Weather

Numeracy

Literacy

Plants and flowers

Woodland Animals

Changing Seasons

Sticks

Woodland Walks

Den Building

Risky Play

Tree Climbing

**Outdoor Learning**

Mini-Beasts

Building

Transient Art

Mapping skills

Orienteering

Team Building Games

Fire-lighting

Cooking

Trees

Leaves

Seeds

Music

Children need Nature

Over the last decade, a large amount of research has been carried out in to the diverse benefits for children of contact with nature and outdoor experiences. These benefits include positive impacts on education, physical health, emotional wellbeing and personal and social skills, including the development of successful learners, responsible citizens, effective contributors and confident individuals.

Evidence of educational benefits that contact with nature has on children were defines as “changes in thinking, feeling and/or behaviour resulting directly or indirectly from outdoor education” (Dillon et al, 2005). It identifies four specific areas of impact:

COGNITIVE IMPACTS- concerning knowledge, understanding and other academic outcomes.

AFFECTIVE IMPACTS- encompassing attitudes, values, beliefs and self-perceptions.

INTERPERSONAL AND SOCIAL IMPACTS- including communication skills, leadership and teamwork.

PHYSICAL AND BEHAVIOURAL IMPACTS- relating to physical fitness, physical skills, personal behaviours and social actions.

As well as raising standards and encouraging more successful learners, outdoor learning experiences also help to combat under-achievement, helping to bridge the poverty related attainment gap. Ofsted (2008) noted that “Pupils whose behaviour in other circumstances had been reported as poor often responded well to involvement in high quality, stimulating outdoor activities.”

“Contact with nature in childhood promotes children’s **physical, mental health and wellbeing” (DCFS, 2018)**

Nature is a major motivating factor for exercise. There is very strong evidence that being outdoors is the most powerful correlate of physical activity in children.

The immediate outcomes of contact with nearby nature include enjoyment, relaxation and lowered stress levels. The longer term, indirect impacts also include increased levels of satisfaction with home and work life, and with life in general.

Outdoor activities in nature appear to improve symptoms of ADHD in children by 30% compared with urban outdoor activities and threefold compared to the indoor

Environment.

Several studies support the belief that contact with nature can reduce aggressive behaviour. The brain can be restored from fatigue and so reduce many unwanted symptoms such as impulsive behaviour, irritability and aggression.

**“Nature Deficit Disorder** describes the human costs of alienation from nature, among them; diminished use of the senses, attention difficulties, and higher rates of emotional and physical illnesses.” Louve, R, 2005 (The Last Child in the Woods)

A recent study found that three quarters of UK children spend less time outside than prison inmates.

Scotland’s vision for outdoor learning is that:

* all children and young people are participating in a range of progressive and creative outdoor learning experiences which are clearly part of the curriculum
* schools and centres are providing regular, frequent, enjoyable and challenging opportunities for all children and young people to learn outdoors throughout their school career and beyond

Teachers and educators should embed outdoor learning in the curriculum so that learning in the outdoor environment becomes a reality for all children and young people.

* Well-constructed and well-planned outdoor learning helps develop the skills of enquiry, critical thinking and reflection necessary for our children and young people to meet the social, economic and environmental challenges of life in the 21st century.
* Outdoor learning connects children and young people with the natural world, with our built heritage and our culture and society, and encourages lifelong involvement and activity in Scotland’s outdoors.
* realising this vision will contribute to the wellbeing of our children and young people and enable them to become resilient, responsible citizens and successful lifelong learners, who value our landscape and culture and contribute effectively to our local and global society.

Curriculum for Excellence through Outdoor Learning, 2010

The Four Capacities in the Outdoor Classroom

“In essence, [the curriculum] must be inclusive, be a stimulus for personal achievement and, through the broadening of pupils’ experience of the world, be an encouragement towards informed and responsible citizenship.

”A Curriculum for Excellence”

Successful learners:

• Outdoor learning develops knowledge and skills in ways that add value to learners’ everyday experiences in the classroom.

• It has a positive impact on long-term memory.

• It reinforces links between the affective and the cognitive, with each influencing the other and providing a bridge to higher order learning.

• It fosters the development of specific academic skills, as well as improved engagement, achievement and stronger motivation to learn.

Confident individuals:

• Outdoor learning impacts positively on young people’s attitudes, beliefs and self-perceptions, for example independence, confidence, self-esteem, locus of control, self-efficacy, personal effectiveness and coping strategies.

• It yields benefits in the promotion of positive behavior and improved physical fitness.

Responsible citizens:

• Outdoor learning has a positive effect on social development and greater community involvement.

• It raises learners’ attainment, improves attitudes towards the environment, and creates more positive relationships with each other, with teachers and with the wider community.

• It renews learners’ pride in their community and fosters a greater sense of belonging and responsibility.

Effective contributors:

• Outdoor learning impacts positively on young people’s interpersonal and social skills, such as social effectiveness, communication skills, group cohesion and teamwork.

The Outdoor Learning Process

**Stage One**: Awaken Enthusiasm- Introduction(hook): introduce the topic with an activity that promotes interest and intrigue in what is to come. Share a story, find a good story that illustrates the topic and gives you an opportunity to talk around the subject with your class before going outdoors.

The children could bring sections of it to life for one another using natural

materials to stimulate the senses – or write their own story to share. *Awaken Enthusiasm games make learning fun, instructive, and experiential-and establish a rapport between teacher, student, and subject.*

**Stage Two**: Focus Attention - F*ocus Attention activities help students become attentive and receptive to nature.* Simple, hands-on ambulatory activities create the right mood within the group for learning outdoors, whilst also raising awareness of the natural environment and introducing the main topic.

**Stage Three**: Offer Direct Experience- *By bringing us face to face with a bird, a wooded hill, or any natural subject, Offer Direct Experience activities give us intuitive experiences of nature.*

A ‘hub’ activity is just like a ‘carpet’ activity indoors, where you ask the group

to spread out from a central point to do the activity and then return to you at the end. This can be free-flow play activities in nature or in the playground using loose materials.

**Stage Four**: Share Inspiration- *Share Inspiration activities create a sense of completion and an uplifting atmosphere conducive to embracing noble ideals.*

give the children a chance to share with others the things they have learned

or achieved. It’s also an opportunity to evaluate the learning and challenge any misperception.

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Evaluation

All evaluation should take place outside to ensure it is as relevant as possible.

A ‘Post-it’ pad and pencil in the pocket are very handy for jotting down notes!

Behaviour

“Observing children is simply the best way there is of knowing where

they are, where they have been and where they will go next.”

Mary Jane Drummond, teacher and researcher in primary education.

Art & craft

Using a ‘wild art’ activity as a reviewing tool at the end of a session will give you an opportunity to assess understanding of a topic or concept (this picture shows the Four Seasons).

Sharing

Giving children time to share their achievements with the class gives them a chance to raise their self-esteem. It also helps you to explore the thinking and reasoning behind their work and reward the results. Speaking and listening skills will be practised as well.

Group review

Working in small groups, children can feedback their findings on one element of the topic to the rest of the class.



Assessment for learning

Horseshoe

Helps assess achievement of goals and aims when outdoors without using paper.

For example, the question “How well did we achieve ...?” could have answers ranging from‘0’ (not at all) to ‘10’ (completely).

Photo planning

Ask the children to take photographs in response to a specific question, stick them onto paper and add comments around them. This enables you to engage with the children in reflection, dialogue and decision-making.

Activity map

By asking the children to stand in the area of the grid that represents them (feeling positive or negative about something in past or future), gives an opportunity for self-assessment or to discover how the class are feeling about a future new topic.

Spokes

Asking children to feedback on everyone’s engagement with a session allows the young people to recognise the full range of their achievements and have their efforts appreciated by others. This technique requires a lot of trust for all involved.

Learning Logs or Field Notebooks

Children can reflect on their learning by drawing and writing in a Learning Log Book. This can be used as a sort of scrap book as well for sticking in found objects, useful information and photographs.

Outdoor Classroom Risk Assessment

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| **Hazard** | **Action** |
| Sharp or prickly materials | Encourage long sleeves and sturdy footwear (not sandals) and discourage wearing shorts. Carry a First Aid kit. |
| Poisonous berries/fungi | Give verbal warning not to eat anything or put things/fingers in their mouths.  Seek medical assistance if ingested. Wash hands carefully after the trip (especially before eating or drinking) or carry wet-wipes or antibacterial gel. |
| Low branches | Give verbal warning to take care (especially of eyes). |
| Uneven ground, holes, slopes, fallen branches | Advise to walk carefully. Wear suitable footwear and plan a route appropriate  to the weather. |
| Children going out of sight/missing | Advise children on boundaries and give verbal warning. Adults to keep visual  Contact with their group. Correct ratios of adults : students. Have an agreed  ‘missing person’ procedure that everyone is aware of, including an agreed Meeting point in emergency situation. |
| General public | Avoid contact with strangers and animals where possible. Ask owners to  control their animals if passing. |
| Insect bites/stings or allergies | Be aware of children with allergies (such as nuts, insect stings, hay fever).  Check anyone with severe allergies has their asthma pump or epi pen, and  they are able to administer it. Remind everyone of the risk. Carry a First Aid kit.  Tuck socks into trousers if in potential Tick area. |
| Dangerous Litter (i.e. Fly-tipped waste,) | Conduct safety sweep of area before activity takes place. Remind people of  Broken glass, syringes) dangers and, if appropriate, show example. |
| Disease or infection–i.e.Toxicara canis (dog faeces), | Cover broken skin on hands (i.e. wear gloves), advise of risks and  Tetanus (soil), Leptospirosis (rat urine in water), symptoms and seek medical advice a.s.a.p. if infection suspected. |
| Lyme Disease (ticks) | Tuck socks into trousers if in potential tick area. |
| Sun/ultra violet radiation | Advise of risks. Cover exposed skin, especially top of the head, back of the neck  And shoulders. Work in the shade where possible. |
| Slippery surfaces | Warn about mud or ice. Change activity or route according to the weather.  Wear appropriate footwear. |
| Electrical storms or gales force winds | Check weather websites for the latest information and severeweather  warnings. Cancel activity if too severe. |
| Open water | Verbal warning of danger area. Advise to keep clear of water’s edge/banks.  Have a throwline if working near deep or fast flowing water. |

(See Daily Hazard Checklist below)

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| **INTENDED**  **OUTCOMES** | **ACTIVITIES** | **PROGRESSION** | **PROVISION** |
| To establish rules and routines for learning outdoors  To establish our Countryside Code  *I am learning to assess and manage risk, to protect myself and others, and to reduce the potential for harm when possible.* ***HWB 0-16a / HWB 1-16a /***  I understand there are things I should not touch or eat and how to keep myself safe, and I am learning what is meant by medicines and harmful substances.  **HWB 0-38a** | * Circle time activities * Establish a recall signal- teacher’s whistle * Go over our Countryside Code and safety rules * Walk round activities on offer- * Building, crates and wooden bricks * Pipes and tubes- balls * Woodland kitchen * Loose materials * Art Box * Materials Box * Den building * Wildlife Box * Tidy-up procedures * Reporting back session | Free-play in all areas to become familiar with resources and how to use them.  Slowly begin to introduce a contextualised problem to solve. | Safety Posters Countryside Code  Outdoor classroom  Wildlife Garden  Crates, wooden blocks  Loose materials  Art box  Materials box |

**Outdoor Learning Progression**

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| **INTENDED**  **OUTCOMES** | **ACTIVITIES** | **PROGRESSION** | **PROVISION** |
| To introduce native trees that are found in our school environment.  I can distinguish between living and non-living things. I can sort living things into groups and explain my decisions.  **SCN 1-01a**  I can describe and recreate the characteristics of my local environment by exploring the features of the landscape.  **SOC 1-07a** | * Go over safety rules * Sing “Green grass grew” * Ask children to go and find something from a tree and bring it back to the circle. * Introduce the “talking stick”, go around the circle and identify items. * Sort found items into sets, select criteria- trees or by kind. * Go on a walkabout to meet the trees, introduce each tree to the children, showing them the tree ID cards. * Play “Find the tree” game in small groups. * Children hold onto their found items and draw and write about them in their Learning Log. | * Extensions include- leaf art, bark rubbings, * Stories of the trees, folklore * Looking at different trees, trees found in Dalzell Estate | * Tree ID posters and cards * Hoops for sorting sets * Talking stick * Outdoor Learning Logs |

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| **INTENDED**  **OUTCOMES** | **ACTIVITIES** | **PROGRESSION** | **PROVISION** |
| To introduce the story “Stickman” and to develop the concept of a journey.  I have explored my senses and can discuss their reliability and limitations in responding to the environment.  **SCN 1-12b**  Through activities in my local area, I have developed my mental map and sense of place. I can create and use maps of the area.  **SOC 1-14a**  I can create a range of visual information through observing and recording from my experiences across the curriculum.  **EXA 0-04a / EXA 1-04a**  Inspired by a range of stimuli, I can express and communicate my ideas, thoughts and feelings through activities within art and design.  **EXA 0-05a / EXA 1-05a / EXA 2-05a** | * Read “**Stickman**” * Establish main points of story * Treasure Hunt – find the items from the story hidden in the wood. * Sequence story using seq cards * Go and find a good stick and bring back to the circle * Discuss how we can make stickman * Display resources that may be used to create Stickman * Children create their own Stickman- display from Outdoor Classroom, hang on strings or take home | * Looking at families and make a family tree * Sizes of sticks- measuring, ordering and counting sticks- sets, number stories * Stickman’s Journey- follow his journey through the story- looking for seq cards in order through the wood. * Sing the Stickman song * Draw a story map of Stickman’s Journey, draw and create your own journey for Stickman to go on. * Stick pictures/art/decorate a stick * Make a campfire for Stickman * Make a nest for Stickman * Can you make the Family Tree for Stickman. * Activities will rotate over a few weeks | * A variety of found sticks * Ribbon * Pipe cleaners * Googly eyes * Plasticine * Sequence cards * Props from the story * Stick counting cards |

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| **INTENDED**  **OUTCOMES** | **ACTIVITIES** | **PROGRESSION** | **PROVISION** |
| To introduce the children to making sounds and music from natural items.  I have explored my senses and can discuss their reliability and limitations in responding to the environment.  **SCN 1-12b**  Inspired by a range of stimuli, and working on my own and/or with others, I can express and communicate my ideas, thoughts and feelings through musical activities.  **EXA 0-18a / EXA 1-18a / EXA 2-18a**  By collaborating in experiments on different ways of producing sound from vibrations, I can demonstrate how to change the pitch of the sound.  **SCN 1-11a** | * Read “**The Bear and the Piano”** * Establish main points of story * Brainstorm instruments that the children know. * Go on a treasure hunt to find items in the wood that will make a sound. * If possible bring back to the circle. * Collect sticks to use as beaters * Sing “Sticks up high” song * Collect and display items that can be used as an instrument * - wooden blocks, pots and pans * Use found items to make woodland instruments * Play as a woodland orchestra | * Make home-made musical instruments using junk materials * Shakers * Wooden spoon noise makers * Wooden block guitar * Rustle Leaf Rattle | * The Bear and the Piano picture book * Woodland items * Junk material items- boxes, cups, tubes * Elastic bands * Wooden spoons, beads and string * Playground musical instruments |

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| **INTENDED**  **OUTCOMES** | **ACTIVITIES** | **PROGRESSION** | **PROVISION** |
| To introduce Woodland animals, their homes and their food.  To encourage children’s imaginations by creating fantasy creatures and fantasy food.  To introduce simple food chains  I can explore examples of food chains and show an appreciation of how animals and plants depend on each other for food.  **SCN 1-02a**  I can describe and recreate the characteristics of my local environment by exploring the features of the landscape.  **SOC 1-07a** | * Read “**The Gruffalo**” by Julia Donaldson * Go on a Gruffalo Hunt- follow the trail- mapping * Find all the animals hidden in the wood- treasure hunt * Make animal homes for mouse, owl, snake, fox * Make woodland pictures of the animals using leaves, twigs and seeds- art * Make a portrait of the Gruffalo using sticks and natural objects-art * Make a cave for the Gruffalo- den building * Create a delicious concoction of food for each animal- woodland kitchen | * Draw a story map of the Mouse’s journey through the wood. Use natural items to map the story on the ground * Investigate big and small- build a house for the Gruffalo and a tiny house for the mouse. * Animal sort- classifying animals into mammals, birds, reptiles and amphibians- What would the Gruffalo be? * Woodland Walk * Pyramid of life and webbing game- simple food chains | * “Gruffalo” story book * Laminated pictures for treasure hunts and story trails * Recipe cards for animals’ foods * Forestry Commission Woodland Activities and Gruffalo Activity cards |

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| **INTENDED**  **OUTCOMES** | **ACTIVITIES** | **PROGRESSION** | **PROVISION** |
| To introduce the children to signs of Autumn.  To investigate the changes that occur as the Season’s change. | * Read storybook “**Summer into Autumn”** * Treasure Hunt- signs of Autumn checklist * Colours of Autumn- Collect Autumn leaves- sort by shape or colour * Autumn colour palette * Seed sort- collect as many different seeds that have fallen from the trees- sort them into categories, size, numbers and counting | * Autumn Woodland Walk * Sounds of the forest- fist game | * Story book * Autumn- scavenger hunt checklist sheet * Leaf shaped colour palette cards with double sided tape |

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| **INTENDED**  **OUTCOMES** | **ACTIVITIES** | **PROGRESSION** | **PROVISION** |
| To introduce simple food chains.  To introduce the terms “predator” and “prey”.  I can explore examples of food chains and show an appreciation of how animals and plants depend on each other for food.  **SCN 1-02a** | * Read “**Owl Babies”** storybook * Discuss what owls like to eat * Play “Predator and Prey” game * Hunt like an owl- find all the owl’s prey around the wood- pics * Eyesight like an Owl- sit still in the wood and observe for a minute. How many things can you remember? can you tell your partner? * Fly silently like an owl- little mice are in the centre of the circle with their eyes closed. They have to listen for the owls flying past them. If the owls make too much noise flying past they can be caught by the mice. | * Make owls with natural objects * Make a cosy nest for the baby owls * Feather hunt * Play Owls and crows game * As the Owl flies- Map the wood as if from the Owls perspective. * Call like an owl- keewit- hoo- two owls make this sound- hide in the wood with your partner- one calls keewhit- your partner calls back hoo-oo. | * Story book * Feathers * Pictures of prey to hide around the wood * Collections of natural objects |

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| **INTENDED**  **OUTCOMES** | **ACTIVITIES** | **PROGRESSION** | **PROVISION** |
| To introduce simple lifecycles and biodiversity  I can explore examples of food chains and show an appreciation of how animals and plants depend on each other for food.  **SCN 1-02a**  I can help to design experiments to find out what plants need in order to grow and develop. I can observe and record my findings and from what I have learned I can grow healthy plants in school.  **SCN 1-03** | * Read story book “**Because of an Acorn”** * Collect as many acorns as you can * Play the Acorn Hunt game. Hide acorns like a squirrel and then return to try and find them. How many did you find? * Lay a trail with Acorns, follow it to find the squirrel. * Make a squirrel’s dray. * Acorn art- acorn faces | * Plant an Acorn * Study the Oak tree throughout the seasons * Counting acorns/ sort into sets or number stories | * Story book * Buckets for collecting * Compost-pots-gardening tools |

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| **INTENDED**  **OUTCOMES** | **ACTIVITIES** | **PROGRESSION** | **PROVISION** |
| I can create a range of visual information through observing and recording from my experiences across the curriculum.  **EXA 0-04a / EXA 1-04a**  Inspired by a range of stimuli, I can express and communicate my ideas, thoughts and  feelings through activities within art and design.  **EXA 0-05a / EXA 1-05a / EXA 2-05a**  I can describe and share my experiences and how they made me feel.  **ENG 1-30a** | * Read “Halloween story book”?? * Go on a “Spooky Walk” – follow the clues to find?   Make a twig skeleton   * Make your own broomstick * Make your own magic potions * Collect a special stick to make your own magic wand- decorate with ribbons etc. * Make some spooky faces with natural objects * Find the bats hanging in the wood- have feelings words on them * Play Spooky bingo- descriptive Halloween words * Halloween dress up | * Link into Baby owls lessons and One Dark Night | * Storybook * Natural found objects- twigs, cones, acorns * Empty plastic bottles * Ribbons * Bingo sheet * Mixture of dress up costumes and materials |

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| **INTENDED**  **OUTCOMES** | **ACTIVITIES** | **PROGRESSION** | **PROVISION** |
| I can create a range of visual information through observing and recording from my experiences across the curriculum.  **EXA 0-04a / EXA 1-04a**  Inspired by a range of stimuli, I can express and communicate my ideas, thoughts and feelings through activities within art and design.  **EXA 0-05a / EXA 1-05a / EXA 2-05a**  I am discovering how followers of world religions demonstrate their beliefs through prayer/meditation, worship and special ceremonies.  I am developing respect for the practices and traditions of others.  **RME 1-06a** | * A Traditional Christmas * Story of the Yule-log tradition- make a yule-log and decorate * Christmas wreathes- make * Wassailing- mulled drink- enjoy a warm drink around the campfire * Making Christmas decorations using natural found items | * Link to other traditions of Christmas and other festivals like Hanukah. | * Storybook * Natural found objects- twigs, cones, acorns * Ribbon * Holly * Glue-gun * Mulled drink * campfire |

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| **INTENDED**  **OUTCOMES** | **ACTIVITIES** | **PROGRESSION** | **PROVISION** |
| . *I know and can demonstrate how to travel safely.*  ***HWB 0-17a / HWB 1-17a / HWB 2-17a / HWB 3-17a / HWB 4-***  *Through taking part in a variety of events and activities, I am learning to recognise my own skills and abilities as well as those of others.*  ***HWB 1-19***  I know how to react in unsafe situations and emergencies.  **HWB 1-42a**  *I am learning to assess and manage risk, to protect myself and others, and to reduce the potential for harm when possible.* ***HWB 0-16a / HWB 1-16a / HWB 2-16a / HWB 3-16a /***  Through activities in my local area, I have developed my mental map and sense of place. I can create and use maps of the area.  **SOC 1-14a** | * Forest Walks * Go over safety procedures * Set challenge to find while journeying to the woods. E.G- look for blue cars or how many shops do we pass? * Follow a simple map to the woods. * Establish safety rules once on site- teacher will clear area of glass bottles etc first. * Stay within sight of the teacher * Do not touch anything you think may be harmful etc. * Establish a return signal- whistle- basecamp * Allow for risky-play, tree climbing and tree/log balancing * Eating and drinking together * Choose one special item to bring back to school * On return children draw a simple map of their journey | * Link to previous safety discussions * Activities on site will become for structured and varied as the children’s experience of the wood deepens and confidence is built. * Build on the children’s awareness of their senses while in the woods * Build up to time for reflection/mindfulness activities while in nature | * Simple maps to follow * Journeying challenges * Bin bags * Hand sanitizer * Blue-roll or wipes * First-aid kit * Snacks and drinks |

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| **INTENDED**  **OUTCOMES** | **ACTIVITIES** | **PROGRESSION** | **PROVISION** |
| By using a range of instruments, I can measure and record the weather and can discuss how weather affects my life.  **SOC 1-12a**  I am aware of different types of energy around me and can show their importance to everyday life and my survival.  **SCN 1-04a**  By investigating forces on toys and other objects, I can predict the effect on the shape or motion of objects.  **SCN 1-07a** | * Read after the Storm * Windy day activities * Making wind socks * Ping pong wind experiment- investigate with different kinds of balls. * Play with leaves and feathers in the wind * Make paper aeroplanes | * Agree on a wind scale using the wind socks * Chart the wind over a course of a week * Make fact-files about the wind | * A windy day * Ping pong balls * Tennis balls * Foam balls * Hand balls * Chalk * Laninated A4 coloured sheets * Florists ribbon * Hole-punch |

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| **INTENDED**  **OUTCOMES** | **ACTIVITIES** | **PROGRESSION** | **PROVISION** |
| By using a range of instruments, I can measure and record the weather and can discuss how weather affects my life. **SOC 1-12a**  Through exploring properties and sources of materials, I can choose appropriate materials to solve practical challenges. **SCN 1-15a**  By collaborating in experiments on different ways of producing sound from vibrations, I can demonstrate how to change the pitch of the sound. **SCN 1-11a**  By investigating forces on toys and other objects, I can predict the effect on the shape or motion of objects. **SCN 1-07a**  By investigating how water can change from one form to another, I can relate my findings to everyday experiences. **SCN 0-05a / SCN 1-05a** | * Rainy day activities * Make your own rain gauge * Rainy day art * Investigate different matierials to make a boat that floats natural and man made (float boats in the puddles) * Make a den to shelter from the rain * Investigate the sound of rain- use a variety of pots and containers. Let the rain fall into the containers to make sounds. How can we make the sound change? | * Record the rain over a period of a week * Create a weather diary * Look at signs and symbols for the weather | * A rainy day * puddles * Plastic bottles * Paper, card, * Den building materials * Pots and pans * Plastic containers * Liquid paint-powder paint * Paper plates |

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