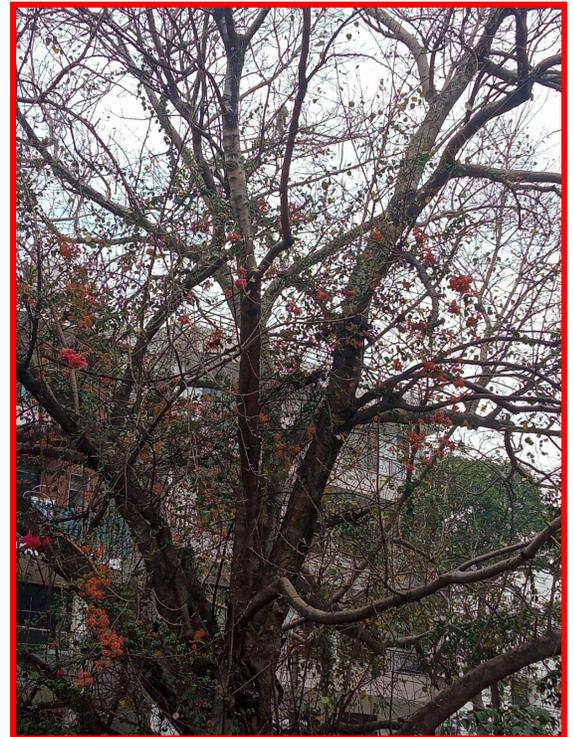


In My Happy Place with Nature

“When you look deeply into the natural world, you look deeply into yourself—when you describe nature, you describe yourself. We make the world with our senses as much as it makes us, through them, and the more we understand ourselves, the more we understand the world. This understanding is useful in deciding what to do and how to live well without destroying life-supporting networks. “

Adam Wolpert in Resurgence

- *Humans don't make things but it's nature (Mother Earth) who has got the controlling power - Adit*
- *I feel Peepal and the Bougainvillea are best friends.They live together. It makes my heart happy -Kimkim*
- *Ma'am, let's be quiet to listen to the sounds of the hummingbird in the butterfly garden - Netanya*
- *I wish I could be like a tree taking care of everyone -Praneet*
Nature is like a cycle which never stops. It transforms - Kabir
- *The flowers of the Semal tree are like flames of fire - Aviraj*
- *Everything that I see, smell, touch or taste reminds me of nature. The beautiful flowers and the amazing fragrance and colours -Ruhi*



In our school

- *Nature walks bond us close to the Mother Earth -Jagganath*
- *Being with nature at Deer park -When I felt a leaf it reminded me of when India got its independence from Britishers,the wars must have been rough -Mikhail J. Mathew(class -2)*
- *A different perspective in nature walk -When I saw names of trees written on big stones it remind of a graveyard so I called it as a plant graveyard although the trees are living, it looked like a graveyard too me -Daryl(class -2)*

The above observations are responses by Class 1 and 2 after their nature walk to different parks and gardens last year. As I am writing this, it takes me back several months to the day when a group of children shared their views during a class discussion. Nature walk enabled the children to experience nature in its sublime form, and in the process they enhanced their experiential learning associated with it. Whether it was observing, listening, touching or smelling, there was a lot to learn from this experience and as teachers we will always encourage such activities that are bound to leave an indelible impression on young minds!



Bonding time at District Park

It was observed that when children stay quiet, it is easy to gather thoughts and be completely connected to what is around them. It could be the different trees, birds, creepy crawlies, squeaking squirrels, smell of wet earth (soil), the warmth of the sun on a winter day, etc. One explores and enjoys the beauty of nature at its best .

During the Nature walks



Mr. Bug rests on his bed - the leaf



The trees are nature's soldiers, they protect the beauty (flowers)



Wonderstruck at different sizes of shapes and leave





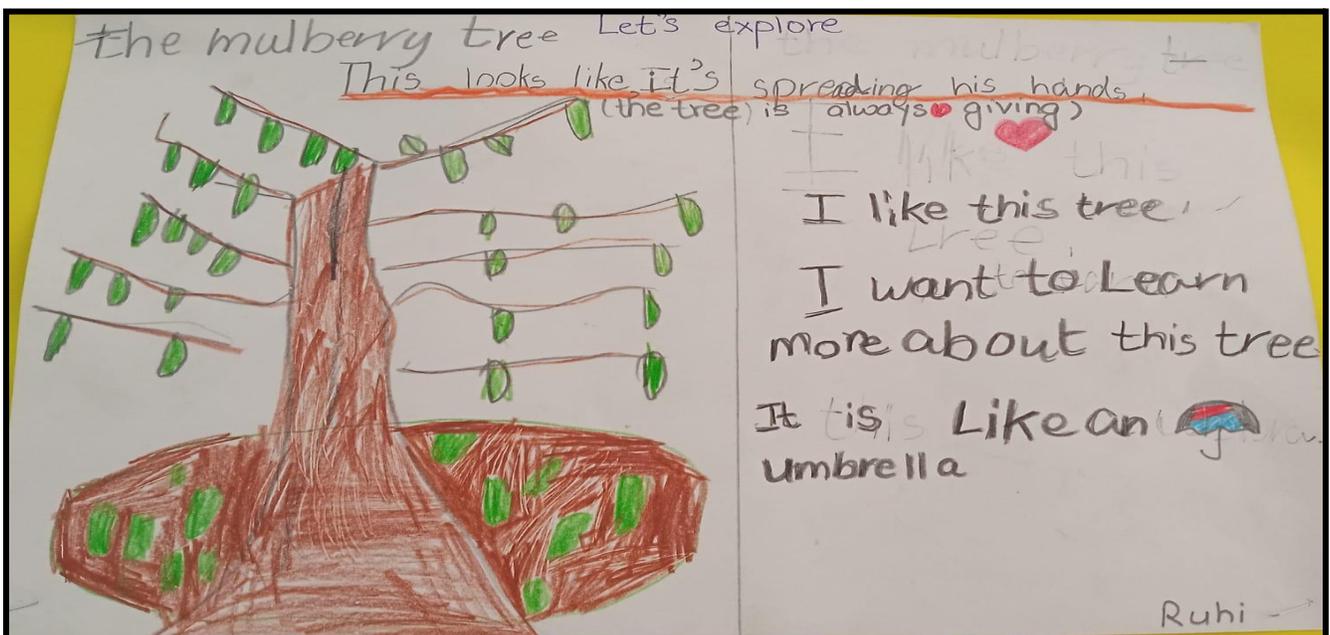
While you walk, focus on the little... (Video attached)

Connecting with Nature at School

Students of class 1 had a great time when they visited the school butterfly and vegetable garden and other areas having greenery. They were thrilled to observe different types of plants, insects, and were eager to research more about the big trees like the Mulberry and Semal tree. The walks broadened their knowledge and gave clarity about the several herbs and flowers. The children observed and were able to categorize the plants and flowers according to their names.

They walked around expressing their excitement about everything they saw and heard and wanted to note down everything.

Time to reflect

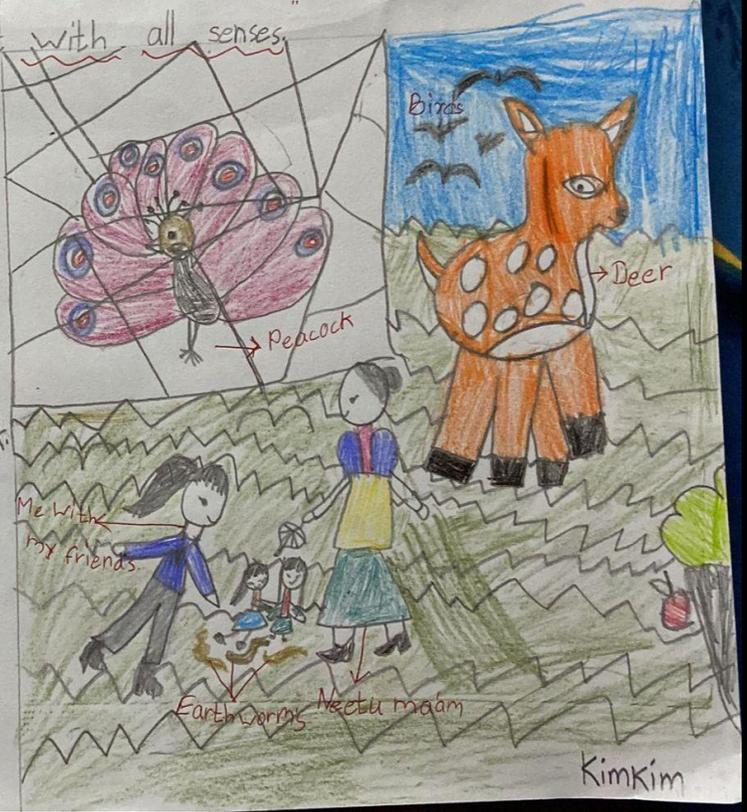


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Nature walk's at DEER PARK

"Nature walk is observing environment with all senses."

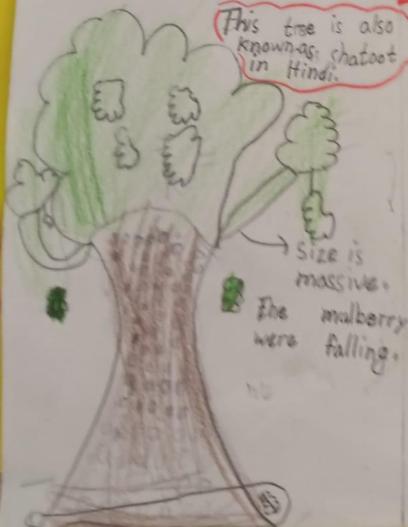
When I was in class I-c I went to the Deer park with my teacher Neetu ma'am and my class-mates. I saw a peacock, it looks so beautiful. And then I saw a deer because it's a deer park. I hear so many birds chirping. And then I saw an earth-worm.



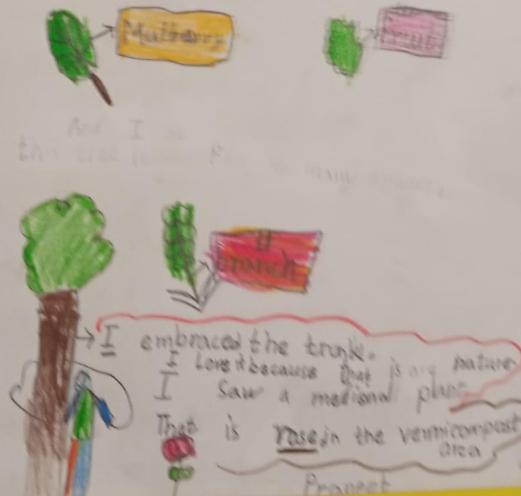
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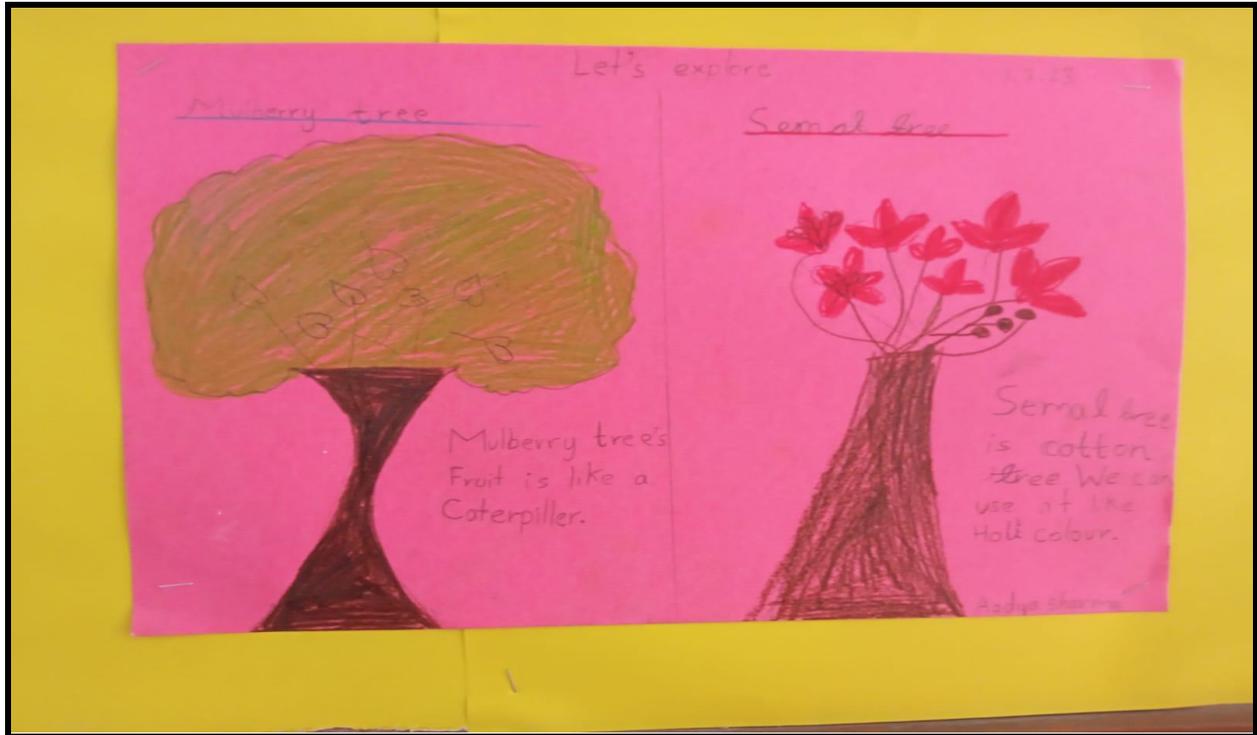
Let's explore

The Mulberry tree (Morus Alba)



The parts of a tree





Parent's Feedback

1) Netanya's Mother

"What is the good of your stars and trees, your sunrise and the wind, if they do not enter into your daily lives?"

This has been so true with Netanya.

She has always lived and admired nature. She has always been a keen observer, be it a blooming flower in the park, a new bird in the vicinity or a stray dog on the street, she has showered her unconditional love to all.

Her interest in nature when she spoke about the "Sermal flower" that she saw during her nature walks.

She shared many interesting facts about the flower that even I didn't know.

For example she said "Mumma birds drink water from the Sermal flower" and "the Sermal flower is also good for pregnant ladies and also cures stomach infections".

This made me realize that my little girl was so much into nature and just like me she is a "Nature Lover" 😊

2) Adit's Mother

Learning from Nature: Nature Walks as a pedagogic tool

Learning from nature is an important tool for cognitive and sensorial learning. Numerous nature walks were carried out during the course of Class 1. As a parent, I have observed my child develop an appreciation for mother earth. A generation which is usually disconnected with the processes of nature and take bounties of nature for granted, the nature walks both within School and outside has facilitated my child to develop the consciousness of the supremacy of nature over human beings. It has initiated within human attitude where he is appreciative of what he receives from nature on an everyday basis.

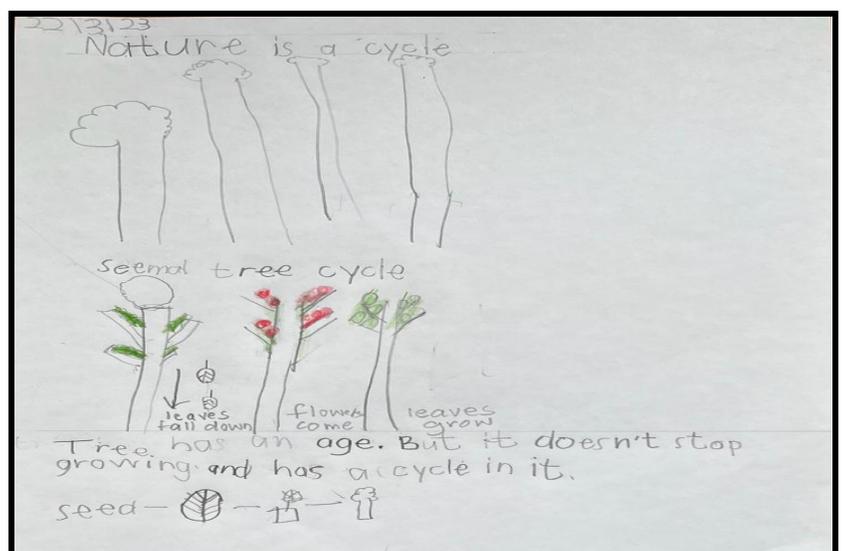
As you see in his responses, he considers nature as a giver, always giving relentlessly and he as a taker. From the Chinese oranges and mulberries in the School, to the mangoes he relishes. Through the walks, he also developed a scientific temperament and vocabulary through experiential learning. He has become more conscious and observant of his environment.

The Semal tree is now an important part of his being and instantly spots it wherever he sees it. He often uses nature as a reference for other conceptual learning. For example, while preparing for his flip class on time, he made a reference to how time is experienced through nature- seasons, growth and shadows. Such references are indicative of how such experiential learning is deeply assimilated rather than conventional learning through books. He is more aware of the processes of nature.

For example, what is growth?
What are the different stages of growth of a plant? Concept of growth as a cycle and as time.

Seeds, leaves, plants, bush, tree, flowers, germination, trunks now form part of his vocabulary.

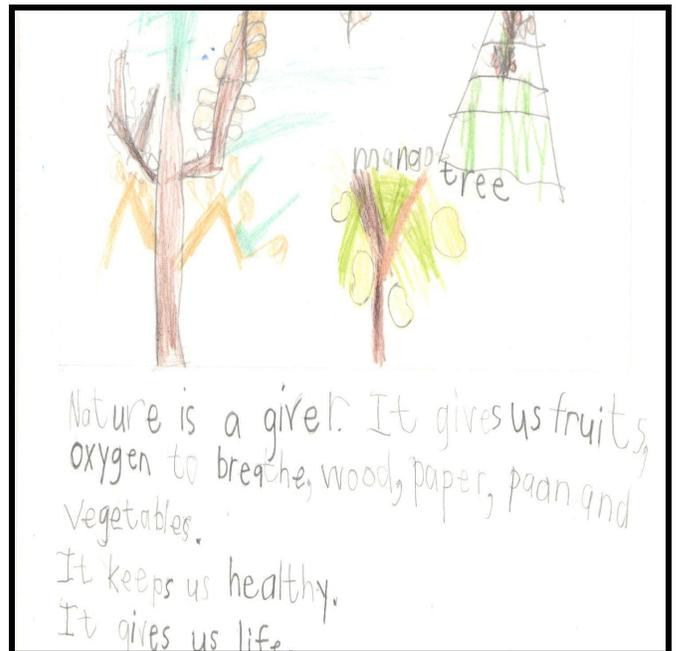
These nature walks have initiated him into understanding of human-nature relationship at such an early stage. In a conversation with me about



nature he highlighted how Humans are more of a destroyer than a creator. He also made references to the power of nature- where he said that we only have to provide- seed, water and soil and mother nature takes care of the rest. How humans and nature go through life as a continuous process.

There is also an increased awareness and acceptance of other beings and co-existence with them- insects, birds and animals.

In the end, I would like to conclude by saying that in a world where children are surrounded by simulations primarily through gadgets, these nature walks are critical for a child's development from a personal, spiritual and scientific growth.



-Anjali Mittal

***"God made you, God made me.
God made trees, God made leaves.***

God says: please take care of these.."