



Guidelines for Teacher Training Outdoors

Teach, Inspire and Protect
Erasmus + project



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GOVERNMENT OF MALTA
MINISTRY FOR EDUCATION
AND SPORT
DIRECTORATE FOR LEARNING AND ASSESSMENT PROGRAMMES





Children have been learning outdoors, using their developing bodies and minds to make sense of the world around them, for thousands of years...

Purpose

Learning outdoors opens up a world of opportunities that are often not covered by current educational models, but increasingly schools and teachers are taking an interest in it. These guidelines will assist trainers to deliver quality trainings, based on best practice examples and teachers preferences when learning.

By the end of these guidelines, you will find some tips regarding benefits of outdoors education; including some resources and activities.

We hope that these guidelines will be useful, and allow you to deliver the outdoors learning methodology to help create a healthier and more aware society.

These guidelines have been produced within the framework of the project Teach, Inspire and Protect, funded by the Erasmus+ program.





Objectives of these guidelines

The main goals of these guidelines are:

- To help you organise teacher training sessions.
- To develop curricular and extra curricular based learnings outdoors and connecting with nature.



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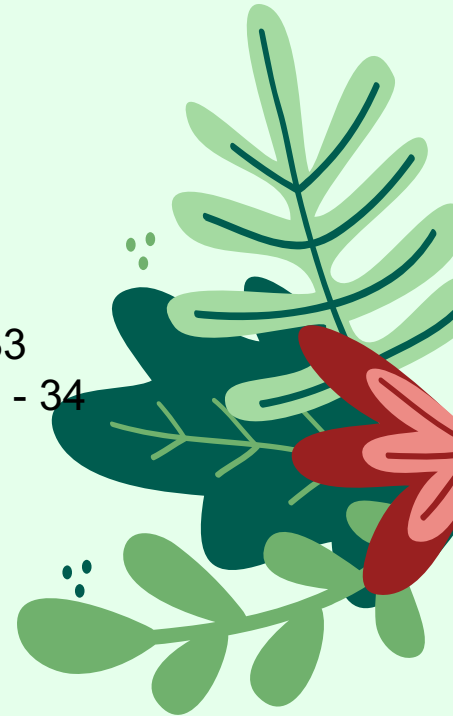
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I - Organising





1. Training Plan

It is important to have a training plan before each training session.

In this section you will learn more about what a training session is and how to plan one effectively.



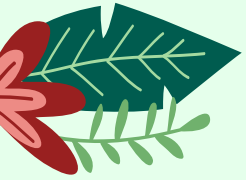
Conference vs Training

A conference is defined as *“a formal meeting of people with a shared interest, which typically takes place over several days.”*

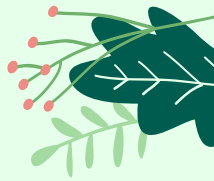
A training is defined as *“the action of teaching a person a particular skill or type of behaviour.”*

Training events

- Encourages participation from attendees
- Promotes interaction between other attendees
- Tailored to suit a particular topic to develop new skills or expand knowledge
- Hands on learning
- Can be informal



Planning a Training



1. Define the objective and goals
 - This will help give the attendees have an idea of what the training is about.
2. Identify the target audience
 - This will help you when developing activities. Kinder teachers need different activities to Secondary teachers.
3. Plan activities and resources
 - What do you need to run the activities.
4. Determine dates and timings
 - If your target audience is teachers, keep scholastic dates in mind
5. Determine location and venue
 - Think about accessibility, can it be done online?
6. Add coffee breaks
 - This allows attendees to network and helps improve relationships.















Online vs In Person

Some trainings can be done online, however before planning a session have a look at these pros and cons below.

Online sessions

-  Flexible around work and personal life
-  No travel restrictions
-  Higher capacity of people
-  Minimal costs
-  Limited social interaction
-  Less hands-on learning
-  Less hands-on learning
-  Connectivity to technology

In person sessions

-  Greater bond with the teacher and other assistants
-  Greater non-verbal communication
-  More networking opportunities
-  More interactive and hands-on
-  Easier to feel integrated in the community with common interested
-  Travelling to location may difficult
-  More costs (i.e., catering, venue high, travel expenses)
-  Lower attendance (venues have a capacity)



Hints & Tips for planning

- Recommended length depending on subject is 2 to 4 hours per day.
- Remember to add enough breaks! – is catering needed?
- Plan enough time for hands on activities – practice the activity yourself beforehand.
- Have a balance of hands-on and presentations.
- Leave extra time just in case a session runs over – some participants could be more interactive than others.
- Add games and icebreakers to keep things interactive.





2. Resources

Different formats of training, need different types of resources.

In this section you will be shown the different resources that might be needed depending on the type of training.



Creation of Resources

Different types of resources:

1. Talks and lectures
 - E.g. PowerPoint presentations, hand outs, videos, photos
2. Workshop activities
 - E.g. Hand outs, pens, paper, poster paper, instructions
3. Post-training
 - E.g. Identification sheets, websites, guidebooks





Planning a talk or presentation

When planning a talk or lecture, think about **making it as interactive as possible to keep people engaged**. A good talk or lecture should use the following structure:

1. An introduction

- Introduce the aim of the session and why it's important.

2. The main points to be discussed.

- E.g., if the session is about the importance of outdoor learning, add examples of why it is important and how it can be implemented.

3. Content development.

- E.g., Activities, discussion groups, games.

4. Conclusions and questions

- Ask if there is anything your attendees would like to go through again.





Planning a talk or presentation

Support your talk with visual aids that will make it more engaging

Visual aids include real objects, concrete and abstract symbolic representations.

Symbolic representations include:

- Photos
- Slides
- Videos

Abstract symbolic representations include:

- Bar graphs
- Line graph
- Pie charts
- Flow charts
- Maps.





Do's and Dont's of a Talk

The Do's

- Grab the audiences attention
- Pick the right words
- Positive eye contact
- Use props – photos, videos
- Ask audience questions
- Change your pitch
 - High = excited
 - Low = serious

The Don'ts

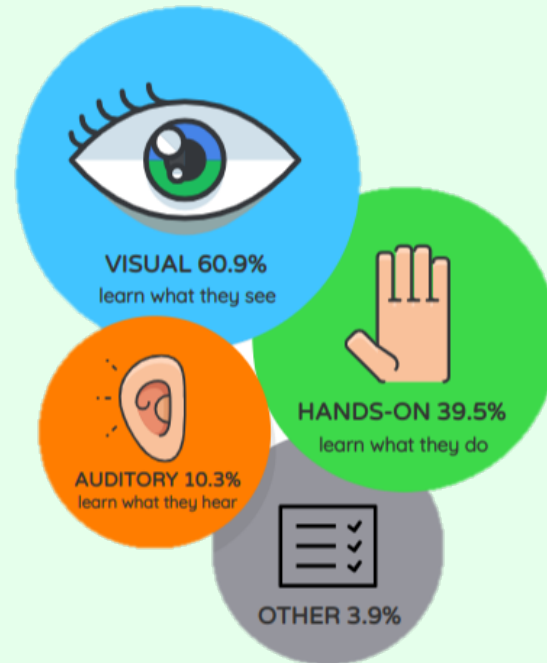
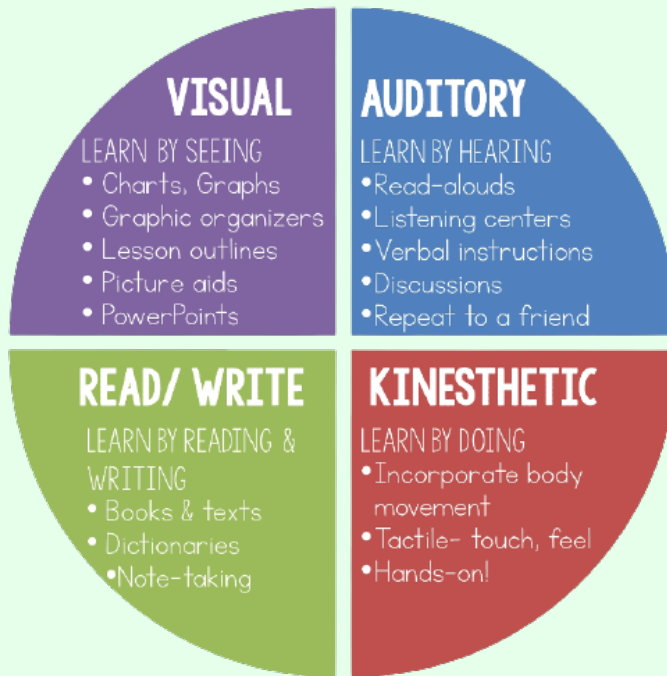
- Talk too fast or too slow
- Read from something
- Use “filler” words
- Fidget or pace
- Use complicated words
- Be closed off

**Most importantly, be yourself and
know your audience!**



Planning Workshop activities

The more interactive the training the easier it will be for the audience. Consider the various learning styles that seem common to the types of learners (in this case adults and teachers).



Organize different activities that can attend the different learning styles

Keeping your participants engaged can sometimes be challenging, that's why it's important for you to shift the focus away from your role as the **trainer** to the role of a **facilitator**.



Planning Workshop activities

There are lots of different online resources or software that can help you keep your training session interactive. These can be used for both online and in-person sessions.

Here are a few examples:

- **Survey tools**: Google Forms, Typeform, SurveyMonkey
- **File storage and document sharing**: DropBox, Google Drive, OneDrive, Box
- **Free video conferencing**: Zoom, Whereby, Skype, Hangouts
- **Online whiteboards**: Miro, Mural, Stormboard
- **Online communication tools**: Slack, MS Teams, Discord
- **Task management**: Trello, Todoist, Asana
- **Note taking apps**: Evernote, OneNote, Google Drive & Docs, Notion
- **Meeting planning**: SessionLab, Google Sheets
- **Engagement and virtual facilitation tools**: Stormz, MeetButter, Axis, Mentimeter, Slido, Kahoot
- **Online design tools**: Canva, Figma, Invision



Post- Training Resources

One of the biggest obstacles when training teachers in outdoor education is their **level of confidence and knowledge about the subject** after the training session.

By providing them with **nature-based resources** linked to the curriculum, **they can gain the skills and knowledge needed to teach outdoors.**

Some examples of resources

- Identification Sheets for flora and fauna (birds, minibeasts, trees, flowers etc)
- Craft activities
- How to build wildlife homes (bird houses, bee hotels etc)
- How to create wildlife friendly gardens
- Nature-based games
- Nature-based scavenger hunts
- Website links to useful resources





3. Identifying your audience

When planning a training session remember to have the number of participants in mind. Venues have a capacity and its important to monitor how many people register to prevent over booking.

In this section you will learn the different methods of collection and questions you can ask your participants.

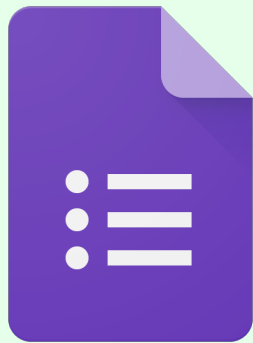




Identifying audience needs

Creating a registration form for a training session is an easy and simple way to collect more information about your audience. It gives you a baseline of the knowledge they know and what they would like to know from this session.

By creating an online registration form (e.g., Google Forms, Google Sheets) you can gather this information easily whilst also monitoring the number of people interested.



Google Forms



Google Sheets



Example: Online registration form

These questions were asked in a registration form for a training session called: "*Some keys to outdoor education*"

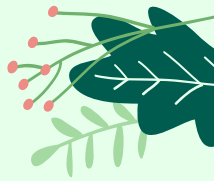
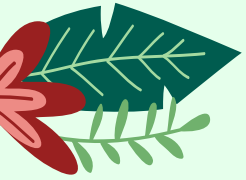
- Name and surname
- Contact email and number
- School / Educational Center
- Role in school
- Do you have any dietary requirements? (*this is necessary if you are having catering at your venue*)
- Do you have access to green spaces outside of your school grounds?
- How often do you do activities with pupils outdoors? (During learning time, not break time)
- Where do you take pupils for outdoor activities?
- What are the aspects that hold you back the most when taking pupils outdoors?
- Do you think the outdoor space you use is suitable as a place to learn?
- As a teacher, when planning and developing outdoor activities with pupils, what is your main motivation? And main constraints?
- Do you think teachers need specific training when developing outdoor activities that are part of the curriculum?
- What type of learning sessions do you think best suits your needs as a student (sorted from least to most attractive): Activities and group discussion; Activities and individual discussion; Role-playing games; Real life examples and cases.



4. Final Checks

To make sure your training session goes smoothly, check that you have everything prepared!

In this section you will learn more about the simple check lists you can use to make sure you have done everything before a session.



Final Checks

Here is a helpful checklist:

- ☐ Main goal is clear and concise.
- ☐ Target audience is clear, and the session will use the format to reach them.
- ☐ Audience needs have been identified, and training is focused on them.
- ☐ Timing is defined according to target audience needs.
- ☐ Venue is prepped and ready.
- ☐ Resources are prepared and ready.
- ☐ Invited speakers, if any, have confirmed their attendance, and they are clear about their part, and the time they have available.
- ☐ Registration list has been printed and ready to be signed on the day.
- ☐ Email everyone a reminder of the session with agenda, direction to venue, resources needed and any appropriate clothing (if delivering outdoors)





II Development

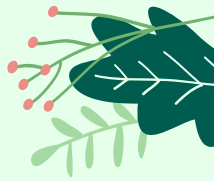
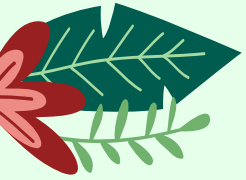




5. Development of the training

The main goals of this section are:

- To help you develop your training session
- Encourage participation from your audience with fun and engaging activities.
- How to collect feedback from your audience



Development

On the day of your session

1. Arrive early (or the day before) to set up for the session
e.g., Organise seating, set up projector and presentations
2. If you have an invited speaker/s, ask them to arrive early too.
This gives you time to explain the day and prevents any delay.
3. If you are having catering check with them the time they are arriving.
4. Have someone welcoming any early arriving participants at the door explaining them the agenda and signing the registration form/photo consent.





6. Engaging ways to train

It takes an average person 8 seconds to get distracted and lose interest in something.

In this section you will learn different ways to keep your audience engaged in your session.

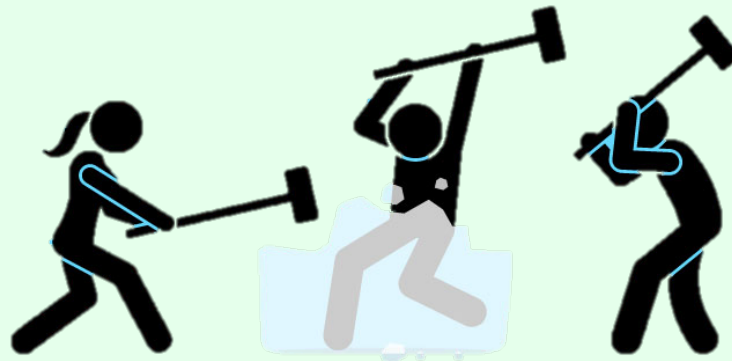


Engaging ways to train

These techniques (whether used for an in-person or online session) are some of the ways you can engage your audience and enhance their learning experience:

1. Icebreakers and/or quizzes

- A great tool to relax your participants and encourage them to be involved.
- E.g., Introduce yourself and an animal that starts with the same letter as your name.





Engaging ways to train

These techniques (whether used for an in-person or online session) are some of the ways you can engage your audience and enhance their learning experience:

2. Avoid or limit lengthy speeches. Limit your explanations to 15-20 minutes.





Engaging ways to train

These techniques (whether used for an in-person or online session) are some of the ways you can engage your audience and enhance their learning experience:

3. Mix the session up with talks, quizzes, workshops, team discussions and games.
 - Use online platforms such as Mentimeter to engage them more.





Examples of online activities: word clouds



What does this image suggest to you?

Mentimeter



And this one?

Mentimeter





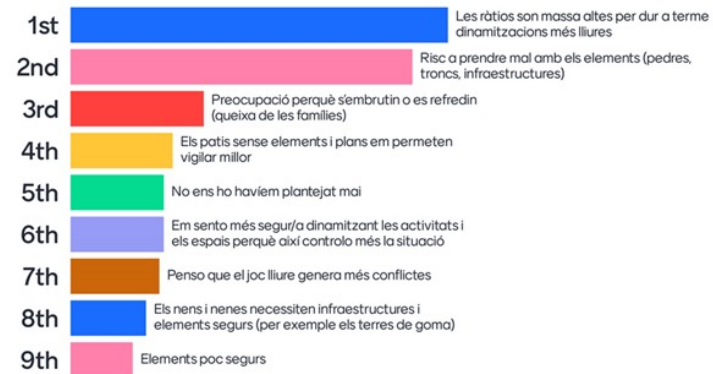
Examples of Online surveys Using Mentimeter

Why don't we use the school yard for learning?

- 1st | Lack of educational tools available
- 2nd | Pupils will be very crazy and it will not be possible to work
- 3rd | I don't know how to work the different subjects
- 4th | Children get dirty and / or constipated (family complaint)
- 5th | Pupils fight among themselves and we will spend our time putting things in order
- 6th | We are not clear that they achieve the same learnings
- 7th | We had never considered it
- 8th | Not the whole educational community would like it

You can use these surveys to start discussions on certain topics during the training and encourage attendee participation

Create different online surveys, that can be used by attendees during the training event (using smartphones), this makes training more interactive, and helps you to collect feedback in real time.





Engaging ways to train

These techniques (whether used for an in-person or online session) are some of the ways you can engage your audience and enhance their learning experience:

4. Ask your audience questions about the subject or create case studies to share – this encourages discussions.
 - Split into groups for people to feel more included
 - For online sessions, this can be done by creating breakout rooms





Engaging ways to train

These techniques (whether used for an in-person or online session) are some of the ways you can engage your audience and enhance their learning experience:

5. Using videos and other forms of visual aids breaks up the amount you are speaking for.



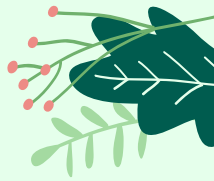
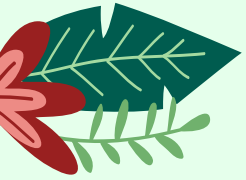


7. Final Checks

To make sure your training session goes smoothly, check that you have everything you need on the day.

In this section you will learn more about the simple check lists you can use to make sure you have done everything before a session.





Final Checks

Here's a helpful checklist:

- ☐ Organisers and guest speakers will arrive well in advance.
- ☐ All the necessary resources are available.
- ☐ Internet connections work correctly, as well as the projector, sounds.
- ☐ The facilities (in case of being face-to-face) has everything you need.
- ☐ Certificates of attendance, training assessment forms, etc. are printed (or they are available online to access them at the end of the event).
- ☐ Everything for coffee/lunch break is ready.
- ☐ Photo consent forms have been printed.
- ☐ Attendance list has been printed.
- ☐ Direction to room/venue have been shared and signs are easy to see.

Now everything is ready, let's go !!!





8. Curriculum linked activities

Some people may think outdoor education is just studying nature and knowing the names of every species. It is not.

In this section you were learn more about what outdoor education is and some activities you can use during your training session.





Outdoor Education

Outdoor Education is an *organised learning experience in an outdoor setting*. Its an extension to the classroom and about connecting pupils to nature.

Take the opportunity to deliver your session outdoors were participants *take part in activities they can deliver to their pupils*. This will give the participant more *confidence in developing any subject outdoors*.





Curriculum linked activities

Leave ample opportunity for the participants to discuss the subjects that could be linked and how they can be adapted to certain ages between each activity.

Don't worry if you don't have access to an outdoor space, use videos, photos and other visual aids to show the different activities. Or bring the outdoors inside with adaptable activities e.g., nature arts and crafts, discussion groups, creating their own outdoor space.





Curriculum linked activities

Here are two nature themes that can be linked to the curriculum. Each theme has some curriculum linked activities that can be used in your session. But don't forget to leave time for the teacher to discuss the links for themselves!

1- Trees

2 - Birds



1. Trees

Resources needed: Worksheet with questions, Crayons, Pens, Tape Measure
Length of activity: 30 to 60 minutes. Can also be shortened to just one curriculum link.
Group sizes: Teams of 2 to 4 people – depending on overall group size.
Location: Woodland, area with trees, outdoor space

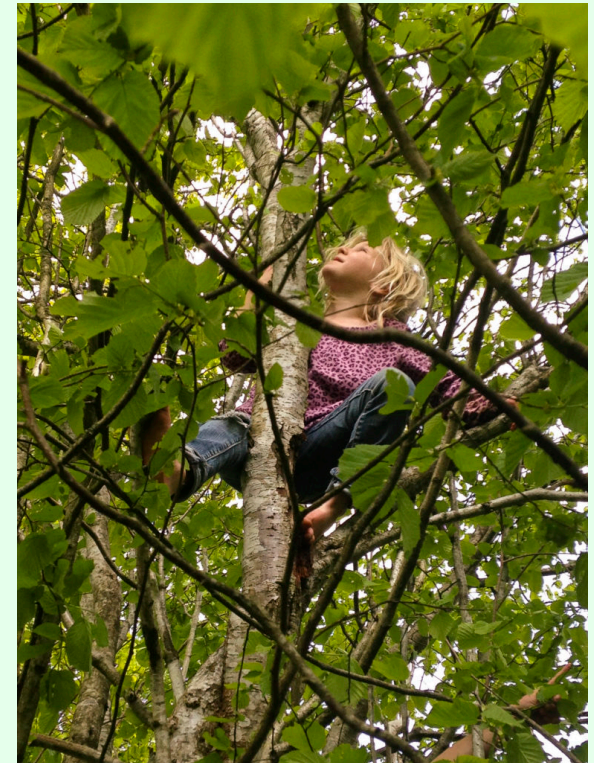
1. Tell each group they have 15 seconds to find themselves a tree. (count down)
2. When they arrive to their tree have them close their eyes and count how many natural sounds they can hear. Any birds singing a song? What does the wind sound like?
(*Curriculum link: Music*).
3. Ask the group to estimate the width and height of the tree – this can help age the tree. Do they know the species? Are there any other trees that look the same in the area? How many? (*Curriculum link: Maths*)





Trees

4. Now have the group use their crayons to create an image of the tree. Can they get the texture of the trunk on the paper? What colour and shape are the leaves? What else can they see to draw (*Curriculum link: Art*)
5. If the group managed to estimate the age of the tree, do they know what year it was a seed? What happened in that year? How long ago was it? (*Curriculum link: History*).
6. Ask the group to create a story about what the tree may have seen throughout its life time. (*Curriculum link: Literature*)
7. Does your group know what species the tree is? Study what sort of fruit or seed it produces. What animals might use the tree as home? Why do we need trees? (*Curriculum link: Science*)



At the end ask questions that encourages reflection: Is it possible to develop this in my school? What would I need to be able to do it? What strengths, weaknesses do the activity have? ? What adaptations would in these activities be made to improve learning? What other curriculum links are there?



2. Birds

There are lots of ways that birds can be integrated into the curriculum. **Here are some simple activities you can do and the curriculum links.**

Becoming birds:

1. Ask you group to create bird masks of local species. (e.g., Spanish Sparrow, Bee-eaters, Robins).
2. They can create a performance mimic the movements and songs of the bird they have chosen.
3. Have them research why birds have different bird songs (e.g., Territorial, Mating)

Curriculum link: Arts, Literature and Science





Birds

Birds are easy to observe and hear, even in urban areas. Bird feeders and tables are a great way to encourage more birds into your school grounds to make it easier for you to observe them. **Here are instructions for creating a simple bird feeder.**



BIRD FEEDER WITH STICKS



Materials Needed

- 35 - 45 craft / lollypop sticks
- Glue gun and glue sticks
- Ruler
- Scissors
- String
- Birdseed (or other food birds love!)



TOP TIP

If you don't have a glue gun, try using strong craft glue instead!

Step 1

With scissors make a small hole at each end of 2 craft sticks. Cut 1 stick in half

Step 2

Line 8 craft sticks along your table with the side touching. Glue 2 sticks on top of them but in the opposite direction.

Step 3

On the other side glue 2 sticks on the end of your work. Then glue two more on the other side to make a square.

Step 4

Create 5 layers like this creating a little table for your birds to feed on. Glue 1/2 stick on either side of stand.

Step 5

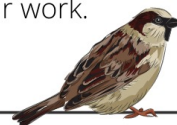
Continue with another 5 layers of craft sticks.

Step 6

Cut 2 pieces of string 18in and pull through holes that were made earlier. Secure knots with glue.

Step 7

Glue your 2 string attached sticks to the top of your work.



Step 8

Hang your feeder from a tree branch or some where for the birds to reach safely from cats and other predators.











Birds

Observing birds:

1. Take your group into an area with trees, bushes or bird feeders.
2. Ask them to stand still and count how many bird songs they can hear in 2 minutes.
3. The quieter they are the more birds will visit.
4. Using a worksheet similar to the one of the length, have each group count how many birds visit their area. (tally method)
5. This activity can be done from a classroom if they have a bird feeder near their window.

Curriculum link: Maths, Science

	Number of birds				
	Monday	Tuesday	Wednesday	Thursday	Friday
					
					
					
					
					
					
					
					

At the end of the activities ask questions that encourages reflection: Is it possible to develop this in my school? What would I need to be able to do it? What strengths, weaknesses do the activity have? ? What adaptations would in these activities be made to improve learning? What other curriculum links are there?



9. Feedback and Assessment

The last part of a training session should be for participants to ask any questions about the session. Its also a great time to ask them to fill in a feedback questionnaire and award certificates.

This this section you will learn the importance of feedback and some examples of feedback surveys.



Feedback

Asking for feedback is the perfect way to get participants to reflect on the session, share their impressions, the quality of their learning and make any suggestions for future training sessions.

The best way to do this is to create short multiple-choice survey (on paper or using Google Forms) asking them to rate certain parts of the training, venue and food (if applicable). Make sure to leave a box at the end of any comments or questions.

It is also important to leave an email / phone for any questions or doubts they may think of after the training.





Assessment

It is always nice to receive a certificate at the end of a hard training session
Why not give your participants one!
These certificates can be used as evidence for any career development or
proof of attendance to employers.

The certificate should include the following:

- Name of the Participant
- Duration of event
- Name of the event
- Venue and date of the event
- Congratulation line
- Signature of certificate providing authority (e.g., the lead trainer)
- Training organisation logos or stamp





Assessment

Example certificate



Logo of
Organisation

CERTIFICATE OF ATTENDANCE

AWARDED TO

Name of Participant

for attending *Name of Training and location of training*

DATE

NAME OF TRAINER
Job Title of Trainer



III Annex





10. Annex I

Benefits of outdoor education

We've given you all the tools and tips on how to run an successful training session. Now its time to give you some facts about why we need outdoor education!

In this Annex you will be provided with all the information need to create an introduction to outdoor education.



Benefits of Outdoor Education

Here is some information about why outdoor education is beneficial for everyone.

Students who experience an outdoor education tend to be more **attentive** and, therefore, have a better recollection of the information that was shared.

Outdoor environments naturally inspire children to be more **physically active**.

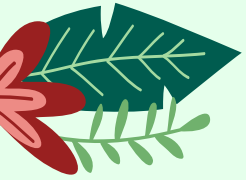
Exposure to bright sunlight is also **healthy for vision**. Bright sunlight is necessary for the eyes to develop properly, lowering the risk of near-sightedness.

In outdoor settings, children are more motivated to **work together**, which can improve their social skills. They learn to **manage conflicts, communicate, and cooperate** with their peers in a more effective manner.

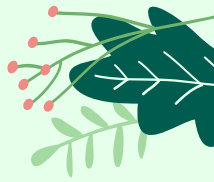
Being in nature **reduces stress and anxiety levels**, helps elevate mood and reduces **ADHD symptoms**.

Some children may have too much exposure to digital screens via TV, computers, and smartphones. This can result in a "**nature deficit disorder**". This may lead to obesity and possible psychological and academic issues. Outdoor education allows students to put their focus back on nature.

Outdoor education provides children with **hands-on experiences in nature**. Most children learn better when using their senses.



Benefits of Outdoor Education



Outdoor learning experiences are proven to:

- Develop reflective and inquisitive thinking along with problem-solving approaches.
- Encourage holistic development of children.
- Develop resilience and adaptability in occasionally adverse circumstances.
- Gives children the skills to assess hazards and risks.
- Develop a love, appreciation and respect for nature and all living things.
- Develop a better understanding of how to protect the environment.
- Develop self-awareness, confidence and self-esteem.
- Develop team working and communication skills.
- Provide positive health benefits – both physically and mentally – and assist gross and fine-motor development.
- Develop a lifelong love of the outdoors.



(www.studyinternational.com/news/benefits-learning-outdoors/)



Benefits of Outdoor Education

The Natural Connections Demonstration project collected evidence on the benefits of outdoor education. Below is a graph of benefits pupils gain in a natural environment and the percentage of pupils that had a positive impact.

Benefits for pupils

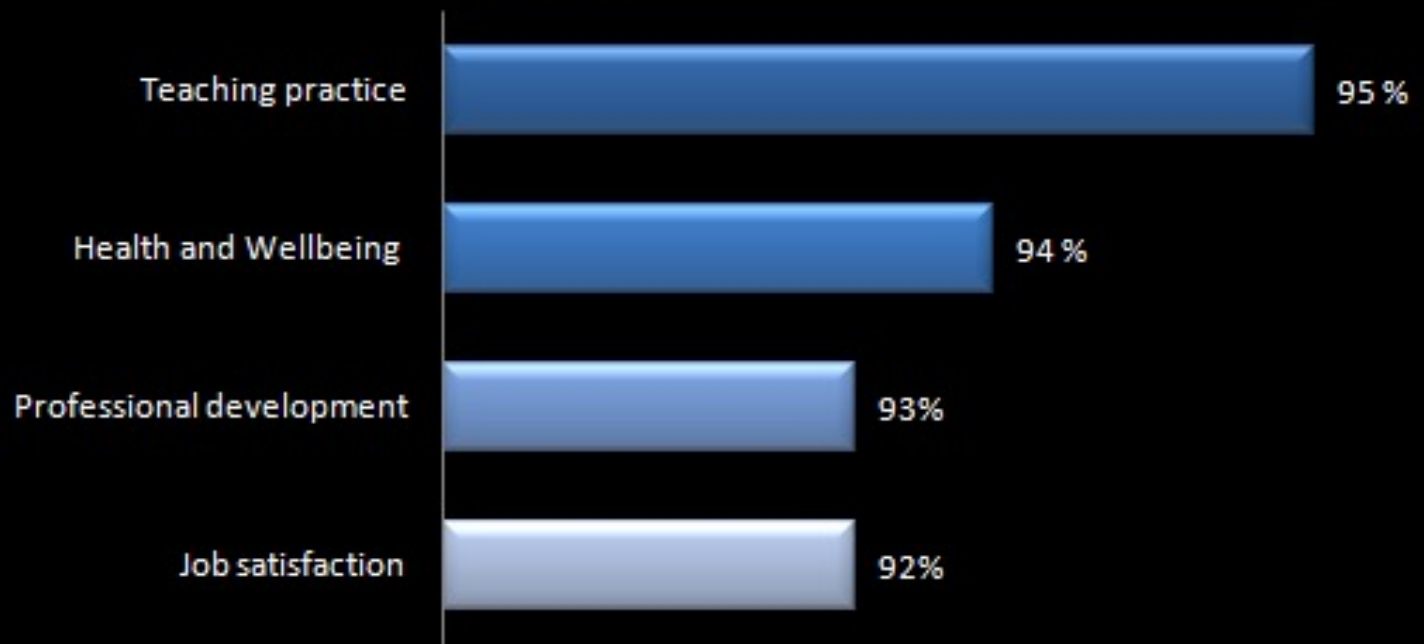




Benefits of Outdoor Education

It isn't just pupils that benefit from outdoor education, teachers also benefit. The Natural Connections Demonstration project also collect evidence from teachers after teaching in a natural setting. Here is the percentage of teachers who reported a positive impact.

Benefits for teachers

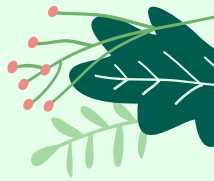
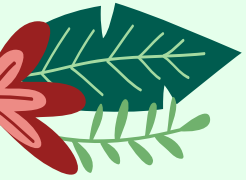




11. Annex II – Useful Links

Sometimes it's difficult knowing what to look for when thinking of resources for training sessions.

In this Annex there will be a list of links we have found useful when planning a outdoor education training session.



Useful Links

One World Learning (OWL) an international platform for outdoor education resources.
<https://owleducation.org>

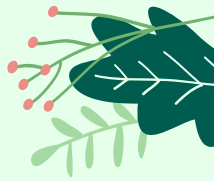
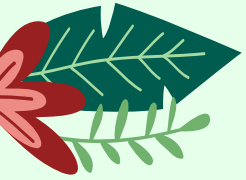
Erasmus+ project TAKE ME OUT – A set of standards for outdoor learning for early years educators
www.itl.org.uk/resources/take-me-out-early-years-educators-standards-for-outdoor-learning/

A handbook how to support children to access the outdoors and nature
https://issuu.com/menobodkapriezvisko/docs/tmo_handbook_v5

A Erasmus+ project Empowering Teachers and Pupils for a Better Life through Nature
http://www.springalive.net/en-ie/springalive/erasmus_materials

Didactic units in English www.seo.org/materiales_educativos_erasmus/





Useful Links

BirdLife Malta's Resources page – Full of fun activities and games to learn, discover and protect local wildlife. <https://birdlifemalta.org/environmental-education/resources/>

Dinja Waħda is BirdLife Malta's flagship environmental education programme linked to the curriculum. <https://birdlifemalta.org/environmental-education/schools/>

Learning Through Landscapes YouTube channel is full of engaging videos showing the benefits of outdoor education.

<https://www.youtube.com/c/LearningthroughLandscapes/featured>

Teach, Inspire and Protect YouTube Playlist has lots of great videos showcasing different types of outdoor education.

<https://www.youtube.com/watch?v=V1bjV71CcIY&list=PLPsgxrjvvsxY8127WF4GACHnEiMmK2ID>





12. Annex III – Useful Activities

Sometimes it can be a struggle to get our creative minds flowing when it comes to planning a training session.

In this Annex we will be sharing with you some useful nature—based activities to help you get started.

1 – [Icebreakers](#)

2 – [Minibeasts](#)



Icebreakers

There are lots of great nature-based icebreakers that can be done with groups – here a list of quick and simple ones. We have also written some instructions for other icebreakers in the next pages.

1. Introduce yourself and an animal or plant that starts with the same letter as your name.
2. Introduce yourself and describe the sort of tail you'd have if you could have one.
3. Introduce yourself and your favourite animal.
4. Introduce yourself and your favourite thing to do in nature.
5. Introduce yourself and show a drawing of the thing you did over the summer or Christmas break that made you happy. (great for a session at the start of new term)
6. Split into groups and create a face of someone in your group using natural items. Have the rest of the groups guess who the face is!





Meet a Tree

1. Divide the group into pairs (Person A and Person B).
2. Person A will be blindfolded and Person B will be leading them to a tree.
3. Person A should use their senses to "meet the tree" – touch, sound, smell.
4. Person B should then lead Person A back to the original starting point.
5. Person A can remove their blindfold and then try to find their tree.
6. Once the tree has been found, Person A and Person B should switch roles.
7. Alternatively, have the leader only use one-word commands when leading their partner or reverse words (right = left, forward = backwards).

Resources needed: Blindfolds

Length of activity: 30 minutes.

Group sizes: Up to 20.

Location: Woodland or area with trees.





Bird or Butterfly

1. Create a PowerPoint Presentation with a mixture of close up images of birds and butterflies (see image 1. for an example).
2. The aim of the PowerPoint is for participants to guess if the close up image is a bird or butterfly.
3. After each person has guessed, show them the full image with the name of the animal (see image 2. for an example).
4. Two methods of doing this is:
 1. Participants write their answers down.
 2. Using an online platform (i.e. Mentimeter) where it can be done as a competition.

Resources needed: PowerPoint

Length of activity: 15 - 30 minutes.

Group sizes: No limit

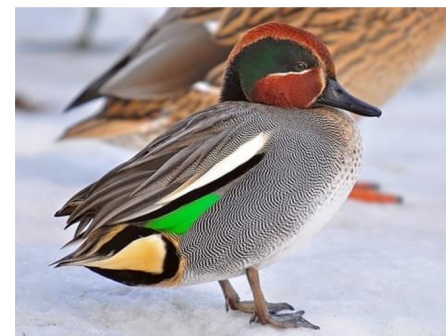
Location: Can be done online or in-person

Bird or Butterfly?

1.



2.



Eurasian teal



Food Web

1. Ask your group to stand in a circle, as the facilitator stand in the middle with the ball of yarn. Explain the ball of yarn is the sun.
2. Introduce yourself, your position and throw/pass the ball to the next person telling them they are a particular plant.
3. They then introduce themselves and say an animal that is next on the food chain from this plant whilst passing to a new person.
4. Keep going until the yarn reaches the animal at the top of that food chain. This is one food chain complete!
5. The yarn should come back to the sun (facilitator) where they can pass onto a new plant to start a new food chain.
6. The aim of this icebreaker is to show people that everything is connected – us, plants, animals.

Resources needed: Ball of yarn
Length of activity: 15 - 30 minutes.
Group sizes: Up to 20
Location: Open space





Minibeasts

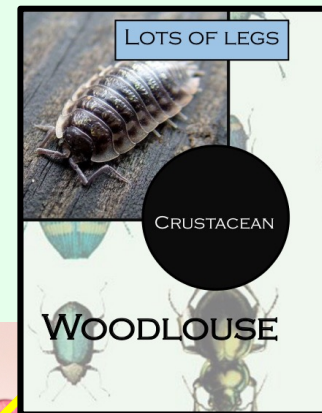
Resources needed: Paper, Pens, Minibeast Fact Cards

Length of activity: 60 minutes

Group sizes: Up to 30

Location: Can be done inside or outside

1. Split your group into smaller groups of no more than 5. Each group should be given a pen, some paper and a minibeast fact card.
2. Ask each group to create an activity or game linked to the minibeast fact card they have.
3. The facts on the card should give them the knowledge to plan something fun and interactive.
4. This can also be done with plants, birds, mammals, reptiles etc.





Thank you for reading “Guidelines for Teacher Training Outdoors”. We hope that you’ve found them useful!

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