

Nature and Place Based Learning

Student Assessment:

Student Name: _____ Date: _____

Nature Awareness:

- Student can identify five or more local animal species.
- Student can identify five or more local plants.
- Student can name at least three identifying characteristics of a plant or animal species.
- Student is familiar with at least one poisonous plant and how to identify it.
- Student is familiar with at least one edible plant and how to identify it.
- Student notices bird activity, songs, calls, or lack thereof.
- Student is aware of at least one natural landmark such as a local mountain, lake, or natural area.
- Student is aware of regional climate and how it differs from other regions.
- Student understands how weather impacts their environment, such as “rain creates puddles.”
- Student is aware of indicators of seasonal change within their local environment.

Inquisitiveness:

- Student notices changes in the environment such as weather, plant life cycle changes, or the presence of new animal or plant species.
- Student shows interest in following “clues” such as animal tracks, scat, and signs.
- Student responds with curiosity to unexpected sensory input, such as a noise in the distance.
- Student creates their own simple tools during play, using natural, found objects, such as sticks.
- Student eagerly shares their own nature knowledge, and learns from peers.
- Student demonstrates healthy respect for poisonous plants and only eats plants that they can positively identify.

Empathy:

- Student is familiar with the specific survival needs of a particular species of plant or animal, such as what they eat, and what they require in their habitat.
- Student shows concern if a plant or animal is injured or ill.
- Student can guess how an animal might feel about a real-life or fictional situation.
- Student can understand the perspective of a peer, even if it differs from their own.
- Student handles bugs and critters gently.

Physical Development:

- Student shows age appropriate proprioception when climbing natural objects.
 - Student keeps up with the group on hikes, running games, and other physical activities.
 - Student can move slowly and quietly when prompted to do so.
 - Student controls their body appropriately during risky activities, such as carving, fire-tending, archery, etc.
 - Student perseveres through physically difficult tasks without giving up.
 - Student takes actions to control their comfort in the environment, such as running around to keep warm, or putting on extra layers.
 - Student is amenable to wearing appropriate outdoor clothing for the environment.
- ### Environmental Ethics:
- Student understands that personal choices can affect the environment.
 - Student strives to help the earth in developmentally appropriate ways, such as picking up litter.
 - Student behaves responsibly towards the environment, such as packing out their own litter.