



Chopwell Wood Nature Trail

Self-Guided Activities

The Nature Trail starts in the meadow next to the Forest Classroom. Follow the squirrel footprint waymarkers.

Trails

- Blind Snail Trail
- Wooden Animal Trail

Activities

- Exploring with letters
- Hug a tree
- Scavenger Hunt
- Animal Numbers
- Find a Friend
- Sound Fists
- Home Sweet Home
- Micro Hike

Local office

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Blind Snail Trail

Objectives:

- To explore an area using senses other than sight.
- To work as a team

Time: 1 hour

Materials: Blindfolds (or close your eyes)

Introduction: "Some of the simplest eyes are found in animals like snails who cannot 'see' in the normal sense. They do have photosensitive cells, but no lens. They can distinguish between light and dark and this enables snails to keep out of direct sunlight."

Get the group to think about how deprived they would be if without sight and how much they would rely on other people to describe the world around them. What would they miss the most? What might happen to their other senses?

Activity: In pairs or in two groups. One person is the guide and the other the 'snail'. The guide describes any obstacles/ features and asks probing questions such as, 'What can you smell? What does it feel like? Can you hear?'

Please warn the 'blind snail' of all obstacles including tree roots, branches, step ups and downs and guidance on where the rope is.

Follow Up: Get the group to talk of how they felt as a 'blind snail' was it difficult not to take the blindfold off? Write a description of a normal walk by feel, sound and smell.

Curriculum Links: Social Development, language, Physical Education

Age: Key Stage 1 to 2

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Wooden Animal Trail – Mapping Quest

There are 8 wooden creatures hiding on the Nature Trail. Find all the creatures and mark their location on the blank map.

Use features on the map such as bends in the path, the type of trees in an area, ditches, pits and boardwalks to be as accurate as possible. Add on your own features (trees, artworks etc) to create your personalised map of the Nature Trail.

The creatures to find are:

Deer,
Butterfly,
Mouse,
Frog,
Squirrel,
Rabbit,
Fox,
Hedgehog.

Local office

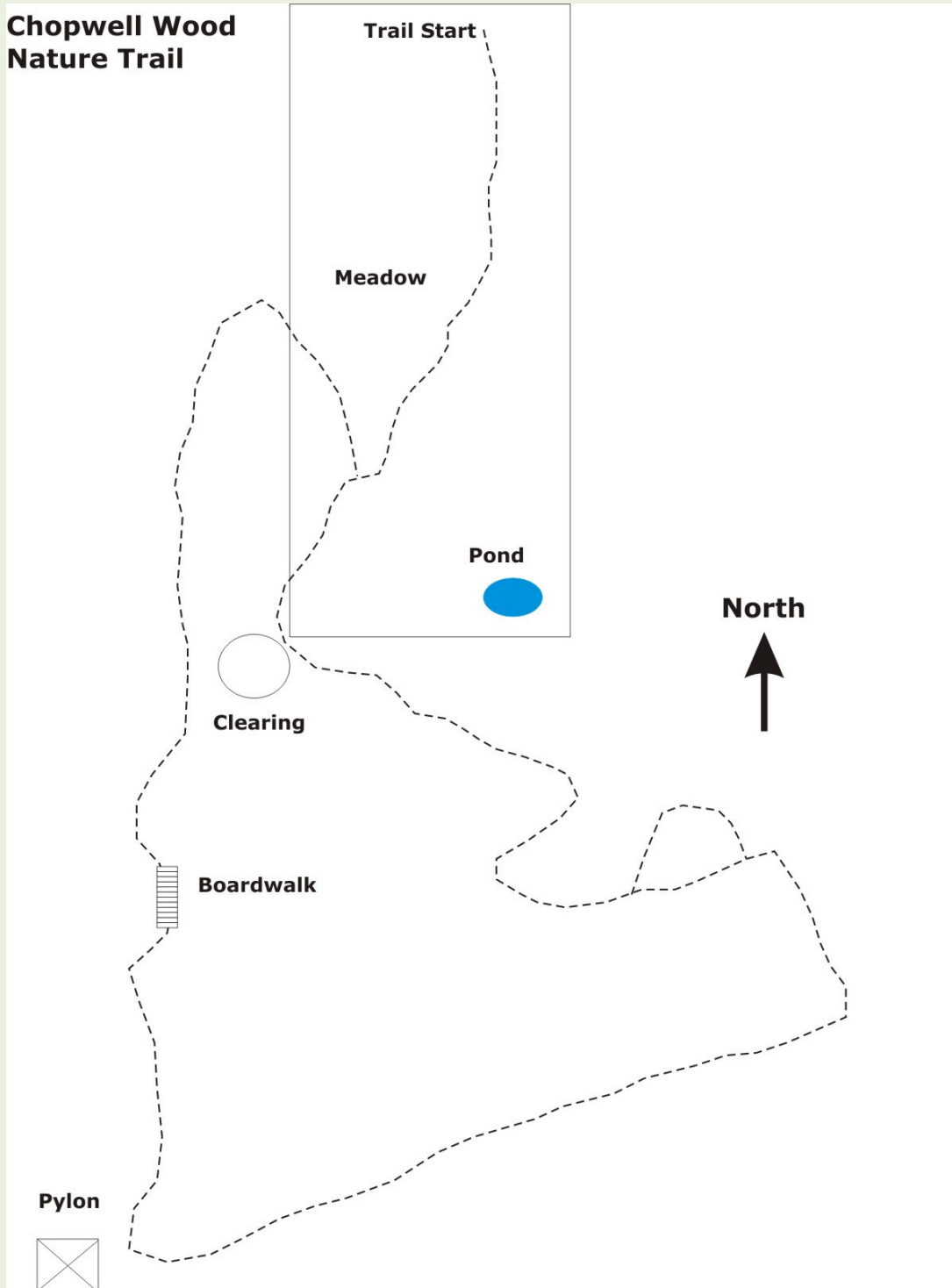
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Exploring With Letters

Teacher Notes

Objective: To explore the world around using letters.

Time: 1 hour

Introduction:

Explain that the group will be exploring the woodland to find a letter attached to each of 8 wooden animals. Collect the letters to make a word.

Curriculum Links: The world around us, Personal Development, Physical Education

Age: Key Stage 1

Follow up:

The group can be asked to think of something they seen, heard, sensed from A-Z e.g Air, Blue Sky, Crisp Leaves, Dried Twig, Earwig and so on.

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Chopwell Wood

Exploring with Letters

Collect the letters hidden on the wooden animals. There are 8 to collect. This will spell a word.

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.

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Hug a tree

Objective: Explore the World around using touch.

Materials: Enough blindfolds for one between two children.

Introduction:

Find an area that is fairly clear of undergrowth and has a number of accessible trees. This activity is a good way to encourage children to really think about trees as well as developing trust and teamwork between them. Use an adult member of the group (teacher) to demonstrate the activity.

In groups of 2/3 each child should take a turn at closing their eyes and being led (on a round about route) to a tree. The child should keep their eyes closed and give the tree a hug, taking time to note the texture, size, shape etc. The child is then led away from the tree and asked to open their eyes and try and identify which tree they hugged.

Follow Up:

What are the similarities and differences between the trees?

What the trees felt like when they hugged them?

Imagine being a tree through the seasons and the years, been shaken by the wind, what animals, birds and insects might you see or might live and feed on you.

Curriculum Links: Language, Personal Development

Age: Key Stage 1 and 2

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Scavenger Hunt

Collect one of each of the following from the woodland.

Remember not to take anything that is living.



A chewed leaf

Something which was living, but is now dead

Something Prickly

A Feather

Something that might have changed colour

Ten of something

A piece of man made rubbish

A smooth pebble

A seed

Something that reminds you of yourself

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Animal Numbers

1. How many legs do 2 _____ have?
2. If a _____ visits 10 flowers and 6 of them are yellow how many flowers are other colours?
3. If 2 _____ eat 10 hazelnuts each how many hazelnuts do they eat altogether?
4. If 10 _____ are sat by the pond and 4 of them jump into the water how many are left?
5. If a _____ climbs half way up a tree that is 20 meters tall how high has it climbed?
6. If 3 _____ eat 5 dandelions each how many do they eat all together?
7. A _____ has 2 ears, 2 eyes and 4 legs. How many is this all together?
8. A _____ finds 20 beetles under a log if he shares them with his friend how many beetles are there each?

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Animal Numbers

Teacher Notes

Curriculum Links: Maths

Age: Key Stage 2

Answers:

1. Deer 8
2. Butterfly 4
3. Mice 20
4. Frogs 6
5. Squirrel 10
6. Rabbits 15
7. Fox 8
8. Hedgehog 10

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Find a Friend

Objective: To explore the world around using sight, touch, smell and imagination. To develop language skills.

Time: ½ hour

Introduction:

Gather the group in the Bushcraft or Story Telling area, sitting down or standing up. Ask them if they have had a good time in the meadow and tell them on the Nature Trail path they are going to find a friend who might like to go home with them. It can be any friend that they spot on the way back. They might smell nice or be an interesting colour. The friend may have a spiky coat.

Head off and let the children find their 'friends'. Once you have arrived back at base (or wherever you choose) encourage them to tell a neighbour about their friend. If the group is there all day, they can take their friend to lunch.

Curriculum Links: Language, The Arts, The World around us, Personal Development, Physical Education

Age: Key Stage 2

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Sound Fists

Objective: Explore the world using sound.

Time: ¼ - ½ hour

Introduction:

Tell the group you would like to see how good they are at this activity!

- Allude to other groups finding this difficult. Ask the group if they think the forest is a noisy place or not? Have they heard much? Probably not as they have been making too much noise!
- Explain that they need to raise their fists in the air – show them.
- Then tell them that when you say, they are to close their eyes and be as quiet as possible. They are going to listen and each time they hear a new noise they should raise a finger.
- Start them off- make sure the staff do it too- and keep it going for as long as possible – hopefully until some have ten fingers up.

Curriculum Links: Language, Physical Education, Personal Development.

Age: Key Stages 1 and 2

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Home Sweet Home

Objective: Explore the world around us

Introduction:

This sculpture has a number of holes in it. There is a dark damp toad house at the very bottom and smaller circular holes filled with leaves and debris where spider, insects and other invertebrates can hide. Can you see if anybody is at home?

Discussion points:

Q: What is the name for a creature's home? **A:** Habitat

Q: What makes a good habitat? **A:** 1) Protection from the elements and predators. 2) Nearby food - our toad has his own built in restaurant above him 3) water

Q: What different habitats are there in the woodland and who might live there? **A:** light/dark places, dry/wet places, clearings/dense forest etc

Talk about how different creature are adapted to their particular habitats e.g. squirrels have a tail to help the balance in the trees, badgers have big claws to help them dig, creatures have coats or colours to help them hide or to give a warning, birds often have beaks designed to help them eat their particular food etc.

Curriculum Links: Science, Language, Exploration

Age: Key Stage 1 and 2

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Micro Hike

Give children a magnifying glass each and encourage them to imagine what kind of path a minibeast might follow – would it be the same as the paths that we use? What would it look and feel like to be a spider walking through long grass?

Materials:

- ♦ One magnifying glass for each child
- ♦ A piece of string about 1m long for each child.

Method

Give each child a piece of string and tell them to use it to mark out a mini-path. Now explain that they need to get down near the ground and follow that path at the same speed as a minibeast, observing everything and imagining it from a beastie's eye view.

When they have had a look they can swap with partners to look at each other's mini-hike.

Curriculum Links: Physical Education, Science, Personal, Social and Health Education.

Age: Key Stage 2

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