

**Tool 2.4**

Giving nature time

CLARITY Competence Area:

Nurturing connection to oneself, others and nature

GreenComp Competence Area:

Embracing Complexity in Sustainability

Why use this tool?

The "Give Nature Time" tool is designed to encourage individuals and groups to deepen their connection with the natural world through immersive and mindful experiences. This tool is an invitation to slow down, reconnect, and appreciate the profound impact that nature can have on our lives. By integrating activities like "Nature Adventures," participants engage in unstructured outdoor play, reflection, and exploration, allowing them to experience the myriad benefits of nature firsthand.

Activity 2.4.2

Sit spot practice

Overview

The Sit Spot practice is a powerful tool for fostering connection to nature in learners. It involves spending quiet, intentional time in nature, observing the environment, and reflecting on the experience both individually in a journal and together in a group.

Curriculum linkage

Science, Arts and Language & Literature.

Competences built

Systems thinking, empathy, interconnectedness thinking, presence, and self-awareness.

Prep

- Try out the practice first
- Bring journals for learners

Competences/activities to practice first by the teacher:

None

Steps in the activity

1. Introduction
2. Selecting the Sit-Spot
3. Sit-spot practice
4. Sharing and closing



BASIC INFO

Age range:

6+

Duration:

10-20 minutes

Group size:

Flexible

Level of difficulty:

Basic

Materials/space required:

Journal, pencil, colors

Location:

Outdoors

Engagement of external stakeholders:

None



Step 1: Introduction

1. Decide on the duration for the Sit Spot practice. Typically, 10-20 minutes is a good starting point. Adjust based on the age and attention span of the learners
2. Begin by explaining the purpose of the Sit Spot practice to learners. Emphasize that it's about building a deeper connection with nature, enhancing observation skills, and fostering a sense of calm and mindfulness.
3. Engage learners in a conversation about why spending time in nature can be beneficial, especially in the context of climate resilience. Discuss how being in nature can help us understand and appreciate the environment better.
4. Establish rules for the Sit Spot time, such as:
 - a. Remain quiet and avoid distractions (no talking, phones, or other devices).
 - b. Stay in one place: movement should be minimal.
 - c. Observe with 4 senses—sight, sound, smell, and touch.

Step 2: Selecting the Sit-Spot

1. Guide learners in choosing a Sit Spot. It should be a safe, comfortable place in nature where they can sit quietly and undisturbed. It could be a spot in a school garden, a park, forest, or even a quiet corner with some plants or trees.
2. Encourage learners to choose a spot they can return to regularly. The goal is to visit the same spot repeatedly to observe changes and build a connection with the space.
3. Before learners head out to their Sit Spot, guide them to center their attention through a brief mindfulness exercise. This could include deep breathing or focusing on the sounds around them. Remind them to move slowly and quietly, respecting the natural environment.

Step 3: Sit-spot practice

1. Once at their Sit Spot, invite learners to begin by simply observing their surroundings. Encourage them to notice small details: the colors of leaves, the sound of wind, the feel of the ground beneath them.
2. After a few minutes, provide prompts to help guide the learners' thoughts. Examples include:
 - a. What is the most interesting thing you notice?
 - b. How does the environment around you change over time?
 - c. What feelings or thoughts arise as you sit here?



- d. What natural elements can you touch in your spot?
3. Encourage learners to record their observations in a notebook or journal. They can write, sketch, or even create poems or stories based on their experiences. Allow space for creativity, as learners might want to draw, write stories, or compose a short nature-inspired piece based on their Sit Spot observations.

Step 4: Sharing and closing

After the Sit Spot time, gather the group to share their experiences. This can be a brief sharing circle where learners describe what they observed, how they felt, and any insights gained.

Dos and don'ts



Do:

- Encourage all learners to find a spot. Some may need assistance in choosing or focusing on their spot. Offer extra support to these learners. Others might naturally be drawn to a particular place and enjoy the experience from the beginning.
- Promote positive engagement. Acknowledge and validate the different ways learners connect with their Sit Spot—whether through sketching, journaling, or simply sitting quietly.

Don't:

- Don't force participation. If a learner is not interested or cannot follow the activity, avoid insisting. Instead, gently guide them out of the group to minimize distractions for others.
- But also, don't ignore disengagement! If a learner seems disconnected, initiate a one-on-one conversation to explore ways to make the activity more meaningful or accessible for them.

Adaptations:

For younger learners or those who might struggle with sitting still, consider a play-based approach. Start with a simple game like hide and seek in nature, then allow some solo time at their chosen hiding spot. This can serve as an introduction to the Sit Spot practice in a more playful and engaging manner.

We invite you to adapt this activity to the specific needs of your learners, including by taking into account their neurodiversity. When adapting tools and activities for neurodivergent learners, please note it is not about treating others how you want to be treated, but how they want to be treated. Ask, listen, and stay open to different ways of learning and engaging.



References

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