# 🔊 Lesson 4: Sound Mapping – Listening to the World Around Us

Subject: Science / Environmental Studies / SEL

Grade Level: 1–4

Lesson Time: 45–60 minutes

Materials Needed:

* - Open space outdoors or near a window
* - Paper and pencil (optional – not required)
* - Crayons, charcoal, or natural drawing tools (if available)

## 1. Learning Objectives

* Students will develop focused listening and environmental awareness skills.
* Students will record sounds and identify their source, direction, and pattern.
* Students will reflect on how we experience the world through our senses.

## 2. Group Activity / Warm-Up

Activity: “What’s That Sound?”

Students close their eyes while the teacher makes a sound (e.g., tapping desk, crumpling paper). They try to guess what it is, where it came from, and how loud or soft it was. Repeat 3–5 times, then ask: “Was it easier to hear with your eyes closed? Why?”

## 3. Circle Time Discussion: Tapping Into Prior Knowledge

Ask: “What sounds do you hear at home or in your neighborhood?” “What’s the difference between natural sounds and human-made sounds?” “Why do we listen? What can we learn from sound?” Introduce the idea of mapping sounds as a way to 'see' with our ears.

## 4. Main Activity: Create a Sound Map

Instructions:

Students sit quietly in an outdoor space or near an open window. Each draws an “X” for themselves in the center of a blank page (if using paper). As they listen, they mark what they hear and where it's coming from (top, left, far away, near): e.g., “birdsong” above, “footsteps” to the left, “breeze” all around.

Options for No Materials:

* Use fingers to point and describe what they hear in directions.
* Create verbal 'maps' by naming sounds and where they came from.

## 5. Self-Assessment / Practice Through Stations

* 🎧 Sound Guessing Station – In pairs, students take turns making sounds while the other guesses what it is.
* 🎶 Sound Creation Station – In pairs, students create unique rhythms to prepare for a short 'concert'.
* 🧘 Mindful Breathing Station – Pair sound awareness with slow breathing and quiet time.

Reflection prompt: “What sound surprised you most?” “Which sound made you feel calm or excited?”

## 6. Peer Engagement & Reflection

In small groups, students describe their sound maps. Compare: What was different or the same? Did they hear something others missed? Optional: Create a class-wide 'Sound Web' by combining all observations.

## 7. Action Break: Sound & Movement Challenge

Teacher calls out a sound word (“buzz,” “crash,” “chirp”), and students act it out with movement and voice. Or, make a short sound sequence that others copy (like Simon Says for ears!).

## 🧠 What Makes This Finnish-Inspired

* Encourages sensory exploration and environmental connection.
* Emphasizes quiet reflection and personal observation.
* Values student-created meaning and mindfulness.
* Uses nature as a learning space without requiring materials.

## 📘 Connected CBC Competencies

* Environmental Awareness
* Critical Observation and Reflection
* Self-Efficacy and Communication
* Collaboration and Expression

## 💡 Real-Life Skills Developed

* Listening and attention to detail
* Awareness of environmental patterns and cues

## 💬 SEL Connection

* Promotes calmness and self-regulation through sensory mindfulness
* Strengthens peer empathy by sharing different sensory experiences