# Project Learning Tree

# Nature Journaling Workshop

WORKSHOP OUTCOMES: Educators will use nature journaling to incorporate English Language arts-focused activities to engage students in actively learning about our environment, natural resources and environmental science.

WORKSHOP OBJECTIVES:

1. Participants engage with one another in an open, welcoming environment.

2. Identify activities from the PreK-8 guide that can be incorporated into nature journaling activities.

3. Practice activities to become familiar with the lessons, materials, and application.

4. Develop strategies to implement activities into lesson plans and program.

## AGENDA:

| Time | Activity  | Materials |
| --- | --- | --- |
| 8:30 AM | Registration/Sign-in Journal Making * Use ten sheets of 8 ½” x 11” paper folded in half with card stock cover
* 3-hole punch laced together with cord
* Decorate with markers, stickers, etc.
 | Sign-in sheetsJournal making supplies |
| 9:00 AM | Welcome, Workshop ExpectationsIcebreaker **Peppermint Beetle, PLT Activity 3, pg.23*** Many insects communicate non-verbally by smell
* Variation – 1 scent canister per person equal to the number of participants (each with a match to make a set of 2)
* Provide coffee grounds to cleanse nasal passages and “reset” sniffer
* Scents evoke memories
 | Pre-prepared Scent canisters Coffee grounds |
| 9:45 AM | What is Nature Journaling?* Ask the group “what types of things are included in a nature journal?” “How are they different from a diary?”
* Nature Journals incorporate:

\* Literacy\* Creative writing\* Observations\* Art (sketching)\* Attention to detail\* History record\* Photography | Nature Journal handoutsCurriculum webJournalsPen/pencil |
| 10:00 AM | Overcoming the Blank Page * Have the group write down what they want to gain from this workshop
 | JournalsPen/pencil |
| 10:15 AM | **The Shape of Things, PLT Activity 1, pg. 17*** Sketch the shapes into your journals – square, oval, circle, triangle, rectangle
* Distribute card-sized photos of animals, insects, birds, etc. – 1 per person
* Tape photo to top of page in journal
* Using the basic shapes sketch your animal
* Optional – depending on time – Shape Walk
* Hand out cards containing shape types
* Walk outside - find object in nature that resembles the shape
* Sketch it in your journal
* *Optional* – depending on time – Sketching Activities
* Blind contour
* Modified contour
* Quick gesture sketches
* Diagrammatic drawing
 | ShapesAnimal cardsTapeNature itemsJournalsPen/pencil |
| 11:00 AM | Preparing for the Outdoor Experience * Bathroom break, sharpened pencils, appropriate clothing, appropriate footwear, something to sit on
 |  |
| 11:15 AM | **Sounds Around, PLT Activity 4, pg.26 – Part A & B*** Part A
	+ Close eyes and listen - keep track of how many

different sounds they hear* Part B – Sound Map
	+ Create a Sound map
	+ Sketch of specific sound u heard
	+ Write a reflection of their feelings that were generated by these sounds
 | JournalsPen/pencil |
| 12:00 PM | Lunch (Peruse Resource Table) | Resources |
| 12:45 PM | **Get in Touch with Trees, PLT Activity 2, pg. 20*** Close your eyes and imagine a tree trunk
* Write down 5 feelings when you touch this imaginary tree
* Lead your blindfolded partner to a tree. Have them feel the bark. Lead them away from the tree. Remove blindfold and have partner try to locate the same tree by touch. Switch partners and repeat activity.
 | BlindfoldsJournalsPen/pencil |
| 1:30 PM | **Poet-Tree, PLT Activity 5, Pg.31*** Have each participant create their own unique nature-inspired poem
 | Poem stylesSample poemsJournalsPen/pencil |
| 2: 15 PM | Break (Peruse Resource Table) | Resources |
|  | *Optional Activities*Becoming a “Camera” - Partner activity: * lead blindfolded partner to an object to "photograph"
* remove blindfold for 3 seconds and memorize what you see then re-blindfold
* do this for 2-3 "photographs"
* Switch roles and repeat
* each person records their “photos” in journals by drawing or by narrative

Nature Color Match* hand out color swatches (paint sample cards)
* have each participant search for a natural item that matches their color swatch
* record their find in their journal
 | JournalsPen/pencilBlindfoldsColor swatchesTapeJournalsPen/pencil |
| 2:30 PM | Hike Through the Guide and PLT website | Guides |
| 3:00 PM | Wrap-up * Share ideas for classroom (roundtable discussion)
* Revisit their journal’s “First page” – Did the workshop address their expectations?
 |  |
| 3:15 PM | Evaluations / Certificates | Evaluation FormsParticipant FormsDoor PrizesCertificates |
| 3:30 PM | Dismiss |  |