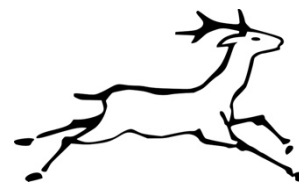


Emotional Curriculum: Earthwalks



Activity / group	What to do	Purposes
Bats and Moths Whole group Any outdoor space	Students form a circle to protect active participants Some students are chosen to be blindfolded bats or moths in the circle. They call out “bat” or “moth” and the bats have to locate their prey by the sound Vary the number of bats and moths and size of circle to illustrate the effects on rates of capture	Raise enthusiasm and energy, enhance listening skills, understand predator/prey, trust when blindfolded
Sound sensitivity Whole group Any outdoor space	Students are asked to sit still and quiet with their eyes closed. Each time they hear a new sound they raise a finger until on average about 6 fingers are raised. In a circle, share what is heard. Could be extended by asking them to draw a sound map.	Focus attention, enhance listening skills and ability to be quiet, understand that listening is a form of observation and important in scientific study, share experiences
Sky eyes Small or whole group Area with trees Woodland	Students are given a secret sign (the branching lines of their palm) and sky eyes (safety mirror held across the bridge of the nose facing upwards). A crocodile is formed behind adult or trusted peer to wander under the trees so they can see the canopy “as if they were in it”. Can look for their secret sign in the branching patterns above and experience a link with a particular tree.	Focus attention, awareness of patterns in nature, development of observational skills, using different perspectives, observation of tree canopies, connecting with nature, trust in others
Hug a tree Pairs Area with trees Woodland	In pairs, one is blindfolded. The sighted student gently leads them to a tree or bush. The blindfolded student is allowed to examine the tree using their sense of touch and perhaps smell or hearing. When they think they know the plant well enough, they are led back to the starting point. Remove the blindfold. Can they identify the plant they touched? Can they identify the parts they touched? Swap roles.	Focus attention, share experiences, trust in others, observation through touch, connecting with nature
Film show Whole or small group Area with trees Woodland	Ask students to find a “ticket” in the form of leaves from different trees. Place the leaf in a cardboard “slide mount” and return to the students who form a circle. Everyone closes their eyes. When the teacher says “open” they look at their slide then pass with closed eyes again to the person on their left. At each “open” they see a different leaf until all have been viewed. The “tickets” can be displayed in the classroom window.	Focus attention, share experiences, development of observational skills

Activity / group	What to do	Purposes
Palette of colours Whole group Area with range of plants	You need a card for each student cut into shape e.g. a palette. Put two strips of double sided sticky tape along the palettes (and a bag to collect the strips of plastic covering the tape). Each student collects a palette of colours e.g. the colours of the rainbow along one side and the shades of a particular colour along the other (from the darkest to lightest). Their colour samples must be no larger than the size of their smallest fingernail. They must avoid damaging any other part of the plant.	Focus attention, develop observation skills, connecting with nature
Touch boxes Whole group Area with range of plants	You need egg boxes, enough for one for each student involved. Label the egg boxes in advance with 'touch' words which are opposites e.g. hard/soft, prickly/furry, solid/hollow, warm/cold, sticky/slimy, rough/smooth, bumpy/even, wet/dry, spongy/firm, strong/flimsy, lumpy/powdery, etc. Ask the students to collect up to three examples of each touch in the egg box. When they have collected their touches, let them find another and find out if they can identify the kinds of touches each of them collected.	Develop observation skills, using sense of touch,
Cocktail of smells Whole group Area with range of plants	You need a lolly stick and clear plastic cup for each student involved. Ask students to collect a pot of smells taking small samples from plants, soil, etc. around them. They might want to think of fun names for their cocktails. Let them share the smells with each other.	Focus attention, develop observation skills, using sense of smell

References:

Gompertz, B., Hincks, J. and Hincks Knight, R. (2011) 'Science and Technology Outside the Classroom', in Waite, S. (ed.) *Children Learning Outside the Classroom From Birth to Eleven*. London: Sage, p. 97

Hoessle, K. and van Matre, S. (1980) *Earth Magic*, USA: Institute for Earth Education