

# Exploring

(Write the name of your site)

This worksheet will help you explore and document the sights, sounds, experiences, and stories of the place.

Complete and tick at least three of these exploration clouds!

## ☐ Exploration #1: A Day in my Life

Make a list of things you do on a normal day. Make a similar list for a child, a village elder, woman, or other people from your site.

## ☐ Exploration #2: Sensory Map

Take a walk in your site and document the sounds, sights, smells, and feelings you encounter. Make a map of the place using this sensory list.

## ☐ Exploration #4: Plants at Home

What are some plants we eat and use to make household materials? Collect, name, and label the leaves of these plants with their uses!

## ☐ Exploration #5: Favourite Spots

Ask 5 people of different age groups, "Take me to your favourite place." Make a list of these places and their maps, and document the reasons why they are favourites!

## ☐ Exploration #3: Animal adventures

Ask 3 elders from the community about their "adventures" with wild animals in the forest or fields. Record their stories and experiences.

## ☐ Exploration #8: Childhood Memories

Start a conversation with 3 senior members of the place with, "Your childhood must have been so different..." Record their stories and experiences.

## ☐ Exploration #6: Season wheel

Create a wheel of the seasons of your place: How many seasons are there? How does the landscape and biodiversity change? Which crops are grown and harvested, and when?

## ☐ Exploration #7: Life in the Village

Choose a generally happening spot in the village, like the village centre, community space, or public ground, and spend at least two hours there. Make a creative map and sketch-notes of everything that happens there.

## ☐ Exploration #9: Document Nature Proverbs

Try to recollect every proverb or story you have heard from the place that refers to animals, plants, insects, or landscapes. Collect and document more as you come across them!

## ☐ Exploration #10: Go on a Photo-walk

Take a walk around your site with a photography device (camera, phone, etc.). Take photos of everything you find interesting and create a collage of your pictures!



Exploration #1

# **A day in my life!**

Also portray the daily lives of at least 3 other people in the village.

Get creative and paste materials, sketch activities, and write things people said during the day!

*Place profile worksheet*



Exploration #2

# Sensory map

Things I ....

See

Smell

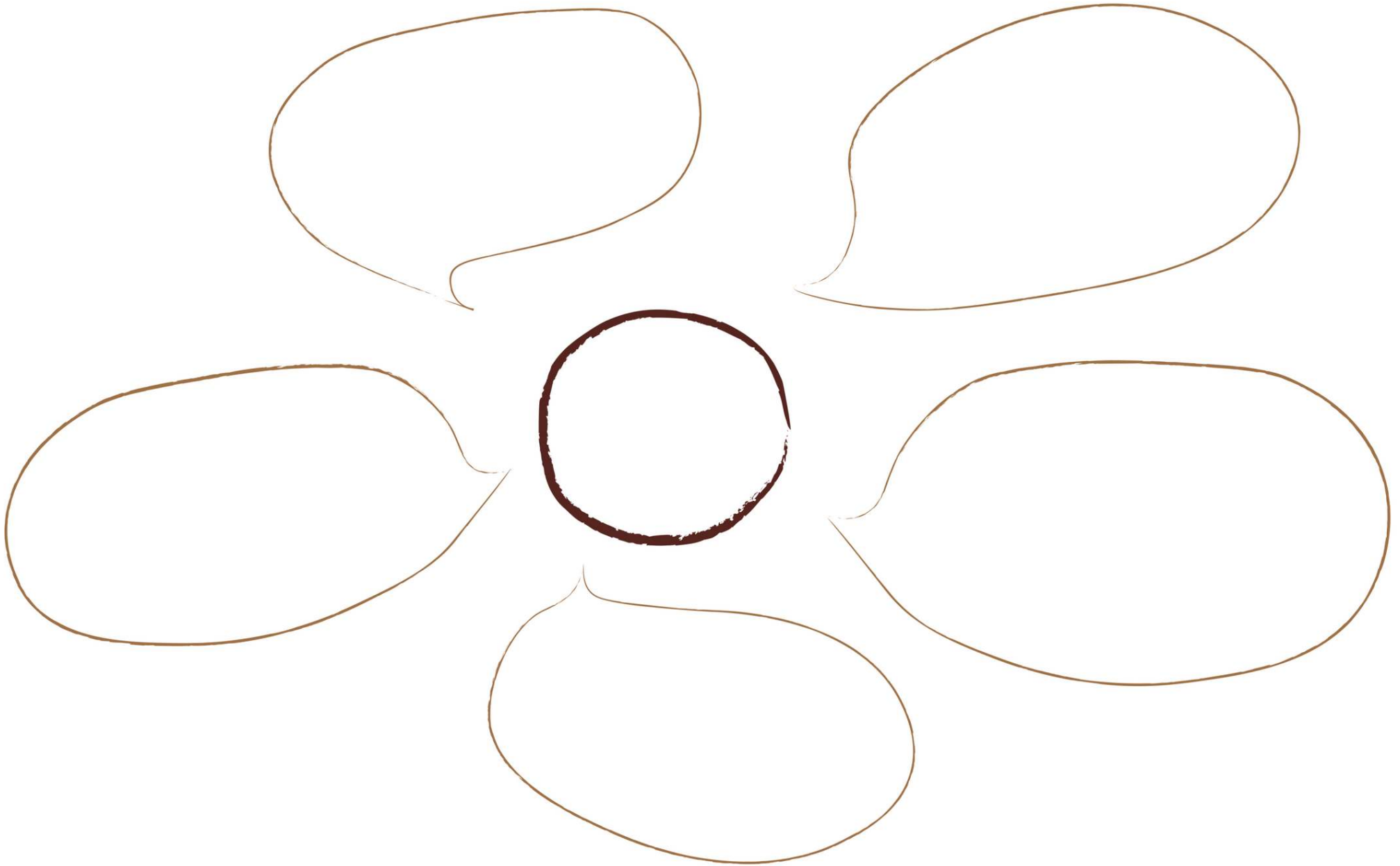
Touch

Hear

Taste



## Animal adventures!



Write people's recollections, memories, experiences, and adventures about wild animals in the forest or fields!



# Plants at home

Local name

This is how it looks:

This is how and why we use it:



# Our favourite spots

Name

What is their favourite spot?

Why is it their favourite spot?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

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\_\_\_\_\_



Exploration #6

Write, paste, or sketch to make a season wheel of your place!  
Add months in local names or other parts of the year on your own.





Exploration #7

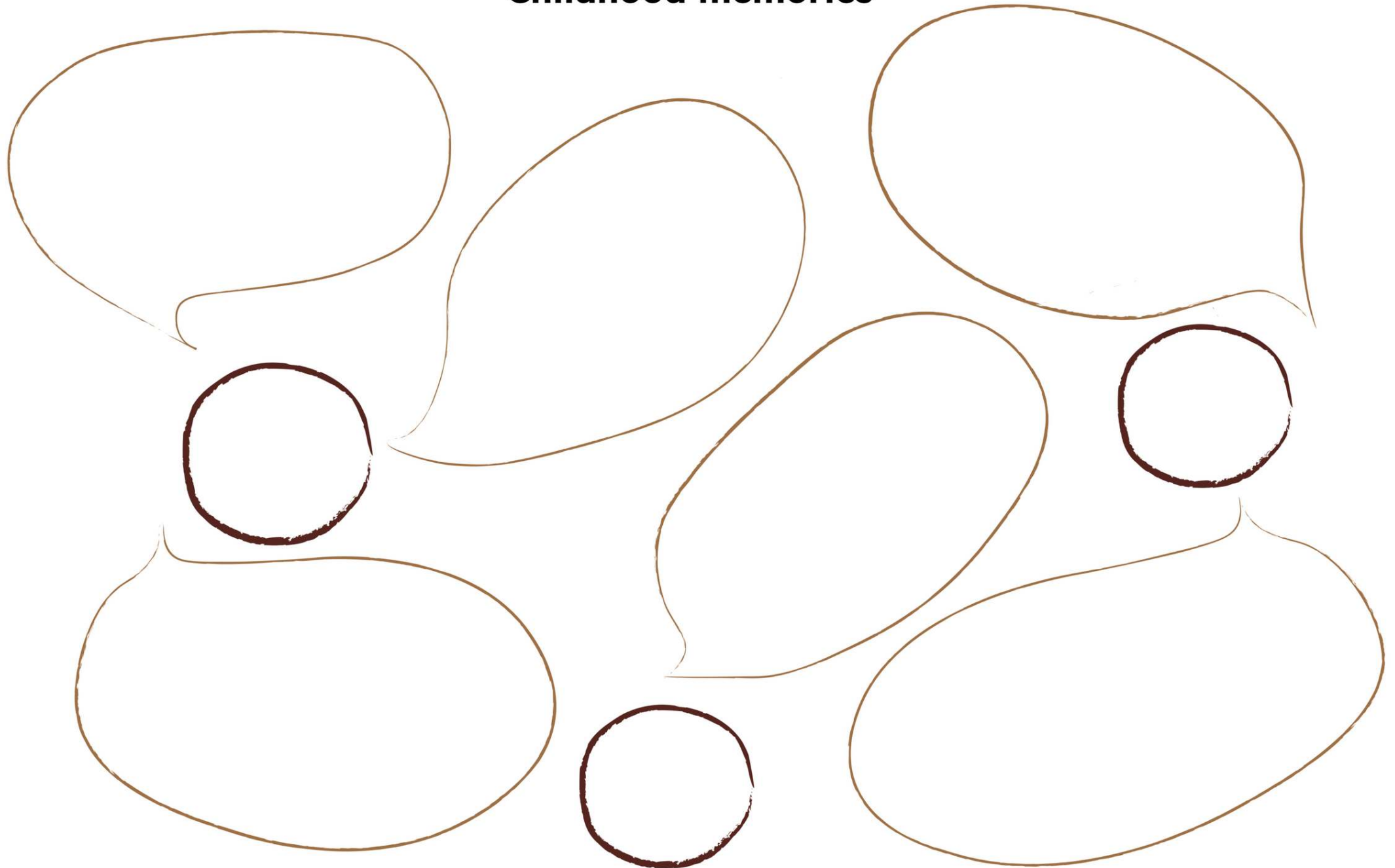
# Life in the village



Sketch and doodle what happens in your chosen spot or create a map!



## Childhood memories



Record people's experiences, memories, experiences, jokes, and lessons from their childhood!

*Place profile worksheet*



## Document nature proverbs





# Here is a photo-collage of our place!

You can also make sketchnotes or paste materials to create this collage.

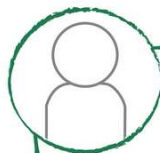


# Map your partners and collaborators

This worksheet will help you map connections and collaborations between different partners involved in your program, define their responsibilities towards each other.

Make a word-cloud of the individuals and groups who may be directly or indirectly associated with your project. Think of core team members, mentors, local bodies, donors, governmental and non-governmental organisations, educational institutions, and more.

Then, define each of their roles and responsibilities, and strike off or underline their names from the word-cloud as you do. Here is a reference checklist to help make your own partner profiles!



**Name:**

**Role:** Educator

## Responsibilities:

- Facilitate sessions
- Create activity ideas & plans
- Document the sessions with feedback
- Gather ecological knowledge & information



**Name:**

**Role:** Affiliated or collaborating organisation

## Responsibilities:

- Provide training opportunities
- Provide learning resources
- Help with program building and documentation
- Help secure funding



**Name:**

**Role:** Mentor or collaborator

## Responsibilities:

- Contribute with new ideas
- Provide knowledge or training on a specific service, skill, or subject
- Provide mentorship and guidance



**Name:**

**Role:** Funder


## Responsibilities:

(Our responsibilities towards them)

- Terminal reports and assessments
- Accounts and transcripts
- Site inspection




## Define their roles and responsibilities:




**Name:**  
**Role:**

**Responsibilities:**




**Name:**  
**Role:**

**Responsibilities:**




**Name:**  
**Role:**

**Responsibilities:**




**Name:**  
**Role:**

**Responsibilities:**



**Name:**  
**Role:**

**Responsibilities:**



**Name:**  
**Role:**

**Responsibilities:**



Questions to reflect on as you create your map of connections:

Whose participation is a must for the program to be successful? How can they be connected, what are our expectations from them, and what will we offer them?

How do we grow our map of connections? Who will lead us to new connections that we need?

How can we be transparent about the sources of funding, program objectives, and partners' involvement with everyone involved?

What challenges should we expect when working with these partners?

How do we get access to educator networks, training opportunities, and resource persons to grow our program and build capacity?

What are some indicators that can tell us which connections are growing more important to the program?

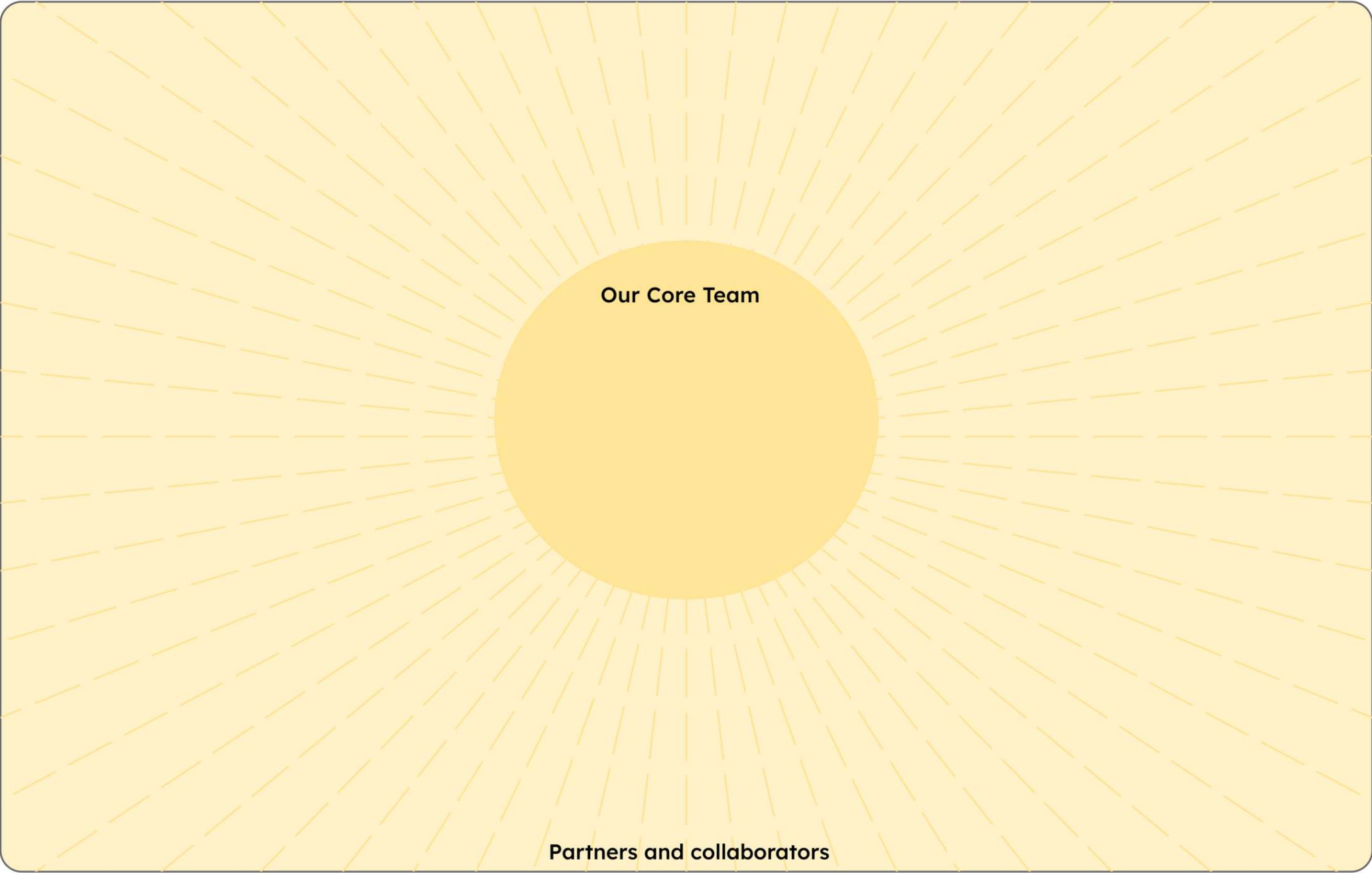
What does collaboration mean in our site? Are there traditional or local ways of working together that we can emulate or tap into?

Will we need permissions from government agencies, village bodies, or individuals? Will these permissions require contracts that we can draft already?

How do we keep ethical considerations in mind when involving children in our program?



Now, map the connections and relationships between these partners and collaborators within the given format.  
Use one-way or two-way arrows to connect them.





# Create your own Activity

This worksheet will help you create ideas for nature learning activities based on your program needs, themes, and context.

## Issues/needs

What are the issues/challenges/  
needs of your place?

1. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
2. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
3. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
4. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



## Themes in Nature Education

(Tick or add to the list)

### Nature-based themes

- ☐ Plants & trees
- ☐ Biodiversity
- ☐ Important species
- ☐ Ecological interactions
- ☐ Animal behaviour
- ☐ Seasons
- ☐ Conservation issues
- ☐ Climate change
- ☐ Sounds and colours
- ☐ \_\_\_\_\_

### Culture-based themes

- ☐ Festivals & rituals
- ☐ Folklore/stories
- ☐ Traditional beliefs
- ☐ Food
- ☐ Community life
- ☐ Agriculture
- ☐ Traditional architecture
- ☐ Human-wildlife relationships
- ☐ \_\_\_\_\_
- ☐ \_\_\_\_\_



## → Learning methods

(Tick or add to the list)

## 📍 Location

(Tick or add to the list)

Exploration	Art & Expression	Storytelling	Action
<input type="checkbox"/> Nature trail <input type="checkbox"/> Bird-watching <input type="checkbox"/> Treasure hunt <input type="checkbox"/> Hands-on building <input type="checkbox"/> Collection-based games <input type="checkbox"/> Sensory explorations <input type="checkbox"/> Observation & documentation <input type="checkbox"/> Colour-wheels <input type="checkbox"/> Sound-mapping <input type="checkbox"/> Expeditions <input type="checkbox"/> _____ <input type="checkbox"/> _____	<input type="checkbox"/> Nature drawing <input type="checkbox"/> Leaf art <input type="checkbox"/> Land art <input type="checkbox"/> Nature zines & comics <input type="checkbox"/> Art with natural materials <input type="checkbox"/> Wall mural painting <input type="checkbox"/> Clay modeling <input type="checkbox"/> Recycled art <input type="checkbox"/> Basket weaving <input type="checkbox"/> Cloth stitching and weaving <input type="checkbox"/> Traditional art forms <input type="checkbox"/> _____ <input type="checkbox"/> _____	<input type="checkbox"/> Traditional storytelling and oral narration <input type="checkbox"/> Local songs and dance forms <input type="checkbox"/> Skit/Drama <input type="checkbox"/> Musical performance <input type="checkbox"/> Dance & movement <input type="checkbox"/> Poem/Essay writing <input type="checkbox"/> Letters to nature <input type="checkbox"/> _____ <input type="checkbox"/> _____	<input type="checkbox"/> Scientific documentation <input type="checkbox"/> Long-term observation <input type="checkbox"/> Maintenance & cleanliness <input type="checkbox"/> School/site decoration <input type="checkbox"/> Volunteering <input type="checkbox"/> Interviews & Surveys <input type="checkbox"/> Photography <input type="checkbox"/> Group assignments <input type="checkbox"/> Local games <input type="checkbox"/> _____ <input type="checkbox"/> _____

☐ Restoration/plantation area  
☐ Community reserve/conservation area  
☐ Forest  
☐ Sacred grove  
☐ Riverside  
☐ School compound & classroom  
☐ Morung or traditional institution  
☐ Agricultural field  
☐ Garden/park  
☐ Religious site  
☐ Nature Interpretation Centre or museum  
☐ \_\_\_\_\_  
☐ \_\_\_\_\_



# Session Name:

 **Location:**

\_\_\_\_\_

 **Number of Participants:**

\_\_\_\_\_

 **Duration of the session:**

\_\_\_\_\_

 **Learning objectives**

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

 **Impact assessment indicators**

We will know if the students are participating and learning if they

1. \_\_\_\_\_  
\_\_\_\_\_
2. \_\_\_\_\_  
\_\_\_\_\_

 **Activities to be conducted**

List and describe each activity in 2-3 sentences

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

 **Session requirements**  
Materials & resources required

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

 **Notes for facilitators**  
Any other considerations to keep in mind

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



# Now, create your own session plan

Once you have chosen a combination of themes, learning methods, and issues, create a session plan with a list of activities.

## Theme(s)

Which theme(s) have you chosen?

- ☐ \_\_\_\_\_
- ☐ \_\_\_\_\_
- ☐ \_\_\_\_\_

+

## Learning Method(s)

Which learning method(s) have you chosen?

- ☐ \_\_\_\_\_
- ☐ \_\_\_\_\_
- ☐ \_\_\_\_\_

+

## Issues/needs

Which issues/needs will this address?

- ☐ \_\_\_\_\_
- ☐ \_\_\_\_\_
- ☐ \_\_\_\_\_

## Location

Where will this activity be conducted?

- ☐ \_\_\_\_\_

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## Activities

Based on the themes, needs and issues, name and list the activities you will conduct.

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## Learning Objectives

How will these activities be important for the participants and help them learn?

These activities will help the participants to:

1. \_\_\_\_\_  
\_\_\_\_\_
2. \_\_\_\_\_  
\_\_\_\_\_
3. \_\_\_\_\_  
\_\_\_\_\_



## Document Post-session Feedback

Use this worksheet to document your feedback of each session based on observations and self-assessment.  
To be filled after every session.

<b>Name of the Facilitator:</b>	<b>Date:</b>	<b>Location(s):</b>
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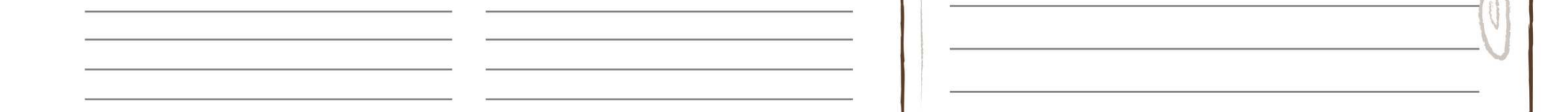
Duration of the session: _____	Number of Participants: _____	Indoor / Outdoor / Both (Tick or circle one)
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**How was the overall experience of the session?**

☐ Unsatisfactory
 ☐ Below average (Disinteresting)
 ☐ Average
 ☐ Above average (Engaging)
 ☐ Excellent

List and describe all the activities conducted in 3-4 sentences each.

The diagram consists of two main boxes at the top. The left box is titled 'Themes covered' and contains the text 'Eg. Plants & trees, local food, sounds, festivals, seasons, agriculture, folklore'. The right box is titled 'Learning methods used' and contains the text 'Eg. Nature trail, storytelling, documentation, film screening, drawing & art, music'. Below these boxes is a large rectangular area with a light blue background. On the left side of this area is a vertical line. To the right of this line are two horizontal lines, creating a space for notes or additional information.



**Challenges faced during the session:**  
Eg. Communication or coordination issues, weak session  
discussion, unrepresented aspects

planning, unexpected events

1. \_\_\_\_\_ 3. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

2. _____	4. _____	_____
_____	_____	_____

A21 Feedback worksheet

List and describe all the activities conducted in 3-4 sentences each.

A21 Feedback worksheet



<b>Learning parameters</b>	<b>Extent of success</b> Tick any one	<b>Impact Indicator</b> How did you know whether or not a learning parameter was successful? On what basis have you responded in the previous column?	<b>Ensure Improvement</b> If answered no, what can you do to ensure learning success next time? If answered yes or to some extent, what can you do to enhance this result?
Children were able to channel their curiosity and <b>learn new information</b> about the topic	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> To some extent		
Children were able to <b>share their thoughts and feelings</b> about the topic	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> To some extent		
Children could <b>experience and familiarise themselves with the place</b>	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> To some extent		
Children could exercise their creativity and <b>make something on their own</b>	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> To some extent		
Children were able to critically and <b>deeply analyse the topic</b>	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> To some extent		
Children <b>volunteered or took active leadership</b> to address a local issue	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> To some extent		

Based on the Ensure Improvement column, **three main changes to incorporate in the next session are:**

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_



# Program review of \_\_\_\_\_

(Write the name of your program here)

This worksheet will help you evaluate the impact of your sessions and your journey of self-progress and learning.

Name of the Facilitator: _____	Dated: _____
For sessions conducted from _____ to _____	Number of sessions conducted: _____

We have had  participants in our program during this period!

(Number)

We covered  themes like \_\_\_\_\_ through  learning methods like \_\_\_\_\_

(Number)                      (Number)

(underline the most popular & liked themes and learning methods)

<b>Top 3 things we helped the students develop:</b> (Most successful learning parameters)  1. _____ 2. _____ 3. _____	<b>3 learning parameters we missed to address well:</b>  1. _____ 2. _____ 3. _____	<b>We thought we should improve on:</b>  1. _____ 2. _____ 3. _____
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I got better at some things, while some things still need work.

(Tick or colour the relevant boxes)

	Got better	Needs work
Confidence	<input type="checkbox"/>	<input type="checkbox"/>
Communication skills	<input type="checkbox"/>	<input type="checkbox"/>
Team management	<input type="checkbox"/>	<input type="checkbox"/>
Networking	<input type="checkbox"/>	<input type="checkbox"/>
Motivation	<input type="checkbox"/>	<input type="checkbox"/>
Leadership	<input type="checkbox"/>	<input type="checkbox"/>
Creativity	<input type="checkbox"/>	<input type="checkbox"/>
Planning	<input type="checkbox"/>	<input type="checkbox"/>
Environmental awareness	<input type="checkbox"/>	<input type="checkbox"/>



## Self Reflection board!

Favourite moment from the sessions:



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Something fascinating, beautiful,  
or touching that a participant told me:



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One thing I am proud of:



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Some challenges we worked on in this period:

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Some ways in which we are still overcoming other challenges:

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Three lessons for ourselves for the next phase:

1. 

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2. 

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3. 

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# Here's a creative collage of our sessions!

Paste or recreate artwork made by participants, make your own sketches and doodles of memorable moments, include photographs and materials used during the sessions. Be creative and make it fun!



These worksheets were created as part of the **Changlangshu Place-based Nature Education Project**, an initiative under Canopy Collective, the Changlangshu Biodiversity Management Committee, and The Green Hub Project.

Download ***Rooted in Place: Insights on ground-up nature education from Changlangshu, Nagaland*** for more information about the program.

Visit [canopycollective.in](http://canopycollective.in) for more.

