

Taking Action for Nature

A Teacher's Guide to Help Students Boost School
Ground Biodiversity for Global Impact

2026/2027 Workbook for Ages 6-12



Healthy by Nature

From BC Parks Foundation

This workbook is a living document. If you'd like to provide feedback, please email learning@healthybynature.ca.



Canadian Moose

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Introduction

How To Use This Guide

Use this resource to help students connect with nature, improve biodiversity on your school ground, take action on climate change as young leaders, learn about real examples of Indigenous-led conservation and support their health and the health of the planet.

This workbook is designed to be a flexible guide to get students outside and thinking about how they can make a difference for nature.

This workbook follows 5 steps, each with 2 printable outdoor activities for students.



Introduction

Tips for Success



Take it outside.

The activities are designed to be completed outside. After all, the best way to learn about nature, is in nature.



Register for student webinars.

Learn from experts and connect students from across the country with each other. Watch recordings or register for upcoming webinars [here](#).



Connect to curriculum.

The activities within this workbook align curriculum. For example, a detailed breakdown with the BC Curriculum can be found [here](#).



Apply the First Peoples Principles of Learning.

The activities within this workbook align with the First Peoples Principles of Learning. Check out the [First Nations Education Steering Committee](#) for additional resources.



Join a teacher chat to connect with others.

This 30 minute informal chat is for teachers to discuss challenges, ask questions, and share successes.

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Step 1: Get Inspired

Students connect to nature using their 5 senses, reflect on how it makes them feel, and learn how Indigenous communities have been taking care of the land since time immemorial.

Activities



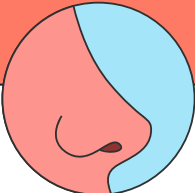

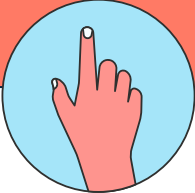
- 1** Nature and me
- 2** Whose land



Sockeye Salmon

Nature and Me

With your teacher, go outside and find a spot to sit. Draw or write an answer for each box about something in nature.

I can see...	I can hear...
	
I can smell...	I can taste...
	 <p>*Ask your teacher before putting anything in your mouth</p>
I can touch...	This makes me feel...
	

Whose Land

Indigenous peoples have been taking care of plants and animals for thousands of years, including where your school is built.

With your teacher, use the [Territories by Land map](#) to find out which Indigenous nation's traditional territory you are on.

With your teacher, go outside and draw what you think your school ground looked like before your school was built.

A large, empty rectangular box with a thin black border, intended for a drawing of the school ground before it was built.



Step 2: Make a Plan

Students reflect on their current school ground and design what they'd like to see instead.

Activities

- 1** My favourite thing to do outside
- 2** My dream school ground



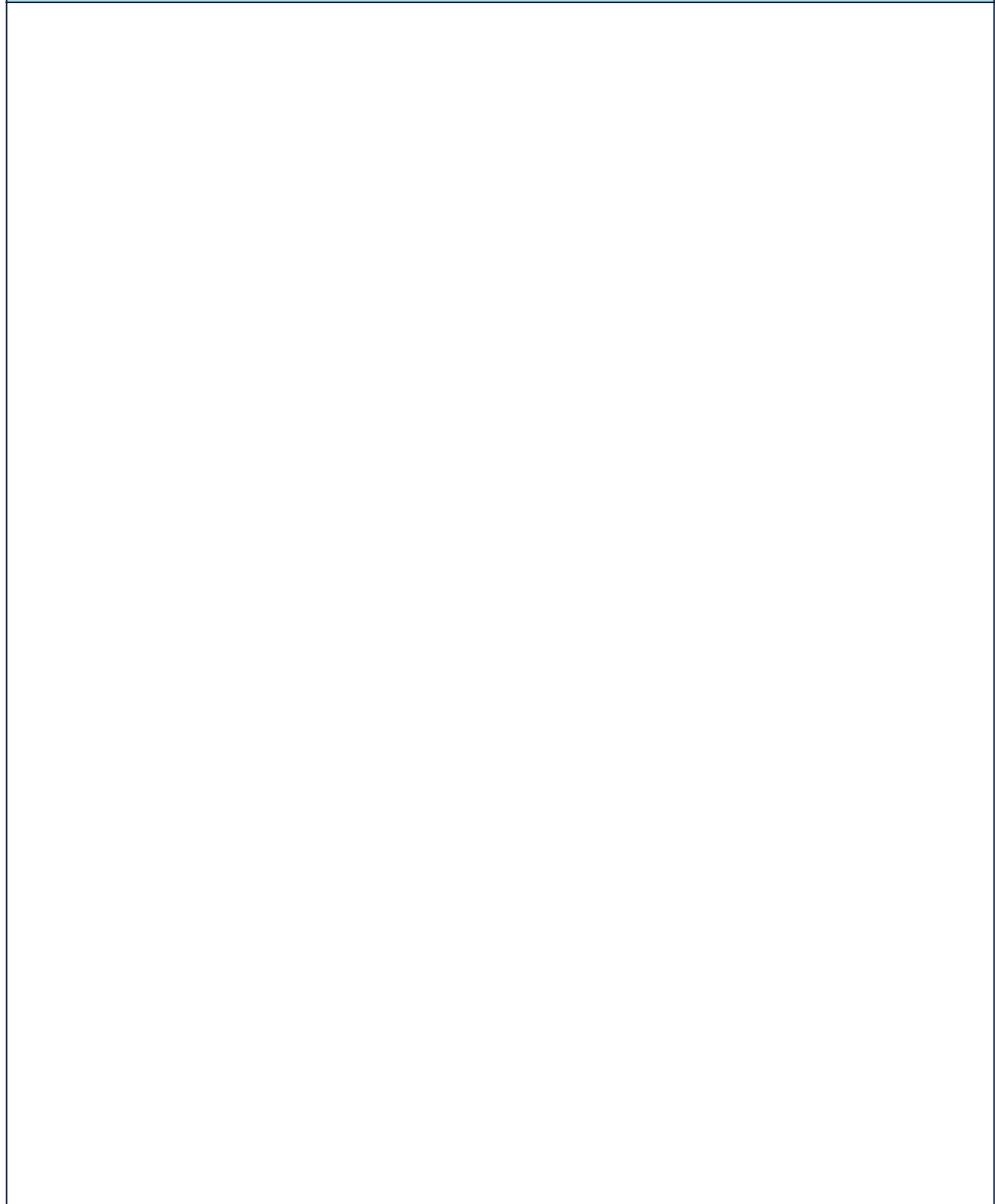
My Favourite Thing To Do Outside

With your teacher, go outside and draw your favourite thing to do outside.

A large, empty rectangular box with a thin black border, intended for a student to draw their favorite outdoor activity. The box occupies most of the page below the instruction.

My Dream School Ground

If you could change your school ground, what would it look like?

A large, empty rectangular box with a thin black border, intended for a student to draw or write their ideas for a dream school ground.



Step 3: Track Impact

Students learn how to identify living things, track change, and understand that all life is connected.

Activities

- 1** What's on my school ground
- 2** All life is connected



Pacific Banana Slug

What's On My School Ground

With your teacher, go outside and draw what you can find.

Try to name each thing. If you can't, ask your teacher to use the [Seek](#) app.

After, talk about it with your class. Did you find the same things or different things?

<p>A Plant</p> <p>Name _____</p>	<p>A Mammal</p> <p>Name _____</p>
<p>A Bird</p> <p>Name _____</p>	<p>An Insect or Spider</p> <p>Name _____</p>

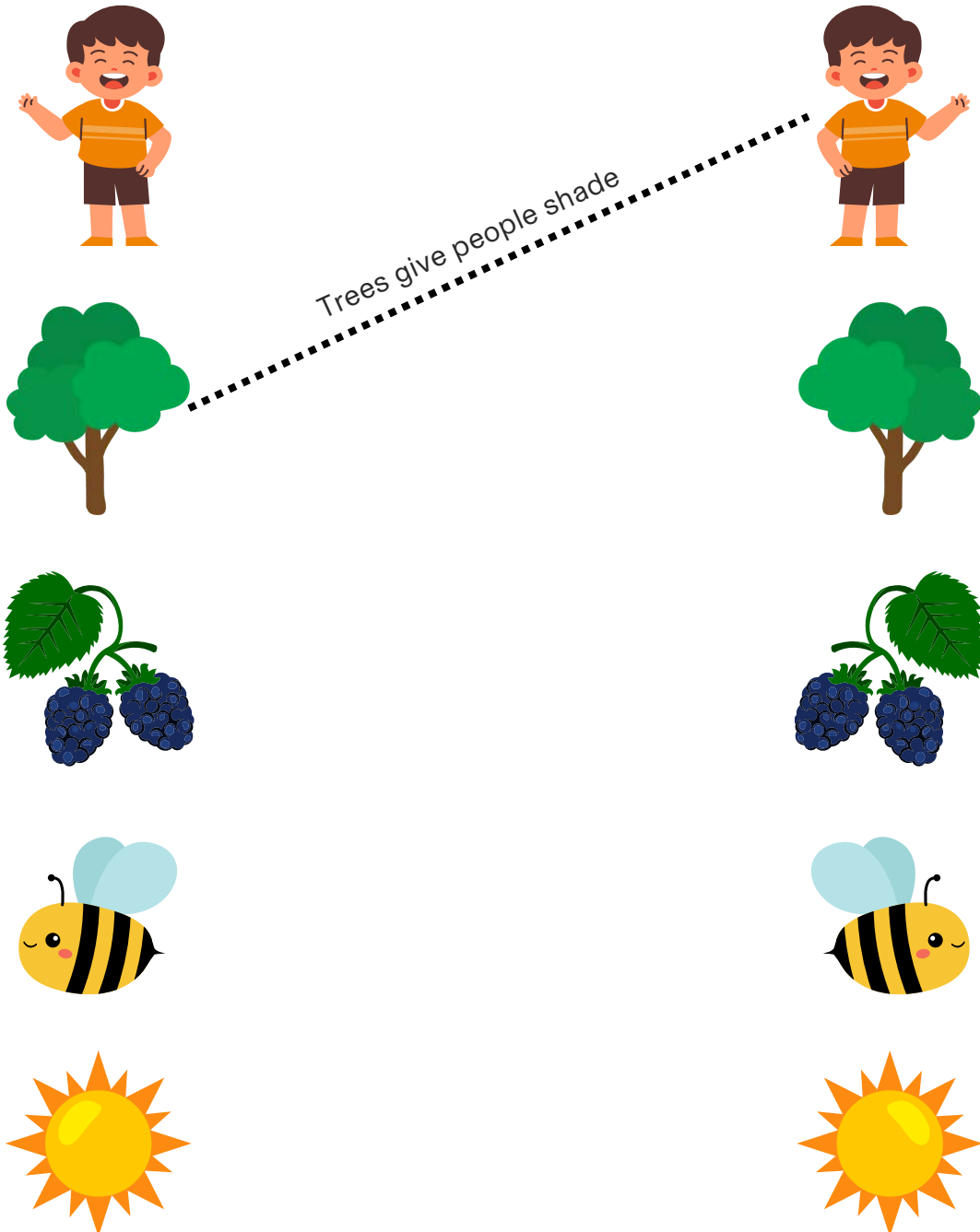
Fill out this worksheet multiple times throughout the school year to see how things change with the seasons or before and after nature projects.

All Life Is Connected

How are plants, animals, nonliving things, and people connected?

How can they help each other?

Draw lines between the pictures to show how things are connected. Some things will have more than one line connected to them.





Step 4: Take Action

Students understand the reciprocal relationship between humans and other living things, and that their local actions can make a difference.

Activities

- 1** How plants, animals, and people help each other
- 2** Taking action for nature, now and forever



Pileated Woodpecker

How Plants, Animals, and People Help Each Other

Draw 2 ways that plants and animals help you.

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Draw 2 ways that you help plants and animals.

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Taking Action for Nature, Now and Forever

With your teacher, go outside and do something to help the plants and animals.

For example:

- pick up garbage
- plant a garden
- make a sign telling others to be careful around a bird nest

Draw a picture of you helping plants and animals on your school ground.



What job would you like to have when you grow up?

In this job, how can you help plants and animals?

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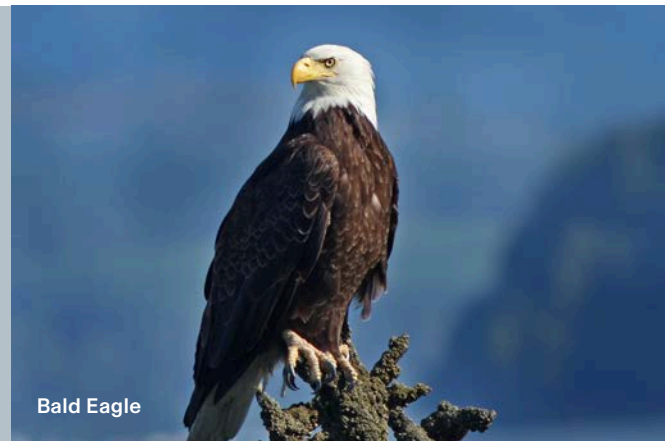


Step 5: Celebrate Success

Be inspired by other stories of success, and share your actions with students and teachers at your school, students across the country, and students around the world!

Activities

- 1 How I helped nature video
- 2 School ground nature walk



How I Helped Nature Video

Answer the 3 questions below.

Ask your teacher to take a video of you answering these questions outside.

What is your name and age?

What did you do to help plants and animals at your school?

Why do you think it is important to help plants and animals?

Tell your teacher if you'd like your video added to the [Learning by Nature's Impact Map](#) or shown at the [Year End Celebration](#).

School Ground Nature Walk

With your teacher, invite other students to go outside together and share how you helped plants and animals.

Use this checklist to make sure everyone will be safe on your walk.

	I have planned where we are going
	I have checked the weather
	I have the right clothes (coat if it's cold, hat if it's hot)
	I have sunscreen
	I have a water bottle
	My teacher has a First Aid Kit



Conclusion

Congratulations! You and your students have taken action for nature on your school ground. You've fostered youth leadership, improved health, and helped students learn how local stewardship action contributes to global biodiversity goals.

Wrap-Up Activities



Share your students' work.

Email learning@healthybynature.ca with selected completed worksheets, photos of your students making a difference, or reflection videos.



Consider long term stewardship.

To keep the nature on your school ground thriving, think about a stewardship plan. For example, ask a community group to foster your plants over the summer.



Grow support for nature.

For K-8 place-based learning support in BC, register as a [Wild School](#) or apply for a [GO Field Trip Grant](#) from Habitat Conservation Trust Foundation.

Enroll in Take Me Outside's [Outdoor Learning Certification Program](#) for K-12 educators to learn how to integrate the outdoors into your teaching practice.

Now, **continue the cycle**. This guide was designed to follow a never-ending cycle. Apply what you learned, improve your plan, and do bigger things!

Questions?

If you need assistance with any aspect of this workbook please email:
learning@healthybynature.ca



Thank You

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