

Inquiry Demonstration Plan

Lesson

Title: Art in Nature **Lesson #** _____ **Date:** July 28, 2020

Name: Gurreet Dhillon **Subject(s):** Art & ELA **Grade(s):** Kindergarten

Rationale & Overview

Why does this topic matter to students?

Nowadays, children are more invested in technology than anything else. Children nowadays do not have an emotional connection (sense of place) to the natural environment around them (Judson, 2018). Judson (2018) believes all educators can help children develop a sense of place by taking the learning outdoors. I want to help children build a meaningful and authentic connection to the outdoors and understand the impact our behaviours and actions have on the natural environment and community, which can affect our future. I want to help children be responsible citizens and develop an understanding of how and why to care for the natural environment and community.

How does this lesson fit within the larger inquiry project?

This inquiry project will take place in the forest that is behind my school. All Forest Nature Schools (FNS) regularly and repeatedly go to the same natural space, and are emergent, experiential, inquiry-based, play-based, and place-based (Forest and Nature School in Canada, p. 12). Inspired from Forest and Nature Schools, I will take my class to the same forest regularly and repeatedly to help them become familiar with the local environment and build an emotional connection with it. This lesson will help students become familiar with the things in the natural environment and how to create artwork with them. My hope is that this lesson will help students start to build a connection to the natural environment and learn some ways of how the natural environment can help us.

How does this project incorporate the inquiry cycle?

Students are working on creating a deeper understanding of the natural environment through this inquiry project. Students will have the opportunity to study a living thing of their choice in this inquiry project to help them build a connection to the environment. They will also experience and show their learning in various ways, including artwork, storytelling, sound/colour walks, sharing/talking circles, and connect with field experts.

Key Questions For Inquiry

Core Question & Supporting Questions for Inquiry Project	Question(s) Addressed in This Lesson
<ul style="list-style-type: none"> What do you wonder about in the natural environment? How can we connect to the natural environment? What is our responsibility to the environment and community? How can we take care of our Earth? How does the natural environment and community help me? How does the natural environment and community help the world? 	<ul style="list-style-type: none"> How can we connect to the natural environment? What do you wonder about in the natural environment? How does the natural environment and community help me?



Inquiry Approach and Rationale

This project will use a place-based and discipline-based approach of inquiry to help student build an authentic and meaningful connection to the natural environment. We will regularly and repeatedly visit the forest behind the school as “frequent encounters lead to an increased sense of belonging, and ultimately, to a sense of stewardship for that place, for the broader community, and beyond” (Forest and Nature School in Canada, 2014, p. 31). Place-based learning helps students build an on-going relationship with the land, teacher, one another, and themselves (Forest and Nature School in Canada). It also provides students with hands-on experience with a place and its surroundings. I believe if students engage in the living realities of the discipline being taught, it will help them build a more meaningful connection to the natural environment. Discipline-based inquiry also helps students develop lifelong habits, in addition to learning content (Friesen, Saar, Park, Marcotte, Hampshire, Martin, Brown, & Martin, 2015). This lesson focuses on a place-based learning approach to help students connect with the local forest and its surroundings. In this lesson, students are given the opportunity to connect with nature through art, observations, and reflection. By using a place-based and discipline-based approach for this project, I hope to help students become responsible citizens and develop an understanding of how and why to care for the natural environment and community.

Core Principles of Effective Teaching (Sharon Friesen) Focus on one or more core principles in the lesson

Core Principle 1: Effective teaching practice begins with the thoughtful and intentional design of learning that engages students intellectually and academically. <i>*What aspects of the inquiry are the most challenging and meaningful for students?</i>	
Core Principle 2: The work that students are asked to undertake is worthy of their time and attention, is personally relevant, and deeply connected to the world in which they live. <i>*What makes this inquiry valuable, meaningful, and “alive” for the students and teachers?</i>	This inquiry focuses on building an emotional connection to the natural environment. This particular lesson aims to help students develop a connection to the outdoors by using materials in nature to create artwork.
Core Principle 3: Assessment practices are clearly focused on improving student learning and guiding teaching decisions and actions. <i>*How do I define learning and success in this inquiry? How is learning expressed and articulated in peer, self and teacher assessments?</i>	
Core Principle 4: Teachers foster a variety of	This inquiry focuses on helping students develop

interdependent relationships in classrooms that promote learning and create a strong culture around learning. <i>*How do I connect students with each other, with experts in the field, with larger communities and nature, and across disciplines?</i>	an emotional connection to nature as children nowadays do not have an emotional connection (sense of place) to the natural environment around them (Judson, 2018). This particular lesson focuses on students' developing a connection to nature and with each other. Other lessons in the unit plan will focus on students' developing connections with experts in the field, with larger communities, and across disciplines.
Core Principle 5: Teachers improve their practice in the company of peers. <i>*How do I reflect on the inquiry together, and/or collaborate with others?</i>	

BC Curriculum Core Competencies

Communication	Thinking	Personal & Social
I communicate purposefully, using forms and strategies I have practiced.	I can get new ideas or build on or combine other people's ideas to create new things within the constraints of a form, a problem, or materials.	I can interact with others and the environment respectfully and thoughtfully.

BC Curriculum Big Ideas (STUDENTS UNDERSTAND)

<p>ELA</p> <ul style="list-style-type: none"> Through listening and speaking, we connect with others and share our world. Curiosity and wonder lead us to new discoveries about ourselves and the world around us. <p>Art</p> <ul style="list-style-type: none"> Engagement in the arts creates opportunities for inquiry through purposeful play. People connect to others and share ideas through the arts.

BC Curriculum Learning Standards (STUDENTS DO)

(STUDENTS KNOW)

Learning Standards - Curricular Competencies	Learning Standards - Content
<p>Art</p> <ul style="list-style-type: none"> Exploring and creating – create artistic works collaboratively and as an individual, using ideas inspired by imagination, inquiry, experimentation, and purposeful play. Communicating and documenting <ul style="list-style-type: none"> Express feelings, ideas, stories, observations, and experiences through the arts Experience, document and share creative works in a variety of ways Reasoning and reflecting <ul style="list-style-type: none"> Reflect on creative processes and make connections to other experiences 	<p>Art</p> <ul style="list-style-type: none"> personal and collective responsibility associated with creating, experiencing, or sharing in a safe learning environment <p>ELA</p> <ul style="list-style-type: none"> Strategies and processes – oral language strategies

ELA <ul style="list-style-type: none"> Comprehend and connect <ul style="list-style-type: none"> Engage actively as listeners, viewers, and readers, as appropriate, to develop understanding of self, identity, and community 	
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BC Curriculum Indigenous Connections/ First Peoples Principles of Learning

How will I incorporate Indigenous knowledge and principles of learning?

Throughout the project, I will incorporate Indigenous knowledge by sharing Indigenous storybooks (with permission and books for kindergarten students) related to the outdoors and inviting Elders to our outdoor learning environment to share their stories and experiences with the outdoors.

Principles of Learning

-Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place).

Respectful Relations

How will I invite students of all backgrounds, interests and skills into the inquiry?

All students will be given opportunities to share questions, their interests or comments related to the lesson/inquiry. Students will have the opportunity to study a living thing they are interested in to help them build a connection to the natural environment. They will have opportunities to share their work/findings and any questions and/or observations of the natural environment. Students will also have the option of working individually, in partners or small groups to invite all backgrounds and skills into the inquiry.

Lesson Activities

Time Allotted		Teacher	Students
Invitation	10 mins	<p>Introduce essential questions for today's lesson:</p> <p><i>-How can we connect to the natural environment?</i></p> <p><i>-What do you wonder about in the natural environment?</i></p> <p><i>-How does the natural environment and community help us?</i></p> <p>Read or screenshare a read aloud of "We're going on a nature hunt" by Steve Metzger then explain we will be doing art in our backyards</p>	<p>-Reflect on essential questions and share question or comment related to essential questions if they wish</p> <p>-Listen to story attentively</p> <p>-Share some things of what we need to keep in mind when we are outside</p>

		today. You will find things outside to create a piece of art with. What things do we need to keep in mind when we are outside? (e.g respect things, no pulling, etc. we would have discussed this in previous lessons already too). If face-to-face lesson, students they may work in small groups, partners, or individually in the forest at the back of the school. Explain to students they will share their artwork with each other after. Students may take a picture of their artwork and share through online platform (jamboard), roughly sketch their artwork when they are finished to share online, or explain in detail so we are able to picture the artwork in our minds (e.g. through hand motions). If face-to-face lesson, we would do a gallery walk.	
Inquiry	15-20 mins	Be available to support students whether online or face-to-face instruction.	Find materials in nature to create artwork with.
Reflection	10 mins	Listen to students' sharing their artwork and ask questions.	Share artwork they created in nature using objects/things in nature.
Discussion	5 mins	Everyone join talking/sharing circle, then teacher ask students – what did you learn about nature through your artwork? What did you find easy/difficult in this lesson? What did you enjoy or not enjoy about this lesson?	Share thoughts about what they learned in nature and what they found easy/difficult in this lesson, and what they enjoyed/ did not enjoy.

Materials and Resources

-Book "We're going on a nature hunt" or Read aloud from youtube

<https://www.youtube.com/watch?v=OuDnUW5j9Mo>

-Objects in nature

-Camera or paper/pencil

-Jamboard

https://jamboard.google.com/d/1fZEg1d_RJfYH_8CjZ96Tccq76NmC6dyKRQ47EbOt3fw/viewer

Organizational Strategies

-Sharing/talking circle

- Chime or cue (e.g. hands on top) to get students' attention
- Pair or group students up if they are having difficulty getting started in art activity

Proactive, Positive Classroom Learning Environment Strategies

- Review outside expectations and safety before going outside

Extensions

- Next lesson could focus on environmental artist Andy Goldworthy and compare/contrast students' artwork from this lesson with Goldworthy's

Other lessons: Sound walks, colour walks, storytelling with objects in nature about living things, students experience the role of a forest expert through field labs, bring in forest experts into the class and have them lead the field labs.

Reflections (to be completed after the lesson demonstration)

Classmates interpreted lesson differently than I had expected. They made sketches of their backyards and materials they could use from nature to create artwork with instead of creating (or drawing) a piece of art with materials from their backyards/nature. My classmates explained that they got confused with the story (nature hunt) so for next time, I will be more clear with the activity directions once the story is finished or change the story so it relates more to creating artwork in nature or expectations/safety in nature. I am glad I had the opportunity to try out this lesson online as I have not had experience teaching online yet. My classmates and I discussed how teaching online at all levels is difficult because things can be interpreted in different ways by everyone, especially if the teacher is not present in real time to answer questions or clarify instructions when you are doing an assignment or activity.

Geraldine suggested to do a lesson on materials and how they are important to Indigenous culture to incorporate Indigenous education into my project (e.g. rocks are important in Indigenous education, eagle feather, water, leaves – form of cooling, pinecones – to put colour to hides, sticks – for drying fish and drying deer meat, etc.). I plan to look further into materials in nature and their significance to Indigenous cultures so I can explain the importance to my students or bring in an Indigenous guest speaker to help us learn the importance of nature in their culture.

References

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