



EYES AND EARS AMIDST THE TREES

Discover what you can see and hear in the world of trees

Goal: Children will discover a wide range of colours, shapes and sounds that exist around trees and shrubs. Their observations can be written or drawn into a map of sounds and colours. They will also try to imagine what a tree might see and hear. They will share their discoveries with others. Through games, they will develop not only attention to the colours, shapes and sounds around them, but also empathy for the life of trees.

How long: 5–15 minutes

Who: 7 to 99

Where: A place with trees or shrubs

When: All year round (it is better to do the first one during a warm part of the year and then another time in winter for comparison)

You need: Papers, pencils, pads, cushions



1. COLOURS AND SOUNDS

The children should try to anticipate what colours and sounds they might encounter among trees and shrubs before they start. They should write down or draw these predictions on paper, on the pavement outside or wherever you can use crayons or chalk, being sure to use all the right colours, and to imitate the sounds, etc.

2. TREE SOUNDS

Have you ever listened to a tree? It is unbelievable how many different sounds you can find around it even though it seems like there should only be silence among the trees in parks or woodlands. Make sure when choosing a place to find one where only the trees, the forest, or the garden sounds will be heard.

TIP: Ideally go to a place with a minimum of sounds from human activities.

3. LISTEN

The children will find a tree they either already recognise or a tree that attracts them on sight and they should sit or lie down comfortably under it. They will observe its crown framed by the surrounding sky and just listen. What can be heard? The wind, birdsong, leaves rustling, woodpecker pecking, flies buzzing? They should try to count how many sounds they are able to distinguish. And if they take a little nap during counting, no worries. What could be more pleasant than sleeping with the sounds of a tree?

4. WATCH

The children can now focus their attention on what colours, shapes and movement they can see. What is moving around them, what colours and shades do they see, what patterns, shapes, and materials are visible? Can they search for as many shades of colours as possible? Is there just one green or many greens? What shapes or patterns can be found? Are there patterns or shapes that repeat often? Are the trees in some ways regular or is each leaf, branch or flower different?

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-  **5. MAP OF SOUNDS AND COLOURS**
Any children who desire to can draw the sounds and colours, shapes, patterns they saw around the tree on a circular paper, the centre of which is the place where they sit or lie.
-  **6. WHAT TREES SEE AND HEAR**
The last task is for the children to become trees / shrubs for a moment and imagine what they can see and hear from where they stand. What does the tree like? What does it like to see? What might disturb it? What sounds does a tree like and which are not that great for it?
-  **7. SHARING**
When the agreed-upon time is up everyone will meet in a circle together and revisit their initial guesses. What colours and sounds did they expect? Which guesses were confirmed? What was not expected? Any maps of sounds and colours that were made are presented to the group.

EVALUATION OF THE ACTIVITY'S GOAL (EVIDENCE OF LEARNING)

- The children initially guessed what colours and sounds they would see and hear.
- They observed the colours and shapes among some trees and shrubs.
- They listened to the sounds occurring around trees and shrubs.
- The children drew or wrote their observations on a map of sounds and colours.
- They imagined what it's like to be a tree and guessed what a tree sees and hears.
- The children shared what he or she has experienced, seen, heard, and discovered with others.

