

LOST WORDS: ACTIVITY TRAIL

Key stage 1 or 2 (depending on the activities)



OVERVIEW OF THE ACTIVITY

Pupils follow a map to take them round a Lost Words activity trail. At each station, they will read the 'spell' and carry out an activity linked to that word.

EQUIPMENT REQUIRED

- » Lost Word spells and pictures, map of the activity trail within the school grounds or chosen outdoor area.
- » See each activity for other equipment required.

LEARNING OBJECTIVES

- » Pupils will become more familiar with some of the lost words.
- » Pupils will practise using a map to orientate themselves and move to specific locations.

SET UP

This lesson does require quite a lot of preparation prior to the activity but the trail can be designed to account for how much time you have available both before, and for the completion of the activity.

You will need to decide on which of the Lost Words you would like to include on the activity trail, accounting for the time of year and the availability of the different species.

You will also need to decide on locations for each of the different activities and create a simple map to give to pupils.

In addition, you will need to decide whether you will visit each location as a class, or whether you can send pupils out in small groups to complete activities at the different stations simultaneously. This will depend on the age of the children, the types of activities you choose and how much adult support you have available.

PLENARY

Which of the activities did you enjoy most and why?

Do you think any of the 'Lost Words' you came across today more important than the others? Why?

What challenges did you come across and how did you overcome them?

MAIN ACTIVITY

At each outdoor location on the activity trail, have pictures and specimens available of the 'lost word'. Ensure there is a copy of the spell at each location too and preferably start each activity with reading the spell aloud or having a class member read the spell.

Hand out maps to the class members and take time helping them to orientate themselves by looking at their surroundings and picking out key features on the map that help them work out where they are and in which direction they need to go to follow the trail.

Below are a few ideas for different 'Lost Word' activity stations:

Fern:

Hapa Zome is the Japanese art of pounding natural pigments out of leaves or flowers. For this activity, you will need fern leaves, white cotton fabric (although you could also try this on paper or wood slices) and hammers, mallets or smooth rocks.

Place the fern leaves between the folded material and then gently pound the leaf until the pigment dyes the fabric. Gently, unfold the material and remove the leaf. Pupils can experiment with putting the leaves in different positions to create patterns.

This activity can also be done with dandelions, bluebells and the leaves of willow, horse chestnut, or oak.

Acorn:

Pupils can plant acorns and nurture them until they are ready to be planted in a woodland or outdoor space. For this activity you will need a small bucket or bowl of water, plant pots, pebbles, compost and water.

Pupils need to put the acorns in a bucket of water and discard any that float. The ones that sink are most likely to germinate. Pupils need to put a layer of pebbles at the bottom of a plant pot and then fill with compost almost to the top. They need to plant the acorn about 2cm deep, then press down the compost and water it thoroughly. The pots can be kept in a shady location and

need to be checked regularly to make sure they don't dry out.

Dandelion:

Depending on your group, there are several different activities that can be done at the dandelion station:

- Painting pictures with dandelion flowers.
- Writing invisible messages with the sap from a dandelion stalk, which when it dries out, becomes visible.
- Arranging cards in the correct order to show the lifecycle of a dandelion.
- With the correct resources and risk assessment, you can use the flowers to make dandelion fritters and cook them on a camp fire.

Plant Word Station:

Have laminated cards of all the plant words that were omitted from the Oxford Junior Dictionary and ask pupils to decide how to group them in different ways and be able to explain their choices. You could leave fact sheets about some of the words, or dictionaries so that pupils can investigate words they are unfamiliar with.

Wren, Magpie, Starling:

Pupils can make simple bird feeders to be hung around the school grounds to attract birds. To make the feeders, pupils need to tie a piece of string to the top of a pine cone, leaving a long tail to tie it onto a tree or bird feeding station. They then need to mix together lard and bird seed in a bowl and squash the mixture around the pine cone, making sure it sinks into all the nooks and crannies of the cone. The pine cone is then ready to be tied to a tree.

EXTENSION ACTIVITIES

Pupils need to find a small, strong twig and attach a piece of string to it so that it hangs down. They need to mould a ball of clay onto the end. Before they leave each activity, they need to collect a small object that will remind them of the activity and press it into the ball of clay. At the end of the session, they can use the objects to help them describe and evaluate each activity.