

Clay Creatures

Outdoor Learning Plan

Session Leader:		No. of children: 15-60	Age range: Foundation - KS2
Location: E.g. School Grounds, Park, Woodland, Beach		Resources: fake camera for elephant game (if using) toy animals to hide before (if using) knowledge of some of SoW rainforest projects protecting animals - https://sizeofwales.org.uk/projects	Success criteria: Everyone will listen to the story about animals. Everyone will create a clay creature Keywords: Wildlife Woodland Rainforest
Subject: Clay Creatures		Learning Objective (Rationale): Develop empathy with animals and understand how we are connected. Understand what we can do to help wildlife locally and globally. Aim and link to Climate Change learning: Greater empathy or love & understanding for wildlife makes us want to protect it.	
Time: 90 mins			
5 mins	Circle	Boundaries & safety briefing.	Define boundaries of the session, any dead trees, no-go areas.
5 mins		Warm up game	Animal actions – round the circle doing an animal action, everyone copies it. E.g. leaping lion, jumping kangaroo, sleepy sloth, roaring tiger,

			<p>scratching chimpanzee etc OR Shy elephant (with fake camera) Explain that rainforest elephants are shy and like to hide 'like this' (demonstrate by standing up straight with an I'm not here expression on your face), especially when someone tries to take their photo. Ask them to show you how they 'hide' like an elephant. Explain you are going to try and take a photo and you want them to be elephants, but when you turn around to take the photo, they are all going to 'hide'. See how many you can catch out still waving their trunks and trumpeting. Children can have turns being the photographer if there is time, and you can change the animals too. OR Animal antics (what rainforest animals do you know? Add the noises and the way they move)</p>
15 mins	Circle	Discuss Learning Objective and pool knowledge	<p>Tell (or read) an animal based story that you know, with lots of description – the children can add the descriptions e.g. 'Then tiger arrived... what did tiger look like? A long tail? Were all his paws the same colour? Did the tiger have sharp claws? How big were the eyes?' etc OR for an older group Introduce one of SoW current Rainforest projects</p>

			which helps to protect animals. You could have pictures of the animals to discuss and think about what help they need and why.
10 mins	Pairs, small groups	Activity to develop / consolidate knowledge, e.g. finding hidden items, collecting or spotting something in area	Bug spotting activity OR Finding previously hidden toy animals or pictures of animals (preferably native woodland & rainforest animals)
5 mins	Circle	Share findings briefly Introduce creative activity	What wildlife did you find? Who found a woodlouse? Who found a worm? What kind of home do they like? What did you notice about them... stripy, fast, long, tiny, slimy, no. of legs, wings etc. Introduce the Clay Creatures craft activity in which children make their own creature using clay and found materials, such as twigs.
25 mins	Groups	Creative activity	Make your Clay Creature – collecting all sorts of bits and bobs. Find a place to make a home for the creature too if you have time.
10 mins	As 1 or 2 groups	Feedback from Creative activity - presentation by children	Children describe their creature to each other. And say what they like about someone else's creature. Develop this by asking if the animal has any natural or man-made enemies or problems? E.g. predators, poachers, deforestation, reduction of habitat, pesticides from fields.

<p>5 mins</p>	<p>As 1 group</p>	<p>Game - to suit the mood / group</p>	<p>Buzzy bees</p> <p>Children 'fly' around being bees. The game leader repeats 'buzzy bees, buzzy bees, buzzy bees' and then says a letter e.g. 't'</p> <p>The children have a few seconds to become something beginning with that letter and freeze in position e.g. 'tiger', 't-rex', 'tarantula'. The game leader walks around and tries to guess what some of them are. When ready, say 'buzzy bees' again to get the children moving once more.</p> <p>OR</p> <p>Song 'animal fair' with actions I went to the animal fair And who do you think was there? The big baboon, by the light of the moon Was combing his golden hair The monkey fell out of his bunk And slid down the elephants trunk The elephant sneezed and fell on his knees And what became of the monkey, monkey, monkey, monkey...</p>
<p>10 mins</p>	<p>Circle</p>	<p>Review learning, reflect on experience</p>	<p>What can we do to look after wildlife? Choose some specific answers based on what they found or made. Bugs? Worms? hedgehogs? How about Rainforest animals? Consider how SoW is looking after Rainforest animals. This outdoor session could lead on to a classroom</p>

Size Of Wales

Foundation Phase To Key Stage Two



			session looking at some of the problems facing rainforest animals and what SoW and other charities are doing and can do to help.
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