

Rubric: Designing a Nature-Based Activity

Criteria	Excellent	Satisfactory	Needs Development	Points
Nature Play at the Centre	Activity is clearly open-ended, play-based, and grounded in children's direct engagement with natural materials, processes, or living things. Children have meaningful choices and opportunities for creativity, curiosity, and exploration.	Activity includes nature play and some open-ended exploration, though parts may be somewhat teacher-directed. Children have some choice.	Activity is mostly teacher-directed, worksheet-like, or resembles an outdoor lesson rather than genuine nature play. Limited child choice or exploration.	/25
Developmental Appropriateness and Holistic Development	Activity is well matched to the chosen age/grade group and clearly supports multiple areas of development, such as physical, social, emotional, cognitive, creative, spiritual, and/or sensory development.	Activity is generally appropriate for the age/grade group and supports some areas of development.	Activity is not well matched to the age/grade group, or connections to children's development are vague or limited.	/15
Educator Stance: Responsive and Non-Intrusive	Educator role is thoughtfully planned as observant, responsive, and supportive without taking over children's play. Prompts are open-ended, respectful, and extend children's thinking or noticing.	Educator's stance is mostly responsive, though some prompts or actions may direct children too strongly.	Educator role is overly directive, controlling, or unclear. Prompts do not clearly support open-ended play.	/15
Place, Reciprocity, and Care	Activity includes a meaningful and authentic element of care, gratitude, reciprocity, or relationship with place. This element feels connected to the activity rather than added on.	Activity includes a simple reciprocity or care element, though the connection to place may need more depth.	Reciprocity, care, or relationship with place is missing, vague, or superficial.	/15
Inclusion and Accessibility	Inclusion plan offers concrete, thoughtful adaptations so children can participate in multiple ways, including children with diverse physical, sensory, communication, cultural, emotional, or developmental needs.	The inclusion plan includes some useful adaptations, though they may be general or limited.	The inclusion plan is vague, minimal, or does not clearly show how different children can participate.	/15
Risk-Benefit and Safety Planning	Clearly identifies relevant risks and explains the developmental benefits of managed risk. Supervision, boundaries, weather, tools, permissions, and safety protocols are practical and appropriate.	Identifies basic risks and safety steps, though the benefits of managed risk or supervision details may need more development.	Risk and safety planning is incomplete, unrealistic, or focused only on avoiding risk rather than managing it thoughtfully.	/15

Total: /100