

Prep time: 5 minutes Activity length: 30-40 minutes

• Equipment: iPads / cameras

CURRICULUM LINKS: science, art

CTIVITY DESCRIPTION:

Go on an exciting journey into the world of nature photography with your class. In this outdoo lesson, children will not only discover the wonders of the natural environment but also learn he art of capturing them through the lens.

BENEFITS OF THE ACTIVITY:

 Nature Appreciation: Children develop a deeper connection with nature's beauty. Observational Skills: They improve their ability to observe and notice details. Independence: Exploring and photographing independently fosters self-reliance.
Creativity: The activity nurtures creativity through visual expression.

SAFETY PRECAUTIONS:

Respect for Nature: Teach children to observe and photograph without disturbing plants

Supervision: Ensure adult supervision during outdoor photography activities.
 Safe Handling: Instruct children on how to handle cameras or iPads safely to prevent



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TEACHER'S NOTES

• Start the lesson by talking about how animals need to be very aware of their

surroundings. Why do they think this might be? Discuss the difference between prey and

 Play 'What's the time Mr Wolf' (see instruction sheet if unsure on the rules). Distribute Nature Bingo cards to each child. The cards will have pictures of common

outdoor items like flowers, insects, or tree bark. We have included different bingo sheets. Choose the one which best suites the environment you are using. • Explain the rules: Children must search for these items in the outdoor environment and

mark their cards when they find them. • Encourage children to explore independently, locating and marking items as they go.

· As they find items, discuss their observations and share interesting facts about each

• The first child to complete a row or column shouts "Bingo!" and shares their findings

with the group.



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REFLECTION **STONES**

Ages 5 - 6: Term 2 Week 5

EDUCATE OUTSIDE

Teacher's Guide

EDUCATE SUTSIDE

Teacher's Guide

Independence

Ages 5 - 6: Term 2 Week 9

Prep time: 10 minutes Activity length: 40 minutes Individual

paint / pens

Equipment: pebbles / small wood slices,

CURRICULUM LINKS: PSHE

ACTIVITY DESCRIPTION:

In this session your class will explore and express emotions through art. They will go on a nature hunt to collect pebbles or small wood slices, and then transform them into expressive faces representing various emotions like happiness, uncertainty, and sadness. This activity encourages both artistic expression and emotional awareness. These faces can then be used as part of your classroom management strategy.

BENEFITS OF THE ACTIVITY: Artistic Expression: Children explore their creativity by painting emotions on natural

• Emotional Awareness: They learn to identify and discuss different emotions.

Reflection: Group discussion and individual reflection promote self-awareness.

 Use non-toxic materials and designate a painting area to avo Create a respectful environment for discussing emotions

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NATURE'S

BUOYANCY

Prep time: 5 minutes

Individual / groups

Activity length: 30 - 40 minutes

CURRICULUM LINKS: science

In this week's outdoor lesson, students will b

which items from nature float and which sir items and making exciting observations.

Children actively explore the concept of but

They develop self-reliance and critical thinking

Children practice making predictions, recording

falls, and guide children in safe exploration.

Ensure appropriate adult supervision near the water source to pre-

• Be aware of potential hazards in the outdoor environment, such as sharp rocks or thorns.

• Emphasize the importance of handwashing after handling items from the water source.

ACTIVITY DESCRIPTION:

BENEFITS OF THE ACTIVITY:

conducting experiments

SAFETY PRECAUTIONS:

SAFETY PRECAUTIONS:

Provide close adult supervision during outdoor collecting to prevent

SENSORY SAFARI

Station Ideas Ages 5 - 6: Term 2 Week 2

EDUCATE OUTSIDE

SIGHT STATION

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· Activity Description: At the Sight Station, children will focus on their sense of sight. This station encourages observation and appreciation of the visual beauty in nature.

• Materials Needed: Binoculars, magnifying glasses, colorful flowers, interesting rocks, or

• Teacher Guide: Encourage children to use binoculars and magnifying glasses to observe details in nature. Ask questions like, "What colors do you see? Can you find any patterns on the leaves or flowers?

EARING STATION

drum), drum beaters.

· Activity Description: At the Hearing Station, children will tune into their sense of hearing, exploring the sounds of the outdoor environment.

Materials Needed: Wind chimes, a small musical instrument (e.g., a xylophone or hand

• Teacher Guide: Encourage children to listen to the sounds of nature, wind chimes, or even create their own melodies with the musical instrument and experimenting with a drum beater. Ask questions like, "What sounds can you hear? Are there different bird

OUCH STATION

 Activity Description: At the Touch Station, children will explore their sense of touch by trying to guess what items are in the bags.

· Materials Needed: Different textured items like smooth stones, rough bark, soft moss, or prickly pinecones and bags. • Teacher Guide: Encourage children to touch and feel the textures of the natural items

inside the bags without looking. Can they guess what's in each bag?

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MAGNIFY THE MAGIC

Reflection

Equipment: magnifying glasses, paper &

Ages 5 - 6: Term 2 Week 4

EDUCATE OUTSIDE

Teacher's Guide

Activity length: 40 minutes Individual

Prep time: 5 minutes

pencil (optional)

CURRICULUM LINKS: Science

ACTIVITY DESCRIPTION: This outdoor lesson is a captivating exploration of nature using magnifying glasses. It's great to give children time to explore. Through child-led observations and reflection, children learn

to appreciate the intricate details of the natural world while developing scientific skills.

· Enhances observation skills. Encourages curiosity and reflection about the natural world.

BENEFITS OF THE ACTIVITY:

· Develops fine motor skills through handling magnifying glasses. Cultivates an appreciation for the beauty of the outdoors.

SAFETY PRECAUTIONS: Remind children to use magnifying glasses responsibly and not to touch or disturb

Ensure adult supervision during the outdoor exploration.



MUD PLAY

Ages 5 - 6: Term 2 Week 6 Independence

EDUCATE OUTSIDE

Teacher's Guide

Activity length: 30 - 40 minutes Individual

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Equipment: mud, water, various items (see teacher's guide)

CURRICULUM LINKS: science, math

ACTIVITY DESCRIPTION:

In this outdoor lesson, young explorers will dive into the wonderful world of mud. They'll have the chance to engage in creative, sensory play as they explore, experiment, and simply have fun with mud. This session is designed to be child-led, giving children the opportunity and reedom to let their imaginations run wild.

BENEFITS OF THE ACTIVITY:

• Children experience the joy of tactile, sensory play and unleash their creativity. • Independence: They gain confidence in navigating a natural, unstructured setting

Imaginative Play: Children engage in imaginative, open-ended play, building their cognitive and social skills.

SENSORY SAFARI

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Individual

Teacher's Guide Ages 5 - 6: Term 2 Week 2

Equipment: record sheets, station

OUTSIDE

Reflection

LEAF

IMPRESSIONS

impression on the paper.

· Gather the children and ask them "How are leaves different from each other?". Look at

• Explain that they're going to collect different leaves they find interesting. Ideally they

want 5 – 8 leaves. Let the children explore the outdoor area and gather a variety of

• Have a discussion about the plants they discover. Ask questions like, "What did you find?

Provide each child with two sheets of white paper. Place a leaf between the two sheets

Instruct the children to tap the leaves with a child-safe hammer or smooth stone. This

will transfer the leaf's natural pigments onto the paper, creating leaf imprints. Some

leaves work better than others. After tapping, carefully remove the leaf to reveal the

• Encourage the children to explore their leafy imprints using crayons or markers. They

· Have a discussion about how the leaves look similar in some ways but are all unique, just

• Encourage reflection by asking, "How do you feel when you see that your leaf print is

different from each other? Why might it matter that people are different?"

different from others? How does this relate to people being unique? How are people

of paper and set them on a flat surface on top of old newspapers or cardboard.

a few different leaves as examples and explore their differences.

can enhance the details and colors of their leaf prints (optional).

like people. Emphasize that our differences make us special.

· Once they've finished their art, gather the children and their leafy art.

leaves. Encourage them to find a variety of shapes, colors, and textures.

Are there any similarities or differences between the plants you collected?"

TEACHER'S NOTES

Prep time: 15 - 20 minutes Activity length: 40 - 45 minutes instructions and station resources (see station ideas cards)

CURRICULUM LINKS: science

In this lesson your class will explore their senses through nature. The session begins with a

ACTIVITY DESCRIPTION:

sound walk, followed by visits to sensory stations for sight, sound, touch, taste, and smell.

BENEFITS OF THE ACTIVITY: Enhances sensory perception and observation skills.

 Stimulates curiosity and a sense of wonder. Promotes reflection and communication as children share their experiences.

SAFETY PRECAUTIONS: · Supervise the children closely during the scavenger hunt and sensory station activities to

• If including a Taste Station, check for allergies in advance and ensure all food is ageappropriate and safe. Check for any dietary restrictions or allergies in advance.

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LEAF **IMPRESSIONS**

Prep time: 10 - 15 minutes

Ages 5 - 6: Term 2 Week 3

EDUCATE OUTSIDE

Teacher's Guide

Activity length: 40 - 45 minutes Individual

cardboard / newspapers

Equipment: leaves, paper, child-safe

hammers or smooth stones, goggles,

CURRICULUM LINKS: Science, art

In this session, children will discover different plants and explore their features through a fun art activity. After collecting a variety of leaves, they will delve into the world of leaf art by

ACTIVITY DESCRIPTION:

gently hammering them onto paper to create unique "Leafy Impressions." This artistic journey encourages creativity and fine motor skills while sparking a discussion about how, just like leaves, we are all unique and special in our own ways.

 Encourages exploration of nature and appreciation of plant diversity. Develops fine motor skills and creativity through leaf art.

BENEFITS OF THE ACTIVITY:

• Fosters a sense of individuality and acceptance of differences. Promotes reflection and discussion about diversity and uniqueness.

SAFETY PRECAUTIONS:

• Ensure children wear protective eyewear while hammering leaves. • Supervise closely during the leaf hammering activity to prevent accidents or injuries. Use child-safe hammers for this activity.



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NATURE'S BUOYANCY

ITEM

Record Sheet

FLOAT OR SINK

EDUCATE OUTSIDE

swimmers, such as fish, ducks, or otters. Engage them in a discussion about what makes these animals adept at swimming. Encourage them to share their ideas about buoyancy, webbed feet, or streamlined bodies. This activity stimulates their critical

TEACHER'S NOTES

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NATURE'S

BUOYANCY

thinking and sets the stage for investigating buoyancy in objects. Gather the children around a bucket of water.

Introduce the concept of buoyancy, explaining that some objects float on water while

Encourage them to make predictions about whether each item will float or sink before

testing them one by one. • As they test the items, guide them in recording their observations and results (optional).

discuss what they've learned about buoyancy and why certain items float while others

THAT'S 38 WEEKS OF OUTDOOR LEARNING SESSIONS!

mouths and to ensure proper cleanup.

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cissors and supervise children while they use them to ensure safe

MUD PLAY TEACHER'S NOTES

Independence

EDUCATESUTSIDE

Teacher's Guide

Ages 5 - 6: Term 2 Week 6

Teacher's Guide

Ages 5 - 6: Term 2 Week 3

• Begin the lesson with some simple science experiments. Ask the children, "What is mud?" and "How do we make mud?" Demonstrate making mud in a bucket. "What will happen to the mud if we add some more water?"

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Let the children touch the mud. Ask them how it feels to touch. How does it make them feel touching it? • Gather the children in the designated muddy play area, ensuring they're dressed in old

clothes or aprons. Introduce the concept of mud play as a creative and sensory experience. Emphasize that they have the freedom to explore and have fun.

et the children independently engage with the mud. They can use their hands, buckets

shovels, or molds to create mud sculptures, mud pies, or simply enjoy the tactile

sensation of mud. • Encourage imaginative play and unstructured exploration. Ask open-ended questions like, "What can you create with the mud?" or "How does it feel in your hands?"

Allow the children to express themselves and play at their own pace.

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Ages 5 - 6: Term 2 Week 7 · Begin the lesson by sparking curiosity. Ask the children about animals that are excellent

Teacher's Guide

Challenge the children to become "buoyancy detectives" and collect natural items to

Discuss their findings as a group. They can either sort the object into two different piles (float or sink) or complete the record sheet. After collecting data on at least ten items, have a reflection session where children

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and shape cards.

Teacher's Guide Ages 5 - 6: Term 2 Week 8 Independence · Equipment: scissors, leaves, glue, paper

EDUCATE OUTSIDE

estigate the world of leaves and transform

ating collages from natural materials. t, cut, and arrange leaves. cting, cutting, and arranging leaves

Glue Supervision: Supervise glue usage to prevent accidental contact with eyes or

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NATURE'S BUOYANCY



Teacher's Guide Ages 5 - 6: Term 2 Week 7 Independence



Teacher's Guide s 5 - 6: Term 2 Week 7 Independence



Name:

Record Sheet

- Prep time: 5 minutes • Equipment: bucket of water (one per - Activity length: 30 - 40 minutes group), natural items, & the record sheets.

- Individual / groups

that are excellent about what makes as about

their critical

t on water while

natural items to

at or sink before

results (optional). wo different piles

here children oat while others



BENEFITS OF THE ACTIVITY:

items and making exciting observations.

CURRICULUM LINKS: science

ACTIVITY DESCRIPTION:

- Children actively explore the concept of buoyancy through experimentation.
- They develop self-reliance and critical thinking skills while making predictions and conducting experiments.
- Children practice making predictions, recording observations, and drawing conclusions.

In this week's outdoor lesson, students will become explorers of buoyancy as they investigate

which items from nature float and which sink. They'll engage in hands-on discovery, collecting

SAFETY PRECAUTIONS:

- Ensure appropriate adult supervision near the water source to prevent accidental slips or falls, and guide children in safe exploration.
- Be aware of potential hazards in the outdoor environment, such as sharp rocks or thorns.
- Emphasize the importance of handwashing after handling items from the water source.



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



HAPA ZOME

Teacher's Guide Ages 5 - 6: Term 1 Week 4 Creativity

- Prep time: 10-15 minutes

- Activity length: 30-40 minutes

- Individual

 Equipment: a variety of flowers, plants and leaves, white fabric or plain white T-shirts, hammers or mallets (child safe) and plastic sheets or cloth.

CURRICULUM LINKS: art, science

ACTIVITY DESCRIPTION:

In this session, children will go on a captivating journey into the world of Hapa Zome art. They will use the vibrant colors found in nature to create stunning, eco-friendly artworks.

BENEFITS OF THE ACTIVITY:

- Encourages creativity through natural artistry.
- Promotes outdoor exploration and appreciation of nature's colors.
- Enhances fine motor skills through the gentle tapping technique.
- Connects children with the beauty of the natural world.

SAFETY PRECAUTIONS:

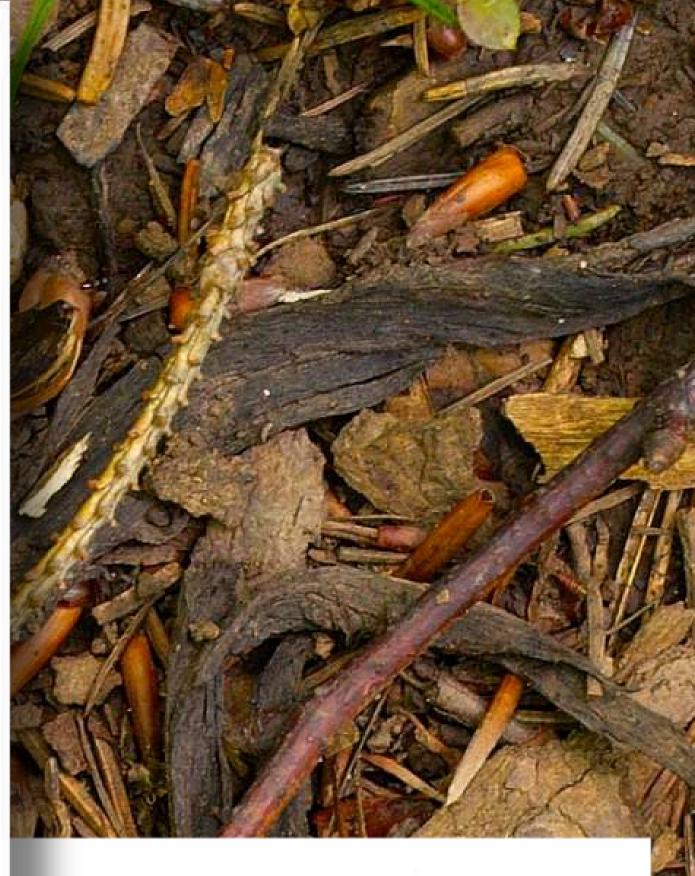
- Ensure children are aware of potential hazards during the nature walk, such as uneven terrain.
- Supervise the walk to maintain safety and guide them in respectful plant collecting.
- Use child-safe hammers and provide assistance when needed.
- Emphasize gentle handling of plant materials to respect nature.



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plant materials inside.

- Using child-safe hammers or mallets, guide them in gently tapping the fabric to release
 the natural colors from the plants onto their canvas. Encourage them to experiment with
 different materials and techniques to create unique patterns.
- Once their artworks are complete, gather the children so they can proudly display their nature-inspired masterpiece, explaining the choices they made and what they see in their design.





Teacher's Guide

Ages 5 - 6 Term 1 Week 4

Creativity

Explain that it's a unique art form ans.

ered a fun way to make colourful hey realised that when you press they leave behind their beautiful apa' means 'leaf', and 'Zome' eaves and flowers to make

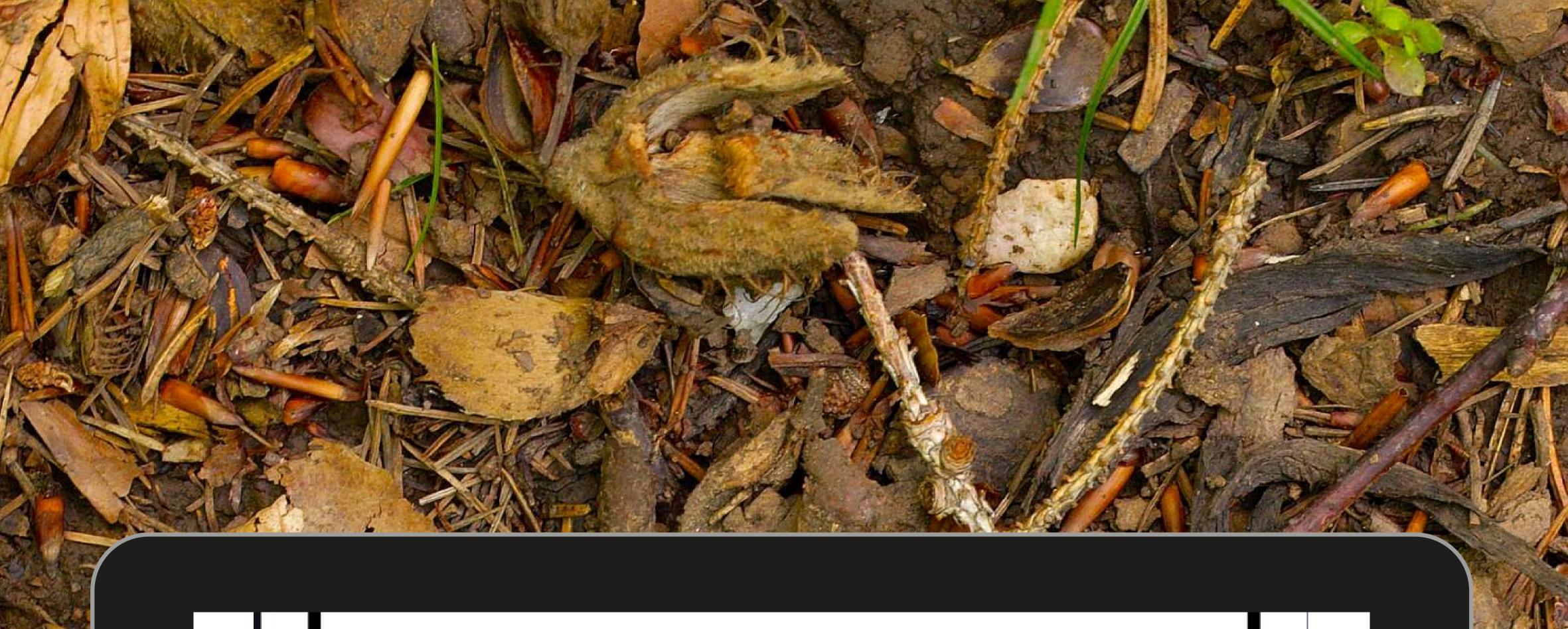
to explore and collect a diverse erials. Discuss the importance of

lain white T-shirt. These will serve

cloth to prevent any damage to

terials onto one half of their fabric creating a "sandwich" with the





- Leafy Shape Cutting: Once the children have collected their leaves, guide them to a comfortable workspace. Provide child-safe scissors and encourage them to cut the leaves into different shapes. Assist as needed, but promote independence.
- Artistic Collage: Give each child a piece of drawing paper or card. Invite them to arrange
 their leaf shapes onto the paper, creating their own artistic collage. They can also use
 crayons or colored pencils to add details.
- Reflection and Sharing: Gather the children to share their leafy shape collages with the group. Encourage each child to talk about the shapes they created, the colors they used, and their favorite parts of their artwork.



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EASY TO USE DIGITALLY



POTION MAKING



Teacher's Guide Ages 5 – 6: Term 3 Week 3 Creativity

CURRICULUM LINKS: Literacy: Instructions, Story Telling Science: Materials

PREP: 10 minutes LENGTH: 30 minutes NUMBERS: Individual

ACTIVITY DESCRIPTION:

In this session, your class will explore their imagination and creativity by crafting magical potions using natural materials. This outdoor lesson encourages independent thinking and expressive storytelling through the enchanting world of potion-making.

EQUIPMENT PROVIDED BY US:



Instructions template

BENEFITS OF THE ACTIVITY:

- Fosters creativity as children invent and describe their magical potions.
- Encourages independent decision-making in selecting potion ingredients.
- Develops fine motor skills through mixing and drawing.

EQUIPMENT PROVIDED BY YOU:



Clipboards



Pencils



Natural finds

SAFETY P

- Ensure and exp
- Remind and wa
- Supervi accide

EXAMPLE LESSON



POTION MAKING

Teacher's Guide Ages 5 – 6: Term 3 Week 3 Creativity

TEACHER'S NOTES

- Commence the session with an engaging round of 'Simon Says.' However, this version is 'The Witch (or Wizard) Says'. Tell them you are casting a spell and whatever you say they must do. This classic game serves as a dynamic and enjoyable activity aimed at honing the essential skill of following instructions.
- Explain that in this session they will be making their own magic potions.
- Set children off to explore and choose different natural items for their potions. The more variety of items the better.
- Provide bowls or containers with water for mixing and let them create their magical potions. Demonstrate how they could crush some of their items using stones before adding them to the potion.
- Once the potions are made, distribute activity sheets or paper for children to describe what their potion does, what's in it, and its magical properties. This can also be done verbally in partners or small groups.
- Gather the children to reflect on their magical potion-making experience.
- Have each child share the properties of their potion and what makes it special.
- Encourage storytelling and imaginative descriptions.

EXAMPLELESSON

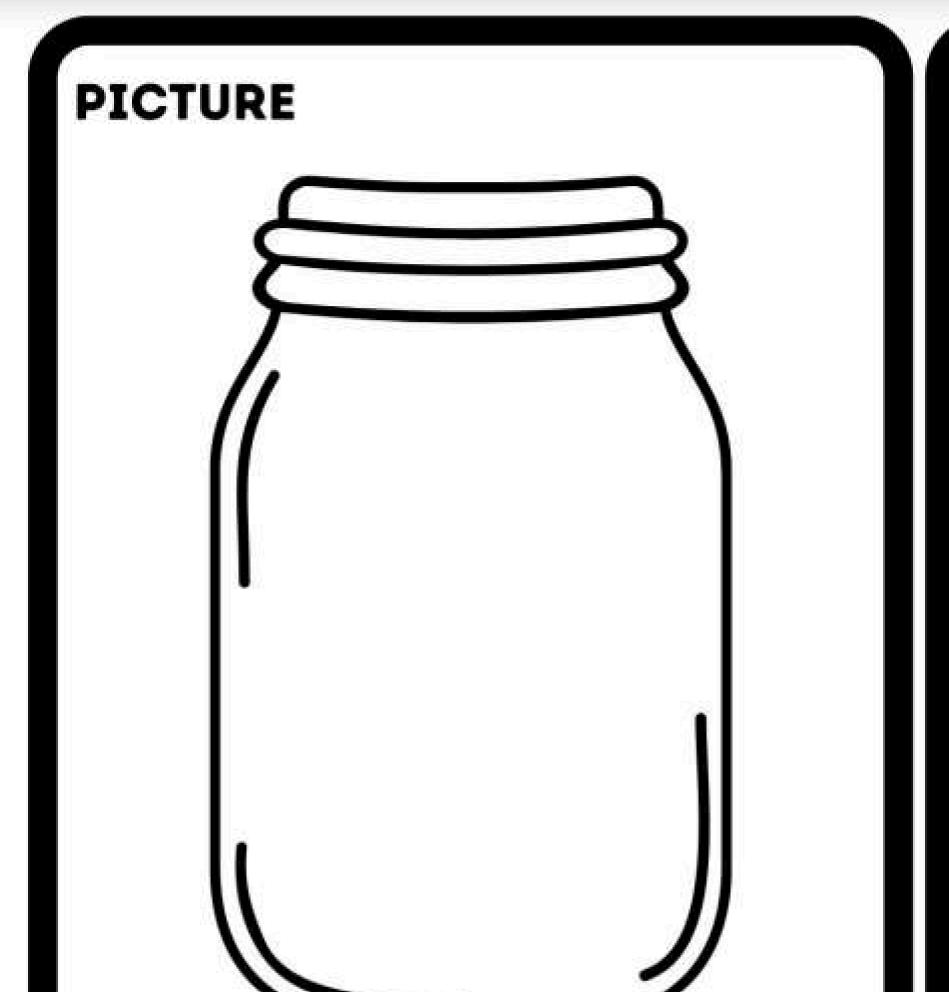


POTION MAKING



Potion Activity Sheet

Name:_____



INGREDIENTS

MY MAGIC POTION WILL....

EXAMPLE LESSON