



Short activities

for use in woodlands at Key Stage 3

Night line

Blindfold a group of children before they follow a line or rope through a safe area of woodland. To make the task harder, limits could be placed on the ways in which the children can communicate.

My Life as a Bird

Woodland birds eat a wide range of different foods.

The list below is a typical menu for a group of birds that might live in one of the Heritage Woodlands.

- Ⓐ small spider
- Ⓐ snail
- Ⓐ centipede or millipede
- Ⓐ beetle
- Ⓐ earthworm
- Ⓐ flying insect
- Ⓐ maggot or grub
- Ⓐ small creature on tree bark
- Ⓐ caterpillar
- Ⓐ hazelnut
- Ⓐ pine cone
- Ⓐ small seed
- Ⓐ berry
- Ⓐ fruit tree bud
- Ⓐ small bird

How many of the items on this list can you find in five or ten minutes? Assess your level of success using the figures below.

13 - 15 Great! Your sharp eyes and determination mean that you will survive

9-12 Alright! You will probably live

5 - 8 Oh dear! Your survival is doubtful

0 - 4 Terrible! You wouldn't last a day

Trust me

Work in pairs, with one person in each pair blindfolded. The person with the blindfold should be led by their partner, using only voice and fingertip contact, around a safe area of woodland previously defined by the teacher. As children become more familiar with this type of activity, they could work in progressively more challenging areas or extend the task so that one or two sighted children lead groups of three or four blindfolded children.

Ephemeral sculptures

Give groups 10 or 15 minutes to create a sculpture made of natural woodland materials. Leaves and twigs could be woven into shapes or threaded onto cotton and arranged in patterns. Branches could be arranged flat on the ground or placed vertically. A photographic record should then be made of the structures created and repeated at regular intervals as the structures decay. The work of Andy Goldsworthy and other similar artists could be used as a stimulus for this work.

Hawks and Crows

A useful and enjoyable short activity to test knowledge gained during the visit.

Find an area on flat ground - a wide section of path might do. Divide the class into two even groups and form these into straight lines across the area, facing one another at a distance of roughly 2 metres apart. Nominate one group to be the Hawks and the other to be the Crows.

Mark two lines on the ground, approximately 4 metres behind each group.

When the groups are ready, call out a number of statements about work covered during the visit, for example:

- Ⓐ An ancient woodland is over 400 years old
(True)
- Ⓐ Beech is a native tree in South Yorkshire
(False)

If the statement is true the Hawks should chase the Crows. If it is untrue, the Crows should chase the Hawks. Any people caught by the opposing team should swap sides.

Repeat as many times as required or until one side has caught everyone from the other.