



# The Ohmapi Nature Project

## Curriculum Sample

This serves as a guide to the daily flow of the nature school program as developed by The Ohmapi Nature Project. This guide is for the nature topics: Ethnobotany.

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The Ohmapi Nature Project  
17044 Excelsior Ditch Camp Rd.  
Nevada City, CA 95959  
<https://theOhmapiNatureProject.com>

## Outline of Academics

The academic activities of our program are based on Waldorf curriculum as outlined below:

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### Grades 1 & 2

Main Lesson begin with a story. Stories develop speech, vocabulary and auditory skills. Stories build imagination, empathy and help children understand their own feelings and place in the world. Original nature stories and occasional fairy tales, legend stories, multicultural folklore and animal fables focus on our science and history topics.

**Language Arts:** Each class, the children read riddles, connection questions and write in their journals. Students learn to write summaries of the main lesson stories. Skills: pictorial and phonetic introduction to letters; form drawing; reading skills are acquired through writing.

**Math:** Students develop and practice math skills by doing activities as well as recording their activities on paper. Skills:

Fall: four processes in arithmetic

Winter: place value, multiplication tables

Spring: carrying and borrowing

### Grades 3 & 4

Main Lesson stories develop speech, vocabulary and auditory skills. Stories build imagination, empathy and help children understand their own feelings and place in the world. Our original nature stories and occasional fairy

tales, legend stories, multicultural folklore and animal fables focus on our science and history topics

**Language Arts:** Each class, the children read riddles, connection questions and write in their journals. Students write summaries of the main lesson story. Skills: reading, spelling, writing, composition, grammar, punctuation and parts of speech and cursive writing.

**Math:** Students develop and practice math skills by doing activities as well as recording their activities on paper. Skills:

Fall: higher multiplication tables,

Winter: weights, measures and money

Spring: fractions

### Middle School

Main lessons embrace the developmental changes of the middle schooler with lots of self-directed learning time, as well as time to connect and socialize with peers.

**Language Arts:** Each class, the children read riddles, connection questions and write in their journals. Skills: develop reading and writing skills through letter writing, book reports, short story and play writing,

**Math:** Students develop and practice math skills by doing activities as well as recording their activities on paper. Skills:

Fall: decimals, percents

Winter: geometry

Spring: pre-algebra

## Overview of the Year: Ethnobotany

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Over the course of 32 weeks, the children will get to know 10 trees or plants intimately. Each 4 week block will delve deeply in a culturally important tree or plant. They will explore each tree's botany, medicinal uses & food uses and how it's used for tools, shelter and dyes. Through their studies they will come to understand not only cultural uses of each tree but also each tree's preferred geology, climate and habitat. Month-long handwork projects deepen this learning by fully discovering each tree's unique characteristics, beauty and uses.

Each week has 1 topic. The Language Arts, Social Sciences, Math and Science Lessons will all be on the same topic.

### The Plants to be Explored

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Fall Semester: Dogwood, Big Leaf Maple, Mushrooms, Madrone/Manzanita

Spring Semester: Oak, Incense Cedar, Ponderosa Pine/Doug Fir, Wildflowers

## Dogwood

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### Week 1: Tools

**Morning Greeting:** *Let's make a circle  
Like a circle 'round the sun.  
Let's make a circle  
That includes everyone*

**Opening Verse:** *Between earth and sky. Here stand I  
Strength in my limbs. Warmth in my heart.*

**Cardinal Directions:** *Good morning to the East where the sun rises in the morning. Good morning to the West where the sun sets at night. Good morning to the South where the land is warm. Good morning to the North where the land is cold. And good morning to the Earth, myself and my source. And good morning to all of you.*

**Morning Run/Walk/Hike:** Each day starts with a run or walk through nature to awaken bodies and survey nature. This should be a silent walk. At the start of the walk, greet nature with gratitude and respect. Ask the kids for their words of greeting...something like...

*Good Morning Forest, Good Morning Soil and Rocks and Trees and Plants and Animals and Water. May I enter this sacred land that is home to so many beautiful living things? I ask to enter this sacred land with an open and respectful*

*heart. I ask to enter this land to learn from you and become closer to the source of my being.*

Take a deep breath and a moment of silence before walking.

### **Morning Circle & Snack**

After the walk, gather in a circle.

*Let's make a circle  
Like a circle 'round the sun.  
Let's make a circle  
That includes everyone*

**Hand Washing:** Wash hands with towels (wet with a blend of water, one drop of soap and an essential oil). Take one wipe and pass the container to your left in the circle. Sing the water song while washing hands. [https://www.singthewatersong.com/songlyrics...the song is at the very end of the video:](https://www.singthewatersong.com/songlyrics...the%20song%20is%20at%20the%20very%20end%20of%20the%20video)

*Nee bee wah bow  
En die en  
Aah key mis kquee  
Nee bee wah bow  
Hey ya hey ya hey ya hey  
Hey ya hey ya hey ya ho*

or just repeat: "Time to Wash our Hands"

**Songs:** Once hands are clean and wipes put to the side, it is time for songs.

**Song:** sing and sign first verse of *Somewhere Over the Rainbow* 2 times in a call and repeat fashion. Make sure to use the original version, not Iz's version.

Somewhere over the rainbow, way up high



*There's a land that I heard of once in a lullaby  
Somewhere over the rainbow, skies are blue  
And the dreams that you dare to dream  
Really do come true  
Someday I'll wish upon a star  
And wake up where the clouds are far behind me  
Where troubles melt like lemon drops  
Away above the chimney tops  
That's where you'll find me  
Somewhere over the rainbow  
Bluebirds fly*

*Birds fly over the rainbow  
Why, then, oh, why can't I?  
If happy little bluebirds fly  
Beyond the rainbow  
Why, oh, why can't I?*

After the verse, welcome the children to sit and eat.

**Riddle:** Once seated. Show the chalkboard or paper with the riddle and say, “Hmmm...this is our riddle of the day. At nature school we have a riddle everyday. But we don’t share the answer right now, we save it for the end of the day. So if you know the answer, let’s not shout it out. Instead, let’s think about it all day long and then at the end of the day, we will share the answer.” Ask, “Can you help me read the riddle of the day?.” Ask students to read a line or a word or a part of the riddle depending upon abilities. When done reading bit by bit, read the whole riddle for comprehension.

Day 1 RIDDLE:

*You bury me when I'm alive,  
and dig me up only when I die,  
What am I?*

*Answer: I am a plant*

**Connection Question:** Pull out the other chalkboard or turn over the paper and say, “We also start each day at with a connection question. Can you help me read this?”

*Share with us something you enjoyed about your summer.*

Same as with the riddle, students read parts of the question and then read it as a whole for comprehension. If

there are several students, go around the circle giving each child a chance to answer. If they are struggling, ask them if you can skip them and come back at the end. Some kids really struggle, so be patient and let them know that maybe next class they can share if they want to. Depending on the class you may need to have a “talking stick” of some sort.

**Meditation:** For the first day, do a bit of breathwork. There are many of examples of Box Breathwork on Youtube. Say something like “now let’s put our food away for a minute. Close up our snack boxes so sand and dirt don’t fly in them.” When they have done that say “Now, lets hold out our pointer finger in front of us”and you hold your pointer out at a comfortable distance. Continue, “I wonder if everyone knows what a box is. Well, it has a top, a side, a bottom and another side.” As you are saying those words, slowly draw a box in the air with your finger. “Let’s draw that box in the air again, but this time, let’s breathe with our finger. As I draw the top, I breathe in (through the nose). As I draw the side I hold all that air in. As I draw the bottom, I exhale. And lastly as I draw the other side up, I hold all that air out. Let’s try that again” Do it about 3 times.

**Rules:** Depending upon your group size, during the first few weeks, it may be important to establish rules and revisit them occasionally. On the first day, explain that we need rules to keep everyone safe and to have a fun day. Ask the to tell you what some rules of school should be. Make it interactive and let them tell you what the rules are. Write them on your paper or chalkboard. Try not to take too long as they are probably squirmy by now. Make sure the rules include some variation of the following:

*Treat each other with love, kindness and respect.  
Participate in circle, games and lessons.*

*Listen to the teacher.  
Don't talk over others.  
No throwing sticks or rocks or anything.  
No hitting or hurting another.  
Call our friends only by their names.  
No stealing.  
Always be truthful.*

### **Games**

After the rules are written down, say "I'm feeling a bit restless and need to move my body. I wonder if we should place some games!. Let's put away our food and everything into our backpacks and play some games!". As they are putting away food, etc... gather 6 beanbags or bandanas.

**Cornus Sericea, Cornus Sessilis, Cornus Nutalli** (need at least 13 people to play this game): place 6 (2 of each color) bean bags or bandanas around in a playing area. Tell the kids to choose a bandana to stand near/on. Once they are at their stations, let them know that there are 2 of each color. The pink ones are sand, the blue ones are quartz and the yellow ones are glass. One person, caller, is in the center. Caller calls out "Dogwood, Cornus Sessilis, Cornus Nutalli". If Caller calls out Dogwood, the kids on the blue bandanas need to switch and go to the other blue bandana. While they are running, Caller tries to get to one of the blue bandanas first. If he gets there before another child, the child left out becomes the caller. If the caller calls out "Earthquake" all the kids run to different bandanas. Play until ready for a change.

**FOX/HAWK and SQUIRREL/RABBIT:** Three to six bandanas are put on the ground, about 10-15 feet apart. The "ground squirrels or rabbits" are safe when they have one foot on their "burrow." One or two predators (FOX/HAWK) chase the squirrels/ rabbits when they are out looking for food or visiting neighbors. Every squirrel/rabbit that is eaten (tagged) becomes a predator, and joins the hunt. The last squirrel/rabbit alive is the first predator in the next game. To encourage them to keep moving, you can set a time limit on how long they can stay at each burrow.

### **Main Lesson**

After games, gather by singing "Let's Make a Circle".

#### **Active Math:**

For grades 1/2...Option 1: step march to the Strange

*One is the sun who shines above*

*Two is the Prince when he finds his love*

*The King, the Queen, and their child are three*

*Four are the winds that blow to me.*

*Five am I with my limbs and head.*

*Six is the honeycomb I eat with bread.*

*Seven are the stars that cross the sky*

*Eight are the hours asleep I lie*

verse movement: Arms reach up to the sun. Cross hands over heart. Take dominant hand and gesture to three people in front of you from left to right Wave both arms side to side like the wind. Stand with both arms and legs outstretched like a star. Pull both hands down to meet at mouth. Wave both arms in an

arc across the sky from left to right. Lie down to rest on the ground

Option 2: make a circle, alternate odd/even as you go around. When done, have them raise hand if even. Then raise hands if odd. If all looks good, tell them you are going to say a number. If it is an odd number, the odds should jump. If it is an even number, evens should jump. If this too easy, give them simple sums:  $1+1 = \dots$ . Show your fingers as manipulatives, they should add them and come up with 2, therefore the evens should jump.

For grades 3/4: Pass Bean Bag or Rocks or skip/hop while reciting the 2 multiplication table. Make sure to have everyone start with right hand, move it to the left hand, then give to neighbor on the left while receiving on the right. This can be challenging or boring for the group.

**Verse:** After active math, gather grades 1/2 & 3/4 together with their backpacks by singing: "Let's Make a Circle"

**Grades 1-4:** Recite the following Verse, call and response a few lines each day. They should know the whole verse within 4 weeks. They will recite this same verse year grades 1-4.

*The Sun with loving light  
Makes bright for me each day,  
The soul with spirit power  
Gives strength unto my limbs,*

*In sunlight shining clear  
I revere, Oh Earth,  
The strength of humankind,  
Which Thou so graciously  
Has planted in my soul,  
That I with all my might,  
May love to work and learn.  
From Thee stream light and strength  
To Thee rise love and thanks.*

**Middle Schoolers:** Recite the following Verse, call and response a few lines each day. They should know the whole verse within 4 weeks. at the latest. They will recite this same verse year grades 5-8:

*I look into the world  
In which the sun is shining,  
In which the stars are sparkling,  
In which the stones repose;  
The living plants are growing,  
The feeling beasts are living,  
And human beings, ensouled,  
Give dwelling to the spirit.  
I look into the soul,  
That lives within my being.  
Earth's spirit lives and weaves  
In sunlight and in soul-light,  
In heights of world without,  
In depths of soul within.  
To Thee, O Spirit of Earth,  
I wish to turn, to ask  
That blessing and that strength*

*For learning and for work  
In me may live and grow.*

**Story:** After verse, sit on blankets, encourage children to eat, offer handwashing towels, begin singing “Fairies of the Storytime”

*Fairies of the storytime  
Come and share your stories with me  
I am listening with my ears  
And I'm sitting quietly*

Sing as many times as needed until they are seated and quiet and attentive. Then begin the story. The stories should be told, not read. It takes time to learn a story well enough to re-tell it.

#### ***The DOGWOOD Name***

*FOR YEARS I ASSUMED that the dogwoods were so called simply because they had something to do with dogs. After all, cat mint is for cats, butterfly bush is beloved by butterflies, and elephant's ears look just as they say they do. But dogwood's doggy connection is not so straightforward. Let' me tell you a bit about how the name “Dogwood” came to be...*

*Once upon a time, long ago, on the other side of the world, there lived a dog. Her name was Daisy and, well, she was beagle. Throughout this year you may hear quite a few stories about Daisy for you see she is 14.1 billion years old. And because she has lived that long, she has had many, many adventures.*

*This particular adventure takes place in what is commonly known as the dark ages. It was about 1500 and at this time, there were kings and queens and castles and knights. But, Daisy did not live in a castle. She was not a queen. Nope, she was just a beagle. She lived with a Celtic boy and his family in a thatched roof house. Cows and pigs and chickens shared the house with Daisy and the people. Daisy's boy was called Padraig. He loved Daisy very much and played with her often. One day, after Padraig had finished all his chores, he ran off into the country-side with Daisy nipping at his heels. They ran and ran, playing and chasing and tagging one another. Eventually, they reached the edge of the oats filled grasslands and stopped for a rest under the trees. There were a few branches on the ground that may have been pulled down by the goats. Padraig, lay down and looked up at the sky through the branches of the tree. The tree that he lay under was the tree that everyone in the village used for skewers and anything that needed to be pointy. They called all these pointy tools “dags”. Sometimes these dags were even used like nails. As Padraig lay there, he grabbed the fallen branch and began to carve away. He loved carving. It was such a peaceful thing to do. As he sat there carving, Daisy carved too. She carved with her teeth. She chewed on the branches. It may seem a bit crude to you and I. But, see, Daisy's paws were not really made to hold a knife and so she was never able to pass the knife safety course. Thus Padraig never let her use a knife. You may be thinking, poor, poor Daisy. But no need to, for you see, the branches had a bit of medicine in them and Daisy was actually healthier because she chewed on these branches. As Daisy chewed/carved, Padraig carved too. He had a personal goal to see exactly how*



long and how pointy he could make a dag. The first one was about as long as his little finger. Much like our nails of today. The next one was as long as his middle finger. He said to Daisy, "What do you think sweet Dogga? Does it look good?" Daisy stopped chewing and looked at his. She leaned over and took it in her mouth and bit down. Padraig laughed and said, "I can see you are not impressed. Hey, give that back to me." Daisy looked at him guiltily and then stood up and opened her mouth to drop it into his palm. But, it didn't drop into his palm. Her canine tooth had punctured the stick and it was stuck on her tooth. She pawed at it to loosen it and it flew out of her mouth into Padraigs hand. "Ouch" he said..."that's sharp." He looked down at it in his hand and said, "Hey, you put a hole in it! Daisy!...ugh, Well, let me try again..." He began carving yet again. This time he chose a bigger branch and slowly removed the bark. He was careful not to remove any sapwood. He removed just the bark for he knew he needed to taper to a point very, very slowly and carefully to make this one just right. Once he had removed the bark, he carved the end into a point. Then he worked back from that point. But as he worked backward, he carved away a bit too much and it was flat on one side. He pause and looked again...He decided to flatten the other side. He worked and carved and looked until lots of time had passed and Daisy had fallen asleep. When he thought he was done. He said, "Ok, Daisy, what do you think of this one?" Daisy lifted one eye and then the other. This time she did not chew it. Daisy was not really impressed but Padraig like it. It was not a spear...it was a dagger! It was rather like the knife he was using to carve but made of wood. He jumped up and said, "Let's go home and show mum. Maybe

she can use it to make us some food. I'm hungry. How about you?" Daisy leapt up a the sound of the word food. Daisy was always hungry. Padraig grabbed the rest of the fallen branch complete with leaves and a few berries so that he could carve a few more things at home and the two ran off, toward home. When they got home, Padraig showed his mum his dagger and she said she would be happy to try it out. She said, "But first, let's harden it in the fire". And so they did, making sure to harden it but not to catch the dagger on fire. As they patiently turned the dagger to evenly harden it, Padraig showed his mum the other things he had carved. When they got to the stick with the hole in from Daisy's tooth, mum laughed at the story and then looked at it carefully. Admiringly, she asked "May I have this? It would make a perfect sewing needle." Padraig shrugged and said "sure" then he looked down at Daisy and said, "Good dog, Daisy". Daisy looked up thinking for sure she was going to get a treat. But nope. No food was offered. Daisy was hungry! She looked around for something to eat. The chickens were scratching and pecking like usual. "Disgusting", thought Daisy. "No thank you, No bugs for me." Then the chickens saw Padraig's branch with leaves and berries still on it. They pecked at the leaves. And then pecked and pecked some more until the leaves were all gone. Daisy watched, rather envious, that they could be so content to eat leaves. Then the birds began to peck at the blue-black berries. Daisy thought, "Hmmm...maybe the berries are good." She trotted over quickly, scaring the chickens away. She gingerly took a berry in her mouth and then spit it out saying, "Yuck!, these berries aren't fit for a dog!" She trotted off to find some water. Padraig watched and then helped mum make some

*food. Daisy happily scarfed down all the leftovers and chewed on the bones. Afterward, resting and content with the real food she had just eaten, she wondered why the plant was called Dogwood when it most certainly was not fit for a dog. Stars and moon and sun, now my story is done.*

*Follow up with questions as to why they think it is called dogwood. Lead them to dag = dog...*

*Explain that there are 65 species of dogwood world-wide and our dogwood is a bit different than the one in the story. But that the common name comes from that dogwood in the story. Dogwood comes from the Celt word “dag” and “dagwood”.*

#### *After story, Middle Schoolers Read:*

From the book *Spider’s Big Catch* by Gary Anderson

Sometimes, when I’m stressed or feel the need to refocus, I find myself thinking about my grandpa’s knife.... My grandpa whittled.

My brothers and I could always tell when there was something weighing on Grandpa’s mind. He’d pick up several short sticks, sit on the porch swing, and begin to whittle. We could judge the size of the problem he was grappling with by the size of the pile of shavings at the old man’s feet.

As far as I knew, he never whittled anything useful. That was never his purpose. He just took any old stick and began whittling it into a point. Then he’d keep whittling until the stick was too short for him to hold, set it down, and start on another one. I marveled at his ability to focus so intensely, just sitting there, gently rocking the porch swing, quietly whittling a problem down to size. Then, as if being guided by some inner signal known only to him, we’d see Grandpa suddenly stand up, and we knew he’d reached a decision. He’d pick up a small whisk broom that always stood beside the swing, clean up the shavings, and walk away in silence.

There were also times when Grandpa’s knife helped teach us other lessons—lessons that were more difficult to face.

No matter what our indiscretion may have been, we boys knew that there would come a time after we’d received our punishment when Grandpa would call us to come and sit with him on the porch steps. Holding several sticks in his left hand, he’d reach into his overalls with his right hand and pull out his old knife. Then he’d sit on the swing and begin to whittle, slowly and deliberately, never looking at us, never saying a word.

Finally, after what seemed a very long time, he’d begin to talk, softly but firmly, about whatever it was we’d done, why it was wrong, and how disappointed he was that we were having to have this talk. All the while, thin slivers of wood gently floated to the floor as his knife deftly cut into the stick he was whittling.

By keeping his eyes fixed on his whittling, Grandpa made certain he never saw the tears rolling down our faces as the consequences of our actions washed over us. He never tried to drive home any big point. He always spoke in gentle tones and when he was finished, he stood, snapped his old knife shut, put it back in his pocket, and turned to walk away, never quite looking at us directly.

“Clean up the shavings, will you, boys?” he’d say as he slowly walked off the porch. The lesson had been learned, and there was nothing left to say.

You know, people don’t seem to whittle like they used to, at least, not the way Grandpa used to, or for the same reasons. I don’t even carry a knife, and neither do most folks I know. But there are times when I’m working at the lathe in my shop—when a long piece of wood curls up from the knife and floats down to the floor—when I’m suddenly eight years old again, watching my grandpa sitting on the porch swing, whittling.

I reach down, pick up the shaving and watch it curl around my finger. Then I just stand for a long moment, remembering, until a thought crosses my mind. Maybe I will get myself a small pocket knife, after all. You never know when the urge to whittle might overtake me.

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**Activity/Lesson:** After Story, find a dogwood tree. Feel, touch, smell. Discuss the qualities of the dogwood. Sit quietly next a tree and listen to the tree. Explain that since trees don’t have words, they talk in other ways. Through feelings. Listen to hear the feelings of the trees. Sit in silence for 30sec - 2 min.

Separate into Gr 1/2 and 3/4. Distribute paper, boards and crayons. Write names and date on the papers in the upper right hand corner. Using a green block crayon, draw a border on their paper by dragging it along the 4 sides without moving their paper. (This may be a challenge for young children. Continue each class giving the same direction and encouraging them. When they are able to cross the meridian, they will be able to do the task as directed).

**Grades 1/2:** Draw a dogwood tree. Make the branches into a D. Ask them to think of a title to the story. More advanced kids, write the title to the story. Teacher writes the title and the kids copy what you write. Do this first so they can copy while you work with the beginners. Very beginners, write a D and focus on the sound. Ask the kids to think of other words with that same sound. Write DOGWOOD. Beginners should write in all caps. If a student finishes early, have them add more detail to their drawings or write another sentence.

Activity: Introduce knives with a knife safety lessons. Carve sticks like Padraig did in the story: carve several long and pointy sticks. Carve a stick into a flat butter knife.

*Insert Photos of Lesson Page and Carved Sticks*

**For grades 3/4:** Draw a dogwood tree. Ask the kids to discuss a title & summarize the story. Teacher re-phrases the comments, and then writes the sentences and the titles and drawings. Say it all first. Then write it, saying each word as you go along. Display it so some can copy while the teacher helps those that need help. Check for punctuation and capitalization. As it is the first day, go easy and just

focus on writing the words. If a student finishes early, have them add more detail to their drawings or write another sentence.

Activity: Introduce knives with a knife safety lessons. Carve sticks like Padraig did in the story: carve several long and pointy sticks. Carve a stick into a flat butter knife.

*Insert Photos of Lesson Page and Carved Sticks*

**Middle Schoolers:** Draw a dogwood tree. Discuss a title and summarize the story. Teacher re-phrases the summary, then writes a 3 sentence summary and the titles under the drawings. Display it so those that can copy do while you help those that need help. Check for punctuation and capitalization. As it is the first day, go easy and just focus on writing the words. If a student finishes early, have them add more detail to their drawings or write another sentence.

Activity: Introduce knives with a knife safety lessons. Carve sticks like Padraig did in the story: carve several long and pointy sticks. Carve a stick into a flat butter knife.

*Insert Photos of Lesson Page and Carved Sticks*

### **Independent Learning Time**

**Independent Learning Time:** Encourage the children to play, explore and eat a snack. Allow at least 1 hours 15 minutes of unstructured time before you packing up. Encourage them to carve more if they feel called to do so.

### **Journaling**

Go for a short walk a tree, preferably a dogwood. Sit or lie down and to quietly observe the space. While the

children are discovering their space, ask them if they see any birds, what color are the leaves on the plants in front of them, what shape are they, is there sand on the ground, do they smell anything...ask prompts to help them make observations. While they are getting into place and you are asking questions, bring their paper or journals to them along with 2-3 pencils/crayons. In a quiet voice and to each child, let them know, we are not drawing just yet as you hand each one their paper. If they ask for another color, gently let them know, that "Today we are using these colors". After everyone is in place, say, "Let's practice our box breath." And draw a square in the air with your finger. "Take a deep breath in through the nose, hold it and let it out through the mouth, hold. Let's do that again. In through the nose, hold it, out through the mouth, hold. One last time. in, hold, out, hold. Good. Let's take the next 30 seconds to continue quietly observing our surroundings." Quietly count out loud "1,2,3..." If you see anyone drawing, go to them and quietly, gently let them know, "We are not drawing just yet. Let's put the pencil on the ground." After 30 seconds, ask them "what do you see in front of you? A leaf? A flower?" Try to encourage them to see something small and specific rather than "a tree". Say "let's see if we can draw just one thing in front of us today. I see a leaf that is about the size of an acorn, it has thorny margins. I'm going to draw that" And begin to draw. You will likely not draw much as there will be someone that needs tending to. After 5 minutes of drawing, sing them together. Put the pencil bag in the center of the circle and ask them to put in their crayons and hold onto their drawings. Once everyone is gathered, ask them to share their drawings one by one. Collect all the drawings or have them put them in their bags. And sing them toward the

deck with "follow, follow, follow..." Next week, introduce the prompts for journaling "I notice..., I wonder..., It reminds me of..." For grades 1/2, you may want to write the prompt on the paper prior to class and then have them complete the sentence during journaling.

### **Closing Circle**

Once everyone is at the deck, circle them together by singing "Our Journey is Over"

*Our journey is over the music is ending,  
Come take my hand for we must part  
Our journey is over but love is unending  
Your song I keep within my heart*

Everyone sits after song.

**Tea:** Serve tea while reviewing the riddle.

**Riddle:** Have a child read the riddle out loud. Say, "If you know the answer, shout it out at the count of 3. 1,2,3..."

**Closing question:** While still seated, show your paper or board with the question written out. Say "Let's share our thoughts with our closing question of the day. The closing question today is:

*"What will you share with a loved one about your day today?"*

Some kids will want to read the question and that is good, but usually there is not time to go slowly word by word. At this time, we are more focused on establishing gratitude than reading skills. Go in a circle, label your direction as either clockwise, sunwise, etc...

**Buon Camino:** After everyone has had a turn, ask them to stand up and give their cups to the teacher collecting them. Sing them into a circle and say, "We always end our

day at nature school with a handshake. So when I say so, let us go around to each classmate, look them in the eye, smile and say the words “Buon camino” (demonstrate with a neighbor). “Thank you all for a wonderful day, I wish you a wonderful next two days. I look forward to seeing you on next time. Buon Camino” Go around shaking hands and then assist with packs and pick-up.

**Connection Questions:** During the evening, at dinner or before bed, discuss 5 connection questions about the day. Examples: 1. *Who is Padraig?* 2. *When and where did Padraig live?* 4. *Describe a leaf of a dogwood tree* 5. *What did you carve?*

**Thank you for reading  
our sample curriculum! I  
would truly appreciate  
your feedback. Please  
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to:  
Dawn@theOhmapiNature  
Project.com**