

SELF-GUIDED EDUCATIONAL ACTIVITY PACK: TREES AND PLANTS



The Rare Breeds Centre is run by Canterbury Oast Trust, a charity supporting adults with learning difficulties.

When you get home, why not find out more at rarebreeds.org.uk

Introduction

This pack is designed to be an educational resource to support teachers of Key stage 1 students in outdoor activities when visiting the Rare Breeds Centre (RBC) although the activities could be easily adapted to suit older or younger children.

Here at the Rare Breeds Centre we are fortunate to have a variety of habitats on site such as ponds, ancient woodland, hedgerows and wildflower meadows. We believe these provide a great opportunity to teach students about the outdoor environment through nature-based activities.



While we offer pre-booked RBC led educational activity sessions*, this pack suggests self guided activities for schools and groups. All activities mentioned have links to the National Curriculum, provide details of any resources required and recommended location within the Rare Breeds Centre for the activity. A copy of our Schools and Groups Risk Assessment is available on our website.

Activities such as those suggested in this pack provide an opportunity for children to explore the natural environment which is home to a variety of wildlife. This pack focuses on providing an introduction to trees and plants in a woodland setting.

*Small fee applies

Things to remember...

- Please be fully equipped for a visit to the RBC. Check out our FAQs online.
- Ensure that sturdy footwear and weather appropriate clothing is worn.
- Bring any activity specific equipment you may need. (By prior arrangement some equipment is available to hire from RBC.*)
- Activities take place in the natural environment please respect this by leaving the area as you found it.
- Rare Breeds Centre map (Downloadable at <http://www.rarebreeds.org.uk/online-resources>)
- You can always use a pre-booked trailer ride as transport to the top of the farm.

* Small fee applies



The Rare Breeds Centre is a registered farm member of FACE (Farming and Countryside Education). This pack has been developed by staff trained under CEVAS (Countryside Educational Visits Access Scheme). Some of the worksheets provided at the back of the pack have been adapted from a variety of sources in particular Woodland Trust Nature Detectives and Opal explore nature packs.

Activity 1: 'Meet a tree'

Curriculum links	Science, Geography, English
Equipment	Blindfolds - one per pair
Suggested location	Tinkers Wood— begin activity around the 'Green Man' totem pole.
Time of Year	All year

Pre visit: Introduce the concept of using senses to explore the local environment and that in the U.K. there are many different species of tree each with different characteristics.

On the day:

Start the activity next to the 'Green Man' totem pole.

Divide the group into pairs; choose one child to lead and one to wear the blindfold. The leader slowly spins the blindfolded child round on the spot for approximately 30 seconds (long enough to disorientate the blindfolded child). Then they must carefully guide the blindfolded partner to a tree of their choice avoiding obstacles and holes (it is recommended that the trees chosen are close to the path for safety purposes). The blindfolded child then 'meets a tree', using their senses to feel and smell its bark and leaves, they can also hug it to find its girth. While 'meeting the tree' the blindfolded child should describe what they are feeling or smelling etc. After a few minutes the leader guides the blindfolded child back to the start where the blindfold is then removed. The child who was blindfolded then has to find the tree they 'met' when they were blindfolded. If they find the correct tree, they must discuss why/how they recognised the tree. They can then swap over and start again.

At the end of the activity the group can discuss how their tree felt or smelt. Did everyone's tree feel the same? What type of tree was it?

Post visit: Discuss with the group which tree species they met, how they felt while meeting their trees perhaps encourage the group to create a drawing of their tree or write a short poem describing the textures and smells from their tree.

Activity 2: Bark rubbing

Curriculum links	Art and Science
Equipment	Paper / worksheet, wax crayons, (clipboards)
Suggested Location	Tinkers Wood or Rainbow Wood
Time of Year	All year – avoid damp conditions, best when trees are in leaf

Pre visit: Discuss what textures are and that some materials feel different to others. By creating rubbings you can see patterns of the materials—which can be artworks.

On the day:

Using the worksheets provided, the children must create a bark art rubbing to match each species of tree on the sheet.

Ask the children to rub over the bark of the tree to see the pattern of the tree on the paper.

Encourage the children to try pressing hard and soft on the paper to see differences in patterns.

Different species of tree have different textures, colours and patterns of bark; explain to the children that the bark is unique to every tree much like our finger prints. Also that, just like your skin, the bark of a tree is what keeps it alive, protecting the tree from drying out, damage from insects, fungi and animals, heat and cold.

Post visit: Using all the rubbings from the group, create a large group collage of a tree or woodland scene alternatively this could be done in pairs .

Activity 3: Woodland wildlife

Curriculum links	Science, Geography and English
Equipment	Worksheet, pencils and clipboards.
Suggested Location	Woodland trails - this could be a wet weather activity following a short walk in the wood
Time of Year	All year —spring is best

Pre visit: Discuss with the group what animal and insects live within the wood.

On the day:

The woodland contains a variety of wildlife such as mammals, insects, birds and plants.

Take the children on a woodland wander and look out for signs of wildlife (for example nibbled leaves, snail trails, spiders webs, squirrel drays, footprints or bird nests) and then tick off what they find on the worksheet.

Discuss with the children what animals might live in the wood and what food sources they might eat.

Then ask the children to complete the worksheet to match wildlife with its food.

Post visit: Encourage the children to create a woodland trail map detailing all the things they saw on their walk using their tick list.

Activity 4: Parts of a tree

Curriculum links	Art, Geography and Science
Equipment	Worksheet, pencils and clipboards.
Suggested Location	Rainbow wood / Tinkers Wood
Time of Year	All year

Pre visit: Introduce the basic structure of trees and the functions.

On the day:

Select a tree (or several) that the children can see from base to crown. Explain to the children the function of each part of the tree:

Roots - the lower part of a tree which are in the soil- in some trees you can see roots above the soil. They absorb nutrients and moisture, anchor the tree in the soil and support the trunk.

Trunk- this holds and supports the branches, leaves, flowers and fruits. It transports water and minerals from the root to the leaves.

Branches- provide support for the leaves and help to transport nutrients from the roots to the leaves.

Leaves - provides the tree with all their food because they turn sunlight into food energy through photosynthesis. Leaves also make the oxygen in the air that we breathe.

Crown - this is made up of the leaves and branches at the top of a tree. The crown shades the roots, collects energy from the sun and allows the tree to remove extra water to keep it cool. Different types of trees have different shapes and sizes of crowns.

Tell the children to each draw the tree on their worksheet. They should then label each part of the tree using the example on the worksheet. After allowing enough time for the children to finish drawing, gather the group round to discuss their drawings.

Post visit: Once the children have the basic knowledge of the structures of a tree, then discuss the benefits of trees to humans and wildlife.

Activity 5: Sound maps

Curriculum links	Art, Geography, Science and Music
Equipment	Paper, pencils, clipboard
Suggested Location	Anywhere on the farm, for a wildlife focus sit in Rainbow Wood
Time of Year	All year

Pre visit: Discuss that there are many different sounds and sources of sound and that we hear sounds when they enter the ear. The further away a sound comes from, the fainter we hear it.

On the day:

In the woods get the children to sit quietly and draw a small smiley face in the middle of the page, this represents them. In silence the children should listen carefully to all the sounds around them and decide where the sound is coming from.

They then must mark on the paper in relation to where the sound is coming from using either a picture, word or symbol to represent the sounds they hear. After 10mins (or longer if you wish) the children must then compare their maps with a partners and discuss the sounds they heard, did their partner hear the same.

Encourage group discussion of the sounds and their sound maps. What sounds did they hear? Do they know what was causing/making the sounds? What directions did the sounds come from?

Post visit: Create a sound map of the school grounds and compare the woodland sound map with the school sound map. How many different sounds are there?

Bark rubbing

Complete the bark rubbings for each tree.

Ash

A large, empty, rounded rectangular box with a purple border, intended for a bark rubbing of an ash tree.

Hazel

A large, empty, rounded rectangular box with a purple border, intended for a bark rubbing of a hazel tree.

Bark rubbing

Complete the bark rubbings for each tree.

Oak

A large, empty, rounded rectangular box with a purple border, intended for a bark rubbing of an oak tree.

Hornbeam

A large, empty, rounded rectangular box with a purple border, intended for a bark rubbing of a hornbeam tree.

Woodland wildlife

During your woodland walk, check off as many things as you can see in the woods. For more activity ideas like this one from the Woodland Trust Nature detectives visit:

www.naturedetectives.org.uk

In the woods

Woodland Trust
naturedetectives



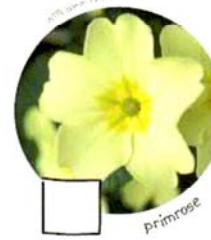
Start your own adventure at naturedetectives.org.uk

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In the woods

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Can you see
anything else?

☐ blackthorn
☐ wood anemone
☐ dog rose

☐ ferns
☐ honeysuckle
☐ song thrush

☐ alder
☐ beetle
☐ bullfinch
☐ stoat
☐ hedgehog



Start your own adventure at naturedetectives.org.uk

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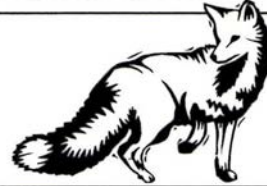
Woodland wildlife

These animals live in the woodland, Can you match the animal to the food?

Badger



Fox



Bat



Butterfly



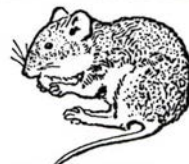
Sparrow Hawk



Woodlice



Wood Mouse



Nectar



Small Birds



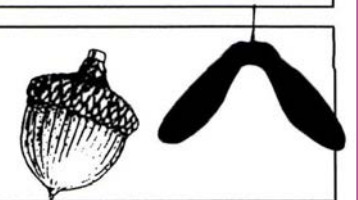
Rabbits



Earth Worms



Seeds



Moths



Dead Wood



Parts of a tree

Label all the parts of the tree
using the words below.

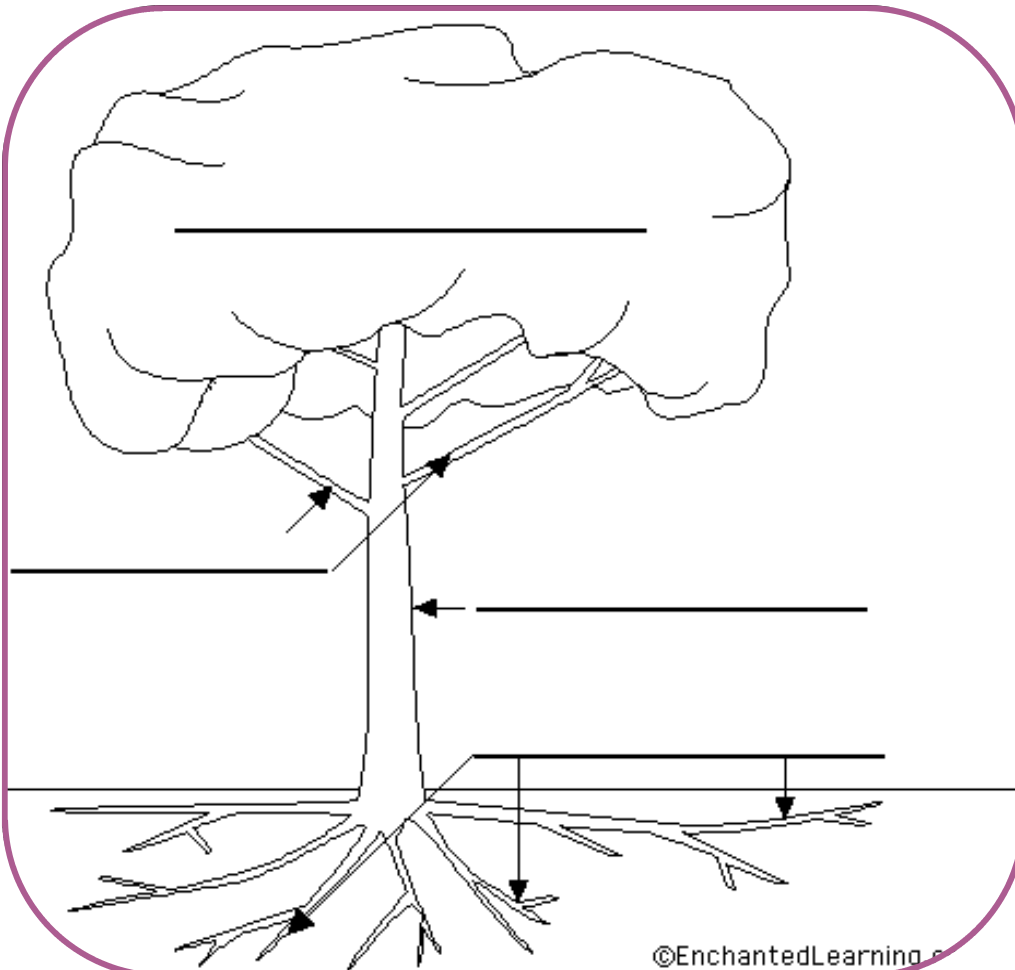
Leaves

Branch

Crown

Trunk

Roots



Find and draw a tree in the wood then
label the parts of the tree.

Crown

Leaves

Branch

Trunk

Roots