

A white cloth with various plant prints and leaves. At the top, there are two large green leaves. In the center, there is a large, detailed green print of a plant with many small leaves. To the left of this central print is a smaller, orange-brown print. To the right is another orange-brown print. Below the central print, there is a small purple flower print on the left and a yellow and orange flower print on the right. At the bottom, there is a green fern-like print. The cloth is laid out on a wooden surface. A blue banner with white text is at the bottom.

**THIS PACK CONTAINS ONE
OUTDOOR LESSON PER WEEK
FOR THE ENTIRE SCHOOL
YEAR (AGES 6 TO 7).**

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NATURE HUNT

Teacher's Guide
Ages 6 - 7: Term 4 Week 6
Independence

CURRICULUM LINKS: Science: living things

PREP: 5 minutes **LENGTH:** 40 minutes **NUMBERS:** Pairs / Individual

ACTIVITY DESCRIPTION:

This session is all about outdoor exploration. Students will participate in a nature scavenger hunt where they will search for a variety of natural items. This activity promotes exploration, observation, and understanding of the natural world, while also encouraging independence.

EQUIPMENT PROVIDED BY US:

Scavenger hunt sheets

BENEFITS OF THE ACTIVITY:

- Independence: Students develop independent searching and problem-solving skills as they look for the listed items.
- Observation Skills: Enhances ability to notice details in the environment.

EQUIPMENT PROVIDED BY YOU:

SAFETY PRECAUTIONS:

- Instruct students not to touch or collect potentially harmful items (e.g., sharp objects, toxic plants).
- Supervise children closely, and keep them within a designated boundary.
- Ensure students understand the importance of not disturbing wildlife.

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 EDUCATORS
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BOX

CORK BOATS

Teacher's Guide

Ages 6 - 7: Term 4 Week 3

Reflection

BEFORE THE LESSON

- Prepare the corks, bands, and cocktail sticks. Plan where the regatta will take place. A large container (sand pit etc) is easiest. Print the instruction sheets and evaluation questions (optional).

STARTER:

- Send the class on a short hunt around the designated outdoor area. Instruct them to find one natural item they think will sink and one they think will float in water.
- Gather the class and have them show their finds. Ask them to explain why they think their chosen items will sink or float. Encourage discussion about the properties of the materials (e.g., weight, density).
- Show the students the corks and explain that these are the hulls [bodies] of our boats today. Cork is a natural material that comes from the cork oak tree. Because it's full of tiny air pockets, cork is naturally buoyant, making it perfect for their boats!
- Briefly discuss how these ships were used for exploration and trade across vast oceans for hundreds of years. Explain that today, they will be building their own miniature sailing boats inspired by these historic vessels.

MAIN ACTIVITY

- Explain that students will be building boats that will race across the water.
- Divide students into pairs and provide each with materials. Allow time for them to brainstorm and design their boats using the provided materials. Encourage them to consider the best use of leaves for sails and how to attach them securely. Explain that they can make their own designs, or follow the instruction sheet to help them.
- Students work together to build their boats using the corks, cocktail sticks, rubber bands, and leaves. If they finish, they can decorate their boats using pens.
- If a shallow container of water is available, allow teams to test their boats and make adjustments if needed.

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CORK BOATS

Teacher's Guide

Ages 6-7: Term 4 Week 3

Reflection

CURRICULUM LINKS: Design and Technology: structures

Science: forces and motion

PREP: 5 minutes

LENGTH: 50 minutes

NUMBERS: Groups

ACTIVITY DESCRIPTION:

In this session your class will become pirates as they work in teams to design and build miniature sailboats using corks, cocktail sticks, rubber bands, and leaves. The boats will then be raced in a "regatta" (boat race) on a shallow body of water (e.g., pond, large puddle, or container).

EQUIPMENT PROVIDED BY US:

Instruction sheet

Evaluation sheet
(optional)

BENEFITS OF THE ACTIVITY:

- Develops teamwork and communication skills.
- Students learn about forces & motion.
- Introduces basic concepts of buoyancy and boat design.
- Reflection fosters critical thinking and allows students to analyze their creations.

SAFETY PRECAUTIONS:

- If using a body of water ensure it's shallow and free from unnecessary hazards. Additional risk assessments taken when necessary.
- Remind students not to throw materials or sticks into the water.
- Advise caution around water's edge to prevent slipping.

EQUIPMENT PROVIDED BY YOU:

Long container filled with water (or body of water - shallow pond, puddle etc).

Corks

Cocktail sticks

Elastic bands

Leaves

Coloring pens

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CORK BOATS

Instructions
Reflection

BUILD YOUR OWN CORK BOAT

Gather three corks and wrap two rubber bands around them to make your boat's hull.

Push a stick through the center of your cork bundle - that's your sail mast!

Find a leaf to use for your sail.

Slide your leaf through the cocktail stick.

Test your boat! You could experiment with more motors or different leaves.

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NATURE HUNT

Teacher's Guide
Ages 6 - 7: Term 4 Week 6
Independence

BEFORE THE LESSON

- Print the scavenger hunt sheets (one per student or pair).

STARTER:

- Divide the class into pairs. Each pair selects an identifiable object (e.g., a brightly colored leaf, a unique rock) together.
- One child from each pair hides the object while their partner looks away. The child who hid the object gives "hot" or "cold" clues as the seeker gets closer or further away from the object.
- After the object is found, the children switch roles and repeat.

MAIN ACTIVITY

- Gather the students and explain the scavenger hunt objectives and rules.
- Explain that they will not be collecting the items, just spotting them. Go over each item on the list to ensure students understand what they are looking for.
- Allow students to search for the items individually or in pairs, reminding them to stay within the designated area.
- Supervise and provide assistance as needed, encouraging students to ask questions and make observations.
- After a set amount of time (e.g., 20-30 minutes), gather the students to review their findings.
- Discuss the different items they saw and what students learned about them.
- Encourage students to share any interesting observations or challenges they encountered.
- Reflect on the importance of respecting nature and not disturbing wildlife.

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EDUCATE OUTSIDE

POLLINATORS BAR

Name: _____

Design a sign for your watering station using the template below. You could call it "Bug Bar" or "Welcome Insects".

Draw pictures of any insects that visit your watering station. Can you identify them?

_____	_____
_____	_____

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 EDUCATE
OUTSIDE

Teacher's Guide

Ages 6 - 7: Term 4 Week 2

Reflection

POLLINATORS BAR

BEFORE THE LESSON

- Prepare the colored beads. Prepare clipboards, pencils, water and dishes. Print the activity sheets.

STARTER:

- Explain that in today's session they'll be learning about amazing creatures called pollinators, like bees and butterflies. Explain that pollinators travel from flower to flower, collecting pollen and helping plants grow fruits and vegetables.
- Designate five students to be flowers. Each flower should stand around the outdoor space holding colored beads, with a different color for each student. The remaining students will act as bees, buzzing around and collecting beads (one at a time) from one flower and passing it onto another flower. Each time they visit a flower they must drop off a bead and collect a different one.
- Why Are They Important?: Briefly explain that pollinators are vital for a healthy ecosystem. Without them, many plants wouldn't be able to reproduce, and the food chain would be disrupted.

MAIN ACTIVITY

- In an area with lots of flowers nearby, Explain that they'll be creating a special watering station for thirsty insects.
- Have students work in small groups (5-4) to decorate the shallow dish with colorful pebbles or marbles (optional). Fill the dish with clean water. If desired, you can add a small amount of sugar to create a sugar water solution (more attractive to some insects).
- Provide each student with the activity sheet. Have students design a colorful sign that says "Bug Bar" or "Welcome Insects!" Encourage creativity and the inclusion of insect illustrations.
- Have the children create their signs they can also observe the "Bug Bar", drawing any insects that visit. Remind them to be quiet and patient, as the signs may be shy.
- Why Visited?: After a period of observation, discuss which insects they saw. Encourage them to describe the insects' appearance and how they interacted with the watering station.

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**EDUCATE
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Teacher's Guide
 Ages 6 - 7: Term 4 Week 2
 Communication

POLLINATORS BAR

CURRICULUM LINKS: Science/ insects Art: sketching

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

ACTIVITY DESCRIPTION:

For this outdoor science students will create a welcoming watering station for insects, then observe the visiting pollinators. While they wait, they will design a fun sign to advertise their "Bug Bar".

EQUIPMENT

PROVIDED BY US:

Activity sheet

BENEFITS OF THE ACTIVITY:

- Science and Observation: Students learn about the role of pollinators and practice observation skills to see who visits their watering station.
- Environmental Awareness: The activity fosters an appreciation for pollinators and the importance of providing them with resources.

SAFETY PRECAUTIONS:

- Explain that students must remain seated while observing the pollinators.

EQUIPMENT

PROVIDED BY YOU:

Paint or colourful marbles

Clipboards

Pencils

Shallow dishes

Water

Sugar (optional)

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**EDUCATE
OUTSIDE**
 Inspiring Outdoor Learning

FLOWER HUNT

Teacher's Guide
 Ages 6 - 7; Term 4 Week 1
 Reflection

CURRICULUM LINKS: Science: plants Art: sketching

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

ACTIVITY DESCRIPTION:

In this week's science students will begin by acting out the different stages of a plant's life cycle before exploring their surroundings, searching for and drawing various flower types.

EQUIPMENT

PROVIDED BY US:



Activity sheet

Plant ID (optional)

BENEFITS OF THE ACTIVITY:

- Observation and Science Skills: Students will practice close observation of flower details (color, shape, size), and engage in basic plant identification.
- Art and Creativity: Drawing provides a way to document their discoveries.

EQUIPMENT

PROVIDED BY US:



Pencils



Crayons (optional)



Clipboards

SAFETY PRECAUTIONS:

- Review appropriate behavior while outdoors.
- Remind students to leave flowers where they find them and not pick them.
- Provide clear boundaries for the exploration.

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FLOWER HUNT

Teacher's Guide
Ages 6 - 7; Term 4 Week 1
Reflection

CURRICULUM LINKS: Science: plants Art: sketching

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

ACTIVITY DESCRIPTION:

In this week's session students will begin by acting out the different stages of a plant's life cycle before exploring their surroundings, searching for and drawing various flower types.

EQUIPMENT

PROVIDED BY US:



Activity sheet

Plant ID (optional)

BENEFITS OF THE ACTIVITY:

- Observation and Science Skills: Students will practice close observation of flower details (color, shape, size), and engage in basic plant identification.
- Art and Creativity: Drawing provides a way to document their discoveries.

EQUIPMENT

PROVIDED BY US:



Pencils



Crayons (optional)



Clipboard

SAFETY PRECAUTIONS:

- Review appropriate behavior while outdoors.
- Remind students to leave flowers where they find them and not to pick them.
- Provide clear boundaries for the exploration.

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FL  WER HUNT

Name: _____

Draw the flowers you find in the boxes below. See if you can identify them.

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**EDUCATORS
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TEAM HIDE & SEEK

Teacher's Guide
Ages 6 - 7: Term 1 (Week 13)
Communication

CURRICULUM LINKS: *Misc*

PREP: 0 minutes

LENGTH: 40 minutes

NUMBERS: Group of 4 or 5

ACTIVITY DESCRIPTION:

This is a fun, active twist on classic hide-and-seek. Students work in teams to hide and search for one another in an outdoor space. The game promotes teamwork and communication, as players must locate hiding teammates and return them to base.

EQUIPMENT PROVIDED BY US:

BENEFITS OF THE ACTIVITY:

- Players need to communicate effectively to describe hiding spots and guide teammates back to base.
- Students will work together to hide strategically and find all their teammates efficiently.
- The hiding team needs to find creative hiding spots, while the searching team needs to work together to locate them.

EQUIPMENT PROVIDED BY YOU:

 Blindfold

SAFETY PRECAUTIONS:

- Establish clear boundaries for the playing area.
- Identify any areas that are off-limits for hiding, like climbing structures or near water.
- Ensure the teacher can maintain a general line of sight on all students throughout the game.
- Be aware of any students with physical limitations and modify the game accordingly.

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**EDUCATE
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• Inspiring Outdoor Learning

Teacher's Guide
 Ages 6 - 7: Term 1 Week 9
 Communication

SECRET CODE TREASURE HUNT

CURRICULUM LINKS: Literacy: Instructions

PREP: 10 minutes **LENGTH:** 40 minutes **NUMBERS:** Pairs

ACTIVITY DESCRIPTION:

This outdoor treasure hunt promotes communication, collaboration, and problem-solving. Children will create a secret code using non-verbal signals, hide a special object, and guide a partner to find it using their code.

EQUIPMENT

PROVIDED BY US:

Secret code key

BENEFITS OF THE ACTIVITY:

- Develops non-verbal communication skills through creating and using a secret code.
- Encourages active listening and following instructions.
- Promotes creative thinking and problem-solving.
- Strengthens collaboration and teamwork through relying on each other.

EQUIPMENT

PROVIDED BY YOU:

SAFETY PRECAUTIONS:

- Establish clear boundaries for where children can explore.
- Remind students to stay in pairs and not wander off on their own.
- Remind children of your 'return to home signal' (usually a whistle blow).

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Teacher's Guide
Ages 6 - 7: Term 1 Week 7
Communication

NEST RAIDERS!

CURRICULUM LINKS: PE: teamgames Science: Living Things

PREP: 5 minutes **LENGTH:** 40 minutes **NUMBERS:** Class

ACTIVITY DESCRIPTION:

This is an adaptation of the classic capture the flag game. Students will have to capture the opposing team's flag while protecting their own. The game encourages communication, teamwork, and strategic thinking.

EQUIPMENT PROVIDED BY US:

BENEFITS OF THE ACTIVITY:

- Develops physical agility and gross motor skills through running and strategic movement.
- Promotes communication and collaboration as students work together to capture and defend their team's eggs.
- Enhances sportsmanship through following rules and recognizing success in both winning and losing.

SAFETY PRECAUTIONS:

- Choose a suitable playing area.
- Clearly define the playing boundaries and ensure all students understand them.
- Remind students to run carefully and avoid collisions.
- Encourage respectful play.

EQUIPMENT PROVIDED BY YOU:

-  Blindfold
-  Keys
-  Bean bags / similar
-  Hoops

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**EDUCATE
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Teacher's Guide

Ages 6 - 7: Term 1 Week 6

Communication

OBSTACLE COURSE!

CURRICULUM LINKS: PE: fitness

English: instruction writing

PREP: 30 minutes

LENGTH: 50 minutes

NUMBERS: Groups of 4

ACTIVITY DESCRIPTION:

Students will work in groups to create an obstacle course using a variety of natural materials found outdoors and provided equipment. This activity encourages creativity, problem-solving, and teamwork while promoting communication skills.

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BENEFITS OF THE ACTIVITY:

- Students will need to communicate effectively with their groups to discuss ideas, delegate tasks, and give clear instructions while building the obstacle course.
- Encourages clear and concise language when explaining their course to other groups.

SAFETY PRECAUTIONS:

- Conduct a safety talk before heading outdoors, reminding students to stay within designated boundaries and be respectful of the environment.
- Ensure all provided equipment (chairs, rope) is in good condition and used appropriately.

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OBSTACLE COURSE!

Teacher's Guide
Ages 6 - 7; Term 1 Week 6
Communication

BEFORE THE LESSON

- Print off the shape cards (optional). Prepare the obstacle course equipment.

STARTER:

WHAT'S OUTDO

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EDUCATE OUTSIDE

STICK ANIMALS

Animal Outlines
Ages 6 - 7, Term 3 Week 5
Creativity

38 WE

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OUTSIDE

STICK ANIMALS

Teacher's Guide
Ages 6 - 7: Term 3 Week 5
Creativity

BEFORE THE LESSON

- Print out the animal outline cards.

STARTER:

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YOUR
SIDE

STICK ANIMALS

Teacher's Guide
Ages 6 - 7: Term 1 Week 5
Creativity

CURRICULUM LINKS: Art – using different media Science – living things

PREP: 5 minutes **LENGTH:** 40 minutes **NUMBERS:** Individual / pairs

DESCRIPTION:

Children will create their favourite animals using sticks. They will explore their surroundings, find shapes and sizes, and then use them to build their chosen animal.

EQUIPMENT PROVIDED BY US:

Animal outlines

EQUIPMENT PROVIDED BY YOU:

Sticks

Children will explore their surroundings through the use of sticks. They will find different shapes and sizes of sticks and use them to build their chosen animal.

Children will create their favourite animals using sticks. They will explore their surroundings, find shapes and sizes, and then use them to build their chosen animal.

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THAT'S 38 WEEKS OF OUTDOOR LEARNING SESSIONS!

LEAF TREES ART



BEFORE THE LESSON

- Gather the page(s) per child. Print off the tree o paper). Prepare the paint & scissors. Prepare the (optional extension activity).

STARTER:

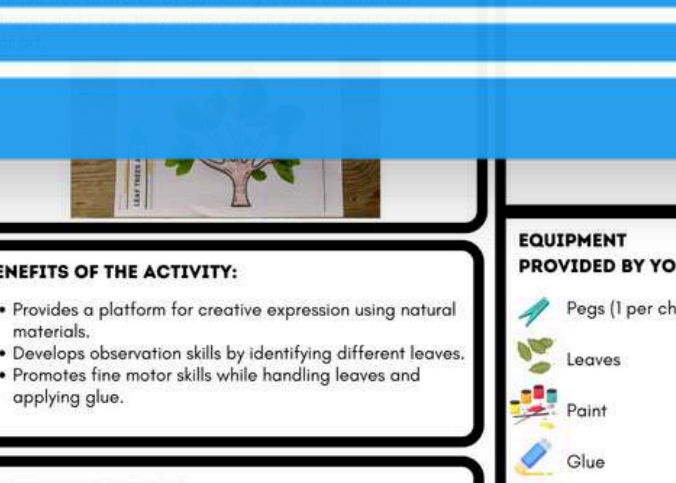
- Give each child a peg and challenge them to find the minute outside. Remind them to handle leaves gently o
- After one minute, gather the group and invite each child to leaf. Discuss the different sizes and shapes they found. You 'Leaf Champion' to the child with the biggest leaf.
- Explain the next game: children pass their leaf around the circle using o Introduce a second leaf into the circle and see if they can keep both in mo. they avoid dropping the leaves or letting one catch the other?

MAIN ACTIVITY:

- Lead the children on a short nature walk to an area where they can safely collect leaves and other natural materials like twigs or small flowers. Encourage them to find leaves of different shapes, sizes, and colors. Remind them to choose safe and manageable materials.
- Return to a designated area with a flat surface for crafting and distribute glue, paint and tree outlines to the children. Explain how they can use the leaves and other materials like paint (optional) to create their tree picture on the pre-drawn tree outline. Encourage them to use their creativity and experiment with different leaf shapes and colors.
- Guide them on applying glue to the back of the leaves and gently sticking them onto the tree outline. They can use smaller leaves or cut pieces to fill in detailed areas.
- Allow the glue to dry completely, before displaying their artwork and find a space to showcase the completed leaf tree picture.
- If children finish early, they could contribute to a whole-class piece of art using the large paper and pre-drawn tree outline.



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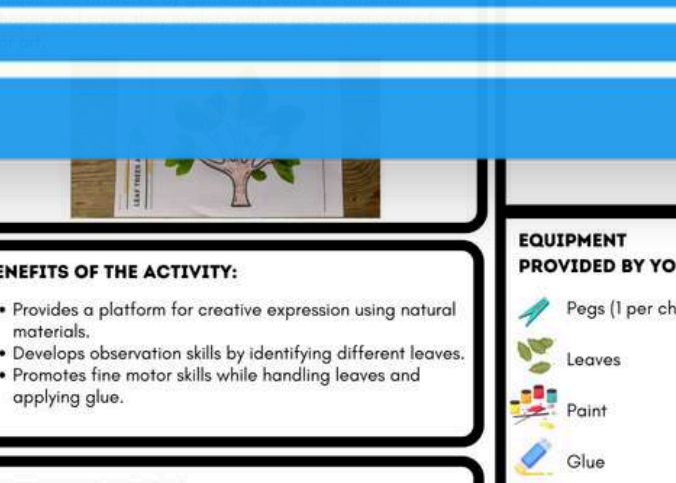
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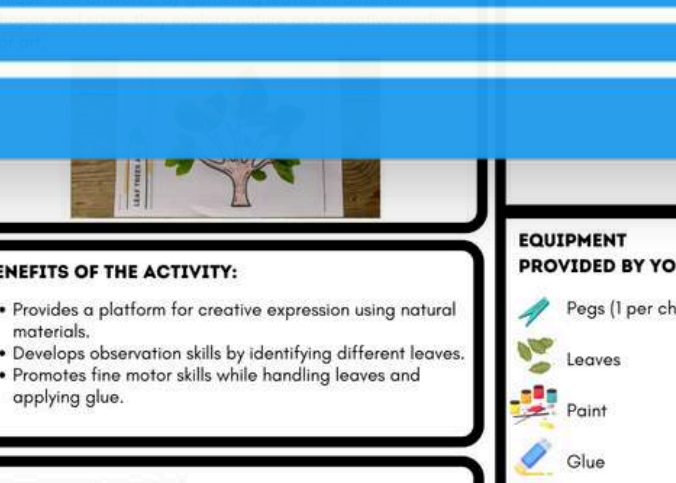
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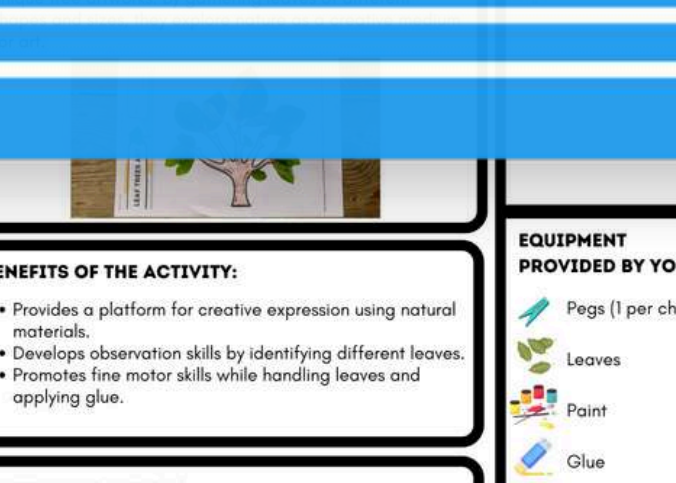
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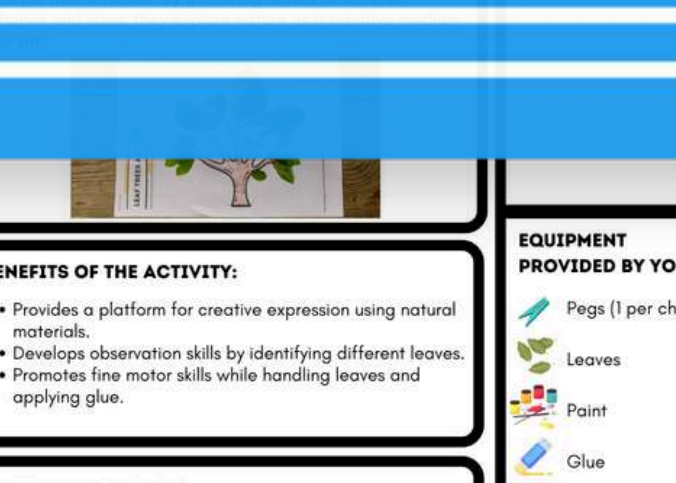
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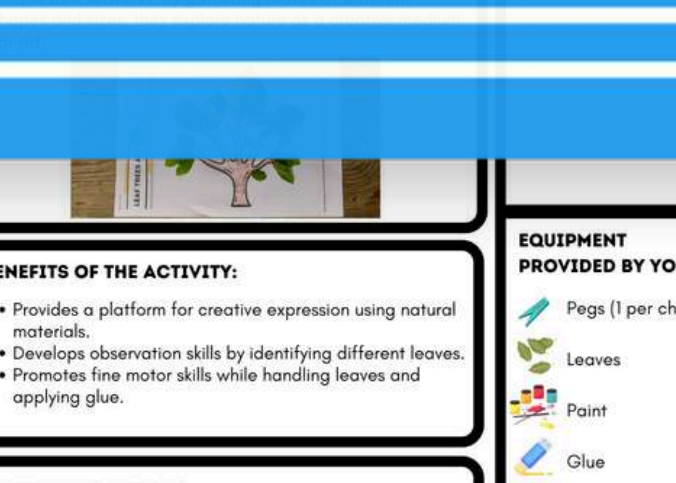
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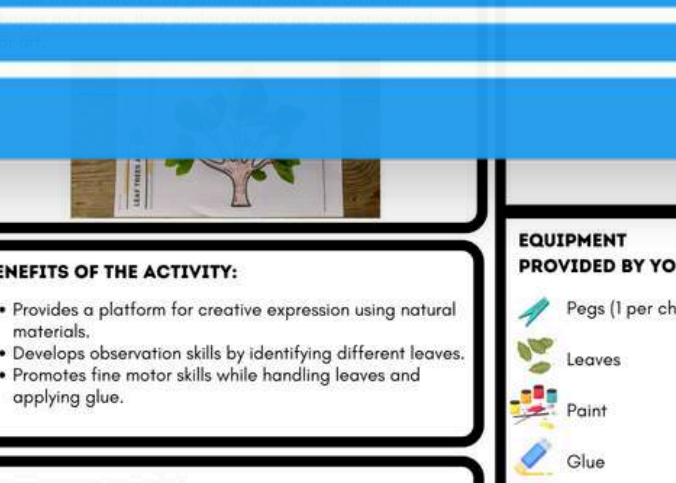
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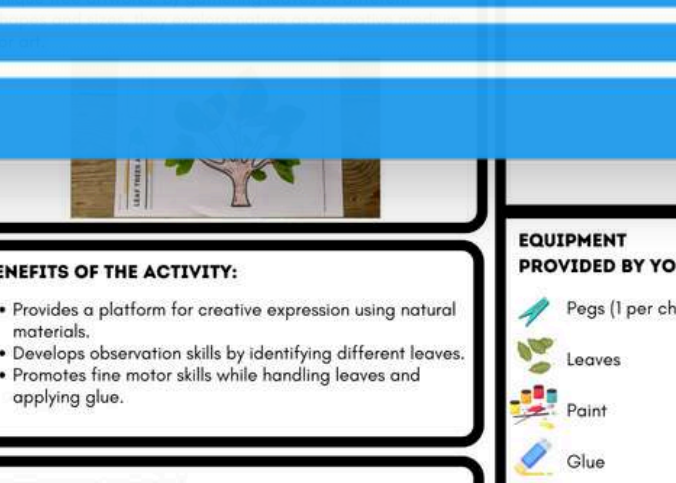
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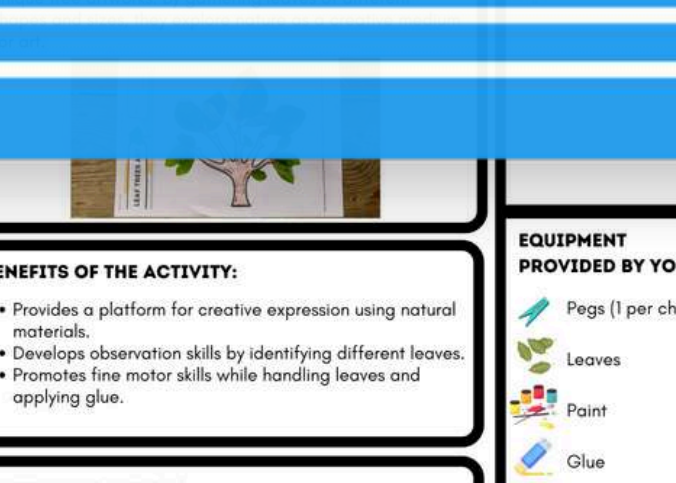
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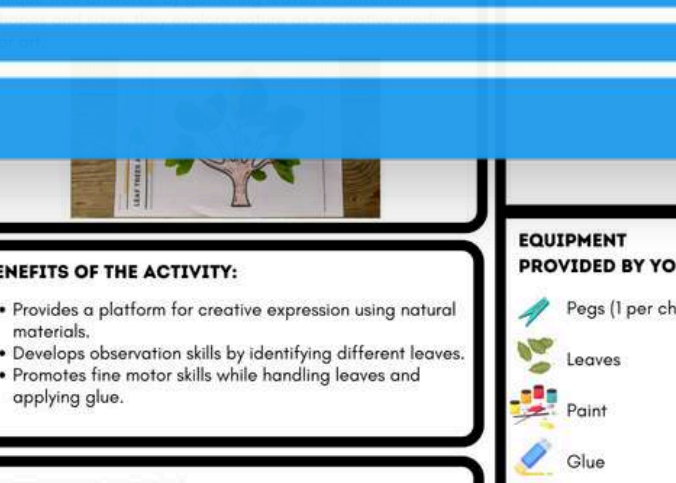
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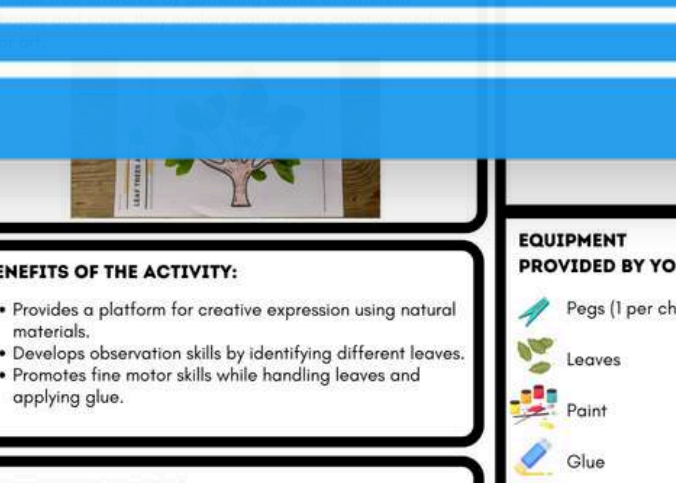
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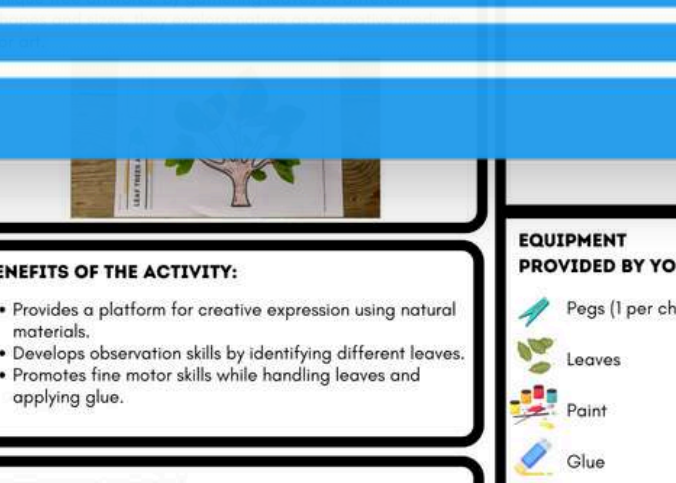
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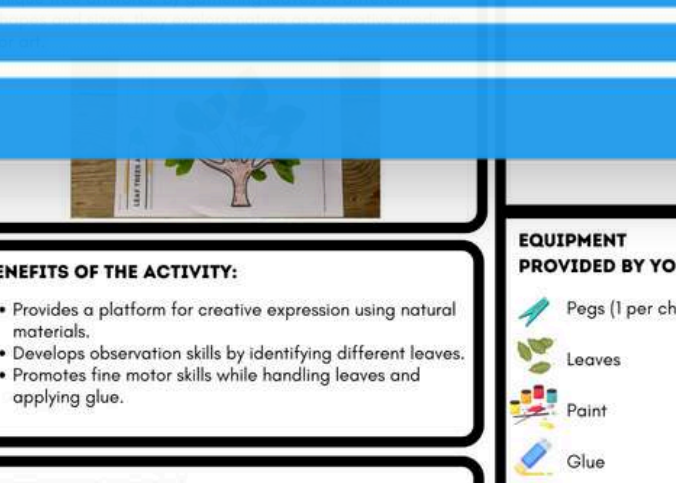
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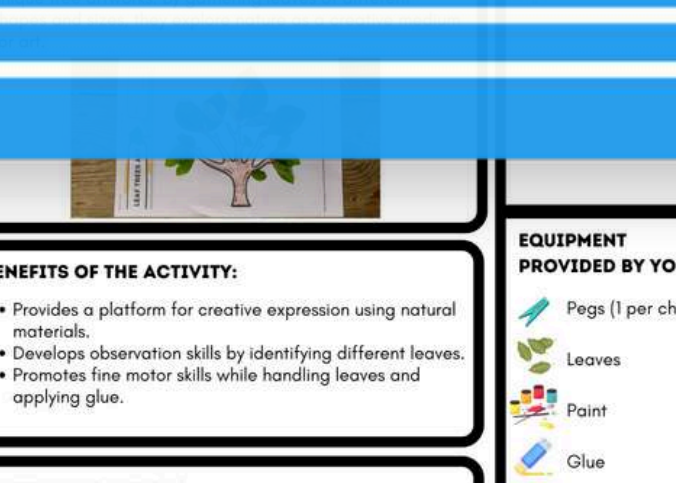
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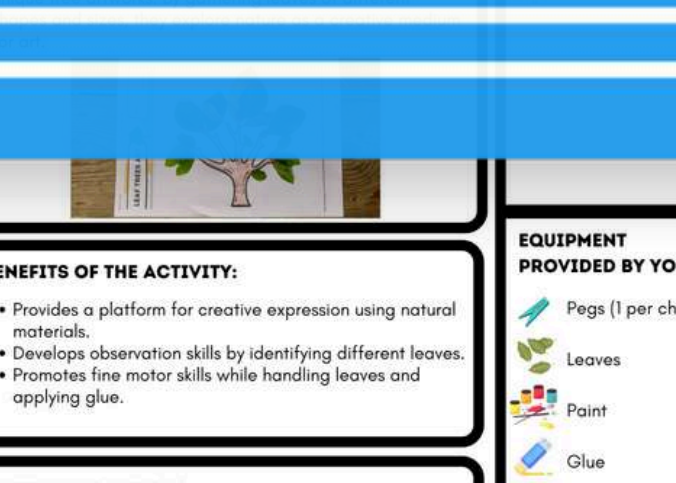
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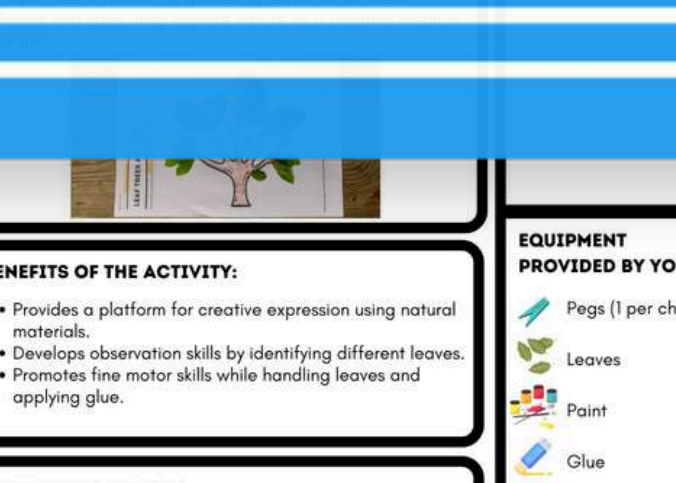
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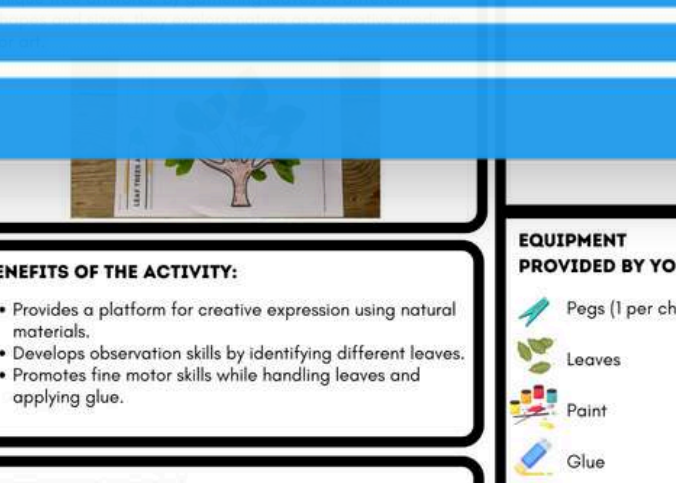
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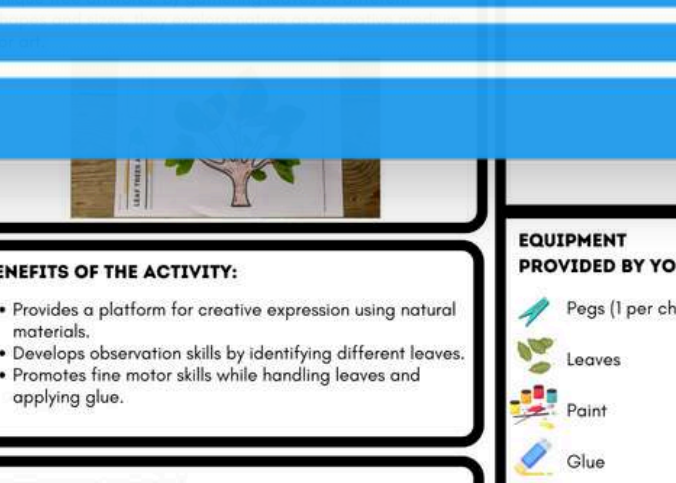
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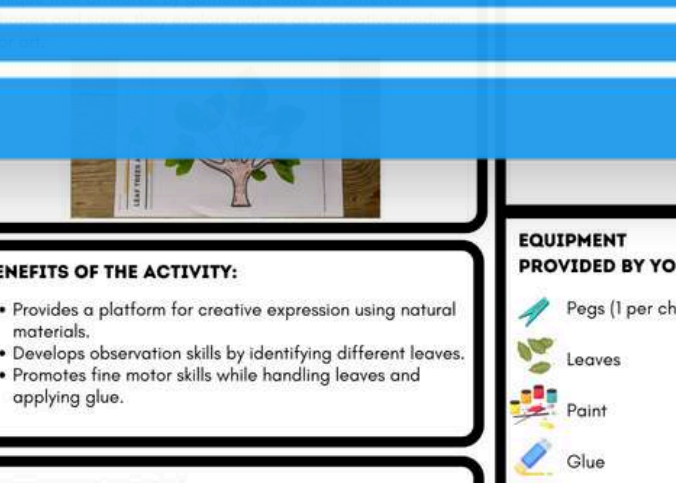
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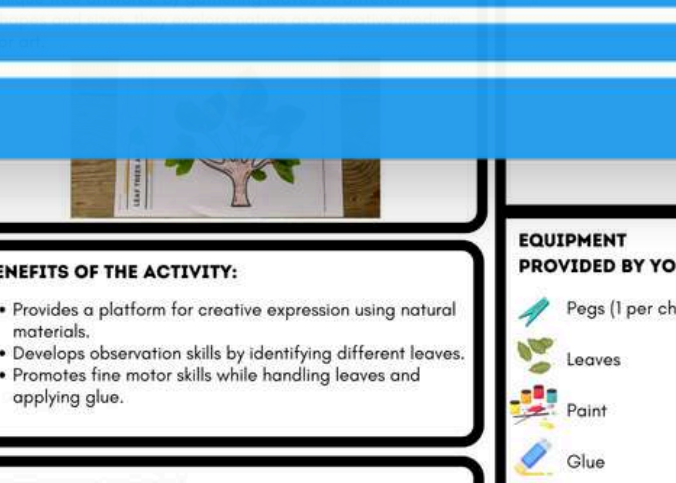
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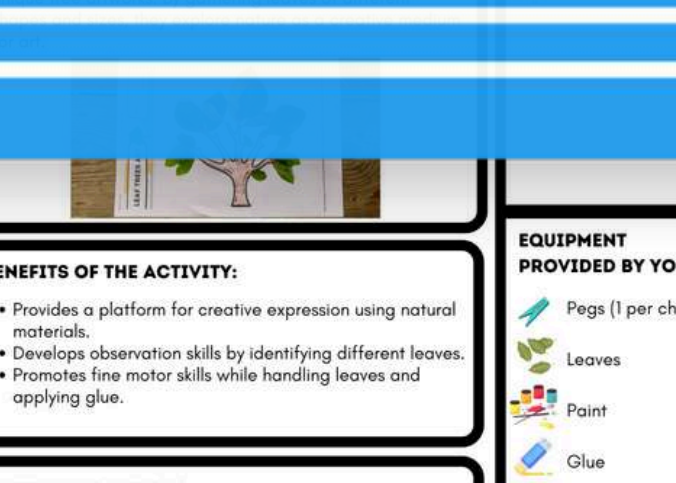
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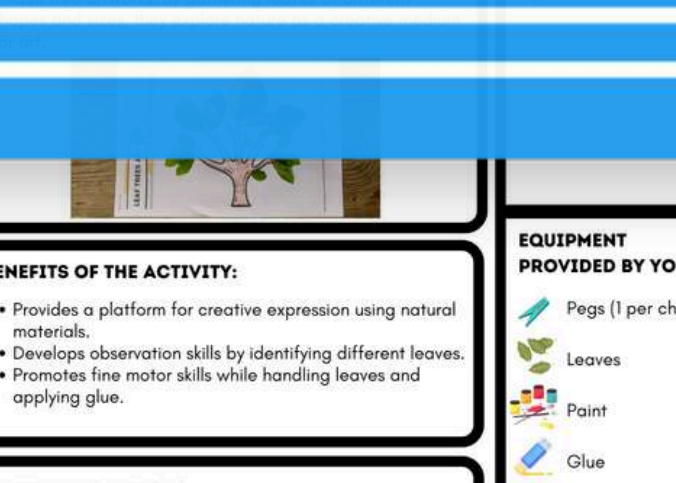
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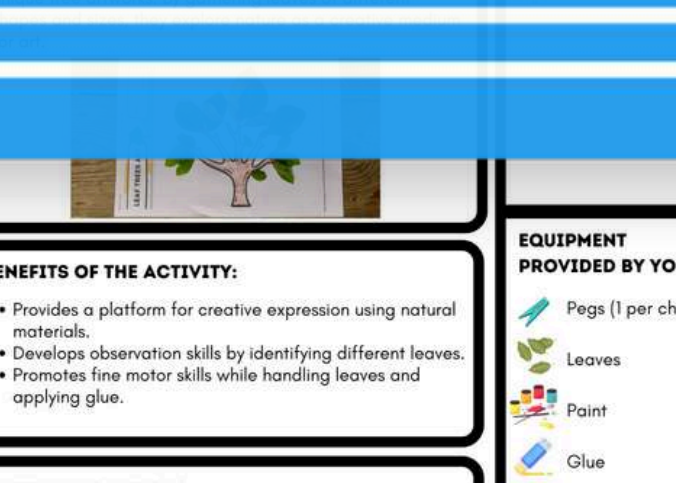
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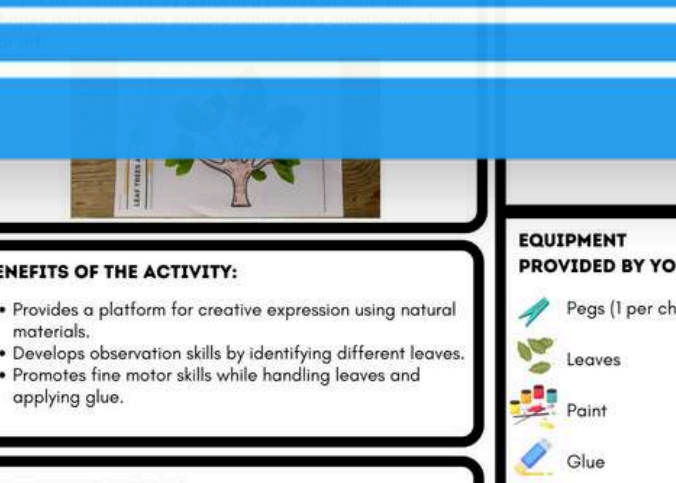
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lengths.	using a glue gun to join the ends together and form the star shape.
	
After it dries, wrap the raffia around your star in various directions.	Add a long piece of string or raffia to create a loop for hanging your star.

S!

- Return to a designated area with a flat surface for crafting. At this point you can either give the children free play, or set them off with their chalk to continue their star creations (you need some time to use the glue gun to stick the sticks together to create the stars). Children can help with this as appropriate.
- Once you've stuck the stars, provide students with different colors of raffia. Show them how to wrap the raffia around the star shape, securing it at the back with a knot or tucking the end under another strand. Encourage them to use various wrapping techniques and colors to create unique designs.
- Once finished, help children tie a loop of raffia at the top of their star for hanging. If desired, they can add small decorative touches with leftover raffia.
- Find a safe location outdoors such as a tree branch, or display them indoors.





TEACHER'S GUIDE

AGES 5-7 • TERM 5 WEEK 1

Creativity

WILD WORRY

WOLVES

ROLLS INSTRUCTIONS



1 Collect your stick.



2 Paint your stick.



3 Wrap colorful wool around the top of your stick to create the head and hair.



4 Wrap more wool around the bottom half of your stick.

LEAF TREES ART



Teacher's Guide
Ages 6 – 7: Term 1 Week 3
Creativity

CURRICULUM LINKS: Art – using different media Science – classification

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

ACTIVITY DESCRIPTION:

The Leaf Trees activity inspires children to unleash their creativity by using leaves and natural materials to craft unique tree artworks. By gathering leaves of different shapes and sizes, they explore nature as a creative medium for art.



BENEFITS OF THE ACTIVITY:

- Provides a platform for creative expression using natural materials.
- Develops observation skills by identifying different leaves.
- Promotes fine motor skills while handling leaves and applying glue.

SAFETY PRECAUTIONS:

- Supervise children closely during leaf collection, ensuring they only pick up safe and manageable materials.

EQUIPMENT PROVIDED BY US:

 Tree outline

EQUIPMENT PROVIDED BY YOU:

-  Pegs (1 per child)
-  Leaves
-  Paint
-  Glue
-  Scissors
-  Large paper with tree outline (optional)

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Teacher's Guide
Ages 6 – 7: Term 3 Week 2
Creativity

A STAR INSTRUCTIONS



similar



Ask an adult to assist you in using a glue gun to join the ends together and form the star shape.



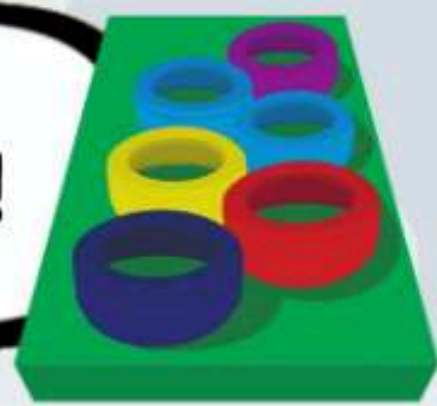
After it dries, wrap the raffia around your star in various directions.

Add a long piece of string or raffia to create a loop for hanging your star.

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

OBSTACLE COURSE!



Teacher's Guide
Ages 6 - 7: Term 1 Week 6
Communication

CURRICULUM LINKS: PE: fitness English: instruction writing

PREP: 10 minutes **LENGTH:** 50 minutes **NUMBERS:** Groups of 4

ACTIVITY DESCRIPTION:

Students will work in groups to create an obstacle course using a variety of natural materials found outdoors and provided equipment. This activity encourages creativity, problem-solving, and teamwork while promoting communication skills.



BENEFITS OF THE ACTIVITY:

- Students will need to communicate effectively within their groups to discuss ideas, delegate tasks, and give clear instructions while building the obstacle course.
- Encourages clear and concise language when explaining their course to other groups.

SAFETY PRECAUTIONS:

- Conduct a safety talk before heading outdoors, reminding students to stay within designated boundaries and be respectful of the environment.
- Ensure all provided equipment (chairs, rope) is in good condition and used appropriately.

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EQUIPMENT

PROVIDED BY US:

 Shape cards

EQUIPMENT

PROVIDED BY YOU:

 Whiteboards

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WILD WORRY DOLLS



Teacher's Guide
Ages 6 - 7: Term 3 Week 1
Creativity

WILD WORRY DOLLS INSTRUCTIONS



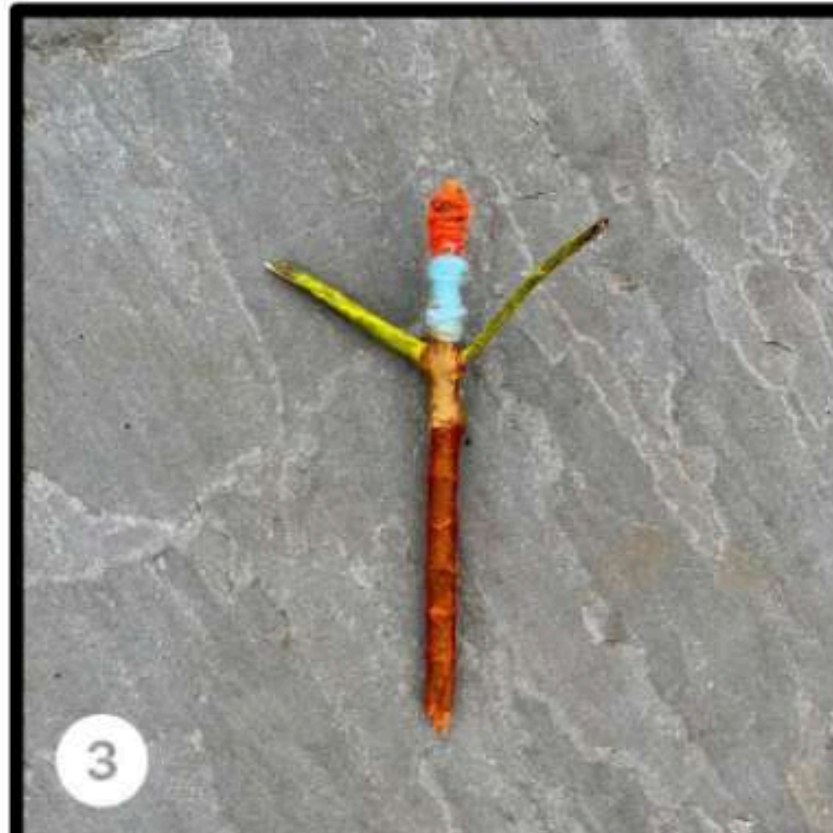
1

Collect your stick.



2

Paint your stick.



3

Wrap colorful wool around the top of your stick to create the head and hair.



4

Wrap more wool around the bottom half of your stick.

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KNOT INSTRUCTIONS



Clove Hitch

CLOVE HITCH

- Fastening to a pole or tree - Ideal for temporarily tying a rope to a post, railing, or tree.
- Hanging items - Used to suspend objects like lanterns, tarps, or hammocks.
- Starting and ending lashings - Frequently used in pioneering to begin or finish square or diagonal lashings.
- Tying fenders on boats - Quick way to attach boat fenders to guardrails or cleats.

1



Take the end of the rope and wrap it over the pole or post.

2



Cross the rope over itself, then wrap it around the pole a second time above the first wrap.

EASY TO USE
DIGITALLY

TREE HUNT



Teacher's Guide
Ages 6 – 7: Term 4 Week 9
Independence

CURRICULUM LINKS: Science: classification Geography: map skills

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

ACTIVITY DESCRIPTION:

In this session, students will go on a tree treasure hunt, exploring the outdoor area to identify different types of trees. Using their observation skills, they will draw the leaves, tree, and any additional details (flowers, fruits, etc.) on an activity sheet. Finally, they will use a tree identification guide to match their drawings to specific species.

EQUIPMENT PROVIDED BY US:

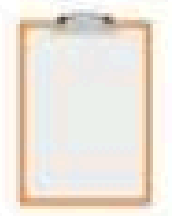


Activity sheet

BENEFITS OF THE ACTIVITY:

- Observation Skills: Enhances attention to detail.
- Independence: Encourages self-guided exploration and learning.
- Creativity: Stimulates artistic expression through drawing.
- Knowledge of Nature: Promotes understanding of local flora.

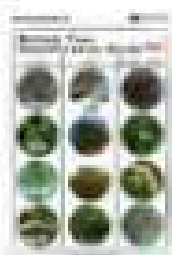
EQUIPMENT PROVIDED BY YOU:



Clipboards



Pencils



Tree ID guide

SAFETY PRECAUTIONS:

- During the starter, ensure children walk carefully and remain with their partner.
- Make sure all students understand the boundaries and do not wander.
- Emphasize the importance of not touching or picking plants or insects.

EXAMPLE LESSON

TREE HUNT



Teacher's Guide
Ages 6 – 7: Term 4 Week 9
Independence

BEFORE THE LESSON

- Prepare the blindfolds. Print one activity sheet per child. Gather pencils, clipboards, and ID guides (available on our website).

STARTER:

- Explain that students will be playing a "Mystery Tree Touch" game to heighten their senses.
- Divide students into pairs. One student will be the "Guide," and the other will be the "Explorer." Instruct the Explorer to close their eyes or wear a blindfold. The Guide will carefully lead their Explorer by the hand to a nearby tree (ensure it's free of branches or thorns at hand-level).
- Ask the Explorer to reach out and hug the tree, feeling its bark texture and any other details. After a few seconds, the Guide will lead the Explorer back to the starting point, taking a different route if possible.
- Once back, have the Explorer remove their blindfold and ask them to guess which tree they touched.
- Repeat the game, allowing students to switch roles.

MAIN ACTIVITY

- Briefly review the different parts of a tree: leaves, trunk, branches, flowers, and fruits. Explain that they will become "Tree Detectives" on a mission to identify different trees.
- Distribute the activity sheets, clipboards, and pencils. Divide students into pairs (optional - this activity can also be done independently).
- Instruct them to find different types of trees, focusing on observing the shape of the trunk, leaves, and any special features.
- Ask them to carefully draw what they see on their activity sheet for each tree they find.

EXAMPLE LESSON

TREE HUNT

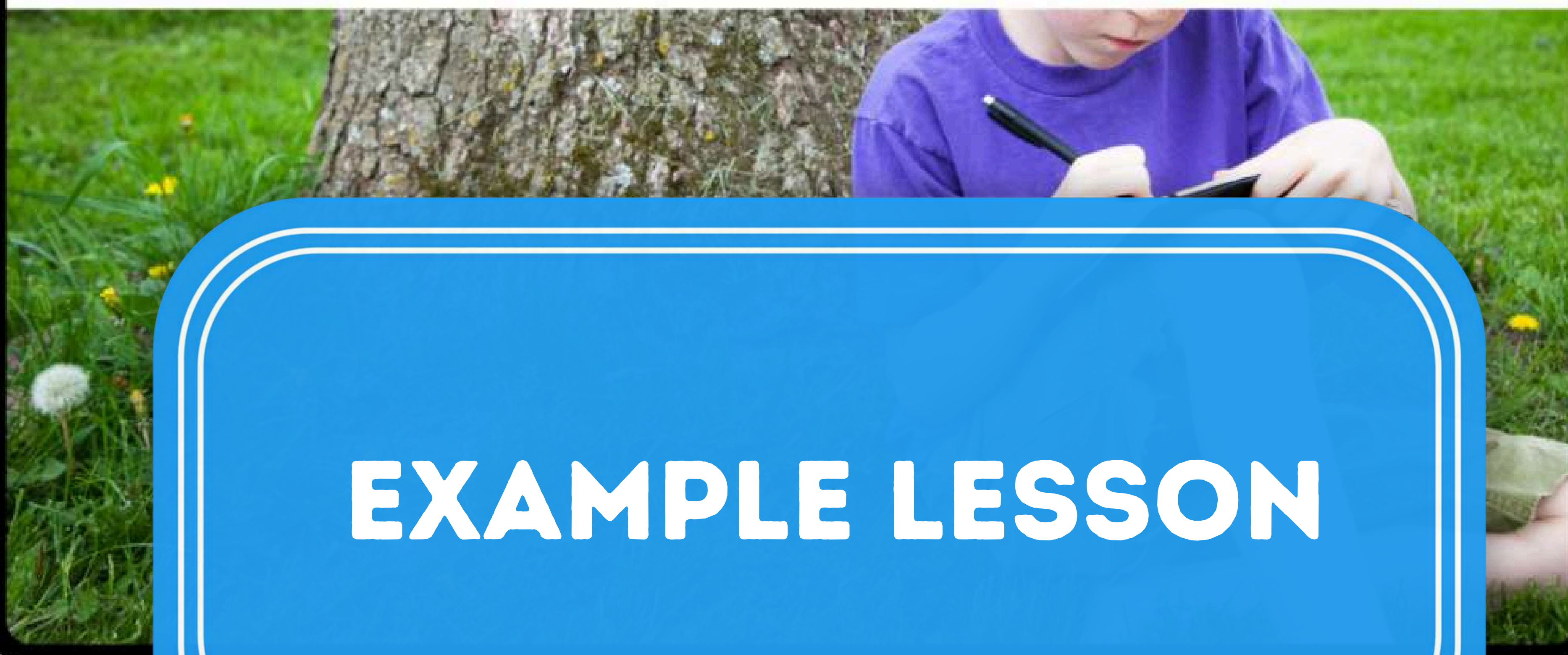


Teacher's Guide

Ages 6 - 7: Term 4 Week 9

Independence

- After a set time (e.g., 15-20 minutes), gather everyone back and introduce the tree identification guide.
- Explain how to use the guide to match their drawings with specific tree species. Encourage them to discuss their observations with their partner (if applicable).
- Guide them in filling in the "Tree Name" section on their activity sheet for each tree they identified.
- After they've had time to explore, discuss the different types of trees they found.
- Ask students to share any interesting details they observed.
- Briefly discuss the importance of trees and their role in the environment.



EXAMPLE LESSON

TREE HUNT



Name: _____

Draw the tree, its leaves, and any other details on the activity sheet.

TREE	LEAF	OTHER DETAILS	SPECIES

EXAMPLE LESSON