



Equipment	None
Learning Outcome	Identify how the natural environment can support well-being and display how to use the senses to connect with the natural environment.
COVID-19 Safety Precautions	Remind students to keep a safe physical distance from each other.

Flipped Classroom Strategy (Optional)

A flipped classroom is an instructional model where direct instruction is delivered to students outside of and before instructional time. Students are introduced to content that supports the introduction, comprehension, and recall of content and then instructional time is utilized to apply, analyze, synthesize, or evaluate content.

Before implementing this activity during instructional time, share a video or written instructions with students introducing Shinrin-yoku. Share that it is well-documented that spending time in nature can support with stress, balance, and overall well-being. Forest bathing has ancient roots beginning in Asia and involves spending time in nature with the intention of calming the mind, body, and soul. Invite students to practice intentionally using their senses to focus on the environment around them.



Activity Description

Introduce students to Shinrin-yoku explaining that it has ancient roots in Asia and involves spending time in nature with the intention of calming the mind, body, and soul. Share that it is well-documented that spending time in nature can support with stress, balance, and overall well-being. If utilizing a flipped classroom strategy, remind students to apply what they learned and practiced in advance of the activity.

Take students to a local forested area, greenspace, or other natural space. Don't have access to a forest? Forest bathing can be modified and utilized in an urban park or greenspace – or even on available greenspace in a schoolyard. Ensure the area is safe and that students can navigate their way through the area without getting lost. Invite students to practice intentionally using their senses to focus on the environment around them. Take time to guide students through using each of their senses to focus on the natural environment around them (e.g., what do they hear, see, feel, and smell?). Students can practice by focusing on one sense at a time.

Invite students to walk through the area connecting to the natural world around them. Share the following steps to support them:

- **Step 1:** Tame the tech – set your phone to silent or turn it off and do not check it. This will allow you to be fully present.
- **Step 2:** Silence – commit to not talking to others. This is an individual experience.
- **Step 3:** Wander – keeping safety and proximity in mind.
- **Step 4:** Sense – take time to use your senses to explore the environment. Pause to look at something or smell something.
- **Step 5:** Sit – find a safe and comfortable spot to sit or lie down and use your senses further. Close your eyes if you would like and take deep, calming breaths.

Provide students with a central meeting spot after their forest bath.

Physical Education Competencies



MOVE

Develop psychomotor skills, tactics, and strategies that facilitate a variety of physical activities across diverse environments.



THINK

Develop cognitive skills and strategies for a variety of movement contexts that facilitate critical thinking, decision-making, and problem solving.



FEEL

Develop affective skills and strategies that facilitate healthy and safe relationships with themselves, with others, and with their environment.



ACT

Practice behaviour skills and strategies that facilitate movement competence and confidence.



Reflection Questions

Reflection is important to support learning during physical education. Consider asking students the reflection questions below and discuss the answers together.

- *What ways did you connect with the natural environment?*
- *What do you notice about your mind, body, and soul after completing the activity?*



Inclusion Considerations

Modifications can be made to a variety of activity components to ensure inclusion. As you plan activities, consider how everyone can be involved and how to modify or adapt the activities to ensure the full inclusion of all. The STEP framework provides modifications to the following activity components — space, task, equipment, and people.

S	Space	T	Task	E	Equipment	P	People
	Complete the activity in an area that students are comfortable navigating.		Students complete the activity stationary in an assigned spot.		Students use the required equipment for them to complete the activity successfully.		Students complete the activity in pairs but encourage minimal talking between pairs.



Observing Learning Outcomes

Consider the following when observing student learning.

- Is the student able to demonstrate an appreciation for connecting with the natural environment?
- Is the student able to follow the steps to complete the activity?
- Is the student able to demonstrate how to use the senses to connect with the natural environment?

Connecting to PHE At Home Learning

The following PHE At Home Learning activity can be utilized by students at home or modified for use during instructional time in order to extend learning.

[Tell the Tale of Your Wellness Walk](#)