

A child in a blue school uniform is sitting in a field of tall grass. The child is holding a pencil in their right hand and a notebook in their left hand. A blue text box with white text is overlaid on the bottom right of the image. The text box has a double border and rounded corners.

**THIS PACK CONTAINS ONE
OUTDOOR LESSON PER WEEK
FOR THE ENTIRE SCHOOL
YEAR (AGES 9 TO 10).**

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**EDUCATE
OUTSIDE**

STICK PHOTO FRAMES

Teacher's Guide
Ages 10 – 11: Term 2 Week 5
Reflection

CURRICULUM LINKS: Misc

PREP: 5 minutes **LENGTH:** 50 minutes **NUMBERS:** Individual

ACTIVITY DESCRIPTION:

In this lesson, students will create a stick photo hanger by tying four sticks into a square frame and attaching two strings diagonally across it. This will be used to display a favorite photo from home or a nature photo they've taken. This activity combines creativity, teamwork, and practical knot-tying skills, allowing students to express themselves through their choice of photos and design.

EQUIPMENT PROVIDED BY US:

Instructions

BENEFITS OF THE ACTIVITY:

- **Personal Reflection:** Encourages students to choose a meaningful photo and think about why it's important to them.
- **Mindfulness:** Working with natural materials helps students focus on the present moment and engage with their surroundings.
- **Problem-Solving:** Students will need to figure out how to secure the sticks and attach the string to create a sturdy frame.

SAFETY PRECAUTIONS:

- Remind students not to run with sticks.

EQUIPMENT PROVIDED BY YOU:

Sticks

String

Scissors

Photo

Tape

Camera

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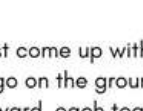

**EDUCATE
OUTSIDE**

Teacher's Guide

Ages 10 - 11: Term 2 Week 6

Independence

KNOT RELAY



BEFORE THE LESSON

- Prepare lengths of rope or string.

STARTER:

In teams, students must come up with a creative team name and use ropes to shape their team name or logo on the ground. This encourages teamwork, creativity, and communication. Afterward, each team shares their name/logo with the group.

MAIN ACTIVITY

- Ask the students what knots they already know. Give opportunity for some students to demonstrate what they know.
- Introduce the three knots they will use for the relay (square knot, clove hitch, bowline).
- Show students the knot-tying instructions and how to access videos on the iPads.
- In teams of 5 or 6, students work together to master each knot. They can refer to the videos and instructions for guidance. Each student must be able to tie all three knots.
- Once confident, teams will participate in a relay. One by one, students will run to a designated spot, tie a knot (announced by the teacher), and run back to their team.
- The next team member will run and repeat the process until all team members have tied a knot.
- After the race, gather teams together to reflect on their learning experience. Encourage them to discuss challenges they faced, how they overcame them, and what they learned about teamwork and independence.



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HIDDEN MESSAGES

Teacher's Guide

Grades 10 – 11: Term 2 Week 8

Independence

CURRICULUM LINKS: Geography: map skills

PREP: 5 minutes **LENGTH:** 50 minutes **NUMBERS:** Individual and pairs

ACTIVITY DESCRIPTION:

In this outdoor activity, students will write secret messages on three lollipop sticks or cards, hide them around the area, and make the hiding spots on the map from the previous lesson. They will then swap maps with a peer and search for the hidden messages using the clues provided. This activity develops independence, critical thinking, and spatial awareness, with an optional challenge of having students draw their own maps.

EQUIPMENT

PROVIDED BY US:

BENEFITS OF THE ACTIVITY:

- Independence: Students make their own decisions about where to hide and search for items.
- Map-reading skills: Develops students' ability to interpret and use maps for navigation.
- Problem-solving: Encourages critical thinking as students use clues to find hidden messages.
- Creativity: Students design their own symbols and messages, fostering creative expression.

EQUIPMENT

PROVIDED BY YOU:

Card or lollipop sticks.

Pencils / pens

Maps from previous lesson or printed map

SAFETY PRECAUTIONS:

- Set clear boundaries for the outdoor area to ensure all students remain within sight.
- Ensure students hide the cards in sensible locations.

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KNOT RELAY

Teacher's Guide

Ages 10 - 11; Term 2 Week 6

Independence

SQUARE KNOT

USES: JOINING ROPES,
SECURING BANDAGES, CARCEL
TYING & MORE

**1: TAKE TWO ENDS OF THE
STRING, ONE IN EACH HAND.**

**2: CROSS THE RIGHT END OVER
THE LEFT END, THEN UNDER.**

**3: NOW, CROSS THE LEFT END
OVER THE RIGHT END, THEN
UNDER.**

**4: PULL BOTH ENDS TO TIGHTEN
THE KNOT.**

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STICK PHOTO FRAMES

Teacher's Guide

Ages 10 – 11: Term 1 Week 3

Reflection

BEFORE THE LESSON

- Collect the nature journals from last week's session. Prepare all the equipment for journal making.

STARTER:

- Introduce the idea of displaying a photo hanger using natural materials. Explain how students can display a meaningful photo, whether it's from home or taken during a nature walk. Discuss the reflective aspect of the project, encouraging students to think about why their chosen photo is significant to them.
- Go on a short nature walk with students, working in pairs and sharing one camera between them. Encourage them to take their time and discuss what they find interesting in nature before deciding on one photo to capture.
- Emphasize the importance of thoughtful observation, encouraging them to consider details like color, texture, and shape in their chosen subject.

MAIN ACTIVITY

- Show students how to tie a square frame by securing four sticks at the corners using basic knots such as a square knot or clove hitch. Ensure the sticks are tied tightly to form a stable frame.
- Guide students in tying two pieces of string diagonally across the square frame to form an 'X'. This will hold the photo in place. Make sure the string is pulled tight so that it can securely support the photo.
- Students can either bring in a photo from home or take a nature photo during the lesson. If available, print the nature photos for them.
- Have students tape or clip their photo to the diagonal strings onto the frame. Gather students together to show their completed photo hangers.
- Encourage each student to reflect on and share why they chose their particular photo and what it represents to them.

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STICK PHOTO FRAMES

Frame Instructions
Ages 10 – 11: Term 1 Week 5
Reflection

STICK PHOTO FRAME

COLLECT MATERIALS

Get four straight sticks, string, and scissors. Ensure the sticks are sturdy and long enough to hold the photo.

FORM THE FRAME

Tie the four sticks together at the corners using a secure knot, such as a square knot or clove hitch, to create a square or rectangular frame.

DIAGONALS

Tie two pieces of string diagonally across the frame, forming an "X" to provide a surface for attaching the photo.

SECURE THE PHOTO

Use tape or clips to secure the photo to the diagonal strings in the middle of the frame.

PERSONAL TOUCH

Students can add natural materials like leaves or flowers to decorate the frame for a personal touch.

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BIO-BLITZ

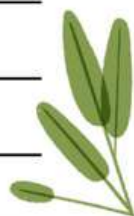


Results Table

Name: _____

Explore your outdoor area and identify as many different plant and animal species as possible.
Use the table below to record your observations.

CLASSIFICATION (bird, plant etc.)	IDENTIFICATION (identify the species)



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KNOT RELAY

Teacher's Guide

Ages 10 - 11: Term 2 Week 6

Independence

BOWLINE

TYING A RESCUE LOOP AROUND A PERSON'S WAIST, SECURING SAILS TO ROPES, ATTACHING A ROPE TO A CLIMBING HARNESS.

1: MAKE A SMALL LOOP (THE "RABBIT HOLE") IN THE STRING, LEAVING ENOUGH END TO WORK WITH.

2: PASS THE END OF THE STRING (THE "RABBIT") UP THROUGH THE LOOP, AROUND THE STANDING PART OF THE STRING (THE "TREE"),

3: AND BACK DOWN THROUGH THE LOOP.

4: PULL TIGHT TO SECURE

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BIO-BLITZ

Teacher's Guide

Ages 10 - 11: Term 2 Week 9

Independence

CURRICULUM LINKS: Science: identification

PREP: 5 minutes

LENGTH: 50 minutes

NUMBERS: Pairs or small groups

ACTIVITY DESCRIPTION:

In this outdoor Bio Blitz activity, students will explore their outdoor area to find and identify as many different species of plants and animals as possible. Working in small groups, they will observe, record, and use identification guides to classify the species they encounter, while promoting biodiversity awareness and developing scientific investigation skills.

EQUIPMENT

PROVIDED BY US:

Results table

Identification guides
(downloadable from Educate Outside)

BENEFITS OF THE ACTIVITY:

- Independence: Students work autonomously to explore and identify species in nature.
- Biodiversity awareness: Enhances understanding of local ecosystems and the variety of life.
- Scientific inquiry: Develops skills in observation, recording, and classification.
- Critical thinking: Students use guides and their knowledge to accurately classify species.

EQUIPMENT

PROVIDED BY YOU:

Clipboards

Pens/pencils

SAFETY PRECAUTIONS:

- Set clear boundaries for the outdoor area and students within safe zones.
- Remind students not to touch or disturb plants without checking with the teacher.

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TREE HEIGHT

Tree Height Instructions
Ages 10 - 11: Term 1 Week 8
Creativity

A GUIDE TO ESTIMATING THE HEIGHT OF A TREE.

1:

Stand far enough away from the tree so that you can see the entire height.

2:

Hold a pencil vertically at arm's length and in line with one eye.

3:

Align the tip of the pencil with the

4:

Without moving the pencil, turn your

ATIC 38

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EDUCATE OUTSIDE

TREE HEIGHT

Tree Height Results

Name: _____

For each tree, fill in the table below with the tree's name or number and the measured height using the pencil method.

TREE	HEIGHT

WEEKS

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BLINDFOLDED SHAPES

Teacher's Guide
Ages 10 – 11: Term 1 Week 9
Communication

CURRICULUM LINKS: Math: shape English: instructional language

PREP: 5 minutes **LENGTH:** 50 minutes **NUMBERS:** Groups of 4 or 5

ACTIVITY DESCRIPTION:

In this week's outdoor lesson, students will work in teams to form various shapes using a rope while blindfolded. The teacher will call out a shape, and each group must use only verbal communication to position themselves and the rope accordingly. After completing the shape, students will remove their blindfolds to see how accurate their creation is. This activity promotes teamwork, communication, and spatial awareness in a fun and active setting.

EQUIPMENT

PROVIDED BY US:

BENEFITS OF THE ACTIVITY:

- Improves communication: Students must clearly convey their ideas and listen to teammates to form the correct shape.

Learning Objectives: The activity fosters a collaborative environment where students must rely on one another to build trust and communicate effectively on verbal cues.

EQUIPMENT

PROVIDED BY YOU:

 Blindfolds

 Rope/ string

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STICK PHOTO FRAMES

CURRICULUM LINKS: Misc

PREP: 5 minutes **LENGTH:** 50 minutes

ACTIVITY DESCRIPTION:

In this lesson, students will create a stick photo by tying four sticks into a square frame and attaching photos diagonally across it. This will be used to display their favorite photos from home or a nature photo if they wish. This activity combines creativity, teamwork, a knot-tying skills, allowing students to express themselves through their choice of photos and design.

BENEFITS OF THE ACTIVITY:

- **Personal Reflection:** Encourages students to choose a meaningful photo and think about why it's important to them.
- **Mindfulness:** Working with natural materials helps students focus on the present moment and engage with their surroundings.
- **Problem-Solving:** Students will need to figure out how to secure the sticks and attach the string to create a sturdy frame.

SAFETY PRECAUTIONS:

- Remind students not to run with sticks.

Materials

- Environment Photo (1000 8x10)
- String
- Scissors
- Photo
- Tape
- Camera

ARTS & CRAFTS

INDOOR SESSION

MAIN ACTIVITY

- Encourage students to experiment with how the paint interacts with the natural materials. They might paint directly onto the stones or sticks, or use paint to accent the spaces between materials.
- Remind them that like Goldsworthy's work, their art is temporary, and part of the beauty is in the process.
- After finishing, each group will present their piece to the class, explaining the patterns they created and why they chose certain materials and colors. Encourage positive feedback and discussion about the different approaches to the project.

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MINEFIELD II

LEARNING GOALS

- Boosts trust and cooperation: Blindfolding one member of the team promotes trust and reliance on teammates.

SAFETY PRECAUTIONS:

- Ensure the game area is clear of hazards like sharp objects or tripping hazards.
- Blindfolded students should walk slowly, and the team should provide verbal warnings before any sudden changes in direction or obstacles.

Materials:

- Clipboard
- Pencils
- Paper
- Hoops / cones etc.


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Teacher's Guide

Grades 10 - 11; Term 1 Week 7

Communication

TEACHERS: Groups of 4

EQUIPMENT PROVIDED BY US:

EQUIPMENT PROVIDED BY YOU:

-  Cups
-  Rope / string
-  Rubber bands
-  Blindfolds

SAFETY PRECAUTIONS:

- Blindfolded students should be carefully guided by team mates to avoid collisions.

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THAT'S 38 WEEKS OF OUTDOOR LEARNING SESSIONS!

BIO-BLITZ



Teacher's Guide

Ages 10 – 11: Term 2 Week 9

Independence

CURRICULUM LINKS: Science: identification

PREP: 5 minutes

LENGTH: 50 minutes

NUMBERS: Pairs or small groups

ACTIVITY DESCRIPTION:

In this outdoor Bio Blitz activity, students will explore their outdoor area to find and identify as many different species of plants and animals as possible. Working in small groups, they will observe, record, and use identification guides to classify the species they encounter, while promoting biodiversity awareness and developing scientific investigation skills.

EQUIPMENT PROVIDED BY US:



Results table

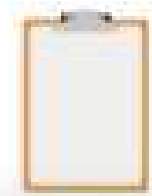


Identification guides
(downloadable from Educate Outside)

BENEFITS OF THE ACTIVITY:

- Independence: Students work autonomously to explore and identify species in nature.
- Biodiversity awareness: Enhances understanding of

EQUIPMENT PROVIDED BY YOU:



Clipboards

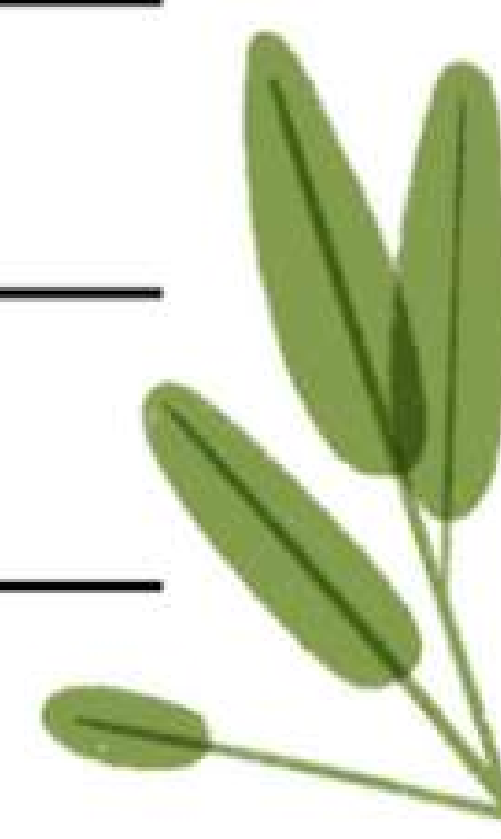
**EACH SESSION COMES WITH
A TEACHER'S GUIDE AND THE
ACTIVITY SHEETS YOU'LL
NEED.**

SAFETY PRECAUTIONS:

- Set clear boundaries for the outdoor area and ensure students remain within safe zones.
- Do not allow students to touch or disturb any wildlife or plants without checking with the teacher first.

Name: _____

(identify the species)

[illegible]

STICK PHOTO FRAME



COLLECT MATERIALS

Gather four straight sticks, string, and scissors. Ensure the sticks are sturdy and long enough to hold the photo.

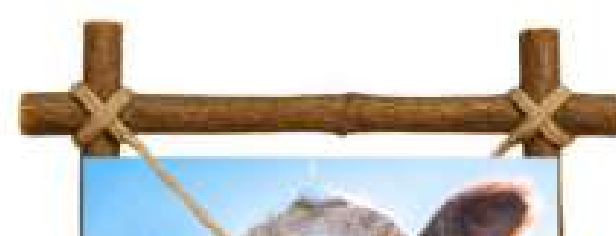
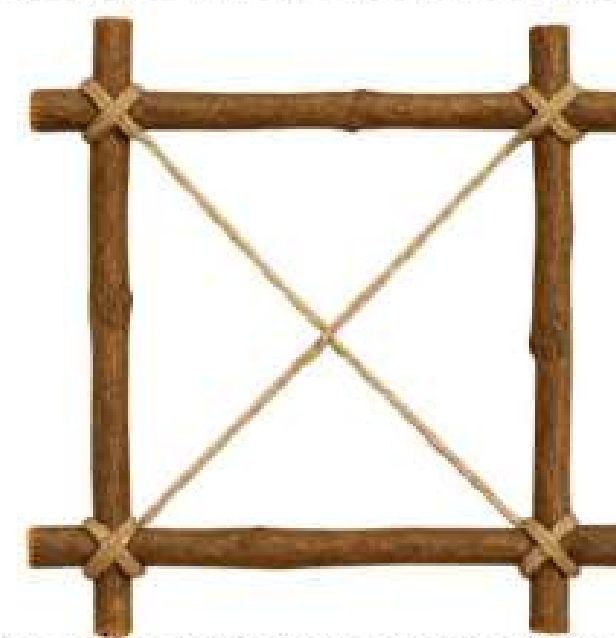


FORM THE FRAME

Tie the four sticks together at the corners using a secure knot, such as a square knot or clove hitch, to create a square or rectangular frame.

DIAGONALS

Tie two pieces of string diagonally across the frame, forming an "X" to provide a surface for attaching the photo.



SECURE THE PHOTO

EASY TO USE
DIGITALLY

TREE HEIGHT



Teacher's Guide
Ages 10 - 11: Term 1 Week 8
Communication

CURRICULUM LINKS: Math: Geometry, measurement Science: identification

PREP: 10 minutes **LENGTH:** 50 minutes **NUMBERS:** Pairs

ACTIVITY DESCRIPTION:

In this outdoor lesson, students will learn how to estimate the height of a tree using a simple pencil and with the help of their partner. By applying basic measurement techniques, they will improve their understanding of proportional reasoning, geometry, and teamwork. This lesson encourages communication and spatial awareness while engaging students with nature in a hands-on activity.

EQUIPMENT PROVIDED BY US:



Tree height table



Tree height instructions

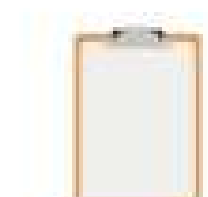
BENEFITS OF THE ACTIVITY:

- Improves communication: Students will need to clearly communicate with their partner during the activity to ensure accuracy.
- Enhances problem-solving: Students will need to use critical thinking to determine the height of trees with limited tools.
- Develops collaboration: The activity encourages student collaboration to achieve accurate results.

EQUIPMENT PROVIDED BY YOU:



Pencils



Clipboards



Measuring wheel or similar

SAFETY PRECAUTIONS:

- Instruct students to stay on the ground and avoid climbing trees.

EXAMPLE LESSON

TREE HEIGHT



Teacher's Guide

Ages 10 - 11: Term 1 Week 8

Creativity

BEFORE THE LESSON

- Prepare the trundle wheels (or equivalent), pencils and clipboards. Print off the activity sheets and ID guides.

STARTER:

- Have students pair up and stand at various distances from a marked spot. Ask them to estimate how far away their partner is without using any tools.
- After making their estimates, let them measure the actual distance using a trundle wheel or other tools to compare with their guesses.

MAIN ACTIVITY

- Explain that In this lesson, students will use a pencil and a simple measuring technique to estimate the height of a tree. By using their partner for reference, they'll explore the concepts of perspective and ratio. Talk about why it's important to know the height of trees or other objects.
- Divide students into pairs or small groups. Each pair will take turns measuring different trees in the area using the pencil method (see instruction sheet).
- After demonstrating the technique, send groups out to practice the method with different trees. Each student can take turns acting as both the 'measurer' and the 'partner' to experience both roles.
- Have students complete the table as they measure the height of different trees.
- Gather the students at the end of the activity and ask them to discuss. What challenges did the students face estimating tree heights and why? How did they adjust their approach after trying the method a few times?

EXAMPLE LESSON

TREE HEIGHT



Tree Height Instructions
Ages 10 - 11: Term 1 Week 8
Creativity

A GUIDE TO ESTIMATING THE HEIGHT OF A TREE.

1:



Stand far enough away from the tree so that you can see the entire height.

2:



Hold a pencil vertically at arm's length and in line with one eye.

3:



Align the tip of the pencil with the top of the tree and your thumb with the base.

4:



Without moving the pencil, turn your hand horizontally so that the pencil is parallel to the ground.

5:



Have your partner stand where the tip of the pencil now points.

6:



Measure the distance from the base of the tree to your partner's position—this gives an approximate measurement of the tree's height.

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TREE HEIGHT



Tree Height Results

Name: _____

For each tree, fill in the table below with the tree's name or number, your estimated height, and the actual measured height using the pencil method.

TREE	HEIGHT ESTIMATION	HEIGHT

TREE HEIGHT



Tree Height Results

Name: _____

For each tree, fill in the table below with the tree's name or number and the measured height using the pencil method.

TREE	HEIGHT

EXAMPLE LESSON