

Lesson: Exploring Living and Non-Living Things through a Nature Walk



Objective:

By the end of the lesson, students will be able to differentiate between living and non-living things based on their observations during a nature walk.

Competencies Associated:

- Demonstrate curiosity and a sense of wonder about the world
- Observe objects and events in familiar contexts
- Ask questions about familiar objects and events
- Make simple predictions about familiar objects and events
- Make and record observations
- Safely manipulate materials to test ideas and predictions
- Experience and interpret the local environment
- Sort and classify data and information using drawings, pictographs and provided tables
- Compare observations with predictions through discussion
- Identify simple patterns and connections
- Compare observations with those of others
- Transfer and apply learning to new situations
- Communicate observations and ideas using oral or written language, drawing, or role-play

Materials:

- Clipboards
- Paper
- Pencils
- Magnifying glasses (optional)
- Nature walk checklist (pre-made or created by the teacher)

Background Information:

Living Things:

Living things are creatures and plants that are alive. They can move, grow, and breathe. Living things need food and water to stay healthy and strong. Just like you, living things have a family and babies!

Examples of Living Things:

- Animals: Dogs, cats, birds, fish, butterflies, etc.
- Plants: Trees, flowers, grass, sunflowers, etc.

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- People: You and your family are living things too!

Non-living Things:

Non-living things are objects and stuff that do not have life. They don't eat, breathe, or grow. Non-living things stay the same unless someone changes them.

Examples of Non-living Things:

- Rocks and Stones: Smooth pebbles, shiny crystals, etc.
- Water: The water in the rivers, lakes, and even the raindrops!
- Toys: Your dolls, toy cars, and building blocks are non-living things.

How to tell the difference

You can tell if something is living or non-living by asking some questions:

- Does it move or change? If yes, it might be living!
- Does it eat or drink? If yes, it could be living!
- Does it grow bigger? If yes, it's probably living!
- Does it have a family or babies? If yes, it's definitely living!

Why It's Important to Know:

Knowing about living and non-living things helps us understand the world around us. It's exciting to see plants grow and watch animals play. We can take care of living things like our pets and plants because they need our help!

Procedure:

Introduction (5 minutes):

- Begin the lesson by reviewing with students the concepts of living and non-living things from a previous lesson.
- Explain that today, they will be going on a nature walk to observe and identify living and non-living things in their environment.

Preparing for the Nature Walk (5 minutes):

- Distribute clipboards, paper, and pencils to each student.
- If available, provide magnifying glasses to enhance their observations.
- Explain that students will be taking notes and making drawings of the things they observe during the nature walk.

Nature Walk (20-30 minutes):

- Lead the students outside to a nearby outdoor area such as a garden, park, or schoolyard.
- Instruct students to explore the area, paying close attention to the objects and organisms they encounter.
- Encourage them to use their senses and magnifying glasses to observe and examine closely.
- Remind them to focus on identifying and recording examples of living and non-living things on their checklists.

Group Discussion and Reflection (10 minutes):

- Gather the students back together and have a group discussion about their findings.
- Ask students to share examples of living and non-living things they observed during the nature walk.
- Record their responses on a chart paper or whiteboard.
- Guide the discussion to reinforce the characteristics that distinguish living and non-living things.

Nature Walk Checklist (10 minutes):

- Provide students with a nature walk checklist that includes specific items or characteristics for them to observe and identify during the walk.
- Allow students to review their observations and check off the items they were able to find.
- Discuss the checklist as a class, highlighting the living and non-living items on the list.

Conclusion (5 minutes):

- Summarize the lesson by emphasizing the key differences between living and non-living things based on their observations.
- Encourage students to continue exploring and observing the world around them to further develop their understanding of living and non-living things.

Note: The duration of the nature walk may vary depending on the available time and the size of the outdoor area. Adjust the lesson plan as necessary to ensure a meaningful and engaging experience for the students.