

*See below the All Hallows School Earth Day Activities – please be aware this is this is 19 pages long before you press the print button!*

## Juniors

### Activities and Extension activities

#### **Boxes with teacher worksheets and resources in Lab C**

#### Great warm-ups

These are good for establishing a calm mood for follow on activities;

#### **Observation**

Close observation for 10 minutes, followed by a drawing from what they remember

#### **Listening**

Find a special place. Shut your eyes and listen carefully. What can you hear? How many different things? What would be different 100 years ago?

#### **Smell**

Eyes need to be closed! In a wood or in a classroom this is great for focusing the mind. Does it smell good or unpleasant? Can they relocate where they were standing just from the smell?

#### **Touch**

Touch a number of things and describe what they are like in three words – bark of a tree, blade of grass, a stone, a daisy .....

#### Cloth printing

Using natural dyes (nettles for green) to stain cloth; leaf prints, potato printing etc.

#### Meet a Tree

Scout's Wood (worksheet - attached)



## Meet a Tree

**Working: Pairs**  
**Resources: Blindfold**  
**Location: In a wooded area**

One child is blindfolded and led to a tree in the wood (the distance will depend on the age of the children).

They explore the tree; guided by questions such as;

*Rub the tree with your cheek (rather than just 'feel the tree') – what does it feel like?*

*Is the tree alive?*

*Can you put your arms around it?*

*Is the tree older than you?*

*Are there plants growing on it?*



When the child has finished exploring they are then taken back to where they started – using an indirect route and relying on the guidance of their partner (over imaginary logs etc.)

Now remove the blindfold

Let the child find THEIR tree ...

Searching for their tree opens their eyes to every tree being unique

### Extend

Collect a leaf, some bark, do a bark rubbing.....; describe their tree

### Blindfold Trail

Rope set out in Scout's Wood (worksheet - attached)

## Blindfold Trail



**Working: Individually**  
**Resources: Blindfolds (1 each)**  
**Location: In a wooded area**

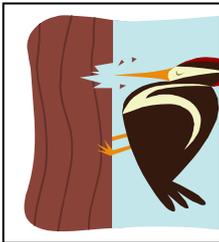
A trail has been set up in the wood and the children are going to explore it; without looking!

This works best if the children are in a calm and receptive mood and have been given clues on how to explore through their other senses.

*How does a tree feel?*  
*Hug a tree – how big is it?*  
*Smell some soil or a leaf*

Silence helps them become fully immersed in this sensory world.

Each child should use one side of the rope only. As they travel along they follow the level of the rope and explore as they fully as they can. To help them there are knots in the rope to highlight something of interest to smell or touch or listen to.



Now remove the blindfold  
Talk about what they heard, felt, smelt .....

Extend into a writing or a drawing activity.

### Animal shelters

Design a small shelter to protect a furry animal/toy using sticks, twigs, moss etc.

### Rainbow colours

Create a book mark or Earth Day card. Decide on a theme such as many colours as possible or all shades of one colour. Ensure small samples only and only pick where there obviously plenty of the flower type etc.; double-sided sticky tape on card.

### Garden art – see fish on display

Using plastic milk bottle/juice carton and covering with paper/plastic bags add a stick

### ‘Sunflower’ art – grass sunflower or any suitable design

Make art on grass by covering and leaving for a few days ...

### **Small (for juniors)**

Use sticks to create a pattern (see display). **Suitable locations: Strip of lawn by rose beds on library lawn**

## ‘Sunflower’ Art

**Working: Individually/small groups**

**Resources: paper/black plastic/tent pegs or stones**

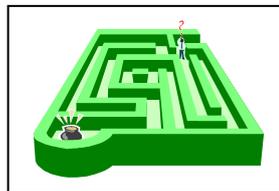
**Location: In a grassy area – away from playing fields!**

The children can create a maze or different leaves or a sunflower by covering a grassy area for a few days and then uncovering a work of art!.

First get the pupils to draw a simple outline design on paper; e.g. oak leaf; willow, maple; a repeat design is most effective



Smaller versions work well with sticks, twigs or stones.



### Treasure Hunt

Hunting for treasures such as a thorn, 3 different types of seeds, something round, a clover leaf .....

### Landscape and Bookmaking

This has been organized by **Nick** and will involve assisting the person coming in to run the sessions.

### Map Species

Measure the length and breadth of Scouts Wood. Section off by notable features and give small groups areas to map out in terms of plants and paths in their area.

**Identification keys available plus resource person.**

### Planting hedge

Under the watchful eye (and direction) of **Miss Knowles**

### Weaving wall and kindling store

This activity will involve completing the wall for the outside classroom and designing a shelter for keeping the kindling dry. (Or as much as you can do in the time!!)

### Willow Art

**Sophie Courtiour** will be working with small(ish) groups on a 6 – 8ft Crane Bird.

Each year group has a 40 minute slot; divide these up into 2 – 3 groups for a 10 – 15 minute session per group.

Some of year 6 will be assisting with the reception class during this activity.

### What has everyone else been doing?

Take the time to have a look ...

## Wet Weather Options

### Juniors

#### **What is in the Box?**

Decorate a box, make a window with internal fabric or plastic bag for feeling objects inside; collect artifacts from outside – feathers, stones, cones ...

#### **Junk Art**

Speaks for itself – some resources available in

#### **Prayer flags**

Print cloth with natural dyes for seniors to write prayers on.

### Seniors

#### **Seniors: Recycled clothes show – a.m.**

Use recycled objects to create clothes; skirts/hats and cloaks and then do a show

**Seniors Prayer flags – p.m.** On printed cloth for hanging in the chapel over the altar; fine markers/writers; wire and hooks

**Design an environment game** (see example worksheet)

## Willow Art

Willow Art	
Time slot	Order – year group
9 – 9:40	1
9:40 – 10:20	2
10:20 – 11:00	5
11:15 – 11:55	R
11:55 – 12:35	4
12:35 – 1:15	6
2:00 – 2:40	3
2:40 – 3:20	7
3:20 – 4:05	8

## Earth Day Activities Year 4

### Morning Activities – 9.00 – 10.45am

4DE – Cataloguing the mini beasts in the woods.

Resources – camera, FSC identification keys, pencils, paper, white cardboard lids, clip boards and A3 map of the woods.

- Using the identification key the children try to gather as much information as possible about the minibeasts in Scouts' wood.
- Discuss with the children how they might go about doing this.
- Introduce A3 map, divide woods into sections, from which they will need to gather the information.
- Get the children to think of ways to document what is up there. Possible ways include; taking photos, observing, drawing, noting markings, noting habitat, counting legs and body parts.

Please gather all the children's work together and place in 3K – their research will be made into a bound book and be very useful for future forest school sessions with other classes.

11.15 – 12.45pm (NB:willow art to be included in this time.)

The children can continue with the above activity or

- Carry out the treasure hunt activity; see DN's activity ideas.
- Work out the age of the trees in Scouts' wood (see sheet attached) – which tree is the oldest in Scouts' wood – set the challenge.
- Work out which tree is the tallest tree in Scouts' wood.
- Create a minibeast theme park in the wood, include swings, tight ropes, climbing frames for the little critters, try to find a woodlouse to test it out!

### Earth Day Activities

#### Year 4

#### Morning Activities – 9.00 – 10.45am

4E – Cataloguing the trees in Scouts' Wood.

Resources – camera, paper, wax crayons, A3 map of the woods, paper, clip boards, collection pockets, FSC identification keys.

- Discuss with the children how we might try to document the different types of trees we have up in the woods.
- Show the children the A3 map, discuss how you're all going to divide the map up, in order to cover the whole woods.
- Discuss how the children might be able to identify the trees.
- Suggest bark rubbings, collecting seeds, leaves and drawing a picture of the tree's bud and by describing its colour and smell.
- Children then venture up to the woods, and collect info for each tree in their area (N.B. – they store their info in a different poly –pocket each time).

Please gather all the children's work together and place in 3K – their research will be made into a bound book and be very useful for future forest school sessions with other classes.

11.15 – 12.45pm (NB:willow art to be included in this time.)

The children can continue with the above activity or

- Carry out the treasure hunt activity; see DN's activity ideas.
- Work out the age of the trees in Scouts' wood (see sheet attached) – which tree is the oldest in Scouts' wood – set the challenge.
- Work out which tree is the tallest tree in Scouts' wood.
- Create a minibeast theme park in the wood, include swings, tight ropes, climbing frames for the little critters, try to find a woodlouse to test it out!
- Make a class flower press to ensure the leaves you have collected in the morning stay flat for when the info is made into a bound book. (Place leaves in between two white pieces of paper and pile heavy books on top.)

A mini beast information sheet was prepared so the children could collect mini-beast information – it included details such as colour, number found and habitat and included an area for a photo or drawing to be inserted.]

[A tree information sheet was also prepared and children could include details about the leaf and bud with space for drawings and bark rubbings.]

### **Activities to lead up to lunch – approx 11/12 per group**

<b>Herb Garden Group 1</b>	<b>Help reception Group 2</b>	<b>Treasure hunt Group 3</b>	<b>Friendship bracelets Group 4</b>

Group 1: Herb garden 9.00– 10.45, Help Reception 11.15 – 12.30  
Group 2: Help Reception 9.00 – 10.45 Treasure Hunt 11.15 – 12.30  
Group 3: Treasure Hunt 9.00 – 10.45 Friendship bracelets 11.15-12.30  
Group 4: F-Ship bracelets 9.00 – 10.45 Herb Garden 11.15-12.30

Remember to use the extension activities handed out to your year's point of contact, if you have any spare time. (Clare C)

Herb Garden Activity

Resources – dust sheet, paint brushes, paint, compost, stones, gardening gloves

NB – Brief children about possible splinters and nails when moving containers; children wear gloves.

- Intro task – creating a herb garden
- Discuss the painting of the herb boxes patterns, how do the children want it to look?
- Discuss the position of the herb boxes (they won't be able to be moved after they have stone and soil in!) Need to be near to kitchens etc so the herbs can be accessed easily and quickly.
- Paint, then allow paint to dry – meanwhile visit Scouts' Wood and collect stones (approx 50m on the LHS on entry to Scouts' Wood) to allow for drainage in the containers. (Enough to fill a ¼ of the way up of the boxes)
- Add compost onto the stones; keep compost loose (explain why to children (to allow the seeds to germinate, good drainage etc))
- If time, move onto discussing which herbs to plant and in which containers etc – look at selection in your herb packet.
- Read instructions detailing how to plant (space / depth etc) then plant.
- Stand back and congratulate yourself on a job well done!

#### Help Reception

Receive instruction from Sophie B.

#### Treasure Hunt (scavenger hunt)

See hand out given to group leader (Clare C)

#### Make friendship bracelets / headdresses, in a quiet spot

Resources – thin willow, coloured wool, any other natural resources

- Discuss and model flexibility of the willow, show one you made earlier (Lab c)
- Highlight that children can use wool to jazz their bracelet/ headdress up, and can use any other natural resources they can find. (not to pick flowers, only daisies)
- Hold the willow loop together with wool if they can't fasten the willow – they'll need a friend to help them to do this; hence friendship bracelets.

Earth Day Activities  
Year 6 - PM

2hrs  
2.00pm – 4.00pm

Please group the children in the table below.

Make crosses Group 1	Prepare seating for St Francis area Group 2	Clear area by St Francis Group 3	Prayer flags Group 4
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Group 1	Make crosses 2.00 – 3.00	Prayer Flags 3.00-4.00	
Group 2	Seating 2.00-3.00	Make crosses 3.00-4.00	
Group 3	Clear area by St F 2.00-3.00	Prayer Flags 3.00-4.00	
Group 4	Prayer Flags 2.00-3.00	Make crosses 3.00-4.00	

Remember to use the extension activities handed out to your year's point of contact, if you have any spare time. (Clare C)

From 3.00-4.00 you might want to group the children together and share their thoughts on the day etc – what was Earth Day all about, why are we doing this? Share prayers etc.

Make crosses

Resources – sticks, (not taken from growing trees), string, potato peelers

- Children choose to sticks from the woods

- Children then whittle their sticks to make them smooth (model using potato peelers)
- They then bind them together to make a cross, stress binding neatly, take about the shape and symbol of the cross and the area of the wood they are in, a quiet and contemplative area.
- Hang crosses from the trees around St. Francis

### Preparing seating

Resources – Sawn tree boughs, or tree logs, source from around the wood (plenty down by the chess set), remind children not to take those around a fire pit.

- Children find seating
- Children decide where and how to position the seating around St. Francis

### Clear area around St. Francis

- Brief children about clearing the area, so we have a visual impact as we walk up the path; remind them not to move anything that is alive or an important habitat.

### Prayer Flags

Resources – cloth, marker pen, St Francis stories (attached)

- Children work together or alone to write their own prayer
- Read extract from bible about St Francis (PTO)
- Children share their prayers
- Prayers to be displayed in the chapel

All groups can come together at any point and read the stories of St Francis, (they could also be acted out by the groups if time) the main emphasis for this afternoon activity is to create a quiet space, providing time to reflect and share thoughts.

## **St. Francis Preaches to the Birds**

Father Francis and his companions were making a trip through the Spoleto Valley near the town of Bevagna. Suddenly, Francis spotted a great number of birds of all varieties. There were doves, crows and all sorts of birds. Swept up in the moment, Francis left his friends in the road and ran after the birds, who patiently waited for him. He greeted them in his usual way, expecting them to scurry off into the air as he spoke. But they moved not.

Filled with awe, he asked them if they would stay awhile and listen to the Word of God. He said to them: “My brother and sister birds, you should praise your Creator and always love him: He gave you feathers for clothes, wings to fly and all other things that you need. It is God who made you noble among all creatures, making your

home in thin, pure air. Without sowing or reaping, you receive God's guidance and protection."

At this the birds began to spread their wings, stretch their necks and gaze at Francis, rejoicing and praising God in a wonderful way according to their nature. Francis then walked right through the middle of them, turned around and came back, touching their heads and bodies with his tunic.

Then he gave them his blessing, making the sign of the cross over them. At that they flew off and Francis, rejoicing and giving thanks to God, went on his way.

Later, Francis wondered aloud to his companions why he had never preached to birds before. And from that day on, Francis made it his habit to solicitously invoke all birds, all animals and reptiles to praise and love their Creator. And many times during Francis' life there were remarkable events of Francis speaking to the animals. There was even a time when St. Francis quieted a flock of noisy birds that were interrupting a religious ceremony! Much to the wonder of all present, the birds remained quiet until Francis' sermon was complete.

### **St. Francis, Rabbits and Fish**

One day a brother brought a rabbit who had been caught in a trap to St. Francis. Francis advised the rabbit to be more alert in the future, then released the rabbit from the trap and set it on the ground to go its way. But the rabbit hopped back up onto Francis' lap, desiring to be close to the saint.

Francis took the rabbit a few steps into the woods and set it down. But it followed Francis back to his seat and hopped on his lap again! Finally Francis asked one of his fellow friars to take the rabbit far into the woods and let it go. That worked. This type of thing happened repeatedly to Francis—which he saw as an opportunity to praise the glory of God. If the simplest creatures could be so endowed with God's wonder, how much the more so we humans!

Fish were also known to obey Francis. Whenever a fish was caught and Francis was nearby, he would return the fish to the water, warning it not to be caught again. On several occasions the fish would linger awhile near the boat, listening to Francis preach, until he gave them permission to leave. Then they would swim off. In every work of art, as St. Francis called all creation, he would praise the artist, our loving Creator.

### **St. Francis and the Wolf**

Perhaps the most famous story of St. Francis is when he tamed the wolf that was terrorizing the people of Gubbio. While Francis was staying in that town he learned of a wolf so ravenous that it was not only killing and eating animals, but people, too. The people took up arms and went after it, but those who encountered the wolf perished at its sharp teeth. Villagers became afraid to leave the city walls.

Francis had pity on the people and decided to go out and meet the wolf. He was desperately warned by the people, but he insisted that God would take care of him. A brave friar and several peasants accompanied Francis outside the city gate. But soon the peasants lost heart and said they would go no farther.

Francis and his companion began to walk on. Suddenly the wolf, jaws agape, charged out of the woods at the couple. Francis made the Sign of the Cross toward it. The power of God caused the wolf to slow down and to close its mouth.

Then Francis called out to the creature: "Come to me, Brother Wolf. In the name of Christ, I order you not to hurt anyone." At that moment the wolf lowered its head and lay down at St. Francis' feet, meek as a lamb.

St. Francis explained to the wolf that he had been terrorizing the people, killing not only animals, but humans who are made in the image of God. "Brother Wolf," said Francis, "I want to make peace between you and the people of Gubbio. They will harm you no more and you must no longer harm them. All past crimes are to be forgiven."

The wolf showed its assent by moving its body and nodding its head. Then to the absolute surprise of the gathering crowd, Francis asked the wolf to make a pledge. As St. Francis extended his hand to receive the pledge, so the wolf extended its front paw and placed it into the saint's hand. Then Francis commanded the wolf to follow him into town to make a peace pact with the townspeople. The wolf meekly followed St. Francis.

By the time they got to the town square, everyone was there to witness the miracle. With the wolf at his side, Francis gave the town a sermon on the wondrous and fearful love of God, calling them to repent from all their sins. Then he offered the townspeople peace, on behalf of the wolf. The townspeople promised in a loud voice to feed the wolf. Then Francis asked the wolf if he would live in peace under those terms. He bowed his head and twisted his body in a way that convinced everyone he accepted the pact. Then once again the wolf placed its paw in Francis' hand as a sign of the pact.

From that day on the people kept the pact they had made. The wolf lived for two years among the townspeople, going from door to door for food. It hurt no one and no one hurt it. Even the dogs did not bark at it. When the wolf finally died of old age, the people of Gubbio were sad. The wolf's peaceful ways had been a living reminder to them of the wonders, patience, virtues and holiness of St. Francis. It had been a living symbol of the power and providence of the living God.

**Earth Day Activities**  
**Year 8 - AM**

**1hr 45 before morning break**  
**1hr 15 after morning break**  
**Please group the children in the table below.**

**Activities to lead up to lunch – approx 13/14 per group**

<b>Raised Beds Group 1</b>	<b>Prepare Fire pit Group 2</b>	<b>Kelly Kettles Group 3</b>

Group 1      Raised Beds 9.00 – 10.45,      Kelly Kettles 11.15 – 12.30  
 Group 2      Prepare Fire pit 9.00 – 10.45      Prepare food 11.15 – 12.30  
 Group 3      Kelly Kettles 9.00 – 10.45      Raised Beds 11.15-12.30

Remember to use the extension activities handed out to your year's point of contact, if you have any spare time. Prayer flags can be made sat around the fire.

**Raised Beds – (Spread between the two groups)**

Resources – spades, forks, tape measure, spirit level, compost, pegs, timber, bamboo cane and saw.

- Show children pegged out area, explain how the year 3s had a competition to design the garden, the winners design is based on a sun shape.
- Show children plotted space.
- Explain and model how to use a spade successfully and safely, show how to lift the turf.

- Assign a number of children and staff to a bed
- Dig foundations
- Place and secure board surround with the wooden pegs
- Fill with compost
- Plan beds – what to go where?
- Plant runner beans (use bamboo cane) courgettes, sweet corn and potatoes if time. Discuss positions; we don't want the tall veg to shade the shorter veg. (See Rachel C's plan; what works well, doesn't)
- Further seeds of veg and flowers to plant, if time.

### **Group 2 & 3 together for fire safety briefing before an activity starts**

#### Prepare Fire pit. Group 2

Resources – logs, stones, straw and store of dry wood

- After briefing, Group 2 decide on position of fire pit
- Gather resources
- Layout fire pit and collect lots of wood (small and large pieces) for open fire in the afternoon

#### Kelly Kettles

Resources – dry wood, flat clearing in the wood, matches, Kelly kettles (5) water to extinguish.

- After fire safety briefing, and demonstration of how to use a Kelly Kettle, children collect dry wood.
- Under close staff supervision 1 member of staff to 2 groups, children light their fire and continue to feed until water is boiled.
- They then make their hot chocolate. \*ensure fires are then extinguished

#### Preparing Food with Group 2

Resources – (to be collected from the kitchens at morning break)

Vegetables from kitchen, foil, gloves, potato peelers and water to extinguish.

- Children name the vegetables and discuss Fair trade (very relevant for Earth Day)
- They then find a thin green stick (not a dead stick that has been on the floor of the woods & not from a Yew tree (ask if not sure)) and they whittle off the bark to make a kebab stick.
- Put veg onto kebab stick and then wrap in foil, ready for fire
- Prepare bananas too, ½ skin on and stuffed with bananas.

## PM Activities

### Prayer Flags

Resources – cloth, marker pen, St Francis stories (attached)

- Children work together or alone to write their own prayer
- Read extract from bible about St Francis (PTO)
- Children share their prayers
- Prayers to be displayed in the chapel

### Lighting the Fire and cooking the food

Resources – see above

- Light fire, cook food and enjoy.
- Stress fire safety at all times
- Extinguish fire

Share jokes and stories around the fire, enjoy the afternoon, out of the classroom.

## Seniors

### Activities and Extension activities

#### **Boxes with teacher worksheets and resources in Lab C**

### Great warm-ups

These are good for establishing a calm mood for follow on activities;

#### **Observation**

Close observation for 10 minutes, followed by a drawing from what they remember

#### **Listening**

Find a special place. Shut your eyes and listen carefully. What can you hear? How many different things? What would be different 100 years ago?

#### **Smell**

Eyes need to be closed! In a wood or in a classroom this is great for focusing the mind. Does it smell good or unpleasant? Can they relocate where they were standing just from the smell?

#### **Touch**

Touch a number of things and describe what they are like in three words – bark of a tree, blade of grass, a stone, a daisy .....

### Clean the Cran and Species identification

Wellies and rubber gloves required. **Identification kits and resource person available.**

### ‘Sunflower’ art – grass sunflower or any suitable design

Make art on grass by covering and leaving for a few days ...

### Large

Design a pattern with heavy cloth/cardboard and leave out on grass area weighted with stones or impaled with sticks for several days to a week. **Suitable locations: lawn outside staffroom bay window or on the LHS of the drive (as you come in)**

### Small

Use sticks to create a pattern. **Suitable locations: library lawn by the edge of the rose beds**

### Fire Session

Run by Tracey Cotterell and assisted by you.

### Herb Garden and path clearing

Creating a new herb garden under the direction of Miss Knowles  
Some children to assist Reception

### Treasure Hunt

Hunting for treasures such as a thorn, 3 different types of seeds, something round, a clover leaf .....

### Quiet area in Scout's Wood

Clear the area and move in short logs for seating.  
Make willow crosses for the ground or hanging in the trees.  
Some children to assist Reception

### Den Building

Start with a brief introduction to knot tying. Pupils to make a small model of their den (1ft high) and then to make a larger version of it that will fit 3 people in and keep them dry.

### Blindfold Trail

Rope set out in Scout's Wood (worksheet – as above)

### Prayer Flags

To write prayers on cloth dyed by the juniors for a mobile in the chapel.

### Raised beds

Digging, placing sleepers and earth to create new beds on the opposite side of the Cran.  
Direction from Miss Knowles.

### Fence building

Re-constructing the willow fence behind St. Francis assisted by Tracey Cotterell

### Fire preparation and cooking (year 8)

Helped by Tracey Cotterell.

### Willow Art

Sophie Courtiour will be working with small(ish) groups on a 6 – 8ft Crane Bird.  
Each year group has a 40 minute slot; divide these up into 2 – 3 groups for a 10 – 15 minute session per group.

Some of year 6 will be assisting with the reception class during this activity.

What has everyone else been doing?

Take the time to have a look ...

### Wet Weather Options

Seniors

**Seniors: Recycled clothes show – a.m.**

Use recycled objects to create clothes; skirts/hats and cloaks and then do a show

**Seniors Prayer flags – p.m.** On printed cloth for hanging in the chapel over the altar;  
fine markers/writers; wire and hooks

**Design an environment game**