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International Classes

# MYP 3 Program of Inquiry

## 2021-2022



**INDIVIDUALS AND SOCIETIES 2021-2022**

Unit Title	Key concept	Related concept	Global context	Statement of inquiry	ATL skills	Objectives	Content
Unit 1: How are societies governed?	Systems	Power, Ideology	Fairness and development	The governance of societies is organized by different systems that are used to distribute power, affecting fairness and development.	Critical Thinking  Information literacy skills	A, B, C, D	Students will explore systems of governance and ask questions such as: what is a monarchy? How have modern democracies developed? What are threats against modern democracies? What are features of totalitarian states? What is a fair system of governance?
Unit 2: What are natural hazards and how do societies respond to them?	Systems	Resources	Time, place and space	Societies can be affected by different types of hazards and require innovative systems and resources in order to respond effectively to them.	Information literacy skills  Transfer skills	A, B, C	To understand natural hazards students will explore questions such as “how is the earth structured?”, “what are the causes of natural hazards such as earthquakes?”. To look into how these effect societies we will research how different societies can respond to natural hazards and ask questions such as “are wealthy countries safer from disaster?”
				Conflict can occur at a range of		A, C, D	Students will learn about how war and conflicts

	Unit 3: The Experience of War and Conflict	Global interactions	Causality Conflict	Individuals and relationships	scales and for a multitude of reasons, both individual and societal. The human experience is littered with the consequences of these conflicts.	Communication skills  Critical-thinking skills		evolve and how they affect individuals and societies. We will be specifically looking into the First World War. To touch on this topic we need to ask questions such as “what were the causes of the first world war?”. To understand consequences we will be asking questions such as “what was the soldier’s experience at the front” and “how did the First World War impact youth?”.
	Unit 4: What is culture?	Personal and cultural expression	Culture, Identity	Time, place and space	Culture forms a part of our shared identity with others, often dependent on time, place and space, and can be expressed in many ways.	Creative-thinking skills  Communication skills	C, D	Students will engage in questions such as: what is culture and how can culture be expressed? What is multiculturalism? How do different organizations create their own culture? We will also be discussing how conflict can threaten culture.
	Unit 5: Why do societies experience revolutions?	Change	Causality, Significance	Orientation in space and time	At different times and locations, societies can experience	Organization skills Information literacy skills Critical-thinking skills	A, B, C	Students will learn about different types of revolutions such as the Chinese revolution and

					revolutionary change, due to a variety of causes and often with long-lasting consequences			the sexual revolution in the 1960s. We will explore questions such as what are the causes and consequences of revolution? We will be discussing what factors determine the significance of an event and debate whether revolutions always lead to progress?
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LANGUAGES AND LITERATURE (ENGLISH) 2021-2022	Unit title	Key Concept	Related Concept	Global Context	Statement of Inquiry	ATL skills	Objectives	Content
	Unit 1: Call me by my name  Interdisciplinary unit (IDU) Visual art and English Literature	Identity, Perspective	Context, Point of View	Identities and relationships	Representation in works of art and literature exposes the issues concerning perspective and identity	Critical-thinking skills  Communication skills	A,B,C,D	Students will engage in the issue of representation in fiction and art. They will explore different types of representation found in novels such as Joseph Conrad's <i>Heart of Darkness</i> and Chinua Achebe's <i>Things Fall Apart</i> . Students will also explore this topic of representation in art and will be visiting the exhibition at Munch Museum "Call me by my name", which deals with such issues as racism, and identity.
	Unit 2: Is it true that you are what you read?	Communication	Audience Imperative, Point of View, Purpose	Personal and Cultural Expression	Newspapers are a powerful means of mass communication and for centuries audiences have turned to them to express and reflect their own point of view, personal beliefs and cultural values.	Media literacy skills  Organization skills  Critical-thinking skills	A ,B,C,D	Students will learn about conventions of newspapers and engage in questions concerning media bias and how our newspaper choices reflect our personal and cultural values.
	Unit 3: Literary interpretat	Connections	Character, Setting, Style	Orientation in time and space	Literary devices such as character, setting and style provides is a means	Creative-thinking  Communication	A,B,C,D	Students will engage with a number of different texts, ranging from poems, short

	ions of conflict				for individuals to explore and challenge complex contemporary issues at turning points in history.			stories to a novel, to gain insight into how writers express stories and experiences of war and conflict.
	Unit 4: Can we guess what the future holds?	Creativity	Genres, Setting, Context	Orientation in time and space	Writers of the genre of science fiction subvert our notions of space and time and creatively use futuristic settings to explore anxieties about our immediate future contexts	Creative thinking Communication	A,B,C,D	Students will learn what the conventions of science fiction are. They will also explore <i>how</i> science fiction can be used to critique aspects of our own societies. For this unit students will be able to get the know the genre and explore its conventions by reading a science fiction novel.
	Unit 5: Is laughter the best medicine?	Perspective	Purpose, Character, Genre	Identities and Relationships	The comedies of William Shakespeare use cases of mistaken identity, comic characters and confusing relationships to give us perspective on life and society.	Information literacy skills Communication skills Creative-thinking skills	A,B,C,D	Student will read the play <i>Twelfth Night</i> by William Shakespeare to discuss and engage topics such as “What is comedy?” and “has our concept of comedy changed over time?”.

**INTEGRATED SCIENCES 2021-2022**

Unit title	Key concept	Related concept	Global context	Statement of inquiry	ATL skills	Objectives	Content.
How do we make it work? 2-31 pp	Change	Energy, Movement	Scientific and technical innovation	Machines have revolutionized life by making it easier to change energy from stored forms to movement and back again	Communication. Collaboration. Organization. Information & Media literacy. Critical- & Creative-thinking.	A, B, C, D	See-Think-Wonder (Theo Jansen). What makes you say that? Efficient work. Potential energy (Two Videos). Brainstorms, Mindmaps & Visual Venns. (mindtools). ATL: Stored and active energy (A). Energy change matrices (A). Joule. Work. Power. Watt. ATL: Broken-down car problem (A). ATL: Feel the power (A). ATL-TA: Observing energy use (A, D). Spreadsheets. Efficiency. ATL: Humans vs. automobiles (A). ATL: Engineering problems (A). ATL: under the pressure (B, C). Think-Pair-Share. Lever. Load. Effort. Moment (principle of). Force magnifier. ATL: staying balanced ©. distance magnifier. ATL: taking the load (A). gears. Angular speed. ATL: cycle gear (C, D). ATL: Pulling your weight (A). Hydrocarbons. Exothermic & endothermic processes. Activation energy. Greenhouse gases. ATL: Heating up, cooling down (C). cosmologists. Principle of conservation of energy. Non-renewable energy. Carboniferous period. Isotope. ATL: Case-study - Comparing energy consumption (A). ATL: You don't know what you've got until it's gone (D). ATL-TA: machines for all (D). Reflection

	<p>How do humans impact the natural world?</p> <p>32-51 pp</p>	Change	Environment, Consequences	Fairness & development	The environment changes as a consequence of how we develop and manage natural resources around the world	Communication. Reflection. Creative- & Critical-thinking	A, C, D	<p>Value of nature: conservation. Natural resources. Ecology. ATL: where do you stand on the environmental (D). ATLn: it's only natural (A, D). Technocentric. Ecocentric. Healthy environments: biodiversity. ATL: Everything changes (C). ATL: You've reached the tipping point (A). Natural resources (A, D)</p> <p>Non-renewable resources. ATL: Processing petrochemical products (D). hydrocarbons. polymers. ATL-TA: An app for the environment (A, D). Reflection</p>
	<p>What should I eat?</p> <p>52-71 pp</p>	Relationships	Consequences, Function	Scientific and technical innovation	Because what we consume is related to, and has consequences on how our bodies function and feel, we can choose what we eat and drink based on scientific principles and developments	Organization . Information literacy. Critical-thinking	A, B, C	<p>ATL: Healthy restaurant. Protein, carbohydrates. Amino acids. Lymph. Diffusion. Micronutrients. Macronutrients. Fibre. Glucose. ATP. Biochemical. Enzymes. Fatty acids. Kilocalories essential amino acids. ATL: Breaking it down (A). complex carbohydrates. Un/saturated fats. Trans fats. Blood vessel. Artery. High-density lipoprotein cholesterol ATL: That's fat! (A). proteins. ATL: Making numbers into a visual (C). Protein combining: myth of fact? (A).</p> <p>Break it down. Autotrophs. Heterotrophs. Chloroplasts. Chlorophyll. Digestion. Saliva. Enzyme. Amylases. Starches. Chemical &amp; physical digestion. Esophagus. Gastric acid. Small intestine. Secondary digestive organs. Assimilate. Probiotics. ATL: Applying science to improve performance (A). Raw food</p>

								diet debate (C). Let's make some energy. Cellular respiration. Glycolysis. ATP. An/aerobic respiration. 3 Discuss. 1 Extension. ATL-TA: Diet design. Reflection.
How do we put electricity and magnetism to work? 72-94 pp	Relationships	Form, Balance, Transformation	Orientation in space and time	Information literacy, transfer, critical- & creative-thinking.	Electrical and magnetic forces fill space as fields; understanding their form and relationships allows us to transform energy in useful ways	A, B, C, D		How do we put electricity and magnetism to work? TPE (Think-Puzzle-Explore). How do force fields affect matter? ATL: magnetism all around us (C). what causes magnetic force? Discuss. ATL: seeing the field (C). What causes electric force. Pole. Discuss. ATL: Bright sparks (A). WWW. ATL: Spinning fields (C). How are electrical and magnetic fields related. ATL: Fields – Compare and contrast (A). How can electrical energy be harnessed? Induced. Extension. Battery. Terminals. Conduct. Electric current. Amperes. Ammeter. Discuss. How do electrical circuits work? ATL: Comparing batteries (C). circuit diagram. ATL: going with the flow (A). Potential difference. Voltmeter. ATL: Illuminating circuits (A, B, C). ATL: What's the difference? (C). STW. Resistance. Insulators. ATL: Light traffic (A). ATL: does it conduct? (C). ATL: investigating conductors (B, C, D). How does it help to be organized? ATL-TA: Electric games. Reflection.
How can we connect? 94-121 pp	Systems	Energy, Interaction	Personal & cultural expression	We interact and express ourselves through systems that manipulate information as different forms of energy	Organization . Critical- & Creative-thinking	A, B, C, D		TPS. How do you communicate. ATL: Testing, testing 1, 2, 3 (A). What instruments have we made to manipulate waves? Ray diagram. ATL: Smile! (A). optics simulation. Plane

							<p>mirror. Lateral inversion. ATL: What's my image? Incident ray. Diverge. Normal. Angle of incidence and reflection (C). Law of reflection. Virtual % real image. ATL: Spoon mirrors concave &amp; convex surface (C). principal axis. Diverge. Converge. Focal point. A bigger picture. Focal length. ATL: Making images (C). extension. Sense it. Sensor. Semiconductor. ATL: Seeing the light. LED (A). How can information be carried by a wave? Encoding. Hanging on the telephone. ATL: Telephone signals (C). Electromagnetic energy. E- pulse. Transmitter. Continuous wave signal. EM spectrum. Frequencies. Resonates. Optical fibre. ATL: Voices across the globe. (D). Total internal reflection. ATL: Total reflection. Critical angle. What are the dis/advantages of analogue and digital systems? Diaphragm. Edison phonograph Mary had a little lamb (SoundCloud). Analogue. Transistor. Sampling. Sample rate. How can we share information effectively? The power of sharing. STW. Mobile voices. Channel. Cell phones. Base stations. Cells. Mainframe. Terminals. Local area network. Router. Server. Internet protocol. Nodes. What rights and responsibilities do we have when communicating using digital media? ATL: Trace and ping. Stay smart. Stay safe. ATL-TA. Cyber bullying (A, D). Reflection.</p>
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	<p>How do our bodies work?</p> <p>122-152 pp</p>	Systems	Balance, function	Personal % cultural expression	By understanding how our body systems function, people can learn to make decisions for balanced and healthy lifestyles	<p>Communication. Organization . Media literacy. Critical-, creative-thinking</p>	A, B, C, D	<p>What are the structures and functions of different body systems? The human machine. Organs. Systems. Anatomy. Physiology. Extension. V-T-W. Discuss. Nervous systems. Signaling molecules. Discuss. Nervous system. Signaling molecules. Neurotransmitter. Electrical signals. Action potential. Effector cells. ATL: Chain reactions (A). Synapse. Receptors. Postsynaptic reactions. Acetylcholine. Skeletal muscles. Cardiac muscle. Discuss. Excitatory &amp; inhibitory neurotransmitters. Visible Thinking. Discuss. How do our body systems work together? Skeletal system Discuss. ATL: Break a (chicken) leg (B, C). compact bone. Spongy bone. Bone marrow. Discuss. Red &amp; white blood cells. Platelets. Growth plates-mitosis. Puberty. Menstruation. Menopause. Skeletal, cardiac. Smooth muscle. Contract. Relax. STW. D. D. protein. Myosin. Actin filaments. ATL: making connections. (A). Visible T. ATL: skeletal muscle: fast or slow? (A). tendons. Antagonistic pairs. Agonist. How and why do our bodies change as we get older? Puberty. Hormones. Endocrine system. Sperm. Egg. Fertilization. Zygote. Chromosomes. Extension: non-disjunction. Extension. Discuss. Hypothalamus. Gonadotropin releasing factor (GnRH). Testicles. Ovaries. Pituitary gland. Follicle stimulating hormone (FSH). Luteinizing hormone (LH).</p>
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								Estrogen. testosterone. Ovulation. Penis. Vagina. Fallopian tube (oviduct). STW. D. What are the characteristics of social interactions and group behaviour. D. ATL: "When in Rome..." (D). How can understanding body systems help us to make decisions for balanced and healthy lives? ATL: activity under the influence. (A). ATL-TA; How to make healthy choices. (A. D) Reflection.
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**MATHEMATICS 2021-2022**

Unit title	Key concept	Related concept	Global context	Statement of inquiry	ATL skills	Objectives	Content
Percentages and ratio: competition and equality	Logic	Equivalence, quantity and simplification	Fairness and development	Using a logical process to simplify and compare quantities can help analyse competition and equality.	Organisation skills Affective skills	B, C, D	Convert between different forms Percentages Percentage change Ratio Proportionality
Triangles: Principles processes and solutions	Relationships	Generalisation Measurement	Scientific and technical Innovation	Generalising relationships between measurements can help develop principles, processes and solutions.	Critical thinking skills Communication skills	A, C, D	Pythagoras' Theorem Similar Triangles Solving problems with similar triangles Introduction to trigonometric ratios
Linear relationships: Impact of human decision making	Relationships	Representation Models	Fairness and development	Representing relationships with models can promote and support social entrepreneurship.	Communication skills Collaboration skills	A, C, D	Solve linear equations Graph linear equations Recognise characteristics of a linear relationship Solve problems using linear models
Geometric transformations: expressing beliefs and values	Form	Pattern, Space	Personal and cultural expression	An understanding of patterns created by forms in space can enhance creativity and help express	Reflection skills Communication skills	B, C	Transform a figure Analyse different transformations Solve problems including transformations, similarity and congruency Tessellation

					beliefs and values.			
	Bivariate data: what it means to be human	Relationships	Models, quantities	Identities and relationships	Modelling the relationship between quantities can help highlight what it means to be human.	Media literacy skills, organisation skills	C, D	Representing univariate data Representing bivariate data Using a line of best fit Correlation coefficients Analysing data and drawing conclusions

NORWEGIAN LANGUAGES AND LITERATURE 2021-	Unit Title	Key concept	Related concept (s)	Global context	Content focus	ATL skills practise	Objective s	Assessment task (s)
	Les mellom linjene	Perspektiv	Synspunkt Selvuttrykk	Rettferdighet og utvikling	Å kunne se ting fra ulike perspektiver kan hjelpe oss å løsrive oss fra fordommer og utrykke våre synspunkter på en mer rettferdig måte.	Media literacy skills Critical thinking skills Reflection skills	A B C D	Lage en presentasjon av en nyhetssak
	Show! Don` t tell!	Forbindelser	Sjanger Kontekst	Orientering i tid og rom	Skjønnlitterære tekster lar oss utvikle en forståelse av hvordan sosial kontekst og relasjoner med andre fungerer.	Creative thinking skills Communication skills	A C D	Skrive en novelle
	Lag deg en bildebok	Kommunikasjon	Intertekstualitet Struktur	Identiteter og relasjoner	Illustratører og forfattere skaper kommunikasjon...	Reflection skills Creative thinking skills	A C D	Lage en bildebok Lage en digital reklame
	Lyrikk er lek med ord	Kreativitet	Stil Selvuttrykk	Personlig og kulturelt uttrykk	Forfattere bruker kreativitet og stil for å utrykke sine ideer og tanker.	Creative thinking skills	A C D	Skrive dikt Analysere dikt/sangtekster
	Er kunnskap makt?	Kommunikasjon	Publikum Formål Funksjon	Personlig og kulturelt uttrykk	Overbevisende tekster bruker et språk som påvirker vår atferd og valg.	Critical thinking skills Communication skills Media literacy skills	A B C D	Skrive debattinnlegg Lage en digital tale

**NORWEGIAN LANGUAGE ACQUISITION 2021-2022**

Unit topic	Key concepts	Related concepts	Global contexts	Statement of inquiry	Assessment criteria	Assessment task	Objectives, knowledge and skills	ATL
Voice your opinion	Communication	Argument Purpose	Personal and cultural expression	By using arguments and knowing the purpose behind communication, we can communicate our opinion clearer	C D	Express your opinion orally (debatt, diskusjon)  Express your opinion in writing (argumenterende tekst)		Communication skills
Interacting with others	Global interactions	Meaning Purpose	Identities and relationships		D B C A	Brevvenn/ blogg/ podcast: late som du snakker med en person fra et annet sted i landet/ en som nettopp har flyttet til Norge		Thinking skills Social skills
Point of view in story writing	Perspective	Point of view Audience	Personal and cultural expression		B C D	Skrive i 1.person, skrive i 3.person. Hvordan en tekst forandrer seg etter «hvem som forteller».  Lese ulike eksempeltekster		Communication skills
Norwegian dialects	Culture	Meaning Context	Identities and relationships		C D B	Dialekter  Meme med dialekt		Self-management skills  Thinking skills

	Creating a news poster	Creativity	Form Stylistic choices	Orientation in space and time		A B C D	Lage veggavis med én nyhetsartikkel, én tegneserie og én anmeldelse av film		Communication skills
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**DESIGN 2021-2022**

Unit title	Key concept	Related concept	Global concept	Statement of Inquiry	Attitude to Learning (ATL) skills	Objective	Content
Design a poster for a social campaign – “Responsibility of a Digital Citizen”	Communication	Form Perspective Evaluation	Identities and Relationships.  Human nature and human dignity, moral reasoning and ethical judgment, consciousness and mind	Virtual campaigns can shape physical realities	Thinking skills (analyse product and suggest how to improve them). Self-management skills (Plan the creation of a solution)	Criterion A Inquiring and Analysing  Criterion B Developing ideas	Students will analyse different campaigns; they will inquire into various factors which make the campaign effective.  Students will explore the way social campaigns work in the digital world and its effects on people  Students will explore and create a poster for a social campaign based on one of the Digital Citizenship main themes using the knowledge they acquired
Building your postcard - “Connecting the World “	Communication	Invention	Personal expression	Postcards can still connect people around the world	Creative thinking  Communication skills  Organisation skills	Criterion C: Creating the solution  Criterion D: Evaluating	Students will explore the way how postcards were used in the past. They will explore and create a postcard for a family abroad.
TBA							
TBA							

**THE ARTS (VISUAL ARTS AND MUSIC) 2021-2022**

Unit title	Key concept	Related concept	Global concept	Statement of inquiry	ATL skills	Objective	Content
<p>Call me by my name</p> <p>Interdisciplinary unit (IDU) Visual art and English Literature</p> <p>Interdisciplinary teaching and learning is grounded in individual subject groups and disciplines, but extends disciplinary understanding in ways that are:</p> <ul style="list-style-type: none"> <li>• <b>integrative—bringing together concepts, methods or modes of communication</b></li> </ul>	Identity, Perspective	Audience, interpretation	Identities and relationships	Representation in works of art and literature exposes the issues concerning perspective and identity	<p>Thinking skills;</p> <p>Research skills</p> <p>Communication skills</p>	<p>Criterion C: Thinking creatively</p> <p>Criterion D: Responding</p> <p>IDU Criteria:</p> <p>Criterion C: Communicating</p> <p>Criterion D: Reflecting</p>	Students will visit the exhibition at Munch Museum <i>“Call me by my name”</i> , which deals with such issues as racism, identity, ethnic minorities; they will investigate into the problem from different perspectives through art and literature and create an art work which in creative way summarises and synthesises their ideas about the issues raised in the works discussed.

	<p>n from two or more subject groups, disciplines or established areas of expertise to develop new perspectives</p> <ul style="list-style-type: none"> <li>• <b>purposeful—connecting</b> disciplines to solve real-world problems, create products or address complex issues in ways that would have been unlikely through a single approach.</li> </ul>							
	<p>Political and Social issues in art</p>	<p>Communication</p>	<p>Composition, Expression</p>	<p>Personal and cultural expression</p>	<p>A work of art can bear a social or political message which can change the world</p>	<p>Research skills Thinking skills</p>	<p>Criterion A: Knowing and understanding  Criterion B:</p>	<p>Students will learn about collage and make it. The theme for the art work will be social and political issues.</p>

					(influence the society).		Developing skills	
	Connections	Aesthetics	Structure	Identities and Relationships	Music is used to create true impressions and make beautiful connections in our understanding	Organisation Transfer	Using Holst's Planets to gain a theoretical and practical knowledge of music. A B C D	Theory- basic skills in reading and writing and playing. Instruments of the Orchestra- timbre and other characteristics.  Elements of Music including pitch, rhythm, dynamics, tempo, timbre, texture, genre, expression, form and structure.  Analysing a score.
	Musicals	Change	Audience	Fairness and Development	The Arts are used in tandem to create the genre of musical.	Collaboration Communication	To recognise, interpret and understand the genre of Musical through listening, singing, analysis  A B C D	Musicals- lyrics, performance. Theoretical concepts, composition for a scene.

PHYSICAL HEALTH EDUCATION 2021-2022	Unit title	Key concept	Related concept	Global context	Statement of inquiry	ATL skills	Objectives	Content
	Training session: Team sports	Connections	Interaction Movement	Identities and relationships	Collaboration in team sports requires connections and interactions with team players through movement.	Self-management Communication	A. Knowing and understanding  B. Planning for performance  C. Applying and performing  D. Reflecting and improving performance	Collaborating, communicating and interacting with others are essential in team sports, as well as many other aspects in life. Developing the ability to “play each other good”, supporting each other and give constructive feedback is beneficial for the individual as well as the group.  Learning about different team sports, what is the difference between them and what they have in common.
	Training session: Create your own PHE-lesson	Form	Function	Personal and cultural expression	Training methods and routines depend on the desire outcome and the goals to achieve.	Self-management Research Communication	A. Knowing and understanding  B. Planning for performance  C. Applying and performing  D. Reflecting and improving performance	Through planning, creating, executing and evaluating your own PHE-lesson you will learn how to manage time, equipment, show leader and management skills, and the possibility of teaching your classmates something new. Reflecting and assessing your own lesson will provide important learning for next time you are in that situation.
	Training session: Alternative individual sports	Creativity	Balance Space	Orientation in space and time	Being creative with our own body requires physical and mental balance, and the ability to adjust to the space and its content.	Thinking Research Social	A. Knowing and understanding  B. Planning for performance	Adjusting our training to our ability and needs is key to achieve our goals. Different training methods and routines produce different outcomes.  Exploring alternative individual sports/activities such as yoga,

							C. Applying and performing D. Reflecting and improving performance	badminton, frisbee, running, "friidrett" etc.
	Our surroundings.	Community Culture	Environment Interaction	Identities and relationships	Our cultural identity depends on the interactions and relationships that we maintain with our surroundings.	Research Thinking	A. Knowing and understanding B. Planning for performance C. Applying and performing D. Reflecting and improving performance	Reflect on our identities as students, citizens and active members of our community. Explore the place we live in. Getting familiar with our surroundings and how they affect our way of life. Getting to know "marka". Understand the importance of the community, nature and our surroundings.