

## Numeracy and Mathematics

### Estimating and Counting in Your Outdoor Space

Counting in 10s, 20s, 50s – using trees or other living things in the greenspace and in school grounds

<https://schoolgardening.rhs.org.uk/Resources/Activity/Estimating-Environments?returnUrl=%2FResources%2FFind-a-resource%3Fso%3D0%26pi%3D10%26ps%3D10%26f%3D2,12:2,3:2,8:1,1:26page%3D2> **B**

### How Many Snails are in Your Space?

Calculate the approximate number of snails in your area – it would be impossible to find and count every snail in your area. Scientists calculate the *approximate* number by first counting samples of snails.

See <http://www.wildlifewatch.org.uk/activity-sheets> *Mark and Recapture Garden Snails* **B**

Did you know snails leave a broken line of slime in their trails while slugs leave a continuous line of slime?

## Sciences

### Create a Bumble Bee Nature Reserve/Mini Nature Reserve

What does wildlife need to survive and stay healthy and safe?

Create a mini meadow – an RSPB Wild Challenge activity – Planting for Wildlife for ideas <https://ww2.rspb.org.uk/kids-and-schools/kids-at-school/wild-challenge/activities/plantingforwildlife/> or RSPB booklet *Discover Wildlife at School* for more ideas on how to support wildlife in your local area. **B**

### Investigate a Street (or garden, park or wild) Tree

<http://www.wildlifewatch.org.uk/activity-sheets>  
*Investigate a Street Tree* **B**

## Social Studies

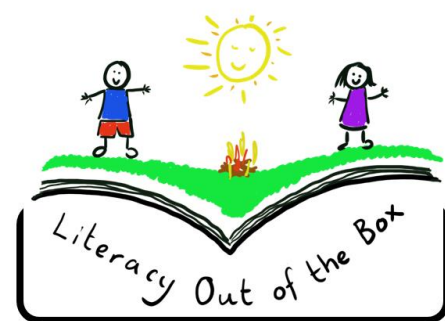
### Why do we need wild spaces?

Noah's wilderness happened by accident once humans left it alone for several years. Watch the video clip to see how many different habitats can be planned for and provided in a small space. Why are wild areas in our built up areas important – for wildlife and for humans? In pairs, pupils can go on to design their own wild space with a variety of habitats.

<https://www.bbc.co.uk/bitesize/clips/zf6mhyc>

### Debate – Save our Wildlife! vs People Need Homes Too!

Create a list of positives and negatives for keeping the Wilderness.



**B** next to a suggested resource indicates that a hardcopy is provided with Literacy Out of the Box equipment boxes.

## The Wilderness

### War

### Novel Topic Mind Map

### CfE 1st Level

## Literacy and English

### Design a Poster or Banner like Noah and Friends

Identify an area in your school grounds that needs help – write a letter, create a poster or banner to draw the school's attention to the issue and what can be done to help.

### Write a Guide to a Wild Place

Find a wild area in school. It doesn't need to be big – it might be a neglected corner, a single raised bed that could be given over to wildlife, a collection of small containers and a habitat heap (log or rock pile). Write a leaflet guide to the area, explaining what wildlife it supports and why it is important.

### Use Animal Tracks and Signs Spotter Cards and Follow Instructions to Make Plaster Casts of Tracks Found

Use animal tracks and signs RSPB and Wildlife Watch spotter guides and investigate what creatures use the space when we are not there. (The best time to see/hear wildlife is at dusk/dawn or even after dark when we are not around.)

<https://ww2.rspb.org.uk/kids-and-schools/kids-at-school/wild-challenge/activities/wildlifedetecting/>

<http://www.wildlifewatch.org.uk/activity-sheets> *Discover Animal Tracks and Signs, How to go Plaster Casting* **B**

## Technologies

### Make Your Own Equipment for Wildlife Investigation

Become a naturalist like Noah.

<http://www.wildlifewatch.org.uk/activity-sheets>

Make a Pooter, Make Your Own Small Mammal Tunnel **B**

### Build Dens

In small groups, use the materials provided in the Literacy Box to build dens. Evaluate one another's work – identify positives and make suggestions for development.

Make mini dens using junk materials. Involve pupils in creating a design brief.

## Religious and Moral Education

### Improve Your School Grounds for Wildlife – see also Social Studies

What can you as a group do to make it better for people, wildlife? Who and what uses the space currently? Is it used by wildlife? What kind? Can you make the space more interesting, more pleasant for all of the users?

Start by thinking about what is already there and what is missing. *The Wildlife Corridor Game* from LtL will get you thinking.

[https://www.ltl.org.uk/free-](https://www.ltl.org.uk/free-resources/?swoof=1&woof_text=wildlife%20corridor&pa_subject=science)

[resources/?swoof=1&woof\\_text=wildlife%20corridor&pa\\_subject=science](https://www.ltl.org.uk/free-resources/?swoof=1&woof_text=wildlife%20corridor&pa_subject=science)

### Make a Display

Make a display of your findings, possible action and action taken. Ask, "Why is it important to take care of outdoor spaces," and include pupil responses in the display.

### Litter Pick

Choose an area to litter pick within grounds or greenspace. Encourage pupils to see that they can make changes that have a positive impact and encourage them to share the news with peers, family, friends, community

See *Go on a Litter Pick* in

<http://www.wildlifewatch.org.uk/activity-sheets> **B**

## Health and Wellbeing

### Risk Assess Outdoor Activities

Set pupils the task of risk assessing fire lighting and other camp craft activities. Ask pupils to plan and prepare for the activities – making equipment and shopping lists, making a programme of activities.

### Campfire Food

Food always tastes better when you eat outdoors, even better when you make it yourself!

<https://www.nationaltrust.org.uk/recipes/how-to-bake-campfire-bread>

## Expressive Arts

### Stick weaving

**Have a go at weaving n your own stick loom and be inspired to find out how versatile the simple stick is. Is the stick the world's oldest toy/tool?**

<https://www.woodlandtrust.org.uk/naturedetectives/activities/2015/10/super-stick-weaving/>

Can you use sticks to create den "totems" or signs? **B**

### Perform the Build a Tree Drama

Learn how the different parts of a tree work together to sustain the tree. This activity is taken from the Summer Woodland booklet included in the Primary resources found at

<https://www.owlscotland.org/resources/primary-resources/> **B**