussion)**
 - What does it mean to be kind to the Earth?
 - What are some things you can do to be kind to the Earth?
 - In what ways is the Earth kind to humans?
4. **POST-ACTIVITY:** Ask students how they are feeling using the *Feelings Assessment Chart*, (see p 49) . Gather a count of approximately how many students noted feeling a certain

EVALUATION NOTES

Items to include in feedback:

- Pre- and post- *Feelings Assessment Chart*, (see p 49)/observations.
- In the [evaluation feedback LINKED HERE](#), please note any adjustments on how you implemented the activity.

8. CHANGING PERSPECTIVES [adapted from Duke Farms Nature Journal Prompts]

Nature Focus: Sights, Sounds

Social/Emotional Focus: Self-Awareness

Format: Individual Reflection

Setting: Outdoors/Indoors/School Grounds

OBJECTIVES

- Help students identify feelings and understand how our environment can impact our feelings.
- Help students to slow down their minds, be present in the moment, and focus

MATERIALS

- Nature journal
- Writing utensil

DIRECTIONS

1. **PRE-ACTIVITY:** Ask students how they are feeling. Gather a total head count of who is attending the activity and approximately how many students noted feeling a certain way using the *Feelings Assessment Chart*, (see p 49).
2. Instruct students to bring their writing utensil and nature journal and to find a quiet spot to sit spaced out from other students, either inside or outside.
3. Encourage students to sit quietly and observe the sights and sounds in their spot.
4. Ask the students: What can you see? What can you hear?
5. Take 10 minutes to stay in this spot and ask the students to write a short poem or a few words about what they are observing and how it makes them feel.
6. Have the students find a noisier spot to sit, inside or outside. Repeat steps 2-4 in this noisier setting.
7. After they are done sitting, observing, and writing their poems/observations in each spot, head back to the classroom and bring the group together.
8. Ask the students to read back through their poems/notes and reflect. Ask them:
 - How did writing each poem make them feel?
 - Which one was easier to write?
9. **POST-ACTIVITY:** Ask students how they are feeling using the *Feelings Assessment Chart*, (see p 49) . Gather a count of approximately how many students noted feeling a certain way.

EXTENSION

Break the students into groups and ask them to share their poems with each other. Then, ask them the following:

- How are your poems similar and different?

- What was your partners/groups perception of the quiet vs noisy spot compared to yours?

EVALUATION NOTES

Items to include in feedback:

- Pre- and post- *Feelings Assessment Chart*, (see p 49)/observations.
- In the [evaluation feedback LINKED HERE](#), please note any adjustments on how you implemented the activity.

9. DUPLICATION [adapted from Sharing Nature with Children, page 48]

Nature Focus: Nature Objects

Social/Emotional Focus: Relationship Skills

Format: Individual Reflection

Setting: Outdoors/Indoors/School Grounds

OBJECTIVES

- Help students practice teamwork and communication
- Help students practice attention, memory, and visual awareness
- Promote curiosity and exploration of the outdoors

MATERIALS

- 1 large cloth or 2 medium-sized handkerchiefs
- 5 natural items (leaves, pine cones, flowers, sticks, etc.)
- Nature journal
- Writing utensil
- Magnifying glass

DIRECTIONS

1. **PRE-ACTIVITY:** Ask students how they are feeling. Gather a total head count of who is attending the activity and approximately how many students noted feeling a certain way using the *Feelings Assessment Chart*, (see page 49).
2. Gather 5 natural items and keep them hidden from the students.
3. Bring the students with their journals and a writing utensil outside and have them break up into groups of 2 or 3. Bring one magnifying glass per student outside but don't pass them out yet.
4. Lay all of the items out and cover them with the cloth or handkerchief.
5. Explain to the students that you will uncover the items for 10 seconds while they take a good look. They will have to memorize the items and go find ones just like it.
6. Instruct students to break off into their groups to talk about their strategy for finding their items, and when each group is ready, have them begin searching.
7. After 10 minutes of searching, bring all the students back together to go over their items.
8. Uncover the items one by one and ask the students if they found an item just like it.
9. Give each student a magnifying glass.
10. Ask students to pick 2 of their nature items that they found and use their magnifying glasses to get a closer look at the item.
11. Have students describe what their nature items look like under their magnifying glasses in their journals.
12. Explain to students that they need to leave the items they found today outside and

should put everything back in the area that they found it.

13. **POST-ACTIVITY:** Ask students how they are feeling. Gather a count of approximately how many students noted feeling a certain way using the *Feelings Assessment Chart*, (see p 49).

EXTENSION

Possible journal/discussion extensions for after the activity:

- What was your favorite item to find out of the bunch, and why?
- What was your least favorite, and why?
- Did you find it easy to work with a partner/group to find the items, or do you think it might have been easier alone?
- Sketch a picture of one of the items in your journal and write down some observations about it (texture, color, size).

SAFETY NOTICE

Before taking the students outside, survey the area you are taking them to and make sure the area is clean with no poison ivy. Create boundaries for the students to explore that they shouldn't go past (e.g. stay within a select few trees). Remind students that a full body tick check when they get home is important to do on the days they go outside for class.

EVALUATION NOTES

Items to include in feedback:

- Pre- and post- *Feelings Assessment Chart*, (see p 49)/observations.
- In the [evaluation feedback LINKED HERE](#), please note any adjustments on how you implemented the activity.

10. FOLDED POEMS [from Sharing Nature with Children, page 150]

Nature Focus: Varied

Social/Emotional Focus: Relationship Skills, Social-Awareness

Format: Group Activity

Setting: Outdoors/Indoors/School Grounds

OBJECTIVES

- Share inspiration with each other
- Think about nature creatively
- See and appreciate nature from the perspective of others

MATERIALS

- Single piece of paper per group
- 1 Writing utensil per student

DIRECTIONS

1. **PRE-ACTIVITY:** Ask students how they are feeling. Gather a total head count of who is attending the activity and approximately how many students noted feeling a certain way using the *Feelings Assessment Chart*, (see p 49).
2. Have students sit together in groups of 3, this will be the group they write their poem with.
3. Ask students to think about being outside on the school playground. What does it look like? What type of activities do they do here? How does being outside at school make them feel? What kinds of plants, trees, or animals can they see?
4. The first person writes the first line of the poem on the piece of paper and passes it to the next person.
5. As students are waiting for their turn, encourage students to think of a line they can add to the poem as the paper is being passed around.
6. The second person writes a line in response to the first person's line, and then writes another line beneath it. The paper then gets folded back so that the third person only sees the last line written.
7. The third person then writes a line in response to the second person's last line, and then writes another line beneath it, and folds the paper back so that only the last line can be read, and passes it back to the first person.
8. The first person writes the last line of the poem.
9. Someone from each group can unfold the paper and read the group poem out loud to their group, then out loud to the rest of the class.
10. **POST-ACTIVITY:** Ask students how they are feeling. Gather a count of approximately how many students noted feeling a certain way using the *Feelings Assessment Chart*, p 49.

EVALUATION NOTES

Items to include in feedback:

- Pre- and post- *Feelings Assessment Chart* (see p 49)/observations.
- In the [evaluation feedback LINKED HERE](#), please note any adjustments on how you implemented the activity.

11. NATURE SOUNDS AND COLORS [adapted from Sharing Nature with Children, page 40]

Nature Focus: Sounds and Colors
Social/Emotional Focus: Self-Awareness;
Self- Management

Format: Individual Reflection
Setting: Outdoors/Indoors/School Grounds

OBJECTIVES

- Help students to focus on sounds in nature that they may not normally pay attention to
- Encourage students to be present in the moment

MATERIALS

- Nature journal
- Art supplies (optional)
- Writing utensil

DIRECTIONS

1. **PRE-ACTIVITY:** Ask students how they are feeling. Gather a total head count of who is attending the activity and approximately how many students noted feeling a certain way using the *Feelings Assessment Chart*, (see p 49).
2. Have students journal for a few minutes about how they are feeling.
3. Lead students outside to sit in the grass in a natural space, sitting however is most comfortable for them. Students should be spaced out as far as they can be, ideally when there are no other classes at recess.
4. Instruct students to sit and listen for different nature sounds such as a bird chirping, wind rustling the leaves, or a squirrel running up a tree. Nature sounds do not include cars or other people outside.
5. Have the students write in their journal about all the different nature sounds they can hear.
6. After they have described all the sounds where they are sitting, have them write in their journal about the different colors they can see from where they are sitting.
7. When writing about a sound or color, they should be as descriptive as they can be. Encourage them to use a variety of adjectives to describe what they are hearing and seeing, and how they are feeling in the moment.
8. After about 10 minutes, lead the students back into class where they will journal about some of the sounds they heard and colors they saw.
9. Possible journal prompts to go with this exercise:
 - a. Think about one of the sounds you heard. Imagine where you think it could have come from and draw a picture with a short description of the sound and the plant/animal/thing that you think made the sound.

- b. What was your favorite sound and how did it make you feel? What was your least favorite sound and how did it make you feel?
 - c. Was there a lot of variation in color from where you were sitting, or was there a lot of one color in different shades? What color stuck out to you the most?
 - d. Extension: Make a color pallet of the colors you saw by layering colored pencils or mixing paints.
10. **POST-ACTIVITY:** Ask students how they are feeling. Gather a count of approximately how many students noted feeling a certain way using the *Feelings Assessment Chart*, (see p 49).

EXTENSION

- Encourage students to make a color pallet of the colors you saw by layering colored pencils or mixing paints.
- Have students try to repeat the sounds they heard using instruments, everyday objects, items from nature, or their voices.

EVALUATION NOTES

Items to include in feedback:

- Pre- and post- *Feelings Assessment Chart* (see p 49)/observations.
- In the [evaluation feedback LINKED HERE](#), please note any adjustments on how you implemented the activity.

12. NATURE MEMORIES IN YOUR FAMILY

Nature Focus: Varied
Social/Emotional Focus: Relationship Skills; Social Awareness

Format: Group Discussion
Setting: Indoors/Virtual/School Grounds

OBJECTIVES

- Encourage students to share their family's nature experiences with each other
- Encourage students to gain perspective of other people's lives
- Help students gather information and re-tell a story in their own words

MATERIALS

- Nature Memory Question Sheet on the following pages [one per student]
- Nature journal to write their Nature Memory Report
- Writing utensil

DIRECTIONS

1. **PRE-ACTIVITY:** Ask students how they are feeling. Gather a total head count of who is attending the activity and approximately how many students noted feeling a certain way using the *Feelings Assessment Chart*, (see p 49).
2. Think of your favorite memory involving nature and fill out the Nature Memory Question Sheet.
3. Share your completed worksheet with your class as an example.
4. Explain to the students that you will give them the same sheet and that they will interview someone at home about their favorite nature memory and they will write about it.
5. Give a printed copy of the Nature Memory Question Sheet to each student.
6. Instruct students to go home and ask the questions on the worksheet to a family member or an adult that lives with them.
7. After students have brought their completed worksheet back to school with them, have them compile all of the answers into one report about their adult's nature memory.
8. This report should be about a paragraph or two long, and include the answers to all the questions on the Nature Memory Question Sheet. Detail and length will vary depending on grade level.
9. In small groups, have the students share their nature memory reports. Encourage them to find similarities and differences between the stories.
10. **POST-ACTIVITY:** Ask students how they are feeling. Gather a count of approximately how many students noted feeling a certain way using the *Feelings Assessment Chart*, (see p 49)

EVALUATION NOTES

Items to include in feedback:

- Pre- and post- *Feelings Assessment Chart*, (see p 49)/observations.
- In the [evaluation feedback LINKED HERE](#), please note any adjustments on how you implemented the activity.

Nature Memory Question Sheet

Ask an adult at home to think about their favorite memory in nature and then ask them the following questions:

1. Where does your favorite nature memory take place?

2. What is your connection to this place?

3. What types of activities did you do here?

4. How did this place/activity make you feel?

13. SIMULATED STREAM VISIT [adapted from Aquatic Wild page 165]

Nature Focus: Varied, Watershed
Social/Emotional Focus: Self-Awareness, Self-Management, Social-Awareness

Format: Individual Reflection
Setting: Outdoors/Indoors/School Grounds

OBJECTIVES

- Encourage students to slow down their mind and focus on the present moment
- Give students a sense of interconnectedness with nature and the world through water

MATERIALS

- Nature journal
- Simulated field trip script on the following pages

DIRECTIONS

1. **PRE-ACTIVITY:** Ask students how they are feeling. Gather a total head count of who is attending the activity and approximately how many students noted feeling a certain way using the *Feelings Assessment Chart*, (see p 49).
2. Have students sit in the classroom, or outside, and spread out.
3. Follow the link to play a water sound recording: [LINK](#)
4. Invite the students to close their eyes, relax their minds, keep their bodies still, and focus on the water sounds.
5. When everyone looks settled, explain that you are going to read to them and that they should imagine that they are at the place you will describe.
6. Read to the students from the simulated field trip script.
7. If you want to adjust the script and make it more adaptable to their lives/local bodies of water, feel free to do so.
8. When you are done reading the simulated field trip, ask the students to write a poem about their favorite part and how it made them feel.
9. Ask them to reflect on how water connects us to other people, places, and animals using the "One body of water metaphor".
10. One body of water metaphor: all the water in the world is connected, and the atmosphere is also a part of this connection, through the water cycle. See "One body of water metaphor" section below.
11. **POST-ACTIVITY:** Ask students how they are feeling. Gather a count of approximately how many students noted feeling a certain a certain way using the *Feelings Assessment Chart*, (see p 49)

WATERSHED CONNECTION

Remind students that a **watershed** is an area of land that drains water (from rain and snowmelt) into a body of water, like the Delaware River or storm drains. Each of us lives in the Delaware River Watershed.

ONE BODY OF WATER METAPHOR

The water cycle connects all the bodies of water on earth to each other and to people as well. The water cycle has 3 main parts: evaporation, condensation, and precipitation. Evaporation is the process of the sun warming water as small as puddles, to as big as streams, rivers, lakes, and the ocean. This turns the water into water vapor, which forms clouds, and is called condensation. When the clouds get big and heavy with water vapor, the water falls back down to Earth as rain or snow, which is called precipitation. This process happens over and over, all over the world, cycling all of our water!

SIMULATED FIELD TRIP SCRIPT

Simulated Field Trip Script from Water Wings in Aquatic Wild K-12 Curriculum and Activity Guide, page 165

As you are reading to your students, be sure to speak slowly and calmly, giving students enough time to imagine each part of the script.

Script:

"Try to imagine the things you will hear me describing. Sit comfortably and close your eyes...relax, and do your best to picture what I am describing... you are sitting on the edge of a stream, your bare feet are swinging in clean, clear water. The water feels good, but it is cool as it flows along... you feel a current washing over your feet, pulling at them...Think about the water flowing past your feet, moving on and on past rocks and tree roots..... until it reaches a larger stream... the water connects you with the larger stream... feel its powerful flow... see the green ribbon of trees, tall grasses, yellow flowers, and other plant life on the banks... the larger stream carries the water for miles and miles past flat farm lands, cities, factories, and forests until it eventually reaches the sea... breathe slowly and think in your mind about how you are connected with all the world's oceans.... now stretch your mind and realize that you are connected with all the world's oceans.... You are now touching one single body of water that stretches all around the world.... Your own body contains water that is part of this system of water. Water connects your feet with every stream flowing into the oceans around the world. Your watery embrace wraps all around the Earth, and of course, the water flowing over your feet connects you with everyone else who ever has and is now sitting, with feet dangling in the stream, wondering where the water goes." (Water Wings in Aquatic Wild K-12 Curriculum and Activity Guide, page 165)

EVALUATION NOTES

Items to include in feedback:

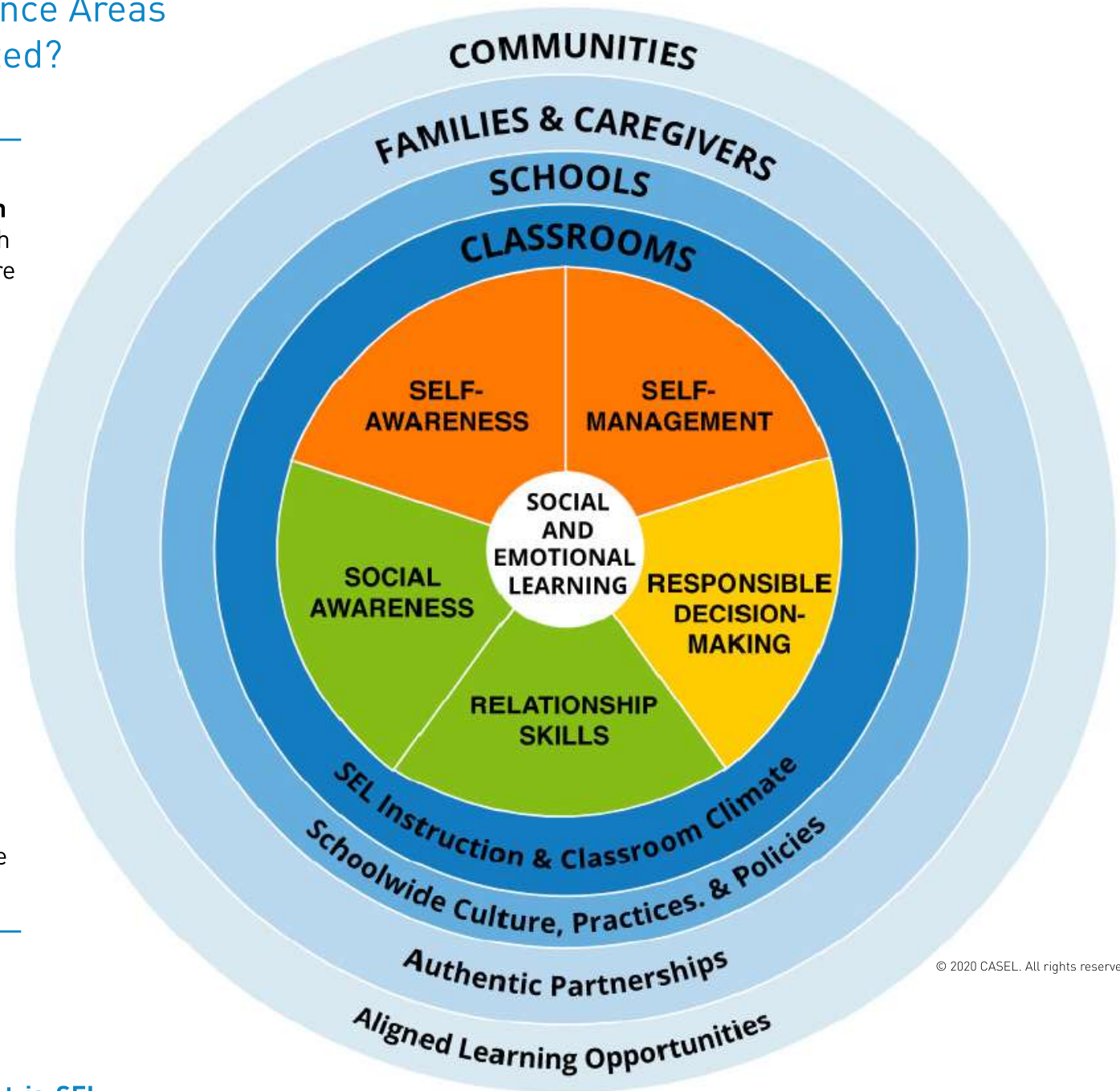
- Pre- and post-*Feelings Assessment Chart*, (see p 49)/observations.
- In the [evaluation feedback LINKED HERE](#), please note any adjustments on how you implemented the activity.

CASEL'S SEL FRAMEWORK:

What Are the Core Competence Areas and Where Are They Promoted?

Social and emotional learning (SEL) is an integral part of education and human development. SEL is the process through which all young people and adults acquire and apply the knowledge, skills, and attitudes to develop healthy identities, manage emotions and achieve personal and collective goals, feel and show empathy for others, establish and maintain supportive relationships, and make responsible and caring decisions.

SEL advances educational equity and excellence through authentic school-family-community partnerships to establish learning environments and experiences that feature trusting and collaborative relationships, rigorous and meaningful curriculum and instruction, and ongoing evaluation. SEL can help address various forms of inequity and empower young people and adults to co-create thriving schools and contribute to safe, healthy, and just communities.



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Learn more: www.casel.org/what-is-SEL



THE CASEL 5:

The CASEL 5 addresses five broad, interrelated areas of competence and examples for each: *self-awareness*, *self-management*, *social awareness*, *relationship skills*, and *responsible decision-making*. The CASEL 5 can be taught and applied at various developmental stages from childhood to adulthood and across diverse cultural contexts to articulate what students should know and be able to do for academic success, school and civic engagement, health and wellness, and fulfilling careers.

www.casel.org/what-is-SEL

SELF-AWARENESS: The abilities to understand one's own emotions, thoughts, and values and how they influence behavior across contexts. This includes capacities to recognize one's strengths and limitations with a well-grounded sense of confidence and purpose. Such as:

- Integrating personal and social identities
- Identifying personal, cultural, and linguistic assets
- Identifying one's emotions
- Demonstrating honesty and integrity
- Linking feelings, values, and thoughts
- Examining prejudices and biases
- Experiencing self-efficacy
- Having a growth mindset
- Developing interests and a sense of purpose

SOCIAL AWARENESS: The abilities to understand the perspectives of and empathize with others, including those from diverse backgrounds, cultures, & contexts.

This includes the capacities to feel compassion for others, understand broader historical and social norms for behavior in different settings, and recognize family, school, and community resources and supports. Such as:

- Taking others' perspectives
- Recognizing strengths in others
- Demonstrating empathy and compassion
- Showing concern for the feelings of others
- Understanding and expressing gratitude
- Identifying diverse social norms, including unjust ones
- Recognizing situational demands and opportunities
- Understanding the influences of organizations/systems on behavior

RESPONSIBLE DECISION-MAKING: The abilities to make caring and constructive choices about personal behavior and social interactions across diverse situations. This includes the capacities to consider ethical standards and safety concerns, and to evaluate the benefits and consequences of various actions for personal, social, and collective well-being. Such as:

- Demonstrating curiosity and open-mindedness
- Identifying solutions for personal and social problems
- Learning to make a reasoned judgment after analyzing information, data, facts
- Anticipating and evaluating the consequences of one's actions
- Recognizing how critical thinking skills are useful both inside & outside of school
- Reflecting on one's role to promote personal, family, and community well-being
- Evaluating personal, interpersonal, community, and institutional impacts

SELF-MANAGEMENT: The abilities to manage one's emotions, thoughts, and behaviors effectively in different situations and to achieve goals and aspirations. This includes the capacities to delay gratification, manage stress, and feel motivation & agency to accomplish personal/collective goals. Such as:

- Managing one's emotions
- Identifying and using stress-management strategies
- Exhibiting self-discipline and self-motivation
- Setting personal and collective goals
- Using planning and organizational skills
- Showing the courage to take initiative
- Demonstrating personal and collective agency







RELATIONSHIP SKILLS: The abilities to establish and maintain healthy and supportive relationships and to effectively navigate settings with diverse individuals and groups. This includes the capacities to communicate clearly, listen actively, cooperate, work collaboratively to problem solve and negotiate conflict constructively, navigate settings with differing social and cultural demands and opportunities, provide leadership, and seek or offer help when needed. Such as:

- Communicating effectively
- Developing positive relationships
- Demonstrating cultural competency
- Practicing teamwork and collaborative problem-solving
- Resolving conflicts constructively
- Resisting negative social pressure
- Showing leadership in groups
- Seeking or offering support and help when needed
- Standing up for the rights of others

Feelings Pre-Assessment

Please place the check next to
the feeling that best describes
your mood at this time.



5 Frustrated		
4 Mad		
3 Sad		
2 Content		
1 Happy		
0 Excited		

Implementation Feedback

Please complete this form for the activity that you used with your students. This feedback will be used to help us improve on the resources and evaluate effectiveness of the activities as tools to support student social and emotional learning.

kbrindisi@heritageconservancy.org [Switch account](#)



*

Required

Email *

Your email

Date (Range) of Activity Implementation

Start Date *

Date

mm/dd/yyyy 

End Date (if applicable)

Date

mm/dd/yyyy 

Which activity did you implement? *

Choose



Implementation Feedback

Please complete this form for the activity that you use-d with your students This feedback will be used to help us improve on the resources and evaluate effectiveness of the activities as tools to support student social and emotional learning

kbrindisi@heritageconservancy.org [Switch account](#)

 Draft saved

* Required

Email *

Choose

Meet my Watershed

Journal Prompt* (note specific prompt in next question)

Journal Prompt used as Discussion* (note specific prompt in next question)

First Impressions

Mindfulness Moment with Water

Mindfulness Moment with Trees

Book Related Journal or Discussion Prompt or Activity

Changing Perspectives

Duplication (Nature Scavenger Hunt)

Folded Poems

Nature Sounds and Colors

Nature Memories in your Family

Simulated Stream Visit

ear form

EVER submit passwords through Google Forms.

Evaluation

How easy was the activity to implement? *

- ☐ Very Easy
- ☐ Somewhat Easy
- ☐ Neither
- ☐ Somewhat Hard
- ☐ Very Hard

Describe any challenges you faced while implementing this activity.

Your answer

Did the activity connect with your current lesson plans? *

- ☐ Yes
- ☐ Somewhat
- ☐ No

If so, in what way(s) did it connect to your lessons?

Your answer

If you would like the activity to more closely align with your lesson plans, please note suggestions on how to improve it here.

Your answer

If so, in what way(s) did it connect to your lessons?

Your answer _____

If you would like the activity to more closely align with your lesson plans, please note suggestions on how to improve it here.

Your answer _____

How engaged were students with the activity? *

- ☐ Very engaged
- ☐ Somewhat Engaged
- ☐ Neither
- ☐ Somewhat Disengaged
- ☐ Very Disengaged

To the best of your knowledge, where did the majority of students complete this activity? *

- ☐ Outside
- ☐ Classroom In-Person
- ☐ Virtual Classroom
- ☐ Hybrid

Social/Emotional Experience

How many students participated in the activity? *

Your answer _____

Did you conduct a pre-activity and post-activity feelings assessment? (NOTE: students can indicate their feelings at the start and end of their journaling sheet as well.) *

☐ Yes

☐ No

If yes, overall, how did students feel BEFORE the activity? [*In order to support the fact that we can have multiple feelings at the same time, students can vote for more than one feeling and a total of over 100% is okay. Feel free to comment on these results in the next question.] *

Please refer to the "How am I feeling?" chart.

	100-76%	75-51%	50-26%	25-0%	Pre-Activity Feelings Assessment not completed
Excited	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Happy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Content	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sad	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Mad	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Frustrated	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Additional comments or note specific percentages of how students felt BEFORE activity here (if significantly different from the percentages listed in previous question).

Your answer _____

Overall, how did students feel AFTER the activity? [*In order to support the fact that we can have multiple feelings at the same time, students can vote for more than one feeling and a total of over 100% is okay. Feel free to comment on these results in the next question.] *

Please refer to the "How am I feeling?" chart.

	100-76%	75-51%	50-26%	0-25%	Post-Activity Feelings Assessment not completed
Excited	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Happy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Content	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sad	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Mad	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Frustrated	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Additional comments or note specific percentages of how students felt AFTER activity here (if significantly different from the percentages listed in previous question).

Your answer

If you saw a change in how students felt, to what do you attribute that change?

Your answer

Please describe any notable responses or reactions from students before, during or after the activity.

Your answer

Link to Feedback Assessment Form:

<https://forms.gle/W8zcXsnhDvNbLzWY8>

or email:

Shannon Fredebaugh-Siller,
Community Engagement Programs Manager
Heritage Conservancy
sfredebaugh@heritageconservancy.org

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Activity Type Table

Nature Focus	Activity	Social-Emotional Focus	Activity	Format	Activity	Setting	Activity
Watershed	1, 13	Social Awareness	1, 4, 6, 7.a, 7.b, 7.d, 7.e, 10, 12, 13	Videos	1,5,6	Indoors	all
Animals	4	Self-awareness	4, 5, 6, 8, 11, 13	Group Discussion	1, 2 & 3, 4, 5, 6, 7.a, 7.b, 7.c, 7.d, 7.e, 12	Virtual	1, 2 & 3, 4, 5, 6, 12
Water	5	Self-management	5, 7.b, 11, 13	Independent Journal Writing	2 & 3	Outdoors	2 & 3, 5, 6, 7.a, 7.b, 7.c, 7.d
Trees	6, 7.a, 7.b	Relationship skills	7.a, 7.d, 7.e, 9, 10, 12	Drawing	2 & 3	School Grounds	2 & 3, 4, 6, 7.a, 7.b, 7.c, 7.d, 7.e, 8, 9, 10, 11, 12, 13
Rocks	7.c	Responsible Decision Making	7.a, 7.b, 7.c, 7.e	Individual Reflection	7.a, 7.b, 7.c, 7.d, 7.e, 8, 9, 11, 12		
River	7.d	Varied	2 & 3	Group Activity	10		
Sights, Sounds	8						
Nature Objects	9						
Sounds and Colors	11						
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Additional Resources

Project WILD K-12 Guide:

<https://www.fishwildlife.org/projectwild/project-wild>

Aquatic WILD K-12 Guide:

<https://www.fishwildlife.org/projectwild/aquatic-wild>

Duke Farms Nature Journal Prompts:

<https://www.dukefarms.org/siteassets/documents/making-an-impact/distance-learning-resources/nature-journal-prompts.pdf>

Duke Farms Other Resources:

<https://www.dukefarms.org/making-an-impact/>

Sharing Nature Activities:

<https://www.sharingnature.com/nature-activities.html>

Acknowledgements

Thank you to the teachers and students at the Fanny Jackson Coppin and Keystone Elementary Schools who piloted this program with us in 2020 - 2021 and provided valuable input along the way.



“Time spent among the trees is never wasted time.” ~ Katrina Mayer