

EXPERIENTIAL ACTIVITIES **for Remote Learning**



Be the Change Earth Alliance
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What is the Experiential Activity Toolbox?

It is a growing list of activities which create opportunities for students to meaningfully connect to themselves, others and the natural world. These activities explicitly encourage experiential learning and meaningful connection, away from screen time.

What's Inside?

Inside the Experiential Activity Toolbox there are a series of resources, including:

- A series of active, experiential activities teachers can pull into their lessons, units, or SLC Action Packs, which assist with remote learning.
- A dedicated student activity page, which can be copied, pasted and/or altered by the teacher based on their course needs. A word document can be downloaded at the [Climate and Connection Unit](#) teacher page, for easy editing.
- A dedicated Teacher page with suggestions for alterations, additions and cross-curricular connections. Each activity also includes a table that shows which of the BC Core Competencies the activity either strongly, or softly meets. Green shows which BC Core Competencies are strongly met. Orange shows which are softly met and/or could be strongly met with additions.

Pedagogical Approach

Each activity in the Experiential Activity Toolbox:

- Aligns in some ways with First People's Principles of learning.
- Encourages a head, heart, hands pedagogical approach to learning
- Promotes learning through connection to self, others and the natural world which, in turn, fosters alignment between values and actions (i.e. the Integral model)
- Meets several BC Core Competencies
- Was created in collaboration with and practicing teachers and teaching candidates

Considerations

- Some activities require teachers to make edits or additions to tailor the activities to their course and provide post-activity instructions, such as work submission or student accountability. Some activities work best when students can freely reflect and experience without pressure of an adult reading their work. Consider structuring work submissions to allow experiential freedom.
- Consider different types of learners. Some students may best submit reflections through means other than writing, such as art.
- Many of the activities can be paired with music and can engage family members or friends.
- The activities were created to comply with COVID-19 restrictions and guidelines (as of April 29, 2020). We recognize that due to rapidly changing circumstances, there may be new rules to follow that we have not accounted for here. We want to stress the importance of taking precautions to keep students and our communities safe!

We want to hear from you! Please send your new or revised activities, suggestions or questions to admin@bethechangeearthalliance.org!

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ACTIVITY 1: I SPY: THE ONES THAT CALL TO ME



Purpose: To walk through and enjoy a natural space, while curiously exploring and connecting your awareness to plant life. Practice listening openly and becoming aware of what thoughts, feelings and senses come up as you spend time observing and appreciating plants as beings of their own. Explore what connection you feel with other life forms in the natural world.

Student Instructions:

In this exercise, you will explore, observe and appreciate plant life. We can learn a great deal about the natural world -- and ourselves -- when we spend time observing nature and noticing our own thoughts, senses and feelings in the process. By doing this you are practicing becoming aware of yourself and how you feel in the present moment, while finding your own personal connection to other living beings. People who practice this awareness regularly often tell stories of magical moments and experiences they have!

Head outside with a notebook and go for a casual walk or hike in a park or natural space accessible to you. Remember, since time immemorial, First Peoples have been practicing close relation to nature on the land you will be exploring. Take a look at whose [Traditional Territory you are on here](#). You're going to walk around and visit the first plant you see that catches your eye, or one that makes you feel *certain* or think "that one!" Sit, kneel or stand and inspect the plant. You may choose to touch or feel it, but do so gently, avoid damaging plant life.

Now, see what happens when you quietly listen to the plant and focus your senses on it. For example, take notice of what you see and any thoughts, feelings or senses that come up as you are with it (remember, everyone feels differently, and anything you feel is ok!). Consider asking yourself questions like: What do you like about it? What are you curious to know more about? Try saying "I see you as a part of me" aloud a few times as you look at it. How does that make you feel? Does the plant feel like a friend? Do you feel it watching you back? What does connecting to this plant mean to you, based on your values? Do you want to give it a name to remember it? Have patience in this process and let your mind relax and quiet down. Try taking 6 slow deep breaths to help you relax. Spend at least 5 minutes per plant, but feel free to spend more time if it feels right.

When you feel done visiting a plant, reflect for a moment in your notebook about what you saw, felt and thought. Think about questions that came up and write them down. Visit at least 2 more plants that catch your eye and repeat the process. Feel welcome to visit more, if you like.

[Teacher to add a list of items and post-activity instructions of their choice]

Activity 1: For Teachers



Teachers can add post-activity instructions to the student instructions above, such as a submission of their reflections. Teachers should decide whether they would like students to submit some of their journal reflections. Students may lose deep introspection and reflection if they know someone else may read what they write. Consider asking for written work in a way that allows students to freely express in the moment and selectively choose what they submit later. Structured questions may be best here.

Example of post-activity instructions:

When you have completed your exercise, send [Teacher] an email with answers to the following reflections:

- What further questions do you have after completing this exercise? (ie. questions related to the plant's biology, or something related to the plant or yourself that you are curious to learn more about)
- What was your favourite moment during your exploration time?
- What feelings came up when you were visiting with each plant?
- What did your favourite plant look like? Why was it your favourite?

Additions/Alterations

- Assign a number of open questions students can write down during their experience that give them the freedom to inquire about whatever inspires them. They may choose to research or ask someone about these later.
- Ask students to share some of their experience with loved ones or a friend.

Examples of Cross-curricular Connections:

Use these ideas or find new ones!







Science

- Students can develop their own nature journals by drawing plants, insects, etc. and paying attention to the features of each species and/or the connections across species. Older students may be able to identify plants they find, with guidance.

Social Studies

- Invite students to consider what the First Peoples of the place they explore used the native plants for, and at what times in their own lives they have been aware of the interdependence of humans and other natural or living things.
 - [FNESC Resource Guide for teaching Science First Peoples](#)
 - [Plant Knowledge of the Salish Sea Region](#)

CORE COMPETENCIES

Communication		1. Connect and engage with others	2. Acquire, interpret, and present information	3. Collaborate to plan, carry out, and review constructions and activities	4. Explain/recount and reflect on experiences and accomplishments
Creative Thinking		1. Novelty and value	2. Generating ideas	3. Developing ideas	
Critical Thinking		1. Analyze and critique	2. Question and investigate	3. Develop and design	
Positive Personal & Cultural Identity		1. Relationship and cultural contexts	2. Personal values and choice	3. Personal strengths and abilities	
Personal Awareness & Responsibility		1. Self-determination	2. Self-regulation	3. Well-being	
Social Responsibility		1. Contributing to community and caring for the environment	2. Solving problems in peaceful ways	3. Valuing diversity	4. Building Relationships

Note: Green shows which BC Core Competencies are strongly met. Orange shows which are softly met and/or could be strongly met with additions.

ACTIVITY 2: NATURE'S ARTIST

Purpose: Enjoy and connect to a natural space, while allowing your creativity to free-flow in the form of art. Access inspiration from nature and practice playful self-expression.



Student Instructions:

You are going to visit an accessible natural space to enjoy for creative inspiration and create art in! Visit any safe space you have access to with natural life such as a park, backyard or garden. Find a comfortable spot in that space, close to nature. If you don't have access to a natural space, you could also look out a window or spend time with a plant you have at home. You, the artist, have now reached your temporary creative space among other natural beings that are also creating things!

While being considerate of the life in that space and respectful not to destroy what is alive, make a piece of art using natural objects available to you, such as loose leaves, sticks, rocks, grass, pinecones and so on. Can you make a drawing with what you find? A stack of objects? Some pieces laid on the ground or some standing up? A sculpture?

Let your mind roam free and without judgement for what you make. If you cannot touch or move natural materials in your space or if you are choosing to observe a view of a natural landscape, bring along any art materials of your choice and create with those instead.

Consider how all the natural objects in your artistic creation relate to one another. How were they made? How do you think your objects came to be where you picked them up?

Feel free to leave your art for someone else to find, or if you want to disassemble it to be respectful of others, take a picture or simply "erase" it!

[Teacher to add a list of items and post-activity instructions of their choice]

Activity 2: For Teachers



Teachers should decide how or if they would like students to submit work after their activity and add instructions at the bottom of the activity.

Example of post-activity instruction:

Teachers might ask for reflections or images (if possible) of what is created.

Additions/Alterations:

Instead of creating art from natural objects, students might be instructed to tap into their existing creative hobbies or interests, such as painting, in a natural space where they can visit for inspiration. (there is a suggestion for this already in the exercise).

Examples of Cross-curricular Connections:

Use these ideas or find new ones!







Mathematics

- Ask students to make notes about the geometric shapes and the different types of symmetry that exist in the natural elements that they chose for their art

ADST

- Ask students to create a sketch of an invention (either one that already exists or something new they can imagine) that draws on the forms or processes of some of the natural elements they found. Encourage them to think creatively here and not worry about having a fully-fleshed out idea for an invention or polished sketch of one (relates to the engineering concept of Biomimicry) [Biomimicry video on Youtube](#) by “Sustainability Illustrated”

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ACTIVITY 3: NEIGHBORHOOD SCAVENGER HUNT



Purpose: Choose a method of active or sustainable transportation to explore your neighborhood, connect to natural objects and observe practices of sustainability.

Student Instructions:

You are going to choose active or sustainable transportation to go on a scavenger hunt! Choose a way to get around your neighborhood such as by foot, a bike, skateboard, scooter or any other active or sustainable way you would like. Avoid choosing something that uses fossil fuels, like gasoline, for energy. Now, head out into your neighborhood and find:

[Teacher to add a list of items and post-activity instructions of their choice]

Activity 3: For Teachers



Choose how, or if, you would like your students to report back after the activity. Teachers may choose whatever they feel is most relevant to their courses for the hunt (check out the cross-curricular connections below). Depending on your choice for students, consider relevant post-activity instructions on how and what to report back. Here are some suggestions for the hunt:

Additions/Alterations

- *Play:*
 - Find three places you'd like to come back to, or bring a friend back to, to enjoy. Write them down in your notebook and reflect on why that place felt special to you.
- *Sustainability/Habits:*
 - See how many sustainable modes of transit you can find (i.e. cycling, walking, skateboarding, scooters, public transportation and electric vehicles);
 - Find (x) bike racks; and/or,
 - Spot (x) reusable water bottles or reusable straws.
 - How many vegetable gardens did you see?
- *List of Natural Objects* (great for young kids with their parents): Find a list of natural objects such as a pinecone, pine needle, a brown stick, a green leaf, a big leaf, small leaf, an insect (avoid collecting it) and a yellow flower pedal. If Parents are closely involved, they may also be able to help select a list appropriate to their context. Natural objects, when appropriate, could also be used for at home art or research projects, to offer a hands-on addition to learning.
- *List of Trash (Trash clean-up scavenger hunt):* Look for a clear bottle, (x bottles), (x) pieces of plastic, (x) chocolate bar wrappers, (x) pieces of trash that have (colour), (x) plastic bags and a pop bottle full of garbage. *[Please do not touch items you are unsure of or may be unsafe (e.g., sharp, poisonous) or in an unsafe area. Please take safety precautions that will protect you from touching the garbage such as gloves. Ask your parents for permission before heading out. Feel free to invite them and do it together.]*







Examples of Cross-curricular Connections:

Use these ideas or find new ones!

Social Studies

- Ask students to draw a map of their scavenger hunt journey including the places where they found items and any natural or human-made landmarks that stand out in their neighbourhood

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ACTIVITY 4: MINDFUL MEAL WITH FAMILY



Purpose: Connect mindfully with family and food. Eat and appreciate delicious and nutritious food together!

Student Instructions:

You are going to cook a meal with your family (defined here as the people in your household) and spend valuable time with them. Ask your family to create a meal together! Find a simple vegetarian recipe, with ingredients accessible to you. [Check out this Earth Day list for recipe ideas.](#) Consider choosing ingredients with a low greenhouse gas emissions impact: [look here for help.](#)

Before you begin, set all the ingredients you need on a counter or table. Take a few minutes to inspect the ingredients one by one. How does it look? How will it taste? What do you like about it? What textures does it have? Are there different colours? How do they smell? Where did it come from? What is your favourite?

Take a moment to appreciate how these ingredients will nourish your body.

Now, begin preparing your meal with your family. While you prepare it, share a conversation with them about whatever you like!

As you prepare, try to keep an awareness of the food you're working with.

Once it's ready, share the meal with your family. As you eat, take some time to appreciate the new tastes, smells, textures of your lovely food and take a second to appreciate all the energy it took to make the food, including the energy of your body to buy and prepare it. By doing this, you are practicing being mindful and aware of your food. Consider how it feels to eat this way. Thank your family for sharing the meal and time with you.

[Teacher to add a list of items and post-activity instructions of their choice]

Activity 4: For Teachers



Teachers should decide how or if they would like students to submit work after their activity and add instructions at the bottom of the activity.

Example of post-activity instruction:

Students could be asked to submit a photo or recipe of their meal. You may also choose to have them reflect on one the additions suggestions below, or choose a course related question. See Cross-curricular connections for suggestions.

Additions/Alternatives:

- For each ingredient, take a look online to see how it was made and write down the amount of caloric energy and nutrients each will provide your family and you.
- Determine how much water was used to grow or make the ingredient? How long did it take to grow the ingredient on a farm? How far do you think it traveled to get to your meal?
- Can you choose a meal that doesn't require electricity or fossil fuels, like natural gas, to cook?
- Can you light your cooking or eating space with lighting that doesn't require electricity, such as natural light or candles?
- Offer students a climate, sustainability, or course-related question to discuss with family while they cook and eat. For example, these could include the following questions:
 - What type of world do you want for the future? What does it look like? What do people do? What do people value? What technology exists? How do people interact with each other? What cultures exist?
 - What are your feelings about climate change? Why is it happening? What do you wish was different? What solutions to climate change do you know of? What actions could you take, sacrifices would you make, or habits you would change to help stop climate change and protect your local community?

Examples of Cross-curricular Connections:

Use these ideas or find new ones!





Social Studies

- **Systems thinking:** Consider what life the ingredient lived to be planted, grown, harvested and to eventually end up on your plate. If it is an animal byproduct, such as dairy, consider the life of the animal it came from. Where did its life start? Where and how did it grow? Who grew it and harvested it? How did it travel to the store? How did it get in your hands?

Physical Education / Health

- Ask students to reflect on what kind of food their families like to cook and why; invite them to draw a placemat that shows any foods that are special for their families. (*Language Arts:* If students have a home language other than English, this could be an opportunity for them to share their knowledge of a home language by naming foods in the language of their choice.)

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ACTIVITY 5: SKILLING UP

Purpose: Identify a skill that is meaningful to you to learn or improve on. You will practice goal setting taking ownership of your personal progress and development.



Student Instructions:

At the beginning of the week, choose **any** artistic, creative or practical skill (e.g. sewing, gardening, musical instrument, drawing) you would like to work on. Sit down for 10 minutes and write in your notebook. Reflect on what you would eventually like to be able to do with that skill sometime in the future. Picture what you would do and how you would feel being able to do it. Can you see yourself in your mind doing that skill well? What does it look like?

Next, set a realistic goal for yourself this week for how you would like to improve even just a little bit toward your longer-term objective. When you've chosen a clear goal for yourself, make a schedule of when you will practice for each day of the week. Decide how much time you are willing or able to devote to learning or practicing for the week. Is it 10-30 minutes daily? One hour, two times this week? Consider deciding what you will specifically work on in your practice time. Share your commitment to practice towards your goal with a friend, family member or teacher and check in with them on your progress later.

Now practice!

When the week is over, come back to your notebook and reflect on what you learned or how you progressed. Did you meet your goal? Thinking back on your goal, was it realistic? How do you feel about your progress? What would you do differently next time? What did you enjoy?

Set another goal for the week, and repeat!

[Teacher to add a list of items and post-activity instructions of their choice]

Activity 5: For Teachers



Decide, if and, how you would like the student to report back to you in some form of work, such as asking for their practice schedule and reflection on their progress.

Additions/Alternatives:

- Pair or group students with classmates to encourage practicing social accountability and peer motivation and empowerment. This would also help create needed social time.

Examples of Cross-curricular Connections:

Use these ideas or find new ones!







Career Education

- Ask students to reflect once or twice a week on how the practice of their skill went and to pay attention to what attitudes and expectations come up.

Science

- Ask students to come up with a number of questions that relate to the skill they are practicing that they believe scientists would be interested in researching and discussing. If appropriate, ask them to make notes on how they might begin to look into these questions if they were conducting the research.
 - Music, for example, is a wonderful inquiry area for students to consider the physical science at work. For inspiration, see the [Music Science Projects on the Science Buddies site here](#).

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ACTIVITY 6: ACKNOWLEDGE INDIGENOUS TERRITORY

Purpose: To develop and practice cultural humility with respect to historic dispossession of Indigenous lands, and to think reflectively about one's relationship to land and place.



Student Instructions:

In this activity, you will learn whose traditional territory(ies) you live on, and consider what saying a land acknowledgment means. You will begin to think about making your personal land acknowledgment. What is the purpose of doing this? When you make a land acknowledgment personal, it becomes meaningful in a new way.

The first step is to find out whose territory(ies) you are on. You might have learned this from your peers, teachers or other adults. You can look it up for yourself at the website [Whose Land](#). Delve a little further by clicking on the “Why Acknowledge?” page on the “Whose Land” site, and follow any links that catch your eye. Explore this website further if you have time and think about questions like, “Are there treaties on these territories?” and “How did settlers historically make claims on this land?”

The next step is to learn about the land acknowledgment practices for the territory(ies) you're on. Have you ever done a territory acknowledgment for your class or anywhere else? What does it make you feel? The authors of [Whose Land](#) recommend reaching out to the closest Indigenous community or friendship centre to you to learn how to acknowledge territory. Your school or teacher may already have reached out to the Indigenous education team in your school district and created a script that you can use as a starting point, if you live on the territory that your school is on.

Before making your land acknowledgment more personal, you may want to reflect on the words of the basic land acknowledgment. Practice saying the acknowledgment aloud and think about what each word means as you do. Are there any words you're unsure of, or any emotional resistance or discomfort that comes up when speaking them. Think about what those things are without judging negative emotions or uncertainty and write down any questions you have for yourself.

When you're ready to make your acknowledgment personal, go somewhere that makes you feel an increased sense of connection to the land. Remember, territory lines change, so if you visit a space outside of where you live check the map to see if you are entering new territory, and adjust your acknowledgement to include them. Maybe it's a window facing a tree, a park, or a trail in your neighbourhood. In this space, take a few minutes to remember that wherever you are on Turtle Island, a resilient Indigenous People has been there since time immemorial. (Note, if you are unfamiliar with the term Turtle Island, look at the answer to “What is Turtle Island?” in the “FAQ” page of the “Whose Land” website.)

Think about your relationship to the land you live on: Is the land home? Does it feel safe? What gifts does it give you? Do you feel connected to it? What did this place look like five hundred, one thousand years ago, or ten thousand years ago? How could you take these reflections on your

relationship to land and incorporate them into a personal acknowledgment of Indigenous territory? If you have an idea already, say your personal acknowledgment to yourself, either in your head or out loud.

What makes you grateful about this land and this place? Say some words of thanks, calling to mind all that land does to sustain human life, and all the thousands of years of responsible stewardship in this place by its First Peoples.

[Teacher to add post-activity instruction]:

Activity 6: For Teachers



Teachers can add a post-activity instruction for students above, such as sending in the questions they posed at the beginning of the process, any learning they gained during the process, and what new wonderings they may have after working on their personal acknowledgment.

Example of post-activity instructions:

When you have completed your activity, share what you did by either writing your personal acknowledgment or taking a video of your acknowledgment in the place that supported these reflections.

Additions/Alterations

- Students can check out the Warrior Kids Podcast episode on Indigenous Identity [here](#) to learn more about the terminology that is best for various distinct Indigenous Peoples.
- Students can watch this [Video](#) about Toronto schools acknowledging territory and write a reflection on the way many schools across Turtle Island (or Canada) are just now starting to acknowledge territory.

Students can talk to a family member about why it matters to acknowledge Indigenous territory. Ask students to share what they thought about with respect to their own relationship to land. They can ask a family member about their relationship to land, their relationship to this place, or their relationship to another place that holds significance for them.

Examples of Cross-Curricular Connections:

Use these ideas or find new ones!







Social Studies

- Ask students to read an article related to the substandard health services in Indigenous communities, or related to the unique challenges Indigenous communities are experiencing with the current pandemic. This [article](#) from First Peoples Law offers an overview of the difficult conditions for Indigenous communities facing COVID-19. Invite students to write a letter to the editor of a newspaper that responds to their reading. Offer a question to prompt their thinking, such as “What role do Canadian or provincial governments have in reducing the harm to Indigenous communities during this pandemic?”

Language Arts and Media Literacy

- Engage students in reading about [Rebecca Thomas](#), a young Mi’kmaq woman who was Halifax’s poet-laureate in 2016-2018. Invite them to listen to Thomas’s poem called “Matoax,” which tackles cultural appropriation and stereotypes in the Disney movie, *Pocahontas*, and more generally in Canadian society. Prompt them to think critically by asking questions such as, “What are stereotypes?” and “How do stereotypes negatively affect the people they supposedly represent?” Invite students to think about what Indigenous stereotypes they can identify in the movie *Pocahontas* or in other popular culture. Another response activity could ask students how to respond if you hear someone you know repeating a stereotype.

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ACTIVITY 7: REACH OUT TO SOMEONE IN ISOLATION

Purpose: To reach out to someone in your family or community and learn about how you are connected to this person by the stories and cultural context that you share.



Student Instructions:

In this activity, you will make phone or video calls with a person in your family or community who might be experiencing any form of social isolation due to the public health restrictions in place. This form of social connection is important for many people's mental and emotional health during physical distancing or quarantine experiences.

You will ask your chosen person questions that help you understand more about their life story, cultural context(s), and experiences. In doing this, you may learn about your own identity. Your role in your family and community makes up a facet of your own life experiences. In this activity, you will consider how you are shaped by others in your life, and what connects you to a particular circle of family and community.

Talk to your immediate family or those in your household about who you could interview as part of an oral history (i.e. learning stories about the past directly from the person who experienced it), and who you know that might appreciate having more human connection in their life during this time. What kinds of knowledge does this chosen person hold about family history or other experiences that might connect you to them? Contact your chosen family or community member and let them know you're thinking about them. Ask them if they would be interested in talking to you about their life history and experiences.

Before you chat with them, brainstorm some questions for your oral history. When asking questions, be aware that some knowledge might be too deep or sacred or painful to share, so let the person you talk to be the judge as to what they would like to share. The questions do not always need to delve into personal details to make the experience meaningful.

Here are some questions to help guide your brainstorming: What do I know about my family history? How does my family impact my identity? What is my role in my family or community? The intention here is to ask questions that will build on the connection you have to the person you reach out to for this oral history. You might come up with a question like, "Why did you move to [place name]?"; "What do you remember most about your teenage years?"; or "What did you try to pass on to the next generation?"

If you plan to record your interview (either on a device or by taking notes), make sure you ask your chosen family or community member for their permission first. Be sure to let them know how you will use the recording, such as sharing it with your class or teacher, as this may change how they feel about sharing. You might offer to keep their name anonymous.

[Teacher to add post-activity instruction]:

Activity 7: For Teachers



You can add a post-activity instruction for students above, such as writing a short reflection about how the experience went and what they learned.

Example of post-activity instruction:

When you have completed your conversation, share back to your teacher through a reflection and/or some notes you took during your conversation.

Suggested reflection questions (choose 2 or 3):

- What did you learn about the person you spoke with?
- What did you learn about yourself or your family?
- What did you learn about your values or the values of your family?
- If you recorded your conversation, can you listen back and pick out some of your favourite quotes? You can write these down as you go along.
- How did it feel to connect with your family or community member?
- What was the value of this experience to the person you reached out to? And to yourself?
- How does it feel to share the stories you learned from your family or community member, if they gave you permission to share?

Additions/Alterations:

- Students could submit their brainstorming and the questions they come up with as earlier stages of assessment for this project. Teachers could include a peer-review process to help students communicate and develop their ideas with feedback from a classmate.
- Look for a local community group that would welcome students phoning people who are more isolated or vulnerable in the current public health emergency. Invite students to make a short- or medium-term commitment to calling people to just talk about how they're doing. They could also follow up with their chosen family or community member to continue connecting and supporting each other in the weeks ahead.

Examples of Cross-curricular Connections:

Use these ideas or find new ones!







Language Arts

- Ask students to write a letter to the person they talked to. The purpose of this letter could be determined by the students themselves with some guidance. It could express gratitude for the teachings that their chosen person shared with them. It could also serve to share the student's perspective on family or community and how that changed based on their conversation.

Social Studies

- Focus on Elders. Give students a brief lesson on the importance of Elders in many cultures, with a focus on a specific Indigenous tradition, ideally from the community whose territory the school occupies. For a mixed-media film about respecting the more-than-human world and living in accordance with the ancestors' teachings, students could watch [The Elders Are Watching](#), created by Métis poet David Bouchard and celebrated west coast First Nations artist Roy Henry Vickers. Students could then respond to the question of what their ancestors or their older relatives would want for the future. They could conduct an oral history with someone in their life who is an elder to them, this does not necessarily mean an elderly person but someone who holds cultural knowledge.
 - Teachers may wish to consult the Indigenous education helpers in their school district to discover the territory-specific resources to this subject matter.

CORE COMPETENCIES

Communication		1. Connect and engage with others	2. Acquire, interpret, and present information	3. Collaborate to plan, carry out, and review constructions and activities	4. Explain/recount and reflect on experiences and accomplishments
Creative Thinking		1. Novelty and value	2. Generating ideas	3. Developing ideas	
Critical Thinking		1. Analyze and critique	2. Question and investigate	3. Develop and design	
Positive Personal & Cultural Identity		1. Relationship and cultural contexts	2. Personal values and choice	3. Personal strengths and abilities	
Personal Awareness & Responsibility		1. Self-determination	2. Self-regulation	3. Well-being	
Social Responsibility		1. Contributing to community and caring for the environment	2. Solving problems in peaceful ways	3. Valuing diversity	4. Building Relationships

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ACTIVITY 8: UPCYCLING AND REDUCED CONSUMPTION



Purpose: To increase daily awareness of consumption patterns, develop self-efficacy in making DIY projects that reduce waste, and contribute meaningfully to the public health emergency of Covid-19.

Student Instructions:

In this activity, you will make a protective face mask (or more than one if you like) that reduces consumption and waste, and you will consider the impacts of precycling, recycling, and upcycling.

Do you have any old clothing that you have been meaning to donate or throw away? It turns out that cotton T-shirts are an excellent material to make DIY (do-it yourself) face masks. In the current public health emergency, authorities such as the USA Centres for Disease Control and Prevention recommend that everyone wear face coverings when they go out in public. These face coverings should not be medical grade, however, as the limited number of medical grade masks should be saved for frontline workers. By using our own homemade face masks, we can help reduce the chance of spreading the virus ourselves. Please visit the Government of Canada [website](#) to view the recommendations for non-medical mask use. This option does not replace other public health measures, but adds to them.

Find yourself an old T-shirt, or improvise with any cotton-based fabric that would otherwise go to waste. Follow the instructional steps on any one of the websites [here](#). Be sure to clean the fabric before you begin constructing your face mask. These cloth masks can be reused for a long time. It is important to wash the mask in-between uses. You can make the mask more effective by placing a coffee filter or paper towel inside the face portion of the fabric. These inserts can only be used once and you will want to use good hygiene when disposing of them, i.e. wash your hands with soap for 20 seconds after touching a used insert.

Making a face mask to protect the most vulnerable in society from being infected with this virus is a public service in and of itself. Are there other people in your life who might need you to make a face mask for them?

Why else would it be worthwhile to make our own face masks in this time? Think about how many garments go to waste in Western countries? For example, see this [BBC report](#) from a decade ago. The problem only continues to grow. Some of the individual actions we can take to reduce this kind of textile waste include [precycling](#), the idea of reducing consumption habits. In this DIY mask activity, you practiced upcycling, the idea of taking used items and making something useful with them. Does upcycling reduce consumption as well? You can find out what some of the benefits of upcycling are by reading this [blog](#). Then, building on what you've read and learned, write down as many benefits of upcycling as you can think of!

[Teacher to add a list of items and post-activity instructions of their choice]

Activity 8: For Teachers



You can add a post-activity instruction for students above, such as a submission of their responses to any questions you give them. They could also take pictures of the process of making their masks and share them as evidence of their learning.

Example of post-activity instruction:

When you have completed your activity, send (Teacher) an email with responses to the following prompts:

- What makes upcycling or precycling an attractive practice to you?
- What does it mean to combine public health goals with ecological awareness?
- What habits of consumption produce the most waste in your household or in your experience?

Additions/Alterations

- Invite students to make their own instructional video of how to make a mask from used fabric at home including their statements about why this is a helpful practice to reduce waste and take care of the Earth.
- Invite students to make masks for any family or community members who might need them.
- Invite students to work with younger siblings (or other children they are close to) to create fun, imaginative physical distancing hats. Here's a great [example](#) from students in China, whose adorable hats are based on the historic Song Dynasty headwear that kept court officials from conspiring. Students could make their own hats using cardboard, paper, and other soft materials that would otherwise go in recycling or garbage.

Examples of Cross-Curricular Connections:

Use these ideas or find new ones!




ADST

- Once students have made an initial face mask, invite them to develop modifications to this design by changing the materials or structure or tools. Ask them to report on the development of their mask design using photographs, written records, and/or drawings.

Physical and Health Education

- Discuss the connections between making these DIY masks and advocating for the health and safety of people in our communities who may be vulnerable right now. Ask students to make a short Public Safety video they can share with their network of family, friends, or wider community. Encourage them to feel proud that they are helping to protect everyone in their communities.

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ACTIVITY 9: EXPLORE YOUR PASSIONS AND PURPOSE



Purpose: To explore your passions and connect to your life's goals or callings.

Student Instructions:

In this activity, you will answer a few personal reflection questions about your passions. In these questions, you will explore the things you love in the world, and what you might like your role to be in the world based on your passions. This process can be helpful in identifying your passions and in considering potential future career paths. Even when the future seems uncertain, you can find a way to live your passions.

In a notebook, answer the following questions. Write at least one paragraph for each question. You may also choose another way to answer these questions, such as through a drawing or an audio recording of yourself talking freely.

- 1) What am I passionate about?
 - a) Other questions to help explore and guide your reflection include: When do I feel most proud? When am I having the most fun? What am I doing when time feels like it's passing by quickly? What brings me the most joy?
- 2) What do I love about the world?
 - a) Other questions to help explore and guide your reflection include: What do I appreciate most in the world? What do I care about most in the world?
- 3) What is preventing the things I love about the world from reaching their highest potential? What could be better? What is holding the things I love back from being the best they could be?
- 4) What is an important role I could play to help the things I love to flourish?

-Adapted from Aubrey Marcus, [Go for Your Win](#), program.

Now that you're done, answer these questions:

- 1) What careers already exist that are related to my passions? How could I develop a new career or occupation based on my passions and the role I want to play in the world, to make it better than it is today?
- 2) What will I need to practice or learn to work towards achieving the role I want to play?
- 3) What unanswered questions do I still have for myself, after completing this activity?

[Teacher to add post-activity instruction]

Activity 9: For Teachers



Decide how you would like to collect work from students, and add it to the bottom of the activity. Make sure students clearly know that they do not need to share any personal information they are not comfortable with sharing.

Example of post-activity instruction:

- Submit your answers, whether written, drawn or spoken, to the focal person (e.g., teacher).

Examples of Cross Curricular Connections:

Use these ideas of find new ones!







Visual Arts

- Ask students to create a mind map that incorporates cut-out collage images of things that symbolize their passions, interests, and the kind of world they want to see in the future. This could function as a brainstorm to help them think creatively about their passion(s), or it could be a way for them to synthesize their ideas and present them.

Social Studies & Career Studies

- Ask students to return to the question of what they love most in the world. Encourage them to talk to someone in their household about what those things are. The things we love most relate to our values, i.e. what we think matters in life. Give students an example of something you love in the world and how it relates to a value you hold, e.g. family is something I love, and my associated values are love, togetherness, and relationship. Ask them to try to list what values they hold that relate to those things they said they love. Invite them to reflect on where these values come from in their lives (e.g., schools, parents, or friends). Consider asking students to share their lists with a peer (preferably someone they are comfortable opening up to) and comparing what is similar and what is different.

CORE COMPETENCIES

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ACTIVITY 10: WHAT IS LIFE TEACHING ME?



Purpose: To reflect on how your life experiences have taught you important lessons and impacted your life. This will include what new lessons and insights you can carry forward in the future.

Student Instructions:

In this activity, you will write down a list of significant life experiences you would like to and are comfortable reflecting on. You will try to find a positive lesson or perspective from your experiences, which you could take with you moving forward. This is one way you can practice finding positive gifts in any of the experiences you have. You may choose to explore a past or recent event that is a positive experience or a challenging and not-so-great experience. If you choose an experience that you don't initially feel is positive, you will try to find something positive in that experience during this activity. This can sometimes be emotional, and that is OK! Be kind and caring to yourself, if you choose this route. If you find you're placing negative judgement on yourself, notice it, and choose to let that judgement go for today.

Now, create a short list of significant or notable experiences you have had in your life. (You can destroy this list when you're done, if you don't wish others to see it.) Think about what experiences have been most impactful on you, and why.

For each experience on your list, ask yourself: Why is this something I remember? How did I feel during that experience? Are there any patterns I can see, between experiences, that show me anything about myself? Is there anything I can learn or have learned from my experience? Did it teach or show me anything new about myself?

See if you can find a positive lesson or perspective in your experience that you would like to bring with you into your future. Time yourself and write for 5 minutes, without stopping, about why this is a meaningful and positive lesson or perspective you would like to carry forward with you. Write freely for these 5 minutes (don't worry too much about spelling or grammar).

Optional: Write down your positive lesson, and carry it with you for the day. Alternatively, put it somewhere visible, so you can be reminded of the lesson when you see it.

[Teacher to add post-activity instruction]

Activity 10: For Teachers

Teachers can help students feel comfortable expressing themselves by modeling the activity and sharing their own past experience they've learned from, before asking the students to share. This may also help build a trusting relationship with your students. Teachers should add a post-activity instruction, if they need a submission of work. Keep in mind, it is possible students may lose deep introspection and reflection, if they know someone else may read what they write. The depth of this exercise comes from the freedom to explore their experience without judgement of themselves or from others. Consider asking for written work in a way that allows students to freely express themselves during the activity and selectively choose what they submit later. Teacher's may also ask for a non-written submission, like a piece of art or their own chosen way of expressing their lesson. Teachers may also choose to let the student decide the medium or mode they'd like to submit their lesson reflection in.

Example of post-activity instruction:

- Share your lesson in any way you choose. Some examples of what you might choose to include are writing a journal or a story, or creating art (e.g., drawing, painting, singing or dancing). Choose a way that works best for you to express yourself. (*Note: Teachers can ask them to reflect on any questions they like or feel are course relevant, or choose from the above*).

Additions/Alterations

- If teachers are sensitive about students considering negative experiences, they may exclude text from the description and ask them only to reflect and extract a lesson from positive experiences. However, some of our best learning comes from negative experiences. By developing the competency to see positivity in negative experiences, we acquire critical skills for emotional intelligence, and resilience to adversity in the future.
- Students could be asked to write, film or record a story about a challenge they faced, how they overcame it (or not) and what they learned in the process. Be sure students know that failure is OK, and that we often learn our best lessons from our mistakes or times when things didn't go well.

Examples of Cross-curricular Connections:

Use these ideas or find new ones!






Drama

- Use the story alteration above in which students record their stories of overcoming challenges. Then invite them to turn their stories into a performance using puppets. The puppets can be homemade with paper bags and markers, or simply shadow puppets on the wall. They could take video recordings of their performances to share back to their class, or, if they are more private, they could report their work using photos and/or a reflection. It would be great for the teacher to do this themselves first and share their puppet show with the students.

Physical and Health Education

- Invite students to come up with a short list of ways they can be kind to themselves, if they experience something negative. If they wrote about learning from a negative experience in the main activity, ask them how they could be kind to themselves in that situation. Students can be asked to reflect on why it is important to be kind to ourselves when we have challenging experiences in life. They can share a written response, or they can reflect privately to themselves and share the part of their list that they are comfortable having the teacher read.

CORE COMPETENCIES

Communication		1. Connect and engage with others	2. Acquire, interpret, and present information	3. Collaborate to plan, carry out, and review constructions and activities	4. Explain/recount and reflect on experiences and accomplishments
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ACTIVITY 11: MY STORY OF RESILIENCE



Purpose: To reflect on and tell a story about a time when you faced or overcame a challenge, and what you learned from that experience.

Student Instructions:

In this activity, you are going to reflect on a time when you faced a challenge in your life and tell a story about your experience, and what you learned from it. We often do our best learning from challenging experiences and when we take the time to learn from them, we grow stronger and more resilient to future challenges. It is OK to fail at things we try, and we do our best learning when we embrace our failure(s). This can sometimes be emotional, and that is OK, too! Be kind and caring to yourself. If you find you are placing negative judgement on yourself, notice it, and choose to let that judgement go for today. Remember, the stories we can tell about overcoming our challenges can help others overcome their own too!

Spend 10 minutes writing about a challenge you've faced. Was there a time when something didn't work out like you wanted it to? Did you ever lose when you thought you would win? Was there a time when something unexpected happened, that was hard to handle? Next, spend 5 minutes or more writing down what you feel you learned from that experience, or what you feel you can learn looking back at it now. If you overcame a challenge or barrier, what did you do? How did you do it? What did you learn? Once you have a clear memory of a challenging experience and can see how you overcame it, or what you learned from it, it's time to put it into a story!

Take as long as you need to write a full story of your experience. Tell the story of what happened, how and why. Share what the challenge you faced was and why it was a challenge for you. Then, add how you overcame that challenge and/or what you learned from that experience. Did you make any choices? Why did you make them? How did the situation end or resolve? When it was over, did it feel positive? This is your personal story, there is no right or wrong way to tell it.

[Teacher to add post-activity instruction]

Activity 11: For Teachers

Teachers should add a post-activity instruction, if they need a submission of work and how long it should be. For younger students, consider adding extra questions you feel may help them along. You may also ask a parent to help them.

Example of post-activity instruction:

- You may submit a written story, or an audio or audio/video recording of yourself telling your story of resilience.
- Share your lesson with me in any way you choose. Some examples of what you might choose to include are writing a journal or a story, or creating art (e.g., drawing, painting, singing or dancing). Choose a way that works best for you to express yourself.

Additions/Alternatives:

- Students could be asked to form a pair or group and share their stories with other classmates in-person (only if appropriate), or virtually. This may be a challenge if there is no supervision from an adult, and teachers should consider whether youth may be at emotional risk without supervision.

Examples of Cross-curricular Connections:

Use these ideas or find new ones!







Drama

- Ask students to create a performance in which they tell their story of resilience. Students may turn their stories into a performance using puppets or acting. The puppets can be homemade with paper bags and markers, or simply shadow puppets on the wall. They could take video recordings of their performances to share back to their class, or, if they are more private, they could report their work using photos and/or a reflection. It would be great for the teacher to do this themselves first and share their puppet show with their students.

Physical and Health Education

- Invite students to come up with a short list of ways they can be kind to themselves when they are facing a challenge. If they wrote about learning from a challenge in the main activity, ask them how they could be kind to themselves in that situation. They can share a written response, or they can reflect privately to themselves and share the part of their list that they are comfortable having the teacher read.

CORE COMPETENCIES

Communication		1. Connect and engage with others	2. Acquire, interpret, and present information	3. Collaborate to plan, carry out, and review constructions and activities	4. Explain/recount and reflect on experiences and accomplishments
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ACTIVITY 12: TALKING BENEATH THE STARS



Purpose: To explore your thoughts about space and the universe, and to share these ideas with a family member or friend.

Student Instructions:

In this activity, you will go for a late evening or night walk and share a conversation with someone about space and the universe! Ask a friend or family member to go for a walk with you under the stars. Late evening is also ok as the sun is setting. If you can walk somewhere where you have visibility of stars, that would be best, but this activity can be done whether or not you can see any stars. You may also do this activity without walking, such as at home from your yard or porch. If you can, choose to be outside. You may walk and talk for as long as you like. Check here for [astronomy apps!](#)

As you share a conversation think about some of these questions and chat with your friend or family member about what they think about them. Have you ever been amazed by the stars? What did you sense or experience? How does the way in which your friend or family member view, understand and experience the stars relate or differ from your own? How are they the same? Does your family share any special stories or meaning about the stars, space or universe? Feel free to ask any other questions you're curious about as well.

Some questions for you to consider or bring along with you for help:

- What do you both know about space, the stars, planets, galaxies? Do you want to share anything special you know with them?
- What do you think is magical about space or the universe? Can you share a magical experience you've had, when looking at the stars?
- What questions do you have about the universe, space, the stars, planets, galaxies?
- Do you think there is other life out there?
- If there was another lifeform that came to visit earth, what would you want to show or share with them about this planet or life in general?
- What does it feel like to know planet earth is one planet in the whole galaxy, in the whole universe?
- Do you think it's important to consider how you relate to space? How do you think you relate?
- What does it mean to you, to be a human looking at and talking about the stars?
- What do you think the stars would see, if they were looking at earth?

[Teacher to add post-activity instruction]

Activity 12: For Teachers



Teachers should add post-activity instructions, particularly if they need a submission of work. They should also consider the age group of their students and remind them to be safe when walking at night, and request permission or supervision from their guardians if necessary.

Example of post-activity instruction:

- Submit a written reflection about the time you shared with your friend or family member.
 - Did they share anything that stuck with you?
 - What did you learn from your conversation?
 - Did you learn any new facts?
 - What did you learn about the person and their own views? Are they the same or different in some way from your own?
 - What was your overall experience like, when thinking about the universe?
 - What other questions do you have now, after chatting, or that were not answered for you?
 - What do you want to share with me (teacher)?
- Submit a reflection to me in any way you choose. Some examples of what you might choose to include are writing a journal or a story, or creating art (e.g., drawing, painting, singing or dancing). Choose a way that works best for you to express yourself. (*Note: Teachers can ask them to reflect on any questions they like or feel are course relevant, or choose from above*).

Additions/Alterations

- Students could be given the option, if they have access to star light, to identify constellations and draw a map of them around where they live. This, however, may be inaccessible for inner city students. [Look here for apps](#) that help identify stars, planets and objects. Students can download the apps on a personal/family device, or on a school tablet if applicable.

Examples of Cross-curricular Connections:

Use these ideas or find new ones!







ADST & Science

- Direct students to the “[Build Your Own Star Map](#)” activity page, and ask them to follow the instructions for making a star map. They may not have all the necessary materials at home, so teachers will need to be flexible in how students complete this assignment. The important thing here is to give students the opportunity to try the star map for themselves, experiment as much as they can with the materials they have access to, and develop their curiosity about stargazing, astronomy, and related fields.

Social Sciences & Philosophy

- Give students a couple of resources that explore astronomical knowledge from different cultural traditions. Ask students to discuss (in their own writing or as a conversation with a classmate) what they expected from this resource, what they learned, and what they would like to know more about (variation on a Know/Wonder/Learn chart). Encourage them to think about their perceptions of a different period of time and/or a different cultural perspective in light of their exploration.
 - Suggested resources to assign:
 - [Traditional Anishnaabe astronomical knowledge](#), as presented for the Smithsonian National Museum of the American Indian by Wikwemikong Anishnaabe knowledge keeper, Michael Wassegijig Price
 - Crash Course History of Science video on [The New Astronomy](#)
 - Free School videos about the Greek and [Roman Constellations](#)

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ACTIVITY 13: LISTENING WITHOUT YOUR EARS



Purpose: To practice letting your mind go quiet and listening to your body and what you feel on the inside.

Student Instructions:

You're going to spend time letting your mind and thoughts get silent, while listening to your body and breath. There is always something to listen to, even in the silence. Our body is always feeling sensations inside and outside, our mind is always talking through its thoughts or awareness and our body is always feeling an emotion. Your job is to see what you can hear through your senses, when you quiet down. Then, you will reflect on what you heard or observed. By doing this form of meditation, you can build a strong understanding of your own inner language, which can help be your guide to maintaining a healthy life.

Bring a notebook to a quiet place where you can feel relaxed and safe, free from any distractions, either outdoors or indoors. You're going to spend 15 minutes practicing being quiet and listening to your body and breath. There is no right or wrong way to do this. You're listening to how things are, right now, in the present moment. [Follow this link to listen to Be the Change guiding you through the activity.](#)

Very simply, sit, lay or find a comfortable position and take a deep breath in-and-out 6 times. With each breath, try to focus your attention on the air coming in your nose or mouth, filling your lungs and follow it all the way out again. Closing your eyes will help remove distractions to things outside yourself and help you hear your senses on this inside. If you'd like to keep them open, try to relax your vision and look only at one spot in front of you. Let your vision go blurry and out-of-focus, instead of trying to look at things around you.

After your first six breaths, keep a steady pace of deep breathing. Next, as you breathe, let your attention and focus gently explore your body. You can try asking different parts of your body how they feel, and see if you get any answers. One at a time, place your attention on your feet, legs, belly, heart, throat, between your eyes and the top of your head. Ask each part, "How do you feel?" and listen for an answer. As you scan your body with your awareness, listen for any feelings or sensations that come to your attention. That's it, you're doing it! You are practicing awareness, through a form of meditation.

As you meditate, remember that there is no right or wrong way to do this, so if you feel you 'aren't doing it correctly,' let that thought pass by and come back to your breath or body. The idea of that instead of getting caught up in thoughts about what you did yesterday, need to do tomorrow, thinking about how things 'should be,' etc., you quiet your mind and focus on your breath and body. Gently bring your attention back to the present whenever you notice your mind wanders (it inevitably will!).

When you're done sitting quiet and scanning your body for 15 minutes or more, write down some reflections in your notebook, and remember, you don't need to share what you write, so share freely with yourself! Observe how you feel after doing this activity, or later during the day, and

notice if you feel anything different than your 'normal.' Write these down too. Many people feel generally better throughout the day after they've done this, some people don't feel any change, both are OK.

[Teacher to add post-activity instruction]

Activity 13: For Teachers



Teachers can add post-activity instructions to the student instructions above, such as a submission of their reflections. Keep in mind that students may lose deep introspection and reflection, if they know someone else may read what they write. The depth of this activity comes from freedom to explore themselves without judgement of themselves or from others. Consider asking for written work in a way that allows students to freely express in the present moment of the activity, and then selectively choose what they submit later. Structured questions may be best suited here. Teachers may also ask for a non-written submission, like a piece of art or their own chosen way of expressing their reflections.

Example of post-activity instruction:

- When you have completed your activity, send [Teacher] your reflections. You may submit these in any way you choose. Some examples of what you might choose to include are writing a journal or a story, or creating art (e.g., drawing, painting, singing or dancing). Choose a way that works best for you to express yourself.
- Ask students to share some of their experiences with loved ones and/or a friend.

Additions/Alterations

- This could be done as a one time activity, or done daily for a week, or for any desired frequency and time frame. If choosing a longer term practice, students may be encouraged to develop a new habit of this type of inner awareness. They could be asked to journal changes or developments they see in their life before, during and after the week, or for any other time frame.
- Students could be directed to talk with a family member or friend about how listening to their body fits into their cultural view. What does it mean to them, to take personal time to be quiet and listen to their inner language?
- Teachers who would like an opportunity to build relationships with students might consider recording a guided meditation to send to their students.







Examples of Cross-curricular Connections:

Use these ideas or find new ones!

Physical Education and Health

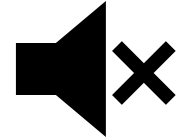
- Give students a progressive muscle relaxation guide like this [animated video](#). After trying this technique for relaxation indoors, ask students to take it outdoors and see how the quality of the observations change. Encourage students to practice this on a regular basis and add this, or other mindful practices, into a journal.

CORE COMPETENCIES

Communication		1. Connect and engage with others	2. Acquire, interpret, and present information	3. Collaborate to plan, carry out, and review constructions and activities	4. Explain/recount and reflect on experiences and accomplishments
Creative Thinking		1. Novelty and value	2. Generating ideas	3. Developing ideas	
Critical Thinking		1. Analyze and critique	2. Question and investigate	3. Develop and design	
Positive Personal & Cultural Identity		1. Relationship and cultural contexts	2. Personal values and choice	3. Personal strengths and abilities	
Personal Awareness & Responsibility		1. Self-determination	2. Self-regulation	3. Well-being	
Social Responsibility		1. Contributing to community and caring for the environment	2. Solving problems in peaceful ways	3. Valuing diversity	4. Building Relationships

Note: Green shows which BC Core Competencies are strongly met. Orange shows which are softly met and/or could be strongly met with additions.

ACTIVITY 14: LISTENING FOR THE SILENCE



Purpose: To explore the different ways we can listen and hear through our senses, while making discoveries along the way. Visit and listen to the sounds of different places and observe if your experience of listening and hearing changes.

Student Instructions:

In this activity, you will spend time listening to the sounds in different spaces, reflecting on the sounds you hear and considering if the way you hear or listen changes over time. This is an open exploration activity. When we take time to simply listen, we can make discoveries about ourselves and our experience of the world around us. Complete each part of this activity listed below:

Part 1: Where is the place you spend the most time indoors? Go to this place. It could be a room in your home. Sit or lay down in a comfortable position. For 10 minutes, close your eyes and listen to all of the sounds around you, nearby and far away. What do you hear? When you are done, write down some reflections or observations about what you heard and your experience.

Part 2: Find an urban environment—for example a local coffee shop, a busy street corner, town centre, or anywhere you can listen to a busy place. For 5 minutes, listen to the sounds around you, near and far. Try to take it all in, and hear all the sounds that present themselves. What do you notice? When you are done, write down some reflections or observations about what you heard and your experience.

Part 3: Find a natural/green space within your town or city (e.g. a public park or garden or a tree in your yard). You may also find a secluded place in nature outside of your town or city. For 10 minutes, sit or lay down and close your eyes and listen. Write down some reflections or observations about what you heard and your experience. How is the quality of sound different in this location compared to the location in part 2?

Part 4: Return to the place where you spend the most time indoors. Repeat the Part 1 of this activity. Has your experience of listening changed? If so, how? In 2-3 paragraphs describe your experience, noting the sounds you heard and your general observations in each part of this activity, including which sounds had the biggest impact on you and why. Has your experience of listening changed? If so, how?

Adapted from The Value of Listening -Adam Loftin, Acoustic Ecologist with the Global Oneness Project

[Teacher to add or alter post-activity instruction]

Activity 14: For Teachers



Teachers should add a post-activity instruction, if they need a submission of work. For younger students, consider adding extra questions you feel may help them along. You may also ask a parent to help them. Students could do this over a series of days, or in one day.

Example of post-activity instructions:

- You may submit a written story, or an audio or audio/video recording of yourself reflecting on each part of your activity. Tell me, if you noticed any differences in your experience of listening when doing Part 1 the second time, than when you first did it.
- Share your lesson with me in any way you choose. Some examples of what you might choose to include are writing a journal or a story, or creating art (e.g., drawing, painting, singing and dancing). Choose a way that works best for you to express yourself.

Additions/Alterations

- Students could be directed to create drawings or lists of what they heard in each part. However, this activity is not just about the actual sounds they are hearing, it is about them discovering through experience, the way they listen to their senses beyond their ears. The exercise of becoming quiet to listen to our senses can often unlock a new internal language or awareness of our internal senses, but is not necessarily a sound you can hear with your ears.
- Explore the [Global Oneness Project](#) for a video related to this activity you might include, and here for [another version](#) of this activity.

Examples of Cross-curricular Connections:

Use these ideas or find new ones!







Social Studies & Geography

- For each part in the activity, teachers could ask that students create a visual map or list of the sounds they hear in the space. Students can then be asked to reflect on a number of the sounds they heard with questions such as: What sounds did you hear? What makes the sound you heard? What roles does the thing making the sound play in the world? How are the sounds you heard connected? Are the sounds unique to this space; why or why not? What sound was the loudest, and why was it loud?

Music

- Invite students to pick out sounds in each place they visit that they could include in a musical composition. If practical, invite them to record sounds on a phone or tablet. They can also represent the sounds they hear through pictures, using different sizes, shapes, symbols, and colours to show the timbre, melody, volume, texture, and so forth. These can be as simple or as complex as appropriate to accommodate the students' musical education and experience. Ask students to then make a musical arrangement using their pictures or their recorded sounds. Encourage them to include a variety of sounds and, if possible, specify the musical qualities (e.g., texture) you want them to focus on, which ideally builds on the music education they have already completed. This kind of structure will help students make the most of the experience.

CORE COMPETENCIES

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Creative Thinking		1. Novelty and value	2. Generating ideas	3. Developing ideas	
Critical Thinking		1. Analyze and critique	2. Question and investigate	3. Develop and design	
Positive Personal & Cultural Identity		1. Relationship and cultural contexts	2. Personal values and choice	3. Personal strengths and abilities	
Personal Awareness & Responsibility		1. Self-determination	2. Self-regulation	3. Well-being	
Social Responsibility		1. Contributing to community and caring for the environment	2. Solving problems in peaceful ways	3. Valuing diversity	4. Building Relationships

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