

Some ways for teachers to begin integrating nature-based-learning values and practices into their classes –

- Planning creative ways of using outdoors as a learning space
- Continually learning the names of local biodiversity, places, and landscape features
- Direct-observation, recording and gathering-data of the life around as an important practice
- Active participation of educator and learners in citizen science portals like Ebird, Inaturalist, Seasonwatch etc.
- Creating space for exploratory and enquiry-based learning, where they learner is in first-hand contact with the real-world
- Personal-expression having an important place – creative writing, art, movement, music, etc. The natural-world being a portal or supportive space for this.
- Learning ethics of conserving habitats and species as an objective. Developing stewardship for nearby ecosystems.
- Frequent interactions/interviews with locals, experts and all kinds of people. Equal conversation space as an important path of learning.
- Using multiple-intelligences theory in your lessons. Having components within it which will support different kinds of learners (See Howard Gardner's 9 intelligences)
- Educator keeping consistent observations of the class and children. Them being a naturalist in the learning space.
- Finding ways of making the class an equigenic space. Using nature to help in this direction.
- Alternative ways of assessing progress, beyond just exam scoring. They could be presentations, port-folio making, summative assessments, conversations, etc.
- Educator to keep learning new skills, ideas, research. Creating frequent nature experiences for oneself and going of plenty of walks. Keeping a nature-journal to feed one's practice.
- Educators, in the ways possible, being an active part of local/non-local environmental campaigns and issues. Finding meaningful and safe ways for learners to participate in them as well.
- Keeping ecological and human values/wellbeing as core learning objectives.