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**Beat stress with Nature - Resource Pack**

**Overview and how to use this pack**

This pack includes three lessons that focus on nature and accompany the audio experience ‘Beat Stress with Nature’.

**Background**

Originally, this project was commissioned to help young people to connect with nature before they started high school, with the aim introducing effective coping strategies to reduce stress. Following the pandemic, there have been drastic effects on mental health throughout the UK. This audio experience and the accompanying lessons have been developed to achieve the following:

* Encourage young people to connect with nature by developing mindfulness skills
* Foster a sense of ‘play’ through imagination and creative expression
* Reduce stress with simple activities that can be replicated by young people at home with ease
* Educate young people about nature and the value of storytelling. Show how being in an outdoor/green space can improve wellbeing, mental health and reduce anxiety.

The lessons and resource pack you’ll find in this document were originally developed as a series of workshops delivered via Zoom to young people aged 8-11. The outcomes of those workshops and contribution from the young people were developed into a twenty minute audio experience, which can be accessed through Spotify, iTunes and YouTube (with captions).

If you want to find out more about this project, feel free to contact Lancashire Wildlife Trust or Megan Holland at [megan@penandthink.co.uk](mailto:megan@penandthink.co.uk).

**How to use this pack**

You can download the audio experience for Beat Stress with Nature **here.** This can be integrated into your lessons in the following ways:

* As homework for children to engage with in their free time with a parent/carer
* As an opportunity to explore the school playground while playing the experience
* At the end of the three lessons to help exemplify the discussions that have been had.

The three lessons are:

**Lesson 1: Bags of Nature – art/design/writing/PSE**

**Lesson 2: Forest Tale – storytelling/art/design/writing/PSE**

**Lesson 3: Letters to Nature – storytelling/recall/writing/PSE**

They can take place over three weeks (once a week), or three afternoons depending on your preference. Within this folder, you will find a presentation PDF to go along with each activity. We recommend that you familiarise yourself with each PDF before beginning your lessons.

**Resources**

If you finish this programme and have young people interested in finding out more, or you have a safeguarding concern, we’ve put some resources below that might help:

**Nature**

Lancashire Wildlife Trust

<https://www.lancswt.org.uk>

Carbon Landscape

<https://www.carbonlandscape.org.uk>

RSPB

<https://www.rspb.org.uk/fun-and-learning/for-families/family-wild-challenge/activities/go-birdwatching/>

National Trust

<https://www.nationaltrust.org.uk/children-and-nature>

**Mental health**

Young Minds

<https://youngminds.org.uk>

Papyrus

<https://www.papyrus-uk.org>

Mind Ed for Families

<https://mindedforfamilies.org.uk/young-people>

Childline

<https://www.childline.org.uk>

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**Lesson 1 – Bags of Nature - art/design/writing/PSE**

**Time:** 1 hour 20 minutes

**Number of activities:** 2

**What do you need?**

**Presentation:** Lesson 1 – Bags of Nature. You can find this in your resource folder, and you will need it for the main activity.

**Spotify playlist:** <https://open.spotify.com/playlist/6xe9kwfR0YK4RAHrOlYybX>

**Items:** Craft materials, paper and pens, nature objects from outside (leaf, conker etc) and a bag to put them in.

**Set up:** Put the presentation up for the children to see. Place craft materials on each of the tables. Create a relaxing atmosphere by opening with the nature sounds. You might choose to take a break during the main activity.

**Warm up activity: Cloud meditation**

**Time:** 10 minutes

**For this activity you will need:** you may choose to play music or nature sounds during this meditation.

**Instructions**

*Read the text below out loud to the class. It would be useful to play some relaxing music while you read to help settle the children in. Be mindful of the mood of the class to help with your pacing.*

We’re going to begin with a short meditation, where we imagine that we’re going cloud watching.

Close your eyes.

Can you imagine a park or a field near your house? Or maybe your back garden? Bring it to mind now.

Take a deep breath in, all the way to your toes – and then let it out.

And again, take a deep breath in….

…and then out.

I want you to imagine that you’re walking across the field. It’s a beautiful day – your favourite weather, in fact. Perhaps it’s lovely and warm, or Autumn and you can feel the leaves crunching under your feet. You feel peaceful.

You arrive in the centre of the field and lie down on the grass.

Take a deep breath in…

And out again.

Imagine relaxing your whole body on the ground, like you do when you’re getting ready to sleep.

First, relax your feet and your toes.

Then your legs.

Your belly.

Your chest.

Your shoulders.

Relax your arms and hands.

Relax your neck.

And now relax your face, and if you want to – let your mouth push up into a small smile.

I want you to imagine that the sky is filled with clouds.

Perhaps some of them are big and fluffy like candy floss.

Whereas others might take shapes that you recognise-

One might look a bit like your dog at home.

Or like a knight riding into battle on a horse.

Take a moment to see what other shapes you can spot in the clouds.

And while you do, take a deep breath in…

And out.

A lot of the time our thoughts are like clouds, and if we’re having a hard time then they can fill up our brain like a stormy day. This can make us feel like our minds are having so many thoughts that we can’t distinguish between them.

The best thing to do, when you feel this way, is to imagine that you’re lying down in a field – like you are right now.

And you’re just letting all of your thoughts drift by like clouds.

You might be able to recognise the shapes of the thoughts, but you’re not letting them in.

And by taking a step away, you can let yourself relax, which is a very special skill indeed.

Now, when you’re ready I want you to wiggle your fingers!

And wiggle your toes!

And see what you can hear in the room around you.

And when you’re ready…

Open your eyes.

**Main activity: Bags of Nature**

**Time:** 1 hour10 minutes

**For this activity you will need:**

**Presentation:** Lesson 1 – Bags of Nature.

**Items:** *Card, scissors and craft materials so that the children can make their bags. Nature objects from outside (leafs, conkers etc). You might choose to take the children around the playground so they can pick their own. If health and safety is a potential concern, this part of the class will work with craft materials too.**A ‘teacher’s bag’ of nature filled with items from outdoors.*

**Instructions**

*Throughout, the children should be encouraged to respond to the tasks in whatever way they find most suitable (writing, drawing, craft). Their bags of nature are entirely their own, and so should be created in the way they enjoy the most.*

*Begin with a bag of nature. If this is in person, the teacher might hand the objects around the class. If digital, you can raise them to the screen. Create your own version of the following speech, swapping out the items with your own.*

This is my bag of nature. It’s filled with things from the outside world.

Here is a leaf that I found. It’s special because it fell from one of the oldest trees in Manchester, which is where I live. In Victorian times, lots of people under the tree used to meet for important conversations. The leaf reminds me of how trees live for a long, long time – and of the history they carry.

This is a conker. I found the conker on the floor at the park – across the road from where I live. There were lots of squirrels around the conker when I found it. When I think about the conker, I think about all the squirrels that live at the park. At the moment, they’re gathering acorns and burying it ready for the Winter. They’re quite cheeky squirrels and sometimes they run up to you while you’re walking around the park.

Finally, here is a flower that my friend bought for me last weekend. We bought two big bunches between us and divided the colours because she loves the colour pink and I love the colour yellow. I usually keep the flowers on my desk, and when I look at them I think of summertime, of being lovely and warm. I like the smell of the flowers too – and so does my cat. She often stands on my desk so that she can smell them too.

The reason that I have this bag of nature is that sometimes when I have to be inside a lot, or when things get stressful – it makes me feel safe. That’s the secret of nature: it can make you feel calm.

When you’re out for a walk next time, and you take a moment to look at the nature around you then you might find that you start to feel good. Like you’re releasing a giant breath – just like we did in the meditation exercise. However, I know that not all of us can be in nature all of the time, which is why we have nature bags. And even better – our nature bags don’t even have to be *real*. They can be filled with the best tree we’ve ever seen! Or with a sheep that we saw at a petting zoo a few years ago – or maybe a lovely bumbling bug. The important thing is that we carry them with us and think about them when we’re feeling stressed.

Today we’re going to be creating our own nature bags. So, if everyone can fetch their pen and paper then we can get started.

**Activity instructions**

*1. Hand out the pens and paper to the children and set up the activity. This might be a good time to take a short break.*

*2. Put the presentation with the pictures on. The following questions are within the presentation, alongside example answers. Show the children the example, before returning to the questions so that they can see them for reference while they participate.*

*3.At the end of each task, ask the children to share their creations and explain why they’ve chosen the different elements.*

*You can expand the times here if you’re making crafts to allow the children more time to create their nature bags.*

*The childrens’ items and stories don’t have to be based in reality, and this is a chance for them to develop their storytelling skills as well as considering nature.*

*The children don’t have to create real items – anything of any size and shape can fit inside the bag. Use the presentation to show the children fun examples of what they might include.*

1. What does your bag of nature look like? What size is it? What material is made of? What does it smell like? Is it light or heavy to carry? (10 mins)

2. What’s inside your bag of nature? Pick three things and take the time to draw each one. (10 mins)

3. Write or draw what the things inside your bag of nature are like. Here are some questions to help: what does your item look like? What does it smell like? What does it feel like? What does it sound like? What does it taste like? (10 mins)

4. Where do the items in your bag of nature come from? Here are some questions to help you: how did you find the items? Who were you with? What did you do to get them? You can write this as a story or as a poem. (20 mins)

5. Now you have all your items, how do you feel about them? Why are they important? (10 mins)

**Optional homework**

The next time that you’re out and about, I want you to take a moment to look around you and think about the nature you see and what you have in your nature bag.

When we think about nature and the links we have with it, it can make us feel present and safe in the world. Bring a drawing or write something you’ve seen outside that you might like to include in your bag of nature.

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**Lesson 2 – Forest Tale - storytelling/art/design/writing/PSE**

**Time:** 1 hour 10 minutes

**Number of activities:** 2

**What do you need?**

**Presentation:** Lesson 2 – Forest Tale. You can find this in your resource folder, and you will need it for the main activity.

**Spotify playlist:** <https://open.spotify.com/playlist/6xe9kwfR0YK4RAHrOlYybX>

**Items:** Paper and pens, a notebook for your own reference.

**Set up:** Put the presentation up for the children to see. Create a relaxing atmosphere by opening with the nature sounds.

**Warm up activity: Tree meditation**

**Time:** 10 minutes

**For this activity you will need:** you may choose to play music or nature sounds during this meditation.

**Instructions**

*Read the following meditation to the class. It would be useful to play some relaxing music while you read to help settle the children in. Be mindful of the mood of the class to help with your pacing.*

Everyone stand up.

Imagine you’re in a forest filled with trees – and you’re a tree too!

Start by imagining your feet as tree roots, twisting and turning deep into the ground and burrowing for miles and miles around – keeping you fed and watered.

Take a deep breath in…

…And out.

Because your roots are so deep you start to grow.

Are you a tall tree, or a small tree?

Stretch as far as you can, or crouch as small as you can go.

If you’re a tall tree, imagine touring over the other trees. Or if your small, that you’re sheltered and safe.

Take a deep breath in…

…And out.

Now stretch out your arms like branches.

Are your branches thick or thin?

Are they long for playful squirrels to run along, or small stumps perfect for a nest?

Take a deep breath in…

…And out.

Unfold your hands like you’re growing leaves in Spring.

Do you have big leaves? Or blossom ready to fall and scatter?

Do you maybe grow big, ripe apples ready to pick?

Now I want you to take a moment to sway gently in the wind. Your roots are keeping you grounded.

Take a deep breath in…

…And out.

Trees are special. A lot of the time, they’ve lived for years and years more than us and they watch things come and go, standing peacefully.

So sometimes, when our lives get busy, it’s useful to take a look at a tree and just imagine what it must be like to let things pass.

Now when you’re ready, I want you to have a little wiggle and come back to being a human again.

Well done. You can sit down now.

**Main activity: Forest Tale**

**Time:** 1 hour

**For this activity you will need:**

**Items:** *Pens and paper so the class can explore their ideas, a notebook to keep track of answers*

**Instructions**

*This activity is a ‘choose your own adventure’, where your class will have an element of control over what happens next and different elements of the adventure. To make sure this works, you will need to make notes of your class’s contributions to each part of the story and weave them into the narrative.*

***Important: I’d recommend having a practice at home, or if you can, having someone on hand to help keep track of everything.***

*When you need to insert something your class has created, this will be marked by a <> in the text with instructions of what you need to include – for example <item that makes you feel safe>. Feel free to read out a few different answers when you get to each of these points so that the class feels heard and an active part of the storytelling.*

*Throughout, the children should be encouraged to respond to the tasks in whatever way they find most suitable (writing, drawing, craft).*

*The following story is split into sections with clear pause points throughout. Read it out to the class and use the illustrations and questions to separate it. When text is in italics, it is instructional.*

*There is a picture for each section of the story in the accompanying presentation. The story is split into 5 sections and there is a picture for each. Where there are key questions in the text, you will find them in the presentation too for the children to refer to.*

**1. Packing**

You wake up and realise that something is not quite right. Usually, when you open your eyes in the morning, you can hear the clattering of the kitchen downstairs; your sister getting ready for school; the bathroom door opening and closing.

Today, there’s just silence.

You climb out of bed and run downstairs to the kitchen, where you see your dad stood by the sink. Instead of getting the breakfast things out, he’s staring out of the window and there’s a frown on his face.

“Dad?” You ask.

“Leave me alone!” He stomps his foot, “I don’t want to make breakfast today!”

He huffs and puffs and storms upstairs. That doesn’t seem right – usually *you’re* the one who gets to do feet stomping. You notice that the flowers you picked in the garden a few days ago – propped up in a vase of water – look like they’re drooping already. Weird.

You leave the kitchen to go up to your room and see your sister stood at the top of the stairs, staring down at you.

“Morning!” you say pleasantly.

She looks at you, skin pale, and opens her mouth to reveal the gap where her front teeth should be. Then she lets out the saddest sigh you’ve ever heard.

“Are you ok?” You ask.

“No!”

She storms past you on the stairs and you continue to your room, wondering why everyone seems to be so grumpy. You decide to go outside and investigate.

To make sure that you’re ready for anything, you pull out your nature bag and decide to fill it with important things:

You need:

Something that always makes you feel better

Something to help you to see in the dark

Something to help you fix things

Can you figure out what to pack?

*Pause here and give 10 minutes for your class to draw or write down their objects. They can be split into groups for this activity or share their items with the room.*

*As the class read out their suggestions, make a note of them as you will need these later to read out.*

**2. The path**

With your bag safely packed, you go downstairs and leave the house. Before you go, you turn back for a second,

“Bye everyone!” You shout.

You hear a half-hearted groan in response, and you sigh and leave, closing the door behind you. The day seems especially grey – like someone has taken all of the colour away. The sky is covered in dull looking clouds and like the flowers in your kitchen, all the flowers and trees and bushes on your street look like they haven’t woken up yet. You walk over and pick a flower. It doesn’t feel right – as though it’s made of powder instead of feeling soft.

You continue walking and then almost trip over your own feet with alarm, because at the end of the road – where there’s usually another road leading to the corner shop – there’s a path you’ve never seen before.

You decide to go down the path, and it *really* doesn’t look like it belongs to the end of your road. All of a sudden, the gravel and tarmac becomes dirty and muddy and you feel your feet sinking slightly as you step. You wish that you’d worn your old trainers!

As soon as you begin to walk, the houses on the left and right fall away, replaced by huge trees that tower over you. The sound of the road is muffled and all you can hear is the quite whisper of the leaves, the sound of your lonely footsteps.

Feeling a bit nervous, you turn around.

Your road is gone.

It looks like you will have to carry on for now. You take a look around.

What does the forest look like?

What are the trees like?

Is there anything interesting that you can see?

What does the atmosphere feel like? Is it scary? Or is it peaceful?

Are there any animals to be seen?

*Pause and give the class 10 minutes to write or draw the forest. They can do this in groups or separately. At the end of the time, ask the class to deliver their thoughts back to you and make a note of anything that stands out so that you can shape your description of the forest.*

**3. The forest**

Now that you’ve have a nosey, you feel less nervous.

All the same, you reach into your nature bag and pull out your <item that always makes you feel better> and cling onto it – just in case. It makes you feel brave. You realise that like the outside, there’s something not right in the forest. Although it’s <forest description> - the leaves are curled up like they have fallen asleep. The animals aren’t making the noises they usually would, like someone has taken a remote control and turned them down.

You hear a rustling in the bushes and stumble back, standing in your scariest stance – just in case you have to fight something.

The bush rustles again.

You’ve recently been cast in the school play, so luckily, you’re *really* good at speaking in a serious and scary voice. You want to make sure that you say the perfect thing to whatever’s in the bush to show that you’re in charge.

What do you say?

*Give the children a couple of minutes to come up with a response to the bush and ask them to deliver it in their best ‘acting’ voice.*

**4. The friend**

“Hey!”

A voice responds and the bush rustles more angrily than ever. A head pops up from the bush, covered in leaves and twigs. It’s *definitely* not what you expected.

What does the creature look like?

Where does the creature come from?

What does it sound like?

*Pause for 10 minutes and allow the children to create their own character. It doesn’t have to be something that would exist in real life, and this is an exciting opportunity for them to use their imaginations. They can write or draw their characters and share them with the class.*

*Make a note of the different characters. If suitable, feel free to switch the character out as you continue to read the story so everyone can imagine their creation in the forest.*

The creature crosses its arms. It doesn’t look super happy about your approach, but then it sighs,

“I guess you must be pretty brave to come and get me from the bush… maybe you can help me.”

**5. The problem**

The creature gestures at the forest around you – at the leaves that are falling asleep.

“This forest is magic. It usually appears to people who are sad to try and make them happy.

They would turn up here devoid of colour – like they were black and white and being in nature would make them feel like someone had thrown a bucket of coloured paint on them. They would leave full of joy – and that joy would spread to the people around them.”

<The creature> is walking ahead now, leading you down twists and turns that are hard to keep up with. You’re glad that <the creature> is with you to lead the way, otherwise you’d be worried about being lost right now.

“Then more and more people started to come, and they left their rubbish behind. Some of them even chopped down the trees here. They were asking for more and more from the forest - but never giving anything back. So, the forest has started to run out of energy and couldn’t even appear for people to find it anymore. There must be a reason why it showed up for you today. Perhaps it wants you to help it.”

**6. The workshop**

You emerge from a path and into a clearing where there’s a workshop. Around the workshop there are many more <creatures>. They have created small pulleys out of reeds and are using them to open the leaves like flags.

“We’ve been trying to open all of the leaves manually for the last few weeks, but we’ve been working so hard that we’re starting to get tired too. When the leaves open, they collect sunlight – the trees become happier, which makes the people happier. It’s all supposed to work together.”

You watch as one of the <creatures> opens a leaf high in the air with a giant *tug* and then topples down the tree, falling from branch to branch until it hits the floor with a bump. Your <creature> shakes its head, “another one that’ll need a day off. It just doesn’t work as a system. We need the trees to wake up again.”

The <creature> sighs.

Do you offer to help it?

*Ask the class if they want to help the creature. Encourage a resounding yes!*

“Thank you. Follow me”

**7. The light**

You begin the journey to the centre of the forest, and it grows darker and darker. Here, the leaves are curled up even tighter – like they’re wrapped in a duvet in the depths of winter and don’t even want to peek out. Roots drape lazily across the floor and you find yourself stumbling over them as you walk.

The darkness makes you feel sad, and you realise that you’re starting to feel grumpy too. It would be so easy to curl up in a bed of moss at the foot of one of the trees and remain there. You let out a big, big yawn.

Experimentally, you put your hand in front of your face and realise you can’t see it. Hopefully there’s something in your bag that can help to wake you up.

What do you decide to get out of your bag?

You pull <item to help you see in the dark> out of your bag and it begins to tremor in your hands. It grows bigger and bigger until it floods the entire forest with light. The light makes you feel awake and filled with life. The <creature> grins and takes your hand, holding it tight,

“Everything already feels better.”

The light makes the path ahead clear, and you don’t feel sad anymore. Instead, you march resolutely to the centre of the forest. There, in front of you is an old tree. It’s the biggest one you’ve ever seen – wider than your house and so tall that you can’t even see the top of it. The leaves look as though they’re about as big as your bed. As magnificent as it is, the tree looks like there might be something wrong with it:

What does the tree look like?

What do the trees leaves look like?

What’s wrong with the tree?

*Pause and give the children ten minutes to come up with a description of a tree. They can draw or write it. Ask them to share with the rest of the class and make a note of the answers.*

**8. The solution**

“This tree offers life to all the other trees in the forest,” says <creature>, “it was the first to fall asleep and now none of the other trees have enough energy to keep up.”

You shine your light closely around the tree and notice that the ground is covered in litter and the ground is messy. It looks like people have been leaving things here for a long time and have barely been respecting the tree at all.

You reach into your bag and pull out <something to help you fix things>

How can you use this to help you fix the tree?

*Pause and give the children 5-10 minutes to come up with solutions for fixing the tree. They can read these out – and this is a chance for them to be quite performative and enjoy telling the story themselves.*

You begin by picking up all of the litter and putting it in your nature bag, ready to put in the big bin when you get home. You want to make sure that when the tree wakes up, it feels like it’s somewhere tidy and that people care about it – just like how the tree cares about people.

Then you <use the object>. There’s a moment of silence, and all of a sudden the tree lets out a big yawn. It shakes left and right and leaves scatter all over you, bright and vibrant. You laugh. Their brightness makes them look like they’re glowing, and as the tree wakes up – so does the rest of the forest.

The sunshine erupts from the sky and flowers blossom over your feet as though the tree is thanking you for your kindness.

“Thank you,” says <creature>, “I think I would like very much to be your friend now. And you can come back here whenever you want to. Let me show you the way home.”

The creature takes you to a small path behind the tree, and at the end of it you can see your road. Even from here you can see that all of your neighbour’s gardens have woken up again, the flowers blossoming in the garden. You feel sure that you’ll always pay attention to nature now – to making sure that it’s awake.

**9. Way home**

You wave goodbye, feeling the happiest you’ve felt in ages. And then you begin the walk home, walking faster and faster until you’re out of the forest and can see your house! In the kitchen window, you can see your flowers, looking as fresh as they did when you picked them.

You race through the door, and there in the kitchen is your dad making breakfast and singing to himself. Your sister sits with her school books, smiling to herself and swinging her legs,

“What a lovely morning!” Says your dad, “come and join us for something to eat.”

You smile, proud of everything you’ve achieved – and pretty sure that you deserve a day off school for the hard work you’ve already done.

The end.

**Homework**

Encourage the children to pick their favourite image from the presentation and write or draw a story in response to it.

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**Lesson 3 – Letters to Nature - storytelling/recall/writing/PSE**

**Time:** 1 hour 20 minutes

**Number of activities:** 2

**What do you need?**

**Presentation:** Lesson 3 – Letters to Nature. You can find this in your resource folder, and you will need it for the main activity.

**Spotify playlist:** <https://open.spotify.com/playlist/6xe9kwfR0YK4RAHrOlYybX>

**Items:** Paper and pens.

**Set up:** Put the presentation up for the children to see. You might choose to print the postcards from the presentation and put them on the desks, like nature has written to the children. Space for the children to stand up and give their answers – these can be performed in groups or drawn and held up.

**Warm up activity: Secret garden meditation**

**Time:** 30 minutes

**For this activity you will need:** you may choose to play music or nature sounds during this meditation.

**Instructions**

*Read this out to the class. It would be useful to play some relaxing music while you read to help settle the children in. Be mindful of the mood of the class to help with your pacing. Feel free to edit the garden to suit how you imagine yours to be!*

Before we begin today’s session, I’d like to tell you about my garden.

Close your eyes.

Take a deep breath in…

And out.

Imagine that you are opening a door to a small garden.

It feels safe, like stepping into a warm summer’s day.

There are flowers curled up in the flower bed, shy at first – but as you walk by, they grow bigger and brighter and they’re vibrant and colourful.

In the corner of the garden is a big, safe oak tree with a hammock slung to it – perfect for reading. If you lie on the hammock you can hear the trickle of a small fountain, surrounded by stones that reflect different memories that can be replayed.

Imagine lying in the hammock now and listening to the sound of the water.

Gardens have always been a way of connecting with nature and helping us to feel better – all the way back to the days of hunter gatherers. Sometimes if people are in hospital or recovering, they’re given access to gardens and the green space can make them feel better faster.

Sometimes it can be hard to find a garden when you’re feeling safe, and that’s why I’ve invited you to see the garden inside my head. This is where I come if I want to feel calm.

Now I want you to take another deep breath in…

And out.

And open your eyes.

Now that I’ve told you about my garden, I’d love to hear about yours.

*Pause here and give your class 20 minutes to think about their garden. They can draw or write about it. Ask the following questions:*

1. What does your garden look like?

2. What does it smell like?

3. What can you hear?

4. What can you touch?

5. What can you taste?

6. How does your garden make you feel? Why?

7. How do you play in your garden?

*After the allotted time, invite the class to share their thoughts.*

**Main activity: Letters to nature**

**Time:** 1 hour

**For this activity you will need:**

**Presentation:** Lesson 3 – Letters to Nature.

**Items:** Pen and paper

*This activity has been created to encourage young people to explicitly consider ways of connecting with nature. Using the corresponding activity pack, read out the letters from nature and encourage your class to respond.*

*This class should be focused on open storytelling, with a safe environment that allows for contribution in whatever way everyone is comfortable with. Throughout they can draw, write or speak their answers. It might be useful to split the class into small groups for this.*

*The class is also welcome to make up stories as their responses – nothing has to be real.*

*If useful, you can also print out the letters so that the class can use them as a group and this activity could take place over a number of days – as though nature has really written to the class, and the letters have arrived in the post.*

*Read out each of the ‘letters from nature’ (from the presentation) to the class, and then show them the corresponding questions on the presentation.*

**Question set 1 – 10 minutes**

* If nature was a character, what would they be like?
* What would they look like?
* Where would they live?
* What would they enjoy doing?
* What would you like best about them?

**Question set 2 – 10 minutes**

* It's time to share our favourite memories of nature!
* Where were you when you experienced the memory?
* What happened in the memory?
* What makes it your favourite memory?

**Question set 3 – 10 minutes**

* We're sharing stories of how we might help nature in the future.
* How would you like to help nature in the future? Where would you go?  
  What would you do together?
* How would it help nature to feel better?

**Question set 4 – 20 minutes**

Write a letter to nature about the relationship you hope to have together

*At the end of the lesson, ask the class to reflect on the last few weeks and how it has changed their relationship with nature. You might choose to create a display from the responses given throughout the workshops.*

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