



Outdoors

AND
UP





*Outdoor
Activity Book*

FOR
IT!



archimedes

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Nature Stories

ENVIRONMENT: Quiet and comfortable

AGES: All

RESOURCES:

Book such as *The Stick Man* or *Imagination*

Rugs or cushions

Props such as puppets or nature

METHOD:

Children sit comfortably on ground, rugs or cushions in a chosen location.

Rugs can be made available to put around children if the weather is chilly.

Set the scene; quiet voices attract attention.

Introduce props if you are using them.

Read your story, either from book or your imagination.

Use intonation, rhythm and tone to emphasise different aspects of the story.



OUTCOMES:

Develops concentration, listening skills and imagination





Stick People

ENVIRONMENT: Anywhere

AGES: 3+

RESOURCES:

Sticks
String, wool, elastic bands, wire
Natural items such as leaves
Collecting tins, bags, baskets

METHOD:

Depending on your group you can show a few different variations to inspire.

Demonstrate how to tie things together with different resources.

Group can gather natural resources.

Use collected resources to make your people.

Children can name and tell a story about their people.



OUTCOMES:

Fine and gross motor skills
Discovering the natural world around



Stick Vehicles

ENVIRONMENT: Anywhere

AGES: 3+

RESOURCES:

Natural items such as leaves, seeds and sticks

8cm wood 5-10 cm in diameter

Saw, gloves and drill (electric or hand)

4 x 2 cm dowel or thin pieces of wood same size as drill bit, or screws

METHOD:

Show a few different vehicles to inspire.

Demonstrate how to drill and join wheels and body together.

Using correct sawing positions and glove on supporting hand cut 4 discs 1 cm thick.

Drill 4 holes in sides of remaining wood.

Use a dowel, twig or screws to join wheels to wood.



OUTCOMES:

Gross and fine motor skills

Paired and individual working

Using natural resources





Mini Dens

ENVIRONMENT: Woodlands or areas with lots of natural resources

AGES: 3+

RESOURCES:

Natural items such as leaves, seeds and sticks

String or wool and a piece of cloth per child



METHOD:

You can determine if you use just natural resources or include wool, string or other items to inspire.

Children can work on their own or with someone else. You can set a theme, e.g. dragons, fairies, elves, aliens, time travellers, 'I'm a celebrity get me out of here', army, pirates. You can set time limits, or not; you could set boundaries to work in.

Build dens to any design and using as many or as few resources as possible.

You could ask the children to build in qualities such as waterproof, wind proof, snow proof, animal proof – and then pour water over the dens at the end to test them.

Go around everyone and ask them to tell a story.

OUTCOMES:

Gross and fine motor skills

Individual working

Using natural resources

Imagination

Discovery of properties of natural materials



Magic Doors

ENVIRONMENT: Comfy sitting area with place to saw
and use tools

AGES: 6+

RESOURCES:

Block or piece of wood per person
4 cm to 12 cm
Saw
Chisels
Sandpaper
Pyrograph set
Hammer
Gloves
Beads, wire, small nails
Paints, pens, varnish

METHOD:

Using the correct sawing methods cut a piece of wood to the desired size.
Use a knife or sandpaper to smooth if required.
Use a pen to draw on the desired shapes.
Use a pencil or pen or chisel relief as desired.
Paint door.
If choosing to use the pyrography tool mark out the patterns required with the hot iron, or use a dark colour pen.
Varnish.



OUTCOMES:

Gross and fine motor skills
Individual working
Using natural resources
Creativity

Discovery of textures of different types
of wood





Elder Jewellery

ENVIRONMENT: Anywhere quiet and comfy to sit

AGES: 4+

RESOURCES:

Green elder, 12 cm per person
Secateurs or loppers
Knife
Sandpaper
String or wool or leather cord
Nail or sharp stick

METHOD:

Using the loppers in pairs cut the elder into 1 cm lengths.
Peel bark with fingers.
Use nail to hollow out pith.
Use knife to chamfer edges.
Sand to smooth if required.
Thread beads.
Tie string or wool to create a continual loop.



OUTCOMES:

Fine motor skills
Individual working
Textures and smells of wood
Creativity

Discovery of textures of different types of wood



Clay Pots

ENVIRONMENT: Safe place for the kiln or fire circle

AGES: 4+

RESOURCES:

Clay
Incinerator bin and flag stone or fire pit
Sawdust, fuel and fire lighting kit
Fire First Aid kit
Welder's gloves

METHOD:

Place sawdust in the bottom of the incinerator.
Make pots out of clay.
Place into sawdust and cover.
Light fire and when very hot (700 degrees) cover with lid.
Leave to burn out and cool completely.
Remove pots.



OUTCOMES:

Fine motor skills
Creativity
Changing materials
Discovery of textures of different types of clay





Clay Jewellery

ENVIRONMENT: Safe place for the kiln or fire circle

AGES: 6+

RESOURCES:

Clay
Incinerator bin and flag stone or fire pit
Sawdust, fuel and fire lighting kit
Fire First Aid kit
Welder's gloves
String, thread or wool

METHOD:

Place sawdust in the bottom of the incinerator.
Make beads by wrapping clay around a stick or shaping into balls with holes through the middle.
Place into sawdust and cover.
Light fire and when very hot (700 degrees) cover with lid.
Leave to burn out and cool completely.
Remove beads.
Thread on to string or wool or cord.



OUTCOMES:

Fine motor skills
Changing materials
Creativity
Textures and smells of wood

Creativity
Discovery of textures of different types of wood



Clay Tree Spirits

ENVIRONMENT: Woods or at least one tree per person

AGES: 4+

RESOURCES:

Clay ball approximately 5 cm in diameter

Natural resources: leaves, sticks, seeds

METHOD:

Choose a tree and mould clay on to bark.

Make a face out of the clay.

Add leaves and seeds and sticks to make hair and eyes, ears, wings.

Go around everyone's face and ask them to name and tell a story about them.



OUTCOMES:

Fine motor skills

Textures and shapes of bark

Creativity and storytelling

Individual working

Listening and speaking





Day Beasts

ENVIRONMENT: Woodland or place with a variety of natural resources to collect and a comfy place to sit

AGES: 4+

RESOURCES:

Collecting bags, baskets or buckets
Natural resources such as sticks, leaves, berries, nuts, seeds, grass

METHOD:

Tell a story about how Day Beasts come out in the day and then disappear back into the woodlands at night.

Demonstrate an example of a Day Beast and how it disappears again.

Go and collect resources to make a Day Beast.

Come back to meeting place and make the Day Beast.

Name and tell a story about the Day Beast.



OUTCOMES:

Fine and gross motor skills
Shapes of natural resources
Creativity
Discovery of textures of different types of resources



Wooden Dagger and Aeroplane

ENVIRONMENT: Anywhere

AGES: 5+

RESOURCES:

Green sticks thinner than your thumb and as long as your hand from the tip of your finger to your wrist

Secateurs or loppers

Knife

Sandpaper

String or elastic bands

Potato peeler

METHOD:

Using the loppers in pairs cut the sticks to the required lengths.

Remove bark if desired with potato peelers.

Cut a groove the thickness of the sticks slightly off centre and to one end, just down one side.

Place sticks on top of each other at right angles matching the grooves up.

Tie together with string or with elastic band.



OUTCOMES:

Fine motor skills

Paired working

Using tools and managing safety of self and others





Journey Sticks

ENVIRONMENT: Anywhere quiet and comfy to sit

AGES: 4+

RESOURCES:

One stick as long as the distance from wrist to elbow, and as thick as your index finger

String or wool or leather cord

Leaves, sticks, seeds, grasses

METHOD:

Snap the stick to the correct length.

Peel bark with fingers.

Use nail to hollow out pith.

Use knife to chamfer edges.

Sand to smooth if required.

Thread beads.

Tie string or wool to create a continual loop.



OUTCOMES:

Fine motor skills

Individual working

Textures and smells of wood

Creativity

Discovery of textures of different types of wood



Picture Frames and Mobiles

ENVIRONMENT: Anywhere

AGES: 3+

RESOURCES:

4 sticks as long as the distance from wrist to elbow, and as thick as your thumb

Secateurs or scissors

String or wool or elastic bands

Natural resources

METHOD:

Using the loppers in pairs cut the sticks to length, or snap.

Place two sticks at right angles and twist an elastic band around the two.

Repeat with the second two sticks.

Join together to make a square frame.

Tie in natural objects to make mobiles.



OUTCOMES:

Fine motor skills

Textures of wood

Creativity

Paired working





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Creating a Fire Area

ENVIRONMENT: Woodland, park or anywhere with permission to create a fire area and natural resources are available

AGES: 4+

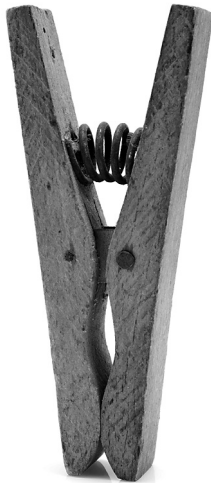
RESOURCES:

3 or 4 green logs 1 metre long
8 to 12 wooden pegs
Fire bowl (optional)
One log stump per person
String

METHOD:

Identify location of fire area and choose a central point. Arrange the 3 or 4 logs in a triangle or square end to end in a triangle or square.

Peg out two pegs on each side near the end of each log to stabilise and put a peg in the middle of the fire area. Tie a string 2.5 metres long. Tie on another peg to the end. Pull out tight and mark the distance with a log. Walk around in a circle and place out the logs at equal distances to create a seating circle.



OUTCOMES:

Fine and gross motor skills,
problem solving
Numbers and counting
Estimation

Circles
Non standard measures
Independent/paired and team working





Collecting Materials for Fires

ENVIRONMENT: Woodland or park or anywhere there are loose natural resources available

AGES: 2+

RESOURCES:

Natural resources in the finding area sizes below:

1. 10 sticks the length of little finger, and as thick as a match
2. 10 sticks the length of fore finger (Peter Pointer), and as thick as a pencil
3. 10 sticks the length of fingertip to wrist, and as thick as middle finger
4. 10 sticks the length of wrist to elbow, and as thick as thumb
5. 10 sticks the length of wrist to elbow, and as thick as three fingers
6. 10 sticks the length of wrist to elbow, and as thick as wrist

Waterproof sheet

A burnt match per person (optional)

A pencil per person (optional)

METHOD:

Demonstrate size of sticks to collect, send group off to collect.

Set out on the waterproof mat.

Go through the list one at a time and lay out in size order to create a piece of environmental art.



OUTCOMES:

Fine and gross motor skills

Textures and properties of wood

Numbers and counting

Estimation

Non standard measures

Independent working



Fire Safety

ENVIRONMENT: Woodland or park or anywhere there is permission to light a fire

AGES: 4+

RESOURCES:

Fire First Aid kit
 Fire blanket
 Bucket x 2
 Water
 Sand
 Welfare bag
 Fire extinguisher (optional)
 Fire gloves
 Accident Procedure card
 Safety Item laminated cards

METHOD:

Explain that the group has to identify the best place to put the safety equipment.
 Give the laminated cards to the group - these can have pictures of the items on, or words, or both.
 Describe the use of each item.
 Go through the *Stop, Drop and Roll* procedure.
 Discuss the procedure for immersion in cold water for burns.
 Discussions around the areas of immediacy of need.
 Then leave the group to discuss and lay out the cards in the decided place in relation to the fire area.
 Group to talk to each other to decide on final placements.
 Change if necessary.
 Discuss the efficiency of the choices and decide on changes if necessary. Put out final equipment in locations identified.



OUTCOMES:

Fine and gross motor skills
 Understanding of Fire Safety
 Team work
 Problem solving

Communication
 Decision making
 Following instruction
 Emotional and social development



Paper and Matches

ENVIRONMENT: Woodland or anywhere there is permission to light a fire

AGES: 3+

RESOURCES:

Fire First safety equipment (as above)
Matches
Newspaper
Log stump or safe lighting area on ground

METHOD:

Set out safety equipment and practise *Stop, Drop and Roll* and burnt hand dunking procedure.

Talk about wind direction – wind has to be behind you so that the flame will blow away from your hand.

Demonstrate *Respect* position.

Demonstrate match lighting – ‘*away from you*’ process plus blowing out the match when half way down.

Get each child to identify wind direction and sit in the *respect* position with wind at your back – practise round the circle.

Each child to light a match in correct *Respect* position.

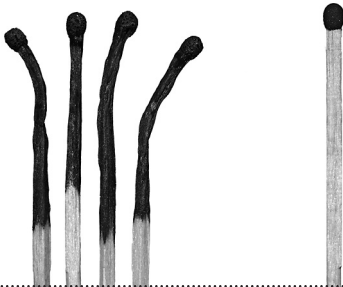
Demonstrate how to roll or crumple newspaper.

Show how to put a piece of crumpled paper in the fire area.

Light the match and light the paper from below.

Each child to go through the complete process.

Discuss outcomes.



OUTCOMES:

Fine and gross motor skills
Understanding of Fire Safety
Team work
Problem solving

Communication
Decision making
Following instruction
Emotional and social development



Fire Strikers

ENVIRONMENT: Woodland or anywhere there is permission to light a fire

AGES: 3+

RESOURCES:

Fire First safety equipment (as above)
 Fire striker
 Cotton wool
 Log stump or safe lighting area on ground

METHOD:

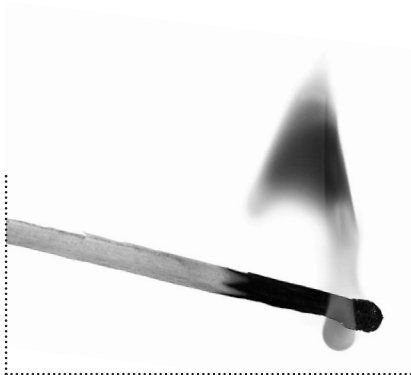
Set out safety equipment and practise *Stop, Drop and Roll* and burnt hand dunking procedure. Talk about wind direction – wind has to be behind you so that the flame will blow away from your hand.

Demonstrate *Respect* position.

Demonstrate striker lighting – ‘*away from you*’ process. Get each child to identify wind direction and sit in the *Respect* position with wind at your back – practise round the circle. Each child to light striker in correct *Respect* position.

Demonstrate how to open cotton wool pad.

Light the match striker on to the pad. Each child to go through the complete process.



OUTCOMES:

Fine and gross motor skills
 Understanding of Fire Safety
 Team work
 Problem solving

Communication
 Decision making
 Following instruction
 Emotional and social development



Other Fire Lighting Methods

ENVIRONMENT: Woodland or anywhere there is permission to light a fire

AGES: 6+

RESOURCES:

Fire First safety equipment (as above)
Hay or dry grass
Log stump or safe lighting area on ground

METHOD:

Set out safety equipment and practise *Stop, Drop and Roll* and burnt hand dunking procedure.
Talk about wind direction – wind has to be behind you so that the flame will blow away from your hand.
Demonstrate *Respect* position.
Demonstrate Fire lighting – ‘*away from you*’ process plus putting hay down once alight.
Get each child to identify wind direction and sit in the *Respect* position with wind at your back – practise round the circle.
Demonstrate how to make a nest of hay.
Each child to make a hay nest in correct *Respect* position.
Show how to lower hay into the fire area.
Light the match hay with the striker.
Each child to go through the complete process.
Discuss outcomes.



OUTCOMES:

Fine and gross motor skills
Understanding of Fire Safety
Team work
Problem solving

Communication
Decision making
Following instruction
Emotional and social development



Boiling Water

ENVIRONMENT: Woodland or anywhere there is permission to light a fire

AGES: 3+

RESOURCES:

Fire First safety equipment (as above)
Matches, newspaper or striker and cotton wool
Wood to create a fire
Safe lighting area on ground
Kettle
Water

METHOD:

Set out safety equipment and practise *Stop, Drop and Roll* and burnt hand dunking procedure.
Demonstrate *Respect* position.
Fill kettle with water.
Place on tripod.
Ensure the entire group is sitting in the fire circle.
Feed the fire to ensure water boils.
Allow children to discuss sounds of water boiling and what movement happens in the kettle.
Discuss outcomes.



OUTCOMES:

Fine and gross motor skills
Understanding of Fire Safety
Team work
Problem solving

Communication
Decision making
Following instruction
Emotional and social development



Making Tea or Hot Chocolate

ENVIRONMENT: Woodland or anywhere there is permission to light a fire

AGES: 3+

RESOURCES:

Fire First safety equipment (as above)
 Matches, newspaper or striker and cotton wool
 Wood to create a fire
 Safe lighting area on ground
 Kettle
 Water
 Tea/hot chocolate
 Sugar
 Milk
 Cups

METHOD:

Set out safety equipment and practise *Stop, Drop and Roll* and burnt hand dunking procedure.
 Demonstrate *Respect* position while the water is boiling.



OUTCOMES:

Fine and gross motor skills
 Understanding of Fire Safety
 Team work
 Problem solving

Communication
 Decision making
 Following instruction



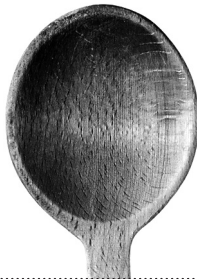
Leek and Potato Soup

ENVIRONMENT: Any with permission to light fire

AGES: 3+

RESOURCES:

Fire First safety equipment (as above)
 Fire
 Trivet or tripod with hanging chain and hook
 Pan or cauldron with lid
 Recipe for potato and leek, for 6 people:
 6 potatoes, 3 leeks, 2 cloves of garlic,
 2 vegetable stock cubes, 2 pints of hot water, 1 pint of milk, pepper. (Or use a range of mixed vegetables of choice, e.g. carrots, potatoes, onion, parsnips, swede.) Spices/herbs
 2 tablespoons oil
 Chopping board
 Knife/spoons
 Mugs or bowls
 Ladle



METHOD:

Set out safety equipment and practise *Stop, Drop and Roll* and burnt hand dunking procedure.
 Talk about wind direction – wind has to be behind you so that the flame will blow away from your hand.
 Demonstrate *Respect* position.
 Hot boiling fire – tipi fire.
 Cut up vegetables on the chopping board.
 Heat oil in the pan, add leeks and garlic and sweat with lid on for 10 to 15 minutes.
 Add the potatoes (or rest of the vegetable) and sweat for another 5 minutes.
 Mix stock and water add to pan and simmer for 20 minutes until veg soft.
 Add pepper to taste and milk, heat through, but do not boil. Remove from the heat on to a flat surface.
 Crush with back of a fork if desired.
 Ladle out into mugs or bowls.
 Discuss outcomes.

OUTCOMES:

Fine and gross motor skills
 Understanding of Fire Safety
 Team work
 Problem solving

Communication
 Decision making
 Following instruction
 Emotional and social development



Dampers

ENVIRONMENT: Any with permission to light fire

AGES: 3+

RESOURCES:

Fire First safety equipment (as above)

Fire

4 long pointy sticks

Dough: half a bag of flour, one packet of easy yeast, warm water, pinch of salt

Bowl

Make dough by mixing all ingredients at least half an hour before needed. Or use plain flour and bicarbonate of soda for a faster mix.



METHOD:

Set out safety equipment and practise *Stop, Drop and Roll* and burnt hand dunking procedure.

Talk about wind direction – wind has to be behind you so that the flame will blow away from your hand.

Demonstrate *Respect* position.

Mix ingredients together thoroughly and leave for the desired time.

Roll into long sausages as thick as your little finger.

Roll around a stick to make a spiral.

Place over *EMBERS* and cook on all sides.

Count to ten, blowing, before eating.

OUTCOMES:

Fine and gross motor skills

Understanding of Fire Safety

Problem solving

Self awareness and regulation

Following instruction

Decision making



Tortillas

ENVIRONMENT: Any with permission to light fire

AGES: 4+

RESOURCES:

Fire First safety equipment (as above)
 Fire
 Trivet or grill
 Frying pan or baking sheet
 Spatula
 Plates
 Tortilla, one per person
 Oil, grated cheese, tomato cooking sauce/tomato ketchup/tomato puree
 Additional toppings such as mushrooms, peppers, onions, pepperoni



METHOD:

Set out safety equipment and practise *Stop, Drop and Roll* and burnt hand dunking procedure.
 Talk about wind direction – wind has to be behind you so that the flame will blow away from your hand.
 Demonstrate *Respect* position.
 Set out all the ingredients close to hand.
 Heat oil in the pan, place on tortilla.
 Cook the tortilla on one side and check using the spatula until golden brown.
 Take pan off the fire. Turn tortilla over and spread tomato sauce on one half, add cheese and any other toppings to choice, fold in half.
 Place back on to the fire, keep checking until golden brown.
 Turn over to cook the other half.
 Remove when golden brown and place on a plate.
 Enjoy and discuss outcomes.

OUTCOMES:

Fine and gross motor skills
 Understanding of Fire Safety
 Independent working
 Empathy

Communication
 Following instruction



Robin Hood Natural Dyed Hats / Fire Purse

ENVIRONMENT: Any with permission to light fire

AGES: 3+

RESOURCES:

Fire First safety equipment (as above)
 Fire
 Pestle and mortar or rolling pins
 Large bowl or plastic bucket
 Dye materials, such as: nettles – green;
 onion skins – brown; bramble leaves –
 green; birch bark – pink; rhubarb roots –
 yellow; comfrey leaves – green; elder
 berries and blackberries – purple/blue
 Boiling pot with lid (preferable)
 Calico or cotton cut into shapes
 Needle and cotton
 Scissors
 Water



METHOD:

Set out safety equipment and practise
Stop, Drop and Roll and burnt hand
 dunking procedure.

Talk about wind direction – wind has to
 be behind you so that the flame will blow
 away from your hand.

Demonstrate *Respect* position.

Bash dye materials either by crushing in
 the pestle and mortar or under the rolling
 pin/stone.

Use half the weight of dyeing materials
 to weight of calico or cotton.

If you have time mix boiling water with
 dyeing materials and leave overnight.

Put in cloth and stir to ensure all the
 fibres are very wet.

Place saucepan over fire and bring to
 the boil for about 30 minutes.

Allow to cool slowly.

Take out and dry.

OUTCOMES:

Fine and gross motor skills
 Understanding of Fire Safety
 Changing materials
 Colour pigments



Buns

ENVIRONMENT: Any with permission to light fire

AGES: 3+

RESOURCES:

Fire First safety equipment (as above)
 Fire
 2 bun tins, spoon, plate
 Packet cake mix plus milk and/or eggs as required or home-made cake mix

METHOD:

Set out safety equipment and practise *Stop, Drop and Roll* and burnt hand dunking procedure.
 Talk about wind direction – wind has to be behind you so that the flame will blow away from your hand.
 Demonstrate *Respect* position.
 Butter and flour each bun tin and spoon the mixture into all the bowls of one bun tin. Place other bun tin on top.
 Put into embers.
 Turn over after about 5 minutes, turn twice again, to avoid burning.
 Check buns have risen, insert a knife into one bun to check fully cooked (knife will come out clean if done). Put out on to plate.
 Enjoy – discuss outcomes.



OUTCOMES:

Fine and gross motor skills
 Understanding of Fire Safety





Charcoal Pencil

ENVIRONMENT: Fire and comfy place to sit

AGES: 6+

RESOURCES:

Green elder, 3–6 cm per person.
Secateurs or loppers
Knife
Sandpaper
Nail or sharp stick or bradawl
Tin and willow stems (or other wood)

METHOD:

Light a fire.
Cut willow into 3 cm lengths.
Put into tin which has 2–5 small holes in the lid.
Put into fire to cook, when smoke turns from grey to silver remove tin and allow to cool completely.
Cut elder and strip with nail, chamfer ends.
Remove pith with bradawl or nail.
Insert willow into centre to make the pencil.



OUTCOMES:

Fine motor skills
Textures and smells of wood
Changing materials



Clearing Up

ENVIRONMENT: Any

AGES: 3+

RESOURCES:

Fire First safety equipment (as above)
 Fire
 Bin bags
 Carrying bags

METHOD:

Discuss safety around the fire area whilst tidying.
 Identify the tasks to be completed.
 Identify place to put equipment and rubbish.
 Allocate all the jobs to be done and discuss the reasons behind leaving no trace.
 Carry out the tidying up and place all equipment and other resources in a pre-specified place.



OUTCOMES:

Fine and gross motor skills	Communication
Understanding of impacts on environment	Decision making
Team work	Following instruction
Problem solving	Emotional and social development



Fire Ceremony

ENVIRONMENT: Fire area

AGES: 2+

RESOURCES:

Fire First safety equipment (as above)
 Fire
 Cup or ceremonial goblet
 Bucket of water



OUTCOMES:

Fine and gross motor skills
 Understanding of Fire Safety
 Problem solving
 Communication
 Following instruction
 Emotional and social development

METHOD:

Safety equipment in place.
 Everyone stands in a circle around the fire.
 You start by explaining that everyone has been responsible for lighting the fire, keeping the fire alight and that the fire has given us warmth, food, community and now we are all responsible for the extinguishing of that fire.

As the goblet is passed around the circle each person can describe a learning, say a thank you, or describe how they feel.

Water is poured on the fire starting on the outside and spiraling in towards the middle.

Pour the water and then fill up the goblet again with water and pass on to the next person.

People can pass and say nothing at all if they choose to.

Once everyone has been, get everyone to position themselves in the respect position around the fire and to hold their hands out about 15 cm above the area and pass their hands over it.

If there are any places that are hot or warm, pour over more water to extinguish fully.

Explain the reasons for leaving no trace and gather up the ashes and scatter around the area.

Dismantle the fire logs and stakes and logs and put in to the tidying area.







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Mobiles

ENVIRONMENT: Open space, woodland

AGES: 3+

RESOURCES:

String or elastic bands

Sticks

Natural resources

METHOD:

Choose two sticks as long as the distance from the tip of your finger to your wrist.

Make a cross and join in the middle with sting or elastic band.

Cut four pieces of string as long as the distance from your wrist to your elbow.

Hang down a piece of string, tied at each end of the sticks.

Go and search the woods – choose four or more items from the woods, and tie them to the string.

Hang an extra piece of string from the cross and attach to a branch of a tree.



OUTCOMES:

Fine and gross motor skills

Knowledge of different natural items





Leaf Kebabs

ENVIRONMENT: Woods or outdoor space

AGES: 2+

RESOURCES:

Stick
String
Leaves

METHOD:

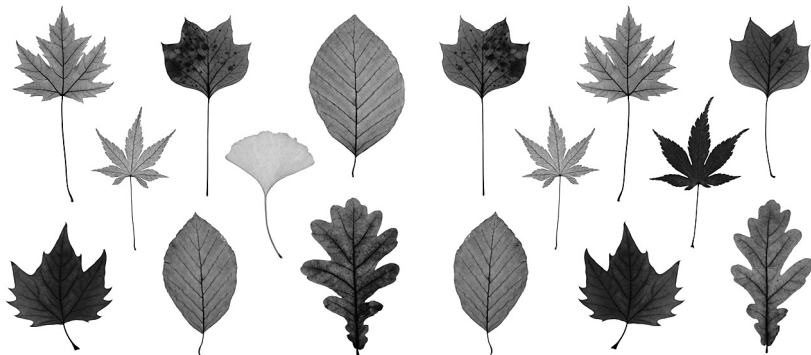
Tie a piece of string of any length on to the end of a small pointy stick.

Tie the other end to a small stick the length of a little finger and as thick as a match.

Thread leaves on to the sharp stick and push down to the small stick.

Stack them up as many as you like.

You can choose colours, or sizes, or textures, e.g. living, dry, green, brown, red, yellow.



OUTCOMES:

Fine and gross motor skills
Knowledge and understanding
of the world



Fish Kites

ENVIRONMENT: Any open space

AGES: 4+

RESOURCES:

Garden wire
Pliers
Tissue paper
String

METHOD:

Cut a piece of wire as long as the distance from fingertip to elbow and twist the ends to make a circle. Cut out the shape of a fish from two pieces of tissue paper, ensuring that the mouth section is approximately 5 cm in length.

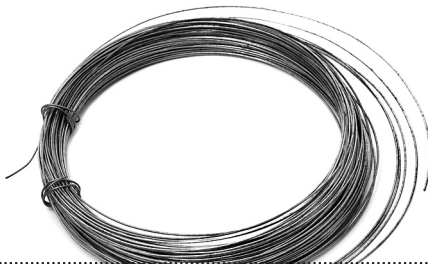
Cut out shapes to attach to both sides of the fish and cut 5 long strips for tails. Glue on shapes to sides and tails at the opposite end to the long mouth.

Glue **SIDES** of fish together.

Place long mouth inside the wire loop and fold back the mouth so that it has covered the wire, and glue in place.

Allow to dry.

Tie on two lengths of string to either side of the mouth and join together. Then, attach a long piece of string to the first piece and run with your kite allowing the wind to enter through the mouth.



OUTCOMES:

Fine and gross motor skills
Problem solving
Communication
Following instruction

Emotional and social
development



Rope Swings

ENVIRONMENT: Woods or tree area

AGES: 4+

RESOURCES:

Thick sisal rope or climbing/caving rope

Plank of wood or a tyre

Overhanging tree branch

Further info can be found at:

[http://www.forestry.gov.uk/pdf/fce-rope-swings-dens-fires.pdf/\\$FILE/fce-rope-swings-dens-fires.pdf](http://www.forestry.gov.uk/pdf/fce-rope-swings-dens-fires.pdf/$FILE/fce-rope-swings-dens-fires.pdf)



METHOD:

Measure the length of rope needed.

Ensure the tree branch is safe, i.e. living and well and robust for the age of the children.

Only put up in an area where there is no risk of crashing into anyone or anything, including the trunk of the tree or support.

Check safety of rope by giving a sharp tug pulling firmly before any use.

Fall height: the rope will be maximum 1 metre off the ground. Half a meter will be suitable for small children.

Fall zone: the area around the rope will be flat and free from any objects that could harm the child.

Throw over rope and tie securely.

Safely tie on the tyre using a bowline or a figure of eight on the bight.

If using a board, drill two holes through and attach rope.

Test run and again give the swing a sharp pull to test.

SWING!!!

OUTCOMES:

Fine and gross motor skills

Problem solving

Communication

Following instruction

Emotional and social development



Rope Pulley Transporters

ENVIRONMENT: Two trees or uprights to tie pulleys to

AGES: 4+

RESOURCES:

String

Two pulleys

Two baskets or bags

Natural or any resources to put in the baskets to transport

METHOD:

Choose two trees.

Measure string from one tree to the other.

Double the string and then cut.

Thread through both pulleys.

Tie the pulleys to the trees stretching out the string.

Tie on to the string at opposite sides the basket or bag.

Fill the bag with natural treasures.

Move the string through the pulley and transport your treasure from one tree to the other.



OUTCOMES:

Fine and gross motor skills

Problem solving

Communication

Following instruction

Emotional and social development





Catapults

ENVIRONMENT: Any

AGES: 5+

RESOURCES:

Forked stick thicker than your thumb and as long as the distance from your wrist to your finger tips

Bike inner tubes are ideal but thick elastic bands work well

Items to make a starter line

A target, e.g. a log with a tin can

METHOD:

Choose a stick with a strong fork.

Cut inner tube or use a thick elastic band and tie tube to fork ends securely.

Locate a safe starting line and mark out with chosen objects.

Place out targets.

Set out safety rules, i.e. everyone to stand behind the line, fire one at a time, aiming at target.

Have target practice and then catapults down.

Retrieve pebbles or stones.

Recommence **ONLY** when everyone is back behind the line.



OUTCOMES:

Fine and gross motor skills

Problem solving

Communication

Following instruction

Emotional and social development



Wind and Fire Sculptures

ENVIRONMENT: Any with natural resources

AGES: 3+

RESOURCES:

Natural resources



METHOD:

Set the parameters of the activity and for younger children have an example of a 2D and a 3D sculpture.

Children get 10 minutes to collect and create a sculpture relating to wind and fire. It could be anything relating to it. It can be in 2D or 3D and made out of natural resources only.

Children can work in pairs in groups or on their own.

Set the activity off and watch the progress.

Give a 2-minute time warning (you can do this as a time-bound activity or not, depending on the group and circumstances).

Call time and then go around each one and ask the children to describe what they have produced, what inspired them and how it helps them to remember what they have done regarding fires during the day.

OUTCOMES:

Fine and gross motor skills

Speaking and listening

Decision making

Creativity

Knowledge and understanding of the world – using a range of natural resources

Following instruction

Emotional development





Poems

ENVIRONMENT: Any

AGES: 6+

RESOURCES:

Coloured word tags. These can for example have different types of words on each colour, e.g., nouns, adjectives, verbs, or could have the words all beginning with the same letter

Paper and coloured pens

METHOD:

Put out the tags with words on them; they can be themed.

Children go out and collect 5 tags each.

In groups use the words to come up with a short poem using the words they have found.

Read out the poem to the rest of the group.



OUTCOMES:

Language and literacy

Creativity

Speaking and listening

Empathy



Willow Fish

ENVIRONMENT: Any

AGES: 5+

RESOURCES:

Willow or bendy whips such as birch
String, wool or elastic bands

METHOD:

Select a piece of willow or your bendy whip.

Curve around gently so that it makes a fish shape with the tail where the willow crosses over on itself.

Tie connection together with string or wool.

Weave in natural objects into the fish's body.

Select another length of stick approximately 48 cm long.

Tie on a piece of string, 30 cm in length.

Tie the other end to the fish.

You have caught a fish!



OUTCOMES:

Language

Creativity

Speaking and listening

Fine motor skills





Hammocks

ENVIRONMENT: Any with two solid trees or a hammock support

AGES: 6+

RESOURCES:

Hammock

METHOD:

Identify safe tree location.

Ensure entry and egress to hammock is safe and area free from sharp objects that could split the hammock and hurt a child.

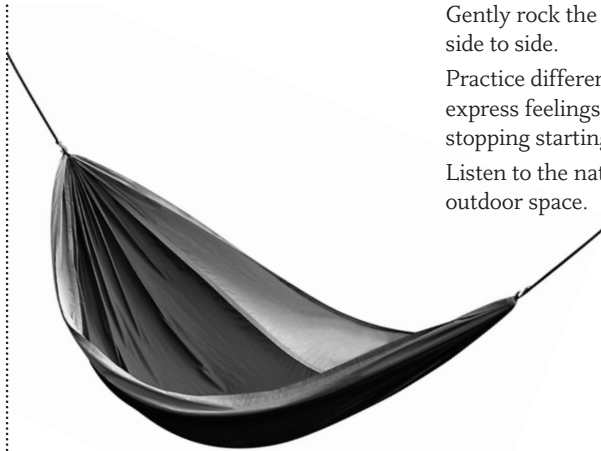
Tie up the hammock.

Demonstrate safe entry to the hammock and how to lie down in it and cover yourself up like a cocoon.

Gently rock the hammock from side to side.

Practice different vocabulary to express feelings, speeds of rocking, stopping starting.

Listen to the natural sounds of the outdoor space.



OUTCOMES:

Body awareness

Stillness

Listening

Empathy

Language

Speaking and listening





Outdoors
AND
UP
FOR
IT!



Pipe Transporters

ENVIRONMENT: Any

AGES: 3+

RESOURCES:

Half moon tubes

Full tubes

Connectors

Natural resources to support tubes
and make adjusted heights

2 buckets

METHOD:

Put out and show all the equipment.

Demonstrate how water will travel at
different speeds down a tube if it is at
different angles.

Show how water can go round corners if
connectors are used.

Set the task of moving a full bucket of
water to another across a course of tubes
using only the resources available.

Test out the construction.



OUTCOMES:

Understanding the movement
of water

Listening

Empathy

Language

Speaking and listening



Waterproof Dens

ENVIRONMENT: Woodland or area with an array of sticks and natural resources

AGES: 3+

RESOURCES:

Sticks and leaves and natural resources
 Bucket of water and cup or watering can
 Woodland creatures (optional)

METHOD:

Task is to make a little den for a creature that lives in the woods.

Give out the woodland creatures, if you are using them. The weather forecast is that it is going to rain tonight so you would like the dens to be waterproof.

Collect up natural resources. You can set a time limit or have free time. Check on progress, from afar, leave them quietly unless they require you to help or answer a question. When all ready remind them that you will be doing a rain check.

Go around the houses and ask each child to pour some rain on from the watering can to see how water proof their den is.

Think about how to improve it and then the children can go on to make adaptations or improve the dens.



OUTCOMES:

Using natural resources
 Understanding textures and properties of different materials
 Speaking and listening

Empathy for their woodland creature
 Building and creating
 Reflecting – self awareness and self motivation



Mud Pies

ENVIRONMENT: Any with mud and natural resources

AGES:
18 months +

RESOURCES:

Buckets
Sticks
Mud and natural resources

METHOD:

Each child has a bucket or mixing bowl.
Collect a few different sticks of different lengths.
Collect resources and mud and mix.
Talk about textures, consistency, ease of stirring, smells.
Compare mud pies.
Turn out to make mud castles and decorate with natural objects such as sticks and stones.



OUTCOMES:

Motor skills
Rotation
Discovering textures and smells
Speaking, listening

Problem solving





Magic Potions

ENVIRONMENT: Any with natural resources to collect

AGES: 3+

RESOURCES:

Goblets or cups
 Special bottle with water (hot water works best) with glitter in
 Sticks
 Natural resources

METHOD:

Set the scene by telling a story.
 Give out goblets or plastic cups, one per person or to share depending on desired outcomes.
 Send individuals off to collect a magic stick as long as the distance from fingertip to wrist and as thick as a thumb.
 Collect items (10, 20, 30 etc) as small as a fingernail.
 Put them in the goblets.
 Come back and you pour in a small amount of magic potion from a super amazing bottle.
 Stir contents and mash it all up to release the smells.
 Decide on a name for the potion.
 Stand in a circle and pass the potions around having a smell of each one.
 Comment on the smells.
 Determine when yours comes back to you – how do you know?
 Toast the woodland – ‘Cheers!’ – and pour the potion back to the soil.



OUTCOMES:

Collecting natural resources
 Sense of smell
 Motor skills
 Language

Speaking and listening



Felt

ENVIRONMENT: Any

AGES: 5+

RESOURCES:

Felting wool
 Carding brush if not bought felting wool
 Olive oil soap (this can be a watered solution in a squeeze bottle)
 A tin to put the felt in or a bamboo place mat
 Net curtain
 Plastic bag
 Water



OUTCOMES:

Motor skills
 Listening
 Problem solving
 Textures of resources
 Decision making
 Following instruction

METHOD:

Choose section of wool.
 If not carded use two brushes and place a piece of wool on the bristles, draw the brushes away from each other.
 Once wool can lay all in one direction, lay thin pieces in the desired shape, all laying in the same direction.
 Use more wool to lay across the first layer at 90 degrees.
 Repeat two or three more times.
 Use different coloured wool to make patterns on the base layer.
 If you are using a net curtain, place on top.
 Pour on soap solution or pour on warm water and scrub with a little of the soap.
 Rub the net with a plastic bag hard for about 5 minutes.
 When you pull the net off the felt, the wool should be connected together.
 Roll the bamboo mat with the felt inside and roll backwards and forwards for a few minutes changing the direction of the felt at intervals - This will shrink the wool to make strong felt.
 Squeeze out all the soapy water.
 Rinse in water.
 Hang to dry.





Boats

ENVIRONMENT: Stream or pond or any area where guttering can be placed

AGES: 3+

RESOURCES:

Wood, sticks, leaves, stones
String, wool, elastic bands
Fabric for sails
Guttering

METHOD:

Collect natural resources together.
Use string, wool and elastic bands to attach together to make a boat.
You could have some pebbles that the boat has to carry as cargo.
Make the frame and add a sail if desired.
Practice sailing the boats, then have a final boat race.



OUTCOMES:

Motor skills
Listening to instructions
Empathy
Social skills

Self awareness and self motivation
Problem solving
Turn taking



Rope Bridge

ENVIRONMENT: Any with two solid trees

AGES: 6+

RESOURCES:

Rope and string

METHOD:

Identify two trees a minimum of 30 cm wide, preferably about 48 cm a distance of about ten to twenty paces apart.

Tie a ROPE at 24–48 cm off the ground around both trees using a secure knot.

Ensure all the areas below the ropes are free from debris.

Tie two handrails at what would be the average shoulder height of your children above the bottom rope. There will be two hand rails, one on either side of the tree.

Connect rope from the top to the bottom ropes on both sides at equal intervals along the length of the rope.

Take turns and access the Burma bridge at one end and balance walking along the rope holding the handrails carefully all the way along to the other end.

Descend with care.

You can time the children; they can review how they got on and discuss how they could improve their times. They could go across carrying a bucket, for example empty one bucket at the beginning and fill up another one at the other end.



OUTCOMES:

Body awareness

Listening

Empathy

Language

Speaking and listening

Self regulation



Plaster of Paris Shapes

ENVIRONMENT: Any

AGES: 3+

RESOURCES:

Sand (optional)
Plaster of Paris
Water
Container to mix plaster of Paris
Sticks, shells, pebbles, leaves, nuts

METHOD:

Pour some sand on the ground.
Wet the sand.
Use a stone, shell, nut, pebble or a stick to create an indentation or a raised pattern in the sand.
Use a piece of newspaper folded over and looped into a circle, or a cardboard tube to place around the shape making a barrier.
Make up the plaster of paris as per instructions (wear plastic gloves if required to avoid getting the plaster on hands).
Pour some plaster into the mould and leave to set.
Remove the tube of paper or cardboard and reveal your shape.



OUTCOMES:

Motor skills
Creativity
Speaking and listening
Empathy

Emotional skills



Pewter Jewellery

ENVIRONMENT: Any

AGES: 6+

RESOURCES:

Lead free pewter or white metal
 A melting pot or ladle
 Fire or gas stove to heat the metal
 Natural resources
 Sand
 String for necklace
 Fire Safety equipment.

METHOD:

Fire Safety rules apply and you can use a wood fire or a gas burner.
 Make an area of sand for each individual.
 Use natural resources or a stick to make indentation in the desired pattern in the sand.
 Place a small stone near the top (this will create the hole through which to thread your necklace).
 Light the stove.
 Place in a small piece of pewter.
 Heat over gas burner holding ladle with heat resistant gloves.
 When the pewter has melted turn off the gas burner.
 Pour liquid metal into each mould ensuring a steady, gentle pour and that the stone is surrounded and not covered.
 Leave to set.
 Remove when COLD.
 Thread string through to make your necklace.



OUTCOMES:

Body awareness
 Textures
 Self regulation
 Listening

Empathy
 Social skills
 Speaking and listening



Barefoot Texture Trail

ENVIRONMENT: Any with a relatively open area or in the woods

AGES: 4+

RESOURCES:

Straw, hay, smooth sticks, pebbles, pea gravel, leaves, water, sand, soil and any other resource that can be walked on barefoot safely

Large trays or shallow containers or a tarp



OUTCOMES:

Gross motor skills
Use of a variety of senses
Empathy
Language
Speaking and listening

METHOD:

Collect together a variety of large trays (if desired).

Decide with the group how long the Texture Trail will be and in which direction it will follow.

Use a collection of a variety of different resources.

Put all of one resource together to make a distinct section.

Create a number of sections and place one after the other.

Bare soil or leaves can be left between all or some of the sections.

When ready, all line up at one end and create pairs.

One of the pair will take off their shoes and socks.

They can close their eyes or put on a blindfold.

Then one partner will guide them through the Barefoot Texture Trail giving instructions all the time.

They can hold hands or be guided just by the voice.

Describe the textures and feelings underfoot, can they guess what the textures are?

Swap around.

You can leave this out and add new texture each time, or vary the order.





Volcanoes

ENVIRONMENT: Any

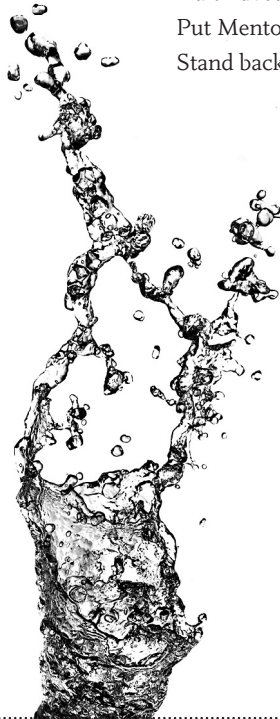
AGES: 3+

RESOURCES:

Fizzy pop and bottles
Mentos mints

METHOD:

Bottle of diet fizzy pop and one to five
fruit flavoured or mint Mentos.
Put Mentos in the bottle.
Stand back.



OUTCOMES:

Motor skills
Problem solving
Knowledge and understanding
of the world





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CONTACT US:

Email:

info@archimedes-training.co.uk

www.archimedes-training.co.uk

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