**Hams Hall Environmental Centre**

|  |
| --- |
| **Trees and woodlands (85 minutes)**  |
| Equipment* Scrap paper and crayons
* Seed relay game
* Parts of plant laminated sheets
* “Fill in the blanks” tree sheet
* First aid kit and mobile phone

Health and safety* Keep their hands away from their mouths.
* Wash hands at the end of session.
 |
| Time | Activity |
| 5 | Introduction* Tell the children they are going to walk around the grounds and up to the woods to learn about the trees and play some woodland games. Explain about the health and safety, staying in the designated areas etc.
* Make sure the gates are closed so that cars have to stop before entering the walled garden.
 |
| 15 |  Parts of a plant game* Go through all of the actions for each of the parts: Roots, leaves, stem, petals, seeds
* Give the laminated sheets and ask the teachers to spread out in a semi-circle
* Describe a part of a plant and ask the children to run to the appropriate teacher
* When they have all decided, they need to do the action for that part
 |
| 15 | Seed game relay* Explain the things that seeds need to grow (air, soil, water, sun)
* Give out the small laminated cards and a bowl to each of the teachers at end of line
* Split group into 2/3 groups and explain that it is a relay. Only one person from each group runs to collect ONE card at a time.
* The group must grow as many seeds as possible, by collecting sets of 4 cards.
* 1st round – play until all cards have been taken. Ask how many seeds the group have “grown”.
* Ask the group what would happen to the birds and the seeds if there was a ‘wild weather’ event – eg a drought (no water), cold weather (no sun), a flood (washes away nutrients). Remove half of the corresponding cards (eg for drought, remove half the water cards).
* Play game again until the water cards are finished. Ask the group how many seeds they have grown with the limiting factor in place – it should be less! Talk about how weather affects seed growth, which can affect the rest of the food chain.
 |
| 15 | Get to know a tree* Encourage the children to go off and touch as many different trees as possible
* Make sure you warn them about the Monkey Puzzle Tree as it is very spikey
* They should touch, hug and smell the tree to see if they all feel the same
* Children can sit in the lowest branches of the climbing trees in the Hams Hall garden.
 |
| 10 | Bark Rubbing* Demonstrate a bark rubbing.
* Hand out the paper and crayons.
* Fold paper in half twice in order to create 4 different squares.
* Get the children to do 4 different bark rubbings and then put their name on it.
* Collect back in bark rubbings and crayons.
 |
| 30 | Woodland walk* Remind the children about the health and safety - no running, stick to footpaths, DO NOT put hands in mouth
* Remind the children to be as quiet as possible to not disturb wildlife.
* Stop in the woods to look at examples if plant structure ( bluebells are good for this )
* Stop and talk about deciduous/evergreen trees. Why have they evolved this way, how does weather affect them throughout the year (not enough sun, too much snow, too much wind etc)
* Walk through the woods and look at various habitats, including dead trees, look for nests / dreys etc.
* Talk about various types of animals homes and what they have in common ( shelter, protection etc )
* Ask the children to build their own small animal homes and then show off the key points.
 |

|  |
| --- |
| **Underwater Habitats (45 minutes)**  |
| Equipment* 4 trays
* 4 plastic pots
* 4 magnifying glasses
* Identification sheets
* 4 nets
* First aid kit and mobile phone
* Frog life cycle game (extra)

Health and safety* Get adults to check for cuts and cover with plasters.
* Explain that one child from each group should dip at a time. Only the child with the net should be on the dipping area ( inside the stakes ).
* When they go to pond dip they must kneel down and not be standing up.
* No eating on the side of the pond.
* Keep their hands away from their mouths.
* Wash hands at the end of dipping.
 |
| Time | Activity |
| 45 | Introduction and pond dip* Ask what can we find in the pond?
* Show them how to do a dip by making a figure of 8 or a big circle, whilst kneeling down
* Show them how to turn the net straight into the tray, explaining that they must not wave the net around as any creatures that fall onto the floor out the water will not survive.
* If they get lots of weed in their net show them that they must take it out with their hands and put it straight back into the pond, not in their tray and not on the floor.
* They must then use the ID charts to see if they can work out what they have.
* Take it in turns to dip; when they are not dipping they should be by their tray.
* When finished talk about the creatures they have found, before returning them from low down to the pond.
* Talk about how the creatures might be affected by wild weather. Eg frogspawn freezing if too cold, pond might dry up in very hot weather, too much rain might flood the pond and leave creatures stranded. How does this affect the rest of the food chain?
* Set up materials as they were when you arrived.
 |
| Extra | Frog life cycle* Explain the frog life cycle.
* Lay out the four baskets containing the frog life cycle cards.
* Tell the children that they must collect one of each and then line them up in order.
* Then add a heron that is going to try and stop them, by tagging them, when they have been tagged they have been “eaten.”
 |

If running in AM, run pond dipping first, then let the group do their weather comparison just before lunch. Allow 30 minutes for weather comparison, school teachers will lead this themselves and bring worksheets.

If running in PM, do weather comparison first, then pond dipping. This means the two groups do their weather comparison at similar times (around the middle of the day).