



**THIS PACK CONTAINS ONE
OUTDOOR LESSON PER WEEK
FOR THE ENTIRE SCHOOL
YEAR (AGES 7 TO 8).**

Teacher's Guide
Ages 7 - 8: Term 1 Week 8
Communication

HAND SIGNALS

CURRICULUM LINKS: English: instructions

PREP: 5 minutes **LENGTH:** 45 minutes **NUMBERS:** Pairs

ACTIVITY DESCRIPTION:
In this outdoor session, students will create and use hand signals to communicate with their partners in an outdoor space. The session starts with the whole class developing a set of signals, which the teacher will test. Then, children will pair up to create their own unique signals. The lesson concludes with one partner guiding the other to retrieve a specific hidden item using their signals.

EQUIPMENT PROVIDED BY US:

EQUIPMENT PROVIDED BY YOU:
Various objects for retrieval

BENEFITS OF THE ACTIVITY:

- Non-verbal Communication: Enhances understanding and use of non-verbal cues.
- Teamwork: Encourages cooperation and collaborative problem-solving.
- Observation Skills: Develops attention to detail and the ability to follow directions.

SAFETY PRECAUTIONS:

- Remind the students to stay within designated boundaries.
- Encourage children to use gentle movements and be mindful of each other's safety.

Teacher's Guide
Ages 7 - 8: Term 1 Week 7
Communication

MUD BAKE OFF

CURRICULUM LINKS: English: instructions Science: materials

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

ACTIVITY DESCRIPTION:
In this lesson, students will work in groups to bake a mud masterpiece using mud and natural materials they find outdoors. After creating their dish, they will present it to the class, focusing on clear and engaging communication. If they finish early, they will complete a worksheet that includes a picture of their dish, a list of ingredients, and a descriptive paragraph. Additionally, one child from each group will be blindfolded and guided across a 'minefield' of natural obstacles by their teammates, emphasizing the importance of clear instructions and teamwork.

EQUIPMENT PROVIDED BY US:
Activity sheet

EQUIPMENT PROVIDED BY YOU:
Soil
Water
Mud kitchen or cooking utensils.

BENEFITS OF THE ACTIVITY:

- Communication: Enhances speaking and listening skills through group work and presentations.
- Creativity: Stimulates creative thinking and resourcefulness.
- Sensory Exploration: Engages multiple senses through hands-on interaction with natural materials.

SAFETY PRECAUTIONS:

- Ensure the mud is free of sharp objects and hazardous materials.
- Ensure proper handwashing facilities are available and used after using the mud.

Name: _____

MUD BAKE OFF

DISH: _____

PICTURE:

INGREDIENTS:

Description: _____

Teacher's Guide
Ages 7 - 8: Term 1 Week 7
Communication

MUD BAKE OFF

BEFORE THE LESSON

- Talk nicely to the pre-k / reception teacher if they have a mud kitchen as the use of their equipment would save you some time. If not, prepare some soil, water, cooking utensils (bowls, spoons, dishes, muffin cases, etc.). Print off the activity sheet (optional).

STARTER:

- Explain that we're going to start the session with a 'Quick Build Challenge' where the goal is to work together to build the tallest free standing tower using only natural materials found in the area.
- Put students into groups of 4. Explain that they will have 5 minutes to complete the challenge. They can use any natural materials they find, such as sticks, leaves, rocks, etc. Remind them to be careful and respectful of nature (e.g., no picking live plants or disturbing wildlife).
- Give the signal to start the timer. Walk around to monitor and encourage the groups as they build their towers. Remind them to communicate and collaborate effectively.
- After 5 minutes, call time and ask the groups to stop building. Have each group briefly present their tower, explaining the materials they used and any challenges they faced.
- Gather the class and discuss what strategies worked best and how they communicated within their groups. Highlight the importance of teamwork and creativity.

MAIN ACTIVITY

- For the main activity students need to be in pairs. Explain that each pair will create a mud dish using mud and any natural materials they find.
- Provide each group with a small container for mixing mud and basic tools (e.g., spoons, small trowels). Allow students to gather materials and start creating their dishes. If a group finishes early, provide them with the activity sheet to complete about their dish.
- After the given time, gather the class. Each pair will present their dish to the class, explaining what it is, using persuasive language to make it sound tasty!
- Encourage creativity in their presentations, perhaps giving their dish a name or story.

Teacher's Guide
Ages 7 - 8: Term 1 Week 6
Communication

MINEFIELD

CURRICULUM LINKS: English: instructions

PREP: 10 minutes **LENGTH:** 50 minutes **NUMBERS:** Groups of 3 or 4

ACTIVITY DESCRIPTION:
For this session students will work in groups of 3 or 4 to write and follow a set of instructions to navigate from one side of an outdoor area to the other. They must avoid natural obstacles and introduced 'mines' (rubber mats, big leaves, or balls etc.). One child will be blindfolded and guided by their teammates' instructions.

EQUIPMENT PROVIDED BY US:

EQUIPMENT PROVIDED BY YOU:
Sticks / meter sticks (one per child.)
Flower pots / equivalent
'Mines' (leaves, balls, mats etc.)
Whiteboards
Whiteboard markers
Blindfolds

BENEFITS OF THE ACTIVITY:

- Communication Skills: Students practice giving and following clear instructions.
- Teamwork: Working in groups fosters cooperation and collaborative problem-solving.
- Listening Skills: The blindfolded child must listen carefully to their teammates.

SAFETY PRECAUTIONS:

- Use soft, safe objects for the 'mines' (e.g., rubber mats, balls).
- Ensure students guide their blindfolded teammate carefully and stop them before they encounter obstacles.

Teacher's Guide
Ages 7 - 8: Term 1 Week 4
Creativity

ANDY GOLDSWORTHY ART

CURRICULUM LINKS: Art: Exploring natural materials Science: Natural patterns

PREP: 5 minutes **LENGTH:** 45 minutes **NUMBERS:** Pairs / individual

ACTIVITY DESCRIPTION:
In this outdoor lesson, students will create their own piece of art inspired by the works of Andy Goldsworthy. Using natural materials found in their surroundings, they will design and create an ephemeral artwork, engaging with nature and exploring their creativity.

EQUIPMENT PROVIDED BY US:
Andy Goldsworthy art photos

EQUIPMENT PROVIDED BY YOU:
Baskets / bags for item collection
Natural finds

BENEFITS OF THE ACTIVITY:

- Encourages Creativity: Students use natural materials to express their artistic vision.
- Enhances Observation Skills: Children learn to notice and appreciate the details and textures in nature.
- Promotes Teamwork: Working together to collect materials and create art fosters collaboration.

SAFETY PRECAUTIONS:

- Remind children to be gentle with living plants and creatures, and to respect the environment.

Teacher's Guide
Ages 7 - 8: Term 1 Week 4
Creativity

ANDY GOLDSWORTHY ART

BEFORE THE LESSON

- Have each group or individual present their artwork to the class. Discuss the different techniques and materials used.
- Reflect on how creating art from natural materials made them feel and what they learned about their environment.



Teacher's Guide
Ages 7 - 8: Term 1 Week 5
Creativity

NATURE MUSEUM

BEFORE THE LESSON

- Name the items on the large label and attach it to the egg box. On the small labels, they can write more details and place them with the items.
- Prompt them with questions like:
 - What is it?
 - Where did you find it?
 - What is special about it?
 - Who did it belong to?
- Have each child or pair present their nature museum to another child or pair
- Encourage them to share their favorite item and why they chose it.
- Discuss as a class what they learned about their local environment.



Teacher's Guide
Ages 7 - 8: Term 1 Week 4
Creativity

ANDY GOLDSWORTHY ART

BEFORE THE LESSON

- Find some Andy Goldsworthy art photos and have them available (print or on a tablet / iPad)

STARTER:

- As a class, go on a short walk around the outdoor area, stopping at different points to observe and identify shapes and patterns in nature.
- At different points, ask the children what shapes they can see in the natural surroundings (e.g., circular tree rings, oval leaves, rectangular stones).
- Discuss any patterns they notice (e.g., the arrangement of petals, the pattern of bark on a tree or the veins on a leaf).
- Repeat this process at several different spots.
- After the walk, gather the children and discuss the different shapes and patterns they observed. Explain how these observations can inspire their art creations.

MAIN ACTIVITY

- Show examples of Andy Goldsworthy's art (searchable online) and explain his use of natural materials and how his art fits into the landscape.
- Discuss how they will be creating their own art.
- Give each student or pair a small basket to collect natural materials and safety equipment.
- Allow students to explore and collect natural materials (sticks, twigs, flowers).
- Provide a designated space for creating art.
- Encourage creativity, allowing students to create art that they are satisfied with their design.

Teacher's Guide
Ages 7 - 8: Term 1 Week 3
Creativity

NATURE MUSEUM

CURRICULUM LINKS: Science: observation English: descriptive writing

PREP: 5 minutes **LENGTH:** 45 minutes **NUMBERS:** Pairs / individual

ACTIVITY DESCRIPTION:
In this week's activity, students will collect six (or 12) unique and interesting natural items. They will place each item in a compartment of an egg box and create a 'nature museum.' Afterward, they will fill in museum labels, describing each item and noting (or making up) interesting 'facts'.

EQUIPMENT PROVIDED BY US:
Museum labels
Item description labels

EQUIPMENT PROVIDED BY YOU:

Teacher's Guide
Ages 7 - 8: Term 1 Week 3
Creativity

NATURE MUSEUM

BEFORE THE LESSON

- Print the museum labels. Prepare the egg boxes (boxes of 6). Ask children to collect and bring into school before the session.

STARTER:

- Ask the children if they know what a museum is and why we have them. Explain that museums often have artefacts that tell us about history and nature.
- Divide children into groups of 4 or 5. Each child in the group will find a different natural item (e.g., a leaf, a rock, a twig, a feather).
- Once they have their items, they will work together to decide which item is the oldest and which is the youngest, creating a timeline.
- Set clear boundaries for where the children can search. Allow the children a few minutes to find their items and return to their group.
- Each group will discuss and arrange their items in order from oldest to youngest. Encourage them to think about why they believe one item is older or younger than another.

Museum Labels
Ages 7 - 8: Term 1 Week 3
Creativity

NATURE MUSEUM

NATURE MUSEUM NAME:

EXHIBITS:
1: _____ 4: _____
2: _____ 5: _____
3: _____ 6: _____

NATURE MUSEUM

EXHIBIT:
DESCRIPTION:

EXHIBIT:
DESCRIPTION:

EXHIBIT:
DESCRIPTION:

EXHIBIT:
DESCRIPTION:

EXHIBIT:
DESCRIPTION:

BENEFITS OF THE ACTIVITY:

- Creativity: Children express themselves artistically by decorating rocks.
- Observation Skills: Enhances attention to detail and appreciation of nature.
- Knowledge: Increases awareness of local flora.

SAFETY PRECAUTIONS:

- Use non-toxic paint to avoid polluting the environment.

PROVIDED BY YOU:
Chalk
Rocks
Paint & brushes
Water
ID guides

BENEFITS OF THE ACTIVITY:

- Communication Skills: Students must communicate and coordinate efforts to free captured teammates.
- Teamwork: Encourages cooperation and collaborative problem-solving.
- Physical Development: Promotes physical activity through running, hiding, and seeking.

SAFETY PRECAUTIONS:

- Clearly define boundaries for hiding and seeking areas.
- Establish a signal for the end of the game or in case of an emergency.

PROVIDED BY YOU:
Cones (optional)

Teacher's Guide
Ages 7 - 8: Term 1 Week 2
Creativity

NATURE MUSEUM

BEFORE THE LESSON

- Prepare the ID sheets.

STARTER:

- Select an interesting leaf.
- Give each group a piece of sidewalk chalk. Instruct the children to create an enlarged version of their leaf using the chalk.
- After the time is up, have each pair briefly share their artwork with the class.

MAIN ACTIVITY

- Divide the children into groups of 4 or 5. Have them go to the plants and trees in your outdoor space and identify a plant or tree.
- Give each group a set of pebbles with the plant and trees species name on.
- Provide the children with field guides or identification sheets to help them identify the plants and trees in their area.
- Once a plant or tree is identified, the child should write the name of the plant or tree on a rock using pen. They can then decorate the rock with paint.
- Place the decorated rock at the base of the identified plant or tree.
- Once all rocks are placed, gather the children and take a tour of the area to see and discuss the identified plants and trees and their decorated rocks.
- Have a discussion about what they learned, focusing on the different types of plants and trees they identified.

THAT'S 38 WEEKS OF
OUTDOOR LEARNING
SESSIONS!



MUD BAKE OFF

Teacher's Guide
Ages 7 - 8: Term 1 Week 7
Communication

CURRICULUM LINKS: English: instructions Science: materials

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

ACTIVITY DESCRIPTION:

In this lesson, students will work in groups to bake a mud masterpiece using mud and natural materials they find outdoors. After creating their dish, they will present it to the class, focusing on clear and engaging communication. If they finish early, they will complete a worksheet that includes a picture of their dish, a list of ingredients, and a descriptive paragraph. Additionally, one child from each group will be blindfolded and guided across a 'minefield' of natural obstacles by their teammates, emphasizing the importance of clear instructions and teamwork.

EQUIPMENT PROVIDED BY US:



Activity sheet

BENEFITS OF THE ACTIVITY:

- Communication: Enhances speaking and listening skills through group work and presentations.
- Creativity: Stimulates creative thinking and
- re
- Sensory Exploration: Engages multiple senses through

EQUIPMENT PROVIDED BY YOU:



Soil



Water

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

MUD BAKE OFF

Name: _____

DISH: _____

PICTURE:

just BAKED



INGREDIENTS:



Description: _____

CURRICULUM LINKS: Art: exploring texture

Science: natural materials & habitats

PREP: 15 minutes

LENGTH: 45 minutes

NUMBERS: N/A

ACTIVITY DESCRIPTION:

Children will explore the outdoors to collect various natural items (leaves, twigs, flowers) and use them to create impressions in air-dry clay. This activity encourages children to observe natural details and express their creativity through unique designs.



BENEFITS OF THE ACTIVITY:

- Creativity: Encourages imaginative use of natural materials to create artistic designs.
- Fine Motor Skills: Enhances dexterity as children handle and press materials into clay.
- Observation: Promotes close observation and appreciation of nature.

EQUIPMENT PROVIDED BY US:

EQUIPMENT PROVIDED BY YOU:



Air-dry clay



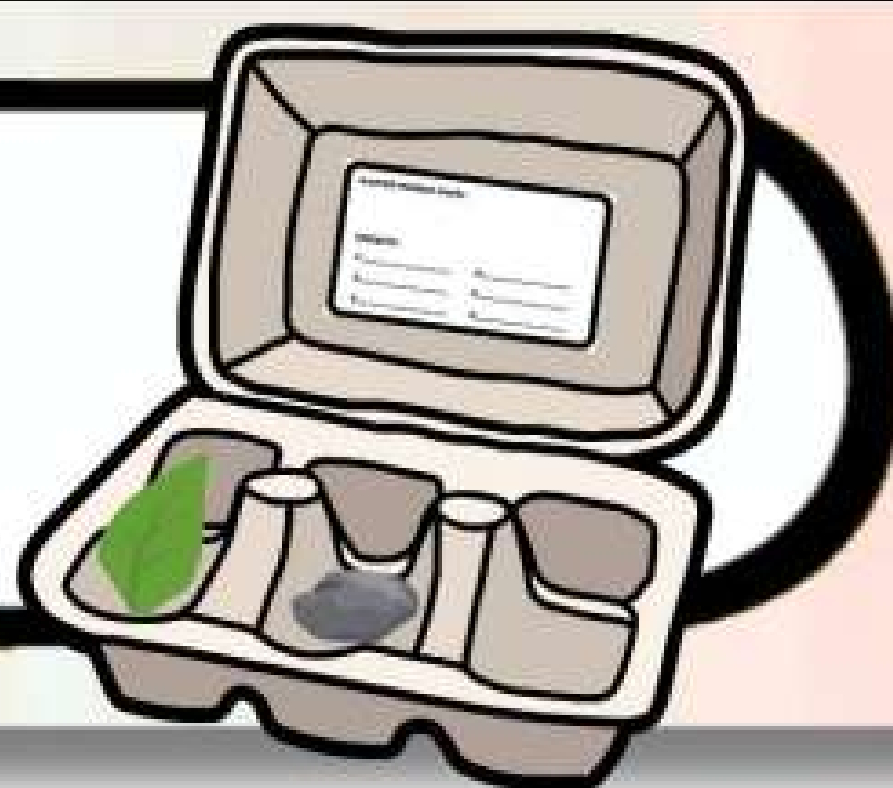
Water



Rolling pins / small dowels

**EASY TO USE
DIGITALLY**

NATURE MUSEUM



Teacher's Guide
Ages 7 - 8: Term 1 Week 3
Creativity

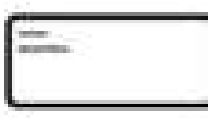
CURRICULUM LINKS: Science: observation English: descriptive writing

PREP: 5 minutes **LENGTH:** 45 minutes **NUMBERS:** Pairs / individual

ACTIVITY DESCRIPTION:

In this week's activity, students will collect six (or 12) unique and interesting natural items. They will place each item in a compartment of an egg box and create a "nature museum." Afterward, they will fill in museum labels, describing each item and noting (or making up) interesting 'facts'.

EQUIPMENT PROVIDED BY US:

-  Museum labels
-  Item description labels

BENEFITS OF THE ACTIVITY:

- Creativity: Encourages imaginative thinking as students select, arrange, and describe their items.
- Observation Skills: Enhances ability to notice and appreciate details in nature.
- Writing Skills: Promotes descriptive writing and vocabulary expansion.

EQUIPMENT PROVIDED BY YOU:

-  Egg boxes
-  Natural finds

SAFETY PRECAUTIONS:

- Boundaries: Set clear boundaries for where children can explore.

EXAMPLE LESSON

NATURE MUSEUM



Teacher's Guide
Ages 7 – 8: Term 1 Week 3
Creativity

BEFORE THE LESSON

- Print the museum labels. Prepare the egg boxes (boxes of 6). Ask children to collect and bring into school before the session.

STARTER:

- Ask the children if they know what a museum is and why we have them. Explain that museums often have artefacts that tell us about history and nature.
- Divide children into groups of 4 or 5. Each child in the group will find a different natural item (e.g., a leaf, a rock, a twig, a feather).
- Once they have their items, they will work together to decide which item is the oldest and which is the youngest, creating a timeline.
- Set clear boundaries for where the children can search. Allow the children a few minutes to find their items and return to their group.
- Each group will discuss and arrange their items in order from oldest to youngest. Encourage them to think about why they believe one item is older or younger than another (e.g., a rock is older than a leaf because it takes longer to form).

MAIN ACTIVITY

- Explain the concept of a nature museum using an egg box to display the items (one item per slot).
- Discuss what makes an item "unique and interesting" (e.g., texture, color, shape, rarity).
- Give each child or pair an empty egg box.
- Set boundaries and safety reminders. Allow children to explore and collect their items. Encourage them to think about why each item is special.
- Provide the museum labels and ask children to write a short story for each item. The children can make the story as imaginative as possible.

EXAMPLE LESSON

NATURE MUSEUM



Item Descriptions
Ages 7 - 8: Term 1 Week 3
Creativity

EXHIBIT:
DESCRIPTION:

EXHIBIT:
DESCRIPTION:

EXHIBIT:
DESCRIPTION:

EXHIBIT:
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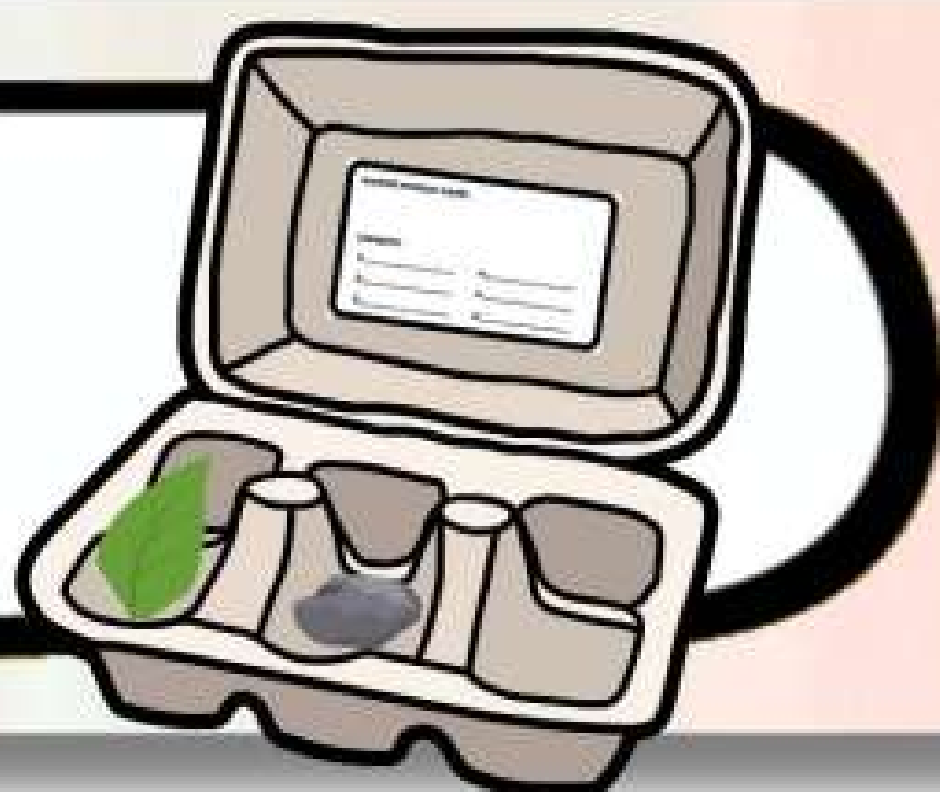
EXHIBIT:
DESCRIPTION:

EXHIBIT:
DESCRIPTION:

EXHIBIT:
DESCRIPTION:

EXAMPLE LESSON

NATURE MUSEUM



Museum Labels

Ages 7 - 8: Term 1 Week 3

Creativity

NATURE MUSEUM NAME:

EXHIBITS:

1: _____ 4: _____
2: _____ 5: _____
3: _____ 6: _____

NATURE MUSEUM NAME:

EXHIBITS:

1: _____ 4: _____
2: _____ 5: _____
3: _____ 6: _____

NATURE MUSEUM NAME:

EXHIBITS:

1: _____ 4: _____
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EXHIBITS:

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3: _____ 6: _____

NATURE MUSEUM NAME:

EXHIBITS:

1: _____ 4: _____
2: _____ 5: _____
3: _____ 6: _____

EXAMPLE LESSON