



16 Outdoor Activities for at school

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Activity 1

"Making a Mini Den"

Introduction

The challenge is to build your very best mini den. You will have to work very carefully, and imagine that you have become mini yourself, shrinking down down down.

This mini den of yours can be built inside your school, or it could be built outside on the playground. The den is going to be home to a character of your very own choosing. Here are our directions on how to get started and TOP TIPS for a marvellous mini den...

Did you know?

Den building is a popular activity on visits here to Thornbridge Outdoors. Sometimes students make full-size dens to shelter themselves and a friend in, and sometimes they make mini dens, which are the perfect size to shelter the small pebble animals they have created. Teachers have sometimes been known to test how waterproof the full-size dens are by asking student to get inside and then chucking a bucket of water over the top!

Making a Mini Den



First things first: You need to decide who your mini den character is going to be.

Is it the little bunny rabbit you have just drawn?

A fairy only you can see, or a nutcracker from the Christmas tree?

Is it the origami swan you made?

Or a family of paper chain people?

Will it be your favourite lego figure?

Or number one cuddly toy?

A pebble animal in the garden?

Or a real animal like a hedgehog or frog?



**Third: Who do they need protection from?
Who are their predators or enemies?**

Where does your den need to be located to provide protection for your mini den character?

Is the predator a fox, which can't climb or fly,
so a nest up high would keep your character safe?

Or are the predators some of the people you at your school perhaps, so you need
to make sure the den is really camouflaged and hidden, so they can't find it?

Is it an evil wizard who can't go into the dark?

Or a wicked witch who melts if they are touched by water, so a moat would provide protection?

Second: You need to know the story and background of your character, to design their home.

How will your character need to get into their den?

Do they hop, walk, fly, slither or swim?

Will they want their den to be:

warm or cold?

wet or dry?

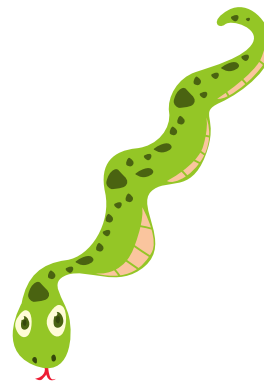
big or small?

comfy or basic?

flat or on a slope?

dark or light?

breezy or sheltered?



What does your home need to provide - do they need to be near to their food and water sources? Where would those be?



Good
luck!



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Fourth: What building materials can you gather together from around your school to build your mini den with?

Can you use any existing materials to give your mini den strength, like rest it up against a tree or a table leg?

What can you make a good framework from?

Things like wooden sticks and twigs, pencils, cutlery, drumsticks or chopsticks might work well.



Then what can be used to bind your framework together and strengthen it?
Maybe string or pipe cleaners?
Elastic bands or hair bobbles?



What else could you use to give your den added protection, and keep your character safe and hidden from harm?

Paper, card, books, toilet rolls, leaves, grass, pebbles...



**Finally, it's
time to introduce
your character to
their mini den!
What do they think,
are they going to
be safe and feel at
home inside?**

You can
do it!



Fifth: Now your den is all set up, is there anything you can do to give it a grand design makeover? Add a little luxury? Or hidden design features?

Imagine this were your den, and you had to live in it...

Would you maybe like something soft underneath your feet so that your toes wouldn't get cold on the ground?
What could you make something soft for the floor from?



Or perhaps you might like somewhere to rest your tired body when you're home, what could you make to help with this?

Perhaps you might want somewhere to eat your meals, or play some games?

If you were inside your den and you heard noises outside, what would be helpful?

Maybe you would want some inside space as well as some outside space?

Would you like to be able to look out from your den and see who's approaching?

Or a second exit might be helpful, in case you need to make a sneaky escape?



Activity 1

"Making a Mini Den"

Activity Sheet (ages 5-8)

Mini Dens - Activity Sheet

Who is your mini den for?

What worked really well when you made your mini den?

What is your mini den made from?

What went very wrong when you made your mini den?

Can you answer these 5 important questions about your mini den?

What is your favourite thing about your mini den?

Mini Dens - Activity Sheet

Can you use this space to draw your mini den with your character inside?

Activity 1

"Making a Mini Den"

Activity Sheet (ages 9-12)

Mini Dens - Activity Sheet

1

Who is the character who lives in your mini den? Tell us all about them.

2

Describe your mini den, what makes it a good home for your character?

Can you answer
these 5 important
questions about
your mini den?

3

What is your favourite thing about your mini den?

Mini Dens - Activity Sheet

4

Did you have problems when constructing your den? What were they?

5

What materials did you use for building? Which were the most useful?

Activity sheet has been completed by:

On the following date:

Signed off by:

Can you answer
these 5 important
questions about
your mini den?



Mini Dens - Activity Sheet

Can you use this space to draw your mini den with your character inside?



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Mini Den Inspiration...



Activity 2

"Scavenger Hunt"

Introduction

Your challenge is to join in a scavenger hunt on the playground. In order to take part in this scavenger hunt, imagine that you live out in the wild and – just like a wild animal – your survival depends on whether or not you can hunt for everything that you need in order to survive. We've adapted our Thornbridge Outdoors scavenger hunt so that you can play along at school. Will you be able to scavenge everything from the list before time runs out??

Here are our instructions on how to get started and your list of items to hunt for...

Teachers

Please encourage creativity when your students are searching for items to fit each category – anything goes so long as they can explain why it makes sense, there isn't anything too silly to gather up! Perhaps you could award bonus points for thinking outside the box? And for helping their classmates out with ideas if they've got stuck with something on the list?

Scavenger Hunting is an activity that children can take part in on school visits here to Thornbridge Outdoors. When they arrive on a residential, a scavenger hunt can be a great excuse for students to run around and explore the new nature filled Peak District environment that they find themselves in. Some schools ask students to select their favourite scavenged items afterwards to adorn dream catchers they will weave from willow and wool during their visit. Other schools scavenge 'on the go' – they lead a hunt as part of a walk around the grounds of Thornbridge Outdoors and ask students to collect up interesting items that they spot during the walk, in order for each child to make a journey stick afterwards to tell the unique story of their experience.

Scavenger Hunt

First things first, make sure you know the following!

1. Where will you start from and where do you need to be (with your haul) when the time is up?
2. What is your time limit for this challenge? (30 minutes might work well!)
3. How will you know when the time is up? Will an adult let you know, or will you set an alarm?
4. Are you dressed appropriately for the weather (Do you need a raincoat, suncream or a woolly jumper?)
5. Where will you start from, and where do you need to be when your time is up?
6. Where can you hunt and where is out of bounds (Teachers, see the bug below for suggestions!)

At the end,
you get 1 point for
every correct item.
Each item may only be
counted once!

When
you've
done,
you must
make sure
that the items collected
(in particular live creatures)
are returned to the exact
spot that they
were
found.

Good
luck!



Did you know?

In the wild, a scavenger is an animal that takes any opportunity it can to make off with things that it finds lying around. It might pick up fruits on the ground that have fallen from the trees, or grab leftovers to eat from inside our rubbish bins. A scavenger might pick up twigs from the ground and build their nest with them, or they might scoop up a feather from the pavement or pick at the green moss on a wall and use these to line their nest!

e.g. You
may only pick up
natural objects (do
not touch litter), stay
2 metres from other
people at all times, you
mustn't go through any
gates or over any walls/
fences/hedges, you
can't climb
anything, and you
mustn't go in the
car park

Your challenge is to scavenge the following items

Something prickly

Something soft

Something that gets wetter as it dries

Something sticky

Something green that's longer than 10cm long

Find and collect a live animal (no bigger than your little finger nail)

Something smelly

Something woody

Something to leaf through

Something noisy

Something heavy

Something smooth

Something with hair (If outside - look closely at the detail of natural objects)

Something that floats

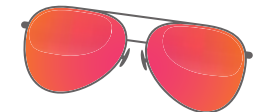
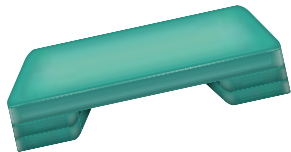
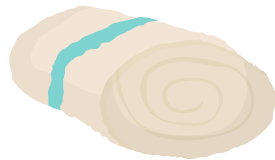
Somethings you can arrange to spell the word FOX

Something to sit on

Something brown

Something that could hold things

Something you can see through



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Scavenger Hunting Inspiration

What's green and over 10cm long?



What could you arrange to spell the word FOX?



Activity 3

"Art Attack"

Introduction

You're being challenged to an art attack either in your classroom or out on the playground. In order to take part in this challenge you will need to forage about for useful materials to use, that you can firstly arrange into a picture or pattern on the floor or the grass, and next that you can build upwards with into a tall and sturdy tower.

In the first part of this challenge, you get to imagine a picture that you would like to design, and then it's your job to bring that to life using the materials you have to hand.
How will you do that?

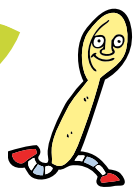
Then, for the next part, your challenge is to build a tower as high as you possibly can. Will it reach higher than your knees? And will it stay standing when a big gust of wind comes along (or a big waft of air from a book)?

Ready to get creative? Here are our instructions for the art attack challenge...

Teachers

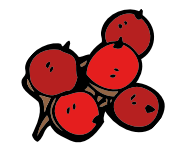
Please encourage creativity when your students are taking on the art attack challenge – anything goes so long as they can describe what the pattern or picture is meant to be, and so long as their tower isn't a danger! Perhaps you could praise them for thinking outside the box? And for helping their classmates out with ideas if they're struggling?

Twig Towers and Nature's Pictures & Patterns are both activities that children can take part in on school visits here to Thornbridge Outdoors. When groups come to stay on a residential, they sometimes head off on a Nature Trail to explore our 30 acres of grounds and complete environmental activities along the way. Both of these Art Attack activities are easy to take part in at school or out on the playground. These are fun and interesting ways for students to find out more about the environment around them.

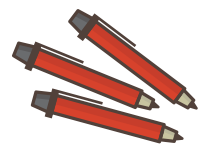


Art Attack!

Step 1 - Hunt for a picture



Your challenge is to hunt for items that you can use to make an interesting picture or pattern. Think about the textures, colours and shapes that you're looking to find. You can make the picture either inside on the floor or outside on the grass.



IF YOU'RE INSIDE

Go hunting for some pens & pencils, spoons & forks, bobbles & socks, rubbers & paper clips, and anything else you can find safely! Use your imagination....



IF YOU'RE OUTSIDE

Go hunting for some leaves & twigs, petals & berries, pine cones & pebbles, and anything else you can find safely! You could even make a giant picture out of sports equipment, like tennis balls and shuttlecocks, skipping ropes and hula hoops...

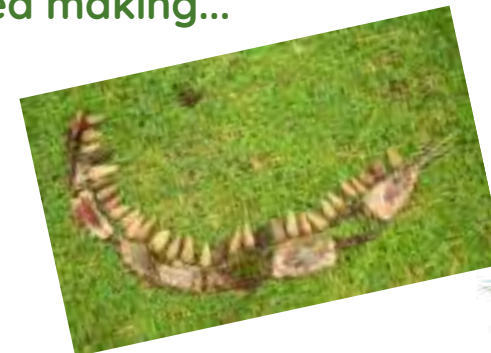


Be careful of prickly plants or plants that might sting. Don't pick special flowers or plants. Be sure to only pick up natural objects, if you're unsure check with an adult before you touch them.

Ready, steady, go!

Here are some examples of patterns and pictures that children (and instructors) have enjoyed making...

When you have finished making your picture, remember to wash your hands!



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Art Attack!

Step 2 - Foraging sculpture

Decide what shape your base will be... square, triangular, hexagonal? Then build up your tower from there. See what shape you can make and how high you can make it!



Once you've created a picture on the floor, you can progress to having a go at making a 3D sculpture. You can make the tower either inside on the floor or outside on the grass.

IF YOU'RE INSIDE

Go hunting for some pens & pencils, spoons & forks, chopsticks & rolling pins, rulers & paint brushes, and anything else you can find safely! Use your imagination....

IF YOU'RE OUTSIDE

Go hunting for some twigs & sticks, and anything else you can find safely!



Be careful not to pick up any prickly twigs. Make sure to use the dead wood that is already on the floor and not to break branches off living trees.

Ready, steady, go!

When you have finished making your tower, remember to wash your hands!

Here are some examples of towers that children (and instructors) have enjoyed making...



Art Attack Inspiration



Activity 4

"Roller Ball"

Introduction

You're being challenged to a game of Roller Ball out on the playground! How far will your Roller Ball travel? For this challenge you will need to be inventive - what materials can you gather together that will send a ball rolling successfully from start to finish, without getting stuck or falling to the ground?? The wackier the better!

Ready to build a really fun Roller Ball run? Here are the instructions...

Teachers

Please encourage your students to be inventive when they're taking on the Roller Ball challenge – anything goes so long as it's safe and they can imagine it might work. Some ideas will fail, others will turn out to be a surprise success! Perhaps you could praise them for thinking outside the box? And for encouraging their classmates if they're struggling?

Roller Ball is an activity that lots of children enjoy taking part in on school visits here to Thornbridge Outdoors. When residential groups come to stay, and take part in roller ball, everyone gets to take one piece of drainpipe and the team gets one small ball. The team has to work together to roll the ball from one piece of pipe to the next, with everyone running ahead once the ball has passed through their pipe to catch the ball again further along!

The team have adapted the Roller Ball activity here so that it's easy for you to play it with your students on the playground. But will you succeed??



Roller Ball!

Your challenge is to make the longest roller ball run you can, using only the materials you can collect from around your school! This challenge is best completed outside. Please remember to keep 2m away from other people (even if your ball doesn't!)

FIRST You need to find a small ball to play with! (A marble? Pingpong ball? Bouncy ball?)

SECOND Choose a starting point at least 30cm above the ground, or higher if you want a harder challenge! (A window ledge? A chair? On top of a wall?)

MATERIALS

Look around you, ask your teacher if you can use items in the PE cupboard, and think about what is cylinder shaped? That's items like poster tubes or kitchen roll inner. Are there things you can roll up like foam mats, or paper? Or tie up into a tube, like bin bags or parachutes? Or long items to guide the ball down a track like hockey sticks or metre rulers?

When you've finished, remember to wash your hands!

THIRD What will the ball drop into when it reaches the finish line? (A bucket? An upside down cone? A flower pot!)

FOURTH Now the course is set, you need to collect materials together to make your roller ball run with.

FIFTH Now you have everything, it's time to build your roller ball run!

5 IMPORTANT RULES

You aren't allowed **to touch** the ball while it's rolling.

If the ball falls while it's rolling and touches **the ground** then it must be returned to the start.

The ball has to **drop 30cms** vertically (in mid air) on its journey from the starting point to the finish line.

You aren't allowed to touch the materials making up the roller ball run while the ball is **rolling on them**. If your ball is stuck, you can move other bits - above or below - to try and get it moving again, but not where it's stuck.

The ball has to keep moving in the **same direction** the whole time, no turning back!

TOP TIP

Imagine your ball is like a droplet of water running right down a plant from a leaf, all the way down its stem, to the ground. Where might the water run away off course? Or fall during its journey? Do you want the droplet to run slower or faster? Do you want it to fall in a straight line or to bend? What would work best, to help it on its way?

Check with a teacher which materials you can use to fix the run together and hold it in place!

Ready, Steady, Go!

Here are some examples of roller ball runs that children (and instructors) have enjoyed making...

BONUS CHALLENGE

The instructor team have been wondering... **how long** you can you make your roller ball run? Once yours is working, have a go at **measuring the distance** that the ball rolls from start to finish, using a ruler or a piece of string. How far does it travel in total? Can you **add an extension** to make the distance any longer?



Good luck!



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Activity 5

"Wizard's Rainbow Colour Hunt"

Introduction



The instructor team here at Thornbridge Outdoors are handing over the baton for their activity challenge... to a great wizard instead. A wizard whose magical powers enable them to command every colour of the rainbow. Spring is in full swing and this challenge will require you to look very very closely at your surroundings – which are rarely one colour. The wizard is challenging YOU to become a detective, and investigate the detail of the world around you!

You can take part in the Wizard's Rainbow Colour Hunt indoors, and explore the world around you in school. Or, you can take on the challenge outdoors and become a nature detective, as you hunt for colours on the playground. Will you find every colour of the rainbow in your surroundings? Or will there be a troublesome colour that proves too tricky to find?

Ready to explore the rainbow? Here are the instructions...

Teachers

Please encourage your students to really explore their surroundings. The key to success in this challenge is to look at the fine detail, often we see something and assume it's all one colour, but when we look really closely we see it's made up of lots of colours, and what better time to look for colours than in Spring. When they're taking on the Colour Hunt challenge – anything goes so long as it's safe and more or less matches the colour (or colours) that they're hunting for!

Perhaps you could praise them for thinking outside the box? Or, for not giving in even if at first it seems as though they've drawn something which is going to be impossible to find? And for pointing their classmates in the right direction if they're struggling?

Our Thornbridge Challenge is a series of activities (to which the Rainbow Colour Hunt is a new addition!) that lots of children enjoy taking part in on school visits here to Thornbridge Outdoors. During their residential, the group are challenged to work together as a team to take on the Wizard's challenges, including a tunnel system, rope swing, giant seesaw and more, to earn stars, collect clues and hopefully discover the hidden treasure!

Who doesn't like a treasure hunt, eh? And when it's devised by the cunning instructor team here at Thornbridge Outdoors, it's not going to be easy to solve! The challenges are normally spread all around our site and everybody has to get stuck in; there's a big focus on team working and communication skills throughout. We've adapted our colour hunt here so that everyone can join in at school, and can take part whether they're indoors or outdoors. We hope you have fun!

Wizard's Rainbow Colour Hunt!

Your challenge has been set by a wizard whose magical powers enable him to command every colour of the rainbow. This challenge will require you to look closely at your surroundings... they're rarely one colour. Be a detective and look at the detail of the world around you. For example: a daisy might have white and pink petals, an orange or yellow centre, and a green stem with white hairs.

Draw a big picture of a rainbow and colour your rainbow in.

Cut along the lines of the rainbow, so you get lots of coloured semi circles. Ask an adult to help if you need help to do it safely.

Next, cut up your semi circles into small pieces of coloured paper. Put the pieces into a bowl and mix them around. Close your eyes, or blindfold yourself with a scarf.

Pick out 1 piece of paper from the bowl and challenge yourself to find something with that colour on either inside or outside.

If you want a more difficult challenge, pick out 2 different pieces of paper.

If you pick out 2 pieces of paper of the same colour you have to find something with only that colour on it.

But if you pick out 2 different colours, your object has to have both those 2 colours on it - that's tricky!

Careful!

Don't pick living plants or flowers (let them grow!), and avoid plants that are prickly or sting. If you're playing this outside, only touch natural objects. If you're unsure, check with an adult before you touch something.

When you've finished, remember to wash your hands!



Activity 6

"Touch, don't look!"

Introduction

For this challenge, you're going to work together with a partner to explore the world using your four senses other than sight. When one of you is blindfolded and can't see anymore, how will your partner guide you about safely and steadily? And how will you identify the object beneath your fingertips... how does it feel?

Ready to surrender your sight? Here are the instructions...

Teachers

Please inspire your students to really get into the 'Touch, don't look!' challenge – perhaps prompt the Guide to choose an object that will be really challenging for their partner, and you can encourage the Blindfolded Adventurer to have a go at guessing the answer, even if they're not sure. Perhaps you could praise them for thinking outside the box?

The challenge might be a good cue for the class to talk about your surroundings, and how different they seem to your different senses! Some items may be easy to identify through touch, while others might feel nothing like you'd have imagined! The same can be said for your hearing, smell and taste. If the challenge is a success, your blindfold could be used for a range of spin off games designed to investigate those senses, too.

This game has been adapted from the 'Hug a Tree' challenge that can students take part in on our Nature Trail, when they come on a visit to Thornbridge Outdoors. As well as encouraging the students to explore their senses and investigate the natural environment around them, the challenge promotes trust between the student who is blindfolded and the classmate who is their guide. The instructor team have adapted the rules here to create a version that is suitable to play at school, and we hope you have just as much fun!

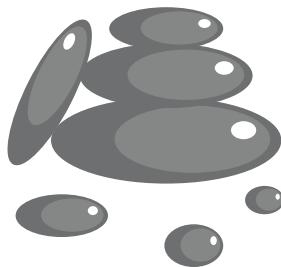
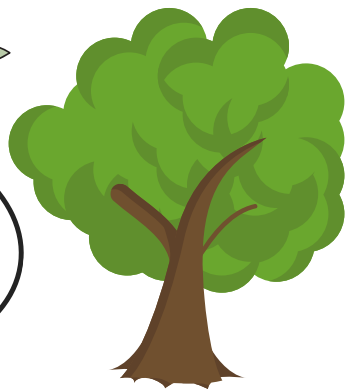
Touch, don't look!

Your challenge is to work together with a partner to explore the world around you without your sense of sight. When one of you is blindfolded and can't see anymore, how will your partner guide you about safely and steadily? And how will you identify the object beneath your fingertips... how does it feel?

- 1 You need 2 adventurers to complete this challenge, so find someone who you trust to keep you safe.
- 2 First, you each need something to make a blindfold to go over your eyes. Maybe your scarf, your hoody back to front, or your hat if you can pull it down over your eyes? You'll also need a piece of rope, or perhaps use 2 jumpers tied together or a long plastic marker pole from the PE cupboard. Whichever you go for, it needs to be 2 metres long.
- 3 In your pair, decide on a starting point (use an outside area with enough space to spin around, at least 5m wide).
- 4 One adventurer is blindfolded and the other adventurer becomes the guide.
- 5 The guide needs to look around and pick an object they are going to walk the blindfolded adventurer over to. A branch, a tree, a bench or a rock might work well.



Remember to wash your hands before and after the game!



Please turn over for steps 6-10...



Touch, don't look!

- 6 The guide holds one end of the rope and the blindfolded adventurer holds the other end. The rope must remain tight between them, so the two adventurers can't get closer together.
- 7 Safely and slowly, the guide uses the rope to spin the blindfolded person around to help disorientate them. The guide must be very careful not to bump them into anything! And the blindfolded person will have one hand on the rope but they can hold their other hand out in front of themselves, so they feel protected from any hazards around.
- 8 Then, the guide walks in front of the blindfolded adventurer, using the rope to guide them safely over to an object. When the object is in front of them, ask the adventurer to feel the object with their hands (while still blindfolded). When they have felt it enough, the guide leads them back to the start point.
- 9 Ask the blindfolded adventurer to remove their blindfold, and walk the guide to the exact object that they touched. If they can't work it out, then the guide must take them to the object so they can feel it again, this time with their eyes open, to learn and get better for their next go. Now, both wash your hands.

- 10 Swap over! This time the blindfolded adventurer becomes the guide, and vice versa.

Good luck!

Important rules for the guide

When you're guiding someone, you must only lead them on flat ground as they could be injured otherwise. Don't walk them up or down any steps or steep ground, or over uneven terrain or anywhere near cars or roads. Be careful, too, that nothing will bump them in their face or body on their journey. And don't choose an object that's prickly, sharp or delicate as we wouldn't want your adventurer or the object to come to harm.



Activity 7

"Spider's Web"

Introduction

Your challenge is to climb through the holes in a spider's web, without waking the spider! Watch out though as there are only so many times you can wobble the web before the spider will wake up and see you with one of her many, many eyes. It's important to tread very carefully in this challenge and to work together to avoid getting caught like a fly!

Ready to sneak by the spider? Here are the instructions...

Teachers

Please inspire your students to really get into the Spider's Web challenge – from the weaving of the spider's web, right through to them squeezing through the final hole in the web. Perhaps prompt any adventurers who aren't climbing through to shout up with tips and advice from the sidelines. Bonus points if they're also offering up support and encouragement throughout for the adventurer who is climbing through.

At Thornbridge Outdoors, lots of children have managed not to wake the spider on their school residential by successfully completing the Spider's Web challenge as part of their problem solving sessions. As well as team work and creative thinking, the task also challenges a child's balance and coordination skills.

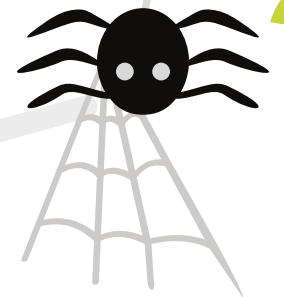
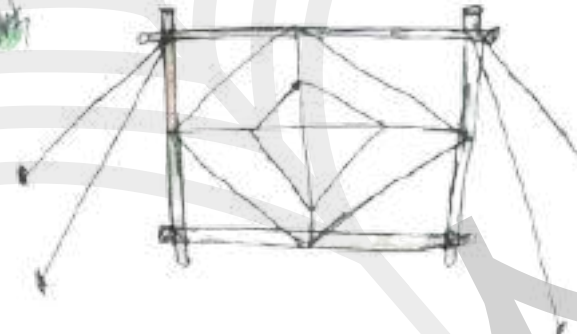
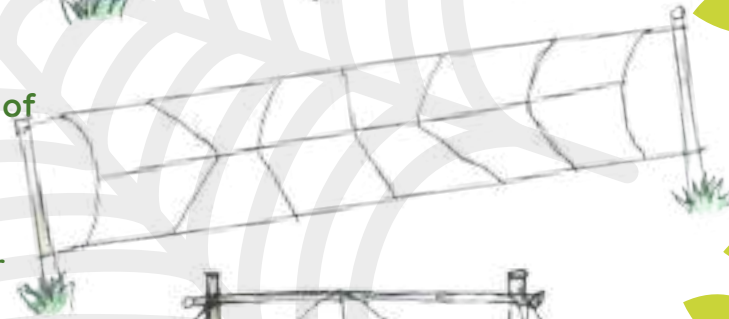
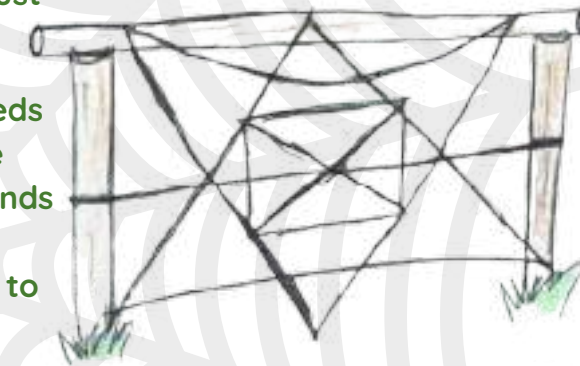
Spider's Web

Your aim is to climb through the spider's web without waking the spider!

Part one: Weave the web

- 1 Find a fellow adventurer (or adventurers!) to help you with the activity and (if they want) take part. Children and adults can join in. All adventurers must stay 2 metres away from each other at all times.
- 2 Anyone who wants to take part in the activity needs to make their own individual spider's web. Choose somewhere to make a web out in the school grounds on a soft surface. Or, if you have no grass, ask a teacher if you're allowed to use a PE mat outside to put underneath your web instead.
- 3 Inspect the space either side of the web zone to make sure it's safe - that means it has to be free of sharp edges, objects you could fall on, breakable items, hot fires or any other general hazards.
- 4 Ask a teacher for some building material for your web. You could use wool, rope, string, masking tape, toilet roll, ribbons, or anything else they have.
- 5 Then, weave your spider's web! It's important to make it close to the ground, so it's no higher than your hip bone, but it isn't touching the floor. Be sure to make the holes in your web wider than your shoulders. And the more holes you can make, the longer the fun will last!

Here are a few design ideas...



Think like a spider!



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Bonus Round

If you want a harder challenge, time your first attempt, and then see if you can complete it quicker on a second attempt.

Part two: Don't wake the spider

Your challenge is to see how many different holes you can successfully climb through without awakening the spider (by touching its web).

The rules are as follows:

- 1 Only one person (the web maker) may successfully go through each hole in the spider's web, after which it will be closed.
- 2 Nothing must touch the spider's web. If the adventurer or something else touches the spider's web, the hole will be marked down as having 1 touch. After a hole is touched 3 times, it will be closed.
- 3 If the web gets touched, the adventurer climbing through must return to the start to try again. Their aim is to go through as many holes successfully as possible.



A fellow adventurer needs to act as the spidery judge and look out to see if you touch the spider's web. Be honest, if the web is touched then it's back to the starting position.

Helping each other is the key to success. All adventurers must stay 2 metres apart, but there are still lots of ways you can help each other. Fellow adventurers can look out for you and warn you if you're about to touch the web, as well as suggesting how you might approach a hole differently in order to fit through easier.

Good luck!



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Activity 8

"Manic Alphabet"

Introduction

Your challenge is to work together in a team at high speed in a race that will test not only your knowledge of the alphabet, but also your agility, your fitness, and how you pull together as a team! The letters of the alphabet will be laid out right before your eyes, but when it's all go go go and you're locked in a race against the clock, are you going to be a fast footed pro, or will you be the one left floundering?

Ready to take on all 26 letters of the alphabet? Here are the instructions...

Teachers

Please inspire your student to really get into the Manic Alphabet challenge.

Ask them to call out a letter as they touch it, so you can listen to hear that they've got the letters in the correct order and they aren't missing any out. You'll need to look out to check that the letter they're touching is the right one, and keep an eye out to check that they're being careful too as, if they're too hasty and they move any letters when they touch them, you can call them out on that (It's breaking the number one rule!) and they have to go back to put the letters right again.

Please encourage them to challenge one another, whether that's to be quicker next time, or whether it's to take on the spelling of a difficult word. And encourage them to support each other too – if someone gets stuck on a letter or if they make a mistake, there's nothing wrong with that it's all part of the game! The team can cheer each other on and shout up with help and advice.

As ever, keep praising those students who remember their social distancing even when they're playing a game like this, and make a special effort to keep apart at all times.

This game is based on the very popular problem solving task called "Manic Numbers" run by both instructors and group leaders here at Thornbridge Outdoors, which lots of children take part in on their school residential. For this task, the class work together in teams of up to 12 and, instead of the alphabet, they take on numbers as you can go way way beyond 26!

Manic Alphabet

Your aim is to touch every letter in the alphabet in the correct order, as quick as possible! This game can be played by yourself, although it's best played as a team.

- 1** If it isn't windy outside today, cut out 26 circles from paper and write a different letter of the alphabet on each circle (make sure you have one of each letter). If you trace around the bottom of a beaker/cup that would be a good size for the circles. Ask an adult if you need help using scissors.

If it is windy outside, use marker cones instead and write a different letter of the alphabet on each one using a felt tip pen.

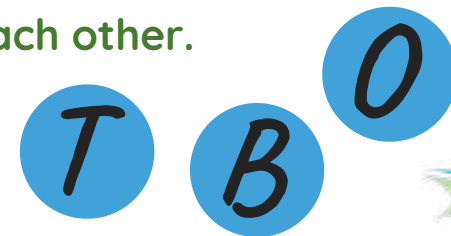
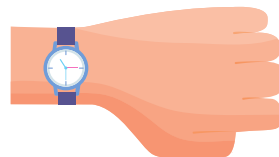
- 2** Head out into the school grounds, staying 2 metres away from everyone else at all times, and find a clear area to mark out a circle on the floor that is 6 metres across. Use chalk or rope to mark out the circle.

- 3** Now, lay the alphabet out in the circle you have marked on the floor, all jumbled up in a random order, with the letters facing up so you can read them.

- 4** Mark out a start/finish line a couple of metres from the circle on the floor, and wait behind it (so the line is between you and the circle of letters). Remember to keep your distance from each other.

Good luck!

START



6 Your challenge is to see how quickly you can run from the start line and touch all of the letters in alphabetical order with your foot, then run back to the finish line.

You can do this as individuals, taking turns to see who can come up with the quickest plan. Or, you can do it as a team (keeping 2 metres apart), with each person touching a share of the letters (with 2 players - you each touch half the letters, with 3 players - you each touch 1/3, and so on). Remember to time your attempt.

7 When you have had one go the real challenge begins, because you need to see if you can do it quicker than before. Remember: come up with a plan, take on the challenge, and then review what went well and what could be improved.



If you want to make it
harder

Get someone to give you words to spell and see how fast you can spell a word.



3 Key Rules

1 The alphabet circles cannot be moved.

2 The timing will start when the first team member crosses the start line, and stop when the last team member crosses the finish line.

3 Only 1 person is allowed in the circle on the floor at a time. If a letter is touched when more than 1 person is in the circle then it won't be counted.

Remember to wash your hands after playing!

Ready, steady, go!



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Activity 9

"Recycling Towers"

Introduction

Rather than taking your plastic and cardboard recycling out... build it up!
Your challenge is to take on a big build using only recycling.

If you wait until you have lots of recycling ready to be taken out to the bin, then rescue it on its way, you'll have everything you need to take on the activity Recycling Towers.

The instructors are challenging you to build your recycling up as far as you can go without it all coming toppling back down. You'll probably have to try this all sorts of different ways, before you find one that's solid and stable, but also tall too. Good luck!

Ready to take your recycling to great heights? Here are the instructions...

Teachers

Please inspire your students to really get into the Recycling Towers challenge. There's no time limit on this challenge, and no limit to how high they might imagine their tower can get! Try encouraging them to think about the different sizes, shapes and weights of the objects in their recycling pile, and how those items might be better suited to one part of a tower or another, like either at the base or at the top.

Keep reminding them, too, that their structure needs to be: tall, solid, and stable. A combination of those 3 elements is the key to success, and it's easy to get too focused on one or two, and forget another. e.g. "If you filled a big 2-litre bottle with water, would that be more or less stable than your tower? What makes you think that?"

Recycling Towers is a new spin on a classic problem solving task that we run for school groups when they visit us at Thornbridge Outdoors. We sometimes ask groups to do this challenge with just paper and sticky tape, or occasionally with dry spaghetti and marshmallows! Whatever the building materials, this classic activity is always going to involve creative thinking and problem solving if the teams want to build higher and higher with their towers. Students also need to be resourceful and resilient – they have to be prepared to try crazy ideas, and also prepared to start again if those crazy ideas bring down the tower! This activity promotes teamwork through and through – we encourage every student to speak up with their ideas, to listen to others in their team, and (if it all turns out well in the end!) to celebrate their success together.

Top Tip:

Think outside the box - is there any rubbish you currently put in the bin that could be recycled, and could be useful for your tower?

Recycling Towers

Build up the anticipation, by being organised:



This game can be completed indoors or outside. You can play individually, or compete with classmates to see who can make the tallest tower.

Either: ask your teacher to collect together separate piles of plastic and cardboard recycling from school (enough for 1 pile for each person taking part). Or: each person brings in some clean plastic and cardboard recycling from home, securely tied up in a bin bag. Whichever you do: put the piles/bags somewhere safe for 72 hours before doing the activity.

When collecting recycling, follow the following rules:

- 1** No more than 4 of any item can be used (e.g. 2 milk bottles and 2 squash bottles, 2 cereal boxes, 1 biscuit box and 1 washing powder box).

- 2** Only use clean items from your own recycling inside the house (don't raid the bins... who knows what's in there!).

- 3** Don't use breakable (e.g. glass) or sharp things (e.g. tins).

On build day:

Your Recycling Tower must be freestanding. This means it can't be rested against anything or held up by anyone - it has to stay standing of its own accord.

You aren't allowed to stick or tape anything together, but you can cut things up (with adult permission & supervision).

Make sure your tower is 2 ½ metres away from anyone else's



Aim:

To build as tall a freestanding tower out of recycling as possible. It must stay up for 5 seconds minimum. Once it's built, see if you can accurately measure it. How tall is your Recycling Tower?

When you've finished, remember to wash your hands!



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Activity 10

"Pyramid"

Introduction

We're travelling back in time to Ancient Egypt to try our hand at pyramid building!

The instructors here at Thornbridge Outdoors are challenging you to construct a pyramid yourself, and then imagine that you have to relocate it to avoid a sudden plague of locusts! Without breaking the key rules, how will you shift your pyramid to another spot across the Nile river, where the Egyptian Gods are looking down on you favourably? You can use a third spot as a go between for your pyramid transport, although it is prone to mummy attack so you might not want to linger too long!

Ready to be a Pharaoh and relocate a great pyramid? Here are the instructions...

Teachers

Please inspire your students to really get into the Pyramid challenge.

Even if at first it might seem totally impossible... we promise you it isn't!

Encourage them to persevere and give different tactics a go, there's bound to be one that works out. This challenge is a problem solving task, so it will require logical thinking and a bit of vision. The challenge is also a team building one – that applies whether they're working together in a team and it's a joint effort to solve the problem, or if they're working individually but call out with tips and advice to help each other along.

As ever, keep praising those students who remember their social distancing even when they're playing a game like this & who make a special effort to keep apart at all times.

Here at Thornbridge Outdoors, we call this activity the Tyre Pyramid. When school groups come to visit, they work together in teams to solve the problem of how to shift their stack of tyres from one spot to another... which isn't as easy as it might seem!

Pyramid

If you can't find 5 unbreakable items, simply make them! Draw 5 different sized circles, colour them in like a rainbow and cut around the outside (under supervision of an adult).

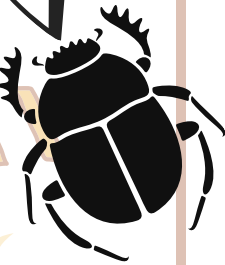
Your aim is to re-build the pyramid on a different circle by moving the tiers one at a time.

Want to change the difficulty level?

If you want to make it more challenging, use 7 tiers on your pyramid instead of 5.

If 5 is a little too challenging, use 4 tiers on your pyramid.

Don't forget to wash your hands after playing!



Set up



- 1 Each participant needs to find 5 of the same item which are all different sizes, and can be stacked on top of each other to make 5 tiers. Items that work well are plastic plates or cups.
- 2 Each mark out 3 circles on the floor (or table) either inside or outside, 2 metres away from anyone else, each large enough for the largest item in your pyramid. You could use chalk / hula hoops / rope / paper cut outs.
- 3 Make a pyramid out of your items in the middle of 1 of your circles on the floor, you will need to stack the items in size order, with the smallest item as the top tier and the largest item as the bottom tier.



Let's get started!

Your challenge is to rebuild the pyramid on a different circle on the floor, still with the smallest tier at the top and the largest tier at the bottom.

But while following the rules:

Good luck!



- 1 Only one tier of the pyramid can be moved at a time. A second tier can only be moved after the first one has been put down on a circle.
- 2 You can only put a smaller tier on top of a larger one - you cannot put a larger tier on top of a smaller one.
- 3 The tiers can only be placed down on a circle, never outside of a circle. (All 3 circles can be used simultaneously!)



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Activity 11

"Lava Pool"

Introduction

The instructors here at Thornbridge Outdoors are challenging you to cross a treacherous lava pool, stepping from rock to rock to avoid falling into a pool of molten lava! You'd better tread carefully or... BANG! you'll sink beneath the lava and the volcano will erupt.

That means back to the beginning for you! The key is to try and remember where you stepped last time, so that you won't make the same mistake twice. But when all eyes are on you and all the steps look the same, it's easy to get lost once again in the Lava Pool.

Ready to walk into dangerous territory? Here are the instructions...

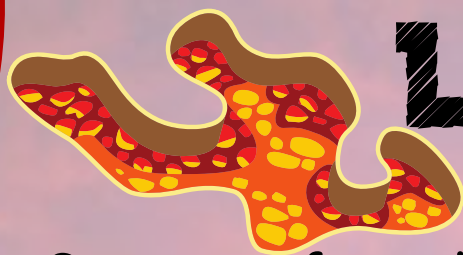
Teachers

Please inspire your students to really get into the Lava Pool challenge.

As well as shouting BANG with loud gusto, there's a lot of fun to be had with theatrical deaths too each time the volcano erupts! Keep the imaginary molten lava aspect of the game alive and praise anyone offering help and encouragement to the adventurer walking the Lava Pool, a little team spirit can go a long way. This isn't a solo player game – fellow adventurers can shout up if it looks as though you're about to put a foot in the wrong direction, everyone can help each other to make it to the other side.

As ever, keep praising those students who remember their social distancing even when they're playing this game, and who make a special effort to keep apart at all times.

Here at Thornbridge Outdoors, we call this activity the Minefield Maze. When school groups come to visit, they work together in teams to face this challenge and solve the problem of how to safely navigate across the field... it's not as easy as it might seem!



LAVA POOL



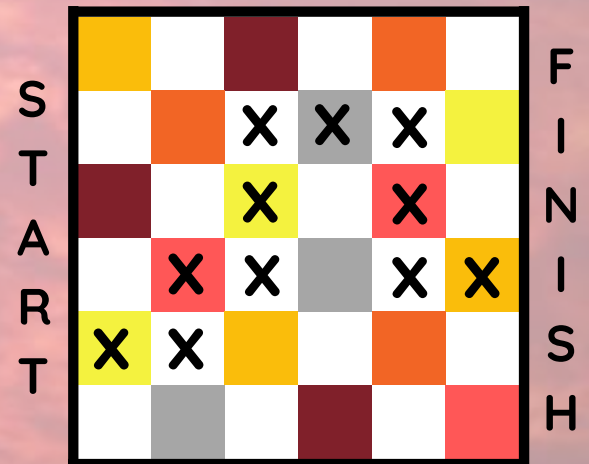
Top
Tip:
Draw
your
crosses
in pencil
so you
can reuse
your lava
map!

Always
keep at a
2-metre
distance
from any of
your fellow
adventurers
at all times.

Aim: To cross the Lava Pool safely!
Step sure-footedly from rock to rock or you'll fall into the molten lava between... and BANG goes the volcano!

First, let's get set up...

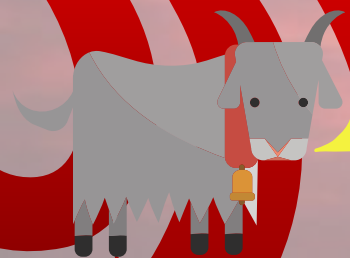
- 1 Put together a team of fellow adventurers, 1 or more, to play the game with.
- 2 Mark out your Lava Pool on the floor outside, in a safe and open space. You need to mark out a grid that is 6 squares by 6 squares. You could mark out the grid pattern using something like string or rope, chalk or masking tape. Or, you could mark out the squares of your grid, using pieces of paper or toilet roll.
- 3 Next, every adventurer needs to draw a blank lava map. This is a grid that's 6 squares by 6 squares, like your Lava Pool on the floor, drawn on a piece of paper.
- 4 Write start at one side and finish on the opposite side of your lava map. Without anyone else seeing, draw a 'safe' route through the pool by adding crosses in certain squares where a rock will be. The crosses must make a route from start to finish that only involves going forward, backwards, left or right. No diagonals!



Good
luck!

You could
up the challenge
level by allowing
diagonals on the lava map!

Please turn over...



Now, let the games begin!

Top
secret!



- 1 You will need to take it in turns. 1 adventurer is the map holder (using the map they've drawn) and everyone else will be the intrepid volcano adventure team.
- 2 The map holder will hold their map so that no one else can see it. Their job is going to be to let the volcano adventurer know whether they've chosen a safe space and they're standing on a rock (with a cross on it on the map) by saying nothing, or if they've chosen an unsafe space (without a cross on it) and fallen into the molten lava by making a BANG noise as the volcano erupts.
- 3 The adventurers go to the start side and form a queue with everyone 2 metres apart. The first adventurer chooses a square from the first row to begin their journey across the lava pool. If that space is not a safe one, the map holder will shout bang and the adventurer cannot proceed further, they must start again joining the back of the queue. If that space is safe then they may continue on and choose another space.



- 4 Only one person from the team is allowed on the Lava Pool at a time, and the challenge is complete when the whole team has safely crossed the pool to the finish.

- 5 Once you've made it to the finish, swap over so there's a new map holder, reverse roles and play again.

Don't forget
to wash your
hands after
playing!



Activity 12

"Orienteering First Steps"

Introduction

The instructors here at Thornbridge Outdoors are challenging you to learn one of the first steps towards become an orienteer, which is the art of drawing a map, and then charting your way across the map as you navigate through the territory before you. Orienteering requires good navigation skills, and navigation is a key skill for all explorers and adventurers to learn, if you're going to find your way in the wilderness and make it safely back home again.

Next, we're going to follow this activity with a second orienteering challenge, so this is your chance to master the basics before we take things to the next level!

Are you ready to become a map drawing maestro? Here are the instructions...

Teachers



Please inspire your students to really get into the Orienteering First Steps challenge. It can be a tricky thing to draw what you see before you, and get it to turn out quite right on paper, but if you use a pencil and you have a handy rubber to hand then it doesn't matter how many tries it takes!

And, once they've stepped 'into the map' and they're trying to match it up with the paper version in their hands, it might seem difficult at first to fit the two together. But, once the two do line up in their minds and suddenly make sense of them, it will be a great Eureka! moment and it's worth persevering to achieve that.

With excellent curriculum links to geography and PE, orienteering is always a hit with both teachers and pupils when they come on a residential. Whether your class are orienteering for the first time, or they're building on learning at school, we have options to suit a range of skill levels with seven progressive orienteering courses here onsite to choose from.

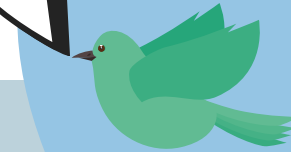
Orienteering at Thornbridge Outdoors often starts with the fundamentals of map reading. Then, once those basics are covered, the running begins! Teams run from point to point collecting information as they go. If teachers would like to sneak in some extra learning, as well as the traditional markers we also have courses for animal, tree and shape identification.

This is an activity that improves balance, agility and coordination. Students can experiment with different tactics and strategies that might give them the edge over their opponents.

Orienteering never ceases to illicit smiles and laughter, as well as a great sense of achievement and enjoyment.

Orienteering First Steps

Top Tip:
Imagine that
you are a bird, and
you are drawing the
shapes from a birds
eye view.



Aim:
Today you're
going to learn
how to draw
a map

1

Find a partner,
they can be a
teacher or a
classmate.

2

Create an
open space,
either inside your
school hall or out in the
playground that is safe and
free of general hazards
(e.g. sharp edges, objects to
fall on, or breakable items).

3

Use general school
items that your teacher
gathered together to make
some large simple shapes on the
floor. For example, you could use
hula hoops, cones, or ropes for
circles, while metre sticks, hockey
sticks or marker posts on the
floor could create a triangle,
or you could use PE mats
as a rectangle.

4

Look at the shapes you have created on the
floor. Draw them from above on a piece of paper.

Look closely at their...

- ★ sizes
- ★ positions
- ★ the distance between shapes

... in order to draw them as closely as you can.

This will help you to keep the shapes in
scale. For instance, if the triangle is
much bigger than the circle,
then make sure to draw
it bigger. You have
just created a
shape map!

5

Now, hold your map and stand in front of your open space.
'Set' your map by turning it in your hands, so that the
position of the shapes on your map matches the position
of the shapes on the ground, as you see them now.
For instance, if the triangle is on the left on the ground make
sure you've turned your map around so it's on the left too.



Good
luck!

Please turn over for steps 6-9



6

Walk to the opposite side of the shapes and 'set' your map again.

8

Take a walking route through the shapes on the ground, using a finger to follow your route on the shape map. When you stop at your final position, point with your thumb to where you are on the map.

7

Stand on a part of a shape that is on the ground (e.g. in the middle of the circle, or at a point of the triangle). 'Set' your map, and point (with your little finger) to exactly where you are stood on the map. Be very precise & ask an adult to help if you need.

9

Once you and your partner have both finished navigating through the shapes, each of you can now create some new, more complex shapes on the floor. Swap with your partner and draw a map of the shapes they have made, then navigate around them (using your finger to follow your route).

Want to up the challenge?

Draw a map of your classroom, remembering to add doors and walls. Can you draw it to scale?

You could make 1 big step measure 1cm on your map, so if it takes you 4 steps to cross your classroom lengthways and 2 widthways, then you would draw it 4cm long and 2cm wide.

Remember, keep 2 metres apart from your classmates at all times and wash your hands after playing.

Cut out and colour in your badge:



Well done,
you have just been orienteering!

Activity 13

"Orienteering Second Steps"

Introduction

The instructors here at Thornbridge Outdoors are taking your talent for orienteering to the next level, now that you've successfully mastered the basics. In the Second Steps challenge, they're challenging you to draw and follow a dot map. This is going to be a little trickier than the shape map you followed in the last activity, as without all the different shapes to help you find your bearings, you can get lost in a sea of dots! Don't worry though as the dots in your grid are going to be colour coded, which should help you to find your way.

Think you have what it takes to join up the dots? Here are the instructions...

Teachers



Please inspire your students to really get into the Orienteering Second Steps challenge.

It can be a tricky thing, once they've stepped 'into the map' and nothing is facing north anymore, to make sense of the map in their hand vs the grid on the floor.

Left and right can be easily mixed up, not to mention forwards and backwards!

Your encouragement and patience can go a long way.

If anyone should make a wrong move and get confused, the best course of action is to retrace their footsteps and try again. They'll soon find their way and hone their sense of direction, along with their skills of navigation.

With excellent curriculum links to geography and PE, orienteering is always a hit with both teachers and pupils when they come on a residential. Whether your class are orienteering for the first time, or they're building on learning at school, we have options to suit a range of skill levels with seven progressive orienteering courses here onsite to choose from.

Orienteering at Thornbridge Outdoors often starts with the fundamentals of map reading.

Then, once those basics are covered, the running begins! Teams run from point to point collecting information as they go. If teachers would like to sneak in some extra learning, as well as the traditional markers we also have courses for animal, tree and shape identification.

This is an activity that improves balance, agility and coordination. Students can experiment with different tactics and strategies that might give them the edge over their opponents.

Orienteering never ceases to illicit smiles and laughter, as well as a great sense of achievement and enjoyment.

Orienteering Second Steps

Aim:

Today you're going to learn how to draw and follow a map, building on your basic skills

1

Find a partner, they can be a teacher or a classmate.

2

Create an open space either inside your school hall or out in the playground, that is safe and free of general hazards, e.g. sharp edges or objects to fall on, breakable items or hot fires.

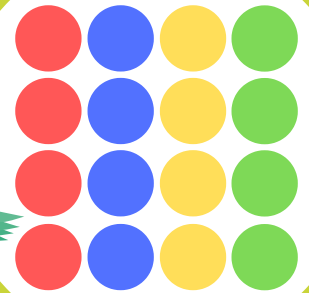
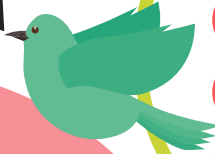
3

Lay out general school items on the floor to make a grid of 4 x 4 dots of different colours. e.g. You could use textbooks and pencil pots, lunchboxes and waterbottles, or make circles out of paper or card.

4

Look at the dots you have created on the floor. Each of you can now draw them from above on a piece of paper in the correct colours. You have just created dot maps.

Top Tip:
Imagine that you are a bird, and you are drawing the shapes from a birds eye view.




5

Now, you both draw a triangle on your map where the start of your route is, and a diamond where the finish of your route is. They don't have to be the same as each other's, you want your map to be different from your partner's map as it is unique to you.

Map Key:

 = Start

 = Route

 = Finish

6

Draw a line between the 2 points only going forward, backwards, left and right - no diagonals! Draw the symbols below the map, along with what they represent. A map key!



Good luck!



*Please turn over
for steps 7-13*

7

Now take it in turns. One of you stands before your grid with your map in your hands. 'Set' your map, so that the position and colour of the circles on your dot map matches the position and colour of the circles on the ground.

11

Then, the two of you swap maps. Take it in turns to face the grid again and walk your partner's route instead.

12

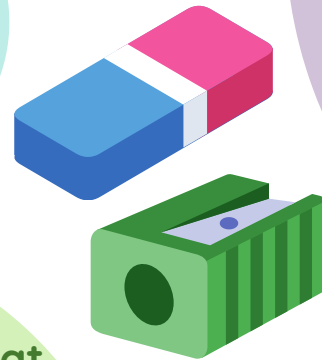
Ready for another challenge? Work together to draw a map of your classroom. Remember to add in the furniture, doors and windows. Once you have a detailed map, one of you must leave the room. The person left inside the room hides an item of stationery (e.g. a rubber or sharpener) somewhere and draws a small circle (size of the top of your pencil) on the map, where they have hidden it. They ask their partner to come back in the room, give them the map, and ask them to go to where the circle is on the map, and look for the hidden object.

8

Walk to the opposite side of the grid and 'set' your map again.

10

Now swap over, so your partner can take on Steps 7-9.



9

Walk to the start point that you have marked on your map, and then proceed to walk the route you have marked on your map until you reach the finish point. Keep your map 'set' the whole time. Point with your thumb to where you are on the map and, as you walk, follow your route with your thumb on the dot map.

13

Swap over! Whoever has just found the teddy now gets to ask their partner to leave the room. It's your turn to hide the teddy, and see if your partner can find it using the map.



*Well done,
you have just
been orienteering!*

Remember
to wash your
hands after
playing!



Activity 14

"Cartoon My Walk"

Introduction

The instructors here at Thornbridge Outdoors are challenging you to illustrate a walk – either one that you’re going to go on today, or a walk that you have been on recently. You can enjoy this activity at home or at school, and it can be completed inside or outside, anything goes!

Every walk is a new adventure, whether you’re exploring somewhere that you’ve never been before, or you’re visiting one of your favourite places to go on a walk that you’ve been to a hundred times before. In this activity, you’re going to record your six favourite moments from a walk and illustrate those just as you remember them. When you put the frames together, they will tell the story of the walk that you went on, from start to finish.

You can show this cartoon to somebody who didn’t join you on the walk, and catch them up on everything that happened.

Are you ready to get colouring in a cartoon? Here are the instructions...

Teachers



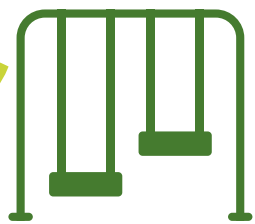
Please inspire your students to really get into the Cartoon My Walk challenge.

If, like us, they have been on so many walks over the past months it's hard to remember the details of just one, that isn't a worry! No one will be checking that this is exactly how their walk went down, so a little cutting and pasting from one walk to another won't do any harm. And, if a frame from their walk is proving a little hard to draw, that's nothing to worry about either! There are plenty of ways to draw a scene. If there are a lot of people involved, for instance, it might be easier to draw them as stick people. The same can be said for trees! If the scene takes place in a forest then lollipop trees are a good place to start. If the scene seems too tricky to draw at all from the ground, then a birds eye view might be the way to go – how would that frame from the walk have looked to a bird flying overhead, and looking down from the sky?

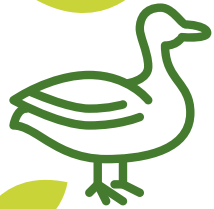
Here at Thornbridge Outdoors, we love a good walk in the fresh air! There are many great footpaths and walking routes right on our doorstep. When school groups come to visit, we'll find one to suit that group and the weather. While they're out on a walk, the group can explore their surroundings, admire the views, and encounter some interesting wildlife. You can even go out after dark on a residential, to gaze at the stars and listen for night wildlife!

On an Adventure Walk, we take a group on a full day of fun walking, looking at how to read a map and follow a route, with bouldering-style challenges or weaselling thrown in. Or, on a Discovery Walk, we search out the secrets of the natural environment, looking under leaves and flowers, and using magnifying glasses to enable us to get up close and discover nature's intricate details. We also lead Hill Walking sessions, these cover the basics of navigation and take on more challenging walking terrain out in the hills of the Peak District National Park.

Cartoon My Walk



Today you're going to remember a walk that you have been on recently, and illustrate the walk as a cartoon.



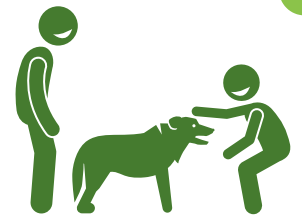
You're going to pick 6 key 'frames' from your walk to be a part of the cartoon, which means you need to cast your mind back in time to that day.

Imagine you're looking back at your walk through a crystal ball...



Or, head out on a walk! (Remember to ask permission from an adult) The walk might be a big stomp up a hill in the Peak District, a stroll in the park, a saunter around the school grounds, or a skip to the local shop, its up to you!

Remember, every great story has a start, a middle, and an end. Your walk must have had these too!



How about your neighbours? Did you see anyone on your walk and wave or say hello to them?



Did you see any animals like me on your walk?



My 6 frames:

1

2

3

4

5

6

Use all five of your senses to help you to remember! What did you hear? And smell?



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Once you decide on your 6 frames, you're ready to get started on the cartoon!

For each frame, you're going to draw a picture of this moment on your walk, and write a description of what's happening below it, to tell the reader the story of your walk.

Here's
an example ...

Don't forget
to wash your
hands after
your walk!



Good
luck!



 <p>1</p>	 <p>2</p>	 <p>3</p>
We set off on our walk and saw Jasper sat on the wall	Some grown up boys were playing football and they waved at me!	We saw a big pigeon eating a slice of pizza on the pavement
 <p>4</p>	 <p>5</p>	 <p>6</p>
A pink teddy had been dropped so we left it safely on a tree trunk	Mr Robinson passed us on his scooter with fish n chips for his tea	It started to rain so we had to run quickly up the road to home

Your turn! Ready, steady, cartoon...

1	2	3
4	5	6



The cartoon of my walk!

Activity 15

"Nature's Treasure Hunt"

Introduction

The instructors here at Thornbridge Outdoors are challenging you to take a journey on the road to discovery! Set off as you usually might on a stroll about your local area, but today...

Tread lightly with the footsteps of a fox, stalking its prey. Consider the world around you with a squirrel's quick and cunning mind. Look to the sky, to the ground, and look about you all around, with the all seeing eyes of an owl.

The aim of the game is to uncover treasures in the natural environment around you in your local area, and a treasure can be anything that you imagine! Whether that's a historic looking item which could come from long long ago, or the total opposite it's something futuristic that looks as though it hasn't yet been discovered, or it comes from another planet! Treasure can be shining and sparkling, glittering in the sun. Or, it can be dull and hidden, unseen by the eyes of most people passing by, but not something that you'd miss!

What kinds of treasures will you uncover? Here are the instructions...

Teachers



Please inspire your students to really get into the Nature's Treasure Hunt challenge.

So long as they aren't touching anything dangerous or unclean, and they aren't picking up litter or lost property, then let them loose to explore their surroundings! Unless they do actually uncover something incredible – in which case we look forward to reading about it in the news! – the hunt is less about what they might find, and more about what they can imagine. Twigs and pebbles can be treasure, leaves and raindrops too... anything with a funny shape or colour! It may look like a leaf, and feel like a leaf, but there's far more to a leaf than first meets the eye.

This challenge is a great opportunity for imagination and creative thinking.

There are links with art, through photography on the walk and drawing their treasure afterwards, as well as English when they invent the story of their treasure, and write a description for each item. We encourage you to praise your students for successfully social distancing from others while you're out on the work, and reward them for their good hand washing when you get back.

Here at Thornbridge Outdoors, when school groups come to visit on a residential, we can lead them on an assortment of hunt activities around our 30-acre grounds. The grounds are filled to the brim with nature of all kinds! With fields, meadows, hedges and woods, we aren't short of habitats to discover, and children delight in exploring the countryside together. On a Nature Trail, the group complete a series of environmental activities that leave no sense untouched. They learn about the local wildlife and take part in fun, thought provoking activities along their way. While on a Mini Beast Hunt, the group search out creepy crawlies that call our grounds home, investigating where minibeasts live and why.

Nature's Treasure Hunt

We're challenging you to take a walk around your local area and hunt out the hidden natural beauties, treasures and stories that you can find in the natural world around you. The natural world is filled with treasures of all kinds! How many will you unearth on your hunt?

Directions:

On your next walk with an adult - without tripping over! - you will need to **look all around you** as you walk, seeking out the natural beauty around you.

Looking up at the clouds and the crown of the trees can open a **whole new world** of shapes, colours and treasures which we forget to admire.

Pavements, mud and grass can **give clues** to what's overhead if they are covered in petals or catkins.

Peering inside tree hollows and amongst the leaves on bushes, can reveal **great treasures!**

When you hunt down a treasure, you can **make it yours** by taking a photo, drawing a picture of it, or writing a description of the item and its location. Or, if you possibly can, all 3! Take a **photo** on your walk and then, when you get home, use the photo to **sketch** the treasure and **write** about it.

Well, that's up to you!
Treasure is in the eye of the beholder!

A good example of glittery treasure might be a big fat raindrop sparkling on a leaf.

Or, your treasure could be historic! You might find an old dinosaur bone or a Stone Age tool.

There might be a futuristic treasure that you come upon... like a Kryptonite space rock!

Or, your treasure could be totally unique, like a magnificent bird's feather or a star or heart shaped pebble or branch.

What do we mean... treasure?

Flower Power Bonus Round!

Can you hunt out flowers or plants in all of these colours of the precious gem stones? (Remember to cross them off the list when you find them, but do not to touch / pick them incase they are poisonous)

Emerald Green

Gold

Rose Quartz

Purple Amethyst

Sapphire Blue

Ruby Red

Orange Sunstone

Pearl White

Remember to only pick up natural treasures. Only touch items you find if an adult confirms they look clean and safe!

Good luck!

When you've finished your walk, remember to wash your hands!

Activity 16

"Let's Get Talking"

Introduction

This week, the instructors here at Thornbridge Outdoors are challenging you to build up a bank of conversation starters that you can have ready up your sleeve, for the next time you're speaking with someone.

These could come in handy the next time you get to talk to a friend, either in person or over the phone. You might also find them useful if you meet a friend of a friend who is new to you, or if you're saying hello to a classmate who you haven't talked to very much before.

When you're coming up with questions to ask, it's important to think about things that you like to talk about, because you might find that you have – for instance, Harry Potter! – in common and one question turns into a whole conversation because you both have loads you can say.

It's also just as important though to think about the other person and what they might be interested in. If they're polite, they'll probably let you talk about anything, but if you find a topic that they are really interested in you'll know straight away because they'll be the chatterbox all of a sudden!

Will you talk the talk? Here are your instructions...

Teachers

Please inspire your students to really get into the Let's Get Talking challenge.

We know that so many children are surviving on phone calls with friends, or socially distanced walks when the weather's good, and the excitement of getting to see a friend and speak with them can be a little overwhelming. Even the most budding conversationalists might run out of things to talk about in the heat of the moment, and this activity could save them from a dreaded pause in conversation. It's also great for children who are, or will be, entering into a bubble at school with classmates that they don't know so well. In a smaller group than they're used to in their classroom setting, it's going to be key for everyone to get along and this activity could be a real game changer to help with breaking the ice.

This activity is designed to encourage young people to think ahead and plan a few questions for their next conversation with a friend. You could help by steering the questions to be more open-ended as they write them, rather than requiring a simple yes or no, as this is going to keep the flow of conversation going for longer.

You could also help by asking after a few days whether they've managed to use any of the questions, and if the questions have helped them to learn anything new about their friend – if they have, success! If they haven't, perhaps you could revisit their questions together? Or maybe they know how to ask questions, but need your advice on how they can do better at listening out for the answers, and remembering them.

Teachers

Here at Thornbridge Outdoors, we believe that outdoor education is so much more than just fun and games alone. Adventures and environmental activities with our team, while students are away visiting us in the Peak District, are guaranteed to facilitate lifelong learning and personal development, through the power of the outdoors alone.

Having said that, we do believe that to maximise the benefits of a residential visit, for each student who comes to Thornbridge Outdoors, it's key that they're prepared at the start of an activity, and they get a chance to evaluate how it's gone at the end of an activity, as well as at the end of their residential. Learning happens at its best when we think in advance about what we might be expecting, and come up with a plan to help us overcome our fears. Then, afterwards, when we can think about what we've done and review how far we've come, as well as considering how we feel about it.

Let's Get Talking!

Aim: Come up with an interesting bunch of questions that you can ask when you're next speaking with a friend, over the phone or in person, to get to know them even better and remind you of their likes and dislikes. These questions might also come in handy when you're meeting a new classmate soon or a friend of a friend, to help you to break the ice and find things that you both have in common.

Directions:

For each of the following subjects, try to think of at least one question that you could ask...

BOOKS Superpowers Food
 Family FILMS The outdoors
 Dreams Bedroom Hobbies
 School Pets When you grow up
 Memories Holidays Games
 Celebrities

For example...
 What's your favourite meal?

Top Tip:
 Asking a question is Step 1,
 Step 2 is **listening** to the answer!
 Make sure to clear your mind after
 you ask your question, so you **hear** your
 friend's response and you can think
 about what that they've said.
 If you're a pro, you might
remember their answer
 for years!



Show that you're interested in hearing
 what the other person has to say.

Think about what kinds of topics the other
 person might be interested in talking about.
 Ask questions that get the other person thinking,
 talking, and - if you can - laughing too!
 Keep questions natural, it's not an interrogation!
 Take it in turns to speak and listen.

The 5
 Fingers of
 Conversation
 Flow

Start by introducing yourself
 and greeting each other.

Top Tip:
 If you come up with
 a question to ask, be
 prepared! You might get
asked this question
 back, and how will
 you **answer**?

Good
 luck!



Before you talk...

What are you hoping for?

What are you looking forward to?

What are you nervous about?

Then, after...

What was the best bit?

What was the worst bit?

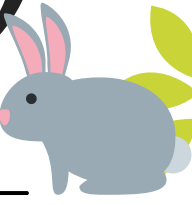
What's one thing you did well?

What have you learned?

There's a lot
you can learn when
think things through
beforehand and
again after

_____ 's handy conversation starters

Can you
make it your
mission to find one
new thing that you
both have in
common?



Books

1. _____

2. _____

Family

1. _____

2. _____

Dreams

1. _____

2. _____

School

1. _____

2. _____

_____ 's handy conversation starters

Can you
listen carefully
enough to find out
something new
about your
friend?



Memories

1. _____

2. _____

Celebrities

1. _____

2. _____

Superpowers

1. _____

2. _____

Films

1. _____

2. _____

_____ 's handy conversation starters



Bedroom

1. _____

2. _____

Pets

1. _____

2. _____

Holidays

1. _____

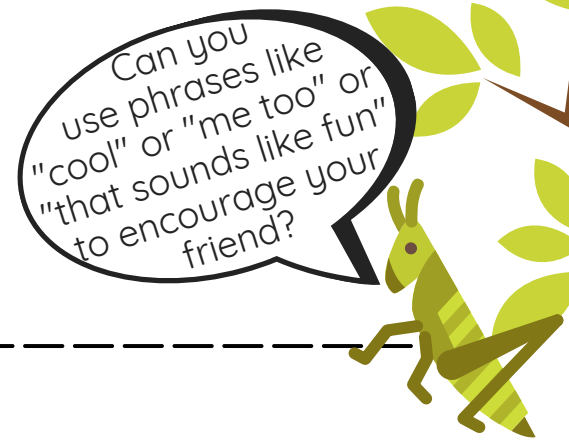
2. _____

Food

1. _____

2. _____

_____ 's handy conversation starters



The outdoors

1. _____

2. _____

Hobbies

1. _____

2. _____

When you grow up

1. _____

2. _____

Games

1. _____

2. _____

That's all for now!

*But please look out for more at
thornbridgeoutdoors.co.uk/news*

We'll share a new activity each week.