

# Outdoor Learning Lesson Plan

Year  
1

## Science

### Earth and Space Sciences

- Observable changes occur in the sky and landscape. (ACSSU019)

#### Cross Curricular Links:

**Geography:** The weather and seasons of places and the ways in which different cultural groups, including Aboriginal and Torres Strait Islander Peoples, describe them. (ACHASSK032)

**Mathematics:** Location and transformation. Give and follow directions to familiar locations. (ACMMG023)

#### Resources and Preparation:

- Compasses (ideally 1 per 4 students).
- 1.5m ribbons x 3, paper, pencil and clipboard.
- Natural resources found by children (e.g. sticks, rocks, bark, gumnuts).

#### Introduction (20mins)

Find an open outdoor space in your grounds and practice together and in groups using a compass, discovering which visible landmarks mark North, East, South and West. Can you come up with a class rhyme to help you remember all 4 directions in the correct order (N,S,E,W)? E.g. Naughty, Elephant, Squirts, Water'.

Take turns to call out directions and practice all holding out their arms to point to these.

Mapped to the Australian Curriculum

# Outdoor Learning Lesson Plan

Year  
1

## Science

### **Activity 1 (20mins): Nature Compasses**

In groups, children create their own nature compass as a point of reference, using any nature treasures they can find (e.g. sticks, bark, gumnuts and small rocks).

### **Activity 2 (10mins): Dadirri 'Inner deep listening and quiet still awareness' Miriam-Rose Ungunmerr**

Invite everyone to quietly find a nearby 'sit spot' and close their eyes. Encourage children to take 3 deep breaths in and out before feeling the wind on their skin. Ask, 'How does it feel? How does sitting quietly to feel the wind make you feel? Which direction is the wind coming from?'. Explain that it is the Indigenous practice of Dadirri – where we are using our senses deeply in beautiful nature ([www.miriamrosefoundation.org.au/dadirri](http://www.miriamrosefoundation.org.au/dadirri)).

### **Activity 3 (45mins): Wind Watch**

Explain that this week we are on 'Wind Watch' and have been given some ribbon to help us discover which way the wind is blowing around our school each day. Ask, 'How could we use these ribbons to find out which way the wind is blowing?'

Once discussed allow the class to choose 3 different areas of their school grounds to tie their 'wind ribbons' and allow the children to search these spaces for a suitable feature to tie each ribbon from.

Observe and record the wind direction shown by the ribbons in each location (either on one day in the morning and afternoon, or throughout the week), using their compasses. If time, the class could create their own nature compass at each location.

### **Reflection (5mins):**

Discuss together how effective their 'Wind Ribbons' were. Ask, 'Which was the windiest space? Which direction did the wind come from most?'