

# UC Santa Barbara

## Educational Materials

### Title

Nature Journaling Lesson

### Permalink

<https://escholarship.org/uc/item/0q77r2cr>

### Author

Myers, Jan

### Publication Date

2011-04-01

### Copyright Information

This work is made available under the terms of a Creative Commons Attribution License, available at <https://creativecommons.org/licenses/by/4.0/>

# SBBG: Riparian Habitat Nature Journal

## Next Generation Science Standards

2-LS4-1. Make observations of plants and animals to compare the diversity of life in different habitats. [Clarification Statement: Emphasis is on the diversity of living things in each of a variety of different habitats.] [Assessment Boundary: Assessment does not include specific animal and plant names in specific habitats.]

## Lesson Plan: Nature Journal

**Objective:** Students will explore the sights, sounds and smells of the riparian habitat. (Note: Students have learned the characteristics of a riparian habitat but may need refreshing) Students will gain experience using a journal to record their scientific observations for future reflection.

**Materials:** KIN Journals, colored pencils

**Preparation:** Find a flat rock or clear spot to sit down as a group or have students spread out a bit around the creek area (note: Make sure the area is free of Poison Oak). Caution students to stay out of the creek and to avoid trampling native vegetation.

**Introduction:** First, gather in a group and sit down in the creek area spaced out enough to avoid distractions. Tell students that at this station, we will slow down a little bit and use some other senses to explore the riparian habitat. Emphasize why it is important for scientists to keep detailed records of their observations, including sounds and smells.

**Procedure:** When everyone is calm, ask the students to close their eyes for a minute and pay close attention to the sounds they hear. (Note: Time one minute if desired) When time is up, ask students to open their eyes and record in their journals (pg. 100) what they heard and what they think it was. Repeat this activity but ask the students to breathe deeply and pay special attention to what they smell. When time is up ask the students to open their eyes and record what they smelled and where they think the smells are coming from. Last, ask the students to look around and record what they see. If time permits, let students draw a sketch of the surrounding landscape with colored pencils.

**Conclusion:** As a group, sit and discuss the sights, sounds and smells that everyone experienced and what they think they were.

