

Connecting People with Nature



Let's Go
Outside!

Journal

Name: _____

Introduction

This *Let's Go Outside Journal* is meant to be used with the activities described on the *Connecting People with Nature – Let's Go Outside Backpack Activities* cards. Each of the plastic cards has a matching page in this journal.

To get started, grab the packet of plastic cards from the backpack. Read the "Check it Out!" card.

As you look through the backpack, you will find a bunch of nature exploration tools. You will also find some items that will help with completing your journal:

- Clipboard
- Pencils
- Pencil sharpener

Begin with the "First Impressions" activity. After you've done the "First Impressions" activity, feel free to skip around and do whichever activities interest you most. (The rest of the activity cards and matching journal pages are in alphabetical order by name.)

Remember, this *Let's Go Outside Journal* is yours to keep, so please feel free to write and draw in it – make it yours!

Also, just so you know, if you complete at least three of these activities and write about them in this journal, you'll get a prize when you return the backpack!

Happy exploring!

First Impressions

Where are you exactly?

What kind of plants are around you?

Are you near water?

What habitats can you see?

What do you notice happening around you?



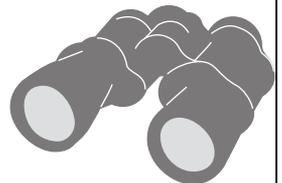
A Sound Map

x



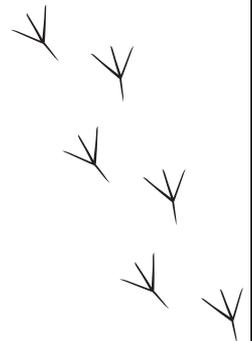
Binocular Boot Camp

Describe (using words or drawings) anything that soars, creeps, or floats into your line of sight.



Follow that Footprint!

Draw or describe the animal signs that you found. Using the *Animal Tracks* field guide, can you tell what animal might have left that sign? Can you figure out which way the animal was traveling?



Frame it Up

What did you see (plants, insects, rocks, etc.) inside your frame when you placed it on the ground? Make a list or draw what you saw.

What did you see inside your frame when you held it in your hand and looked through it in different directions?



Going Buggy

1. How many legs does your “bug” have? Does it even have legs?
2. Does it have wings? How many wings can you see?
3. What colors do you see on your bug?
4. Draw your bug below.
5. Using the insect field guide, can you tell what kind of bug you found? If you can, write its name below. If you can't tell by the field guide, make up your own name for the bug!



When looking at a creepy crawly creature crossing our path, most people will call the creature a “bug,” whether it is a fly, praying mantis, spider, or even a worm. But, in the scientific sense, it might not be a true bug or even be an insect. To entomologists (scientists who study insects), a bug is something very specific - it is a particular kind of insect.

I Sense a Scavenger Hunt

Can you find these colors:

- | | |
|---------------------------------|---------------------------------|
| <input type="checkbox"/> Red | <input type="checkbox"/> Orange |
| <input type="checkbox"/> Yellow | <input type="checkbox"/> Green |
| <input type="checkbox"/> Blue | <input type="checkbox"/> Purple |

Can you find these shapes:

- | | |
|------------------------------------|-----------------------------------|
| <input type="checkbox"/> Round | <input type="checkbox"/> Oval |
| <input type="checkbox"/> Square | <input type="checkbox"/> Crescent |
| <input type="checkbox"/> Rectangle | <input type="checkbox"/> Triangle |

Can you see:

- | | |
|---|---|
| <input type="checkbox"/> Animals eating | <input type="checkbox"/> Ants moving something |
| <input type="checkbox"/> Clouds going by | <input type="checkbox"/> Sunlight coming through plants |
| <input type="checkbox"/> Reflections in water | <input type="checkbox"/> Birds flitting through a plant |
| <input type="checkbox"/> A hole in a tree | <input type="checkbox"/> Fish jumping |
| <input type="checkbox"/> A spider web | <input type="checkbox"/> Animal tracks |
| <input type="checkbox"/> A leaf with insect holes | <input type="checkbox"/> Round pebble |
| <input type="checkbox"/> Egg shells | <input type="checkbox"/> Bird feather |
| <input type="checkbox"/> Something funny | <input type="checkbox"/> Something surprising |

Can you hear:

- | | |
|---|--|
| <input type="checkbox"/> Leaves under your feet | <input type="checkbox"/> Buzzing of a bee |
| <input type="checkbox"/> Birds singing | <input type="checkbox"/> Water running in a stream |

Can you feel:

- | | |
|---|--|
| <input type="checkbox"/> Tree bark | <input type="checkbox"/> Wind on your face |
| <input type="checkbox"/> Wet mud | <input type="checkbox"/> Something fuzzy |
| <input type="checkbox"/> Something smooth | |

Can you smell:

- | | |
|------------------------------------|------------------------------|
| <input type="checkbox"/> Flower | <input type="checkbox"/> Mud |
| <input type="checkbox"/> Fresh air | |



No Such Thing as Bad Weather?

Draw a weather icon that shows what the weather is like right now:

Draw a weather icon that shows what weather the clouds predict:

Use your imagination – what shapes do you see in the clouds?



“Sunshine is delicious, rain is refreshing, wind braces us up, snow is exhilarating; there is really no such thing as bad weather, only different kinds of good weather.” (John Ruskin)

Our Feathered Friends

Where do you see the bird?

(In a tree, in the water, on the ground, in the grass, etc.)

Describe what your bird looks like.

(What size and shape beak does it have? What colors are on it? Are its legs long or short? What do its feet look like – are they webbed, do they have sharp talons, etc.? Is it a large or small bird?)

What is your bird doing – feeding, nesting, flying, swimming, soaring, diving, singing, etc.?

Using your bird field guide, can you tell what kind of bird this is?



That's How I See It

Draw or describe with words what you saw when you looked through the fly eye scope.

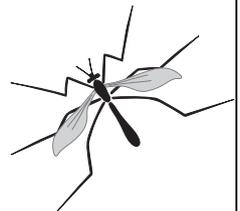


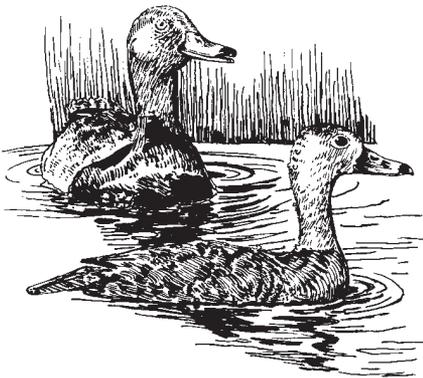
Fun fact: Why do insects see the world this way? They have compound eyes, eyes which are made up of facets (a flat face on a geometric shape). All of these facets can mean that the insect either sees a single “pixelated” image or multiple images per eye.

Wonderful Water

Did you explore a stream, river, pond, or wetland? Draw or write about what the habitat looks like.

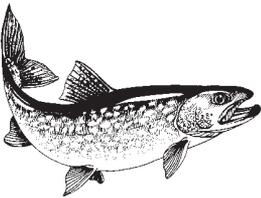
Draw or describe one of the creatures you found in the water.





There is a way that nature speaks, that land speaks. Most of the time we are simply not patient enough, quiet enough, to pay attention to the story.

Linda Hogan



*Forget not that the earth delights to feel your bare feet and
the winds long to play with your hair.*

Kahlil Gibran



To learn more about the U.S. Fish and Wildlife Service (Service), go to <http://www.fws.gov>.

To learn more about the Service's "Connecting People with Nature - Let's Go Outside" initiative to help connect people with nature, go to <http://www.fws.gov/letsngooutside>.

To learn more about the Junior Duck Stamp Program, an art and science curriculum that teaches young people about wetland and waterfowl conservation, go to <http://www.fws.gov/juniorduck>.

Additional Resources:

Be Out There (National Wildlife Federation)
www.nwf.org/be-out-there.aspx

Children and Nature Network
www.childrenandnature.net



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