

UNESCO Chair in Learning and Teaching Futures Literacy in the Anthropocene Method mosaic

Title:	Nature Writing
Target audience:	Secondary Level I, II, university education, adult education
Time:	Approx. 2 x 1.5 hours
Objective:	Envisioning sustainable futures (GreenComp 4.3)
Topic:	Perception of nature
Materials:	Writing material

Brief Description:

Careful observation and detailed description can be used in the sciences as scientific methods of identification. *Nature writing*, by contrast, is a form of writing that focuses on the subjective perception of nature and, consequently, on the relationship between humans and nature through personal reflection. The aim here is to “combine precise observation with care and concentration in expression”, as the writer Marion Poschmann writes. “Nature writing goes hand in hand with a refinement of perception, and this sensitivity—towards both the world and language—helps us to treat more carefully that which we usually subsume under the term ‘nature’.”¹

Following a brief introduction to *nature writing*, the learners are asked to choose a location and an object within that location. This could be, for example, a park and a tree, a zoo and an animal, a landscape and a rock formation, or a body of water and part of this ecosystem. (Alternatively, the teacher may choose an object in the immediate vicinity to be explored together.)

This object is now to be perceived using all the senses, and this process of perception is to be described in literary language. Cultural, social, political, economic, and ecological contexts will also be taken into account.

Following a presentation of the resulting *nature writing* texts, a plenary discussion and reflection takes place: What role does nature play in my life? How important is it to me? To what extent do I change it and does it change me? How might this develop in the future? What does its future look like?

Following this reflection, the learners are given the task of adding a vision of the future to their text. The resulting visions of the future are then compared and categorised as possible, plausible, probable or desirable futures.

Citation Suggestion:

Sippl, Carmen (2026): Nature Writing. In: Methodenmosaik des UNESCO Chair in Learning and Teaching Futures Literacy in the Anthropocene, <https://www.ph-noe.ac.at/unesco-chair>

¹ Poschmann, Marion (2021). *Laubwerk*. Verbrecher Verlag. S. 49f. (Translation into English: Carmen Sippl)