

Task: Orienteering

You will need: orienteering map of the school grounds pencil compass

On your map are the locations of some orienteering markers. Your task is to find them all to solve the puzzle.

To take bearings- Hold your compass parallel to the ground. Turn the dial to the bearing you wish to follow (this lines up with the arrow or dot at the top of the compass) e.g. 180° . Turn your body until the red arrow is between the two green markers. You should now be pointing in the right direction. Follow this bearing until you reach the orienteering marker there.

Return to the start to check your answer and then take your next bearing.

Top Tip: make sure your map always points north to keep yourself oriented.

Meta-skills used in this task:

Self-management

Focusing 	Integrity 
Adapting 	Initiative 

Social intelligence

Communicating 	Feeling 
Collaborating 	Leading 

Innovation

Curiosity 	Creativity 
Sense-making 	Critical thinking 

Learners show focusing at Early Level by:	Learners show focusing at First Level by:	Learners show focusing at Second Level by:
<ul style="list-style-type: none"> displaying continuous, interest and involvement in a task over a period of time identifying objects and events as the same or different, and sorting objects into groups accepting changes in their environment in order to be able to focus on a task. 	<ul style="list-style-type: none"> concentrating on the activity at hand and avoiding distractions to complete it being systematic and working through the stages of a task and explaining the reason for their choices understanding any changes in their environment required to support their focus on a task. 	<ul style="list-style-type: none"> asking questions to clarify tasks, remaining focused to plan and set goals with some support to complete an activity/task organising their thinking and focusing on an activity to avoid distractions drawing from various sources of information, sorting through the information to focus on what is essential suggesting changes to their environment to support their ability to focus on an activity.

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Learners show leading at Early Level by:	Learners show leading at First Level by:	Learners show leading at Second Level by:
<ul style="list-style-type: none"> listening to other people's ideas and positively influencing and motivating others during play and learning identifying and justifying their own course of action being confident in different situations/contexts making suggestions in group play. 	<ul style="list-style-type: none"> working with a group to apply ideas to create solutions to problems, responding to challenges and thinking outside the box showing an understanding of different roles during group work and being happy to take on different roles asking questions and generating as many ideas as possible, sharing ideas with friends and teachers/adults recognising and respecting other people's feelings and ideas. 	<ul style="list-style-type: none"> learning and building on other people's ideas and suggesting solutions during group work helping to lead a group towards an agreed purpose or goal through listening, discussion and collaboration supporting others to participate through verbal and non-verbal cues using a variety of research tools to deepen understanding and knowledge in order to make suggestions working through discussion, supporting others to reach agreements.

Task: Worm Charming

You will need: Area to work in (hoops on the ground), Sticks or equipment to attract worms to the surface, Small bucket with soil to store worms you find.

Set a timer. Your challenge is to see how many worms you can charm to the surface in the given time. Any which emerge, place gently in your bucket. These will be counted at the end.

When it rains, worms come to the surface of the soil although there are conflicting theories as to why. One theory is that earthworms find it easier to move across the soil surface when it is wet, to find food, new habitats or a mate.

When the rain hits the ground it creates vibrations on the soil surface. This causes earthworms to come out of their burrows to the surface. Earthworms find it easier to travel across the surface of the soil when it is wet, as they need a moist environment to survive.

Birds exploit this behaviour by mimicking rain hitting the ground by drumming their feet to encourage the earthworms to the surface to feed on them. We see gulls doing this on our school field!

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Learners show collaborating at Early Level by:	Learners show collaborating at First Level by:	Learners show collaborating at Second Level by:
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Learners show curiosity at Early Level by:	Learners show curiosity at First Level by:	Learners show curiosity at Second Level by:
<ul style="list-style-type: none"> showing excitement, enjoying the unexpected, the unusual and surprise in learning asking lots of questions about what they are learning observing and asking questions about the world around them using sources of information such as books, digital technologies, family and peers to find relevant information carrying out self-directed learning and recognising and resolving related problems. 	<ul style="list-style-type: none"> approaching new tasks and challenges with interest and enthusiasm asking and answering questions to deepen understanding listening to and exploring other people's stories showing interest and asking questions about the wider world asking questions and generating ideas by combining information and learning using research skills to find information that increases understanding and enjoyment when learning at school and home. 	<ul style="list-style-type: none"> being curious about the unfamiliar and unexpected posing relevant questions to develop their understanding actively building on their own and other's ideas and experiences to solve problems and develop understanding constructively challenging ideas that are presented independently using a range of sources of information to form and justify opinions showing an understanding of whether the source of information is reliable or not and giving reasons why.

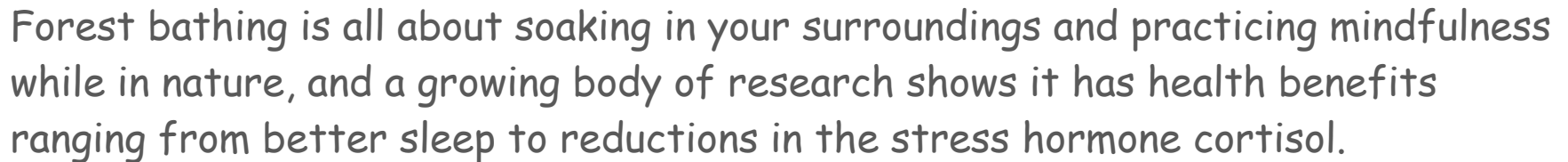


Task: Forest Bathing

You will need: A quieter area to sit on your own. Ideally near to a tree, some plants or where you can see the sky.

Follow the instructions on the crib-sheet provided and spend some time connecting with nature.

This is the practice of shinrin-yoku, or forest bathing, a Japanese meditative practice. It's different from hiking, which is about reaching a destination, or taking a nature walk, which focuses on identifying plants and animals. Forest bathing encourages participants to engage with nature slowly and deliberately.



Forest bathing is all about soaking in your surroundings and practicing mindfulness while in nature, and a growing body of research shows it has health benefits ranging from better sleep to reductions in the stress hormone cortisol.

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A decorative border of green leaves and branches frames the top, bottom, and right sides of the slide.

Task: Den building

You will need: tarpaulins, sticks, ropes, knot tying guides, a waterproof jacket.

Work as a team to create a waterproof den which you can all fit into. You will have a time limit in which to create your den.

When the time has finished, all members of your group should enter the den. Water will then be poured on top to check how waterproof your den really is!

Meta-skills used in this task:

Self-management

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Social intelligence

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Sense-making	Critical thinking

Learners show critical thinking at Early Level by:	Learners show critical thinking at First Level by:	Learners show critical thinking at Second Level by:
<ul style="list-style-type: none"> working with a focus, asking and responding to questions to clarify what they are doing making simple predictions and seeing possibilities asking different types of questions summarising and reflecting on their learning using materials from their environment and coming up with their own ideas on how to solve problems. 	<ul style="list-style-type: none"> asking focused questions to clarify tasks and what needs to be done to plan and to set goals beginning to test predictions and look for evidence being systematic and working through the stages of a task recognising the difference between why, what, where when, and how questions explaining their methods and opinions when evaluating work, and beginning to justify their choices and actions applying strategies to help solve problems in a variety of contexts including real-life, learning and play. 	<ul style="list-style-type: none"> using different types of questions systematically and with purpose making and testing predictions, examining evidence and making links between possible causes and effects examining options when working through a task and weighing up the pros and cons of different approaches explaining and justifying methods, opinions and conclusions whilst understanding more than one point of view selecting the most appropriate strategy to solve a problem and complete a task.

Learners show sense-making at Early Level by:	Learners show sense-making at First Level by:	Learners show sense-making at Second Level by:
<ul style="list-style-type: none"> recognising and describing visual and audio patterns and differences recognising problems and talking about solutions asking and answering questions in relation to stories, play and learning in relation to themselves, families and friends listening and understanding what is being said in the context of play, stories and real-life events identifying and naming objects or events as the same or different, and sorting objects into groups. 	<ul style="list-style-type: none"> recognising patterns and anomalies and being able to make up their own patterns identifying problems and enjoying finding solutions recalling facts, opinions and information to help inform what they know and understand showing understanding by organising, summarising and recalling facts identifying similarities, making simple comparisons and connections being systematic and working through the stages in a task. 	<ul style="list-style-type: none"> using creativity and knowledge of different subjects to contribute ideas identifying problems and researching different ways to find solutions including using online tools asking, researching and answering questions about the world, extending their own world map using memory strategies to deepen understanding and comprehension identifying and ordering patterns and relationships through a range of strategies such as grouping, classifying and/or comparing and contrasting examining options, sharing their opinions and justifying their answers.

Learners show initiative at Early Level by:	Learners show initiative at First Level by:	Learners show initiative at Second Level by:
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Task: Identification

You will need: shells, leaves or other nature finds, identification sheets.

Using the ID sheets, can you identify all the different types of shells, leaves, nature finds etc which are in the tray?

Once identified, can you sort the groups?

Try:

- Sizes smallest to largest.
- Colours.
- Shapes.
- State of intactness of the shell.

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Self-management

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Social intelligence

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Innovation

Curiosity	Creativity
Sense-making	Critical thinking

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Task: Land art

You will need: nature finds (sticks, stones, cones etc), land art inspiration cards

Artists like *Andy Goldsworthy* create ephemeral (temporary) artworks which celebrate nature and the natural world.

Have a look at the artwork inspiration cards and then try to create your own piece of ephemeral land art. Think about the shapes which the artists use and their use of colours and textures. How can you recreate this? Take a photo on an ipad when you are done.

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