Activity Plan: Expressive Arts
‘The Lost Happy Endings’
by Carol Ann Duffy

Designed & facilitated by Polly Snape

<table>
<thead>
<tr>
<th>Time needed for activity:</th>
<th>Options for a number of different sessions of varying length. Practical workshop lasts 1 hour.</th>
<th>Location:</th>
<th>Any outdoor setting – preferably with at least one well-established tree nearby.</th>
</tr>
</thead>
</table>

**Context:** This activity plan looks at ideas for exploring a story through the Expressive Arts and how it can be used as a springboard for other ideas and activities that can also link to the Languages, Literacy and Communication Area of Learning and Experience. The story best suits KS2 pupils but parts of it can be adapted to KS1 as a way of looking at traditional stories.

**Curriculum links:** Looking ahead to the development of A New Curriculum for Wales, the Expressive Arts Area of Learning and Experience will span art, drama, music, dance, film and digital media, encompassing wider creative aspects such as improvisation. Some examples of how this area can contribute to all four purposes of the curriculum include:

- **Ambitious, capable learners** - encouraging children to explore new and challenging areas of experience and to strive to improve their performance
- **Enterprising, creative contributors** - developing creativity in a range of forms of expression; providing rich contexts and challenges within which children can work collaboratively, learning from critical appraisal of their work
- **Ethical, informed citizens** - enabling them to understand their own cultural identity and those of societies in other places and at other times
- **Healthy, confident individuals** - helping to develop resilience and feel more confident as they gain enjoyment and personal satisfaction from creative expression.

**Suggested equipment and resources:**
- Book – ‘The Lost Happy Endings’ by Carol Ann Duffy
- Various items or costumes that have been ‘collected’ from imaginary stories
- A sack
- Gold pipe cleaners
- Clay
- Scraps of old fabric – including net curtains to use as ‘mist’
- Pens / dark blue or black paper
- Loppers / knife / secateurs / tent pegs / hammers and safety gloves if using tools
- Fire bowl & kit if using fire
- Wool
- Digital cameras / i-pads
- Portable speaker if wanting to use music outside
- Old wooden painting frames
- String
### Objectives
By the end of this activity participants will have had the chance to see how one story can be used to plan a series of sessions that have roots in the Expressive Arts yet can also be part of a more cross-curricular approach.

### Activity ideas
The practical workshop will start by looking at **Setting the Scene**. This can be done as a starting / inspiration activity or can be saved until later if exploring the story page by page. An area will be created that might be a home for Jub and decorated using bright colourful props, clothes, bunting, books. For future sessions, children might like to create this area for themselves and it can also make a lovely role play area within a classroom for future work.

Participants of the workshop will then share the story before having the chance to explore some of the key ideas and activities outlined on the Arts planning table. This is likely to be influenced by the group dynamics, previous experience within the arts and the client group they are working with. Resources will be provided to cover as many options as possible to tailor uniquely to the group.

### Suggested key questions
- How can the outdoor environment be *used* to explore the Expressive Arts, rather than just taking the Expressive Arts outdoors?
- What risks may be involved and how can activities be managed safely?
- How can we involve all participants and allow them to work within their own boundaries of experience and confidence, yet encourage them to explore new ideas and take creative risks?
- How can work developed through the Expressive Arts be shared and celebrated?

### Adapting for different needs/abilities
These are noted in the planning table. Practitioners will see that there is plenty of scope to pick and choose activities based upon their own confidence and experience, as well as that of the groups that they are working with.

### Follow up activity/extension
Many of the activities suggested can be further extended as follow-up work. There are over 40 different activities already suggested but the story itself lends itself to lots of spin-off stories and sequels which could then be explored in similar ways to those suggested on the original planning table.

### Additional information:
- **The Carnival of the Animals** by Saint-Saens has lots of different kinds of musical themes that would support many of the music, dance and drama activities or provide a good soundtrack to media presentations of some of the art and digital work created. Once they know the story, children might like to listen to the different pieces of music and describe which part of the story they think of when they hear each piece.

**Recommended books:**
- *The Carnival of the Animals*
- *Three Tapping Teddies*, *Three Singing Pigs*, *Three Rapping Rats* and *Three Rocking Crocs* by Kaye Umansky offer lots of exciting ways to teach traditional stories through music, dance and drama and are highly recommended to support this book.

There are also many books now written about alternative endings to traditional fairytales which could support work in the Languages, Literacy and Communication Area of Learning and Experience.
# Activity Plan: Health and Well-being ‘Healing Nature’

## Time needed for activity:
2-3 hours if all the activities are delivered as part of one session. Practitioners could select a combination of activities if time is limited. The remaining could be enjoyed in subsequent sessions.

## Location:
Any outdoor setting.

## Context
This activity plan is designed to demonstrate how the outdoors can be used to fulfil and enhance Health and Wellbeing (HWb) curriculum as described in ‘A New Curriculum for Wales’ and indicated in ‘Successful Futures’.

## Curriculum links
The Health and Well-being Area of Education and Learning aims to help children and young people to build the knowledge, understanding and skills to develop positive and appropriate relationships, deal with difficult issues and decisions, and learn to live independently. This will focus on sport and physical activity, which was the subject of the Task and Finish Group led by Baroness Tanny Grey-Thompson, as well as mental and emotional well-being, and issues regarding sex and relationships.

By having fun, moving and touching the world around them in a multisensory environment participants communicate freely and develop understanding of culture, community and the world past and present. In developing an understanding and an appreciation of their natural world learners are more likely to find ways to care for it.

Children develop as healthy confident individuals who can articulate their thoughts and feelings and interpret those of others, showing respect and developing strong positive relationships so they can work with others to overcome challenges.

Children and young people build the knowledge, understanding and skills to develop positive and appropriate relationships, deal with difficult issues and decisions, and learn to live independently.

Through exploration and exercises and reinforcing the importance of diet and fitness, learners can take responsibility of their own lives and make better choices and decisions regarding their diet, physical and mental health.

Participants will know how to find information and support to keep safe and well. They will become healthy, confident, informed individuals; part of a diverse respectful society.

## Equipment and resources

**Basic:**
- Prop to represent a lost Child (doll/puppet/stuffed animal)
- Necklace made from string and wooden disc. The disc has a symbol (eg a Bear/river/oak) and an action written upon it (sleeping/running/stretching). This reveals the Child’s Name.
- Map - a river with 5 points marked along sign-posting the journey with “Home” indicated at the end.
- Long sheets of fabric to represent waves
- Basket to contain materials required for each

Map point 1:
Wooden discs (no more than palm-sized) with a hole drilled through, top centre. A batch of blank ones for pupils to mark upon.
A bag/basket containing cards/wooden discs with verbs written/symbols on and another containing flora/fauna/mineral ones (picture or written).
Colourful wool
Felt pens
Scissors

Map point 2:
Song lyrics “Old Man Grey Chief”
Hand drum
Rhythm sticks (2 per pupil)

Map point 3:
Yoga story asana – select basic asanas eg mountain, tree, eagle, swan, sun, warrior, child etc.

Map point 4:
Potatoes/plastic soft play balls
String/chalk
Basket/bowl approximately the size of a washing up bowl (1 per relay team)

Map point 5:
Blanket/mats
Meditation script

Objectives
By the end of this activity learners will be able to:

- Have a confident sense of self-worth
- Have a sense of identity
- Experience citizenship
- Gain knowledge of their own and other cultures past and present
- Cooperate with others to achieve results and overcome challenges
- Empathise with, respect and help others
- Build relationships
- Understand keeping safe
- Be aware of personal responsibility
- Make healthier choices
- Be physically active
- Play a role in front of others with confidence
- Access mindfulness techniques to call upon in the future
- Develop resilience
- Think creatively and be resourceful
- Recognise emotions
- Appreciate other cultures and traditions past and present

What to do

Set the scene

It starts with the discovery of an injured, lost indigenous Child who has had a bump to the head and cannot remember anything. The Child has a few items with him/her in a basket (depending on what activities are planned to be carried out) including a map of the river with 5 points marked along it and “home” indicated at the end. The only thing the Child can recall is being at Point 1 on the map collecting potatoes for the family to eat.

The aim of the session is to help the Child get up the river and “home”; with the learners working as a team. There are 5 stops along the way where activities concerning each area of Health & Wellbeing (HWb) are carried out. The Child and learners travel along the river, dealing with factors affecting Child’s sense of HWb. The learners discover that by going “within” they can release their worry/stress/tension. They become aware of the present moment and recognise who they are, their power to create and solve
At map point 1

Guess the Child’s name using the clues on their talisman (necklace, wooden disc).
Split learners up into smaller groups. Each group has 2 bags/baskets containing the woodcookies. One contains Verbs and one contains Child’s native natural animals/plants etc. Learners take turns to take 1 wooden disc. This reveals their name for the day. E.g. Running Eagle, Rolling River. Each child takes a turn to act out their name to the rest of the group until their name is guessed. Using the materials provided the group make their own name necklaces to wear.

Between each successfully completed activity, the learners use the material to create waves to help move the Child further along the river to the next map point. You can experiment with flow, pace and team work and mimic the weather. Practice listening and following instructions.

At map point 2

The Child is feeling unsafe, is cowering and cannot move. Explore why this might be happening and discuss what the group could do to help the Child feel more safe. Listen to the ideas. Introduce the concept of talking calmly, and then singing to feel safe; lullabies and music to calm. The Child recalls a song of her people:
“Old Man Grey Chief, maker of the mountain,
Hear oh! hear our cry,
Hear our cry for comfort, everyone needs comfort,
Hi ah-hi a-hi ya”

Go through other potential words you could substitute “comfort” with. Ideally with two syllables. E.g. water, dinner, rest time, shelter, mother, friendship. See what the learners can come up with. Throw in some humour such as “pizza”, “football” or even “loo roll”! Comedy and laughter creates ease and relaxes us. It can lift the mood and encourage enjoyment, helping fear to subside. Recognising we are all the same, and very often have similar emotions and needs, develops compassion and understanding. Sing verses together. Use actions if you wish. Use sticks, shakers and drums to create a musical accompaniment.

Child cheers up and feels a bit better. Hurray! Move up the river.

At map point 3

Child is now starting to recall things as the headache is wearing off. The Child’s mind is becoming clearer. Child says “I can remember my mother telling me stories to make long journeys feel shorter. Would you like to hear one? In fact, let me show you a story. Let’s be my story.”

Using basic yoga postures (“asanas”) for inspiration create a moving story including all participants. Work alone or in partners for balance. For example, your story could include:

Mountain, tree, eagle, swan, warrior, cat, moon, child’s pose:

Once upon a time in a land far away there was a MOUNTAIN. It stood tall and strong. Nothing could shake it. Its bedrock was deep, deep, below the sea, down so deep no light could reach its base. At the top the mountain reached up high, high above the clouds where all the stars could be seen. Upon the craggy mountain side there lived a lonely, ancient TREE. The tree was wise, and old. It had seen many moons come and go, many suns rise and fall. Winters would pass and summers would bloom and the tree did nothing but drink and grow, drink and grow until one day something magical happened. Upon its top-most bough one lazy afternoon landed a majestic golden EAGLE to rest. The eagle turned its head to the East and then to the West before choosing its next course. But this wasn’t just any eagle, this was a magical eagle who could transform into all sorts of forms at will. After a while and much to the tree’s surprise the eagle lifted up to take flight. As it launched into the air it transformed into diving SWAN! The swan dove faster and faster, picking up speed and heading down down down towards something small and shiny below. As it neared the ground it became clear that the shiny thing below was the tip of a WARRIOR’S hunting spear!! The swan started to panic, but the warrior below wasn’t aiming at the swan at all. Oh! no. He was aiming at something hiding in the branches of the tree’s lowest bough. A large, fanged, fierce wild CAT. The cat’s back was arched in anger and the warrior waited for the cat to pounce.
But the cat knew the danger of pouncing on a spear, so there it stayed poised all night waiting for the cover of darkness and the call of sleep to come the warrior below. The MOON rose high in the sky and glittered above over the land below. The world fell asleep and the cat silently crept safely away. The warrior slept on the soft grass beneath in the moonlight, his head lolling, draped in the moon's silver glow. And there he dreamed like a CHILD, curled up warm and tucked up tight throughout the night.

Of course, your actions could be much more basic, or even more energetic, depending on the type of physical activity you wish to explore with your group. Yoga provides an opportunity to stop our racing thoughts and concentrate on the movement and strength of your body. It is both energising and calming simultaneously, boosting physical strength and flexibility.

The exercise has boosted the mood of Child and it's time to move up the river!

At map point 4

Child wants to have some fun to speed up the journey. Introduce a fun relay game called “Potato Plop" to help pass the time of the slow-moving river, using the collected potatoes the Child had in the bag. Ideally the potatoes should be dirty as this will open discussion into the origin of foods. Explain how in some areas of the world there aren't any supermarkets and people have to wait for their food to grow. Discuss food options when living off the land and the benefits of a healthy balanced diet. You could talk about, where the food in our shops comes from. The great distances our food travels and the cultural differences and environmental factors affecting crops such as weather or season.

Relay involves splitting into teams. Each learner takes turns to make their way from the start point (starting line marked out with string/chalk) to the basket/bowl placed ahead of them by 10m. They have to place a potato between their knees/thighs and walk/run to the bowl. They have to drop the potato in the bowl and run back to the start, at which point the next pupil can do the same. Each team member has a turn. Winning team is the one with the most potatoes in the bowl successfully. In the event of a tie break the fastest team of the two to complete the task wins.

The Child laughs watching the group play the game, so much so, they have forgotten how negative they were feeling. Move one more up the river.

At map point 5

The Child thanks everyone for all the lovely experiences so far that have improved emotions, energy and sense of safety. His/her memory is a lot better now and he/she is almost home. The Child introduces a technique his/her People have used to travel through the mind. Invite the group to participate in a calm, quiet exercise. Lie down. Lead them through a closed-eye exercise. Talk them through becoming aware of their stomach rising and falling and their lungs' natural rhythm. Bring their awareness to the ground below them; the weight of their body and how it feels connected to the earth. Bring awareness to parts of the body making your way up from the toes all the way to their head, face and finish at their nostrils. Ask them to feel the air coming into and out of their body. As it comes in it is clear, translucent air. Feel it filling the lungs. With the exhalation the air becomes bright white light. After a few rounds of breathing, welcome the children to their mind. Compliment the wonder of their mind and how their body is the house of their mind. Explore how thoughts create action. And how they have freedom to move and what a blessing that is. Every action is a mind’s decision to act. Invite them to thank themselves for taking care of their bodies and thank their bodies for taking their eyes to new places and showing their mind how beautiful the planet is. Draw their attention to their precious beating heart, the pump that powers their life. Invite them to imagine the colour of love in their heart, sparkly and warm. Let them lie in silence for a moment feeling that love running through their entire being…

Gently reintroduce instruction. “When you are ready let's take our attention back into our hearts. Thank them for beating. Thank your mind for helping it happen. Thank the clean cool air around them for giving the gift of life. All things on this earth need air to survive. We are all special and all connected in that way.

The very air we share is a gift. Begin to breathe in a nice deep breath and have a wiggle of your fingers and toes. Feel the weight of your body on the earth and start to have a nice stretch. Turn the stretch into a big one and as your body relaxes back to stillness start to gently blink your eyes. Here you are, back to the moment, the present, the rest of your precious lives. Turn your head and smile at a neighbour. And in your mind say a promise that you'll be kind to yourself and to others today and always. And remember you can always come back to this special practice any time you feel you are lost, need some calmness or to feel super safe.”

Finish off
The Child thanks everyone again and explains that she has remembered home was in her heart, all she had to do was go there to be reminded. He/she can take “home” anywhere and everywhere he/she goes. Child can then go back into a box/basket/drawer and come out another time to finish off activities if needed.

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<tr>
<th>Suggested key questions</th>
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<tr>
<td>How do we know someone is sad/unhappy?</td>
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<td>How can we make the Child feel safe?</td>
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<tr>
<td>How could we get help if we are lost/feel unsafe/unhappy?</td>
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<tr>
<td>What is your name? Who named you? How is it special?</td>
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<td>What makes you feel calm/safe?</td>
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<tr>
<td>What do you need to be alive? What do we need to stay alive. What makes you feel alive?</td>
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<tr>
<td>Where does our food come from?</td>
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<tr>
<td>How is what you eat different to the Child?</td>
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<td>How do you feel/what did you think?</td>
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<tr>
<th>Adapting for different needs/abilities</th>
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<tr>
<td><strong>Easier</strong></td>
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<tr>
<td>Set the scene in your local environment instead</td>
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<tr>
<td>Use our native flora/fauna instead</td>
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<td>Use animal images instead of words</td>
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<td>Remove/tweak the verbs according to the ability of the group</td>
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<tr>
<td>Acting out their animal with sound also instead of miming</td>
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<tr>
<td>Describe instead of act</td>
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<tr>
<td>Instead of using yoga asana shapes create basic shapes using the body</td>
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<tr>
<td>Carry the potato instead of between thighs</td>
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<td><strong>Harder</strong></td>
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<tr>
<td>Come up with own names with native species and actions</td>
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<tr>
<td>Yoga story in pairs – working with another person changes the focus of the activity</td>
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<tr>
<td>Develop own movement/yoga stories with actions</td>
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<td>Increase the pace/distance of the relay to encourage increased levels of fitness</td>
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<tr>
<td>Put obstacles in the relay</td>
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<tr>
<td>Decrease the size of the target in which to drop the potatoes to develop accuracy</td>
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<thead>
<tr>
<th>Follow up activity/extension</th>
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<tr>
<td>Forest bathing - Spend time paying attention to the natural world. Savenger hunts, hide and seek, identification tasks</td>
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<tr>
<td>Create art and items associated with the Child’s origins</td>
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<tr>
<td>Map making – by hand or computer software</td>
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<tr>
<td>Explore a range of yoga stories</td>
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<tr>
<td>Create worry dolls to tell troubles to using wool and sticks</td>
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<tr>
<td>Make dreamcatchers to catch nightmares</td>
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<tr>
<td>Make musical instruments</td>
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<tr>
<td>Create your own songs and yoga stories, teach others them</td>
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<tr>
<td>Healthy eating – from seed to fork. Plant food and nurture it to eating stage</td>
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<tr>
<td>Practice other meditation exercises</td>
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<tr>
<td>Build a raft – mini or full sized – test it, test other methods, improve designs</td>
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Additional information

RESOURCES
Mindful Kids (Mindfulness for Children – Flashcards) by Whitney Stewart

BOOKS
Forest Therapy: Seasonal Ways to Embrace Nature for a Happier You by Sarah Ivens
Shinrin-Yoku: The Art and Science of Forest Bathing by Dr Qing Li

BOOKS FOR CHILDREN
My World Your World by Melanie Walsh
Between Earth and Sky: Legends of Native American Sacred Places by Joseph Bruchac
Calm: Mindfulness For Kids by Wynne Kinder
Yoga for Kids by Susannah Hoffman
I am Yoga by Susan Verde
Bee Still – An invitation to Meditation by Frank J. Sileo
1. How Does My Fruit Grow? by Gerda Muller
2. Grow. Food. Anywhere. by Mat Pember and Dillon Seitchik-Reardon
Listening with My Heart: A Story of Kindness and Self-Compassion by Gabi Garcia

3. WEBSITES
4. www.thegreenchildmagazine.com
5. www.kidsyogastories.com

Activity Plan: Humanities

Time needed for activity: Up to 1 hour
Location: Outdoor space, preferably woodland with a clearing, seating and fire circle for group discussion.

Context
This participatory workshop has been designed to be delivered with adult educators but includes a variety of activities which can be replicated with children and young people.

Inspired by the theme of the United Nations observance of International Mother Earth Day, held each year on 22nd April, this workshop seeks to engage participants in informal discussion about ethics, beliefs, religion and spirituality within the context of outdoor learning.

Curriculum links
- Geography: Knowledge and understanding of the world; Understanding places, environments and processes
- Religious Education: exploring people, beliefs and questions; Spiritual, moral, cultural, mental and physical development
- Education for Sustainable Development and Global Citizenship (ESDGC): Climate Change; Consumption and Waste; Choices and decisions; Identity and culture; The natural environment
- Personal and Social Education: Active Citizenship; Health and emotional wellbeing

Equipment and resources
Various resources may be needed to deliver this programme. Resources used at the
conference include Tibetan prayer flags, Dreamcatchers, Mexican eyes, portable fire pit, incense, a Buddha ornament, paper, pens, scissors, rugs and cushions, tarp shelter, modelling clay, string and clean plastic bottles.

<table>
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<tr>
<th>Objectives</th>
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<tbody>
<tr>
<td>By the end of this activity learners will be able to:</td>
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<tr>
<td>Identify a variety of methods by which they can develop a Humanities base programme of learning in an outdoor environment, particularly within the context of Religious Education.</td>
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<tr>
<th>What to do</th>
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<tr>
<td><strong>Ice breaker Game:</strong> People ‘Rock, Paper, Scissors’. A group game with two small teams playing against each other, using their whole bodies to demonstrate their choice rather than just hand actions. 3 Actions: People – chopping down tree with axe; Trees – growing up from the ground; CO2 – star jumps to represent gases.</td>
</tr>
<tr>
<td>People beat Trees because they cut them down</td>
</tr>
<tr>
<td>Trees beat CO2 as trees absorb CO2</td>
</tr>
<tr>
<td>CO2 beats People as it contributes to global warming</td>
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<tr>
<td>After the icebreaker, learners are encouraged to explore and interact with a number of pre-established bases and activities. They can do this individually or in small groups and everyone comes together again after 30 minutes to share and reflect.</td>
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<tr>
<th>Bases:</th>
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<tr>
<td>1. <strong>Dream catchers (dream catchers hanging up from a tree)</strong></td>
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<tr>
<td>Read the story of dream catchers. <a href="http://www.motherbird.com/dreams.htm">http://www.motherbird.com/dreams.htm</a></td>
</tr>
<tr>
<td>Religious education in Wales should engage learners in exploring interpretations of the origins of the world. In this story we encounter the four elements of air, earth, water and fire as spirits of the dream world.</td>
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<tr>
<td>Across the world and through history, the 4 elements (and sometimes 5 elements or more) are significant to many belief systems, religions and cultures, especially in relation to interpreting or understanding the basis for physical and living things.</td>
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<tr>
<td>Can you think of any religions or cultures where all or some of these elements are significant?</td>
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<tr>
<td>Can you identify how air, earth, water and fire are important to you on a day to day basis?</td>
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<tr>
<td>2. <strong>Mexican Eyes (Mexican eyes hanging up around the learning space)</strong></td>
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<tr>
<td>Read the article about the Mexican Eye. <a href="https://layers-of-learning.com/ojo-de-dios/">https://layers-of-learning.com/ojo-de-dios/</a></td>
</tr>
<tr>
<td>Consider the following and maybe make some notes:</td>
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<tr>
<td>• The Ojo de Dios symbolises the beliefs of the Huichol Indians; a none visible aspect of their belief system. The visible aspects are represented in the four elements of Earth, Water, Air and Fire. These symbols are made from natural materials; wooden sticks and wool. Can you think of any other faith-based symbols/items or religious practices that are related to the recognition of any of the 4 elements?</td>
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<tr>
<td>• The Mexican Eye can be used as a stimulus for learning about a multitude of subjects. Re-read the article. Identify how exploring or making Mexican Eyes with learners could lead to dialogue and enquiry on any of the following subject areas: History, Geography, Religious Education. How? What learning outcomes are possible? What other subject areas could the Mexican Eye be used in?</td>
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<tr>
<td>3. <strong>Tibetan Prayer Flags (flags hung up around the learning space)</strong></td>
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| Tibetan prayer flags are traditionally used to promote peace, wisdom, compassion, and strength. It is commonly thought that the flags offer prayers to God. They do not. Tibetans believe the
wind will blow the prayers and mantras in to the surroundings, spreading goodwill and compassion.

The colours used for prayer flags are thanks to their pre-Buddhist usage. Native Tibetans used blue, white, red, green and yellow to honour the nature gods of Bon, their shamanistic religion. Each colour represents the five elements, in a particular order;

- blue for sky or space
- white for air or clouds
- red for fire
- green for water
- yellow for earth

As Buddhism grew the flags where adapted to contain Buddhist symbols and mantras and are hence known as prayer flags. It is natural that prayer flags fade and fray, indeed they are intentionally left unhemmed for this to happen. This is symbolic of the inevitable passing of all things. New prayer flags can either be hung over the old ones, or the old ones can be taken down and burnt releasing the last of the blessings. Source: http://www.tibetrelieffund.co.uk/tibetan-prayer-flags/

**Task:** Take a coloured piece of paper and write your own prayer on it. Add paper to the line. Your prayer could be about a personal matter, it could be related to the theme of the conference or the workshop or it could be related to the theme of International Mother Earth Day. If possible, this task should be done using coloured cloth flags.

4. **Burning incense** (dish of sand set up with incense sticks burning near the learning space)

Incense is used around the world in both cultural and religious contexts, for example in Christian churches, Buddhist and Hindu Temples, but it is also used by many people in their homes.

Do you like the smell of the incense? What does it make you think of? Do you know what incense is made from? What other smells can you sense in this outdoor space?

5. **Through the peephole**

The Ancient Greeks believed that there were four elements that everything was made up of: **earth**, **water**, **air**, and **fire**. The idea that these four elements – earth, water, air, and fire – made up all matter was the cornerstone of philosophy, science, and medicine for two thousand years. We now know differently about elements and that everything isn’t made up of a combination of the 4 elements however, they do relate with the **four states of matter** that modern science has agreed on: **solid** (earth), **liquid** (water), **gas** (air), and **plasma** (fire). In terms of exploring our connection to the planet, the four elements are a useful point of reference. If we look around where we are now the four are evident in our surroundings.

**Task:** Take a piece of paper with a whole cut out the middle. Hold the paper up in front of you so that you can look through it. What elements can you see? On the paper, draw or write what you see in the top section. Now, turn to 90 degrees clockwise to your right and repeat the exercise. Now turn another 90 degrees clockwise to your right, repeat and then again for a final 90 degrees. On your paper you will now have a representation of the elements around you.

6. **Meditating Buddha**

Find the Buddha sitting under a tree. Statues and images of Buddha are important in Buddhist practices. Siddhartha (the Buddha’s name before he became known as the Buddha) was one day sat beneath a fig tree which became known as the Bodhi tree (the tree of awakening). He became deeply absorbed in meditation and reflected on his experience of life. He sat for seven days and achieved enlightenment and became the Buddha.

**Task:** Take a seat, but not for seven days, a few minutes will do. There is some information about the teachings of Buddha on the seat. Take a moment to relax and read.
Now take a moment to think, as an education practitioner, about your experience and practice of outdoor learning. In what ways do you use the outdoors? Could you increase your use of the outdoors? Do you have the confidence to use outdoor spaces more? What are the challenges? Make a few brief notes to look back on and maybe share with the rest of the group.

7. Message in a Bottle
The theme for International Mother Earth Day this year on 22nd April is **End Plastic Pollution**. International Mother Earth Day is a celebration to remind us that the Earth and its ecosystems provide us with life and sustenance. It also recognizes the need for our collective responsibility to promote harmony with nature and the Earth to achieve a just balance between the economic, social and environmental needs of present and future generations of humanity.

There are plastic bottles scattered around the woodland. Each has inside it a piece of paper with information related to plastic pollution. Find a bottle and take out the paper to read. Put it back and then find another bottle. After you have looked at two or three bottles, take one of the bottle shaped pieces of paper from the line of string and write on it a message or pledge for Mother Earth Day about your personal commitment to reducing your plastic waste. Peg your message back to the line for others to see.

8. Easter Garden (example of an Easter garden setup in advance)
The creation of an Easter garden can be used to aid worship in Christian churches and homes. An Easter garden has three essential features: a mound with at least one cross to represent Calvary; a stone or stone structure to suggest the empty tomb; and lots of live greenery and flowers.

Why not have a go at making your own Easter garden?

9. Religious perspectives to the environment
Around the learning space are pieces of card with brief insights into the views and beliefs of different religions in relation our care of the environment.

Read the various cards.
Can you identify any similarities between religions?
When you first think of religion, is the environment something that comes to mind?
If not, what not?

**Suggested key questions**

At the start of the workshop, ask learners about how they currently use outdoor spaces for learning.

The following questions will be used to promote dialogue amongst the workshop participants after they have had some time to explore some of the bases above.

- What have been the different methods used in this session?
- How does this learning differ from a) indoor learning and b) your experience of outdoor learning?
- What did you think about the workshop approach?
- What memory will you be taking away from this workshop?
- Do you think this workshop may be a source of inspiration for some future activity that you engage learners in? Think not just about the content but the learning environment that has been created.
**Activity Plan:**

**My Special Memory Book — a record of seasonal outdoor literacy activities**

<table>
<thead>
<tr>
<th>Time needed for activity:</th>
<th>Location: Any outdoor Setting</th>
</tr>
</thead>
<tbody>
<tr>
<td>A whole morning or afternoon if all activities are done or ½ -1 hour separately to build up the book as individual lessons.</td>
<td></td>
</tr>
</tbody>
</table>

**Context**

This activity plan is designed to demonstrate how the outdoors can be used to fulfil and enhance the languages literacy and communication (LLC) curriculum as described in ‘Successful Futures’.

**Curriculum links**

**Foundation Phase - Language, Literacy and Communication Skills – Oracy, Reading and Writing**

Opportunities for:

- Speaking, listening, collaboration and discussion – please see specific elements.
- Locating, selecting and using information and responding to what has been read.
- Organising ideas and information and writing accurately.

**Foundation Phase – Personal and Social Development, Well-being and Cultural Diversity**

- Respond to ideas and questions enthusiastically, sensitively, creatively, and intuitively.
- Express ideas and feelings creatively, explaining why they are significant.
- Ask questions about how and why special things should be treated with respect and respond personally.
- Demonstrate care, respect and affection for other children, adults and their environment.
- Develop a growing interest in the world around them and understand what their environment has to offer when playing alone and with others.

**KS 2 – Literacy – Oracy**

- Explain information and ideas using relevant vocabulary.
- Organise what they say so that listeners can understand, e.g. emphasising key points, sequencing an explanation.
• Speak clearly varying expression to help listeners.
• Keep in role and support others in role play.
• Explain information and ideas, exploring and using ways to be convincing, e.g. use of vocabulary, gesture, visual aids.
• Speak clearly, using formal language, varying expression, tone and volume, to keep listeners interested.
• Contribute to group discussion, sharing ideas and information.
• Contribute to group discussion and help everyone take part.

KS 2 – Literacy – Reading

• Read short information texts independently with concentration.
• Scan for specific information using a variety of features in texts, e.g. titles, illustrations, key words.

KS 2 – Literacy – Writing

• Opportunities to: Write for a variety of purposes, write in a range of continuous and non-continuous texts in a variety of forms and produce poetic writing, using imagery and poetic devices, e.g. rhyme and form.

Successful Futures Curriculum

• By having fun, moving and touching the world around them in a multisensory environment participants communicate freely and learn new vocabulary.
• In developing an understanding and an appreciation of their natural world learners are more likely to find ways to care for it.
• Through language and literature, pupils will develop a sense of identity. They will be able to articulate, express and represent their own emotions and be equipped to understand the emotions of others.
• Develop as healthy confident individuals who can articulate their thoughts and feelings and interpret those of others, showing respect and developing strong positive relationships so they can work with others to overcome challenges.

Equipment and resources

• Cardboard for front/back of book
• Paper sheets for activities
• Cloth squares for activity
• Crayons and pens
• Double sided tape/clear sheets
• Mallets
• Natural Scavenger Hunt info
• Pens/pencils (these work better in damp weather)
• Clipboards

Objectives

By the end of this activity learners will be able to:

• Observe/ respond to/describe their surrounding environment.
• Express thoughts and feelings and communicate these to others (whether oral and/or through writing).
• Have listened and responded to stories/poems/songs/peer’s thoughts and ideas.
• Have had experience of working as a team.
• Use senses in a natural environment
• Follow instructions to an end result
• Understand seasonal changes to natural resources
• To explore and collect, and make literacy-based sheets to compile into a ‘Natural’ book covering ideas for communication, language, reading, writing and art
• Create a feeling of wonder and awe being outdoors and lead to improved wellbeing and health

What to do

Setting the scene

• Introduce the theme and topic. Find a package or note to explain the activity. To make a Memory Book of seasonal and natural items. (Could be related to a class topic or theme for that week/term). Walk around with a partner and find the instructions and resources to make their ‘special’ natural page for the book
• We will use our senses and what is available that season around the site to produce our page
• Follow the instructions at each stop and with your partner help each other to do the fun activity that has either an oracy, literacy, communication theme
• Briefly use this time as a chance to discuss health and safety with the group. We will not be using our sense of taste unless instructed. Allow participants to identify risks and suggest how to minimise them. This could be done in the context of preparing for a journey.
• Remind the group about the responsible collection of natural objects and trying not to pick or damage wildlife and to look for things already fallen on the ground. Be aware of any stinging or poisonous plants and fungi or other hazards in the area.

Off you go

• Natural Book cover scavenge: Take a square of card with double sided tape on it. Look around you to find natural items to remind you of that area to stick onto the card. Add your name and a few words to say how the items make you feel or how they look to you
• Going around the twist: Take a square and with a pen/pencil write a spiral poem or sentence to describe something you can see. You could also draw it and write the poem in or around it
• Recipe of a woodland: Take a square and discuss with your partner what you need to make a ‘perfect’ woodland. Look around, touch things, listen. (This could be real or imaginary). Draw or write the ingredients. These could also be natural items and could be photographed
• Sounds Interesting: Take a square each and take it in turns to lead each other for a short walk blindfolded and listen and be aware of sensations e.g. wind, heat or cold, smooth path or rough ground. Swap over and repeat. Draw a map of the sounds and sensations using patterns and shapes. Show your partner afterwards and see if they can guess what you heard.
• Capture a moment: Take a frame and 2 x clear sticky sheets. Look around you through the frame to capture a moment and save it in your frame – take a natural item near you that doesn’t damage the site and reminds you of the moment and stick it on the first clear sheet. Attach to the frame and stick the second one on the other side to capture it. This could also be a photo. Discuss it with your partner and/or write why you chose it.
• Pairing up: One person takes a card from bag 1 and the other from bag 2. One will have a word, one a picture. Turn back to back. Person one describes the word and the other person draws what is described. Swap over. The second person has a picture and describes what they see to their partner. They must guess what it is – the word. Take it in turns to describe the word on your card so the other person draws what they are described. Once both are done, look at the finished picture and discuss if it worked, how did the communication go, were there any difficulties.
- **Make my book**: Come together and make your book. Add a back-cover card – use the stamps to decorate. Hole punch the pages. Put them together. Find a stick and use this with an elastic band to go through the pages and loop on each end of the stick.

- **Discuss** with the group related to the activities covered – feelings, senses, how did they communicate, relate to a class topic/theme if relevant. Has each page made a memory for them? This could be repeated over different seasons or in different weathers.

### Suggested key questions

- How can we look after nature/the woodland?
- How did you feel being outside?
- What resources could you find outside to use?
- What are your senses?
- How do we communicate with each other?
- What things change with the weather or season?
- What was your favourite page in the book?

### Adapting for different needs/abilities

#### Easier

- Still have stops to make the pages but the activities can be simplified or the whole group can make one book between them – all joining in to make e.g. a large front cover. All can come up with words for a spiral poem and the teacher can scribe it or use marks. Photos can be taken rather than using written words. All make a large picture frame, etc.

#### Harder

- Relate more to themes and topics in class and literacy areas e.g. persuasive language, instructional words, descriptive words. Use more advanced vocabulary. Discussion and debate in pairs and groups. Relate activities to a book or poet being studied. Pick poetry styles to use. Present their book to the group or a partner and discuss.

### Follow up activity/extension

- Relate the outdoor activities to work covered in the classroom – to further written work, do a presentation or further discussion on topics raised for literacy or well being.
- Repeat activities in different weather or season.
- Display work indoors for others to see.
- Come back to the book at a later date and see what they remember about the pages/day outside.
- Children to come up with their own memory book ideas.

### Additional information

- Use what you have within your own grounds.
- Don’t be afraid to take them out in all weathers and seasons.
- Keep things simple and prep light.
- Be flexible and go with the children’s ideas and thoughts.
### Time needed for activity:
- minimum 30 mins / maximum 90 mins

### Location:
- Any outdoor setting where digging soil or turf is acceptable.

### Context:

**The Soil Survey**
The pupils dig a hole 20 cm\(^2\) and count the number of worms they find in it, identifying them using a key. They use pH paper to test the soil and carry out other simple soil tests. They can carry out the survey in one or more areas to compare the results or compare their results with those on the website.

### Key Stage 2

#### Numeracy skills
The fieldwork of the Soil Survey can be used to practice the following skills:
- **Developing numerical reasoning**
- **Represent and Communicate** - Select and construct appropriate charts, diagrams and graphs with suitable scales.
- **Review** - draw conclusions from data and recognise that some of the data may be misleading or uncertain.
- **Using measuring skills**
- **Time** - From Year 5 - Time events in minutes and seconds and order the results. Carry out practical activities involving timed events and explain which unit of time is the most appropriate.
- **Using data skills**
- **Collect and record data** – tally charts, tables and diagrams and frequency tables. From Year 5 - Bar charts, use mean, median and mode to describe a data set.

#### Science Skills
- **Represent and Communicate** - Pupils can use the soil survey to communicate their findings clearly in speech, writing, drawings, dia-grams, charts, tables, bar charts, and using relevant scientific vocabulary.
- **Enquiry** - Pupils can use the soil survey to carry out a scientific enquiry. They can compare two different areas of the school grounds, outlining a planned approach, making a prediction using previous knowledge, carrying out a fair test, controlling the variables that need to be kept the same.
- **Developing** - Pupils can make observations and measurements when doing the soil survey and using the equipment and techniques safely. They can check observations by repeating them in order to collect more reliable data. They can make comparisons and identify and describe trends or patterns in their data and use the data on the opalexplornature.org web site to extend this. Finally they can consider different interpretations of the data, giving reasons, and form considered opinions and make decisions about improving the school grounds for wildlife as a result.
- **Reflecting** - Pupils can use the soil survey to think about what they have done, beginning to evaluate outcomes, deciding whether the approach was successful and suggesting any improvements to the results. They can link their learning to similar situations using the data in the opalexplornature.org website.
- **Range**
• Interdependence of organisms, especially points 4 & 6 - Through the soil survey pupils can carry out field work to discover the animals found in two contrasting environments. Pupils can use the soil survey to learn about the environmental factors that affect what grows and lives in two environments – for example pH and soil texture.

Key Stage 3

Numeracy
The data from the Soil Survey can be used to practice the following skills after the data collection in the field:

- **Using data skills**
- **Collect and record** data - Plan how to collect data to test hypotheses. Construct frequency tables for sets of data (Year 7)
- **Present and analyse data** - Construct a wide range of graphs and diagrams to represent the data (Year 7) including pie charts (Year 9). Test hypotheses, making decisions about how best to record and analyse the information from large data sets (Year 9).
- **Interpret results** - Interpret diagrams and graphs (including pie charts) to compare sets of data. Use mean, median, mode and range to compare two distributions (discrete data) (from Year 7). Select and justify statistics most appropriate to the problem considering extreme values (Year 9)

Science

- **Communication** - Pupils can use the Soil survey to communicate their findings clearly in speech, writing, drawings, diagrams, charts, tables, bar charts, and using relevant scientific vocabulary.
- **Enquiry**
- **Planning** - Pupils can use the Soil survey to carry out a scientific enquiry. They can compare two contrasting areas in the school grounds, outlining a planned approach, making a prediction using previous knowledge, carrying out a fair test, controlling the variables that need to be kept the same.
- **Developing** - Pupils can make observations and measurements when doing the bug survey and using the equipment and techniques safely. They can check observations by repeating them in order to collect more reliable data.. They can make comparisons and identify and describe trends or patterns in their data and use the data on the opalexplorenature.org website to extend this. Finally they can consider different interpretations of the data, giving reasons, and form considered opinions and make decisions about improving the school grounds for wildlife as a result.
- **Reflecting** - Pupils can use the bug survey to think about what they have done, beginning to evaluate outcomes, deciding whether the approach was successful and suggesting any improvements to the results. They can link their learning to similar situations using the data in the www.opalexplorenature.org website.
- **Range**
- **Interdependence of organisms** - Pupils can use the results of the Soil Survey to represent the habitat using a food web

Equipment and resources

- Pull-out field guide - survey instructions
- Accompanying workbook - information, advice and answer sheets
- Consumable items
  - Magnifying lens x 1 - if identifying earthworm species
  - pH strips x 2 - for delivering part C only
  - Mustard sachets x 2 – part C only
  - Vinegar sachets x 2 – part C only
  - Two 750ml bottles of water
- Small spade or trowel
- Gloves (optional)
- Bin bags to inspect the removed soil and for leaning on
- Suitable containers e.g yoghurt pots or plastic tubs (no lid necessary)
- Useful to take with you
  - A camera
Objectives
By the end of this activity learners will:

All learners will:
- Work as a team to collect information about their local environment in a safe and appropriate way.
- Use OPAL resources to communicate findings using scientific vocabulary, uploading results on to the OPAL website.
- Gain inquiry and investigative skills by assessing soil properties of the study location e.g. soil pH, texture, moisture.
- Gain inquiry and investigative skills by using a dichotomous key to identify and record the frequency of earthworm species present.

Most learners will: Develop an understanding of the role and importance of earthworms within the ecosystem.

Some learners will: Consider the impact of humans, including climate change, on soils and earthworms and identify the implications for the future.

What to do

A – Site characteristics: Find your survey location and in small groups of three to five let pupils select a suitable 20cm x 20cm sample area. Complete questions 1-6 in the survey booklet. If time limited ask different students from each group to answer a separate question then share their findings in the field or during the follow up.

B – The soil pit and earthworms: Ask students to dig their soil pit (20cm x 20cm and 10cm deep). They can mark out their area with markers such as small twigs. Don’t forget there is a ruler on the edge of the survey pack fold-out guide. The removed soil can be placed on a bin bag or tray to be sorted through.
- Count the number of adult and immature earthworms present in this soil (questions B1 and B2).
- Pour 750ml of water mixed with one sachet of mustard into the pit to see how long it takes to disappear (question B3).
- Collect and count the number of adults and immatures that come to the surface (question B4 and B5).

C – Soil properties: Complete questions 7-15 following instructions in the survey pack. A demonstration will be particularly useful here.

D – Earthworm recording: Key out one example of an earthworm with the group, showing key things to look out for e.g. head-end of worm, saddle, male pores, saddle pads.

Suggested key questions

What are earthworms?
What do earthworms eat?
What is soil?
Why does soil matter?

Adapting for different needs/abilities

Easier
A and B Measure and dig the hole (in different locations or at different times of the year) / count all the worms / separate adults and juveniles / compare results. You could vary the size of hole dug. Do you expect to find more or less worms in a bigger hole?

Harder
C and D: Complete the survey including soil properties, identify worm species using the key.

**Follow up activity/extension**

- Discuss how soils and earthworms can be influenced by human activities.
- Show and tell of what the groups have found.
- Input data on to the OPAL website and compare results to other areas.
- Pupils can graphically present their data in a variety of ways to compare sites (bar charts, proportional symbols etc.) or use simple statistics to analyse their data e.g. the most common species.
- It is also possible for students to create presentations to share their findings with others. If students have cameras or phones this presentation can be in the form of a ‘BBC documentary’ or flash news report.
- Alternatively create a temporary wormery in a plastic bottle or small tank and observe how the worms behave, responding to dark or light or favouring different soil types etc. Remember to set the worms free after a day or two!

**Additional information**

**Pre survey preparations**

- Ensure students are dressed for the conditions outside
- Have an idea about where you will complete the survey
- Prepare any risk assessments and/or permissions.
- Be aware of the learning experiences and outcomes of the session
- Arrange transport or extra members of staff if needed
- Organise resources and survey packs – see website
- Soil Survey can be done throughout the year but is best from early spring to late autumn.
- Be prepared to modify the sessions to take into account weather conditions or other limitations.
- Lesson plans / teacher notes / interesting factoids about earthworms / additional recording sheets are all available on the OPAL website.

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**Activity Plan: Maths**

**Maps**

- **Time needed for activity:** 45 mins
- **Location:** Any

**Context**

This activity focuses on exploring why we use maps and how to create a natural map using natural objects.

We will use a story book as a starting point. The main year group focus is Foundation Phase 1 (Year 1). Although it can be used throughout the Foundation Phase.
**Curriculum links**

**Knowledge and Understanding of the World:**
- making observations and measurements and keeping records
- communicating observations and measurements

**Mathematical Development:**
- describe position, direction and movement *Y1 - M*
- present work orally, pictorially and in written form, and use a variety of ways to represent collected data *Y1 - M*
- use non-standard units to measure: – length, height and distance *Y1 – M*

**Language Development:**
- talk about things they have made or done, explaining the process *Y1 – M*
- The skills are taken from the ‘Revised Foundation Phase Curriculum 2015’.
- This will come under the New Curriculum as ‘Mathematics and Numeracy’, ‘Languages, Literacy and Communication’ and ‘Humanities’.
- These activities touch on all aspects of Donaldson’s Four Purposes with a specific focus on ‘ambitious, capable learners who are ready to learn throughout their lives’.

**Equipment and resources**
Access to a range of natural objects ranging in size (e.g. pine cones, acorns, sticks, conkers etc)
A mat to create map on (optional)
A range of maps (roads, location, street)
Story books linked to maps eg pirate cruncher, Henry’s Map, We’re going on a bear hunt? Lucy in the City, As the Crow Flies.

**Objectives**
By the end of this activity learners will be able to:
- show a basic understanding of maps
- create a map using natural objects which reflects a given environment.
- use the language of position, next to, above, below, left, right, opposite, birds eye view

**What to do**
- Introduce the topic by reading them a story related to a topic, theme or a book with a focus on maps.
- Give the pupils some different kinds of map to look at. Discuss the differences between them. Look at the different features that are shown and how they are represented (eg birds eye view, no people etc) eg rivers, mountains, woodland, buildings
- Explain to the pupils their task today is to help you create a map of the site. (This could be of the playground, local park, or any location in the local area). Emphasise they will be using natural objects to represent the different features on the site. They will need to consider the size, shape and positioning of each object
in order to ensure it is a fair representation.
- The pupils will then go off and find different objects to represent the different features on the map in turn. On their return, they are to place the object on the map in the correct position. Guidance and positional language to be used where appropriate.
- Keep discussing with the group what needs to be added, where different features sit and the different sizes of the features on the map.

### Suggested key questions

- Why do we have maps?
- What do you not see on maps?
- Where will you place this?
- What is next to the …?
- What are the key features you see on the site?
- Where does ??? sit on the map. Is it next to X or opposite X?
- Is X bigger or smaller then X.?

### Adapting for different needs/abilities

**Easier**
- Provide the objects to be used on the map.
- Use a birds eye view picture of the site to help create the map.
- Work as a group to select the material to use

**Harder**
- Use large sticks to create a grid over the top of the map once it has been completed. Using stones with numbers and letters on to add coordinates to the natural map.
- Explain to the pupils how to read coordinates ‘along the corridor and up the stairs’.
- Ask children to challenge peers to find something in a specific cell.
- Create a key for their map.

### Follow up activity/extension

- Set up a treasure hunt using different coordinate clues to lead them.
- Draw their map as a pictorial representation for children to keep as a copy and use for other challenges
- Make 3D maps and begin to use the language of coding to direct a roamer/bee bot around the site.

### Additional information

This activity can be used throughout the Foundation Phase. We have chosen to focus mainly on numeracy skills but it can be used to develop a range of cross curricular skills. We have looked at Foundation Phase 1 (Year 1) skills but this can easily be completed through all ages.

There is the potential for more Language development – with recording instructions. ICT could be covered looking at Beebots, Roamer and the language of coding.