

Outdoor Education Worksheets

ART in the OUTDOORS



You will need:

- First Aid Kit
- Appropriate clothing for whole group (sunny/wet weather)
- Charged mobile phones and appropriate numbers of adult helpers in case of group splitting up
- Bin bag and gloves for clearing any unforeseen litter from your working area

Boggarts/ Shrunken Heads

- Bag of modelling clay
- Container of water

Bark Rubbings

- Rubbing paper/ material
- Assorted crayons

Tree Collages

- Nothing

Photo Frames

- Cardboard Photo Frames

General

- Collecting bags
- Scissors
- String

Keep it safe:

- When handling natural materials warn children about splinters. Examine a piece of wood from the floor together to see how the grain lies and explain what a splinter is. If someone gets a splinter it's not a disaster! You should have tweezers in your first aid kit for really big ones. Small ones will work their own way out.
- There may be litter in the woodland in spite of our best efforts so warn children and staff to look at what they are picking up and to let you know if they come across a big piece of rubbish. We can supply gloves and bin bags for you to take out with you in case you need to dispose of some rubbish.
- Explain the boundaries of your working area to the group before you begin. Sometimes it helps to do a boundary walk all together so everyone is clear about where they are allowed to go. Once everyone is clear the children can enjoy a great deal of freedom in exploring their site for the day.
- Trips, slips and tumbles! The outdoors is a bumpy place. You should expect at least a few tumbles each session. This is part of the exploration and children learning to manoeuvre on uneven ground, leap across ditches and pick themselves up after a tree root jumps out on them. Give a general warning to watch where they're walking and then let them roam.

In case of emergencies you can also contact our main office on: 01423 541000 for assistance.

The OS grid reference for our grounds in case of calling emergency services is: SE 32909 54249

BOGGARTS and SHRUNKEN HEADS - Approx 30-45minutes.

Materials

- Bag of modelling clay/ Water to create a small puddle of gooey mud
- Collection of long straight sticks about as thick as a pencil and a foot long
- Selection of natural materials that the children will collect from the surroundings

1. Introduce the theme of boggarts or shrunken heads with a story. Maybe you've heard that there are still some boggarts living in these woods who like to pickle the heads of their enemies and leave them on sticks as a warning to neighbouring communities. Perhaps you prefer a less gruesome tale and have heard of the boggarts who are known to watch over these woodlands and who appear from time to time, looking out from the trees and rocks with their funny, lumpy faces.
2. Each child will be given a ball of clay (shrunken heads) or a ball of sticky mud (tree faces).
3. The children will explore the woodland and find things to use to give their faces/ heads features.
4. Boggarts faces are made by sticking the mud to the trees and decorating them with seeds, leaves, small sticks etc.
5. Shrunken heads are made by rolling the clay into a ball and fixing it to the top of a straight, thin stick. Features are then added to the head.
6. While the children are at work ask them to come up with a name for their creature. What are/ were its habits? Was the shrunken head a famous warrior? Does the boggart have a favourite meal?
7. Hold a gallery viewing at the end of the activity where each child can see other people's creations and can explain any special things about the boggart/ shrunken head they have made.
8. Shrunken heads should be taken with you from the wood at the end of the day as the clay will harden and not degrade very fast on the forest floor. Boggarts can be left fixed to the trees as the rains and winds will eventually wash them off.



BARK RUBBINGS and TREE COLLAGES- Approx 30-45 minutes.

Materials

- Paper or material for rubbings
- Crayon for rubbings

1. These two activities can compliment classroom learning based on materials, textures, adjectives to describe sensations, colour, historical societies and many more things. Before beginning it is worth splitting the group in to two smaller groups. One member of staff can work on each activity and then the children can swap. If you only have one staff member do both activities as a whole group.

Bark Rubbings

2. For bark rubbings each child will need a large piece of paper (sugar paper is good as it is less likely to tear) or a piece of light coloured fabric. They will also need two different coloured crayons.

3. Direct each child to go out and feel the trees and the rocks in the working area. Ask them to choose two different surfaces which they think feel very different to each other.

4. When the children have chosen their surfaces ask them to take a rubbing of each one. They should use a different part of the same piece of paper or fabric to do this- so they can keep them together. To do the rubbing remind them to keep the paper or fabric still with one hand and to gently rub the crayon over the surface. If they press too hard it might tear the paper or cause the crayon to break or get stuck in a crevice.

5. Ask each child to think of one word to describe each rubbing. Encourage them to think of unusual adjectives.

6. Bring the children together and ask them to describe their rubbings. Ask the whole group to come up with a simile using the word the child used for the description. For example, if a child has come up with 'swirling' the whole group may develop this into 'swirling like a whirlpool'. You may wish to develop this even further into poetry and descriptive writing. Having felt, rubbed and studied their surfaces the children will have a much more tangible notion of the descriptions they go on to experiment with in their written work.



Tree Collages

2. Ask the children to find a tree and sit or lie underneath it quietly for about 2 minutes. Their job is to study the tree above them, look into its branches and feel and smell the bark. Ask the children to relax and just enjoy being in their special spot. It's important that this activity is done as quietly as possible to allow each child to focus on their own feelings.
3. Bring the children back together and ask them to tell you some of the feelings they had whilst sitting underneath their tree. What did they think of when they were looking into the branches?
4. In groups of 4 or 5 ask the children to make a collage about the trees in the woodland. They should first make a list of all of the words they have in their heads from the time under their trees. Next they should go around the wood and collect materials they can use to make their collage and illustrate some of these words to other people, without writing them down.
5. Help the children to make their collages on the ground and space them apart quite widely so that they are not too influenced by their neighbours' designs. They can all be completely different- encourage them to make the shapes and designs that they want to without worrying if it is right or wrong. Some children may want to make a frame around their collage with big sticks- this is also useful to remind passers by or other groups not to stand on the collage!
6. Have a gallery time where all groups can see each other's work and explain the inspirations behind their designs.



PHOTO FRAMES and LEAF SLIDES- Approx 30-45 minutes.

Materials

- Cardboard photo frames

1. This activity is to encourage children to look and really see what is around them. Using the frames helps them to focus and also encourage them to explore to choose images that they personally like.
2. Each child can practise using their hands. With both palms facing away ask the children to hold their hands out in front of them, connecting their thumbs together in a straight line horizontal to the floor and with the fingers of both hands pointing towards the sky. Next ask them to turn their left hand over so that the fingers point to the floor, the palm is facing them but the thumb is still pointing towards their other hand. Finally bring the thumb of the left hand to meet the top of the index finger on the right hand and vice versa.
3. Now each child has their own frame. Still standing in the circle ask them to look around them at the trees, the sky, the ground, the undertorey and ask them to find some scenes that they can fit their frame around.
4. Now ask them to choose one of the scenes and take a photograph- they should direct their frame to the scene and make a click noise.
5. Whilst still looking at their chosen scenes ask the children if any of them would like to describe their photograph to the rest of the group. What do they like about it? What colours can they see? Is it a far away picture or is it a close-up?
6. Now send the children off on an assignment- ask them to tour the woodlands finding interesting scenes for their hand camera. If they find something they like they should take a picture but they can also call others over to have a look. Spend about 5-10 minutes on this to avoid boredom but to give them a good chance to look around.
7. Bring the group back together and move on to the slide show. This time the children will get a cardboard frame to make their very own leaf slide.
8. Each child finds an interesting leaf- ideally it should be as large as the frame or bigger (small ones will be hard to hold)- and comes back to the circle.
9. Everyone holds their frame up to the light and looks carefully at their leaf so they will recognise it again- they will discover lots of interesting features that are hidden until holding it up to the light.
10. Give a click and each person passes their slide to the person on their left. They take a look at this slide and when the click comes pass once again to their left. Pass them around until everyone has their original slide back asking the children to check and asking them how they recognised their leaf. They will notice the tiny differences, even in things that seem the same from a distance.