



# WILD FAMILY NATURE CLUB ACTIVITIES



# FORT MAKING

Children can make forts with sticks and dried brush.



## MATERIALS

- » Twine, tarp,
- » Sticks, dried brush



Children can make a fort with found sticks. They can use the twine and the tarp as optional items and any dried grasses or brush to add to their creation. It's an activity that will engage all participants. The fort offers something for everyone; some will love using the saw while others will enjoy the building of the fort and others will like to just play in it. It's a great activity for team building and social collaboration opportunities.



## INSTRUCTIONS:

1. Collect sticks and dried brush.
2. Decide on the location of the fort.
3. Decide on the 'shape/style' of the fort.
4. Add in the structural sticks.
5. Fill in the gaps with smaller sticks and dried brush.



## HELPFUL HINTS:

- » A 'lean to' or 'tipi' shape shelter is the most stable type of fort. Use the side of a large tree, stump, or boulder to lean the sticks up against to create your fort. Place a large stick in the crook of a tree and build your fort from the diagonal angle of the branch.



- » Have lots of sticks made available. Generally, you will need more sticks than you think.
- » Choose a space wisely away from any loose branches and thorny shrubs.

## SKILLS:



**FINE MOTOR** | Adding in the smaller sticks and dried brush.



**GROSS MOTOR** | Gathering and carrying large sticks.



**SCIENCE** | Understanding what makes a successful fort. Exploring the different types of sticks used.



**MATH** | Exploring quantities. How many sticks did you use? Exploring patterns used to make your fort.



**GEOGRAPHY** | Where is a good place to build your fort? Revisiting your fort and mapping the area to find it.



**CREATIVE** | Children can use loose parts to decorate the fort for dramatic play.



**SOCIAL SKILLS** | Good problem-solving skills and social collaboration skills to make the fort.



**EMOTIONAL** | Increased self-confidence and esteem. 'I helped to make a fort. I did it!' Pride in visiting their fort on another visit.

# FORT MAKING

# MAKING FIRES

With a flint children can make a fire in a designated fire pit with natural items found outside.



## MATERIALS

- » Flint,
- » Dried grasses, milkweed pods in October, dried thistle fuzz, thin small sticks, pine needles, medium size sticks, and big thick sticks.



Children can use a flint to make a fire in a designated fire pit. The key to making this work is finding proper tinder then adding the appropriate size sticks without suffocating it. It's an activity that will challenge both young and old. Some children will love using the flint while others will enjoy the hunt for materials. It's a perfect opportunity to reinforce sorting concepts.



## HELPFUL HINTS:

- » *Use dead, dried items to create your fire. Sort according to size and use.*
- » *Bring a few marshmallows or hotdogs to roast*



## SAFETY:

- » *Review the how to use the flint and how the spark is made.*
- » *Choose a space wisely away from low hanging trees and shrubs. Designate an area for this area and discuss fire safety rules and risks. Always make sure that a fire is allowed in your area.*
- » *Have a water source handy or a way to put out the fire when needed.*
- » *Never leave the fire unattended.*
- » *Always put out the fire before leaving*

## SKILLS:



**FINE MOTOR** | The repetitive motion of using a flint



**GROSS MOTOR** | Gathering fire wood. Breaking up larger sticks for the fire.



**SCIENCE** | Understanding what makes a successful fire and why?



**MATH** | Exploring quantities needed to make a fire successful?



**GEOGRAPHY** | Where is a good spot to have a fire?



**CREATIVE** | Children can make pictures with the cold charcoal after a few days.



**SOCIAL SKILLS** | Sitting around a fire is a nice time to chat. Good problem-solving skills and discussions to make the fire.



**EMOTIONAL** | Increase self-esteem and confidence when using a real tool and taking some risks. "I can make fire!" "I did it".

# MAKING FIRES

# 'STONE ART' AND 'STONE STORIES'

Children can draw pictures or words on collected flat stones with paint markers. Children can decorate individual stones or draw on a few stones to tell a story.



## MATERIALS

- » Paint markers, spray bottle, and muffin tin (optional)



- » Flat Stones of different sizes
- » The stones can be washed and sorted in the muffin tin to organize prior to painting.



## INSTRUCTIONS:

1. Collect flat stones.
2. Clean all stones.
3. Decorate your stone with the paint marker.
4. **Optional:** Draw pictures on a few stones to create a story.



## HELPFUL HINTS:

- » The flatter and smoother the stone the better.
- » Wash the stones in a nearby creek/stream if possible and dry in the sun or use the spray bottle and clean with water.
- » Stones look very different when wet. It's nice for the children to see these differences.



## SAFETY:

- » Review the handling of stones. We want to avoid any pinched fingers or swished toes.

## SKILLS:



**FINE MOTOR** | Drawing pictures and/or words on stones with paint markers.



**GROSS MOTOR** | Carrying larger stones.



**SCIENCE** | Sorting stones by shape, size, weight, and colour.



**MATH** | Use the stones as counters. Identifying the shapes of the stones.



**GEOGRAPHY** | Locating the best stones. Where did you find the stones? Where are the flattest stones? Children can make connections between stones and a specific area.



**CREATIVE** | Decorating their stones.



**SOCIAL SKILLS** | Working together or parallel to another while drawing on their stone.



**LANGUAGE** | Describing the picture on their stone. Telling their stone story. Describing the attributes of their stone. Printing words on their stone.



**EMOTIONAL** | Pride in their work. Retelling a story that's important to the child.

# 'STONE ART' AND 'STONE STORIES'



# MUD MUFFINS AND MORE

Children can make mud muffins and mud creations near a creek, stream, or any other water source.



## MATERIALS

» Muffin tin, shovel, spray bottle, and tarp (optional)



» Dirt, water, loose parts including, acorns, sticks, pine cones, dried grasses, feathers, flowers.



## INSTRUCTIONS:

1. Place soil into the muffin tins.
2. Add water to make mud. Stir with a small stick.
3. Decorate with the loose parts found in nature.



## HELPFUL HINTS:

» *Use a stump or a fallen log as a table*



## SAFETY:

» *Review safety around water and slippery mud.*

## SKILLS:



**FINE MOTOR** | Decorating mud pies with the loose parts collected.



**SCIENCE** | Exploring the ingredients found in dirt. Exploring the consistency of mud.



**MATH** | Producing patterns in their creations. Constructing their own measurements when making their mud muffins.



**CREATIVE** | Making their mud muffins and other mud creations.



**SOCIAL SKILLS** | Working together or parallel to another while making their mud muffins and pies.



**LANGUAGE** | Describing their mud creations. Describing and reinforcing the attributes of mud.



**EMOTIONAL** | Taking risks and having fun while playing in the mud.

# MUD MUFFINS AND MORE

# WHITTLING

Children can whittle sticks with a vegetable peeler.



## MATERIALS

- » Vegetable peeler
- » Sticks found in the forest floor



Children can whittle for the sake of whittling. It's a fun activity without the need to actually make something. That being said, if the children want to make something with their whittled sticks, here is a list of activities: stick people, mud pencils, picture frames, marshmallow sticks, and walking sticks.



## INSTRUCTIONS:

1. Collect sticks
2. Find a good location to sit and whittle.
3. Whittle. Point the stick down to the ground, and start to peel away the bark with the vegetable peeler. Start with short downward strokes. Once the stick is half whittle, then turn it around to complete the rest of the stick. This ensures that the whittling is always in a downward motion.



## HELPFUL HINTS:

- » *Freshly cut wood is easier to whittle.*



## SAFETY:

- » *Review the location of the sharp parts on the vegetable peeler.*
- » *Demonstrate how to use the vegetable peeler.*
- » *Children are always sitting when whittling.*
- » *The strokes are always downward and never back and forth.*
- » *Children are arm's length away from each other when whittling to avoid the vegetable peeler hitting another person.*

## SKILLS



**FINE MOTOR** | Using a vegetable peeler to take the bark off a stick.



**SCIENCE** | Finding out what is under the bark of a stick. Is it wet or dry? Does it smell? Is it hard or soft wood?



**MATH** | Find out how long it takes to whittle 1 stick. Make shapes with whittled sticks. Sort sticks to be whittled.



**GEOGRAPHY** | What tree did the stick come from? Map out the different trees in the area.



**CREATIVE** | Children can make stick people, rulers, walking sticks, mud pencils, and picture frames with whittled sticks.



**SOCIAL SKILLS** | Sitting with a friend and whittling together. A nice time to chat.



**LANGUAGE** | Describing the attributes of the sticks and their experience whittling.



**EMOTIONAL** | Increased self-esteem and confidence. 'I can use a real tool!'

*All whittling activities were inspired by Claire Warden who runs the Auchlone Nature Kindergarten in Scotland. Her book 'Fascination of Earth: Wood Whittling' is an excellent resource.*

# WHITTLING

# WHITTLING ACTIVITIES

## BOW AND ARROWS

Children can make bows and arrows with sticks found in the forest.



### MATERIALS

» Vegetable peeler, paint markers, and twine



» Different size sticks, long, medium and small. The long sticks will act as the bow. The arrows will be made from medium and small sticks.



### INSTRUCTIONS:

1. Find a long stick approximately 3- 4 ft for the bow. This stick will need to be narrow and flexible.
2. With the vegetable peeler whittle the stick.
3. Optional: Whittle notches an inch from each end. Decorate with paint markers.
4. Tie the twine on each end of the stick.
5. Find small and medium size sticks to use as the arrows. Whittle the sticks and decorate with the paint markers.



### HELPFUL HINTS:

- » *Freshly cut wood is easier to whittle.*
- » *Choose a flexible narrow stick for the bow.*
- » *When attaching the twine, make sure the it is nice and tight which will enable the bow to curve slightly.*



### SAFETY:

- » *Review the location of the sharp parts on the vegetable peeler.*
- » *Demonstrate how to use the vegetable peeler.*
- » *Children are always sitting when whittling.*
- » *The strokes are always downward and never back and forth.*
- » *Children are arm's length away from each other when whittling to avoid the vegetable peeler hitting another person.*
- » *Review where and when children can use their bow and arrows.*
- » *Explain why it's important to have these rules.*

## SKILLS



**FINE MOTOR** | Whittling the bow and arrows. Tying the twine onto the bow. Decorating them with the paint markers.



**SCIENCE** | Understanding what gives the bow its flexibility. Sorting sticks by species and moisture.



**MATH** | Sorting sticks by size. Making patterns on the bows and arrows. Measuring the sticks.



**GEOGRAPHY** | Locating the best sticks. Children can make connections between stones and a specific area.



**CREATIVE** | Decorating the bow and arrows.



**SOCIAL SKILLS** | Working together to create their bow and arrows.



**LANGUAGE** | Describing the attributes of their sticks used to create their bow and arrows. Discussions of when and where the bow and arrows would be used.



**EMOTIONAL** | Increased self-esteem and confidence in using a real tool and creating a bow and arrow.

*All whittling activities were inspired by Claire Warden who runs the Auchlone Nature Kindergarten in Scotland. Her book 'Fascination of Earth: Wood Whittling' is an excellent resource.*

# WHITTLING ACTIVITIES BOW AND ARROWS

# WHITTILING ACTIVITIES

## STICK PEOPLE/ANIMALS

Children can make stick people with sticks found in the forest.



### MATERIALS

- » Vegetable peeler and paint markers



- » Different size and shaped sticks
- » Dried grasses and flowers



### INSTRUCTIONS:

1. Find a different length sticks to whittle. Different shaped wood is also fun to whittle but take more skill to whittle around the curves.
2. Decorate with the paint markers.
3. **Optional:** Add dried grasses or flowers to the stick creations.



### HELPFUL HINTS:

- » *Freshly cut wood is easier to whittle.*



### SAFETY:

- » *Review the location of the sharp parts on the vegetable peeler.*
- » *Demonstrate how to use the vegetable peeler.*
- » *Children are always sitting when whittling.*
- » *The strokes are always downward and never back and forth.*
- » *Children are arm's length away from each other when whittling to avoid the vegetable peeler hitting another person.*

## SKILLS



**FINE MOTOR** | Using a vegetable peeler to take the bark off the stick.



**SCIENCE** | Finding out what is under the bark of a stick. Is it wet or dry? Does it smell? Is it hard or soft wood?



**MATH** | Sort sticks to be whittled. Constructing shapes with the whittled sticks.



**GEOGRAPHY** | What tree did the stick come from? Map out the different trees in the area.



**CREATIVE** | Decorating their stick person with paint makers and dried grasses.



**SOCIAL SKILLS** | Sitting with a friend and whittling together. It's a nice time to chat.



**LANGUAGE** | Describing their whittling experience. Describing their stick person's attributes and special features.



**EMOTIONAL** | Increased self-esteem and confidence. 'I can use a real tool!'

*All whittling activities were inspired by Claire Warden who runs the Auchlone Nature Kindergarten in Scotland. Her book 'Fascination of Earth: Wood Whittling' is an excellent resource.*

# WHITTLING ACTIVITIES STICK PEOPLE/ANIMALS



# WHITTLING ACTIVITIES

## MARSHMALLOW STICKS

Children can make marshmallow sticks by whittling a point at the end of a long stick.

This activity is very similar to the mud pencil. In this activity the stick is just a little longer.



### MATERIALS

» Vegetable peeler and paint markers



» 3 to 4 ft sticks that are less than an inch in diameter



### INSTRUCTIONS:

1. Find a long narrow stick that is 3 to 4 ft in length.
2. Whittle the end of the stick into a point.
3. Whittle the handle of the stick and decorate with paint markers.



### HELPFUL HINTS:

» *Freshly cut wood is easier to whittle.*



### SAFETY:

- » *Review the location of the sharp parts on the vegetable peeler.*
- » *Demonstrate how to use the vegetable peeler.*
- » *Children are always sitting when whittling.*
- » *The strokes are always downward and never back and forth.*
- » *Children are arm's length away from each other when whittling to avoid the vegetable peeler hitting another person.*
- » *Children can carry long sticks by holding one end of the stick while the other end drags behind them. Or 2 children can hold each end of the stick.*
- » *Once the marshmallow stick has a pointy end, make sure the children always hold the sharp end down.*

## SKILLS



**FINE MOTOR** | Using a vegetable peeler to take the bark off the stick.



**SCIENCE** | Finding out what is under the bark of a stick. Is it wet or dry? Does it smell? Is it hard or soft wood? Estimating what will happen when roasting a marshmallow.



**MATH** | Measuring and comparing the length of the marshmallow sticks. Use the marshmallow stick as a measuring stick to record the height of other people in the group or small trees, shrubs and/or the length of fallen logs.



**GEOGRAPHY** | What tree did the stick come from? Mapping out the different trees in the area.



**CREATIVE** | Decorating the handle of the marshmallow stick.



**SOCIAL SKILLS** | Sitting with a friend and whittling together. It's a nice time to chat.



**LANGUAGE** | Describing their whittling experience. Describing what happens when the marshmallows are roasted.



**EMOTIONAL** | Increased self-esteem and confidence. "I can use a real tool! I made my own marshmallow stick."

*All whittling activities were inspired by Claire Warden who runs the Auchlone Nature Kindergarten in Scotland. Her book 'Fascination of Earth: Wood Whittling' is an excellent resource.*

# WHITTLING ACTIVITIES MARSHMALLOW STICKS

# WHITTLING ACTIVITIES

## MUD PENCILS

Children can make mud pencils by whittling a point at the end of stick.

This activity is very similar to the marshmallow stick, just the stick is shorter.



### MATERIALS

» Vegetable peeler, paint markers and a muffin tin



» 6 to 12 inch sticks



### INSTRUCTIONS:

1. Find a stick that is 6 to 12 inches long.
2. Whittle the end of the stick into a point.
3. Whittle the whole stick if desired and decorate with paint markers.



### HELPFUL HINTS:

- » *Freshly cut wood is easier to whittle.*
- » *Use the muffin tin to make your mud mixtures.*



### SAFETY:

- » *Review the location of the sharp parts on the vegetable peeler.*
- » *Demonstrate how to use the vegetable peeler.*
- » *Children are always sitting when whittling.*
- » *The strokes are always downward and never back and forth.*
- » *Children are arm's length away from each other when whittling to avoid the vegetable peeler hitting another person.*
- » *Once the stick has a pointy end, make sure the children always hold the sharp end down.*

## SKILLS:



**FINE MOTOR** | Using a vegetable peeler to take the bark off the stick. Whittling a point on the stick takes a lot of focus and control. Decorating the pencil with paint markers.



**SCIENCE** | Finding out what is under the bark of a stick. Is it wet or dry? Does it smell? Is it hard or soft wood?



**MATH** | Measuring and comparing the length of the mud pencils. Use the mud pencil as a measuring tool to record the height of other people in the group or small trees, shrubs and the length of fallen logs.



**GEOGRAPHY** | What tree did the stick come from? Mapping out the different trees in the area.



**CREATIVE** | Decorating the mud stick. Making drawings in the mud with the newly whittled pencil. Making drawings on a rock with the newly whittled pencil and some mud.



**SOCIAL SKILLS** | Sitting with a friend and whittling together. It's a nice time to chat. Making mud pictures together.



**LANGUAGE** | Describing their whittling experience. Describing their mud pictures.



**EMOTIONAL** | Increased self-esteem and confidence. 'I can use a real tool! I made my own pencil.'

*All whittling activities were inspired by Claire Warden who runs the Auchlone Nature Kindergarten in Scotland. Her book 'Fascination of Earth: Wood Whittling' is an excellent resource.*

# WHITTLING ACTIVITIES MUD PENCILS

# WHITTLING ACTIVITIES

## WALKING STICK

Children can carve their own walking stick with a vegetable peeler. This activity is very similar to the marshmallow stick and mud pencils. However, it's an activity that takes more time, patience and focus.



### MATERIALS

» Vegetable peeler and paint markers,



» 2 to 4 ft sturdy sticks that are 2 to 3 inches in diameter



### INSTRUCTIONS:

1. Find a stick that is 6 to 12 inches long.
2. Whittle the stick. Optional: Make patterns by only whittling only some sections of the stick.
3. Decorate with paint markers.



### HELPFUL HINTS:

» *Freshly cut wood is easier to whittle.*



### SAFETY:

- » *Review the location of the sharp parts on the vegetable peeler.*
- » *Demonstrate how to use the vegetable peeler.*
- » *Children are always sitting when whittling.*
- » *The strokes are always downward and never back and forth.*
- » *Children are arm's length away from each other when whittling to avoid the vegetable peeler hitting another person.*

## SKILLS



**FINE MOTOR** | Using a vegetable peeler to take the bark off the stick. Decorating the walking stick with paint markers.



**SCIENCE** | Finding out what is under the bark of a stick. Is it wet or dry? Does it smell? Is it hard or soft wood?



**MATH** | Measuring and comparing the length of the walking sticks. Use the walking stick as a measuring tool to record the height of other people in the group, small trees, shrubs and/or the length of fallen logs.



**GEOGRAPHY** | What tree did the stick come from? Mapping out the different trees in the area.



**CREATIVE** | Decorating the walking stick.



**SOCIAL SKILLS** | Sitting with a friend and whittling together. It's a nice time to chat. Using their walking stick while walking and talking with a friend.



**LANGUAGE** | Describing their whittling experience and the uniqueness of their walking stick.



**EMOTIONAL** | Increased self-esteem and confidence. 'I can use a real tool! I made my own walking stick.'

*All whittling activities were inspired by Claire Warden who runs the Auchlone Nature Kindergarten in Scotland. Her book 'Fascination of Earth: Wood Whittling' is an excellent resource.*

# WHITTLING ACTIVITIES WALKING STICK

# NATURAL PAINTS

Children can make their own paints with natural items by using a muffin tin and a stone. The muffin tin and stone acts like a mortar and pestle.



## MATERIALS

- » Muffin tin, and optional: tarp, journal



- » Fist sized stone that fits into the muffin tin.
- » Flowers, grass, leaves, rotting wood, moss, charcoal.



## INSTRUCTIONS:

1. Place the natural items into a muffin cup.
2. Crush these with a rock.
3. Add a bit of water to create the right paint consistency.
4. Use your fingers or mud pencil as utensils when painting.
5. Make pictures on stones or any flat smooth surface found outside or use the paper in the journal for painting. Another possible canvas can be their faces, legs, arms, feet etc...



## HELPFUL HINTS:

- » *Use sticks for stirring your natural paint.*
- » *The natural items can be placed on a tarp.*



## SAFETY:

- » *Review the rules of playing with fist size rocks to avoid squished or pinched toes and fingers.*

## SKILLS



**FINE MOTOR** | Collecting the natural items for crushing. Crushing the items in the muffin tin with a rock. Stirring and painting with a stick. Finger painting with the natural paints created.



**SCIENCE** | Exploring the properties of the natural items that are crushed in the muffin tin.



**MATH** | Comparing the amount of natural items needed to make paint. Creating a recipe for making paints with natural items.



**GEOGRAPHY** | Understanding and making connections of where these natural items are found?



**CREATIVE** | Having fun with the natural paint.



**SOCIAL SKILLS** | Making the paints together. Painting each other with the natural paints.



**LANGUAGE** | Describing the process of making natural paints. Describing the attributes associated with the natural paints. Document the recipe for making natural paints.



**EMOTIONAL** | Increased self-esteem, confidence and pride in what they have created. 'I made yellow paint.'

# NATURAL PAINTS



# ROPE ACTIVITIES: CLIMBING A HILL

Children can climb steep hills with the support of a rope tied to a tree.



## MATERIALS

- » Rope and measuring tape (optional)



- » 1 big tree that at least 12 inches in diameter.



## INSTRUCTIONS:

1. Tie the rope around a mature tree.
2. Let the rest of the rope hang down the hill.
3. Remove rope when finished.



## HELPFUL HINTS:

- » Tie knots every 5 to 7 ft to have children hold onto as they climb up the hill.
- » Once a child has mastered this task have them climb up the hill without the rope.



## SAFETY:

- » Review the purpose of the rope with the kids and eliminate all behaviour where the rope could possibly be looped around a child's neck.

## SKILLS



**FINE MOTOR** | Tying knots.



**GROSS MOTOR** | Great upper body and core strength needed to climb a steep hill.



**SCIENCE** | Exploring the properties of steep and often slippery surface.



**MATH** | Measuring the circumference of the tree. Measuring the length of the rope. Comparing and counting the knots vs the length of the rope. Counting the steps taken while climbing the hill.



**GEOGRAPHY** | Locating large enough trees to tie a rope around. Understanding where the majority of mature trees grow and why.



**CREATIVE** | Finding unique and creative ways to climb the hill.



**SOCIAL SKILLS** | Children can support and help each other up the hill.



**LANGUAGE** | Describing their actions when climbing the hill.



**EMOTIONAL** | Increased self-esteem, confidence and sense of accomplishment to climb a steep hill. "I did it"

# ROPE ACTIVITIES: CLIMBING A HILL

# ROPE ACTIVITIES: WALKING THE TIGHT ROPE

Children can walk on the rope when tied between two trees.



## MATERIALS

- » Rope and measuring tape (optional)



- » 2 big tree that at least 12 inches in diameter.



## INSTRUCTIONS:

1. Tie rope around 2 mature trees.
2. Tie another piece of rope between the same 2 trees 4 ft higher from the initial rope. The lower the rope, the more challenging it will become.
3. Remove the rope when finished.



## HELPFUL HINTS:

- » *Make sure the rope is nice and tight. There can be a bit of give to the rope.*
- » *Experiment with the height of the second rope.*



## SAFETY:

- » *Review the purpose of the rope with the kids and eliminate all behaviour where the rope could possibly be looped around a child's neck.*

## SKILLS:



**FINE MOTOR** | Tying knots.



**GROSS MOTOR** | Great upper body and core strength needed to walk across the rope.



**SCIENCE** | Experimenting with balance and exploring the differences with rope tension.



**MATH** | Measuring the circumference of the tree. Measuring the length of the rope.



**GEOGRAPHY** | Locating large enough trees to tie a rope around. Understanding where the majority of mature trees grow and why.



**CREATIVE** | Finding unique and creative ways to walk across the rope.



**SOCIAL SKILLS** | Children can support when walking across as well as making up their own games as they walk across.



**LANGUAGE** | Describing their actions and feelings when walking across the hill.



**EMOTIONAL** | Increased self-esteem, confidence and sense of accomplishment to walk across the rope. "I did it".

# ROPE ACTIVITIES: WALKING THE TIGHT ROPE

# BRIDGES

Children can make a bridge over a creek with sticks found in the forest. Children can use the rope to assist them to walk across a stick bridge. The rope needs to be 3 to 4 ft above the homemade stick bridge.



## MATERIALS

- » Rope and measuring tape (optional)
- » Loads of sticks big enough to make a bridge to cross the creek
- » Mud
- » 2 Big tree that at least 12 inches in diameter



## INSTRUCTIONS:

1. Collect large sticks to cross the creek.
2. Collect smaller sticks to help fill in the gaps of the bridge.
3. Optional: Place mud in some of the gaps.



## HELPFUL HINTS:

- » *Assist when needed, but don't take over in the construction of the bridge. The bridge might not work out the first time, but that's all part of the learning process.*
- » *Tie rope around 2 mature trees that are located near the bridge. The rope needs to be 3 to 4 ft above the homemade stick bridge. Remove rope when finished.*
- » *Make sure the rope is nice and tight.*



## SAFETY:

- » *Make your own risk benefit assessments. According to the age and development of the group assess whether the site is 'safe'. Assess if the water is too deep or too fast.*
- » *Review the purpose of the rope with the kids and eliminate all behaviour where the rope could loop around a child's neck.*

## SKILLS:



**FINE MOTOR** | Collecting mud and smaller sticks.



**GROSS MOTOR** | Collecting large sticks. Great core strength and balance needed to walk across the bridge.



**SCIENCE** | Constructing the bridge. Understanding what sticks and their properties work out the best. Understanding sinking and floating concepts.



**MATH** | Counting and sorting the sticks. Finding patterns in the bridge construction.



**GEOGRAPHY** | Locating a good spot to make a bridge.



**CREATIVE** | Decorating the bridge with natural items found in the area.



**SOCIAL SKILLS** | Working together to make their bridge.



**LANGUAGE** | Describing the bridge and the construction process. Creating stories about the possible animals and people who would use the bridge and why.



**EMOTIONAL** | Increased self-esteem, confidence and sense of accomplishment to walk the bridge. "I did it'.

# BRIDGES

# EXPLORING UNDERWATER HABITATS

Children can explore underwater life. Any body of water will do; creeks, pond, lakes, oceans and even puddles.



## MATERIALS

» Muffin tin, net, magnifying glass, and tweezers



» A water source: puddles, creeks, streams, lakes or oceans



## INSTRUCTIONS:

1. Find your water source. Pour water into the muffin tin.
2. Collect items from the water with the assistance of your net.
3. Place items in the muffin tin.
4. Explore with a magnifying glass and/or tweezers.
5. Release all plants and animals back into the water.



## HELPFUL HINTS:

» *Pour the water into the muffin tin prior to gathering items from the water.*



## SAFETY:

- » *Choose a level area to gather the items from the water.*
- » *Discuss water safety and respect around a large body of water.*
- » *Bring life jackets if needed.*

## SKILLS



**FINE MOTOR** | Developing a pincer grasp by using tweezers.



**GROSS MOTOR** | Balance and coordination while scooping items from the water with a net.



**SCIENCE** | Exploring water habitats and specific water creatures.



**MATH** | Counting and sorting the items collected.



**GEOGRAPHY** | Understanding where these underwater habitats located.



**CREATIVE** | Revisiting the water habitats with drawings and stories.



**SOCIAL SKILLS** | Working together to explore water habitats.



**LANGUAGE** | Describing items found and what they look like.



**EMOTIONAL** | Finding new life is an amazing feeling. Learning respect for the creatures found.

# EXPLORING UNDERWATER HABITATS



# EXPLORING BUG HABITATS

Children can explore bug habitats. This can happen anywhere outside, meadows, forests, rotten logs, and under stumps to name a few.



## MATERIALS

» Muffin tin, bug box, shovel, magnifying glass, and tweezers



» Bugs, bugs and more bugs!



## INSTRUCTIONS:

1. Choose a location.
2. Collect items with the help of a shovel tweezers, and/or your fingers.
3. Place items in the muffin tin.
4. Explore with a magnifying glass and/or tweezers
5. Release all bugs back in their original homes.



## HELPFUL HINTS:

- » *There are loads of bug in under a stump and log.*
- » *Tall grass is great for grasshoppers.*



## SAFETY:

- » *Teach respect for all bugs found to ensure the safety of the insect and child.*

## SKILLS



**FINE MOTOR** | Developing a pincer grasp by using tweezers.



**GROSS MOTOR** | Rolling over a log or stump.



**SCIENCE** | Exploring bug habitats and specific insects.



**MATH** | Counting and sorting the bugs collected.



**GEOGRAPHY** | Understanding where specific bug habitats are located.



**CREATIVE** | Revisiting the bug habitats with drawings and stories.



**SOCIAL SKILLS** | Working together to explore bug habitats.



**LANGUAGE** | Describing items found and what they look like.



**EMOTIONAL** | Finding new life is an amazing feeling. Learning respect for the creatures found.

# EXPLORING BUG HABITATS

# WILDLIFE IS EVERYWHERE!

Children will be able to:

1. State that humans and wildlife share environments; and,
2. Generalize that wildlife is present in areas all over the earth.



## MATERIALS

String



## INSTRUCTIONS

Caution: Ask children to observe but not touch or disturb animals they see.

1. Ask your children to explore an indoor area, looking for signs of wildlife. Even in the most cleanly-swept indoor area, you can usually find some signs of life, such as spider webs. Ask the children what they found and introduce the idea that humans share the environment with other animals.
2. Expand the search outdoors. Look for other signs, such as tracks, nests, or actual animals. You might wish to circle some areas with the string to highlight areas.
3. Talk with the children about what they have learned. Emphasize that they have seen that people and wildlife share environments.



## HELPFUL HINTS

- » Tell children that they will have a better chance of seeing wildlife if they are very quiet and look up down and all around them.
- » Adapted from *Project Wild*, part of CWF's Wild Education program. For more information and training, please visit: [CanadianWildlifeFederation.ca](http://CanadianWildlifeFederation.ca)

# PUDDLE WONDERS

Children will be able to:

1. predict where puddle will form and how they will change; and
  2. observe and describe organisms the live in or near puddles.
- This activity is great for keeping children enthused during rainy weather.



## INSTRUCTIONS

1. Begin with a discussion about rainfall and runoff. Where does the water come from? Where does the water go? When water ceases to run off a surface, a puddle forms. Tell the children that the group will make a study of the smallest body as water flows across the land – a puddle! If necessary in drier climates, a few puddles could be created by using buckets or a hose.
2. Divide the children into small groups. Before it rains, take them to different parts of the area and have them guess where they think puddles will form. Have them guess what wildlife might use the puddles when rain comes and for what purpose.
3. On a rainy day – take the children to the same area and take an inventory of puddles in the area. Did puddles form where they guessed they would? If the puddles overflowed, have them trace where the extra water went. Make a list of what wildlife they see using the puddles, ask the children what the wildlife are using the puddles for. If possible, take photos and/or make a list to review at home.
4. Ask the children what they've learned about puddles. Are they important? Why



## HELPFUL HINTS

- » *Make sure that children have adequate rain protection. Rain pants and jackets can be purchased quite inexpensively at many stores. Hats and mitts make cold, rainy days much more enjoyable as well.*
- » *Adapted from Project Wild, part of CWF's Wild Education program. For more information and training, please visit: [CanadianWildlifeFederation.ca](http://CanadianWildlifeFederation.ca)*





For more information about  
CWF's programs, please visit:

[CanadianWildlifeFederation.ca](http://CanadianWildlifeFederation.ca)