

Upper  
Primary  
2021

## 'My Outdoor Classroom' Lesson Plan

### School Curriculum and Standards Authority (SCSA) - Curriculum Links

- *Years 3-6 General Capabilities:* Personal and Social capabilities, Critical and Creative Thinking

# The Awareness Game

## Activity 5

### Resources:

- One Nature Passport per student

### Introduction

Being aware of your surroundings is an important skill and not just about paying attention to avoid accidents. There are many professions which rely on a high level of perception.

### Before You Head Out

Ask the students to brainstorm all the professions they can think of that rely on situational awareness? Do they include detectives, scientists, forensic scientists, race car drivers, pilots, air traffic controllers, police, firefighters, using heavy machinery in construction, artists, teachers?

These people gather information from the surroundings in every direction, comprehend and analyse that information, then use it to predict and rapidly react to changing circumstances.

The Awareness Game builds mainly on the first aspect of collecting information from all around. The first part of the game is for each person to write down some questions for the Closed-eye Quiz in their Nature Passport.

Some examples are:

- What are three things in the area that are yellow?
- Can you point to the sun's position in the sky?
- What is directly behind you?
- Are there any clouds in the sky?
- Can you describe the shape of some nearby leaves?
- Can you point to the tallest tree you noticed in the area?
- Which direction is the wind blowing?
- Can you hear any birds? Point to their direction.
- What smells did you notice?
- What's the colour of your partner's shoes?

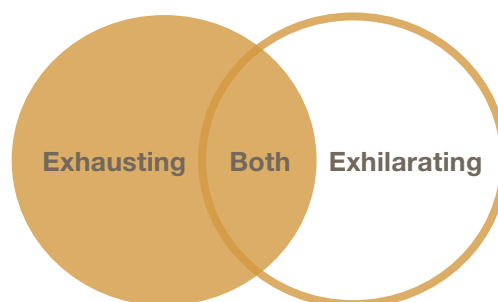


## The Awareness Game Activity Steps

- ① Head outside to an interesting area and give the students five minutes for uninterrupted observation of the physical characteristics of the area and atmosphere. As well as looking around, encourage them to close their eyes to focus on their other senses of hearing, smelling and touch.
- ② At a signal, students buddy up. One student closes their eyes while their partner asks them three of the prepared questions and takes a note of how many they got correct.
- ③ The first student opens their eyes and looks around to check their answers. Well done!
- ④ Now reverse roles with the other students asking questions and move to a new position.
- ⑤ Give the students another five minutes to study their surroundings.
- ⑥ Students buddy up with a new partner and repeat the process asking different questions from their list.
- ⑦ Repeat as many times as seems appropriate.
- ⑧ Try a Pop Quiz. The students will know the quiz is coming but they won't know when. The students go for a walk with a partner. One of the students will announce, "Stop! It's quiz time!" The other student will close their eyes and answer questions made up on the spot. How many details can they remember with no time to prepare?

## Reflection/Discussion

What was the hardest to remember and why? Create a human Venn Diagram in answer to the following question: How did it feel to be constantly studying your surroundings?



**Think, Pair, Square, Share:** Put yourself in the role of a firefighter, air traffic controller or racing car driver. Think about the key observational skills and awareness you would need to carry out those roles and whether you possess those skills. Share your thoughts with a partner and then join up with another couple to discuss.



### Elaboration/Extension

**Kim's game:** Place up to 24 objects on a tray and cover with newspaper or a tea towel. Students observe the items for a minute. Cover the items so students write down as many objects as possible from memory. A variation is to observe the items and then remove one or two and the students work out what is missing.

**Choose an arena:** Students observe as many details as possible in the arena for one minute. They leave and write down as many details about the space as they can remember. Have a non-player add some items, take some away, and move some things around. The students enter the room again for one minute and at the end they write down what they noticed had changed. Who scored an "A" for Awareness?

**Scavenger Hunt:** Before going on a nature walk, create a list of things the students need to find on their path (pinecone, ant hill, bird's nest, bee...) to improve observation and the processing of relevant information about our environment. Have the students get in small groups with one person at a time giving instructions to navigate by using signs, landmarks and directions like north/south/east and west to get back to class.

**Whose Nose Knows:** Provide cups containing fragrant items (e.g. orange rinds, coffee, onion, spices, grass, sawdust, vanilla, coconut). Pass the cups around and smell with closed eyes (blindfolds optional). Write down the answers and check at the end.

### Teacher Observations

What worked well:

What would I do differently next time:



## Curriculum Links

Extra detail relevant to year groups can be found by following the Curriculum link to SCSA. Elaborate on, extend, and integrate this activity with other learning areas where possible.

- *School Curriculum and Standards Authority*  
<https://k10outline.scsa.wa.edu.au/home/teaching/general-capabilities-over/personal-and-social-capability/introduction>  
<https://k10outline.scsa.wa.edu.au/home/teaching/general-capabilities-over/critical-and-creative-thinking/introduction>



Visit the website [app.naturepassport.org](https://app.naturepassport.org) (My Outdoor Classroom Activity Pack) to complete this activity and many more! Alternatively, download the free **Nature Passport** app from your **App Store**.

Visit [www.naturepassport.org](https://www.naturepassport.org) for more information and ideas.

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The development of this lesson plan is proudly supported by the Department of Education.

Print the Nature Passport Booklets for your students to use with this lesson!

