

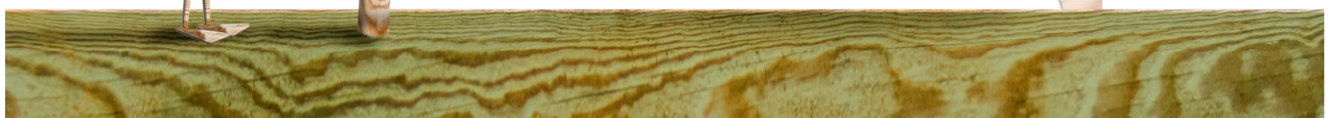
The CHILDREN'S WOOD

The Children's Wood is a grassroots community initiative working to get children and the community outside. The Children's Wood volunteers have been achieving this by organising schools and community events on North Kelvin Meadow and The Children's Wood; a greenspace within walking distance of 14 local schools and nurseries. The Children's Wood believes that by linking a schools programme to a week-end community programme they are increasing the chances of families coming out to use and enjoy their local greenspace. Children, as a consequence of the schools' work, have been encouraging their parents, aunts, uncles, grandparents and wider network of friends to come along to the events and experience, what is, their own outdoor community space.

We hope that this pack will not only impact on learning and development, and build a stronger community in our own area of Maryhill and North Kelvin, but we hope it will also be of use to people in other areas who may want to create their own little community event around the pack. These activities can be used anywhere and are not specific to North Kelvin Meadow and The Children's Wood.

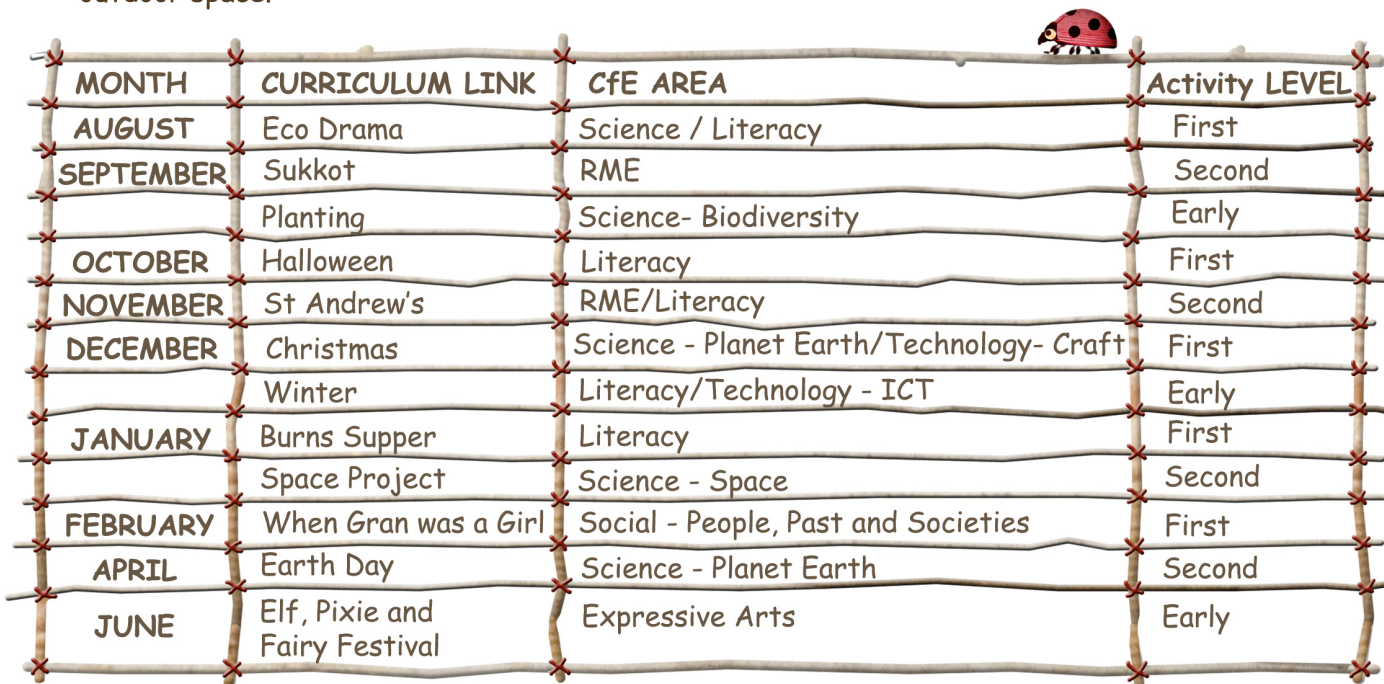
Please get in touch if you'd like to find out more about the children's wood sessions - or how to get involved.

Visit:
www.thechildrenswood.com
or email us on
childrenswood@hotmail.com
Scottish Charity
No. SCO45378



The CHILDREN'S WOOD ANNUAL PACK

The Children's Wood Annual Pack contains a year's worth of outdoor activities for schools, teachers and parents to use with children. A major motivation for the creation of this pack is to help inspire teachers and classes to get out into natural environments and learn outdoors. Although (of course) we would encourage you to come along and try out these activities at the meadow and Children's Wood, the activities have been designed to be used in any suitable outdoor space.



MONTH	CURRICULUM LINK	CfE AREA	Activity LEVEL
AUGUST	Eco Drama	Science / Literacy	First
SEPTEMBER	Sukkot	RME	Second
	Planting	Science- Biodiversity	Early
OCTOBER	Halloween	Literacy	First
NOVEMBER	St Andrew's	RME/Literacy	Second
DECEMBER	Christmas	Science - Planet Earth/Technology- Craft	First
	Winter	Literacy/Technology - ICT	Early
JANUARY	Burns Supper	Literacy	First
	Space Project	Science - Space	Second
FEBRUARY	When Gran was a Girl	Social - People, Past and Societies	First
APRIL	Earth Day	Science - Planet Earth	Second
JUNE	Elf, Pixie and Fairy Festival	Expressive Arts	Early

The table above details the activities that are included in this pack. Some of these activities link to seasonal events organised at the Children's Wood and North Kelvin Meadow throughout the year. We hope that you will find our suggested activities useful and that they will fit in with the topics you are already doing in school.

This Annual Pack has been produced by teachers, is clearly linked to Curriculum for Excellence experiences and outcomes, and includes a range of activities across Early, First and Second Levels. The activities cover a number of curricular areas including Science, Literacy, RME and Expressive Arts.

Please be aware that this is a public space and you may meet other schools and members of the community whilst visiting. We would greatly appreciate you leaving the land as you find it (or better)!

To find out more about The Children's Wood Education Pack, email:- childrenswodeducation@gmail.com



AUGUST

ACTIVITY

TREE STORY DRAMA

OUTLINE

This is a narrative drama.

Everyone needs to find their own space so the story can begin.

- You are a seed, crammed tightly into a hard seed pod. You are buried under the cold hard ground. It is winter time and you are extremely sleepy. You are in total darkness.
- Spring has arrived. The earth that you are growing in is a little warmer and you start to feel more awake. The snow has melted above and the cool water soaks through the soil around you. You can feel yourself pulling energy from the soil.
- You're stronger again and you are beginning to push through your pod. You begin to slowly stretch forward, up towards the warm earth above. The earth around you is warmer and you're much more energetic. You feel the need to continue to push further and further up.
- Finally and with great excitement, you push through the soil surface into a warm bright place. You can now see and feel the warmth of the SUN!
- The warm sun gives you even more energy and you feel stronger and stronger. You stretch upward and onwards towards the warmth.
- Now let's move ahead a little bit. You have grown into a young sapling about the size of a young person. You are proud and have beautiful green leaves that soak up the summer showers and the sun's rays. You are determined and strong. You want to grow. You want to be a tree. Now summon all of your energy, all of your strength.
- With all of your power stretch taller and wider.
- Years have gone by and you have managed to become a beautiful apple tree. You stand proud, you are strong and beautiful. You are important and mature.
- Now it is autumn and you have produced succulent and nourishing apples from your strong branches.
- The apples are heavy and there are so many of them. You feel weighed down now. They are very, very heavy. Your branches are bending. You worry they may break!
- Snap, an apple falls towards the ground. People come and pick the rest. The people are laughing and joking.
- They pick all of your apples and put them into baskets.
- You feel light and relieved. You are light and move freely in the autumn winds.
- You feel a sense of freedom.
- The winter has come; it is time for you to rest.
- You are still, strong, standing in your field but quiet. You are resting.

RESOURCES

You need a copy of the story and a clear space. This can be indoors or outdoors.

LINKS TO THE CURRICULUM FOR EXCELLENCE

I have experienced the energy and excitement of presenting/performing for audiences and being part of an audience for other people's presentations/performances. **EXA 1-01a**
I am exploring how pace, gesture, expression, emphasis and choice of words are used to engage others, and I can use what I learn. **ENG 1-03a**



SEPTEMBER

ACTIVITY

The SUKKOT - Festival of Booths

OUTLINE

Read the story of the Sukkot.

Take the children outside to a wild/wood space.

Explain that the children will be using the story to create their own Booth or tabernacle using loose materials from the ground or rope and tarpaulin.

Explain all the safety requirements needed to transport equipment and rules of communication to keep everyone safe.

Allow enough time for children to create a den or Booth but also additional time for the children to decorate it using natural materials.

Follow the special rules for constructing the roof.

Decorate with lots of natural details and 4 different plants in the Sukkot.

Once the children have created the Booth it is important that they have time to play and have quiet time.

Take the children's packed lunches so that they can eat and socialise in their own Booths.



RESOURCES

A copy of the story/Packed lunches/ Loose materials- branches, leaves/Open space

LINKS TO THE CURRICULUM FOR EXCELLENCE

I have explored some beliefs of the Jewish and/or Muslim communities. [RERC 2-25a](#)
I can identify some of the principles by which people of the Jewish and/or Muslim faith communities live. [RERC 2-26a](#)

SEPTEMBER

ACTIVITY

The GIANT TURNIP

Can be linked to the Harvest Festival

OUTLINE

Read the story together in class. Discuss different types of vegetables and where they grow, if possible bring examples of vegetables including turnips into class for children to look at.

Discuss what a root is and its function.

Go for a walk to find evidence of roots. Hopefully the children will spot lots of tree roots. Lead a discussion about why can we not see most roots. Discuss why you shouldn't pull living things up just to look at their roots.

Recreate pulling the Giant Turnip from the ground through Tug of War. Encourage children to take on roles from the stories, with some of the children acting as the roots. Can the characters from the story pull the turnip roots?

RESOURCES

The Giant Turnip story / Rope to use for Tug of War

LINKS TO THE CURRICULUM FOR EXCELLENCE

I have helped to grow plants and can name their basic parts. I can talk about how they grow and what I need to do to look after them. [SCN 0-03a](#)

I enjoy exploring events and characters in stories and other texts, sharing my thoughts in different ways. [LIT 0-19a](#)

OCTOBER

ACTIVITY

HALLOWE'EN - Witches Brew Recipe

OUTLINE

Go for a Hallowe'en walk in the Children's Wood or other outdoor area. Remember to dress in warm, waterproof clothing!

While you are walking, with a partner -

- Imagine a big cauldron full of witches brew.
- Talk about what it smells like/tastes like.
- Think about what could be inside the cauldron.
- Look around you - can you see some ingredients to make your own witches brew?
- Write a list of the ingredients you see round about you e.g. rotten leaves, slimy moss, mud from puddles, spiky conker cases...

Back in class, work with your partner to write a recipe for your witches brew. Remember to write the amounts of each ingredient and include instructions and equipment needed.

Challenge - can you make your witches brew recipe rhyme?

When you are happy with your recipe, share it with your classmates. Can you pretend to be Hallowe'en witches when you read it aloud?

RESOURCES

Notepad/paper/clipboard and pencils

LINKS TO THE CURRICULUM FOR EXCELLENCE

Having explored the elements which writers use in different genres, I can use what I learn to create my own stories, poems and plays with interesting structures, characters and/or settings. [ENG 1-31a](#)

I am exploring how pace, gesture, expression, emphasis and choice of words are used to engage others, and I can use what I learn. [ENG 1-03a](#)

NOVEMBER

ACTIVITY

The STORY of St ANDREW

OUTLINE

As a disciple St Andrew worked hard to spread the teachings of Jesus. He travelled far and his strength of character inspired people around the world.

Working in groups you must search the woodland for signs and objects relating to St Andrew. Once you have collected these put them into the correct order to retell the story of St Andrew. Can you choose a significant scene from the story and act this out to the other groups?

Ext: Build a den from natural materials for St Andrew's remains. Can you make a St Andrews cross to display on the den?



RESOURCES

Several objects or images relating to the story of St Andrew
Natural objects found in the woodland

LINKS TO THE CURRICULUM FOR EXCELLENCE

Through investigating and reflecting upon biblical and other Christian stories, I can show my understanding of these stories. **RME 2-01a**
I can select ideas and relevant information, organise these in an appropriate way for my purpose and use suitable vocabulary for my audience. **LIT 2-06a**

DECEMBER

ACTIVITY

CHRISTMAS STAR

OUTLINE

In winter our trees look very bare and it is hard to identify them. But if you look closer you will see that they are simply sleeping and there are lots of clues we can use to tell them apart.

Work in pairs and using a tree branch ID sheet identify some of the trees in your outdoor space. Compare your findings with other groups and discuss why you made the identifications you have.

Now it's time to get crafty! Making sure not to damage any trees, collect fallen twigs and sticks from the ground. You need 5 sticks of roughly the same length and size. Lay them on the ground in a star shape and use coloured wool or string to tie each point together. You can add more wool and natural materials to decorate your star or simply leave it as it is.

Can you identify what tree the sticks for the star fell from?



RESOURCES

Winter tree ID sheet / String or coloured wool
www.woodlandtrust.org.uk/get-involved/children-and-families/become-a-tree-tracker

LINKS TO THE CURRICULUM FOR EXCELLENCE

I have explored a variety of ways in which data is presented and can ask and answer questions about the information it contains. **MNU 1-20a**
Through discovery and imagination, I can develop and use problem-solving strategies to construct models. **TCH 1-14a**



DECEMBER

ACTIVITY

WELLY WALK

OUTLINE

Get prepared for your walk outside by putting on your warm and waterproof clothing. Don't forget your Wellies!

Walk a familiar route through an outdoor wild space. While walking the pupils take on the role of a film crew, recording the sounds and sights of the journey. Have some working as the camera crew with magnifying glasses and cameras/videos. Their job is to identify and record interesting things that the group sees on the journey. Another group works as the sound crew with Dictaphones and paper and pencil. Their job is to identify and record interesting sounds and to ask the other children what they can hear and how they are feeling.

Once back in class, create an 'Our Welly Walk' book. Photos can be printed off, words can be written down and everything can be compiled into a Big Book for display. Alternatively you could use a simple computer programme and the pupils could create their book electronically.

If possible, do the 'Welly Walk' each term along the same route to observe the changes in the environment throughout the year.

RESOURCES

Outdoor clothing / Dictaphone or other sound recording device
Camera / Notepad and pen

LINKS TO THE CURRICULUM FOR EXCELLENCE

I enjoy taking photographs or recording sound and images to represent my experiences and the world around me. [TCH 0-04b](#)

As I play and learn, I enjoy exploring interesting materials for writing and different ways of recording my experiences and feelings, ideas and information. [LIT 0-21b](#)

I have observed living things in the environment over time and am becoming aware of how they depend on each other. [SCN 0-01a](#)

JANUARY

ACTIVITY

ROBERT BURNS HERITAGE WALK

OUTLINE

Read the poem, To A Mouse by Robert Burns

The children will listen to the poem and discuss the importance of the outdoors to Robert Burns.

Children will try and recall names of poems that were written by Burns that had a natural theme.

Discuss how patriotic Robert Burns was and how much he loved Scotland.

Explain that the children will be completing a heritage walk to investigate the Meadow and find insects and plants natural to Scottish wildlife.



RESOURCES

To A Mouse by Robert Burns / Heritage trail sheet

LINKS TO THE CURRICULUM FOR EXCELLENCE

When I engage with others, I can respond in ways appropriate to my role, show that I value others' contributions and use these to build on thinking. **LIT 2-02a**

As I listen or watch, I can identify and discuss the purpose, main ideas and supporting detail contained within the text, and use this information for different purposes.

LIT 2-04a

JANUARY

ACTIVITY

SPACE EXPLORATION

Looking for Evidence of Life (based on Is There Anyone Out There UK Space Agency pack)

OUTLINE

Walk around North Kelvin Meadow and the Children's Wood, noting down where the children can see examples of life.

Are there examples of life that we can't see with our eyes alone? Elicit that there is evidence of life in soil including micro-organisms.

Explain that scientists hope that real samples of Martian soil will be brought back to Earth. The children will compare soil that they collect during their visit here to Martian soil. Children collect a small sample of soil from different areas of North Kelvin Meadow/Children's Wood to take back to class to analyze.

During the follow-up analysis, see the attached sheet for soil analysis advice and comparison to soil from Mars.



RESOURCES

Paper to note down findings / Magnifying glasses /
Bags for soil

LINKS TO THE CURRICULUM FOR EXCELLENCE

By observing and researching features of our solar system, I can use simple models to communicate my understanding of size, scale, time and relative motion within it.

SCN 2-06a

Through research and discussion I have an appreciation of the contribution that individuals are making to scientific discovery and invention and the impact this has made on society. SCN 2-20a



FEBRUARY

ACTIVITY

WHEN GRAN WAS A GIRL

OUTLINE

Go for a walk in North Kelvin Meadow and the Children's Wood, encouraging children to note down what they can see. They could fill out a blank map of the meadow, noting down where there are trees.

Show the children the photos. Try to work out where the photos were taken from.

What are the main similarities and differences the children can notice between North Kelvin Meadow and the Children's Wood in the 1950s and 1960s and today?



RESOURCES

Paper to record observations

LINKS TO THE CURRICULUM FOR EXCELLENCE

I can use evidence to recreate the story of a place or individual of local historical interest. [SOC 1-03a](#)

I can compare aspects of people's daily lives in the past with my own by using historical evidence or the experience of recreating an historical setting. [SOC 1-04a](#)

APRIL

ACTIVITY

Earth Day - PLANT SURVEY

OUTLINE

- Plants grow to suit the environment they live in. They differ in lots of ways. These differences are linked to conditions in their environment like amount of light, temperature, soil type, water levels and also the presence of humans and animals.

Compare the types of plants growing in two different areas outdoors. You could compare areas like; a trampled area on a path or playing field, an area away from regular use, an area in shade such as under trees or bushes, a wildlife area, a wet, muddy area with puddles or a dry, sheltered area.

To make a 'fair test' comparison between two areas, you should observe and compare two areas of the same size and shape. An easy way to do this is to choose a location and roll a hula hoop randomly on to the ground. Observe the plants in that area, and then move the hoop to your second location and repeat.

When you are observing the plants in each area you can -

- Take notes on the different types of plants you see - name them if you can
- Sketch some of the plants
- Count the number of each plant you see
- Take digital photographs of the plants you see in each location

Think about how the plants differ in each location and how and why they are adapted to suit their particular habitats.

Back in class you could use you photographs and information to create a presentation, make a poster or write a report to share your findings with others.

RESOURCES

Notepad/clipboard and paper / Pencils / Digital Camera / Hula Hoops

LINKS TO THE CURRICULUM FOR EXCELLENCE

I can identify and classify examples of living things, past and present, to help me appreciate their diversity. I can relate physical and behavioural characteristics to their survival or extinction. **SCN 2-01a**

I can create, capture and manipulate sounds, text and images to communicate experiences, ideas and information in creative and engaging ways. **TCH 2-04b**



JUNE



ACTIVITY

ELF & PIXIE FESTIVAL - Make a Wand

OUTLINE

Go for an explore in the Children's Wood or other outdoor wild space. Look for a good, wand sized stick. Wrap the top half of your stick in double sided tape. Leave the bottom half for a handle to hold.

Now, have a good look around for some nature treasures to turn your stick into a magic nature wand. Try to find wild flowers, leaves, grass, feathers, seeds, small stones etc. Each time you find an item, stick it onto your wand.

Use it to cast some magic elf, pixie or fairy spells!

When the wands aren't being used, they look lovely displayed indoors too.

RESOURCES

Double sided tape and scissors / Sticks and natural found objects

LINKS TO THE CURRICULUM FOR EXCELLENCE

I have the freedom to discover and choose ways to create images and objects using a variety of materials. [EXA 0-02a](#)
Through creative play, I explore different materials and can share my reasoning for selecting materials for different purposes. [SCN 0-15a](#)



ADDITIONAL RESOURCES TO ACCOMPANY ACTIVITIES

SUKKOT STORY

Sukkot is the Hebrew word for 'booth'. It is the name for the Festival of Booths.

Sukkot is a booth or hut that was built by the Jewish people during their years in the desert after they left slavery in Egypt and before they arrived in the Promised land- Israel.

The festival begins two weeks after Rosh Hashanah. Sukkot is a joyful festival and one of the Three Pilgrim Festivals.

Sukkot remembers the story when God freed the Jewish people from slavery in Egypt. After the Jewish people left Egypt, they wandered for forty years in the desert before they reached the promised land of Israel. Along the way and during these forty years they had to build temporary homes using branches, dried palms and other materials available to keep them warm and protected.

To remind the Jewish people of their hard journey and how God helped and provided for them, they build a Sukkot and 'live' for seven days in the hut.

The Sukkot must have at least three walls and be made out of anything. However, the roof has certain rules for construction and Jewish people follow these strictly.

1. It must be made from something that has grown from the ground.
2. The material in which it is made must no longer be connected to the ground (no living branches)
3. It must be possible to see at least 3 stars through the roof.
4. There have to be 4 special plants all of different kinds placed inside the Sukkot.

Aravot- Willow that has no fruit or fragrance.

Lulva- Palm branch which has no fragrance but has fruit that should be eaten.

Etog- Citron, fruit like a lemon. This must have a sweet fragrance and must be eaten

Hadassim- Myrtles, This has a nice smell but cannot be eaten.

It is important to the Jewish community that they eat their meals in the Sukkot. Some sleep there as well.

It is also important to invite friends and family to join in in a meal in the Sukkot.

This is a social and community event and time in the Jewish calendar. People eat and celebrate together. They adhere to strict rules for construction and Sukkots are very detailed and decorative.



ADDITIONAL RESOURCES TO ACCOMPANY ACTIVITIES Natural Heritage Hunt



Celandine

Found
Not Found



Primrose

Found
Not Found



Snowdrops

Found
Not Found



Holly

Found
Not Found



Chaffinch

Found
Not Found



Blue Tit

Found
Not Found



Woodlouse

Found
Not Found



Hedgehog

Found
Not Found



Leaf Beetle

Found
Not Found



Cobweb

Found
Not Found



Worm

Found
Not Found

I Found.....

I Found.....



ADDITIONAL RESOURCES TO ACCOMPANY ACTIVITIES

MARTIAN SOIL CHARACTERISTICS

Soil from Mars is mostly dust that falls out of the air from big dust storms

Mars soil is made from very fine dust like talc, bits of sand, tiny rocks and larger lumps from meteorites.

Some samples of Mars soil are acidic, but most are not.

Mars soil is rusty. It looks reddish brown.

Under the surface are tiny bits of rock that let water pass quickly through them.

Almost every Mars lander or rover has found some salt or salt crystals in the soil.

TESTING for ACID

Litmus paper can be used to show whether a liquid is acidic or not. Add a teaspoon of soil to a cup, add water to cover the soil and mix. Then dip the paper into the liquid.

If you do not have litmus paper, put a teaspoon of soil into each of two containers. Then, add vinegar to one. If the soil bubbles or fizzes, it's not acidic. If there's no reaction, add water to the second sample and mix. Then, add two teaspoons of bicarbonate of soda. If the soil bubbles or fizzes the soil is very acidic.



ADDITIONAL RESOURCES TO ACCOMPANY ACTIVITIES

WHEN GRAN WAS A GIRL



ADDITIONAL RESOURCES TO ACCOMPANY ACTIVITIES

WHEN GRAN WAS A GIRL

