

# Gateway to Good Health Outdoor Activities

These resources were developed as part of the Eyemouth Gateway to Good Health initiative. This community-led pilot was supported by Joint Health Improvement Team and Scottish Borders Council, involving local community members, voluntary and community groups as well as schools. The aim was to promote and support health and wellbeing by extending the range of opportunities that can encourage families in the Eyemouth area to make healthier choices part of their everyday lives.

We have now been approached by others for delivery of the training. We hope these resources will empower local workers, volunteers and families to feel confident taking people outdoors to enjoy and explore the local area. Connecting with nature and other people, being active in the outdoors and learning about safe, healthy outdoor cooking can be shared among generations and accessed by all ages and abilities. This can contribute to ways to be well, physically and mentally.

We would draw particular attention to the fire and Kelly kettle activities; these do carry a level of risk, therefore we would advise that those delivering these activities fully understand the associated safety procedures and risk assessments. We would also request that anyone delivering activities in the outdoors follows good practice and 'leaves no trace'.

Many different partners were involved in the Eyemouth initiative. Listed below are those who had direct involvement in this Outdoor Activities and Cooking strand.

Outside the Box  
Field to Fork  
Splash Eyemouth  
Eyemouth Development Trust  
Eyemouth Community Centre  
LINKS Eyemouth  
Berwickshire Marine Reserve  
Abundant Borders  
Joint Health Improvement Team  
Scottish Borders Council  
Connect Berwickshire Youth Project  
Iain Riddell First Aid

With thanks to Nature Unlimited, Creative Star and The Forest School Training Collaborative, [www.forestschoolltraining.co.uk](http://www.forestschoolltraining.co.uk), [admin@forestschoollscotland.co.uk](mailto:admin@forestschoollscotland.co.uk) (risk assessments and templates)  
Thanks to Julie Barclay for Design work



activity level - difficult

activity level - all

activity level - age

nature

mindful



art

problem solving

bushcraft/ survival

physical

To download further copies of these resources, please go to the Outside the Box website, [www.otbds.org](http://www.otbds.org)

FIELD  
TO  
FORK



outsidethebox



# Capture the flag

30 mins

## Where

Woodland, possibly elsewhere  
– see Variations.

## Aim

To develop awareness, stealth, tactical thinking and have a lot of fun!

## You will need

- An area of fairly open ground, trees and other cover but not too heavy undergrowth
- A flag – a tall stick driven into the ground in middle of area with a bright fabric attached

## Safety

Check the area for trip hazards, areas of brambles/nettles, low branches, broken branches still hanging.

Decide boundaries of area the game is to be played in.

## What to do

Together discuss boundaries and hazards. Person who is 'it' stands at flag with eyes closed counting to agreed number while others hide to await their opportunity to attack.

Aim of the hidiers is to 'capture' the flag when it is unguarded, while the aim of the guard is to spot the attackers and call them out. The guard must, as game goes on, be prepared to seek out the hidiers while still keeping an eye on the flag.

The first person to capture the flag will be the next guard. If no-one does, the guard remains.

## Variations

If you don't have a flag, use a central tree as the base.

Where there is no cover e.g. on the beach or playing field, the guard can be blindfolded, staying close to the flag but pointing to where they hear sound of movement is coming from and so putting attackers out.



# Forest fire

15 mins

## Where

Woodland, green space.

## Aim

To be active while learning about the dangers of a forest fire that is out of control.

## You will need

- Open rectangular area in woodland preferably or open space, that has enough room for everyone to run around in it
- Group of 8+

## Safety

Make sure area is clear of loose material that would be a trip hazard, set clear boundaries of play area.



## What to do

Ask the players what creatures might live in the area? Together come up with list of 3-4 species. One player is chosen to be the fire, the others choose to be one of the animal species.

The players line up at one end of the space with the forest fire taking up position somewhere between them and the opposite side.

The fire then calls out one of the species. All of that species must then try to reach the other side without being caught by the fire. Anyone caught by the fire becomes fire. These players now hold hands and work as a team.

Again the fire calls out a species and they have to try and reach the safe haven. If the forest fire shouts 'Forest Fire' all run at once.

The game carries on in this way until one person is left – the winner!

## Variations

Talk about the danger of forest fires, what causes them – people and natural, the damage they do, impact on the wildlife and the responsibility we have to take care with fire.



# Dough bugs or Rock bugs

30 mins

## Where

Woodland, green space, beach.

## Aim

Through designing and making own, participants will be aware of what is around them and of the features and characteristics of invertebrates.

## You will need

### For the Dough Bugs

- A lump of Play dough, salt dough, plasticine, clay or damp mud
- Natural materials that you find on the ground

### For the Rock Bugs

- Smooth, flat, bug shaped pebbles, pencils, Sharpies or other permanent pens, acrylic paints or nail varnish!
- Pictures of invertebrates/ identification charts

## Safety

Check the area for anything harmful or undesirable if scavenging.

## What to do

### Dough Bugs

Make the dough into a body shape for your beastie.

Use tiny twigs, seeds, tiny stones, petals, leaves to add wings, legs, eyes, antennae, tongue and whatever else a mini beast needs to help it get around, feed and protect itself!

Find a place for your bug to live that is safe from predators!

### Rock bugs

Make sure your pebbles are clean and dry.

With a pencil draw on the design of your bug – this could be as a real bug (see the identification sheets) or your own invention. You can either make the whole pebble into a bug or have the picture of the bug on the pebble.

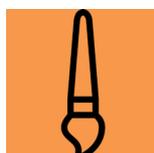
Carefully colour or paint on the colours.

## Variations

Hide the bugs in your space in places where they might live and challenge others to find them.

## Tip

Take care not to leave anything unnatural such as pens, salt dough or plasticine behind.



# Clay faces

30 mins

## Where

Woodland, beach, green space.

## You will need

- Clay (from the land or shop bought)
- Natural foraged materials
- Dress for outdoors
- Means of cleaning hands – wipes/water

## Safety

Care as moving around the space of trip hazards and when picking up that avoid sharp, stinging or other items that might harm, e.g. fungi.

## What to do

Everyone is given a lump of clay.

They choose their tree/surface, e.g. sea wall to press the clay onto as a base for their face.

Mould facial features if wished, then use loose natural materials found in the environment to add further features such as hair, eyes, teeth, beard, eyebrows, etc.

When finished take tour of faces and so that creators can introduce their characters.

## Variations

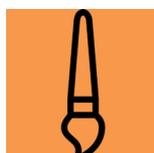
Add lump of clay as a head/body to the top of a chosen stick and form your character/monster/animal/fairy.

How might the tree/character feel? Make up a story about them.

If using a tree, make the spirit of that tree using only materials from that tree, e.g. its leaves, twigs, seeds.

## Tip

Only use items that are no longer living or part of a living thing.



# Insect homes

30 mins

## Where

Woodland, green space.

## Aim

To consider the life cycles and needs of insects and take action to help them.

## You will need

- A large plastic drinks bottle with the end cut off, an old mug or a clean food can
- Wire or twine
- Area where there are dry, dead or hollow stems, pine cones, seed heads

## Safety

Adult help may be needed in cutting the plastic bottle and ensuring care with sharp edges.

## What to do

Secure a wire or twine hanger around or onto your bottle, mug or can. Avoid puncturing the sides as that will allow water in. It should hang with the open end pointing slightly downwards. Ensuring it stays dry is important as insects can succumb to fungal infections in winter if exposed to damp.

Stuff it tightly with materials which will allow the bugs to crawl into or among them.

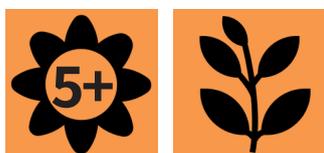
Hang in sunny, sheltered spot where they will be little disturbed and wait for the beasties to move in. Lacewings and ladybirds will particularly like this shelter though all insects need a warm, dry spot to hide in bad or cold weather, many will need a spot to hibernate over winter.

As the material rots down, add more to keep it packed, cleaning it out and replacing stems in late spring once the insects have emerged.

## Variations

A bug hotel can be built on a larger scale using paving slabs or pallets, with bricks between to create different storeys. The spaces can be packed with different materials within flower pots or pipes.

Other homes for insects such as leaf piles, stone piles and log piles can be created. These are particularly good for beetles as well as other invertebrates.



# Bug hunt

30 mins - 1 hr

## Where

Woodland, beach, green space.

## Aim

Learning about how invertebrates live, learning to identify some of them, respect for nature.

## You will need

- A collection container, a small paintbrush or plastic tweezers, a magnifying glass, insect ID book/chart, insect 'pooter' (optional) and small net. You can use old takeaway containers etc or buy special bug kits online
- ID charts: FSC have good waterproof ones, habitat-specific, £3.75 each
- Dress for outdoors

## Safety

Warn against picking up biting/stinging insects, animal faeces, fungi, poisonous berries, etc. Instruct in use of pooters to avoid inhaling insects!

## Hygiene

Equipment, especially pooters, should be cleaned thoroughly after use.

## What to do

Depending on age range, talk about why bugs are important, what jobs they do, the food chain, etc. Talk about likely places to find bugs (ask questions!) – suggest dark/damp/under rocks/inside plant stalks, etc. Demonstrate safe/humane collection of an insect.

Agree a time limit when everyone will come back with their bugs.

Split into pairs/small groups as appropriate. Spread out in your chosen area and begin your hunt.

Leader can support informally as the hunt goes on. Share ID charts round as appropriate.

Come back to base and take turns to look at each lot of bugs. See if people can name their bugs, use ID charts for help. Return quickly to previous location. Wash your hands!

## Tip

Be gentle with bugs, only take one of each, try to remember where they were and put them back there after examining. Respect habitats, replace displaced stones or logs.



# Meet a tree

30 mins

## Where

Woodland or area with different trees that are accessible.

## Aim

To encourage use of senses other than sight; to foster trust; to enhance observations of the characteristics of trees (note the bark of different species is distinctive but does alter with age).

## You will need

- Scarves or bandanas, one per pair/group of 3
- Paper and wax crayons for rubbings
- Tree ID charts
- Measuring tape

## Safety

Check the area for trip hazards, uneven ground, low branches so can warn participants.

Set boundaries of area to work in.

## Tip

Respecting nature: Avoid causing damage to trees.



## What to do

Pair or group participants, one putting on a blindfold. Their partner(s) are now their guide, their eyes and so carefully must lead them by the arm to a selected tree, all the time remembering their partner is unable to see, so needs to be instructed to lift their feet to step over fallen twigs, avoid low branches and to stretch out their hands as they approach the tree!

They then 'hug their tree' wrapping their arms around to smell it, feel its girth, its bark texture, any protruding branches or leaves, any lichen or moss, reaching up to discover any higher features as well as down to the base and roots.

They are then brought back to the starting point by a winding, devious route and are turned around a couple of times. They remove their blindfold and try to identify 'their' tree – may return to the one they think to check. They will discover that the woodland is a collection of very individual trees. Swap roles and choose a different tree.

## Variations

Make bark rubbings by placing paper on the bark and using a wax crayon on its side, rub over the paper.

Encourage finding other clues as to the identity of 'their' tree – buds, leaves, seeds (either on tree or fallen depending on time of year, though take care with accuracy as other leaves may have blown in). Use a tree ID chart to confirm.

Work out the approximate age of the tree (without cutting it down!) by measuring its girth 1m from the ground then divide this by 2.5 if tree in the open, 1.25 if in a woodland. (Not all trees grow at same rate due to species, situation etc so if you would like more accurate guide see Owl Scotland website.)

Measure its height by walking away from the tree, every so often looking through between legs to look at the tree. When get to point that can see the top of the tree, mark that point and measure back to the tree trunk. This is its approximate height!

# Tree climbing

10-20 mins

## Where

Woodland.

## Aim

Developing physical and coordination skills and strength, assessing risk, finding a safe quiet space in nature.

## You will need

- A tree
- Sturdy footwear

## What to do

Rule of thumb: don't climb higher than the height of the top of supervising person's head OR 3x their own height (this should be checked with insurers!) Always have two feet and a hand, or two hands and a foot, in contact with the tree.

Assess each branch – especially if wet or slippery. Is it living? (How can you tell? Talk about difference before they start climbing.) Can it take my weight?

## Safety

We recommend the tree is climbed with 1:1 supervision and that one person at a time is in a tree. Check the tree for suitability, e.g. avoid dead branches, avoid thin saplings, do not climb very poisonous trees (e.g. yew). Check the ground underneath for obvious rocks, etc. You may also want to double-check that your insurance provider will cover this activity.

“Climbing trees and falling out of them is all part of growing up and having small injuries helps children learn about risks. We take the view that it's a good thing to try to equip children and young people and help them make informed decisions about the risks that they take”. ROSPA



## Tip

Be mindful of nature. Avoid disturbing obvious habitats, especially during birds' nesting season.



# Miniature treasure hunt

15 mins

## Where

Anywhere, in one area or on the move.

## Aim

To focus attention on small detail and foster sense of wonderment.

## You will need

- Small box, e.g. matchbox or similar small container for each participant

## Safety

Check area beforehand for items that would cause harm.

Move around carefully paying attention to what is at your feet as well as eye level.

Be aware of plants that might be spikey or sting.

## What to do

Each participant given a container and challenged to find as many different natural items as possible to fill it – so the smaller the better.

Come back together and compare items

- Who has most?
- What is most interesting/unusual?
- What is most common?
- Are they all natural? Finding nurdles on the beach would lead to discussion of plastic waste in sea.

## Variations

Start by decorating your boxes/containers.

Limit time given to search.

Do a nurdle hunt/removal. Contact Sea the Change with your finds.

Other scavenger/treasure hunts, e.g. Texture Hunt, Spot Signs of Spring. Lots of ideas on RSPB website.

## Tip

Encourage only to collect items that are no longer part of living thing, no creatures. Take a little where there is a lot.



# Scavenger hunt

30 mins

## Where

Anywhere.

## Aim

To encourage participants to look closely at their surroundings, at the detail and variety of colour, texture and shapes there. It is a great introductory activity to an area.

## You will need

- A list of things to look for/collect for each group/participant – this can be pictorial for younger children or non-readers. The list can include items of different colours, textures (like soft, smooth or prickly) or shapes and sizes (large, small, round or pointed). Alternatively specific items can be identified, like a shiny thing, an oxygen maker, your favourite thing, a feather, something dead, something red, a leaf shaped like a saw, three different kinds of seed, a leaf that has been eaten by something, something that smells lovely or horrible, something made by people, something we should look after, something a mouse might eat, something beautiful etc depending on the age and stage of the group, the location and the season
- Collecting bag or box for each group or participant
- Magnifying glasses, optional

## Safety

Outline the search area and its boundaries.

Warn of things that might sting, spike or be harmful in some way.

## What to do

Give each participant or group a list of ‘treasure’ or ‘scavenging’ items and collecting bags. Ask them to collect as many items as possible from the list.

On regrouping, share what each has discovered. Use magnifying glasses to examine detail. What was the best thing they found? What was the most surprising? How do the items link to one another and to the wood? If there are nibbles in a leaf, who ate it?

When you are finished, return the items to nature.

## Variations

Use scavenged pieces to make a temporary piece of artwork or use the items as a stimulus for story telling or poetry.

Use unnatural items to discuss the ways we use woodlands/care for nature.

What am I holding? game – each person in the group chooses one item from their collection and holds it clasped in their hand or behind their back so others can't see. They then describe it or have the others guess what it is by asking yes/no answer questions.

## Tip

Establish clear rules about what shouldn't be collected – no flowers, living plants or creatures.



# Natural masterpiece

30 mins

## Where

Anywhere.

## Aim

To use natural foraged items to build a picture or pattern.

## You will need

- An area where there are loose natural materials, e.g. twigs, leaves, stones, shells, cones, driftwood, seaweed, etc.
- Some open space

## Safety

Check the area beforehand for items that would cause harm.



## What to do

Working in groups of 3-4, pairs or singly create a space for their masterpiece by clearing an area of leaf litter/other debris, perhaps 1m x 80 cm and framing it with suitable length sticks if wished.

To help focus ideas, give a theme as stimulus, e.g. a creature that belongs to that environment, a face, a scene, a mandala pattern. Groups/pairs discuss their ideas so that everyone has an idea of what they are trying to achieve and how it will look (important everyone knows which is the bottom of the picture, if that matters).

Remind them of what they should/shouldn't use and why as they forage and create.

Once complete, take a gallery tour of all the masterpieces, viewers being invited to comment positively on each one.

Take photos as record.

## Variations

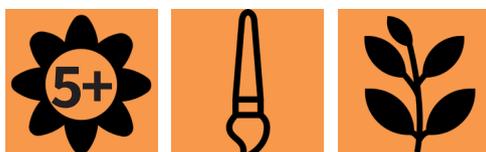
Be part of the picture e.g. foraged items to create the beautiful wings of a butterfly then lie down to be its body.

This can also be done indoors by foraging items, then back inside creating masterpiece on cardboard, sticking down with PVA glue to give something slightly more permanent.

Make masterpiece a 3D sculpture - inspiration can be gained from work of Andy Goldsworthy and others.

## Tip

Only use items that are no longer living or part of a living thing.



# Stick frames and wild weaving

45 mins

## Where

Woodland, beach.

## Aim

To create a frame that can be used to focus on the natural world or display collections while practising traditional lashing and knot tying skills.

## You will need

- An area where there is a supply of loose twigs
- Lengths of twine/string or wool (30-40 cm)
- Scissors

## Safety

Teach safe carrying of sticks, pointing them away from the body and face, and those of others.

Show how to break sticks over knee or with foot on ground.

## Tip

Respecting nature: best to use sticks from the ground, rather than breaking from a living tree.

## What to do

Find 4 sticks of similar thickness, either all same length, or 2 long and 2 shorter. Choose different, interesting sticks or ones that are all the same colour and texture.

Lay them on ground to make square or rectangle shape with ends of sticks overlapping.

Lash each corner as tightly as possible, using a square lash knot (for detailed instructions on this knot look at the Muddy Faces website).



Add a hanger if you wish.

You can now use your frame to choose a view, zoom in on the detail of something interesting close at hand or frame a piece of work, natural or otherwise.

## Variations

Either twist creeper stems or more wool/string around your frame and then decorate it with natural materials you find, poking them between the creeper/string. Remember only to use what is not still living.

Create a web of twine or wool back and forth across the frame then weave finds such as fine twigs, grasses, feathers, long thin leaves, stems into it to create a wild weaving.

For younger children, frames could already be made so that their activity focuses on the weaving of their collection.



# Perfume or potion

15 mins

## Where

Woodland, garden or green space.

## Aim

To encourage use of sense of smell to become aware of natural world around.

## You will need

- An old container such as a yogurt pot for each participant
- Some water
- Short sticks

## Safety

Check area for anything that might be unsafe and cause harm, either remove or warn e.g. fungi/poo.

## Tip

Remind people that they shouldn't pick anything that is part of a living thing (unless permitted) and no creatures.



## What to do

Give each participant a container and ask them to collect natural items for their perfume – so pleasant smelling, or potion – unpleasant smelling. Crush between fingers to release the smell to test before adding.

Now find a mashing stick – a short strong stick to use to break down and mix the ingredients. Add a little water to the containers and continue mashing to create the perfume or potion.

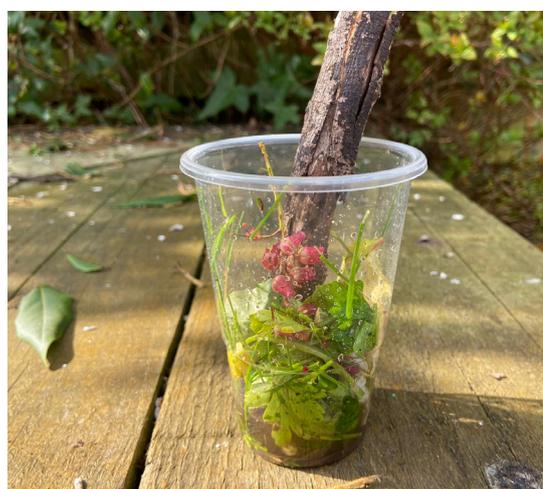
Discuss do they like the perfume/potion they have made, how would they describe it, how does it make them feel? What was the strongest smelling ingredient? Any surprising smells?

Share the creations and vote on which is best perfume, best potion.

## Variations

The same method can be used for making natural paints. This time choose the same variety of leaf, berry, petal. Pulverise them to extract the pigment mixing with just a small splash of water. A tiny bit of honey added will help consistency. Which gives the best colour?

Make some natural paint brushes too by attaching bristles of grasses, feathers, seed heads to the end of a stick with an elastic band or string.



# Be still and breathe

15-30 mins

## Where

Woodland, green space, beach.

## You will need

- Ideally an area where the ground is mossy, soft grass, crunchy leaves but clear of anything sharp, stinging, litter or animal poo, either under trees or out in open

## Safety

Check the area beforehand for suitability as above, awareness of hay fever sufferers if on grass when there is pollen.



## What to do

Within earshot encourage participants to lie on their back (or if preferred sit with back against a tree trunk) and keep very still, closing eyes and taking a few deep slow breaths!

Now slowly and softly guide them to focus on what they are absorbing about the world around through their different senses.

Focus on what you can feel – on your skin, through the parts of your body touching the ground/tree? Allow a few minutes to absorb these sensations.

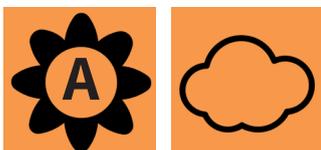
What can you hear? Listen hard and notice what is the tiniest sound? Which sounds are loud or soft, which come and go?

What different things can you smell? Are they pleasant or not?

Open your eyes – what can you see? What is the highest point of the sky you can see? How are the clouds moving? What shapes and patterns are they making? What other shapes and colours can you see? What else is moving above you?

## Variations

Try this in various places and find your own special place to be. A place to be calm and connect with nature.



# Signs of animals, tracks and casts

1 hour

## Where

Woodland.

## Aim

To connect with and learn about the animals that live in/ use our outdoor spaces.

## You will need

- Pictures of animal signs (optional)
- Animal Track ID chart
- Old plastic drinks bottle/ cereal box
- Plaster of Paris
- Container
- Water
- Clean stick for stirring

## Safety

Great care needed with plaster of Paris as it becomes hot as it sets.

## What to do

When we are in the woods we may not manage to catch sight of wild animals but it doesn't mean to say they are not there and they will be leaving behind tracks and signs.

Brainstorm what evidence animals might leave behind – footprints, hair and fur, nibbled cones/ nuts/leaves, poo, worn trails, homes that are holes in the ground/tree or nests, day beds (areas of compressed vegetation).

Search for some of these signs and any animal tracks. Can you identify the animal? A footprint ID chart is useful, see RSPB website.

If you find a good footprint of an animal track, take a cast of it to preserve it like a fossil.

Create a barrier around the track by pushing a strip of plastic or thin card into the ground to surround the track, taking care not to damage it.

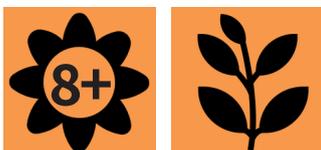
With approximately 1 cup of water per cast in a container, sprinkle plaster of Paris onto the water until it builds up to reach the surface. Mix to a custard consistency.

Pour the mix into the mould and leave to set for at least 30 minutes.

Once set, remove the dry plaster cast from the ground and gently brush away any debris from your cast.

## Variations

Create a track trap for animals on a known run by creating an area of sand that the animal will run through, hopefully leaving its track.



# Prints in clay

30 mins

## Where

Woodland, green space.

## Aim

To appreciate the intricacy of plants, using the beauty of nature for art.

## You will need

- Clay
- Rolling pin
- Flat surface, e.g. tree stump
- Variety of leaves, baking paper (optional)
- Non-sharp knives

## What to do

Find a flat surface, such as a tree stump to work on.

Roll out a lump of clay with the rolling pin (baking paper will stop it sticking to the surface), using 2 sticks of approx 1.5 cm diameter either side of the clay to help achieve uniform thickness.

Choose a leaf or several leaves and arrange them on the flat surface of the clay. (Leave part of the leaf or stalk off the edge of the clay so you can easily peel it off).

Lightly roll over the leaves to press them slightly into the clay.

Carefully peel the leaves off and see how the clay shows the details of the leaves. Notice the veins or marks of any hairs?

Trim the edges of the tile to neaten, poke 2 holes in the top if you want to be able to hang it and leave the clay to dry completely.

## Variations

Paint or glaze the tiles.

Create species specific tiles, e.g. an oak leaf with an acorn.



# Bat and moth game

15 mins

## Where

Green space, woodland.

## Aim

To introduce predator-prey relationships and how bats communicate, while being active.

## You will need

- Open area
- Group of 8+
- Blindfolds

## Safety

Area clear of loose material that would be a trip hazard.

## What to do

Group form a large circle in the open area.

One child is chosen to be the bat and is blindfolded to represent hunting by night.

Another is chosen as the moth and both enter the circle, the rest of the children become the cave wall standing still and quiet.

Explain how bats build up a sense of the world around them by making calls as they fly around and listening for the returning echo - echolocation. In this way they can tell how far away something such as its prey is, how big it is, its shape and where it is going.

To hunt the moth, the bat claps (to represent its call) and the moth then claps back the echo. The bat now knows where the moth is and hunts it down, clapping again as often as it wishes. The moth must always reply immediately.

The moth must try to avoid capture to survive. If the bat calls when it is close to the wall or grabs one of the cave walls, the cave wall calls 'Wall' and the hunt goes on.

Once the moth is caught, it can consider itself eaten and the roles can be changed.

## Variations

More moths can be added, and the circle can be made smaller if it is proving too difficult for the bat!



# Woolly caterpillars

10-20 mins

## Where

Any outdoor area, green space or woodland, could work at beach too.

## Aim

Focussing in on natural world to spot 'hidden creatures'. Learning about and understanding camouflage.

## What to do

Intro talking about caterpillars, camouflage and what to look for and where. Talk about predators/ food chain.

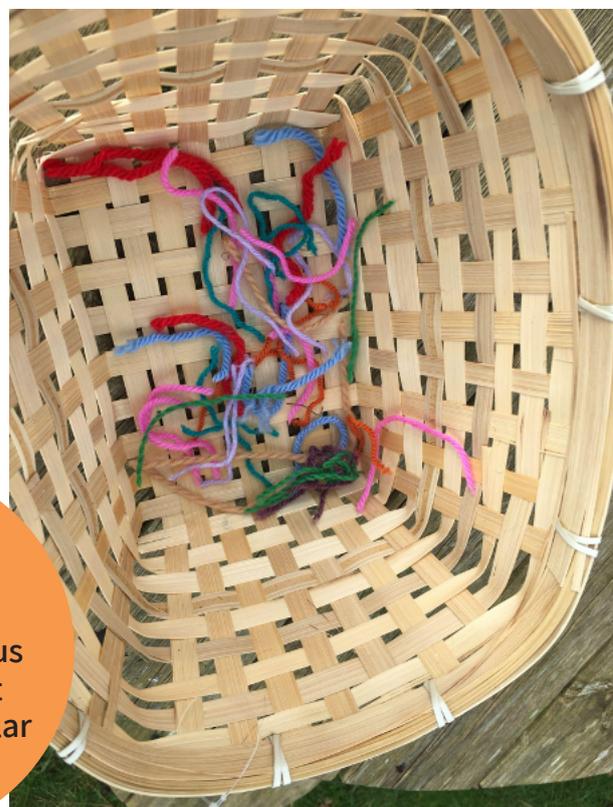
While the participants are otherwise occupied (and not watching!), the leader hides or scatters the woolly caterpillars in the chosen area. Everyone then sets to work trying to collect as many 'caterpillars' as they can.

## You will need

- A selection of coloured yarn - brighter colours for younger ones, 'natural' coloured for older participants. Chop up into 'caterpillar'-sized lengths
- Small containers for participants to collect in

## Tip

Be mindful of nature. Avoid disturbing obvious habitats. Do not overuse a particular site or area.



# Top predator game

10-20 mins

## Where

Area with safe body of water - small stream is ideal.

## Aim

Developing physical and coordination skills and strength, learning about nature and the food chain.

## You will need

- A stream
- An assortment of containers
- A holey bucket
- Wellies

## Safety

Check out the stream area and be sure everyone is aware of any deep pools, supervise those at the water.

## What to do

Intro chat about the food chain/web.

Decide on two or more teams. Team members form a line - from the stream to an area around 30 metres away. Each person has a container. The person in the water has a holey bucket.

Person in stream must quickly fill their bucket and empty the water into the next person's container... who then dashes to the next person and passes the water on...until the end person who fills an intact bucket. The game illustrates how top predators are last in line in terms of prey and have to use a lot of energy to obtain often poor pickings of food.



This Photo by Unknown Author is licensed under CC BY-SA-NC

## Tip

Be mindful of nature. Avoid disturbing obvious habitats. Do not overuse a particular site or area.



# Rock pool session



## Where

Beach

## You will need

- Net
- Bucket
- Tray
- ID guide
- Correct clothes

## Aim

To teach others how to safely lead their own rock pool session. Be able to identify the common creatures found. Know how to handle rock pool creatures with minimum disturbance and harm.

Activity	Description
Introduction	<p><b>Who we are:</b> Emma and Lauren</p> <p><b>Where we work:</b> BMR</p> <p><b>What the BMR does:</b> Voluntary organisation that helps protect the marine environment within the reserve through engagement and education. Run lots of activities including rock pooling in the summer. Also do, nurdle hunts, beach cleans, shorewatches. Always looking for volunteers so if interested come ask us about any of our volunteer opportunities at the end.</p>
Planning a rock pooling session	<p><b>Location:</b> Lots of rocks for pools to be left from the tide. Sheltered so not too windy, more bare rock/less seaweed areas</p> <p><b>Tides:</b> 1 hour and a half before low tide</p> <p>Do a risk assessment: go through our risk assessment and have one for people to take away as an example</p> <p><b>Weather:</b> wind, rain, sun, snow</p> <p><b>What people should wear:</b> wellies for footwear (aqua shoes in summer) trainer okay as long as good grip – no sandals or flipflops. Raincoat and water proofs if raining and cold, maybe change of clothes if younger kids coming, sun cream if hot.</p>
Safety	<p><b>Need:</b> First aid kit, risk assessment, emergency numbers</p> <p><b>Hazards to make your groups aware of:</b> Tide, Slippery rocks (stay off seaweed), Jaggy rocks (cut hands), carrying bucket while climbing over rocks. Go through risk assessment</p>
How to rock pool	<p><b>Say:</b></p> <ul style="list-style-type: none"> <li>- Best way to find creatures is to look under rocks – try to put back where found and be gentle</li> <li>- Go through most common animals found: Limpet, barnacle, dog whelk, periwinkle, shore crab. Describe them maybe or show an ID guide then point out when rock pooling.</li> </ul> <p>Go rock pooling see what we find</p>

# A fistful of sounds

15 mins

## Where

Anywhere but to capture bird life best next to hedge, trees.

## Aim

To build awareness of surroundings through sense of hearing, particularly nature sounds.

## You will need

- No resources needed, an outdoor area, with trees or hedge if possible

## Safety

Sit if children have difficulty standing with eyes closed.

## What to do

All stand very quietly and hold up one hand with fingers outstretched.

For every sound heard, fold down one finger until they are all down (this may be done with eyes closed to increase focus).

Discuss the sounds heard – which are man-made, which are in nature? Which are dominant, which are background, which need to be listened for more carefully. What is the quietest sound heard? Did anyone hear birdsong?

Try again recording only natural sounds or only birdsong – who can get to 5 different sounds, or maybe even 10?

## Variations

Try this at different locations and at different times and compare.

Can we imitate the sounds we hear? What could we use around us to make a similar sound? Have different children/groups make different sounds and compose a symphony!

Concentrate on birdsong – how many different calls are heard, can they spot the caller, can they imitate the sound, over time can they learn to identify different species from their call? Help with identification can be found on the RSPB website. Use natural materials to imitate the different sounds and make your own woodland symphony.



# Make a nest

30 mins

## Where

Woodland.

## Aim

Empathise and understand more about the seasonal activity of birds around us.

## You will need

- Supply of nesting material such as dried sticky grass, dried grass, fine twigs, dry bracken or ferns, mosses, lichens, feathers (you may need to bring some to supplement what can be found)
- Clay
- Play dough
- Cones or pebbles to represent eggs

## Safety

Take care of eyes when weaving and working with twigs.



## What to do

Spring is a good time for this activity when the birds will be busy collecting material and building their nests. See if you can observe any of it happening. Look in the still bare hedges and trees for any of last year's nests.

To make a nest, take a rough bundle of long dried grasses and make a loop weaving in the ends to create a nest shape.

Find soft materials to line and fill in the gaps. Place your clutch of eggs in the nest – think of how many each species typically lay. Many eggs are speckled – rolling the clay/Play dough egg gently on the forest floor will achieve this.

## Variations

For older children, try building a nest with only one hand as if you have just a beak and marvel at the effort and skill of many birds.

Learn more about the nesting habits of different species that are around your area.

Make a giant nest all together where you collect sticks and weave them to form a large circle that you can all sit in.

Get the group to act out a scene to demonstrate how cuckoos lay their eggs in other birds' nests.

## Tip

Return the material once you have done the activity for the birds to use, especially if in the nesting season. Take care not to go too close to nests in the nesting season, as the parent birds may abandon their eggs or chicks if disturbed.



# Mini raft building

1 hour

## Where

Woodland, beach.

## Aim

To work at a design, being willing to experiment and modify

## You will need

- Loose sticks
- Twine/string/elastic bands
- Stick person or small natural object to be passenger
- Large shallow plastic storage box containing some water if no suitable test site available

## Safety

Choose site carefully for testing rafts – shallow, quiet water, with gradual banking.

## Tip

Respecting nature: ensure no non-natural materials are left in the environment.

## What to do

Individually or in pairs, collect sticks of roughly same length and experiment with how to tie them together to create a raft. The simplest designs work the best but attaching a weight or keel directly underneath will help keep the craft upright.

Add a sail (large leaf or fabric), flag or any other features if wished.

Test them in some shallow water with their passenger aboard. Discuss the design features that work well.

Make modifications if wished and try again.

## Variations

If rafts are sturdy enough have a race. Line them up and let them go down a flowing stream to a prearranged spot downstream. First one to arrive intact is the winner.

Tether the rafts with a piece of string if you want to keep them from floating off.

For night time treat, place a tea light on the raft and cover with the top section of a plastic bottle without lid to keep off the wind, and float for a magical effect.



# Pond or stream dipping

30 mins - 1 hr

## Where

Pond/stream.

## Aim

Learning about how water creatures live, learning to identify some of them, respect for nature, assessing risk.

## You will need

- A collection container or tray, spoons to look at creatures closely, a magnifying glass, pond/stream life ID book/chart and net. You can use old takeaway containers etc or buy special dipping kits online
- ID charts: FSC have good waterproof ones, habitat-specific, £3.75 each
- Wear waterproofs/wellies

See also the RSPB website for ID sheets and 'Wild challenge' activity resources.

## Safety

**Water safety:** general advice would be to do pond-dipping safely from the edge (not in the water, and avoid leaning over the pond), stream dipping with supervision depending on age/ability and nature of stream.

## Hygiene

Equipment should be cleaned thoroughly after use, and especially if they will be used in different water next time.

## What to do

Depending on age range, talk about what you might find and where. Support (as necessary) to fill tray or container with a few cm of water from the pond or stream. Demonstrate approaching cautiously and quietly, looking for and finding something of interest. Lower your net gently into the water, swirl around gently and empty contents into the container. Agree a time limit when everyone will come back with their bugs.

Split into pairs/small groups as appropriate. Spread out and begin your dipping. Leader can support informally with dipping.

Come back to base and take turns to look at your catch. See if people can name their bugs, use ID charts for help. Return quickly to previous location. Wash your hands!

## Tip

Be gentle with creatures, move slowly and cautiously, only take one of each, try to remember where they were and put them back there after examining. Respect habitats, replace displaced stones. Avoid having too many people in one section of stream at once.



# Natural crown

30 mins

## Where

Woodland, green space.

## Aim

To develop awareness of plants in different seasons and create something beautiful to celebrate the season.

## You will need

- Bandy stems – willow, ivy, clematis or honeysuckle
- Secateurs (adult use only)
- Natural materials

## Safety

Care for own and other's eyes when handling long willow stems.

## Tip

Only gather natural materials that are no longer part of a living thing or that there are plenty of for decoration.

## What to do

Bend the willow stems or ivy strands into a circle to fit your head, continuing to weave the ends around until they are completely woven in and the circle is quite secure.

If wished, add a further stem, ivy strand, clematis stem to make the ring thicker.

Decorate with seasonal natural materials that have been foraged, poking them between the strands of the ring.

## Variations

Make it a wreath to hang on a door or wall, by adding a twine hanger.

Try in different seasons such as with evergreens in winter.

Make a dreamcatcher in same way by weaving a circle. Attach coloured wools across the circle and hang 4 or 5 items (e.g. feather, cone, shell) from it with lengths of coloured wool. Hang vertically to catch your dreams.

Hang horizontally and make a mobile.



# Journey Stick

30 mins - 1 hr

## Where

Woodland, beach, green space.

## Aim

Observing the natural world, creating a unique story around your place in the natural world.

## You will need

- A stick – 30-80 cm
- Coloured wool or twine
- Scissors
- Dress for outdoors, good shoes and have a rough route planned – you can go for a woodland walk or through a variety of different spaces, including the beach, open green areas

## What to do

Everyone finds a stick they can carry easily – not too big! Depending on age/ability, leaders can support participants to cut length of twine or wool and wrap round their stick.

Now you all go on a ‘journey’ – in pairs or singly – you can walk a route or wander about in a chosen area.

Look out for interesting things to attach to your stick – a feather, a flower, a pretty leaf, seaweed... tuck them into the twine or attach with extra twine if tricky.

Come back to base and take turns to tell the story of your ‘journey’ and why you chose the objects on your stick.

## Safety

Respect others with stick, avoid sharp sticks, leaders keep scissors safely. Avoid routes with lots of roads to cross or busy places.

## Tip

Nobody needs to talk, they can simply show their stick if they prefer to.



# Paper bag kite

30 mins

## Where

Beach, green space.

## Aim

To enjoy physical activity with distraction of flying a simple kite.

## You will need

- A paper bag – lunch bag type ideal, but any will work, stronger the better (a plastic bag will work too)
- String or twine
- Stick/cardboard tube (optional)
- Felt pens/crayons/tissue paper/stickers/colourful plastic bags
- Tape (optional)

## Safety

Supervision and care with scissors and if using plastic bags, check area for trip hazards.

Keep well away from overhead wires.

## What to do

Decorate your bag in any way you like - with patterns, a face (the open end is the bottom).

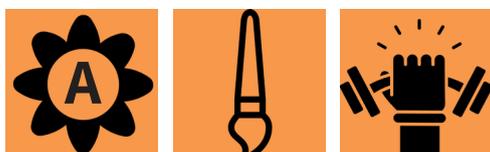
Attach streamers cut from tissue/plastic bags to the bottom of the bag.

Fold 3 cm of the open end of the bag over to add strength. Attach 2 pieces of string/twine about 80 cm long to bag corners by either taping or threading through holes (as in picture) to form 2 loops.

Cut another 80 cm plus length of string and tie the 2 loops together.

If wished attach stick or squashed cardboard tube to end of string and wind up to make handle.

Go out and fly your kite – you will need to run with it or stay on the spot and spin round to catch the wind.



# Quadrats

30 mins

## Where

Anywhere, ideally somewhere with a variety of plants growing on the ground.

## Aim

Learning about the diverse flora of a place by focussing on a small sample area, science.

## You will need

- A quadrat or hula hoop (twine/wool and sticks to make your own)
- Tape measure
- ID guide for local plants
- Pen and paper
- Clipboard

## What to do

Have an introductory talk, depending on level, about sampling, ecology surveys and maybe Citizen Science. Give a demonstration of how to (make and) use the quadrat.

To make a quadrat, choose four even sized, straightish sticks (about 1m each). Set them in a square then bind them using a square lash knot. (See Stick frames for detailed instructions.) Once you have your quadrat ready, take a few steps away from others and gently cast it onto the ground. Where it lands is your sample area.

Learners can work in pairs or singly. You may want to kneel on something so you can study the contents of your quadrat. Depending on the level of the participants, you can simply support identifying each species found, you can count the numbers of each species (using tally marks) or carry out more intricate calculations, see FSC website for further guidance on this.

Come together at the end, share the species counts and ID notes, add up the tally marks and talk about getting involved in Citizen Science activities.



# 10 minute fires

1 hour

## Where

Woodland, beach – in a clear area (not directly under tree canopy) and on ground cleared of the ‘living layer’.

## Aim

Developing individual skills and self-confidence, learning how to use natural resources to keep warm or cook, while respecting nature.

## You will need

- A source of firewood – small and medium sticks
- Fire steels (or matches)
- Tinder (e.g. cotton wool and Vaseline)
- A fire blanket and/or bucket with source of water
- First aid kit including burns kit
- (Optional) Fire bowl/pit if risk of forest fire or to keep off the ground

## Safety

Ensure small ratios and best to do with learners you know and trust. Everyone should understand basic safety rules of a fire circle and lighting fires. Ensure clothing is not flammable, tuck in scarves/dangling toggles, etc. Tie back long hair. Check weather (not too windy), notify Fire Control before and after. See separate Fires Risk Assessment.



## What to do

Encourage everyone to gather firewood and any available tinder – best to find dry sticks which can be caught up in branches. Collect a selection of small (matchstick thick, medium (pencil thick) and thicker sticks. Have them ready at the site. Establish a safe ‘fire circle’ using seat pads or tree trunks if available. You could also mark out a circle on the ground using a coloured red rope. Ensure water and fire blanket to hand and decide who will do the fire lighting.

Scrape back the ‘living layer’ using shovel or foot. Set up a square with dry sticks (pegged at the corners) and a ‘grate’ of thick sticks (position so that wind blows in direction of sticks to provide oxygen). Avoid using rocks as these can explode. Set the fire using a ‘log cabin’ or ‘wigwam’ style! Start small with tinder and thinnest sticks, be ready to feed with thicker sticks as it gets going. Keep an eye on changing wind direction.

Extinguish the fire using buckets of water – ensure the fire and cinders are completely cold before raking over (a stick will do) and distributing the ashes around to leave no trace. Remember to call Fire Control.

## Tip

Be mindful of nature. Avoid using old wood which has become a habitat.



# Cooking sticks – dough/sausages

1-2 hours

## Where

Woodland or open area – in a clear area (not directly under tree canopy) and on ground cleared of the ‘living layer’.

## Aim

Developing individual skills and self-confidence, learning how to use natural resources to keep warm or cook, while respecting nature.

## You will need

- A source of firewood – small and medium sticks
- Fire steels (or matches)
- Tinder (e.g. cotton wool and Vaseline)
- A fire blanket and/or bucket with source of water
- First aid kit including burns kit
- A small sharp knife or potato peeler(s) – older children should manage the potato peelers, with supervision
- Pre-prepared dough (can be savoury or sweet, pizza dough mix, etc)
- Sausages (vegetarian option)
- ‘Extras’ (tomato ketchup)
- Chopping board or surface
- Hand washing kit

## Safety

General safety as per 10-minute Fires. Be aware of food hygiene rules (including thorough cooking of meat) and ensure adequate hand washing. Important to use clean, non-toxic green sticks. See separate Fires and Outdoor cooking Risk Assessments.

## What to do

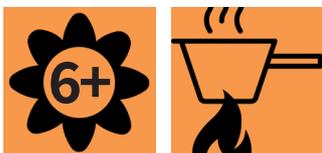
‘Harvest’ suitable straightish branches from living trees – don’t strip a whole tree, one branch per tree is kinder! Ensure you don’t use a poisonous one such as yew or elder. Using knife, carefully remove extra branches. Pare the end of the stick (about 10 cm) to remove the bark. This can be done (carefully) with a decent potato peeler, including by older children.

See 10-minute Fires for basic fire lighting instructions. Ensure plentiful supply of firewood. Best to get the fire hot with the flames died down slightly.

Coil the dough round the pared part of the stick, or skewer the sausage onto it. The trick is to cook it without burning the food – so don’t hold it right in the flames, rather above glowing embers or a few cm from the heat. Gradually turn the stick to cook the food evenly. Enjoy!

## Tip

Be mindful of nature. Avoid using old wood which has become a habitat.



# Wildlife bingo

30 mins +

## Where

Any outdoor location, especially green space/ woodland, very good for walk activity.

## Aim

To encourage participants to observe nature. It is a great introductory activity to an area, and helps to develop a sense of place. (It can also distract 'reluctant' walkers!).

## You will need

- A bingo sheet, examples available on the RSPB website, use pictures for non-readers
- You can copy the grid shown below
- Something to lean on, a pen or pencil each

## What to do

Pair up or go alone – for a walk or just wandering about the woods, beach or field – and see what you can spot. Don't collect them, just notice them. Cross them off on your card as you see them. You can aim for a whole line or a whole card.




# Find a rainbow

30 mins - 1 hr

## Where

Anywhere outside.

## Aim

Observing the natural world closely, noticing detail and colour.

## You will need

- A piece of card with a strip of double-sided tape on it

## What to do

Each person is given a card. Strip the backing from the tape and start hunting! The aim is to find a 'rainbow' of colour (don't be too strict about this, allow for creativity/artistic licence!). You could collect things like petals, twigs, leaves, feathers etc – any natural objects which will stick on. No living animals!

After an agreed time/when everyone is finished, come together and show your cards – or set up a 'picture gallery'.

## Safety

Avoid anything which might be poisonous.

## Tip

Respecting nature: 'Take a little where there's a lot.'



# Kelly kettles

15-30 mins

**Important! We advise this is only done by trained leaders who are fully aware of the safety issues and risk assessment**

## Where

Woodland, beach – in a clear area (not directly under tree canopy) and on ground cleared of the ‘living layer’.

## Aim

Safe use of Kelly kettle by adults to have hot water quickly in all weathers.

## You will need

- Pile of twigs and small sticks
- Fire steels (or matches)
- Tinder (e.g. cotton wool and Vaseline)
- Heatproof gloves, a fire blanket and/or bucket with source of water
- First aid kit including burns kit
- Clean drinking water
- Brew kit (mugs, spoons, tea bags, milk, etc.)

## Safety

Ensure small ratios and we recommend leaders only do this activity with proper training and full understanding of safety rules/risk assessment. All participants should understand basic safety rules of a fire circle and lighting fires. Ensure clothing is not flammable, tuck in scarves/dangling toggles etc. Tie back long hair. Check weather (not too windy), notify Fire Control before and after. See separate Fires Risk Assessment and Kelly kettle Risk Assessment.

**adults only**



## What to do

Encourage everyone to gather small twigs, sticks and any available tinder – best to find dry sticks which can be caught up in branches. Have them ready at the site. Establish a safe ‘fire circle’ using seat pads or tree trunks if available. Ensure water and fire blanket to hand.

Scrape back the ‘living layer’ using shovel or foot. Fill the Kelly kettle with cold water (can be done beforehand). Position the fire base on an even area. Add tinder and a few twigs, light and as soon as it gets going add the ‘chimney’, spout facing away from you and ENSURE THE CORK IS REMOVED FROM THE SPOUT! If your kettle has a whistle, you can position it in the spout carefully and lightly, following manufacturer’s instructions.

CAREFULLY, feed the kettle from the side of the chimney (i.e. don’t put hands right above it!). You can also feed small twigs into the air vent, making sure not to block it. Adults only should do this. When boiling (this happens quickly) hold the handle at right angles to the kettle, spout facing away, and remove the kettle carefully. You can also hold the unit using heatproof gloves. Take care not to spill water or scald yourself on steam. DO NOT HOLD HANDLE ABOVE CHIMNEY. If in doubt, reliable diagrams and videos are available online, e.g. ‘Get out with the kids’ website.

Use the handle and chain for safe, controlled pouring, into cups or teapots on a flat, even surface.

Extinguish the fire using cold water and distributing any ashes around to leave no trace. Ensure Kelly kettle is cold before packing away. Remember to call Fire Control.

## Tip

Be mindful of nature. Avoid using old wood which has become a habitat.

## Kelly Kettles Risk Assessment

Benefits – Follow instructions, learn fire safety, develop a sense of responsibility

Hazards	Who is at risk	Level of risk	Control Measures	New level of risk
Burns	Anyone near Kelly kettle	H	Always kneel when around kettle Tie hair back, remove loose clothing e.g. scarves Be aware of highly flammable clothing Ratio 1 adult : 2 children	L
Scalds	Anyone near Kelly kettle	H	Adult to lift, carry AND pour kettle	L
Contamination from dirty sticks, flora/fauna	Anyone collecting kindling or feeding kettle	M	Warn to watch out for dog dirt, use hand gel before eating, do not use poisonous wood	L
Smoke inhalation		M	Advise everyone to sit upwind of smoke. Limit amount of time one person spends feeding the kettle	L
General	All	H	We advise suitable training for anyone using this	L

With thanks to Nature Unlimited.

Notes: Never pour from kettle into a cup held by someone. Always place cup on flat surface away from other group members.

# Mixed bag

Sometimes it's nice to give people a free rein - or sometimes there may be someone who just doesn't want to join in with what everyone else is doing. It can be useful to have a mixed bag of activities for times like this. This can also be a great resource for parents in those long summer holidays! There is no need to use expensive kit, everyday and recycled objects can work perfectly! We have listed some suggestions for what to put in it here.

- Magnifying glass
- Small net/container
- Cards with double-sided tape for collecting
- Crayons/pencils and (waterproof) paper
- ID charts
- Air-drying clay
- Tape measure
- Chalk
- Wool or twine
- Map of the area
- Compass

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## General guidance for outdoor sessions

Think about having the following:

- Relevant risk assessment(s)
- Landowner permission (if appropriate)
- Consent/medical forms (with emergency contacts)
- Session plan (and Plan B!)
- Equipment/kit
- Designated first aider and first aid kit
- Insurance.

Always check the weather forecast too, beforehand and on the day. Check you have your phone charged and a signal.

This will seem a lot to begin with, but you will soon get into the swing of things. Encourage people to come wearing suitable clothing (lots of layers are best) and footwear for the outdoors. This could be wellies roomy enough to accommodate thick socks! It's good to keep a supply of emergency waterproofs/gloves etc in case anyone comes under-dressed.

Suggest that participants bring their own water and a snack (if desired). Let them know if you plan to provide additional drinks/snacks.

Please ensure you adhere to latest Scottish Government Covid guidelines, see NHS Inform website. You might want to ask people to bring their own sanitiser and a face covering if appropriate.



## COVID-19 Risk Assessment Template for Outdoor Sessions

<b>Group:</b> Eyemouth Gateway to Good Health	<b>Location:</b> Outdoor open areas (various)
<b>People at Risk:</b> Everyone – volunteers, staff	Additional Information:
<b>Contact Person:</b> Ruth <b>Role:</b> Coordinator	<b>Review Date:</b> in conjunction with latest Scottish Government rules, see NHS Inform

**Please note** that this risk assessment template concentrates on the risks posed by Covid-19 and it does not include additional risks posed by the planned activity, venue, equipment needed, individual support needs of participants, wider environment or external factors. A full risk assessment should be completed for all venues and types of activities in advance.

### Risk Evaluation

Hazard	Risk	Initial Rating (L/M/H)	Control Measures	Final Rating (L/M/H)	Action by whom and completion date
What's the hazard?	What is the risk of harm?	Is this risk Low, Medium or High?	What measures will you put in place to reduce the risk identified?	Has the risk rating changed?	What do you need to do to minimise risk?
Covid-19: Infection spread	Individuals coming into contact with Covid-19 or those with symptoms of Covid-19	H	Ensure all aware of Scottish Government guidance in advance Individuals who have symptoms need to take a test and stay away if positive Meet for less than 3 hr Reduce numbers of people meeting up at any one time Consider personal circumstances of all involved – see checklist	L	Try to maintain at least 1m distance Wear masks if in close proximity of others Sanitise hands on arrival and when leaving, and before touching or eating food Remind others to sanitise hands
Sharing equipment	Risk of infection	M	Sanitise hands before passing equipment to other person, ensure they have sanitised too Wear gloves if necessary Use antiviral + antibacterial wipes as necessary Minimise risk of contamination of food – cutlery rather than handling	L	Have sanitiser and/or gloves available, have wipes too

Hazard	Risk	Initial Rating (L/M/H)	Control Measures	Final Rating (L/M/H)	Action by whom and completion date
Surfaces	Risk of infection	M	Be aware and minimise unnecessary contact with hands; use hand gel or wipes as required Each person keeps their own mat etc for the session	L	
Mugs etc	Risk of infection	M	Consider taking own mug or ensure each person uses the same mug throughout	L	
First Aid	Risk to participants and First Aider	H	First aid kit required as appropriate Competent First Aider identified where relevant, possibly more than one depending on the scale of the event and activities planned PPE to be worn when administering First Aid e.g. gloves, face covering, aprons and face shield if there is a risk of coughing	L	First aid kit checked and up to date Additional PPE purchased
<b>Add additional rows as needed</b>					

### Checklist

- Consider age and circumstances of those involved – recent travel, underlying health conditions, living alone or in contact with many others.
- Discuss what everyone feels comfortable with.
- Consider your other activities that day/week – don't try to fit in too many things in one day.
- If in doubt, check out with other colleagues.
- Do the benefits outweigh the risks? E.g. mental health etc.

## Site Risk Assessment: Sample

Venue: Toll Road Woods and Greenspace behind Eyemouth Primary School Landowner: SBC (permission sought from SBC Estates Dept.)	Assessment carried out by: Ruth Noble
Postcode: TD14 5AN	Signature: Date: 28/3/22 Review Date: 28/3/23
Location Grid Reference: 55.868625 , -2.0980007 What3Words: lows.unloads.clash	

Areas to check	Hazards	Risk	Level	Control Action	New Level
Access to the site <ul style="list-style-type: none"> <li>Public rights of way</li> <li>Roads</li> <li>Parking</li> </ul>	Traffic Uneven path through woods Muddy areas in open area	Injury caused by vehicle Tripping on tree roots etc Getting stuck in mud	M/H M M	Walk in pairs, adults at suitable intervals, cross roads safely Advise care when walking Advise against bringing buggies etc.	L L L
Boundaries around the site <ul style="list-style-type: none"> <li>Barbed wire</li> <li>Streams, ditches, roads, tracks</li> </ul>	Some barbed wire Bundles of wire Road on other side of woods	Cuts/getting caught in wire, possible tetanus risk Vehicle collision hazard	M/H M/H	Avoid barbed wire areas and other rolls of wire/mark out of bounds Ensure safe boundaries established, supervise young children	L L
Other people using the site <ul style="list-style-type: none"> <li>Rangers, contractors</li> <li>Walkers, cyclists, horse riders</li> <li>Other children</li> </ul>	Dog walkers Walkers/runners	Dog bites/scratches Stranger danger	M/H	Instruct everyone not to approach unknown dogs Advise not to speak to strangers	L
Canopy layer <ul style="list-style-type: none"> <li>Deadwood in overhead trees</li> <li>Leaning, dead trees</li> </ul>	Large area of trees affected by storm damage – leaning/fallen/exposed root plates	Crush injury	M/H	Do not use area with large/fallen trees – mark out of bounds	L
Shrub layer <ul style="list-style-type: none"> <li>Deadwood in smaller trees</li> <li>Leaning smaller trees</li> </ul>	Ash woodland – possible leaning trees or hanging branches	Risk of injury	M	Ensure site is checked each time and if windy use only open green space, mark any areas out of bounds	L

Areas to check	Hazards	Risk	Level	Control Action	New Level
Field layer <ul style="list-style-type: none"> <li>• Branches sticking out at eye level</li> <li>• Poisonous plants</li> <li>• Prickly plants</li> </ul>	Branches at eye level Brambles Ivy/other plants	Risk of injury, especially to eye Risk of thorns/tetanus Risk of getting tangled up/skin irritation risk	M/H  M/H	Warn about walking, not running in woods Avoid areas of thick brambles Warn not to pull up or run among ivy	L  L L
Ground layer <ul style="list-style-type: none"> <li>• Hidden logs lying in the grass</li> <li>• Broken glass, rubbish and rusty metal</li> <li>• Fungi</li> <li>• Dog faeces</li> <li>• Pond, stream, boggy areas</li> <li>• Slope, embankments</li> <li>• Holes in ground</li> </ul>	Uneven ground/muddy slopes Wire rolls on ground Litter Broken glass/rusty metal Dog faeces Trip hazards, e.g. branches etc. Fungi/poisonous plants	Risk of tripping, slipping, cuts, contamination, etc. Risk of ingestion and poisoning	M/H  M/H	General tidy up and check advised at each use Avoid and warn about fungi/other poisonous plants, use hand hygiene especially before eating	L  L
Structures <ul style="list-style-type: none"> <li>• Shelter</li> <li>• Fire pit</li> <li>• Camp area</li> <li>• Benches</li> </ul>	Fire Dens/other structures	Risk of fires spreading in woods Risk of injury	M/H  M/H	Use open grassy area for suitable safe fire Ensure fire is safely extinguished before leaving site Dismantle dens, etc before leaving site	L  L
Animals on site <ul style="list-style-type: none"> <li>• Deer ticks</li> <li>• Rats in/near water courses</li> <li>• Dogs</li> </ul>	For example: Infection from ticks Infection from rat urine Infection from dog faeces	Lymes Disease Weils Disease <i>Toxacara canis</i>	H H H	Make everyone aware and follow hygiene protocols (hand washing). Advise parents/carers to check regularly for ticks on children. Remove faeces using gloves and bin bag	L  L L

With acknowledgement to Nature Unlimited and The Forest School Training Collaborative, [www.forestschoolltraining.co.uk](http://www.forestschoolltraining.co.uk), [admin@forestschoollscotland.co.uk](mailto:admin@forestschoollscotland.co.uk) for use of this template

## Blank site risk assessment

Venue: Landowner:	Assessment carried out by:
Postcode:	Signature: _____ Date: _____ Review Date:
Location Grid Reference: What3Words:	

Areas to check	Hazards	Risk	Level	Control Action	New Level
Access to the site <ul style="list-style-type: none"> <li>Public rights of way</li> <li>Roads</li> <li>Parking</li> </ul>					
Boundaries around the site <ul style="list-style-type: none"> <li>Barbed wire</li> <li>Streams, ditches, roads, tracks</li> </ul>					
Other people using the site <ul style="list-style-type: none"> <li>Rangers, contractors</li> <li>Walkers, cyclists, horse riders</li> <li>Other children</li> </ul>					
Canopy layer <ul style="list-style-type: none"> <li>Deadwood in overhead trees</li> <li>Leaning, dead trees</li> </ul>					
Shrub layer <ul style="list-style-type: none"> <li>Deadwood in smaller trees</li> <li>Leaning smaller trees</li> </ul>					

Areas to check	Hazards	Risk	Level	Control Action	New Level
Field layer <ul style="list-style-type: none"> <li>• Branches sticking out at eye level</li> <li>• Poisonous plants</li> <li>• Prickly plants</li> </ul>					
Ground layer <ul style="list-style-type: none"> <li>• Hidden logs lying in the grass</li> <li>• Broken glass, rubbish and rusty metal</li> <li>• Fungi</li> <li>• Dog faeces</li> <li>• Pond, stream, boggy areas</li> <li>• Slope, embankments</li> <li>• Holes in ground</li> </ul>					
Structures <ul style="list-style-type: none"> <li>• Shelter</li> <li>• Fire pit</li> <li>• Camp area</li> <li>• Benches</li> </ul>					
Animals on site <ul style="list-style-type: none"> <li>• Deer ticks</li> <li>• Rats in/near water courses</li> <li>• Dogs</li> </ul>					

With acknowledgement to Nature Unlimited and The Forest School Training Collaborative, [www.forestschoolltraining.co.uk](http://www.forestschoolltraining.co.uk), [admin@forestschoollscotland.co.uk](mailto:admin@forestschoollscotland.co.uk) for use of this template

## Rockpooling Risk assessment

With thanks to Berwickshire Marine Reserve

 <b>Berwickshire Marine Reserve</b> <b>Risk Assessment</b> 	
<b>Title of activity</b>	Rockpool Rambles
<b>Responsible Person</b>	Emma and Kirstin
<b>Date of assessment</b>	11/06/2021
<b>Location of work</b>	Coldingham Sands Beach
<b>Introduction</b>	
The following risk assessment and guidance has been developed to assess the hazardous activities, risks and identify appropriate prevention and control measures.	
<b>Activities with Hazardous Potential and Significant Risks</b>	
These are contained within the shaded area. The first shaded area in the assessment identifies the hazard or hazardous activity, with the second shaded area identifying the risks imposed by that activity. The unshaded section identifies the control measures required.	
<b>Hazard</b>	<b>Access to beach site</b>
<b>Risks</b>	<b>Slips and falls</b>
<b>Control Measures</b>	<ul style="list-style-type: none"> <li>• All participants to walk slowly and apply due care</li> <li>• All members keep their hands out of pockets, to be able to brace during potential falls, minimising the risk to the head</li> <li>• Avoid particularly hazardous or sloping areas</li> <li>• Appropriate footwear to be worn; absolutely no high heeled shoes or flip-flops</li> <li>• Those not wearing suitable footwear will not be permitted to participate</li> <li>• Special care to be taken when accessing the site</li> <li>• Participants to be informed of the safest way to access the site and work on the rocky shore</li> </ul>
<b>Hazard</b>	<b>Trips and falls on rocks</b>
<b>Risks</b>	<ul style="list-style-type: none"> <li>• Injury through falling on rocks</li> </ul>
<b>Control Measures</b>	<ul style="list-style-type: none"> <li>• All participants to walk slowly and apply due care</li> <li>• All members will not keep their hands in pockets, to brace during any fall, minimising the risk to the head</li> <li>• Avoid particularly hazardous areas</li> <li>• Appropriate footwear to be worn; absolutely no high heeled shoes or flip-flops</li> <li>• Those not wearing suitable footwear will not be permitted to participate</li> <li>• Inform participants to avoid large wet seaweed on the rocks that could cause slips</li> </ul>
<b>Hazard</b>	<b>Sea</b>
<b>Risks</b>	<ul style="list-style-type: none"> <li>• Risk from drowning</li> <li>• Risk from submersion, wetting and subsequent hypothermia</li> <li>• Risk from being cut off by the tide</li> </ul>

## Rockpooling Risk assessment

With thanks to Berwickshire Marine Reserve

Control Measures	<ul style="list-style-type: none"> <li>● Avoidance of any area where there is an opportunity to fall into deep water</li> <li>● Due care to be applied where standing at water's edge of shallow water</li> <li>● Appropriate footwear to be worn</li> <li>● Current weather state, weather forecast, tides, and sea state will be consulted and assessed before heading out onto the shore</li> <li>● Event leader will cancel in advance, or terminate during the activity, when weather and sea state heighten the risk of individuals being swept off by waves</li> <li>● All participants to apply due care to timing and position of tide, and identify return route in preparation; event leader to take overall responsibility for managing this awareness</li> <li>● lifeguards on duty</li> </ul>
<b>Hazard</b>	<b>Cuts and allergies</b>
Risks	<ul style="list-style-type: none"> <li>● Cutting skin on rocks and barnacles</li> <li>● Cutting skin on marine litter</li> <li>● Allergies (rare) to anemones, organisms or hazardous substances</li> </ul>
Control Measures	<ul style="list-style-type: none"> <li>● Event leader to bring first aid kit and to brief participants at the start of the event.</li> <li>● Appropriate safety equipment/ wear supplied (litter pickers, gloves)</li> <li>● Participants made aware not to pick up sharp/hazardous items.</li> <li>● Participants to take due care when picking up litter and avoid those with dangerous edges or are hazardous.</li> <li>● Participants to make leader aware of any known allergies, and in these cases to avoid handling potential hazards</li> </ul>
<b>Hazard</b>	<b>Emergency procedures</b>
Risks	<ul style="list-style-type: none"> <li>● Drowning, serious falls</li> </ul>
Control Measures	<ul style="list-style-type: none"> <li>● Working mobile phone to be carried by event organiser.</li> <li>● Event leader to immediately notify emergency services, including local coastguard</li> <li>● First aid to be administered where appropriate</li> <li>● Event leader to be aware of easiest and safest way to exit the rocky shore</li> </ul>
<b>Hazard</b>	<b>Additional Control Measures Required</b>
Risks	<ul style="list-style-type: none"> <li>● General avoidance of risk</li> </ul>
Control Measures	<ul style="list-style-type: none"> <li>● All participants and leaders to be made aware of the schedule of activity, and of the risk assessment in advance of the date</li> <li>● Event leader to appropriately brief all participants on the day, prior to heading out onto the shore</li> <li>● Warm clothes, rain gear, and appropriate footwear to be worn; sunscreen and hat in summer</li> <li>● Notify participants hazards of lifting inappropriate weights/items.</li> <li>● Carry mobile phone and first aid kit</li> <li>● return before high tide</li> </ul>
<b>Hazard</b>	<b>Covid-19</b>
Risks	<ul style="list-style-type: none"> <li>● Spread of Covid-19</li> </ul>
Control Measures	<ul style="list-style-type: none"> <li>● Sanitize equipment before and after use</li> <li>● maintain social distancing where possible and safe</li> </ul>
<b>Assessor and Responsible Person: Emma and Kirstin</b>	
<b>Name</b>	<b>Signature</b>
	<b>Date</b>

## Activity plan: Eyemouth Outdoors sample lesson plan template

Can be edited to suit.

Date:	Weather forecast:	Session Description/title
Leaders:		Number of Participants: Age Range:
Other staff members/volunteers:		
First aider:		
Site/Venue: Site risk assessment – incl. ensure landowner permission, knowledge/notification of other potential users		
Aims of the session: E.g. social connections, physical and mental wellbeing, nature connection, sense of place, healthy cooking		
Resources: Standard kit incl. First aid kit, tarpaulin/paracord, dry kindling, tools, brew kit – incl. flask, fire bowl, basin/wash kit, snacks Hi-Vis tabards, Paperwork, craft activity kit, wipes, folding table Consent forms incl. emergency contact details		
Approx Timings:	What we are doing:	Risk assessments (RAs)
1.00pm	Set up basic camp incl. tarp and do RA. Call Fire Control. Set up table/seats etc.	Site RA Covid RA
1.30pm	Meet participants at parking area. Paperwork. Put on Hi-Vis and explain safe walking rules. Walk up to base camp safely.	Fire Campfire cooking
1.45pm	Names/Warm up exercise. General chat, camp rules, boundaries. 'Housekeeping'. Set up fire circle etc; go over 'fire circle' rules.	[add additional RAs to suit activities]
2.00pm	Split into 2 groups. Group 1: In charge of fire. Group 2: Nature activities.	
2.45 pm	Sit round the fire circle with hot drinks and snack.	
3.00 pm	Swap groups.	
3.45 pm	Pack up; informal feedback; leave no trace. Put on Hi-Vis.	
4.00 pm	Walk back to parking. Collect Hi-Vis. Call back Fire Control.	
4.15 pm	Evaluation by leaders: What went well: Remember for next time:	

With thanks to Nature Unlimited CIC: [natureunlimited.scot](http://natureunlimited.scot)



## Activity Risk/Benefit Assessment Form

Write activity here [Sample: general environmental art]

Benefits – Awareness of seasonal changes, observation of nature, adaptation to changing environment, creativity; links to CfE -

Hazards	Who is at risk	Level of risk	Control Measures	New level of risk
Clay in hair/clothes/ on skin	All	M	Tie back hair, tuck in scarves etc, wash hands afterwards	L
Poisonous berries or plants	All	M	Identify and warn about any poisonous plants on site	L
Strangulation from string	All	M	Supervise young children, ensure balls of string returned, cut off lengths needed	L
Punctures from sharp sticks/ scissors	All	M	Avoid using sharp sticks, point away from face, keep space around people Care using scissors, keep closed when not in use and pass handle first	L
Irritant or allergy (e.g. flora/feathers)	All	M/H	Avoid known irritants, be aware of anyone with allergy	L

With thanks to Nature Unlimited. Please also be aware of latest Covid guidelines.

Notes:

Written by:

Date:

Date for review:

## Activity Risk/Benefit Assessment Blank Form

Write activity here

Benefits – Awareness of seasonal changes, observation of nature, adaptation to changing environment, creativity; links to CfE -

Hazards	Who is at risk	Level of risk	Control Measures	New level of risk

With thanks to Nature Unlimited. Please also be aware of latest Covid guidelines.

Notes:

Written by:

Date:

Date for review:

## Activity Risk/Benefit Assessment Form

### Barbecues and campfires

Benefits – Eating well, social elements (reducing isolation), intergenerational, new food ideas

Ratio suggested: 1 adult to 3 children

Hazards	Who is at risk	Level of risk	Control Measures	New level of risk
Burns from flames	All	M/H	Establish safe area around barbecue/fire, only designated people go near. Kneel around low fires. Ensure anyone unsteady on feet/with unpredictable movements is kept away Staff around barbecue to have hair tied back, no scarves etc Be aware of first aider/location of first aid kit	L
Burns from hot equipment/food	All	M	Staff using equipment to be aware Warn everyone or only hand out food when cool enough	L
Other items catching fire	All	M/H	Keep flammable equipment/clothing away, assess wind, use in open space, have water and fire blanket, and burns kit nearby	L
Undergrowth/canopy catching fire	All	M	Clear flat area of ground, check no roots underneath; site fire away from low overhead branches, avoid pine. Consider using low fire bowl to keep fire off ground	L
Raw meat contaminating cooked food	All	M/H	Use separate area and boards for preparing raw and cooked food. Ensure staff wash hands properly	L
Undercooked food causing food poisoning	All	M	Staff with Food Hygiene training to be responsible for ensuring food is cooked through	L
Food poisoning	All	M/H	General food hygiene rules to be followed, including all washing hands properly, ensure at least one leader has Food Hygiene certificate. Ensure food, especially meat, is properly cooked through	L
Contamination from dirt/flora/fauna	All	H	Warn to avoid dog dirt etc, use hand gel, whittle bark off end of cooking sticks	L
Breakages of jars, cups etc causing cuts	All, especially less able	M	Minimise use of glass/china. Keep glass jars of sauce etc in one area, staff to assist with use	L
Food allergies	People with food allergies	M/H	Ensure we have note of any allergies. Allergens to be kept separate or avoided altogether	L

Notes: Call Fire Control (0131 228 1367) before and after fire, to tell them you are having a small controlled burn and to notify them that it has been put out safely

Written by: Ruth

Date: 24/3/22

Date for review: 24/3/23

## Kelly Kettles Risk Assessment

Benefits – Follow instructions, learn fire safety, develop a sense of responsibility

Hazards	Who is at risk	Level of risk	Control Measures	New level of risk
Burns	Anyone near Kelly kettle	H	Always kneel when around kettle Tie hair back, remove loose clothing e.g. scarves Be aware of highly flammable clothing Ratio 1 adult : 2 children	L
Scalds	Anyone near Kelly kettle	H	Adult to lift, carry AND pour kettle	L
Contamination from dirty sticks, flora/fauna	Anyone collecting kindling or feeding kettle	M	Warn to watch out for dog dirt, use hand gel before eating, do not use poisonous wood	L
Smoke inhalation		M	Advise everyone to sit upwind of smoke. Limit amount of time one person spends feeding the kettle	L
General	All	H	We advise suitable training for anyone using this	L

With thanks to Nature Unlimited.

Notes: Never pour from kettle into a cup held by someone. Always place cup on flat surface away from other group members.

## SAMPLE CONSENT/REGISTRATION FORM AND MEDICAL INFORMATION

### Can be edited to suit specific group needs

Most groups and organisations will have their own record-keeping and consent forms. For outdoor trips, it is important to have emergency contact details and to be aware of any relevant medical information. You may also want to ensure you have permission to take photos etc so that you can record your great day out!

Participant's name:		Date of Birth:
Parent/Guardian's name:		Telephone:
Email address:		
<input type="checkbox"/>	Tick here if you do not want to be added to our email mailing list	
Emergency Contact Name:		Emergency Contact no:
Relationship to child:		

Please complete the medical information

Yes/No    Please give more information here

Pre-existing conditions that may affect participation		
Medication or treatment required		
Existing injuries		
Allergies, including allergies to medication Is this anaphylaxis? If so does participant carry EpiPen?		
Food intolerances or sensitivities		
Behaviour issues and strategies in place		

I consent to my child receiving medical treatment, including anaesthetic, which the medical professionals present consider necessary.

Photographs and publications: Your child may be photographed or filmed when participating in the activities. Names will not be divulged. All photographs/videos will be stored on the office computer in accordance with data protection rules.

Please delete as appropriate: I GIVE / DO NOT GIVE permission for my child to be involved in photographs/filming, and for these to be shared in publicity materials including on social media.

Signature:	Date:
Print Name:	Relationship to Child:

Contact details of organisation:

Script for calling Emergency Services

## **Emergency Procedure**

Designated First Aider to deal with casualty. Ensure rest of group are safe and warm.

Another adult to phone 999 using following script. If not accessible by ambulance you should ask for the Police, then for Mountain Rescue.

“We have an emergency involving a child/adult (name.....)  
who needs urgent medical attention.

They have.....(state injury/whether responsive)

The casualty is aged ..... and we are with a group of young people.

We are in [give location description], approx .....

Grid Reference NT ..... /What3Words .....

I will wait for you at [location] and direct you to the casualty.”

(there is possible helicopter landing at XXXX)

With thanks to Nature Unlimited

## Useful websites

**Berwickshire Marine Reserve:** a charity dedicated to the conservation of and education about marine biodiversity. Funded places available on seashore exploring sessions. More info on their website

**Creative Star:** outdoor learning resources online, including links to CfE

**Eden Rivers Trust:** nature activity ideas

**Eyemouth Development Trust** host many local projects, including Splash, the Community Café

**Field Studies Council:** laminated ID charts to purchase

**Forest School Training Collaborative:** for different levels of Forest School training in Scotland, for leaders and teachers

**Get Out With The Kids website:** ideas for fun activities with children, plus Kelly kettle safety etc.

**Learning Through Landscapes:** age-related, curriculum-based free resources for outdoor activities

**Muddy Faces:** lots of free resources for outdoor activities on the 'Outdoors Hub' section of this UK-based website

**Nature Unlimited:** training workshops to increase outdoor learning opportunities, such as risk assessment, outdoor games and activities, cooking outdoors and more

**Outdoor and Woodland Learning Scotland website:** links to regional groups and events, resources on tree measuring and other outdoor activities

**Outside the Box:** to download copies of these resources, and other resources around peer support and resilient communities. Outside the Box offer community development facilitation and training. [otbds.org](http://otbds.org)

**RSPB website:** resources and free activities for groups, families and teachers, including bird song ID and nature bingo resources

**Sea the Change:** Sustainability, Education, Accessibility around the Berwickshire coast

**Tree-Ditions:** Woodcraft and nature courses, based in East Lothian

**Wildforms website:** ID charts and pond dipping equipment at reasonable prices

**Woodland Trust:** 'Tree tools for schools' online

## Useful Bibliography

Beames, Higgins and Nicol: 'Learning outside the classroom' (Routledge, 2012)

Andy Goldsworthy: a British artist known for his site-specific installations involving natural materials and the passage of time. Goldsworthy crafts his installations out of rocks, ice, leaves, or branches, aware that the landscape will change: "It's not about art," he has explained. "It's just about life and the need to understand that a lot of things in life do not last."

Peter Houghton and Jane Worrell: 'Play the Forest School Way' (Watkins, 2016)

Dr Mary Juann: 'Healthy Camping Cookbook' (2021)

Marina Robb, Victoria Mew, Anna Richardson: 'Learning with Nature' (Green Books, 2015)

Juliet Robertson: 'Dirty Teaching – A Beginner's Guide to Outdoor Learning' (Independent Thinking Press, 2014)

Jo Schofield and Fiona Danks: 'The Stick Book' (Frances Lincoln, 2012)

Do you have more ideas for useful resources, books or websites?  
Please email these to [ruth.n@otbds.org](mailto:ruth.n@otbds.org)