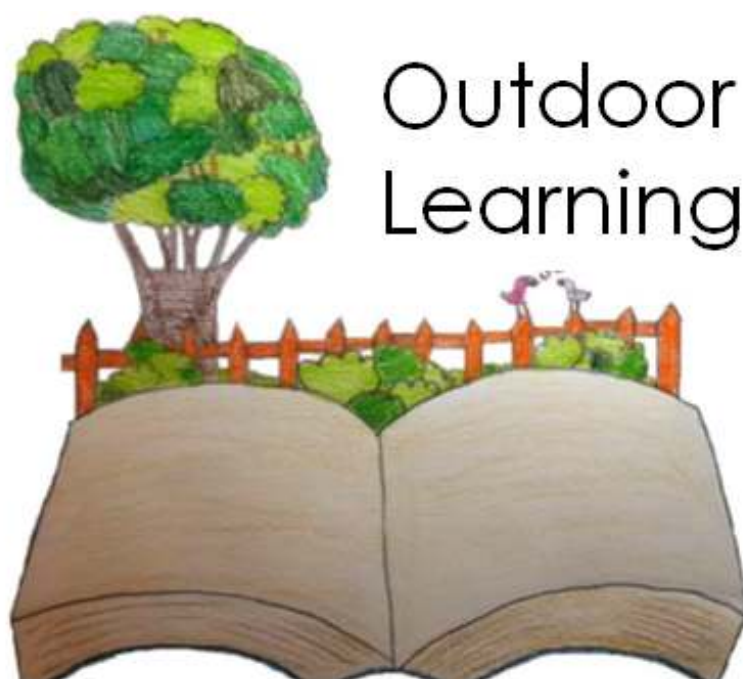




Erasmus+

Key Action 2: School Exchange Partnership

Activity Booklet



Outdoor
Learning

Happy Children
make Happy Learners!

2018-2021



Introduction:

Our Erasmus KA2 project.

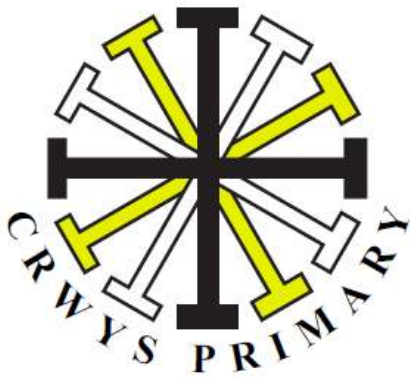
'Outdoor Learning: Happy children make happy learners'

As part of the project, we engaged in a variety of outdoor activities, made regular use of our local environments and fully embraced our love of nature! Over the 3 years, we collaborated on the following outdoor learning topics;

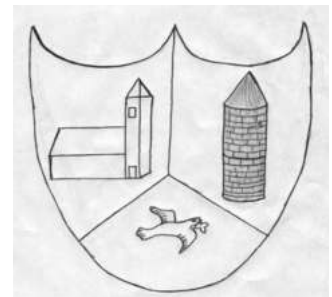
- Observing changes in nature
- Games in nature
- Environmental Protection
- Collecting natural resources
- Entrepreneurship

In this booklet, you will find activities we participated in based on each of the outdoor learning topics. We wanted to share our love of the outdoors and inspire other schools and professionals to teach outdoors too.

We hope you enjoy the activities!



Porvoon kaupunki
Jokilaakson koulu



English NS



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Observing Changes in Nature

CHANGING TREES

WALES (CRWYS)



Resources:

- Selection of colourful leaves at Autumn time
- Large space on the ground



Learning Objectives:

- To observe the changes that occur in nature.
- To use colour effectively to create two images, representing two different seasons.



Method:

- Activate prior knowledge and discuss what changes in nature they have observed (such as the colours they can see around them).
- Gather a variety of natural materials; twigs and different colour Autumn leaves, and sort the materials by colour ready to create the images.
- Make 2 equal size frames to start. Arrange the twigs to form a trunk. Then, using the different colours create two trees; One with green leaves to represent Summer, and one using browns/oranges/yellow to represent Autumn.



Curriculum Links:

- Knowledge and understanding of the world / Science – observing changes in nature.
- Art – use of colour to represent two seasons.
- Skills used: Communication/team work



Evaluation of activity:

- As a group, children discussed the changes that occurred in nature with a focus on colour.
- Worked well as part of a team to gather, sort and arrange natural resources.
- Another class visited the artwork created and discussions took place about what each image could represent.

Collecting materials



Creating images



Autumn Tree



Summer Tree



LEAF SUNCATCHER

WALES (CRWYS)



Resources:

- Different coloured Autumn leaves
- Paper plate
- Sticky back plastic
- Scissors
- Hole punch
- String or wool.



Learning Objectives:

- Collecting and observing different types of leaves and flowers.



Method:

- Collect a range of Autumn leaves and flowers.
- Pre-prepare paper plates with the middle section cut out and sticky back plastic circles which fit across the paper plates. Help the children stick their plastic over the circles.
- The children need to stick their flowers and leaves across the sticky back plastic to make a pretty picture.
- Punch a hole at top and thread some string through hole and hang in classroom or they can take home.



Curriculum Links:

- Seasonal activity.
- Creative development.
- Knowledge and understanding of the world.
- Communication in their group, discussion with adult as to what the names of the leaves/flowers are.



Evaluation of activity:

- The activity went well, the children enjoyed finding the different leaves and flowers and arranging them on the plastic. Surprised how many names of leaves/flowers they knew.
- A quick, simple activity.
- Talked about Autumn and what happens to the colour of the leaves/trees.

PHENOLOGY WHEEL

WALES (CRWYS)



Resources:

- Phenology wheel template
- Clipboard
- Pencils
- Magnifying glasses
- Identification charts



Learning Objectives:

- To observe an aspect of nature over a period of time.
- To develop knowledge and understanding of the changes that occurs in nature.
- To develop the concept of time.



Method:

- Using the template, write the months of the year at the top of each segment. Now write the seasons to match the corresponding months.
- Decide which aspect of nature you are going to study; a particular location, a plant or an animal.
- Paired or group discussions of 'What can we discover in nature today?' Allow children time to explore (use of magnifying glasses and identification charts).
- Record findings through an observational drawing. Remember to label each discovery.



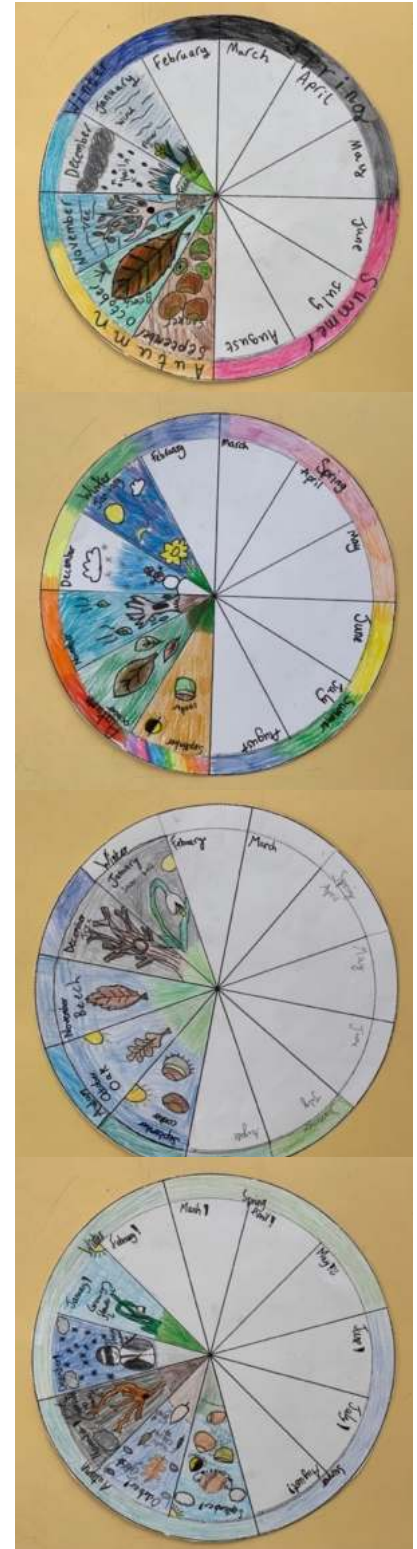
Curriculum Links:

- Science – Knowledge and Understanding of environment.
- Environmental changes, identify elements of nature, Communicate and record findings, Observe and ask questions.
- Mathematics – Concept of time.
- Art – Observational drawings.

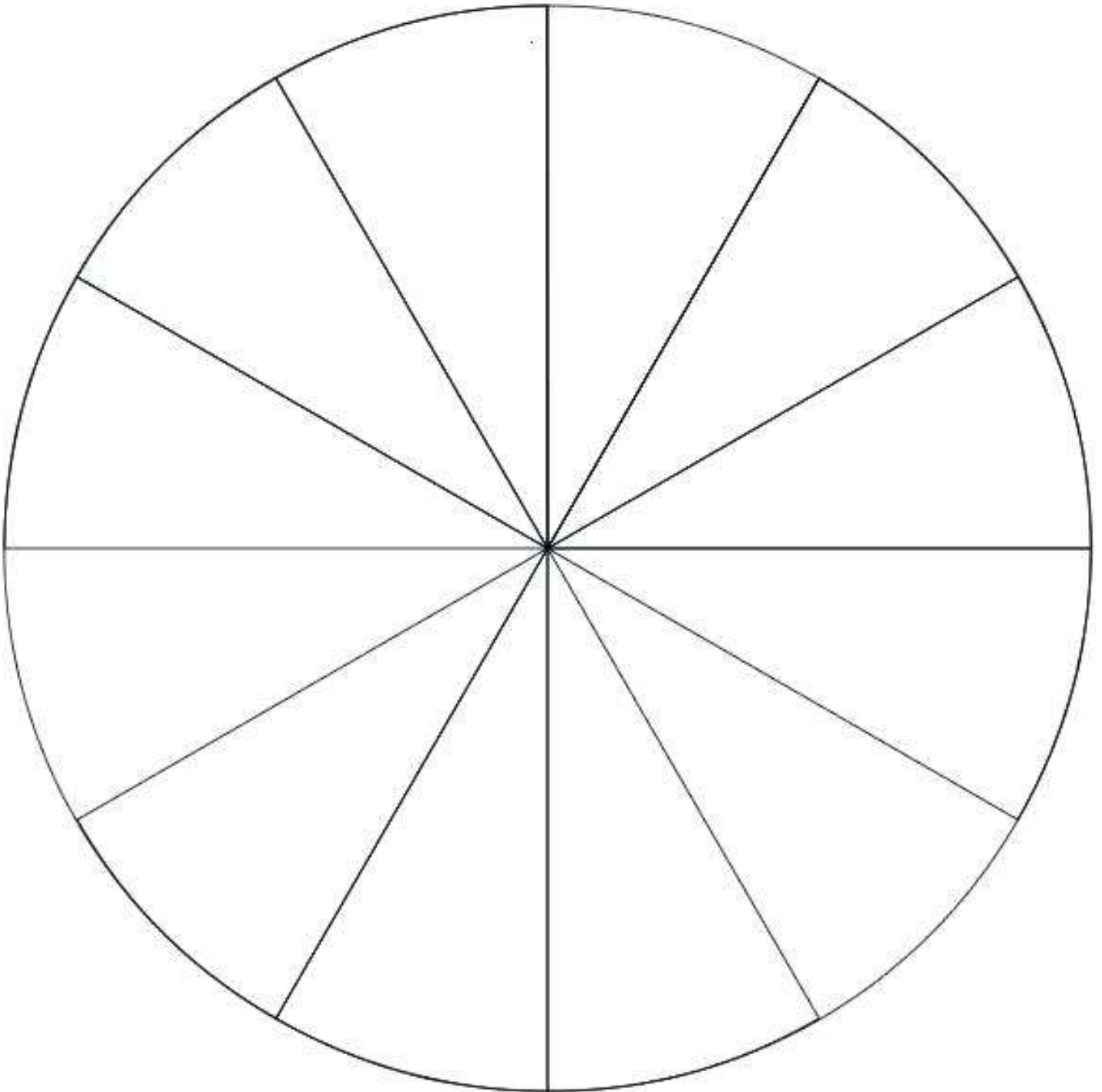


Evaluation of activity:

The children enjoyed this activity all year and were keen to update each month. Prior to this session, children had time to explore and investigate the woodlands area with the use of identification charts. This allowed the children to develop knowledge of types of leaves/trees and supported them in identifying changes to record on the phenology wheel. You could also use photographs to record each aspect of nature and could be added to a collaborative class wheel.



Phenology wheel template:



COLOUR PALETTE

WALES (CRWYS)



Resources:

- A4 card folded in half
- Double-sided sticky tape



Learning Objectives:

- To develop knowledge and understanding of the changes that occurs in nature.
- To explore colour in nature.



Method:

- This activity is to be completed twice; once in Autumn and then again in Spring.
- Fold an A4 piece of card in half. On the inside of the card place 3 or 4 strips of double-sided tape on the left-hand side, and label 'Autumn'.
- Demonstrate to the children how to select small samples of colours to add to their chart. Overlap the colours to ensure the card doesn't stick together at the end.
- Children to explore colour in the environment and select different colours to add to their chart. For best results, group colours together (e.g – greens, browns, oranges/red, and yellow on different strips).
- Repeat activity during Spring to compare colours found in different seasons.



Curriculum Links:

- Science – Knowledge and Understanding of environment. Investigating, exploring and asking questions about colour change.
- Environmental change - Record findings, Observe and ask questions.
- Art – Investigating the colours in the natural environment.



Evaluation of activity:

- Children explored the woodlands and collected natural resources to use for their colour chart. They grouped their materials into different shades of colours.
- The children were very keen to locate colours found by their peers that they themselves had yet to find. This worked well as children were naturally discussing which leaves they had found the colour on (e.g – 'look for a maple leaf and you'll find shades of yellow'). and showed good knowledge and understanding of the woodland area



MUSHROOMS

FINLAND



Resources:

- Magnifying glass, loupe
- iPad, mobile phones
- Mushroom books and handouts
- Pastels
- Laptops with Office 365



Learning Objectives:

- Knowing and understanding own surroundings, beauty and colors of the autumn forest.
- Identification and classification of organisms and the most common edible and poisonous mushrooms
- Structure of a mushroom
- Small scale research (2nd class)
- ICT: Excel-diagram, PowerPoint-presentation (2nd class)



Method:

- Variety of activities: Camping, exploring, imagery (organisms-mushrooms-autumn forest), create artwork (pastel), handicrafts (plaited mushroom basket) research and reporting (2nd class).



Curriculum Links:

- In environmental studies, it is central to learn to understand and get acquainted with our own surroundings. Observation, exploration and operating in the nature is practiced near the school in different natural habitats, where the most common organisms and their habitats are identified. Pupils are encouraged to do small-scale research and experiments and utilize information and communication technology in learning.
- Exploratory and goal-directed learning of arts is supported by pedagogic solutions of teaching visual arts. In teaching situations, an atmosphere that encourages to active experimenting and rehearsing is created and the pupils are encouraged to observe their surroundings with all senses. The pupils are inspired to make art based on the observing of their surroundings.
- In handicrafts the pupils use different tools, which are used for e.g., cutting, attaching and molding materials.



Evaluation of activity:

- Environmental studies period exam including self-evaluation. 2nd class conducted a small-scale questionnaire of the period.

BLIND CAMERA

IRELAND



Resources:

- Blindfolds (old scarves work well)



Learning Objectives:

- The children will investigate the site with their senses.
- To encourage interaction with nature through the senses.
- To develop an appreciation of beauty in nature.



Method:

- Explain to the children that in pairs, one blindfolded, the other as a careful guide.
- The guide leads their blindfolded partner to a 'somewhere beautiful' and asks them to remove the blindfold and take in the scene, taking a picture with an imaginary camera
- The children are encouraged to swap roles as they decide on beautiful aspects of the environment to show their partners and afterwards explain their 'camera' picture to a peer or adult.
- Depending on the age level and what you deem appropriate, pupils may or may not use verbal instructions for their partners.



Curriculum Links:

- Science/Geography: Environmental Awareness and Care.
- Identify positive aspects of natural and built environments through observation, discussion and recording.
- Skills used: communication / team work / observation.



Evaluation of activity:

- The children really enjoyed this simple activity as asked to play again and again.
- It would be nice to complete these scavenger hunts at different times during the year so the children can observe the differences in the environment.



SCAVENGER HUNT

IRELAND



Resources:

- One scavenger hunt sheet
- Containers to gather materials in



Learning Objectives:

- The children will investigate the site with a scavenger hunt.
- To observe an aspect of nature over a period of time.
- To develop knowledge and understanding of the changes that occurs in nature through the seasons
- To encourage interaction with nature through the senses
- To begin to encourage them to look after the environment by developing an understanding of what 'does not belong'



Scavenger hunt

Find:

1. A leaf
2. Something hard
3. Something that makes a noise
4. Something beautiful
5. Something that doesn't belong here
6. Something dark
7. Something straight
8. Something soft
9. Something green
10. Something cold

Challenge: Something not on the list!



Method:

- Explain to the children that in pairs they are to work their way through the list on the scavenger hunt to find all the items within the boundary.
- Leave the list in a central location. This encourages the children to work on their memory and communication skills as they gather the items.
- The choice of language in the scavenger hunt encourages the children to engage with nature by using their senses e.g., find something noisy, something cold.



Curriculum Links:

- Science/Geography: Caring for the local environment
- Science – Living things
- Language and Vocabulary Development
- Skills used: communication / team work



Evaluation of activity:

- The children loved it and it encouraged them to look at nature in a new way.
- Complete these scavenger hunts at different times during the year so the children can observe the differences in the plants available.
- Afterwards we used the materials to create tree spirits (Clay faces).

CLIMATE CHANGE IN AUTUMN

ITALY



Resources:

- Thermometer
- Pencils
- A calendar
- Charts
- An interactive whiteboard
- Computer
- Notebooks



Learning Objectives:

- To observe the climate change in Sicily in Autumn.
- To collect data: daily temperature (high and low).
- To collect data: daily weather changes.
- To collect data: duration of daylight hours.
- To calculate the Mathematical averages.
- To create a chart/graph to record data.



Method:

- Key questions: What is the weather like today? What is the temperature today? What is the duration of light today?
- Twice a day, in November, pupils collected data about the temperature by checking a thermometer hanging on the outside wall of school. They register the measurements on a calendar in order to calculate the average temperature of the month.
- For the entire month of November, pupils check the daily weather and fill in a chart in order to observe the climate trend in November.
- Through personal observation, at school and at home, they observe the changes in the duration of daylight hours (group discussion).



Curriculum Links:



- Skills used: Mathematical, Communication, Observational.
- Curriculum links:
 - CITIZENSHIP EDUCATION.
 - MATHEMATICS: MAKING GRAPHS, CALCULATING THE MATHEMATICAL AVERAGE, MEASUREMENTS.
 - SCIENCE: OBSERVING THE CLIMATE CHANGE, AND THE DURATION OF LIGHT.
 - TECHNOLOGY: STUDY OF THE THERMOMETER AND OF ITS PARTS.
 - ITALIAN: COMMUNICATING THE EXPERIENCES AND DISCUSSING IN PAIRS AND IN GROUP.
 - ENGLISH: TRANSLATING WORDS.



Evaluation of activity:

- Pupils have made charts and graphs in order to display their findings from the month.
- Children took it in turns (working in pairs), to collect data each day.

DAYLIGHT HOURS RECORDING

MONTH	DAY	THE SUN RISES A AT ... 	THE SUN SETS AT ... 
November	1st		
November	2nd		
November	3rd		
November	4th		
November	5th		
November	6th		
November	7th		
November	8th		
November	9th		
November	10th		
November	11th		
November	12th		
November	13th		
November	14th		
November	15th		
November	16th		
November	17th		
November	18th		
November	19th		
November	20th		
November	21st		
November	22nd		
November	23rd		
November	24th		
November	25th		
November	26th		
November	27th		
November	28th		
November	29th		
November	30th		

AUTUMN ON THE MEDITERRANEAN COAST

ITALY



Resources:

- Booklets
- Interactive whiteboard
- Maps
- Magnifying glasses
- Identification charts
- Cameras
- Pencils
- Pens
- Cardboard



Learning Objectives:

- To observe several aspects of nature on the Mediterranean coast.
- To develop knowledge and understanding of the changes that occur in nature.
- To develop knowledge of the flora and fauna of the Sicilian coastal areas.
- To acquire awareness of the sounds and smells on the coast.
- To develop knowledge of the meaning of 'Protected areas'.



Method:

- Vision of documentary films about different areas of Sicily (Coasts, mountains, plains), in order to make comparisons.
- Exploration of the environment (Terrasini Coast). Use of identification charts and magnifying glasses to identify elements of nature.
- Group work: Discussion about the results of the nature observation. 'What do we have learnt?'
- Preparation of a booklet and of cardboards with photos and drawings.



Curriculum Links:

- Citizenship education.
- Science: study of the coastal environment.
- Geography: Awareness of territory in which pupils live. Identification of elements of nature.
- Art: observational drawings.



Evaluation of activity:

- The activity has been successfully carried out. The activity booklet will be completed in spring, when the pupils go again to the reserve in order to observe the changes in nature during that season.
- Italian is the language of the activity. During several CLIL sessions, pupils will learn the specific lexic in English.

LEAF CHANGES WITH GRUFFALO

SWEDEN



Resources:

- Story 'Where is Gruffalo?'
- Leaves
- White blanket



Learning Objectives:

- Give the children a joyful learning in the woodlands.
- To talk about different colours on the leaves.
- To identify changes on the trees.
- Term prepositions on Gruffalo.



Method:

- Read the story about Gruffalo. Hang up the houses in different colours on a rope with clippers. The Gruffalo hides behind one of the houses. "Gruffalo, Gruffalo, where are you? Are you behind the house?"
- Gruffalo puts down the houses on a white blanket and ask the children to find leaves in the colours the same as the houses are.
- When the child brings a leaf, ask about the colour and if they know from which tree it fallen down from.
- The teachers and the children observe the leaves and talk about how the leaf feels - soft or hard and if it is big or small.



Curriculum Links:

The preschool should strive to ensure that each child:

- develops their identity and feel secure in themselves.
- develops their curiosity and enjoyment, as well as their ability to play and learn.
- develops their motor skills, ability to co-ordinate, awareness of their own body, as well as an understanding of the importance of maintaining their own health and well-being.
- develops an interest in pictures, texts and different media, as well as the ability to make use of, interpret and talk about them.
- develops their interest and understanding of the different cycles in nature, and how people, nature and society influence each other.



Evaluation of activity:

- The children enjoy the story and loves to guess where Gruffalo is hiding. To run in the woodlands to find leaves is happiness for them.

THE LIFE OF THE SWEDISH BROWN BEAR

SWEDEN



Resources:

- Woodlands
- iPad with QR-reader and Wi-Fi connection or a QR-code-app that doesn't need Wi-Fi connection.



Learning Objectives:

- With help from our brown bear, we learn the way the weather changes the wildlife in the woodlands.
- To explore what happens to the life of the animals, the trees and the bushes.
- We talk about the life of the brown bear, the hibernation den, what they do before they go in to hibernation and why they sleep the whole winter.



Method:

- In a joyful way learn about the changes in nature for the students using the life of the brown bear. It gives them an idea on how the changes in the woods also change the life of the bear.
- Using QR-codes and iPads with short information about the bear. Pictures, footage and sounds from the brown bear.
- The main objects that we will focus on about the bear is:
 - The looks – different sizes, footprints, colors, fur etc.
 - The hibernation den – Why do the bear go in hibernation? What does it before it sleeps? How long does it sleep?
 - The makings of hibernation den – in smaller groups, by 2-3 students, build a hibernation den with natural objects in the woodlands.



Curriculum Links:

From the Swedish curriculum we can link: The preschool should strive to ensure that each child:

- Develop their curiosity and enjoyment, as well as their ability to play and learn.
- Acquire and be able to differentiate shades of meaning in concepts, see interconnections and discover new ways of understanding the surrounding world.
- The activity handles subjects as:
 - Math – concept of time, sizes of the bear/footprints, building and constructions.
 - Language – new terms and concepts.
 - Natural science – The changes in nature, the wildlife,
 - Skills used: Communication, teamwork, digitizing with the iPad and the QR-codes.





Evaluation of activity:

- We first got to know the children's interest about the bear, when we were playing the game "The bear is sleeping". And from that game we created this activity for the children.
- We wanted to make the activity more interesting and the children to be more curious about the bear so instead of using fact books we created our own QR codes that we used like a digital fact book about the bear.
- The children were very interested in why the bear is sleeping all of the winter so in that aspect we started to talk about the hibernation den and it did not take long before the children started to build their own dens and also playing bears in the woodlands.

The activity will probably make a pause over the winter, because the bear is sleeping, but in the spring the plan is to explore what the bears are doing after they been in the hibernation dens.

POETRY

WALES (GOWERTON)



Resources:

- Various autumnal leaves
- Pen
- Paper

Poetry examples



Learning Objectives:

- Write for a variety of purposes.
- Creatively – poetry.



Method:

- Go outdoors with the children to use their senses and explore their environment.
- Play Touch game – touch something red, crunchy, wet, slimy etc.
- Collect Autumnal leaves.
- What do they sound like, look like, feel like, smell like?
- Stimulate adjectives.
- Use adjectives to write various forms of poetry.



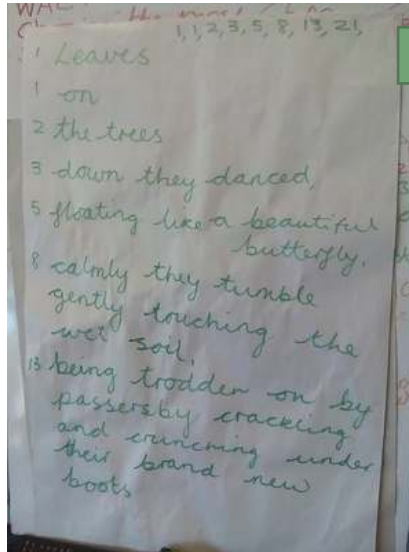
Curriculum Links:

- Creative writing, poetry, adjectives etc.
- Scientific vocabulary
- Skills used: communication



Evaluation of activity:

- Year 6 pupils particularly enjoyed writing Fibonacci sequence poetry – they loved the challenge, especially when they got to the higher numbers in the sequence.
- Group or oral poetry recorded for Foundation Phase, to model form of poetry.



FIBONACCI SEQUENCE

WALES (GOWERTON)



Resources:

- Leaves of various colours
- Fibonacci sequence info
- Holly leaves
- Thread



Learning Objectives:

- To use the Fibonacci sequence creatively, exploring changes in autumnal leaves.



Method:

- Explore Fibonacci sequence in nature
- Collect autumnal leaves of different types, sizes and colours
- Use tip of holly leaf as a needle and thread leaves in Fibonacci sequence focusing on a category (size, shape, colour).



Curriculum Links:

- Mathematical concept, famous mathematicians over time, links to art and science.
- Mathematics, Art, Science, History.
- Skills used: numeracy, thinking, fine motor skills.



Evaluation of activity:

- Ensure children collect leaves and discuss aspects of science, sorting etc.
- Explore Fibonacci sequence and how it occurs in nature – pine cones, hurricanes.
- Allow children to explore texture and evaluate leaves and their uses



CHLOROPHYLL ACTIVITY

WALES (GOWERTON)



Resources:

- Leaves
- scissors
- Alcohol (supervised)
- Pots
- Tweezers
- Paper
- Coffee filter strips



Learning Objectives:

- Why do leaves change colour?
Investigating natural processes and change



Method:

- Cut the leaves into pieces and place into pot/jar.
- Under supervision pour alcohol over leaf pieces and mash.
- Place pots in tray and pour hot water into tray and leave overnight.
- Next day dip strip of coffee filter into jar (it will soak up chlorophyll). Observe colour of leaf.



Curriculum Links:

- Processes & changes
- Science
- Skills used: Communication, thinking



Evaluation of activity:

- All pupils loved being scientists for the day and planning, predicting and observing results!



Games in Nature

ROCK, PAPER, SCISSORS, MATHS

WALES (CRWYS)



Resources:

- Each child needs a times table target.
- Bases (depending on how long you want to make the game).



Learning Objectives:

- To develop quick recall of multiplication tables.



Method:

- Each child is given a times table target (for example, 5 times table)
- To begin the game, all children stand at base/tree 1 and stand facing a partner.
- On the count of 3, each pair play Rock, Paper, Scissors, Shoot and the call out/show on their fingers their target table, e.g., 1 child shows 3 and the other child shows 4.
- First child to multiply the numbers together and shouts the answer wins and moves onto base 2, where they find a new partner and repeat.
- The child who does not win finds another partner at base 1 and repeats.
- Children continue around the bases repeating the game at each base.
- First child to complete the course wins (alternatively, challenge can be timed and children continue until the timer is up).



Curriculum Links:

- Mathematics
- Health and Wellbeing
- Skills used: communication / team work / language



Evaluation of activity:

- We played this game using 5 trees as bases. I timed the game so there were no winners/losers. The children kept going around the circuit until the timer was up. It has proved to be one of their favourite games to play!
- Hint: My children became wise to the targets of the other children so tried to find children they had already played (as they knew what their times table was going to be). I was happy with this to a point as the aim of the game was to reinforce their times tables knowledge but something to keep an eye out for!
- This game can be adapted to addition tasks (for example, number bonds).

MAKE GROUPS OF...

WALES (CRWYS)



Resources:

- Large open space
- Ipad to film activity (optional)



Learning Objectives:

- Transfer mathematical skills to play.
- To reinforce counting sets of objects in different numbers primarily 2, 5 and 10 for my particular lesson.
- To use listening skills to complete the task successfully and work together to solve the problem.
- Giving the commands in Welsh which is not the first language of the children helps develop an understanding of a second language.



Method:

- Making group activity – The children are encouraged to run around in a designated space. Then I call out “ Gwnech grwp o bedwar “ (Make a group of 4.)
- The children have to understand the instruction and then work together with their friends to get into the appropriate sized group.
- Next, call out a Maths question e.g. what is half of 6, what is 2 lots of 4, how many sides has a triangle got, and the children have to work out the answer, discuss with their friends and then get into the correct sized group.
- The children will become very competitive and really love the game whilst practicing important numeracy skills.



Curriculum Links:

- Mathematics/Numeracy – Transfer mathematical skills to play, Select and use relevant facts and mental strategies, Count sets of objects by grouping, Find halves and quarters in practical situations.
- Language - Listen to and follow instructions, Understand simple instructions in second language, Ask and answer simple questions correctly.
- Personal and Social Development - Take risks and become confident explorers, Become independent thinkers and learners, Develop a growing interest in the world around them, Understand and recognise the changes that happen to their bodies as they exercise.
- Physical Development - Be able to move safely with increasing control and coordination, Understand rules and elements of games and be able to play simple cooperative and competitive games.



Evaluation of activity:

Both the warm up and main activities were very successful. The children were learning so many important life skills whilst having an enormous amount of fun. They worked together in different friendship groups and were able to complete the tasks without any conflicts.

PICTURE THE POINTS

WALES (CRWYS)



Resources:

- List of natural objects
- Natural objects
- Paper
- Pencils



Learning Objectives:

- To use repeated addition.
- To use mental and/or written strategies to recall multiplication tables.
- To add numbers together using appropriate written or mental methods.



Method:

- Put your children into groups.
- Give each group a list of items that they are able to use e.g., today you can use, sticks, ivy leaves and wood chip/natural.
- Ask them to make a picture using natural materials.
- Once they have made their picture, let the children know how much each item was worth, e.g., stick= 10 points, leaf = 5 points, wood chip = 2 points. Add up their picture.
- The group with the most points wins.



Curriculum Links:

- Mathematics
- Health and Wellbeing
- Skills used: communication, team work



Evaluation of activity:

- The children worked well to create a variety of art work, ranging from flowers, to Minecraft characters. I provided the children with a time limit for their art work which ensured that each group remained focused. I didn't give the children the Mathematics objective before the task as I wanted them to be as creative as possible with focusing on 'winning' the most points. This, however, is open to your interpretation and can easily be adapted. The children used a variety of methods to work out their totals.
- Hint: some children put piles and piles of wood chip onto their pictures. I knew that they would need to total these up at the end so guidance was needed for this group to ensure they were able to complete the given task effectively.

CHANGE OF GAME

FINLAND



Resources:

- An old and familiar game, that can be modified.
- A group of children.
- Things/equipment that the children ask for.
- Enough time and an outdoor space (school yard of a park etc).



Learning Objectives:

- To get children to play with each other outdoors
- To increase children's creativity and interest towards playing outdoors.
- To get children to move and develop skills without pointing them out too much.



Method:

- Children can use a game they want (something they all know).
- After playing it for a while, they can discuss how could it be better or what new things could make it more fun to play.
- They decide together what they want to change or add.
- Then they will play the game with new rules and test how it works.
- If the game is better now, it can be taught to other groups of children.



Curriculum Links:

- It increases creativity, healthy lifestyle (exercise) and social skills.
- Physical education.
- Skills used: Communication / team work



Evaluation of activity:

- It was successful. A little guiding was needed to get the activity started. The altered game was good!





First the ball is in the can.



In the beginning, there is one catcher who is chosen by the teacher.



The game starts from the beginning kick made by one willing child.



When the ball rises to the air everyone except the catcher runs and hides (in a certain area like school yard) as soon as possible.



After he/she gets the ball back into the can (a circle on the ground), the catcher begins to search the others.



When the catcher sees someone, he /she must catch them by touching. (in the original version it was enough to call their names to get them "into the can"). When caught the children come to the can to get team vests. Now they are catchers too. The main catcher still shouts the name of the caught child so that the others know that there is a new catcher in the game know.



Caught children can be saved, if someone who hasn't been found, runs to the can and kicks the ball shouting "all the cans home". When this happens, all but the original catcher run and hide again. The catcher can go and get the ball only after all the other catchers have left their team vests on the ground.

The game ends when the third saving kick has been done. Then everyone comes to the can and the teacher decides who will be the next main catcher or declares the game to be over.

SEPPO.IO - APPLICATION

FINLAND



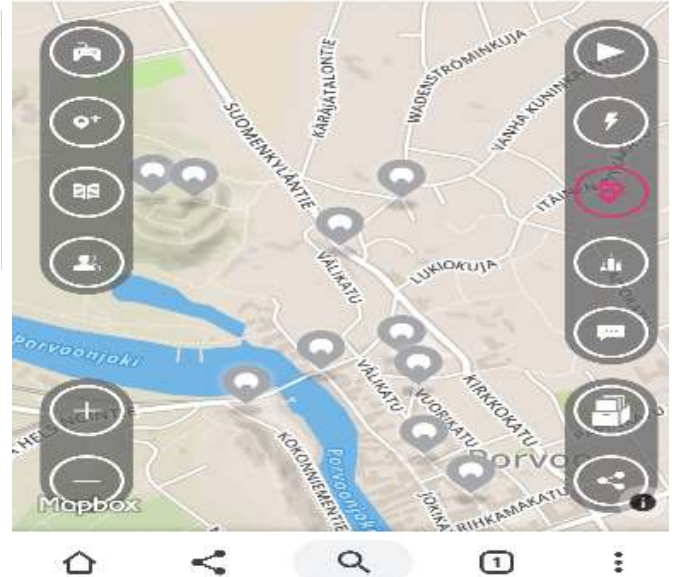
Resources:

- Mobile phones with seppo.io – application.



Learning Objectives:

- To learn to use a map application and learn to find information from different sources.



Method:

- Start the seppo.io- application.
- Find the map.
- Create the route and make questions.
- For example: Multiplication in Mathematics but you can use the application in every subject.
- When your pupils start the game, they will appear in teacher's seppo.io. Teacher is the main controller and can follow pupils in live version.
- Seppo.io can be played individually or in small groups.



Curriculum Links:

- Learn to use different kind of media
- You can use seppo.io in different subjects
- Skills used: team work, how to read map



Evaluation of activity:

- The application was easy to use and pupils got the feedback immediately. Teacher could see all the time where pupils were walking.
- The application includes chat property that pupils can use if they have any problems. Teacher can give some advice with that property.
- You can teach the subject before using the application and also after the activity. Seppo.io is a part of learning.

BETTLE TAG

IRELAND



Resources:

- No resources needed
- Some silliness



Learning Objectives:

- To develop quick recall of multiplication tables.



Method:

- Explain to the children that everyone is 'it'.
- Establish a clear boundary for the game.
- Everybody has to tag the other players limbs (arms and legs).
- If your limb is tagged, you lose it. If your arm is tagged you must put it behind your back, if your leg is tagged you must hop on the other one.
- If you lose all your limbs, you become a beetle and lie on your back, wiggling your four limbs.
- Other players can free beetles by gently touching their forehead. They can then rejoin the game with all their limbs restored.
- You can only tag one limb at a time.



Adapted from Learning with Nature – Robb et al (2015)



Curriculum Links:

- Science – Plants and Animals - learning about beetles
- Physical Activity – gets the heart rate up and children practice running, hopping, changing direction etc.



Evaluation of activity:

- Such a fun activity. The children really enjoy with the adult plays and ends up with limbs flying in the air. Thankfully, they often rescue you as well!

SLEEPING FAWN

IRELAND



Resources:

- No resources needed



Learning Objectives:

- Knowledge of local animal (deer) is introduced.
- Provides an opportunity for silliness.



Method:

- Explain to the children that fawns (young deer) do not have a strong scent, and when their mothers leave them to go and feed, their survival depends on staying still
- The children are invited to find a place to hide and sleep close by
- A group of children are encouraged to be the predators (foxes, wolves, large cats) and will try to make the sleeping fawn laugh or move (They are not allowed to touch them). The predatory may even sniff them.
- If the sleeping fawn laughs or moves, they become predators.



Adapted from Learning with Nature – Robb et al (2015)



Curriculum Links:

- Science – Plants and Animals



Evaluation of activity:

- The children really enjoy this simple activity as asked to play again and again.
- If a child really needs stillness you can manipulate the game to allow them to be a sleeping fawn for longer.
- Played regularly in our long grass in summertime!

GAMES IN NATURE

ITALY



Resources:

- Interactive whiteboard
- Computer
- Maps
- Cameras
- Pens
- Compass
- Horseshoes
- String
- Darts
- Arcs
- Sacks
- Notebooks



Learning Objectives:

- To develop and stimulate children's cognitive skills:
 - Improvement of logical potentialities
 - Memory stimulation
 - New competences acquirement
- To develop and stimulate children's motor skills
 - Motor skills leaning
 - Balance improvement
 - The muscular system strengthening
- To develop and stimulate children's social skills
 - Respect of the rules
 - Respect of the environment
 - Sharing experiences
 - Comparing abilities
 - Overcoming fears and uncertainties
 - Aggressivity control



Method:

- Group work: Discussion about the rules of the games and about the territorial context.
 'What are we going to do? What are the aims of each game?, What do we know about the territory?, What are our roles?'
- Exploration of the territory and reference points.
- Playing the games.
- Group work: Discussion about the results of the activities 'What have we learnt?'
- Preparation of PowerPoint of how to play games.



Curriculum Links:

- Citizenship education.
- Mathematics: Distance measurements.
- Science: study of the environment.
- Geography: awareness of the territory in which pupils live. The use of the compass and map readings.
- Art: photography.



Evaluation of activity:

- The activity has been successfully carried out.
- Italian is the language of the activity. During several CLIL sessions, pupils will learn the specific lexic in English.

SILENT WALK

SWEDEN



Resources:

- Group of children
- Forest
- Two or three teachers



Learning Objectives:

- Using your senses (feel, smell, see, listen)
- Enjoy the peacefulness in the forest
- Forest path



Method:

- The group takes a walk in the forest with one teachers at the back and one teacher first in the line.
- The teacher first in the line decide where to begin the play. He or She decide where the students should sit down, one by one the students are seated in the forest. The teachers should tell the students to "sit quiet and listen to their surroundings".
- When all the students are seated the teachers decide how long they will sit and listen. After a while the teacher in the back starts to "collect" all the students and bring them forward to a group chat. In the group chat we talk about what we've heard and such.



Curriculum Links:

The activity linked with the Swedish curriculum.

- develop their interest and understanding of the different cycles in nature, and how people, nature and society influence each other.
- develop their understanding of science and relationships in nature, as well as knowledge of plants, animals, and also simple chemical processes and physical phenomena.
- develop their use of spoken language, vocabulary and concepts, as well as the ability to play with words, relate something, express their thoughts, put questions, and put forward their arguments and communicate with others.



Evaluation of activity:

- This is a game that the children like. You can see that after a few times the children are more relaxed and enjoys the silent walks. When we play this game with the one- and two-year old's we put them closer together so they don't feel alone.

ROBBERY IS COMING

SWEDEN



Resources:

- Group of children
- Leader



Learning Objectives:

- Being a leader.
- Counting.
- Taking turns - waiting for their turn.
- Getting to know the forest.
- Listening to instructions.
- How easy it is to disappear in the forest.



Method:

- One child is in the lead, acting as the leader for the other children who will follow the leader's path. Everyone is quiet.
- The leader then decides to shout "Robbery is coming!" and all of the kids, except the leader, will hide in the forest. The leader starts to count to five as the other ones hide. When the leader is finished counting, he or she will start yelling the names of the kid he or she sees. The kids who have been found walks back to the leader.
- When the leader no longer can see any other kids he or she will yell "Come out!". The remaining kids reveal their hiding spots and then joins the leader.



Curriculum Links:

- The preschool should strive to ensure that each child
 - develop their identity and feel secure in themselves,
 - develop their curiosity and enjoyment, as well as their ability to play and learn,
 - develop self-autonomy and confidence in their own ability.



Evaluation of activity:

- We can see that the children feel more comfortable in the woods when we are playing this game. They explore new hiding places at the same time they learn to enjoy our nature. Less conflicts because the forest is big enough for all of us. We even see that they are sharing hiding places. For example, can a tree be a hiding place for many children.

NINJA SCAVENGER HUNT

WALES (GOWERTON)



Resources:

- Outdoor area.
- Group of children.



Learning Objectives:

- To move in different ways.
- To develop gross motor skills.
- To use their senses.



Method:

- We had to find a variety of natural objects in our playground and decided upon a movement to go with the object. For example, find a log to balance on, find a puddle to jump over, for grass to roll on (it was raining, so instead we said find grass to wash your hands with), find a table to sit on.
- We decided to call our game "Ninja scavenger hunt" (one of the pupils said we looked like Ninja's running across the yard).



Curriculum Links:

- Links to senses, physical education and literacy.
- Communication, gross motor skills.



Evaluation of activity:

- Year 1 Dragonflies took part in an outdoor scavenger hunt. We thought it would be fun to find things in nature we could interact with.
- It was a great opportunity to not only get the pupils outside, but also to develop their gross motor skills.

OWLS & CROWS

WALES (GOWERTON)



Resources:

- Group of children
- Rope



Learning Objectives:

- To consolidate key concepts or knowledge.



Method:

- 2 equal groups face each other (Owls & Crows), separated by a line or rope.
- A statement is read out – if it is true the Crows chase the Owls, if it is false the Owls chase the Crows.
- If caught, change teams.



Curriculum Links:

- Topic facts/word problems etc.
- Any subject.
- Skills – communication, thinking, numeracy.



Evaluation of activity:

- A fun way to consolidate a topic!



DEVISE A GAME IN NATURE

WALES (GOWERTON)



Resources:

- Various natural materials.



Learning Objectives:

- Design a game in nature, construct rules and write instructions to teach another group.



Method:

- Play various outdoor games
- Discuss why you are playing them and what concept it is teaching pupils
- Ask groups to think of rules and what makes a game successful
- Allow groups to devise game, test it and write instructions for another group to follow
- Swap games and try it out!



Curriculum Links:

- Teach a key concept through game.
- Science, Mathematics, Literacy.
- Skills used: communication, thinking, problem solving.



Evaluation of activity:

- All groups devised a game independently, however, ensure that they have experience of playing games outside
- Explore history of traditional playground games

Environmental Protection

BEACH CLEAN

WALES (CRWYS)



Resources:

- Gloves
- Litter picks
- Bins/Buckets



Learning Objectives:

- To take part in a clean-up of our local beaches.
- To understand sustainability and environmental protection.
- To understand how plastic affects our oceans.



Method:

- Collection of rubbish / litter in local areas and beaches.
- Data collection – types of litter, volume of litter recorded. (Questionnaires/surveys)
- Use of plastic to be used back at school for environmental art.



Curriculum Links:

- English, Science and understanding of the world, Global awareness, Ethical informed citizens, Data collection in Mathematics.
- Skills used: communication through presentations and questionnaires, team work, collaboration, problem solving.



Evaluation of activity:

- Children enjoyed working in their local area with their local Gower MP to clean up the areas/beaches and develop an understanding of how much plastic enters our oceans.
- Children later worked with a local Welsh artist on environmental art using the plastic found on the beach.

REDUCE, REUSE, RECYCLE

WALES (CRWYS)



Resources:

- Questionnaires
- Recycling bins/stations
- Water refill

Learning Objectives:

- To understand how to reduce, reuse and recycle.
- To complete an audit of the school to identify needs.



Method:

- Questionnaires / surveys / audits to be completed to assess the needs of the school.
- Our school identified the need for a water refill station.
- Recording our results in working towards a plastic free school
- Assembly on reducing plastic – eco club



Curriculum Links:

- English, Science and understanding of the world, Global awareness, Ethical informed citizens, Data collection in Mathematics.
- Skills used: communication through presentations and questionnaires, team work, collaboration, problem solving.



Evaluation of activity:

- As a result of the audit/questionnaires and identification of needs of the school, the school worked towards and achieved the plastic free school award from Surfers Against Sewage.
- All children and staff now use reusable water bottle (instead of single use plastic), and water is available at the water station for the whole school.

OBSERVING NATURE AND LEARNING ABOUT NATURE CONSERVATION

FINLAND



Resources:

- Pictures taken from nature (picture of a plant, berry, tree etc).
- Information sheet about how long different things takes to decompose.
- Also, you will need pieces of paper with the names of the things (without the information about decomposing time).
- Enough time (about 60 minutes)
- An outdoor space (forest etc)



Learning Objectives:

- To get children interested of environmental protection.
- To increase children's knowledge of the different species on the nature and how to respect them.
- To increase children's knowledge of the decomposing times and nature conservation.



Method:

- Split the group into two groups. Another group starts with the activity number 1 and the other group starts with the activity number 2. Children will do the activities in pairs or in small groups. Activities lasts about 25 minutes and then swap groups (1 → 2 / 2 → 1).
- Activity number 1 - Find the species that are on the paper.
 - Find the species that are on the paper from the forest and place them on top of the picture of that species.
 - Remind children about respecting nature and that we only pick up things that are already fallen down to the ground (no tearing leaves from the trees etc).
- Activity number 2 - Learn about how long different things takes to decompose.
 - Try to place different things on order based on their decomposing time.
 - After placing them on order, check how you did from the answer sheet.
 - Discuss about the importance of recycling.
- In the end, discuss about the practice, importance of respecting nature and environmental protection.



Curriculum Links:

- Functional learning
- Science
- Communication, team work



Evaluation of activity:

- It was successful. Children were motivated and did a good job. Adult's guidance was needed during the activities.

Activity 1:



Walking to the woods.



Identification chart
(Photos of nature)



Identifying the species in nature.

Activity 2:



Thinking about the decomposing time.



Placing things on order based on their decomposing time.



Esimerkkejä hajoamisajoista:

Paperi	2 - 4 viikkoa
Sanomalehti	6 viikkoa
Pahvi	2 kk
Omena	2 kk
Mattotökö	3 kk
Villasukka	1 - 5 vuotta
Pumpuli	1 - 5 vuotta
Kartonki (muovipäällysteinen)	5 vuotta
Tumppi	1 - 12 vuotta
Nuuska	12 vuotta
Purukumi	20-25 vuotta
Muovikaasi	10 - 20 vuotta
Säilyketösky	50 vuotta
Nahka	50 vuotta
Muovipöytä	40 - 50 vuotta
Alumiini	80 - 200 vuotta
Käsitöppä	100 vuotta
Alumiini	80 - 200 vuotta
Vaikeasti/Terveystiete	450 vuotta
Kalastusajina	600 vuotta
Lasi	1 milj. vuotta
PET-muovi	ikuisen

Information sheet on how long different things take to decompose.

NATURE CONSERVATION AND CLIMATE CHANGE

FINLAND



Resources:

- A list of Every man's right and green and red paper
- Role cards (plants, animals, builders/owners, pupils and hikers)
- Rope and sticks



Learning Objectives:

- Every man's right
- Nature conservation, what to save and how.
- Team work and how to tell your opinions



Method:

- Every man's right: a teacher says what you can or cannot do in the nature. Pupils run to the green or red paper. Takes about 10 minutes.
- The most important place in your neighborhood: Think one place you want to save, why (is it beautiful, calm, good for animals etc.), what can you do there (hiking, playing, eating, climbing, building with nature materials etc.). If you want, you can seek the place and show your own place to your pair or just talk about it.
- The Quarrel of living space: A new mall will be built in the forest. Pupils get role cards (plants, animals, builders/owners, pupils and hikers). You must tell your opinion on the quarrel of living space like the role says (no space for plants, animals and hikers, more jobs, services). How can this situation be solved? You can invent slogans or do a play (max 5 minutes). (the source of idea: Mikkelin seudun ympäristöpalvelut. Eväitä elämään lähiluonnosta-hanke)
- The Miniature national parks: you have to seek a suitable place in the forest, limit it with the rope and build a miniature national park. You can put sticks in different places or services like hiking routes, nature trails, camping places, beautiful views etc. Show and tell!



Curriculum Links:

- Environment and nature studies, Visual arts, Team work



Evaluation of activity:

- It was great and pupils liked. The best exercise was Miniature national park in their opinion. You have to discuss about every man's right and national parks before this activity.
- nationalparks.fi



Every man's right: run to green or red / The most important place.



The quarrel of living space, the roleplay.



The miniature National Parks.

HELP OUR POLLINATORS

IRELAND



Resources:

- Pollinator friendly Plants or wildflower seeds
- Access to internet/encyclopedias.



Learning Objectives:

- Understanding that it is important to consider the pollinators in our planting, especially remember them when food sources are scarce e.g., when they come out of hibernation in early Spring.



Method:

- Research with your class the plants that are good for pollinators e.g., borage, lavender, hawthorn.
- Dedicate an area, however small, of the school to planting pollinator friendly plants.
- Dedicate an area where dandelions can be left to bloom as they provide food for the bees as they come out of hibernation.
- Plant a weeping willow tree – again it's catkins are an excellent source of pollen for bees early in the year.
- Map your school grounds, showing pollinator friendly areas.
- Pat yourself on the back for doing your part to help the pollinators.



Curriculum Links:

- Science – life cycle of bee, the importance of protecting pollinators for our sustainability
- Science and Geography – environmental protection and care
- Mathematics – mapping, using scales, etc.



Evaluation of activity:

- This activity is something that we took on over a whole term and the children are using it as the basis for other projects and competition entries. They loved learning about bees and the actions to help them are so practical and easy to implement.
- See. 'ALL-Ireland pollinator Plan' for further details.

GRATITUDE SCAVENGER LIST

IRELAND



Resources:

- Scavenger list.
- Baskets for collecting items.



Learning Objectives:

- Develop a sense of gratitude for the natural world to encourage environmental protection.



Method:

- Explain to the children that they are going to conduct an unusual scavenger hunt in pairs or small groups.
- Using a list, the children must locate:
 - Something that you are grateful for in nature
 - Something that makes you smile
 - Something that you would like to give to someone as a gift
 - Something that makes you happy
 - Something you enjoy looking at
 - Something you like to smell
- Something that is your favourite colour.



Curriculum Links:

- Science – Plants and Animals
- Science and Geography – Environmental awareness and care



Evaluation of activity:

- I love the slight variation of scavenger hunt. It really makes you stop and look and realise the beauty all around us.

CLEAN UP THE WORLD

ITALY



Resources:

- Interactive board
- Maps
- Identification charts
- Cameras
- Pens
- Cardboard
- Internet
- Newspapers
- Garbage bags
- Gloves
- <https://www.puliamoilmondo.it/>



Learning Objectives:

- To develop awareness about the ground, air and sea pollution.
- To develop awareness about climate change and global warming.
- To learn about the rubbish "life".
- To develop awareness on the methods to reduce garbage through recycling and reusing it.
- To learn about environmental national and worldwide associations.
- To develop the awareness of the importance to give personal contribution and of being active citizens.
- To learn to cooperate.
- To demonstrate appropriate behaviors as ambassadors of the school.



Method:

- After watching videos and reading newspapers about the environmental issues, pupils will engage in a classroom discussion about the theme, to prepare for the clean-up event.
- They will reflect on the role of the school in a clean-up event.
- Pupils will be grouped in clean up teams and assign them different areas of the town to focus their cleaning efforts (with the help of teachers and volunteers).
- After the cleaning, pupils will discuss and reflect upon their clean-up activities: Why was it needed? What effects did it have? Should it be continued?



Curriculum Links:

- CITIZENSHIP EDUCATION.
- SCIENCE AND TECHNOLOGY: STUDY OF THE DIFFERENT MATERIALS (PLASTIC, GLASS, METALS).
- GEOGRAPHY: AWARENESS OF THE TERRITORY IN WHICH PUPILS LIVE. READING MAPS.
- ITALIAN AND ENGLISH.



Evaluation of activity:

- The assessment will be teacher observation of the activity and group discussion.
- Italian is the language of the activity. During several CLIL sessions, pupils will learn the specific lexic in English.

ARBOR DAY

ITALY



Resources:

- Interactive board
- Maps
- Identification charts
- Cameras
- Cardboard
- Internet
- Newspapers
- Gloves
- Trees
- Paper
- Hoes
- Shovels



Learning Objectives:

- To develop awareness about the importance of trees for our planet and our lives.
- To develop awareness about climate change and global warming.
- To develop awareness and knowledge about how to protect trees and nature.
- To learn about environmental national and worldwide associations.
- To develop the awareness of the importance to give personal contribution and of being active citizens.
- To learn to cooperate.
- To demonstrate appropriate behaviors as ambassadors of the school.



Method:

- After watching videos and reading newspapers about the environmental issues, pupils will engage in a classroom discussion about the theme, to prepare for the celebration event. They will reflect on the role of the school in a celebration event.
- Pupils will be grouped in planting teams and assign them different areas of the town to focus their planting activity (with the help of teachers and volunteers).
- After planting several kinds of trees in different areas of the town, pupils will discuss and reflect upon their planting activity: Why was it needed? What effects did it have? Should it be continued?
- After that, they will gather at school and celebrate trees with songs and dances. They will also exhibit the posters and the drawings they have previously produced.



Curriculum Links:

- CITIZENSHIP EDUCATION.
- SCIENCE: STUDY OF THE ROLE TREES HAVE IN THE LIFE OF OUR PLANET AND OF THE IMPORTANCE TO PROTECT NATURE. STUDY OF THE CONSEQUENCES OF POLLUTION.
- GEOGRAPHY: AWARENESS OF THE TERRITORY IN WHICH PUPILS LIVE. READING MAPS.
- ITALIAN AND ENGLISH.



Evaluation of activity:

- The assessment will be teacher observation of the activity and group discussion.
- Italian is the language of the activity. During several CLIL sessions, pupils will learn the specific lexic in English

ENVIRONMENTAL HEROS

SWEDEN



Resources:

- Basket
- Environmental hero
- Environmental hero gloves

Learning Objectives:

- Taking care of the local environment.
- Basic Learning how to recycle.
- Talking about how trash destroy the environment and how the animals get hurt.



Method:

- Picking up trash during our walks to the forest.
- Talking about different materials.
- Sorting the trash in different boxes.



Curriculum Links:

- Science and Geography – Environmental protection and care.
- Global citizens.



Evaluation of activity:

- The children know that throwing trash in the nature hurt the plants and the animals. The love to pick it up and talks about how to receive the trash.

KEEP SWEDEN CLEAN

FINLAND



Resources:

- Gloves
- A walk outside the preschool
- Plastic bags



Learning Objectives:

- Everybody can make a difference for the planet. It doesn't need to be complicated. It's so important to give the kids hope for the future. And then recycle and make new items.



Method:

- Where comes all the junk and garbage from? What shall you do if you ate an ice cream or Candy and have plastic left?



Curriculum Links:

- In the Swedish curriculum it's written that we teachers should learn the children about planet caring and give them understanding for how the nature works. This activity gives you a LOT of opportunities to talk about the consequences if we keep throwing junk in nature.
- The children use team work to find and pick-up garbage and tell each other.



Evaluation of activity:

- The activity turned out really good. The children found so much and they had a LOT of energy to pick up all the litter.



We are working with a book in the whole preschool. It's a project to make children more interested in books, reading and get better at the Swedish language. In the book, it has landed a pink figure without name. But it comes from space and would like to know more about our planet. So, this pink figure is with us when we are cleaning the nature.

CREATE A WATER FILTER

WALES (GOWERTON)



Resources:

- Sand
- Earth
- Stones
- Sticks
- Bottles
- Scissors
- Paper towels
- String



Learning Objectives:

- Discuss water use in different countries & how water is cleaned.



Method:

- Choose resources to create a water filter, work as a team. Follow on activities – poetry & artwork (exploring emotions).



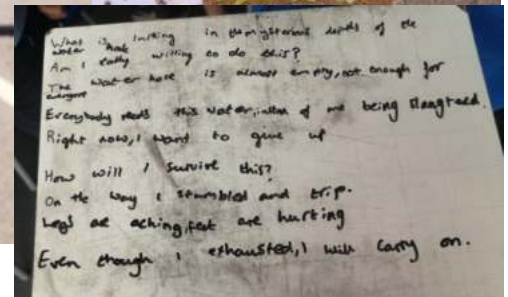
Curriculum Links:

- Science,
- Science; Language, literacy & communication; art; ESDGC.
- Skills used: communication, team work, collaboration, problem solving.



Evaluation of activity:

- All children focused on activity and collaborated between groups to find out what worked and what didn't
- Have a range of resources available for the children to choose from
- Links to global goals, art, literacy



RECYCLING AND ECO BRICKS

WALES (GOWERTON)



Resources:

- Crisp packets
- Weighing device
- Empty plastic bottles
- Unrecyclable thin plastic
- Scissors

<https://www.ecotricity.co.uk/news/news-archive/2019/what-is-an-ecobrick>



Learning Objectives:

- Materials & their uses/properties
- Sustainability – how to reuse unwanted plastics.
- Learn to make Eco Bricks



Method:

- Look at crisp packaging – properties of material & research technical vocabulary.
- Find nearest collection point for crisp packaging.
- Weigh collection.
- Use empty plastic bottles and pack them with thin plastic wrapping until reaches required weight.



Curriculum Links:

- Science, Mathematics
- Science; Mathematics; D & T; ESGDC
- Skills used: communication, team work, collaboration, problem solving



Evaluation of activity:

- Excellent hands-on practical activity based on real life experience / Have a range of thin plastics available / Links to global goals, D & T, ESGDC / build with eco bricks.

Collecting Natural Resources

NATURE'S PAINTBRUSHES

WALES (CRWYS)



Resources:

- Natural materials
- String/thread/twine
- Scissors
- Elastic bands



Learning Objectives:

- To create a paintbrush out of natural materials.
- To gather a selection of natural materials.



Method:

- Describe activity and purpose of the task. We are creating natural paintbrushes for the younger child in the school to use as part of an Art lesson.
- Children to start by identifying different natural resources (for example, different types of leaves). Use identification charts if needed).
- Gather natural materials.
- Hold the leaves at the top of the twig and bunch them together, slightly overlapping the twig. Use an elastic band to secure them together.
- Use twine/string/thread to wrap over the elastic band to hold it all firmly in place.



Curriculum Links:

- Identification of natural materials and discussions of materials linked with the time of year.
- Creativity of creating paintbrushes, using scissors, wrapping to hold resources in place.
- Partner work skills and communication to help each other in securing materials together.



Evaluation of activity:

- The children enjoyed the task, particularly knowing that they were going to complete an art lesson with a younger group of children in the school to try out the paintbrushes.
- It helped adding the elastic bands initially to secure the materials in place before wrapping with thread/string/twine.

ENVIRONMENTAL ART USING COLOUR

WALES (CRWYS)



Resources:

- Colour palette chart.
- Leaf identification charts.



Learning Objectives:

- To develop knowledge and understanding of the changes that occurs in nature.
- To use the colour changes in nature to create environmental art.



Method:

- This activity is to be completed after the 'Colour Palette' activity, and once children have had time to explore the colours in nature.
- Show examples of Andy Goldsworthy's artwork and discuss what it means to be an environmental artist.
- Using the colour palettes, collect natural resources, grouping items according to shades of colours. Also ensure leaf identification charts are available to children throughout the session to refer to when needed (Continuing and reinforcing their knowledge of nature).
- Children to create an Andy Goldsworthy style piece of art. Children must work as a group to plan and carry out the task effectively.
- On completion of the task, view designs and evaluate work. Use of questioning to evaluate both the effectiveness of the design and team work skills used.



Curriculum Links:

Donaldson's four purposes: Ethical informed citizens, Ambitious capable learners, Healthy confident individuals, Enterprising creative contributors.

- Geography – Environmental changes, Record findings, Using natural materials.
- Art – Create a piece of environmental art. Experiment with natural materials.
- Mathematics – Art using repeated colours, patterns and symmetry.
- Skills: Team work, communication, problem solving.



Evaluation of activity:

- Children used the colour palettes well to gather their natural resources and group according to the colours/shades they had found the previous week. They discussed what they needed and used their leaf identification knowledge well to gather resources.
- Children discussed the effectiveness of their design – (e.g – use more different shades of green, to arrange certain leaves or colours differently to create a different look). Children also made some well thought out comments on how they worked well as a group in order to complete the task, and suggestions were made on how the task could be improved if completed again.

Collecting Natural Resources



RAFT MAKING

WALES (CRWYS)



Resources:

- Natural materials
- Thread
- Scissors/cutting tools
- Rulers/measuring equipment
- Water to test designs



Learning Objectives:

- To design and create a raft using natural materials.
- To work as a team using problem solving skills to develop their designs.
- To test designs and investigate whether their designs will float or not.



Method:

- Read the story 'the Egyptian Cinderella' and discuss the way in which Egyptians travelled during that time period. (Can base the activity on a different book/theme).
- Collect natural materials in order to make a raft/barge/boat.
- As a group, plan, design and create a raft/barge/boat that will be able to float in water. Children can use different techniques of joining materials together – tying using reeds, weaving, knots etc).
- Test boats on the water to investigate if they are able to float.



Curriculum Links:

- Linked with History 'Egyptian' topic, using the story book 'Egyptian Cinderella'. How Egyptians travelled.
- Science knowledge and understanding of materials and their properties. Key question 'Will they float?'
- Use of Historical and Scientific language to discuss topic and explain their findings.
- Language: Following instructions on how to make the raft.
- Mathematics: measuring, cutting, creating shapes.



Evaluation of activity:

- The children worked as a group to design and create their rafts.
- They enjoyed the process, particularly testing their designs in the water/pond to investigate if they would float or not.



LEAF ANIMALS

FINLAND



Resources:

- Black drawing paper
- Leaves collected from nature
- Glue
- Crayons



Learning Objectives:

- Science: What happens to tree leaves when it is Autumn. (seasons) To learn about different trees and what kind of leaves they've got.
- Art: How can you use a leaf to create an animal figure?



Method:

- Collect a suitable leaf for your artwork
- Plan your work
- Glue the leaf on a perfect spot on your paper
- Use crayons to draw the rest of your artwork
- Present your work to others



Curriculum Links:

- Science: Finnish trees, seasons, how do trees survive in Winter.
- Art: creativity, drawing skills, composition.
- Skills used: communication.



Evaluation of activity:

- Small children need a lot of help, but they did enjoy collecting leaves, glue and draw.
- To get everyone to discuss their work, use questions. Glue the leaf quickly before it gets dry!



PINECONE AND BERRY MOBILES

FINLAND



Resources:

- Sticks
- Some pinecones
- Berries from bushes which grow wild (for ex. mountain ash)
- Threads



Learning Objectives:

- To identify pine from other trees and to identify its cones.
- To identify mountain ash tree and its berries.
- Going out to the forest to make observation and to study.



Method:

- Having a field trip to forest and collect requisite materials
- In the classroom stringing the berries to the threads with the help of a needle and tie the cones to threads and the threads to the sticks.



Curriculum Links:

- Arts and crafts and natural science,
- Teamwork and cooperation
- Getting to know the domestic nature
- Collecting materials from nature and getting the ideas of working with natural resources
- Learning by doing



Evaluation of activity:

- Pupils enjoy being out in nature
- Give a list of things to children, that they are expected to collect. Otherwise, they will forget it, when they have so much fun in the forest.
- Have groups of 2 - 3 pupils. They will remind and help each other in the forest and in the classroom.



DEW COLLECTION

IRELAND



Resources:

- Bandanas or other clothes
- Cups



Learning Objectives:

- Understanding that dew collection is one of the most effective ways to collect water pure enough to drink from the immediate environment.



Method:

- Get into pairs or small groups
- Give each group a bandana and a cup and send them off to collect as much rainwater or dew. Can they fill their cup?
- Drag the cloth through the wet grass to soak up the water, and wring it out in the cup.
- Gather everyone's water together and make a wild tea.

Adapted from Learning with Nature – Robb et al (2015) and played regularly at our wet Irish school!



Curriculum Links:

- Science – exploring dew and rain.
- Critical thinking – how to meet our body's need for water.



Evaluation of activity:

- I left 15 mins aside for this activity but they wanted it to go on longer.
- The children's hands got quite cold afterwards so it's a good idea to do this just before you go indoors.

COLLECTING RESOURCES FOR ART

ITALY



Resources:

- Booklets
- Maps
- Magnifying glasses
- Identification charts
- Cameras
- Pencils and pens
- Cardboard



Learning Objectives:

- To observe and explore different kind of environment.
- To collect classify different kind of natural resources.
- To learn how to collect natural resources without causing damages to the environment.
- To know the importance of the protection of the environment.
- To create works of art with the collected natural resources.
- To learn how to make a Power Point presentation.



Method:

- Vision of documentary films about different areas of Sicily (coasts, mountains, plains), in order to make comparisons.
- Exploration of the environment (Terrasini coast and mountains). Use of identification charts and magnifying glasses to identify elements of nature.
- Discussion about the results of nature observation. 'What have we learnt?'
- Creation of works of art with the collected natural resources.
- Preparation of a small exhibition and a PowerPoint.



Curriculum Links:

- CITIZENSHIP EDUCATION.
- SCIENCE: STUDY OF THE COASTAL AND MOUNTAIN ENVIRONMENT.
- GEOGRAPHY: AWARENESS OR THE TERRITORY IN WHICH PUPILS LIVE. IDENTIFICATION OF ELEMENTS OF NATURE.
- ART: CREATION OF WORKS OF ART WITH THE COLLECTED NATURAL RESOURCES.
- ICT: USE OF THE POWER POINT TO MAKE A PRESENTATION.



Evaluation of activity:

- The activity has been successfully carried out.
- Italian is the language of the activity. During several CLIL sessions, pupils will learn the specific lexic in English.

LAND ART

SWEDEN



Resources:

- Place to collect resources from nature. We were close to the preschool.
- A white blanket or sheet.



Learning Objectives:

- Nature is so beautiful and we can create a lot with material that doesn't cost any money and still feel wonderful. And we talking about the famous artist Andy Goldsworthy. The kids also took pictures of their own land art.



Method:

Let the kids be totally free to pick and collect whatever they like. Don't force anyone to be involved. Some kids feel uncomfortable with that, let them see what the point of the activity is and then join.



Curriculum Links:

- This is an activity that works with only two children or a bit group of 20-30 kids. It's really cool to do land art with a big group.
- Ask the children what they see when the land art is Done. One child saw a house, one an art piece and one just beautiful colours.



Evaluation of activity:

- This activity is easy to do. Just go out with a blanket and use whatever you see.



1 av 1



Land Art

Andy Goldsworthy



Land Art är en konstform, där bara naturliga material får användas. Väder och vind ska få lämna spår i konstverken.

Andy Goldsworthy, som är bosatt i Skottland, arbetar med skulptur, fotografi och platspecifik konst. Han arbetar också med land art. Han använder naturen för att få idéer till nya konstverk.

<https://m.youtube.com/watch?v=njbYDlguDw>

STICK OWLS

SWEDEN



Resources:

- Sticks
- Glue
- Paper



Learning Objectives:

- That you can do craft with sticks from the forest. Use natural material that does not cost anything to produce craft with. Have fun meanwhile you are picking sticks and co blariting with your friends.



Method:

- Walk to the forest and play the game "pick short sticks"



Curriculum Links:

- in our curriculum it says that we have to practice motor skills and become friend with your body. This is a fun way to practice and learn at the same time.
- Use your senses to get to know the stick (smell, feel, see and maybe taste it)
- Making art



Evaluation of activity:

- The students love to walk and run in the forest to look after sticks. it's something about the sticks. When they crafted the owls, they had a good time collaborating with each other



AUTUMNAL CLAY LEAVES

WALES (GOWERTON)



Resources:

- Autumnal leaves
- Clay
- Paint



Learning Objectives:

- Use nature (leaves) to look at line, shape and colour. (Creative – Art)



Method:

- Look for autumnal leaves, identify using apps or leaf ID cards.
 - Observe leaves both sides
 - Discuss line, shape and colour
- Create a clay leaf



Curriculum Links:

- Science, art, literacy, Mathematics
- Skills used: communication, fine motor skills



Evaluation of activity:

- Good opportunity to get outside and collect autumnal leaves for sorting and identifying.



GEOMETRY IN NATURE

WALES (GOWERTON)



Resources:

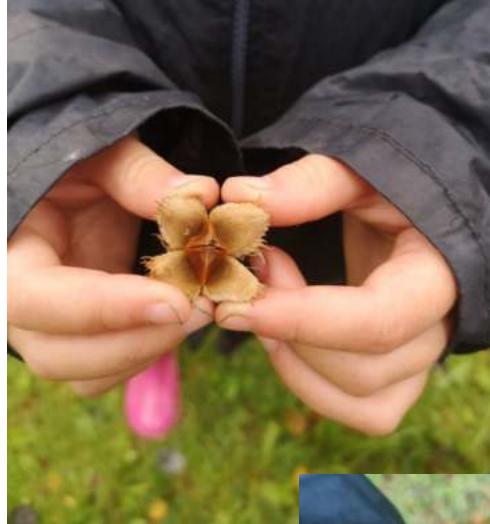
- Beech tree
- Beech nuts
- Beech nut cases

<http://thesmarthappyproject.com/beechnut-and-geometry/>



Learning Objectives:

- Mathematics – shapes in nature – tetrahedrons.



Method:

- Look for beech trees, identify using apps or leaf/seed ID cards.
- Observe seeds and seed cases.
- Discuss shapes that you can see.

What is a tetrahedron? Investigate tetrahedron & seed cases (look at web link for info).



Curriculum Links:

- Science, Mathematics
- Skills used: communication, team work, collaboration, problem solving, questioning



Evaluation of activity:

- A great investigative activity that can be differentiated / create ephemeral art.

Entrepreneurship

SUNFLOWER PACK

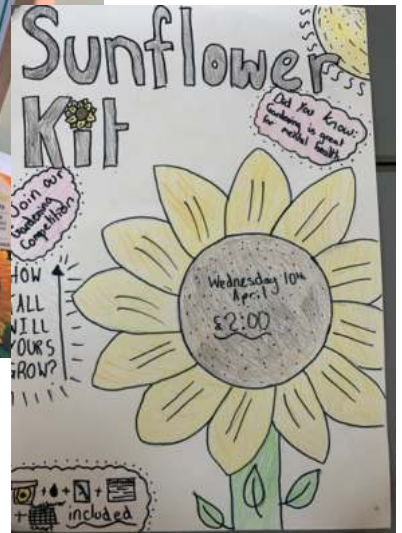
WALES (CRWYS)



Resources:

Quantities depend on how many you are making/selling

- Brown paper bags
- Compost
- Biodegradable pots
- Sunflower seeds
- Seed packets
- Set of instructions- Growing sunflowers



Learning Objectives:

- To gain knowledge of how to grow sunflowers, and use this knowledge to help inform others.
- To develop entrepreneur skills; researching, creating a product, advertising, managing a budget, selling a product.



Method:

- Children need to be familiar with growing sunflowers; through gardening experiences and/or research.
- Children need to make a list of equipment/resources needed for an adult to buy (including quantities).
- Make a plan for the sunflower sale:
 - Advertise (When and where will it take place? How much will it be?)
 - Make labels for the bags.
 - Budgeting: Total cost spent on resources / How much to sell packs for.
 - Write a set of clear instructions on 'How to grow your own sunflower'.



Curriculum Links:

Donaldson's four purposes: Ethical informed citizens, Ambitious capable learners, Healthy confident individuals, Enterprising creative contributors.

- Mathematics – adding costs / budgeting / profit
- Language – advertising, writing instructions, oracy skills when selling items.
- Art – advertising, posters, designing labels, making seed packets.
- Science – Gardening knowledge of growing sunflowers.
- Skills used: communication, team work, collaboration, problem solving.



Evaluation of activity:

- A great project and a very popular gardening sale! Children showed skills in different areas of the activity and took great ownership of the sale. A lovely Springtime activity and an opportunity to get families involved in a sunflower growing competition.

REUSABLE BAGS

WALES (CRWYS)



Resources:

Quantities depend on how many you are making/selling.

- Paper to draw designs.
- Iron on transfer paper.
- White/cream cotton bags.
- Photocopying/printing facilities.



Learning Objectives:

- To create images which represents the outdoors.
- To develop entrepreneur skills; researching, creating a product, advertising, managing a budget, selling a product.



Method:

- Children to draw images linked with nature.
- Draw nature designs onto A4 paper.
- Photocopy images onto the iron-on transfer paper (Be careful if you have writing on the design – you will need to reverse the image on the photocopier so it prints the correct way).
- An adult will then need to iron the design onto the white bags.
- Make a plan for the sale
 - Advertise (When and where will it take place? How much will it be?)
 - Budgeting: Total cost spent on resources / How much to sell bags for.



Curriculum Links:

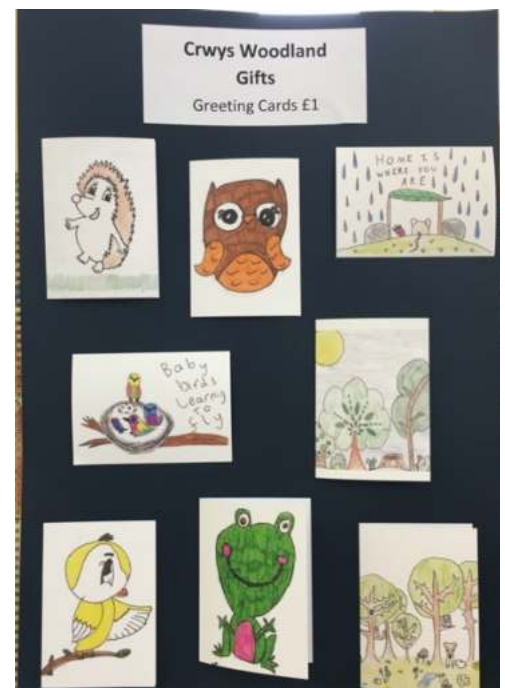
Donaldson's four purposes: Ethical informed citizens, Ambitious capable learners, Healthy confident individuals, Enterprising creative contributors.

- Mathematics – adding costs / budgeting / profit
- Language – advertising, oracy skills when selling items.
- Art – advertising, posters, designing images for the bags.
- Science – Effects of using plastic. Why we are using reusable bags.
- Skills used: communication, team work, collaboration, problem solving.



Evaluation of activity:

- The bags were loved by our community! Children showed excellent knowledge of the effects of plastic on the environment and why reusable bags were needed. We ended up with a variety of different designs and too many to choose from. We decided to extend the sale by printing designs onto cards too, which was also incorporated into our budget.



RAISING MONEY FOR AN OVERNIGHT FIELD TRIP

FINLAND



Resources:

- Things you can sell: old clothes, toys, games, books... Parents ordered also organic cleaning products for children to sell.
- Coffee, tea, juice and snacks to sell: in Finland grilled sausage and cinnamon rolls are often sold in outdoor events.



Learning Objectives:

- Children can earn some money for their field trip, but also learn in real life how things can be recycled and re-used and how important it is to use organic cleaning products if possible → environmental perspective.



Method:

- Our 6th grade had planned to go to an overnight field trip to Turku in the end of spring term. To make this happen, children thought of different ways to collect money. Yard sale on the school yard was their own idea. They wanted to be outdoors and do something good for the planet too while earning money for their fieldtrip. Teacher, children and parents decided that everyone should bring something that they didn't need for sale. Parents would help with the grill and preparing the refreshments. They also ordered some organic cleaning products that could be sold too.



Curriculum Links:

- Transversal competences and there specially to working life competence and entrepreneurship.
- Environmental studies: recycling
- Skills used: teamwork



Evaluation of activity:

- We didn't actually get to execute the yard sale, because of the COVID-19. Some of the pictures that have been used for illustration purposes are from other school events from the past years except the one with cleaning products. Children sold them to their relatives and neighbors. The field trip will take place after summer.



RAISING MONEY FOR CAMP SCHOOL

FINLAND



Resources:

- You have to agree with parents about rules of working and insurance issues
- You have to agree what kind of job you're offering and make advertisement.



Learning Objectives:

- Children learnt to work for the money they need, not only get it from someone or somewhere.



Method:

- Our 6th grade had planned to go to a camp school in the end of spring term. That, of course, costs some money, which school hadn't. Teacher, children and parents decide to start garden help-project. They did different kinds of gardening work (for example raking) for relatives and neighbours and they were paid for those work.



Curriculum Links:

- It links to transversal competences and there specially to working life competence and entrepreneurship.
- It links partly to environmental studies (what actions and skills are needed in gardening)
- Skills used: team work



Evaluation of activity:

- Activity went very well. Class earnt the money they needed for camp school and we had great time there. Parents were also involved.

CHRISTMAS WREATHS

IRELAND



Resources:

Quantities depend on how many you are making/selling.

- Leylandii branches
- Metal coat hangers
- String
- Holly and ivy
- Bows, artificial robins, poinsettias, pine cones and other decorations



Learning Objectives:

- To develop entrepreneur skills; researching, creating a product, advertising, managing a budget, selling a product.



Method:

- Children bend coat-hangers into circular shape.
- Attach Leylandii branches around coat-hangers and winding string tightly to keep them in place.
- Tuck holly and ivy into the string all the way round
- Attach robins, pine cones, poinsettias and other decorations
- Make a plan for the sale:
 - Advertise (When and where will it take place? How much will it be?)
 - Budgeting: Total cost spent on resources / How much to sell wreaths for.



Curriculum Links:

- Maths – adding costs / budgeting / profit
 - Language – advertising, oracy skills when selling items.
 - Art – advertising, posters, designing and making wreaths
- Skills used: communication, team work, collaboration, problem solving.



Evaluation of activity:

The wreaths were loved by our community! The children decided to add remembrance ribbons to some, so that they could be used for graves. We sold our wreaths during our annual Christmas sale, and also by putting posters up in local shops and post office. We ended up with more orders than we could fill, so some people have already put in advance orders for next year.

VEGETABLE SOUP

IRELAND



Resources:

Quantities depend on how many you are making/selling.

- Vegetables from our garden
- Stock cubes
- Water
- Bowls and spoons



Learning Objectives:

- To develop entrepreneur skills; researching, creating a product, advertising, managing a budget, selling a product.



Method:

- Make a plan for the sale.
 - Advertise (When and where will it take place? How much will it be?)
 - Budgeting: Total cost spent on resources / How much to sell soup for.
- Children harvested vegetables from the garden, which they had planted some months earlier
- Children washed and chopped the vegetables
- Fill pot with water and add stock cubes
- Add chopped vegetables and boil until soft
- Blend until smooth and serve in bowls, to sell to parents and school community.



Curriculum Links:

- Maths – adding costs / budgeting / profit
 - Language – advertising, oracy skills when selling items.
 - Art – advertising, posters, designing and making soup
- Skills used: communication, team work, collaboration, problem solving.



Evaluation of activity:

The soup was enjoyed by our school community! The children loved making the soup, and were very proud that they had grown the vegetables themselves. We sold the soup after school to parents and friends. Money raised will be used to purchase seeds etc for next year's vegetables!

LET'S REACH THE GOAL, TOGETHER! 1 MAKING A HEDGEHOG WITH DRY LEAVES.

ITALY



Resources:

- Dry Autumn Leaves
- Interactive board
- Maps
- Glue
- Identification charts
- Scissors
- Coloured pencils
- Coloured cardboard
- Bags



Learning Objectives:

- To carry out an evaluation of the project with regard to: The information, the tasks, one's work, the context.
- To assess the options, make decisions.
- To carry out tasks: to recognise simple problem situation in real experience contexts. To formulate hypothesis.
- To plan and organize one's work: To cooperate with one's schoolmates within a common project/game.
- To verbally describe the work steps.
- To develop knowledge and understanding of the changes that occur in nature.
- To be aware of the different shades of colour and texture in natural elements.
- To learn how to use different natural elements to make pictures, objects of art.



Method:

- Vision of documentary films about different areas of Sicily (coasts, mountains, plains), in order to make comparisons.
- Exploration of the environment (Terrasini mountains). Use of identification charts to identify elements of nature.
- Group work: Discussion about the planning of the work about making a hedgehog with dry leaves: work steps identification.
- Preparation of a video with photos.



Curriculum Links:

- Citizenship Education.
- Science: Study of leaves in Autumn.
- Geography: Awareness of the territory in which pupils live. Identification of elements of nature.
- Art: Natural element manipulation to produce work of art.



Evaluation of activity:

- The activity has been successfully carried out. A short video with photos related to the activity has been edited.
- Italian is the language of the activity. During several CLIL sessions, pupils will learn the specific lexic in English.

LET'S REACH THE GOAL, TOGETHER! 2 MAKING A PICTURE WITH A TREE TRUNK SECTION, AS A CHRISTMAS PRESENT.

ITALY



Resources:

- Tree trunk section
- Chalk powder
- Decoupage paper
- Brushes
- Mould with an angel design
- Transparent plastic foils
- Ribbons
- Interactive board
- Maps
- Glue
- Identification charts
- Scissors
- Coloured pencils
- Coloured cardboard
- Bags



Learning Objectives:

- To carry out an evaluation of the project with regard to: The information, the tasks, one's work, the context.
- To assess the options, make decisions.
- To carry out tasks: to recognise simple problem situation in real experience contexts. To formulate hypothesis.
- To plan and organize one's work: To cooperate with one's schoolmates within a common project/game.
- To verbally describe the work steps.
- To develop knowledge and understanding of the changes that occur in nature.
- To be aware of the different shades of colour and texture in natural elements.
- To learn how to use different natural elements to make pictures, objects of art.



Method:

- Vision of documentary films about different ways to use natural elements to produce work of art.
- Exploration of the environment (Terrasini mountains and countryside). Use of identification charts to identify elements of nature. Research of useful natural elements: Broken tree trunks and big branches.
- Group work: Discussion about the planning of the work about making a picture with a tree trunk section: work steps identification.
- Preparation of a video with photos.



Curriculum Links:

- Citizenship Education.
- Science: Study of tree trunks. Manipulation of chalk powder.
- Geography: Awareness of the territory in which pupils live. Identification of elements of nature.
- Art: Natural element manipulation to produce work of art.



Evaluation of activity:

The activity has been successfully carried out. A short video with photos related to the activity has been edited.

- Italian is the language of the activity. During several CLIL sessions, pupils will learn the specific lexic in English.

MARIGOLD FLOWERS

SWEDEN



Resources:

- Scissors
- Flower seeds
- Soil
- Flowerpot
- Paper to make small bags to keep the seeds in



Learning Objectives:

- Learn by doing. Plant some flower seeds. Let the children observe and take care of the seeds from March to October.
- In the fall when we have the seeds, sell some of them to get some money to buy other sorts of seeds.



Method:

- Plant the seeds together and take about how to take care of the seeds.
- When the flower is dry, the students cut off the seeds with a scissor.



Curriculum Links:

- In our curriculum it says that we have to take care and learn about our environment. We have to mention the name of the plants around our local environment at the same time we need to mention the plants' usefulness for our environment.



Evaluation of activity:

- How did the activity go? The students showed a big interest in putting seeds in soil. To follow how the plants grow is very interesting and gives us a lot of questions and reason to find the answers together.

WILLOW STAR

WALES (GOWERTON)



Resources:

- Willow
- Cotton thread
- Ribbon
- Willow star instructions



Learning Objectives:

- Follow a set of instructions
- Create a willow star wand to sell



Method:

- Follow clear set of instructions. See link below.
- Create willow star
- Decorate



Curriculum Links:

- Mathematics – profit and loss
- Language, literacy & communication – follow instructions
- Skills used: communication / fine motor skills



Evaluation of activity:

- Perfect for selling at the Christmas fayre. All the children wanted to buy their wand!
- Small groups or 1-1 depending on age of pupils
- Instructions <https://schoolgardening.rhs.org.uk/resources/activity/make-a-willow-star>



HEART PLAQUES

WALES (GOWERTON)



Resources:

- Wood
- Hammer
- Nails
- Wool
- Heart shape (paper)
- Sand paper



Learning Objectives:

- Follow instructions
- Use tools appropriately
- Manage budget – profit/loss
- Speak to an audience
- Fine motor skills



Method:

- Use off cuts of wood- sand ends until smooth
- Use template of heart to position nails
- Hammer nails into position
- Wind wool using various colours and/or directions
- Sell at Christmas fayre



Curriculum Links:

- Entrepreneurship skills- planning, developing, designing product
- Language, literacy & communication/ mathematics & numeracy/ PSE
- Skills used: communication / team work



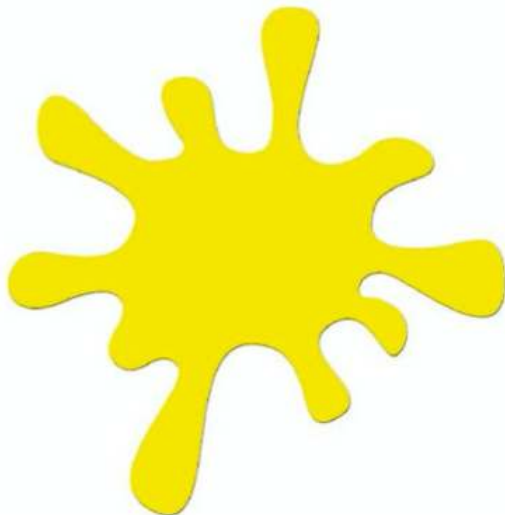
Evaluation of activity:

- This was a collaborative project between various year groups. They peer supported and developed their use of tools and special awareness, ensuring they followed instructions and safety guidelines.
- The pupils discussed profit and loss and worked to a budget.
- Selling them at the Christmas fayre was very successful and we could have sold more!

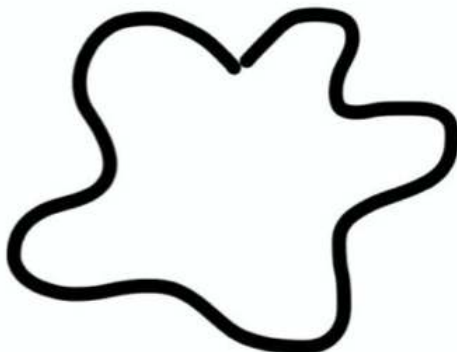
Language Cards



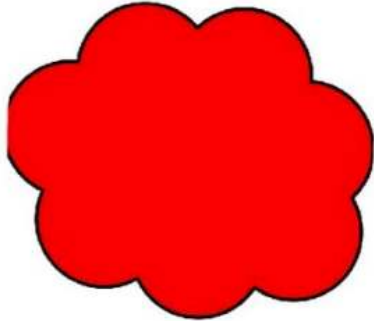
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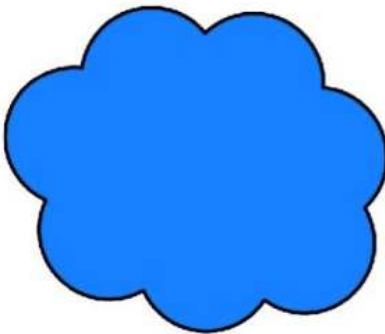
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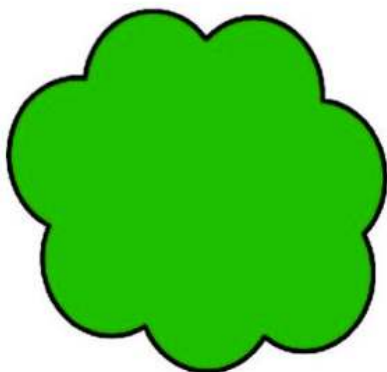
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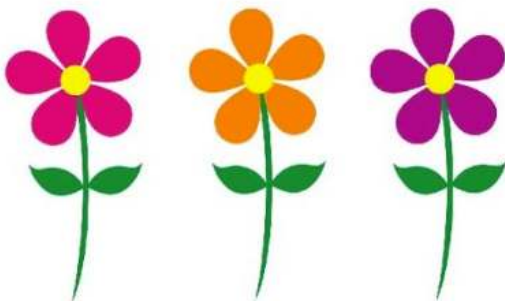
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 flower
 blomma
 kukka
 blodyn
 fiore
 bláth



 rainy
 regningt
 sateinen
 bwrw glaw
 piovoso
 fliuch



 cloudy
 molnigt
 pilvinen
 gymylog
 nuvoloso
 scamallach



 windy
 blåsigt
 tuulinen
 wyntog
 ventoso
 gaofar



 butterfly
 fjäril
 perhonen
 pili pala
 farfalla
 féileacán



 bird
 fågel
 lintu
 aderyn
 uccello
 éan



 sunny
 soligt
 aurinkoinen
 heulog
 soleggiato
 grianmhar