

Lesson plan: <u>Mindfulness in nature</u>	Learning area: <u>HPE, Science</u>
Class: Year 3-4 Date: 03/05/23	Lesson sequence: 1 lesson - Block 4

What do you know about the tamariki you are teaching?

- V2 has a range of learners from different cultural backgrounds.
- Most of the class will be open to the activity; some may be more reserved or unsure.
- Most learners enjoy the outdoors and being out of the classroom.

How can you promote a positive learning environment?

- Use clear instructions when delivering the lesson to the class.
- Have a holistic approach to ensure that all my learners can participate, engage, and enjoy the lesson.
- We identify WALT and Success criteria at the start of the lesson, promoting what we aim to achieve.
- Encouraging all learners to give the activity a go even if it is something less appealing to them.
- I will actively participate in the lesson alongside the students to reinforce that I am on this learning journey alongside them.
- Include Te Reo Māori into the learning instruction to ensure manaakitanga is valued.

What is the purpose of this lesson? Where does it fit in the learning sequence?

- We are learning to take note of the natural environment while relaxing outdoors

Resources

- Pen
- Printed copy of checklist (provided by me)
- Shaded outside area to sit and observe
- Positivity

**Connections to the The New Zealand Curriculum:
Achievement Objectives (NZC):**

HPE Level 1:

- Describe feelings and ask questions about their health, growth, development, and personal needs and wants.

Science Level 1 & 2:

- Recognise that living things are suited to their particular habitat.

Cultural competencies focus (Tātaiako & Tāpasa) for the teacher:Tātaiako

Consideration can be given to Manaakitanga - Demonstrates an understanding of core Māori values such as: manaakitanga, mana whenua, rangatiratanga. Show respect for Māori culture within New Zealand by identifying the significance of whenua (land) through our observations.

Tapasa Turu 3

Effective pedagogies for Pacific learners - Recognises that all learners, including Pacific, are motivated to engage, learn and achieve. By creating a holistic approach when delivering and undertaking this lesson, I can ensure that all Pacific learners can actively participate and learn alongside their peers.

Learning intentions/ purpose of the lesson you will share (in children speak)

This lesson aims to open the senses of sight, smell, touch, and sounds through observing the natural world.

How will we know we have achieved this (what is a realistic goal in the time you have?)

- 1- All learners will actively participate in the lesson.
- 2- Learners will have learnt about different colours, textures, and smells bringing awareness to their senses.
- 3- Learners will feel relaxed and gain a better understanding of their natural environment by the end of the lesson.
- 4- Learners will be able to identify areas of growth gained from observing and noting nature.

Organisation (resources, where will your group be? Arrangement of learners?):

- The lesson will start on the mat. I will engage in a korero and ask questions about the human senses and what it is. (This enables me to gain insight as to how much the students know)
- We will then run through the objective of the lesson by going over the handout and confer in what different things we may be able to see, smell, hear, and feel while outside.
- We will then go over the WALT criteria as a group.
- We will then head outside and find a shaded area where we can engage in our nature observations.
- After finishing the observation, we will discuss the lesson and reflect on what we have learnt about nature while participating in the activity.

Beginning the lesson (motivating and engaging):

- Who knows what our human senses are? - talk as a group about what it might mean.
- Who enjoys spending time outdoors in nature?
- What are some things that we may see, smell, hear, and feel while outside?
- Who's ready to relax and enjoy some time outside?

During the lesson: on the mat

What are we aiming to achieve by doing this lesson? (WALT)

- Show students my cue to get their attention: Teacher - tahi, rua student - toru wha.
- Collectively as a group, run through the objective of the lesson where I will instruct the students on our lesson's purpose and aim.

Order of instructions

- 1- Class discussion on the mat floor about our WALT and the lesson's purpose and aim.
- 2- Make sure the students have a pen and something to lean their worksheet on.
- 3- Line up outside the class.
- 4 -As a group head out to the field/native grove to find somewhere to sit and observe - students can lie down or find somewhere comfortable to take in their observations.
- 5- Back to sitting as a group to reflect and evaluate our lesson.

Checking for understanding

- What is the aim of the lesson - what are we trying to achieve?
- What are we doing first? (getting our pens, worksheet, and book to press on)
- What do you do when I say tahi, rua?
- Does anyone have any questions or concerns?

During the lesson, While students are working at their desks on each task

- Encouragement explaining that they are doing a great job.
- Ask questions about what they are observing and how they feel.
- Praising students along the way in both English and Te Reo Māori.

End of the lesson (what opportunities will you give the tamariki to reflect and think about their learning?):

- Once we have completed our lesson, we will debrief and discuss what we have learnt and what we enjoyed/disliked about the lesson.
- Consider as a group that we feel more relaxed, our senses are awakened and our minds feel clear after being outdoors.

Reflection on your teaching

This was a great way to end the day. All students were able to identify the different senses through nature. It was a nice sunny afternoon and we were able to relax and take it all in after a busy day of mahi.

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