

# Getting Creative Outdoors

// Activities & Games

CHILDREN, EDUCATION, LIFELONG LEARNING & SKILLS  
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# Getting Creative Outdoors

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### Context

This booklet highlights the importance of sustainably managing our natural resources, focusing on exploring nature through creative and expressive arts.

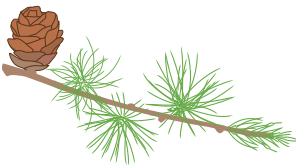
Natural Resources Wales' purpose is to pursue the sustainable management of natural resources in all of its work. This means looking after air, land, water, wildlife, plants and soil to improve Wales' well-being, and provide a better future for everyone.

### Introduction

All the following activities and many more can be adapted for use in woodlands, coastal settings, local parks, school grounds, etc.

The activities have come from many different sources and have been altered and adapted over the years.

All the natural resources required to complete the activities listed are all easily collectible from local nature spaces if your setting has none available.



**PICK AND CHOOSE** from the following activities to explore the environment to further develop a sense of place, encourage physical activity and promote wellbeing.

Please ensure that your activities are sustainably resourced and have minimal impact on the natural environment.

For example:

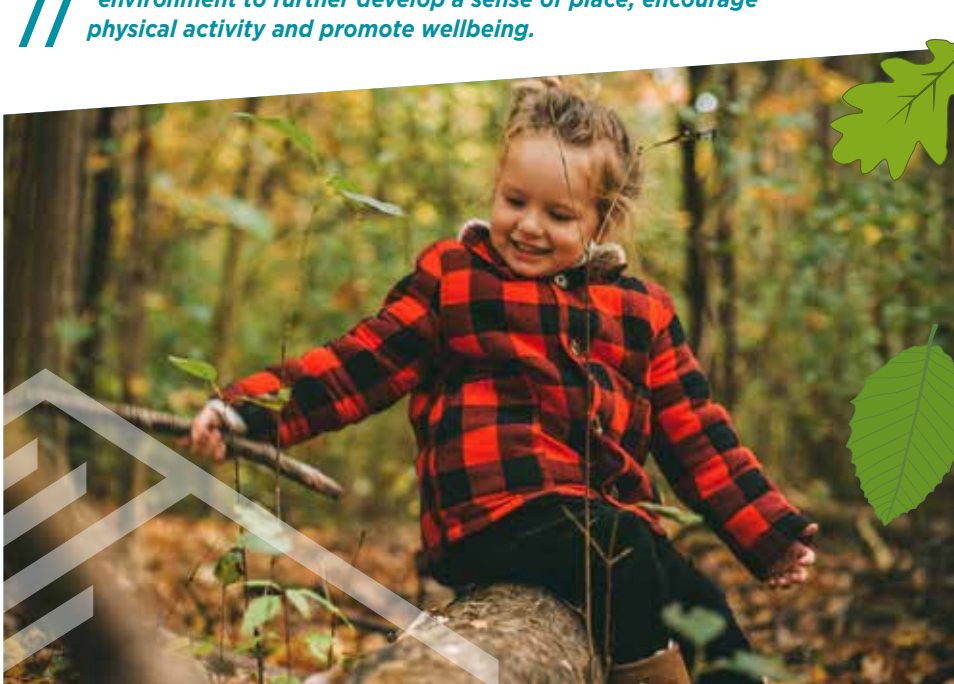
- Be aware of prickly, poisonous plants
- Guard any protected species on site
- Don't over use one area
- Leave nothing but footprints



### AIM

To encourage everyone to spend time being in and connecting to nature through first-hand, positive experiences.

To aid the development of cross curricula knowledge and skills required to meet the four purposes of the Curriculum for Wales.





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### ACTIVITY 1

# MOON SHADOW BABY



#### Overview

This activity involves creating as detailed an outline as possible of members of the group, using natural materials.

#### What to do...

- 1 In small groups or pairs, find an area that is out of sight of the remaining groups. Choose someone to be the 'baby,' who then lies on the floor.
- 2 The rest of the group gather natural materials, such as leaf litter, sand, stones, sticks, etc, to make the outline of the 'baby', trying to include as much detail as possible such as fingers.
- 3 Once the outline is complete, help the 'baby' up as carefully as possible so as not to disturb the outline.
- 4 Make finishing touches by finding objects in the environment that represent the colour of the 'baby's' eyes, create the identical hairstyle and clothing.

// *When finished, ask the rest of your learners to try to work out which member of the group was the "baby" based on the outline or 'shadow'.*



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### ACTIVITY 2

## NATURAL ART ATTACK

### Overview

This activity involves imagination and collaborative working to plan, resource and create a bespoke art piece (as part of a topic or free style).

### What to do...

- 1 Discuss the theme of the art piece e.g. animal, 3D environmental area such as an island, a person, etc.
- 2 In small groups or pairs ask your learners to find a flat and open space for their 'canvas' and brush away leaves or debris.
- 3 Give them some time to collect interesting and suitable resources from the site and arrange together to create a picture, sculpture or abstract that suits the given topic or agreed theme.
- 4 Learners can use sticks, stones or an outline in the sand to provide a frame for the piece.

**LESS ABLE LEARNERS** may require an adult to support each group or be provided with a picture to base their creation on. You could use a hoop to guide size and frame the work. **MORE ABLE LEARNERS** can photograph their art attacks and replicate in another medium such as paint.



### ACTIVITY 3

## NATURE FACES

### Overview

This activity involves learners searching the environment for facial features in natural resources. Spaces with trees or rocks are particularly suited to this activity.

### What to do...

- 1 Individually or in pairs, task your learners to seek out facial and bodily features in tree bark, knobby branches, shrub outlines, etc.
- 2 Water, mud and/or chalk could be used to highlight finds and provide further detail.

**// Once complete, peer assess each creation.**

**EXTEND THE ACTIVITY** by asking learners to give each identified 'face' a name and back story. Take a photograph and use it as a memory aid to build up a creative writing piece.



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## ACTIVITY 4

# NATURE'S PALETTE



### Overview

This activity can be used to make a range of items including: nature crowns and small book marks but can also showcase colour ranges, patterns and sequencing.

// **OPTIONAL** - laminate to make a book mark.

### Supporting information & resources:

Sugar paper/card or similar in the required shape and size. Double sided sticky tape

### What to do...

- 1 Make collecting strips by cutting the paper or card to the required size and place a strip of double-sided sticky tape down the middle.
- 2 Give each learner a collecting strip and ask them to find as many different colours, shapes and textures as they can to stick onto it.
- 3 Encourage them to stick on very small pieces at a time, for example, ripping a small piece of leaf to stick on rather than sticking on the whole leaf and taking up lots of room on the card. This will make a better overall mosaic effect.
- 4 When all your learners have filled their collecting strips, lay them on the ground together. Ask the group what they notice about the collecting strips? What colours can they see, how many colours did they manage to find, what is special about them, which do they like the best, are they all the same?
- 5 Try this activity at different times of the year and in different environments for different outcomes.



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### ACTIVITY 5

# LEAF CROWNS



#### Overview

**An excellent activity to make the most of autumn leaf colours!**

*Making leaf crowns links especially well to celebrations, kings and queens and stories such as 'Where the Wild Things Are' by Maurice Sendak. Your learners can use their leaf crowns to become kings, queens or wild things!*

#### What to do...

- 1 To make a leaf crown, learners will first need to collect a variety of leaves.
- 2 Depending on their age and ability, they may need some adult help to assemble their crowns.
- 3 Essentially sewing with leaves, two leaves are selected, and their leaf stalks removed.
- 4 The leaves should be overlapped and pinned together using one of the leaf stalks.
- 5 Another leaf is added; leaf stalk removed and pin.
- 6 Leaves should continue to be added, one leaf at a time, until there are enough joined together to go around the learner's head.
- 7 The final leaf stalk is used to join the first and last leaves together.

**LESS ABLE LEARNERS** can be supported by preparing a crown beforehand by cutting a strip of cardboard long enough to go around their head. Add a strip of double-sided tape and then staple or tape the card to the right size. Take the crowns on a walk, decorating it by adding leaves to the double-sided sticky tape as they go.



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### ACTIVITY 6

# NATURE FRAMES



### Overview 1

This activity creates a resource that you can use for framing nature activities.

#### Supporting information & resources:

Card, glue and scissors

#### What to do...

- 1 Ask your learners to collect leaves and natural objects.
- 2 Ask them to cut card into a picture frame shape of the size required.
- 3 Leaves and other objects can be glued in a layer around the frame.
- 4 Allow to dry completely before use.



### Overview 2

This activity supports learners to focus on different perspectives and develops descriptive language.

#### Supporting information & resources:

Old or new picture frames with glass and backing removed, or make a cardboard frame. OPTIONAL – string and pegs

#### What to do...

- 1 Divide your group into pairs or small groups.
- 2 Give each group one of the picture frames.
- 3 Ask them to take turns to use the frame, focusing on objects or landscape views that are interesting, pretty, unusual, etc.
- 4 Instruct them to describe what is in frame and what it is that draws the eye.
- 5 Pass the frame on and repeat.
- 6 Another way to deliver this activity is to set up a 'washing line' and clip the frames along it. Learners can then pass down the line, looking through each frame and describe how each view point has altered slightly.

**EXTEND THE ACTIVITY** by taking a photograph of the chosen framed objects and views, using them as a memory aid to recreate the image in another medium such as collage or a natural art attack.





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## ACTIVITY 7

# LEAF BASHING / HAPA ZOME



### Overview

This activity imprints the shape and colour of leaves using the natural dyes within them.

### Supporting information & resources:

Cotton material cut into required size  
Rubber mallets, small hammers, or similar

### What to do...

- 1 Before asking your group to go and collect leaves and flowers, be aware that the species that are chosen will make a difference to the effectiveness of the results.
- 2 Leaves and flowers that are full of moisture produce the best results.
- 3 Once sufficient natural materials have been collected, give each member of the group a piece of material and a mallet/hammer/rock. **Demonstrate the safest techniques of using the tools before starting.**
- 4 Instruct your learners to arrange their natural materials on one half of the cloth. The cloth should then be folded in half over the leaves and/or flowers or petals.
- 5 Working on a smooth surface, learners should gently pound their Hapa Zome with a mallet, hammer or even smooth rock to create a mirror image of their carefully placed resources.
- 6 Discuss and evaluate the resulting creations.

**EXTEND THE ACTIVITY** by exploring and comparing the results from using different thicknesses of cotton, different species of plants and flowers, and at different times of the year.



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## ACTIVITY 8

# NATURAL DYES



### Overview

This activity experiments with different natural materials to attain beautiful colours and patterns. Safe, natural dyes for fabrics can be made from an array of nuts, spices, berries and flowers.

**REMEMBER** these natural materials are harmless to the touch but may stain hands or clothes! Have aprons and hand washing facilities at the ready.

Further advice and guidance on how to fix your dye and the dyeing process can be found online.

### What to do...

- 1 For the best results use fabrics which have been made from natural materials themselves, e.g. cotton, silk, wool and linen will absorb the dye best.
  - 2 Not all-natural materials will produce a dye and some produce colours that are nothing like the original plant from which they came from.
- **Orange:** carrots, lichen (gold) and onion skins
  - **Brown:** dandelion roots, oak bark, tea bags, coffee grounds and acorns (boiled)
  - **Pink:** berries, cherries, red and pink roses and avocado skins
  - **Blue:** elderberries, blueberries and purple grapes
  - **Red-brown:** beetroots and red onion skins
  - **Grey-black:** blackberries
  - **Green:** artichokes, spinach, grass and nettles
  - **Yellow:** bay leaves, marigolds, sunflower petals, dandelion flowers, paprika and turmeric



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### ACTIVITY 9

## COLOUR MATCHING

#### Overview

This activity examines colours and their tones and shades within nature.

#### Supporting information & resources:

Range of card colour samples from paint supplier or homemade versions

#### What to do...

- 1 Give each learner a colour sample cut from a palette and task them to look for as exact a match as possible within the natural environment. If it is not possible to collect the item, try taking a photo.
- 2 On completion, provide a different sample and continue. Discuss which colours/shades were easiest to find and why that might be.
- 3 Examine which colour and shade matches were natural or man-made items within the environment. How did the man-made items get there?

**MORE ABLE LEARNERS** can be provided with a palette showing a range of shades within the same colour and asked for matches to all of them.



### ACTIVITY 10

## NATURAL WEAVING

#### Overview

This activity can be undertaken in a range of ways to explore natural textures and colours.

#### Supporting information & resources:

Y shaped sticks and string, yarn or similar

#### What to do...

- 1 Start by tasking your learners to find a Y shaped stick.
- 2 Now ask learners to tie on, then wrap the yarn or string around the 2 prongs of the Y shaped stick.
- 3 Once the loom has been created send your learners to collect natural materials such as grasses, sticks, leaves, etc.
- 4 Now weave between the crossed over string/yarn to create a design.

**EXTEND THE ACTIVITY** by using a fence or hoop as a loom to make a larger scale version.  
**MORE ABLE LEARNERS** could create their own cardboard loom.



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### ACTIVITY 11

## LEAF FRAMES



#### Overview

This activity looks in detail at leaf structure, colour and texture.

#### Supporting information & resources:

**CARD FRAME:** fold A5 card in half, cut out a 5cm x 5cm square from the middle of both halves to create a window

#### What to do...

- 1 Ask your learners to find an interesting leaf and place it in the middle of the leaf frame so that it shows between the square cut outs.
- 2 Looking into the light, place the framed leaf against one eye, closing the other.
- 3 Slowly drawing the framed leaf away from their now open eye, ask your learners to concentrate on the detail of the leaf, noticing the small veins, colour variations, textures, small hairs, and individual markers as they continue to move it away.
- 4 Ask them to describe what they see.

**EXTEND THIS ACTIVITY** by drawing a detailed picture of their leaf.



### ACTIVITY 12

## INK LEAF PRINTING



#### Overview

This activity explores the different shapes and sizes of leaves.

#### Supporting information & resources:

Ink stamp pads and paper

#### What to do...

- 1 Ask your group to collect leaves of different species, sizes and shapes.
- 2 They should place their finds vein side down on the ink pad.
- 3 A scrap of paper should be placed over the leaf and pressed down firmly and evenly.
- 4 The leaf should be carefully lifted and positioned on a clean piece of paper before being pressed down firmly again.
- 5 The leaf should be carefully removed so as not to smudge the ink and its pattern should have been printed on the paper.
- 6 Continue the process to create a leaf picture.



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### ACTIVITY 13

# MUDDY MARVELLOUS



### Overview

**Mud can be used as a creative medium for a range of creative activities.**

### Supporting information & resources:

Science shows that today's sanitized world is contributing to increased levels of childhood allergies and asthma. Exposure to dirt and germs works to prime a child's immune system to prevent allergies. Yes, it's healthy for children to get muddy!

Mud

Water for cleaning

### What to do...

#### MUD BALLS

- 1 Ask your learners to form a handful of mud into a ball.
- 2 Use collected natural materials such as leaves, moss and sticks to coat the balls, which can be assembled together to create a natural sculpture.

#### MUD PAINTING

- 1 Sticks or hands can be used by learners to make marks in mud, daub on paper, tree trunks or rocks. Chalk can be added for highlighting.
- 2 An old bedsheet could be used for a group mud painting art attack.
- 3 Leaves and other natural objects could be used for printing and providing an outline for splatter painting.

#### MUD CRACKS

- 1 Learners should spread mud all over a hard surface, such as a rock and allow it to dry.
- 2 If the mud has a high clay content, the mud will begin to show a complex pattern of cracks as it dries.
- 3 The pattern could be copied onto paper or photographed to replicate later.

#### MUD MONSTERS

- 1 To create a mud monster, learners will need a handful of mud each, which they should form into a ball.
- 2 The ball should be pressed it onto a suitable surface e.g. wall or tree trunk, and the edges smoothed onto the surface to help it adhere.
- 3 Natural objects can be used to create facial features.
- 4 This activity can be developed into making mud sculptures and linked to many topics and stories including: minibeasts, ourselves, etc.

**EXTEND THESE ACTIVITIES by asking each learner to bring in a small pot of mud from their garden or local area and compare colours and textures.**

**Discuss what mud is made of and what kind of creatures use it as a habitat.**



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### ACTIVITY 14

## CAMOUFLAGE

### Overview

The following activities investigate the concept of camouflage and why it is important in nature.

### Supporting information & resources:

Mud and other natural objects, paper, card, chalk and glue

### What to do...

#### THE ART OF CAMOUFLAGE

- 1 Ask each learner to collect a small natural object, e.g. snail shell, feather, leaf or seed, which they then stick in the centre of a piece of paper.
- 2 Using chalks or pastels can your learners continue the patterns of the object onto the paper?
- 3 This will create a camouflage picture so that it is difficult to see where the object ends and the picture begins.

#### CAMOUFLAGE CHALLENGE

- 1 Divide your learners into small groups that are located out of sight of each other.
- 2 Instruct the groups to select a member to camouflage.
- 3 Each group then works together to decorate a very large piece of card or an old bedsheet with mud, leaves, etc. in a camouflage style.
- 4 The group can then decide on the best place to hide the chosen group member, covering them with the camouflaged card/sheet.
- 5 Can the other groups locate the hidden learner? Take turns until each group's camouflaged learner has been found. Compare and peer assess the camouflage art.

**EXTEND THIS ACTIVITY** by trying it in different ecological areas.

#### CAMOUFLAGE MASKS

- 1 Give each learner a template of a simple mask. Ask them to collect natural materials and to stick them onto the mask.
- 2 When the mask is covered with camouflage, tape a stick onto the back of the mask for the learner to hold it in front of their face.
- 3 Once the masks are complete, give the learners an opportunity to test their camouflage by hiding in the woods, whilst others attempt to find them.
- 4 Take photos and print them to play spot the learners!



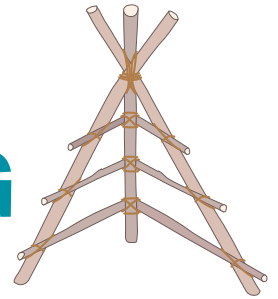
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### ACTIVITY 15

# SHELTER BUILDING



### Overview

This activity encourages collaboration and communication in planning, designing and building a suitable shelter. A local woodland is the best environment for this activity.

### Supporting information & resources:

// **INFORMATION NOTE** - Shelters and dens  
**RESOURCE CARDS** - Creative shelter challenge

String, clipboards, paper and pencils

### What to do...

- 1 Ask your learners to work in small groups to plan and draw the specified shelter.
- 2 They should consider obstacles and modifications.
- 3 You might want to ask them to create a mini model to test suitability using small sticks or spaghetti with marshmallows as the connectors.
- 4 In their groups, learners should work together to complete the creative shelter challenge and build a full-size shelter from suitable natural materials in the area.

**LESS ABLE LEARNERS** can work together to build a shelter for a soft toy.

**MORE ABLE LEARNERS** can review the finished product. A retrospective plan can be drawn and annotated to demonstrate understanding of the construction process.





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### ACTIVITY 16

## NATURAL MUSIC



### Overview

**There are lots of ways to get musically creative in the natural environment!**

#### PART 1

**MORE ACTIVITIES ON FOLLOWING PAGE**

### What to do...

#### LEAF STORM

**This activity is best done on a dry autumn day!**

- 1 First, involve everyone in creating a large pile of fallen leaves.
- 2 With everyone standing with one foot buried beneath the leaves, ask them to take a small handful of leaves each and wait for the storm to arrive...

#### Now get the group to act out a storm:

- 1 A breeze blew gently through the treetops... one at a time, learners start to gently rustle the leaves with their feet.
- 2 As it began to get stronger... the rustling becomes louder.
- 3 The leaves start to dance in the air and swirl around... learners throw their handful of leaves in the air.
- 4 The storm arrives ... learners stomp and kick the leaves as loudly as they can!
- 5 After a while the storm passed, the winds died down and all was calm once more... the rustling reduces until there is silence.

#### NATURE'S SYMPHONY

- 1 Firstly, ask your learners to collect the sounds of nature by walking or sitting in the local nature space, listening to the different noises all around.
- 2 Using a small piece of card or music paper they should note each noise in sequence as it is heard with a descriptive word or they can draw the sound e.g. the wind could be represented by a puffing cloud or a spiral mark.
- 3 When ready, learners use their bodies to make the sounds heard and replay the 'music' from start to finish.
- 4 Alternatively, they could investigate the use of suitable musical instruments to replicate similar sounds and play the 'music'
- 5 Ask everyone to play the music at the same time or one after the other to create a natural symphony.





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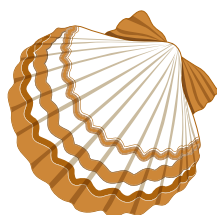


### ACTIVITY 16

## NATURAL MUSIC

### Continued Activities

#### PART 2 HERE ARE MORE ACTIVITIES



### RAIN STORM

**Sitting in a circle, invite learners to copy movements and sounds one by one around the circle (like a wave).**

Start to tell the story of a rain storm.

- 1 Then the raindrops started to fall gently – ask learners to intermittently click their fingers
- 2 Then they started to fall more often and a little harder – click fingers more vigorously
- 3 The rain began to fall more and more – gentle clapping
- 4 And harder – harder clapping
- 5 And the rain became torrential – slap knees
- 6 The wind blows – add in a blowing sound
- 7 And the storm hit – knee slapping, feet stamping and blowing loudly
- 8 Then the storm began to dissipate – stop blowing and stamping
- 9 The rain became less – stop slapping knees and return gentle clapping then clicking fingers
- 10 The rain stopped – silence

**// OPTIONAL – repeat without speaking.  
What other body noises could be added  
to the 'storm'?**

### NATURE'S INSTRUMENTS

**Easy methods of making musical instruments include:**

- 1 Making claves from 2 small sticks.
- 2 Using a tree stump as a drum.
- 3 Making a leaf rattle by threading dry leaves onto small pieces of wire or pipe cleaners and carefully securing both ends together.
- 4 Alternatively, a Y shaped stick could be used by threading dry leaves or elder beads onto some string or a shoelace and attaching tautly to both prongs of the stick.
- 5 Tying rope between two points, e.g. trees, and using secure knots to attach a range of differently sized sticks to make a large, hanging wooden xylophone.
- 6 Running string through seashells and hanging off a stick to make a wind chime.
- 7 Collecting a range of small natural objects to make rain sticks.



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### ACTIVITY 17

# COLLAGE



#### Supporting information & resources:

Digital camera

Collage materials such as leaves, sticks, stone, moss, etc.

Paper and glue

#### What to do...

##### PHOTO TO COLLAGE

- 1 In a local nature area ask each learner to take a photo of a natural scene, plant, tree or view point etc. that they find interesting.
- 2 Using the photograph as a guide, task them to recreate the picture using natural materials and other media such as chalk or mud.
- 3 Extend the activity by creating a 3D model.

#### Overview

This activity uses a wide range of natural objects to explore composition and texture to inform a creative process.

##### HODGEPODGE COLLAGE

- 1 Collect leaves and natural objects to use as creative material.
- 2 Ask the group to draw their own pictures or provide them with a template for a creature, such as a hedgehog or owl, which always work well with leaves.
- 3 Alternatively, give them the freedom to create an imaginative piece such as a nature monster.
- 4 Stick on the collected materials to decorate their picture. The pictures can be as big or as small as wished.
- 5 A giant group collage can be very effective and great fun to make!



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### ACTIVITY 18

## LEAF SPLATTER

#### Overview

This activity explores messy stencilling techniques.

#### Supporting information & resources:

Poster paint and paper

Toothbrushes, nailbrushes or similar

OPTIONAL - glass jars

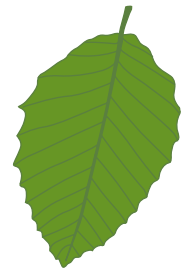
#### What to do...

- 1 Learners should use a range of leaves as stencils by laying them on paper and using old toothbrushes/nailbrushes to dip into the paint.
- 2 They should stroke the bristles to make the paint splatter over and around the leaves.
- 3 Patterns can be built up by using different colours and over lapping the leaves.
- 4 When complete the pictures can be made into wall hangings by attaching them to a stick at either end or by wrapping them around a suitable jar with a candle in it to make a lantern.



### ACTIVITY 19

## NATURE BOWLS



#### Overview

This activity combines adhesives and leaves to craft an object.

#### Supporting information & resources:

PVA glue or wall paper paste

Small plastic container e.g. bowl, tub or flower pot

Petroleum jelly (Vaseline)

#### What to do...

- 1 Ask your learners to collect a range of leaves, flowers, seeds, etc.
- 2 Next, they should cover their container with petroleum jelly. This prevents natural items sticking to the container permanently.
- 3 The natural items they have found should be applied to the outside of the container.
- 4 Once assembled, watered down PVA or wall paper paste should be applied generously to the natural items.
- 5 Repeat applying several layers of leaves.
- 6 Allow to completely dry before removing the container, revealing the nature bowl.



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### ACTIVITY 20

## LEAF RUBBINGS

#### Overview

This activity looks closely at leaf structures and does what it says on the tin!

#### Supporting information & resources:

Paper and crayons, pencils, pastels, or similar

#### What to do...

- 1 Ask your learners to collect a range of different leaves. The best leaves to choose are those with prominent veins and a distinctive shape.
- 2 Next, using a flat surface, arrange the leaves vein side up.
- 3 Give each learner a sheet of paper for placing over the leaves and ask them to rub over them with their marker.
- 4 Once complete, the rubbings could be used for leaf mobiles, laminated and made into leaf snap cards or bookmarks. They could be labelled and used for tree identification.



### ACTIVITY 21

## PEG BUTTERFLIES

#### Overview

This activity explores symmetry and patterns in nature.

#### Supporting information & resources:

Wooden pegs. Decorating materials. Lengths of crepe paper. String / wool

#### What to do...

- 1 Using a butterfly template, learners should draw and cut out their butterfly.
- 2 They can now decorate the butterfly in the medium of their choice, focusing on symmetry and pattern.
- 3 Once complete, a peg needs to be glued on to the underside of the body and a couple of lengths of crepe paper attached so that they will stream behind the butterfly. When everything is dry, tie a length of string/wool on to the peg.
- 4 Once complete, learners can fly their butterfly by running around, holding the string with the butterfly flying behind.
- 5 Alternatively, the peg could be used to attach the creations onto a washing line where they will look beautiful in the wind.



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### ACTIVITY 22

## LEAF SKELETONS

#### Overview

This activity investigates leaf structure.

#### Supporting information & resources:

Large saucepan and water

#### What to do...

- 1 Big strong, thick leaves need to be used for this activity.
- 2 Leaves need to be placed into a large pan of water and boiled for about 30 minutes.
- 3 Then remove the leaves and strain. Place the leaves in cold water for several days.
- 4 Once a few days have passed they should be turned over and left for another few days.
- 5 Once the green part of the leaf has softened, they should be removed and rinsed gently in clean water.
- 6 A soft paint brush should be used to remove any remaining flesh.
- 7 Once dry the leaf skeletons can be used as a drawing or painting prompt, as decoration for art projects, etc.



### ACTIVITY 23

## LEAF JEWELLERY

#### Overview

This activity allows learners to play in a creative way, exploring colour and size, and helps develop their fine motor skills.

#### Supporting information & resources:

String / wool lengths with one sellotaped end

#### What to do...

- 1 Ask your learners to collect a range of interesting leaves, considering pattern, size, colour, etc.
- 2 Thread the leaves onto the lengths of string via the taped end. These can be sequenced to create an attractive look.
- 3 Tie ends of the string together to create necklaces, bracelets or belts.
- 4 These may not last very long but are fun to make!



# Getting Creative Outdoors

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### ACTIVITY 24

# HANDMADE/ RECYCLED PAPER



### Overview

This activity looks at a process of recycling paper.

### Supporting information & resources:

Scraps of coloured paper, shallow trays, wire mesh, sponges, foil and a blender. It doesn't matter if the darker colours have some ink on them, just be careful with white and yellow as they tend to go grey if they have too much ink on them.

### What to do...

Depending on your learner's ability, involve them as much as possible in the following process:

- 1 Ask your learners to sort the paper into similar colours and rip up into small pieces.
- 2 The sorted coloured paper should be placed in a blender up to about a 1/3 full and then cold water should be added on top until the blender is almost full. The mixture should be blended on a slow to moderate speed until the pulp is a porridge texture. It should then be poured into a shallow tray.
- 3 A wire mesh (such as that sold for repairing car body work) should be used as the mould for the paper. The mesh should be placed under the paper pulp in the tray, and the paper should be allowed to fall evenly onto it. Depending on the size of the group and the numbers of different colours, a couple of loads may be required for each colour.
- 4 A piece of tin foil should be placed over the pulp and pressed gently to squeeze out more water whilst holding it over the tray.
- 5 The mould should be carefully turned over so that the foil is on the bottom and then placed on a table. A sponge should be used to press through the mesh and remove as much moisture as possible.
- 6 Once complete the mesh can be removed and the paper left to dry.
- 7 Leaves or flowers could be added into the paper. These would need to be added whilst there is still quite a lot of water, so once the foil has been placed on the pulp it should be immediately turned and the mesh removed.
- 8 Place the flowers/ leaves on the pulp and add a bit of extra pulp on the edges to hold them in place. Replace the mesh and continue as before. Petals can be added into the pulp before it goes onto the mould.
- 9 Other coloured pulp can be added to make patterns and pictures. As with the leaves, the mesh should be taken off and the pulp added on by hand to make a picture. The full-sized mesh should be replaced before sponging out the last of the water to avoid disturbing the pattern.
- 10 The mesh can also be cut into other shapes so the paper isn't always square. It can be cut into circles, leaf shapes, etc. The mesh cuts quite easily with ordinary scissors.
- 11 To be able to write on the finished paper some glycerine or liquid starch will need to be added so the finished paper is less porous.
- 12 If there are concerns about metal edges on the mould it could be stapled onto a wooden frame. Once the group have got the hang of this there really are no limits as to what can be done with it!



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### ACTIVITY 25

## LEAF SHAPES AND PEOPLE

### Overview

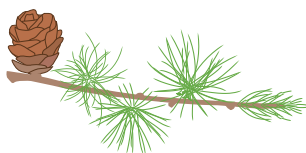
This activity explores shape and form.

### Supporting information & resources:

Paper and glue

### What to do...

- 1 Involve your learners in collecting a broad range of different leaves.
- 2 Ask your learners to select a leaf that they want to be the body of their person and glue onto a piece of paper.
- 3 Now, choose other leaves that can be added for body parts or draw them on until your learners are happy with their leaf person.
- 4 Another option is to ask learners to cut leaves into different shapes and use them to create different shaped figures, collage, buildings, tessellation, etc.



### ACTIVITY 26

## MANDALAS

### Overview

This activity investigates using nature to create geometric/symbolic mandalas and can be delivered very quietly, with gentle handling of materials to provide a spiritual element.

### What to do...

- 1 Discuss the meaning of mandalas and their origins. (A mandala is a spiritual and ritual symbol in Hinduism and Buddhism, representing the universe. Mandala is now used as a generic term for any diagram, chart or geometric pattern that represents the cosmos).
- 2 Collect natural materials to use and work together to create a circular, sequential design. This can be as simple or as complex as liked, matching or contrasting colours, and making both random and repeating patterns.
- 3 Mandalas can be created individually, in pairs, small groups or even as a whole group.

