



# Outdoor activity

for handicapped children



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This book is intended for teachers and educators who work with children with disabilities. The book was written for the project "Green routes without obstacles." It should be borne in mind that the categorization is rather arbitrary - many techniques and games belong to different categories at the same time, especially educational games and communicative development methodologies emotionally sensual sphere. It should also be borne in mind that many methodological developments are not copyrighted, and represent a technique adapted and processed by foreign authors, in particular - the famous American educator ecologist Joseph Cornell. In this regard, many techniques and games you can see the similarities.

Each game is accompanied by signs that show the number of participants, age, estimated time and recommendations on the composition of groups. Most do not have a "hard" binding to a particular age, ie can be used with children of different ages. Let us add that the majority of games still designed for younger students and preschool children, about a third can be successfully used when working with teenagers, only a small percentage - with older people, such as teachers. As conclusion, there are several important for understanding of the subject statements of Joseph Cornell - "founder" game ecology:

- Less learn more share

I tell the children not only the bare facts of nature ("This tree is called Pine"), but I like to tell them that I feel standing next to the pine. I confess them that I feel in awe of these trees respect them for what they can survive in very harsh conditions, when the winter wind bent, twisted and break their branches. I always tell the kids that I am amazed, the roots of pines growing on the rocks, can get some nutrients.

I'm sure that adults need to share their spiritual experiences with children. Only when we share with others our thoughts and feelings, there is the atmosphere of true fellowship. We become able to produce in other love and respect for the earth. When we share with children our ideas and feelings, we encourage children to analyze their own feelings and sensations. Between adult and child appears perfect trust and friendship.

- Please watch then say

Sometimes event that happens in nature, can capture the whole child: dragonfly ap-

peared from somewhere, which is slightly shakes his wings; lone deer grazing on the lawn. But even if it would not be such memorable scenes, the child can learn the nature simply during of close communication. Children have a remarkable ability to be immersed in what they are watching. Your child will better understand what is beyond him, merging with it than listening to storytelling. Children rarely forget the experience of direct contact with nature.

Do not be upset if you do not know the names of any animal or plant. In the end, it's only artificial labels to indicate that in fact represent a natural objects. As your inner self does not reflect your name or even the exterior and character traits, and in a simple oak is something more than just a collection of information about him. You will understand that this oak, if you learn to see how it changes during the day when the lighting changes. Watch the tree from different angles. Feel the touch him bark and leaves, inhale their fragrance. Sit quietly on its branches or in its shadow try to see all forms of life that can be found near the tree or on it.

- Focus the attention of child!

From the beginning, set the right tone for your journey into the wild. Take attention of all the children, asking questions and showing what interesting things you can see and hear. Some children do not know how carefully observe the nature, so show them that may be of interest, and gradually teach them the observation. Let them feel that their opening interesting to you.

- Knowledge of nature should be permeated with joy!

Knowledge of nature should be permeated with joy in the form of an openly fun, and in the form of relaxed alertness. Children are naturally drawn to the knowledge, if you manage to maintain an atmosphere of joy. Remember, your enthusiasm is contagious, and it is perhaps the most valuable from the fact that you have as a teacher.

Watch. Ask questions. Guess. Have fun. When your child's soul sounds in unison with nature, your relationship will cease to be relations "student-teacher", and relationships become comrades in adventure.

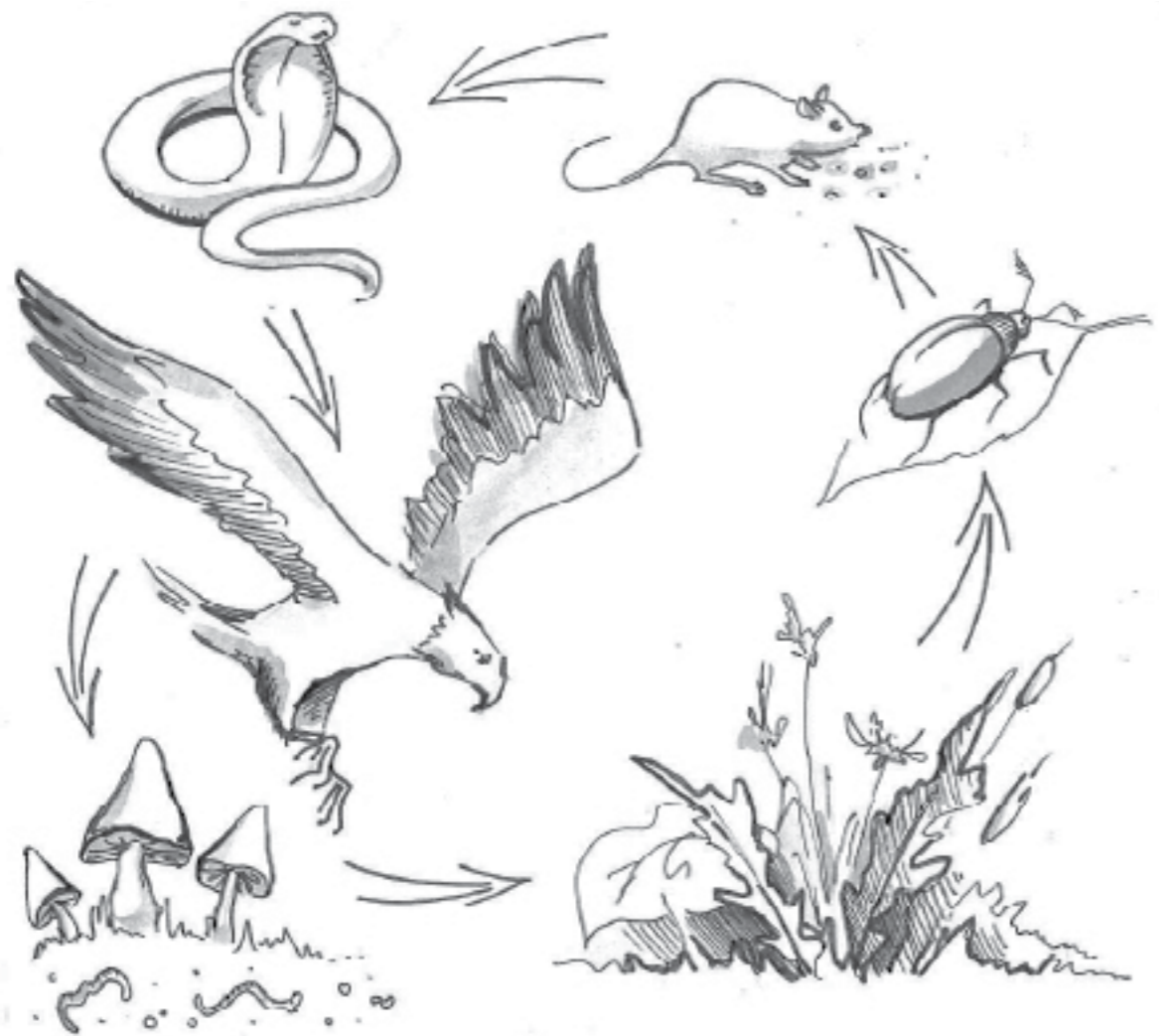


## Active games



## Web of life

Children choose cards at random and make a circle. One of them take a ball of string and shows his card, for example, The leader asks everyone the question: “Who eats the leaves of birch?” Some of the kids says: “Caterpillar”. The child who said “birch”, gives the ball of string to the one who said, “caterpillar”, leaving in the hands of the end of the string. The leader asks the following question: “Who eats birch wood?” Answer: “Bark beetle.” Next question: “Who eats insects?” Next leader asks similar questions relevant not only food, but also non-food relations between natural components: “What else can live trees bark beetles (oak)?”; “For the life of all plants need sunlight. Oak needs sunlight? “; “What other components of inanimate nature is needed for the life of the tree? (soil and water)”. By the end of the game all children are entangled in twine, symbolizing the many food and non-food communication between the components of the forest.



## Pick beak

Prepare for this game any kind of “bird food”: berries in the high bottle, berries in a wide bowl with water, nuts (shelled), etc.

Explain to the children that their task is to choose for each food matching beak. As the “beaks” offer them a variety of stuff: sharp sticks, tongs, spatulas, skimmers, etc. Each child chooses any favorite food, becomes a bird and looking for a beak which is up for grabs this food. If two (or more) child chose the same meal, discuss whether such a situation occur in nature: two birds eat the same food. Ask questions: “Can a bird eat different kinds of food? What would happen if all the birds began to eat the same food?”

## Find her cub

You need containers for this game. Boxes of film or Kinder surprises containing pieces of cotton wool which soaked in different flavors (perfumes, oils, essences, etc.)

Divide the children into two teams. Explain that the children will be allowed one team-moms, and other children - their cubs. Tell the children that every kind of living creature has its own special smell, the smell is different from all other animals. Say also that every mother knows instinctively smell the cubs. Suggest “mothers” to stand in one corner, and the “young” - in another. Give each “mother” container and ask remember its smell. Then collect containers, mix them and give “cubs.” Explain that now each “mother” should try to find the smell of her “baby.”

## Noah’s Ark

Find your mate amid the herd of cavorting beasts and birds on Noah’s Ark. Count numbers of players in group, then make list of animals half as long as numbers of players.

Write the name of each animal on two cards. Shuffle the cards, pass them out. Each child reads card and becomes the animal on it, keeping it secret. Collect cards.

On signal, all players act out sounds, shapes, movements of animals with intention of attracting mates; it’s pretty hilarious. They can make all the noise they want, but talking is prohibited – each animal must attract mate just be authenticity of behavior.

End in laughter, good icebreaker.



10-15  
people



5-18  
years



40 min



Mixed  
group

## Crow Hunting

This game is to find a variety of natural objects. Children receive a “hunting” lists containing listing of these items. From children need to search not only care, but also creative. One of the conditions of the game is not to pick up the trash, only natural things. Ask them to make a beautiful composition of found objects.

Hunting list:

1. Feather
2. Seed plants brought by the wind
3. 50 pieces of something
4. Maple leaf
5. Prickle
6. Bone
7. Three different seed
8. Anything round
9. Flower
10. Anything nappy or fluffy
11. Anything sharp
12. Anything with legs
13. What something quite direct (impossible to find)
14. Something Beautiful
15. Something completely useless for nature. (Do not forget that everything in nature has its purpose!)
16. Chewing a piece (not you!)
17. Something that can make noise
18. Anything white
19. Something very important for nature. (In nature, everything is important - even poisonous plants!)
21. Anything soft
22. Subject palm-sized
23. Bicolor leaf



### Who am I?

Attach a picture of an animal to the back of one of the children. (A child should not know what it displays!) Ask him to turn his back to the other children, so they can see the picture. The child's task is find out what animal he "turned." To do this, he must ask the other children questions that they can answer "yes" or "no", "maybe".



### Unnatural Trail

Select a path length of 10 - 15 m and place close to it subjects of artificial origin (10-15 pieces). Some of them should be visible immediately (light bulbs, balloons). Others need to merge with the environment, to make them harder to detect. Keep secret from the children number of items.

Children are on the trail alone, trying to find out (without lifting) as much as possible subjects. When one reaches the end of the trail, tells you (in the ear), how many items he noticed. If no one saw all subjects, declare how much was seen and tell them that it was actually more. Ask the children to pass the trail again.

Finish the game discussing how protective mimicry helps animals hide. Invite the children to look for small animals with characteristic protective mimicry (insects, spiders, etc.).



## The Mating Game

Divide the players into pairs, and give each pair the name of a herbivore. Each pair is given the opportunity to devise a strategy for 30 seconds before each round of the game is played.

One person is chosen to be the carnivore. He is given the noise-maker and a blindfold. The pairs of herbivores divide after their strategy session, and each moves to opposite ends of the playing area (an open field is ideal). There, they put on their blindfolds.

On “go” each half of the pair tries to locate his partner. The carnivore stands at the center of the playing area, and tries to capture (tag) as many herbivores as possible. The carnivore may stand still and remain quiet, but every time he walks or runs he is required to use the noise-maker, so that herbivores will know that he is on the prowl. If a herbivore is tagged before he finds his mate, he loses a life. When a player has lost five lives, he is eliminated from the game.

Each time the game is played, the herbivores are asked to locate their mate by different methods, as listed below:

1. Sound -a pre -arranged mating call is given when a herbivore touches one hand to the ground. No sound may be made when players are moving forward.
2. Touch -a silent game in which each person has a piece of cloth, which is matched (in texture) to his partner’s piece of cloth.
3. Smell -Each pair is given a jar with a particular odor. Partners must find the mate with the same odor.
4. Taste -Each pair is given a small jar with a food item. Players taste other player’s food items until they locate the one who has the same taste.

## Silly Symphony

The purpose of this game is to discover the beautiful sounds that can be created by the natural objects in our environment.

Each player is given 10- 15 minutes to find objects in nature that make a noise when banged together, or blown on, or rubbed together.

Players bring back their ‘instruments’ and a conductor is chosen, who organizes the group into a semi -circular orchestra.

Each musician is allowed to ‘tune’ his instrument, so the rest of the group can hear the different sounds. If a player can play more than one instrument at the same time, he is welcome to do so.

The conductor can then choose a familiar tune with an easy rhythm, and lead his orchestra in song. Let the players make requests for songs they would like to play; give musicians the opportunity to work on ‘solos’ that they can perform for everyone.



## Natural bingo

Tools : Bingo card and pens

Before going to forest give to children bingo cards with forest elements instead of numbers. Children have to find those elements in the forest and do a bingo (horizontal, vertical or diagonal line or full card). They can find traces of animal, for example nuts bitten by squirrel.

B	I	N	G	O
Maple	Mouse	Lizard	Cuckoo	Orchid
Oak	Beaver	Green frog	Stork	Camomile
Hazel	Squirrel		Woodpecker	Daisy
Linden	Rabbit	Serpent	Heron	Lily of the valley
Birch	Mole	Slowworm	Red breast	Cornflower

## Bowling

Invite the children to play in the eco bowling. Instead of pins, you can use a bottle half filled with water.

Divide the children into two teams. First, all the members of the first team throw the ball, then the next team. Each participant has three tries. After three tries count the number of pins knocked down. The game can be carried out in three rounds. More the number of rounds can be boring for children. Do not forget to prepare the prizes for the winning team. You can also give prize to the participant, brought down more pins.





## Discovering mission

Allowed children to use all their senses in forest and show them that most of time we just use the sense of sight.

One of the best place to use all our senses is forest. Ask children to find objects with following characteristics. For that, they will have to use all their senses!

Imagine that you wake up as a weird animal. You have the eyes of an eagle, the nose of a dog, the ears of a bat and the fingers of a fly.

Your mission is to find on your way all the next elements:

### The colors



### The textures:

1. SOFT
2. ROUGH
3. SMOOTH
4. HARD
5. STICKY
6. SOFT-ROUGH
7. HARD-SOFT
8. SMOOTH-HARD

### The forms:



### The sounds:

1. SHARP
2. CONTINUOUS
3. SMOOTH
4. STRONG

### The odors:

1. SPICY
2. FLORAL
3. EARTHY
4. STRONG

## North by Northeast

The leader gathers the group together. Using the compass, they all learn how to determine which direction is north. Someone from the group is asked to select an object that is directly north (e.g. a tree, or a doorstep, or a post). The group then decides on an object that lies directly south, one that lies directly east, and one that lies directly west.

Everyone assembles in the center of the playing area. The leader calls out one of "NORTH", "SOUTH", "EAST" or "WEST", and everyone runs to touch the object that lies in that direction. The last person to touch the object is eliminated.

After playing a few rounds of the game, play can stop, and objects for the intercardinal points (Northeast, Northwest, Southeast, Southwest) can be added. Every one can begin the game again, as all points are used. A great game to introduce the skill of orienteering!

## Kim's game

Tools: colourful ribbon

This game will improve observation sense and memory of children.

Beforehand, you should have put about fifteen ribbons on different forest elements. Then, explain to children that during the walk they will have to locate those ribbons, remind the forest elements and name them.

## Rainbow Chips

Tools: coloured pieces of paper (cut up paint samples work well)

Give each child several chips of the "rainbow." The object is simply to find the colours somewhere in nature. This is a good game for younger children. For older groups, have them find the colour of their shirt, pants, someone else's eyes, etc. in the forest.



10-18  
people



7-18  
years



2 hour



Mixed  
group

## Treasure hunt

Learn to children how to use a compass and to be located in a forest.

It could be three different rules :

- to reach the treasure destination step by step, going through a way full of enigmas and tests. Succeeding one test or enigma, you win information to reach the next step.
- to pass each step without specific order and ones you have finish all tests, you reach the treasure.
- to collect a list of object in a specific time. Each objects corresponding giving points.

Try to mix team before the game to have equal team.

Some ideas of tests and enigmas :

- a tree grow doubling his height each year and reach its maximum height after 10 years. How many years need the tree to reach half of its maximum height ? *9 years*
- Mr Smith has a cherry tree. One day, he sees 16 blackbird eating cherries of his tree. He took his gun and shot. He killed one of the blackbird. How many blackbirds remain on the tree ? *No one, they left the tree afraid of the shot.*
- A worm is in the bottom of a 40 meters hole. During the day, it is able to go up 4 meters but during the night, it slides down 3 meters. How many days needs the worm to go out of this hole ? *37 days ( the 36th days, the worm reach 39 meters, then slide down until 36 meters and reach 40 meters the next day).*
- An archaeologist team in the toundra finds in the ice a men dead body. During autopsy, the archaeologist team discovers that this body is Adam's body from the bible, the first men on the earth ! What was so prticular on this body to know that it belongs to Adam ? *The body has no belly button*

- To say a list of words hard to pronounce.

- to inflate a ballon until it explodes.

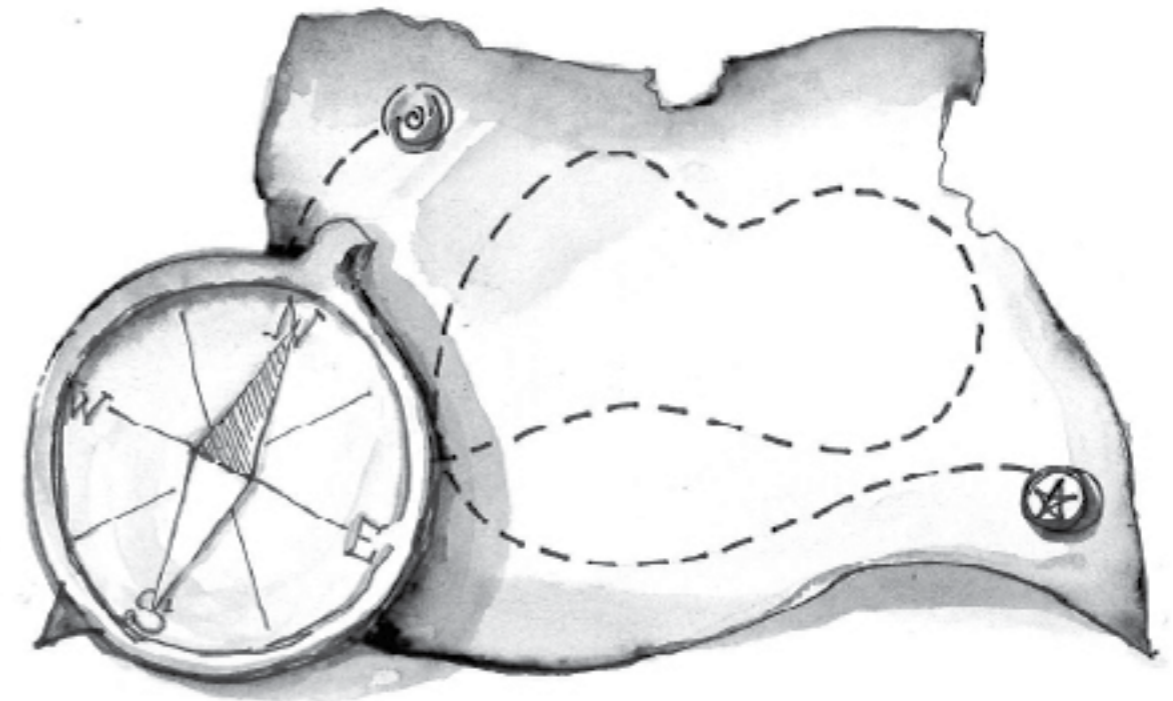
-To make a knot with gloves.

-to throw a stone in a target.

-to recognize someone blinfolded.

- you can create secret code to find next step. For example, you can change the order of syllable in a word...

- participants can also have to find the treasure with a compass. You will give them some clue like, walk 30 steps to Northwest and find the old oak, between its roots you will find the treasure or the information to reach the next step.





8-12  
people



7-14  
years



30 min



Disabled  
group

## Stalking

Explain that the quietest of animals will eat during the harsh winter. If the prey has heard you, you will not be eating this winter. You have one person sit on the ground with a blindfold on. They are the “prey”. They have sticks on the ground between their legs. The rest of the group are “predators” who are stalking their “prey” (the sticks on the ground). At the start of the game, as the leader calls them out, the predators start making their way to their prey as quiet as possible.

If the prey hears the predator, they point in the direction of the sound they heard. If they are pointing to a predator, that predator goes back and has to try again as the prey heard them and ran away (theroetically). The prey can also wave around their arms and hands to try to touch a predator as they are trying to grab a stick and make it back to where they started from.

## Bat & Moth

Stand the children in a circle. Talk about how bats see their food (echolocation). What do bats eat? Often moths. Choose someone to be a bat and another child to be the moth. Blindfold the bat, but not the moth. The bat goes around saying ‘bat!’ Every time the bats says this the moth must reply ‘moth!’ Thus a sort of echolocation can be done. The bat must tag the moth, to eat it. The others in the circle must gently guide the players back into the circle if they hit the edges, and not let them run out. This is both a very good model of the process and an enjoyable game. However, it will take a little effort to make sure it works safely. The bat must keep saying ‘bat’ or it becomes blind man’s buff. Some children can’t cope with saying ‘bat’ at the same time as hunting in the dark. Might be worth practicing without the blindfold. The moth must always reply immediately, and loudly. Cheats get eaten! If it drags on and the bat is obviously not going to get the moth, everyone takes a step in to restrict the area. If the circle is too big or too widely spaced, the bat can escape, and the players can get up enough speed to do some damage! Best to keep the circle small and very closely spaced. To make sure everyone has a go in the time allotted, you can have more than one moth or more than one bat, or both. Choose your ‘opponents’ carefully to make sure that one will not squash the other!



# Psychological games

## Meet My Friend

Players are taken on a short hike during which time each person collects something from the natural environment (nothing may be broken or picked from any living thing. The item has to be either lying on the ground or resting on another object (e.g. stump or log). Everyone keeps his object hidden from all other players.

Following the hike, each person is given the opportunity to build a small home for his 'friend'. He is also asked to give his friend a name, and to think of one way in which he could take care of his friend, if it was still out in its natural environment.

When all in the group is ready, everyone tours the small homes that have been created, and meets each special friend. E.g. "This is my friend Twiggy. He is a small branch that I found lying on the ground. I've built him a house from soft leaves and moss that I found on the ground. If he was still on a tree, I could take care of him by protecting him from the wind. I could build a fence so the wind wouldn't snap him off from his tree. I could also make sure he doesn't catch diseases -I could check for termites and insects that might harm him." The friends that are made are refreshing to everyone.



## Find your own thing

Objective: development of children tactile sensations.

Materials: Depending on the options you can use various items collected along the way: pieces of bark, pine cones, leaves, twigs, nuts. If it's stones, they should be roughly the same size.

Children stand in a circle. Each participant in the hand his subject, they should become familiar with his hands covering his eyes. Then the object is sent in a circle until returned to its owner. Transfer items come with closed eyes.

## "What we have in common?"

Main goals: correction of relation to the "unpleasant" animal, the formation of ethics for all living beings. Approximate time: 20 minutes.

Materials and preparation: forms with tables for all participants. Participants are requested to fill in the table, noting in every cell of "yes" or "no" or the + and -.

Horizontal: Who can swim under water, can sleep through the winter, can be ill, able to jump, eating candy, can fly, go to school, live in our house, can crawl, wants to live, can sculpt ball. Vertical: Viper, Toad, Rat, Mouse, Frog, Leech, Cockroach, Mosquito, Spider, Snail, Worm, Flea, Bat, Moth, Dung Beetle, I myself.

Then offered to answer questions.

1. Turned What do you with all the animals?
2. What are able to do some of the animals, which can not you?
3. What this you can still learn?
4. Which of the animals you have proved the most in common?
5. And what are you doing this, what does not, none of the animals?
6. You pets were more common or more different?

Note. The table includes the animals that on the basis of special population surveys were "most unpleasant", their place in the table corresponds to the resulting "rating."



8-12  
people



10-18  
years



20 min



Mixed  
group

## Water of the world

Try to imagine what will hear in my story. Sit comfortably and close your eyes. Relax and imagine what I describe... You're lying on the bank of the creek and dangling your hands in clean, clear water. Water good, but cool ... You feel as it is washing your hands, pushing them slightly. Imagine that the water bubbling at your hands, pour into a bigger creek . This water connects you with another larger stream. It seems that it is a river. Feel more powerful for it. Imagine a green strip of trees and other vegetation along the banks. The river carries the waters by cultivated fields, past the big cities, past woods until finally it comes to the sea...

Enjoying the sensation of your hands touching the flowing water, you can imagine that you come to the sea... And now mentally glancing all around and try to imagine that you are connected to all the world's oceans. You touch to a huge body of water that stretches across the globe. Your own body contains water, which is part of the body ... Your touch extends to the Pacific Ocean, it floats now under the Golden Gate Bridge in San Francisco harbor, it is awash with boats of fishermen in the Indian Ocean ... It reaches from the sky during thunderstorms - dark, leaden ... It tingles small snow blizzard resident of Alaska, which is shivering at the far arctic coast ... It shines on the back of the Greek boy who pulls hard fishing gear from the warm Mediterranean ...

Water connects your hands with all the streams running into the ocean. And rising up the rivers, you can get to the heart of any continent. You can feel a shiver behemoth that just plunged into an African river. You can feel how quietly slips alligator swimming up to the heron ... You are able to watch the industrious beavers are building a dam on a quiet European river ... You can see thousands of tons of water in huge white clouds. You find yourself in the embrace of all the whales, all dolphins. You touch and all the mythical creatures that lived in the past in people's minds: mermaids, residents of Atlantis, monsters floating in Loch Ness. Your hands feel for the flow of very wide Amazon in South America, ancient river Nile, which flows slowly to the north of Africa, and the general calm Russian Volga ...



8-12  
people



8-14  
years



40 min



Mixed  
group

Your water embrace extend over the entire world ... The water that washes your hands, connects you to everyone who now also are lying and dangling hands in the water. But It's time to come back ... Come back from the world of rivers and oceans and feel again the touch of cool water at your hands. Go back to where you started your journey. Are you back? Open your eyes!

## Judge Nature Says

Every player chooses the name of an animal they would like to represent. One player is chosen to become JUDGE NATURE. Animals follow the instructions given by Judge Nature. If animals should happen to die during the game, they go to a designated area called "SOIL". There, they may be given a task by Judge Nature, such as 'juggling balls', or 'three times to shout like a cock'. Judge Nature calls out one of the following instructions (Feel free to add to this list!):

1. "SURVIVAL OF THE FITTEST" -players run around a designated tree and touch Judge Nature. The first four players back remain alive -the others die.
2. "DROUGHT" -Players run to an area designated as the water hole (perhaps around a different tree) and touch Judge Nature. The first three back live and the others die.
3. "HUNTER COMING" "ATTENTION ALL GAME ANIMALS" -Those players have five to ten seconds to run and hide from the sight of Judge Nature. If they are seen, they are dead.
4. "ILLEGAL HUNTER" -This hunter shoots every animal he sees, so all animals run and hide. If any are seen, they die.
5. "FAMINE" -Among the remaining players, there must be some sort of animal that each player can feed from (in the natural environment). If there is none, that animal dies.
6. "WINTER" -All hibernating animals live, while the others die. With younger players, it might be necessary to help them in the choosing of their animal, and to review some of the habits of the animals in the game, so that all understand each of the instructions, and their reaction to each instruction.



6-14  
people



10-18  
years



1 hour



Mixed  
group

## Seven mysteries of life

It is proposed tell the story on the last day of the camp, sitting around the campfire. You can give bags with beads and laces participants that they making memorable bracelets themselves during the story.

Many, many years ago - as many as the grains of sand in a handful of sand - one tribe lived. Once the Council of oldest was convened, because people are in trouble. Where the river carried their cold, clean and fast as a deer water today was dirty slush that was impossible to drink. Where once was a rich land, today extended the barren desert, and where people once enjoyed the beauty, was bare and empty. The oldest of the oldest knew what to do. "Bring me the best, most noble youths, - he said. - We have forgotten the ancient secrets of life, and these young men will find answers and help people."

And they brought to him young men (they were the same age as you). The oldest led them to one of the few remaining places where else was green grass and trees, where the water was still clean, and the birds still pleased hearing their singing. Here he showed them a magic boat and said that on this boat they embark on a journey down the river, and along the way learn seven mysteries of life. Return of the mysteries of life will help people return to the land of beauty and harmony. In search of the truth that the boat will sail slowly, then quickly, then rush to the future, back to the past.

The Oldest of the oldest given leather pouch by each young man. In each bag was lying on seven beads each of the colors of the rainbow, seven white beads, a piece of woven lace. "On your way, - said the Old - will happen seven accidents, resulting in each of which you will find on the new inspiration. Carefully observe all things that will happen to you, because all of these adventures will help you understand what laws govern the world. Once you're ready to know another secret life put one white bead - and the mystery revealed to you. To remember the resulting of wisdom stronger colored beads strung in turn, and when the necklace is ready, you will understand how seven secrets tie together all my life. When you have finished your work, you will know what will help people overcome trouble."

Young travelers boarded the boat, pushed it and began to row, moving down the river. Soon they decided that they are ready for first lesson, and strung on a cord white bead. Immediately the river water became crystal clear, and the young were able to see the living creatures that inhabit the water: fish, shellfish, otters, beavers, a lot of strange insects and plants. At that moment, the river has become like a mirror, reflecting clear all trees, shrubs and herbs, all the animals, birds and insects living on the shore. Boys very quickly realized the importance of what he saw. What is this mystery?

- Water, land and even the soil inhabited by different living creatures - large and small, crawling and flying, with teeth and tails, woolly and scales. To remember that there are a variety of habitats of living creatures, and each creature lives where it is able to adapt, travelers strung red bead.

Boys continued to float down the river. Once they added a second white bead previous, the world around them began to change rapidly: appearing and disappearing land, which was hot, cold, wet, then dry. Young men have seen those who inhabited these lands. Life was everywhere, and although many creatures have similar shapes, yet it was evident that they are all different. And the boys know the second secret of life. What is this secret?

- The diversity of LIVING CONDITIONS support exists on earth a wonderful variety of living creatures. Boys added orange bead to necklace and went on thinking about the wonderful diversity of living creatures - birds and grasses, butterflies and algae, fungi and trees...

The river made a sudden turn, and travelers were blinded by the bright light of all living things that surround them, the light inside. It seemed that every creature within its own sun was shining, and the sun was the source of his life. Young people have understood that they have a new front of mystery and strung another white bead. They saw a rabbit that ate grass. Glow grass was connected with the glow of the rabbit, and the light grew stronger. Suddenly from heaven eagle rushed for a rabbit. Travellers have seen that, as the eagle ate rabbit, animal's glow coalesced with bird's radiance and strengthened it. And the boys know the third secret of life. Can any of you say, what is this mystery?

- Heat and light of the sun is in every living being, energy and power of the sun penetrate life. Young people have understood that without the sun there would be no food,

because many plants are needed as animal feed, and many small animals are needed as food for larger. So they strung third, yellow bead symbolizes the sun to remember it all.

The Journey continues, boys added a fourth white bead on the string and ready for the next adventure. On the shore there was an old woman sitting under a huge plane tree. Travellers asked her what she was doing. Showing them the seed, which she held in her hands, the woman replied that she is waiting to grow a new tree. They began to watch. Time passed very quickly - a woman and a tree grew old in his eyes, they are dead, shriveled up and went into the ground. And then there was a thin young green sprout. And on the place of old tree grew new - strong and high. Thanks to this woman-tree, young men have learned another secret of life. What is this mystery?

- Death of the old gives birth to a new, life and death are linked into a single large CYCLE like the water cycle, in which rain droplets fall to the ground, going to the river, and then fall into the ocean, and then back into the sky. Boys realized that all living creatures need, taken them out of the air, land and water, and then back again. Then travelers strung green bead to help them remember the lesson of female-tree.

After the fifth white beads river turned into a huge lake. Passing the numerous islands, boys noticed that each of them has survived only one plant and animal, these creatures looked sick and weak. But in the middle of the lake they were met by a large island with a variety of plant and animal species. Travelers saw that, despite the fact that some organisms help each other, and other enmity with each other, they all continued to exist safely. And the boys know the fifth mystery of life.

- Everything in life is interconnected and interdependent: every living creature necessary for the existence of others. There is not any harmful or beneficial creatures - all the inhabitants of the earth are necessary for something or someone. To remember this, young men strung a blue bead and went on.

They tried to find a way out of the lake, but to no avail – there was not follow-up of the river. So they went back to the place where the river turned into a lake, and swam upstream, in the opposite direction. On their way they added sixth white bead. Then the young man noticed that although sailing past the same shores of the same river, but things have changed. Where lay huge boulders came sandbank. Meadow where an eagle

ate rabbit turned into a dense forest. They thought and soon grasped the sixth mystery of life. Can anyone say what is the secret?

- All in the life are changing, nothing in the world remains unchanged.

Travelers continued to pull up the river, and then, finally, on the shore they saw the oldest of the old ones. To their surprise, he was surrounded by a variety of animals - the inhabitants of forests, rivers and meadows. With old they quietly and patiently awaited the return of the young men. Young people swam to him and told The oldest of his adventures and mysteries that they knew. And then said, “The oldest, and what do we do with the seventh bead? Is there really still a mystery, unknown to us?” “Oldest replied:” Yes, strung seventh white bead, and I’ll give you one last lesson. “And oldest announced a competition between the boys and the animals around him. The fastest of the boys tried to overtake a deer; the most powerful - to overcome the bear; the best swimmer competed with an otter; most dexterous trying to catch a squirrel, skipping on the tree. And, of course, every time a young man lost and complained: “Oh, the oldest, these competitions are unfair. All these animals have a special gift to help them live as they live. We are simply not in a position to win.” Oldest smiled and nodded slowly. He said, “You’re absolutely right, but you must understand that you have a gift. You have the ability to recognize seven secrets. Your wisdom is your most important gift.” Why is the oldest considered that it is most important gift?

- Because the man - it’s the only creature endowed with mind and is able to change the world for better or for worse. Person decides. Boys strung last “rainbow” bead purple to remember this wisdom, and get admired necklace.

The oldest told the young men to tie necklace, put them on and wear as a reminder of the harmony of life and her seven secrets. Finally he said: “You have made a great journey and know seven secrets that will help you get closer to nature. But the most important part of your trip is yet to come - the return home. The hour has come when you have to go back to his tribe and to tell people about these secrets so that they can regain and leave future generations clean water, birds singing and the clear sky. Go back home and tell everyone else that they should live in peace and harmony with nature - or else they will not live at all. “



6-12  
people



8-18  
years



1 hour



Mixed  
group

## Wood - witness

Ask the children to write the life story of a particular tree and tell it from a person of this tree. This work can be collective, as the kids will have to not only find a suitable tree, whose age would be no less than 100 - 150 years (better - a lot more!), But also to select appropriate materials local lore. The tree should tell about the events in their own land, which it was witnessed. Explain to the children that their story should not be simply a list of large (and very large) historical events: the abolition of serfdom - laying a new city - war - construction of a dam on the river, etc. The whole story should be passed through “the prism of consciousness” tree for which a great drought or fire far more significant events, for example, than a revolution. Those children who do not want to limit ourselves to only a small description of the history of the land, can use the following method: the birds regularly tells about the events in the nearby forest; wind, touching branches, tells the story of what happens, for example, in a neighboring country; raindrop tree tells about the events on another continent.

## Natural perfume

Ask the children to create their own natural “perfume”, using only natural materials and without disturbing the living beings. As an example may give such scent: soil + pine needles + sunlight = smell of heated needles sun and earth. Each child should choose a name for his “perfume” and explain that this smell is. Give the children five minutes to survey the area and choose their odors. Seat the children in a circle and asked to evaluate all of the flavors, transferring samples from one to another. Talk about an incredible variety of smells of nature that we do not always have time to notice and appreciate.

## Nature alphabet

Adult give a alphabet letter to child (no necessary to tell its in alphabet’s order), who has to find around him something which has a name beginning by this letter.







4-10  
people



7-18  
years



1,5 hour



Mixed  
group

## Summer mat

For mat need: cardboard, pencil, ruler, string, two sticks for the frame, herbs, flowers, natural material.

1. Draw a line on thick cardboard as image 1. Cardboard can be square or rectangular, any orientation. The line spacing is not less than 2 cm. Cut red lines with scissors.
2. Pull the string, as in the image 2. and tight fix. Reverse side should look like image 3.
3. Begin to weave a mat as shown in the image 4. Try to make it tight. Use different textures for a better result, for example, after several layers of herbs use birch bark.
4. When the mat is finished carefully remove the top loops and insert sticks in them as image 5. You can make a big loop to hang mat on the wall.

Image 1

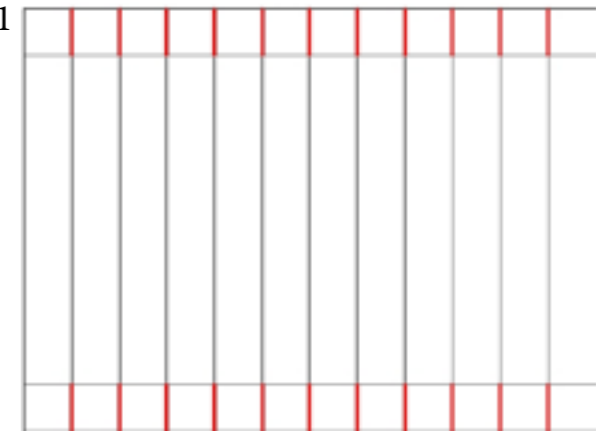


Image 2

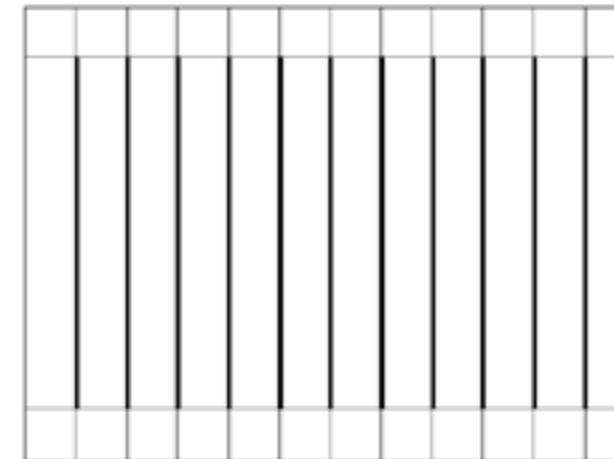


Image 3

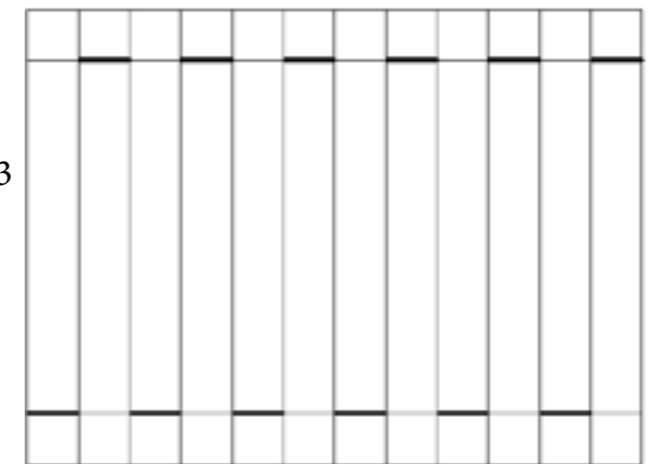
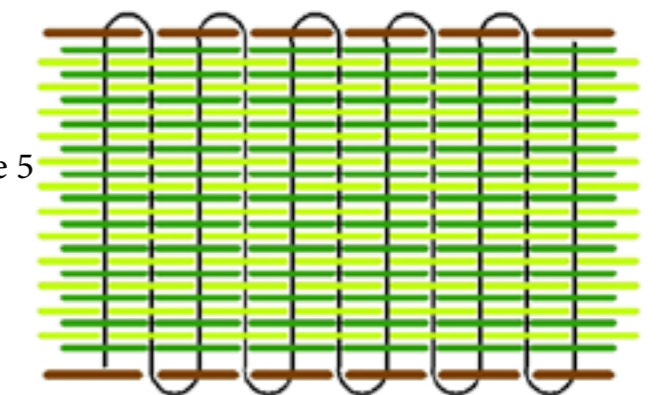


Image 4



Image 5





4-10  
people



7-18  
years



1 day



Mixed  
group

## Back to Safe & Sustainable Arts

### Making paints (Natural Homemade Dyes)

1/2 cup of plant material for desired color (see below)

1 cup of water

Mix half a cup of plant material with one cup of water in a pan and bring to a boil.

Simmer on low for half an hour, adding additional water as it evaporates.

Mix colors together for different shades and hues of color.

Red, pink, burgundy and all other shades

- beet (juice as boiled and not boiled give different shades)
- cranberries

Yellow, orange and shades

- Turmeric (spice, boil boiling water)
- Curry (spice, brew boiling water)
- Onion peel
- Carrots (juice)

Green and shades

- Spinach (juice and broth give different shades)
- Greens (juice and broth give different shades)
- Oak bark

Blue

- Red cabbage (finely chop and boil, add baking soda)

Purple, lilac, etc.

- Red cabbage (finely chop and boil, add the vinegar)
- Blueberry, black currant

Brown

- Cocoa (rich broth)
- Coffee (rich broth)
- Walnut crust

### Natural Homemade Paints

1 cup of cornstarch

1/2 cup of water

1/3 cup of soap flakes melted with a half cup of boiling water

Grate a homemade soap bar until you get a third cup of soap flakes.

Combine cornstarch, water, and melted soap in a bowl.

Stir well and let mixture set until thickened. Divide into separate bowls and add in natural dyes for color. Your paints are now ready for a canvas!

### Making Paper

To create a paper you will need: an unnecessary paper, mesh, wooden frame, industrial stapler, blender, pieces of cloth, water, bucket, colors (natural dyes can be used), starch.

1. Stretch a screen over a wooden frame (an old picture frame works well for this, or you can build your own) and staple it or nail it to the edges. Nearly any fine screen or sieve with holes about 1 mm small can be substituted for the window screen. The screen should be pulled as tightly as possible. Make sure the frame is large enough to hold the size of paper you wish to make. Additionally, you'll need a basin, bucket or pan that's larger than the frame.

2. Recycled-paper pulp can be made from tissues, computer paper, photocopier paper, wrapping paper, brown paper, note paper, or envelopes — all used on their own or in combination. Tear the paper into pieces measuring approximately one inch square and soak in water overnight. The better the quality of the paper, the smaller you need to tear the pieces and the longer you need to soak them. For example, tissues can be torn into

quite large pieces and soaked for only 30 minutes, while watercolor paper needs to be torn into pieces less than one inch square and soaked for two or three days. If you're in a hurry, pour boiling water over the torn paper and allow it to stand for an hour or two.

3. Place a small handful of wet, torn paper and two cups of water in a blender and blend for 15 to 30 seconds. (Thick cardboard or quality papers will take longer.) If the pulp is too thick, add more water; do not dilute it too much or you will produce fine, fragile sheets that are difficult to work with. Don't worry about little bits that do not break down entirely; they will add character to your finished product.

If you don't have a blender, beat the soaked paper strips into pulp by pounding them in a bucket with a thick stick or bottle filled with water. Although pounding the pulp is historically more authentic than using electric appliances, be forewarned: it is hard, time-consuming work.

4. After blending the pulp, pour it into a bucket or large plastic bottle until you have enough for several sheets. Figure that one load in the blender will make one thin sheet of paper. Stir 2 teaspoons of liquid starch into the pulp mix. The starch helps prevent ink from soaking into the paper fibers. If you don't add starch, the paper will be highly absorbent, and your ink will likely bleed quite easily. If this occurs, briefly soak the dried paper in a mix of water and gelatin and re-dry. You can also add dyes if you want a colored paper.

5. Place your wooden frame into the pulp, screen-side down, then level it while it is submerged. Lightly move it side-to-side until the pulp on top of the screen lies fairly uniformly flat. Slowly lift up the screen until it is above the water. Drip-drain it over the basin. Wait until most of the water has drained from the pulp, and you'll see the beginnings of a new piece of paper. If the paper is very thick, remove some of the pulp from the top. If it is too thin, add some more pulp and stir the mixture again.

6. Remove excess water from the paper. After you've lifted the screen out of the basin, you'll need to remove the extra water from the pulp. After the water stops dripping (or nearly so), gently place a piece of fabric (felt or flannel, preferably) in the frame on top of the "paper". Very gently press down to squeeze out excess water. Use a sponge to press

out as much water as possible from the other side of the screen, and periodically wring out the sponge.

7. Remove the paper from the screen. Once the paper is a little more dry, you can lift it from the screen. You can gently press out any bubbles and loose edges at this point. Gently lift the fabric out of the frame. The wet sheet of paper should remain on the fabric. If it sticks to the screen, you may have pulled too fast or not pressed out enough water.

You can press a drying sheet of paper by placing another piece of fabric on top of it and gently pressing. This will make the resulting paper smoother and thinner. Leave the second piece there as it dries. Set the paper out to dry. Take the piece of paper and lay it out to dry on a flat surface. The process of drying it takes several hours to days depending on the location.

### Making brushes

Brushes can be made of natural materials very simple. You need to pick up various stuff from nature: sticks, feathers, leaves, moss, pine cones, needles, etc. Tie them to sticks using thread. Now you have a brush!





4-10  
people



5-18  
years



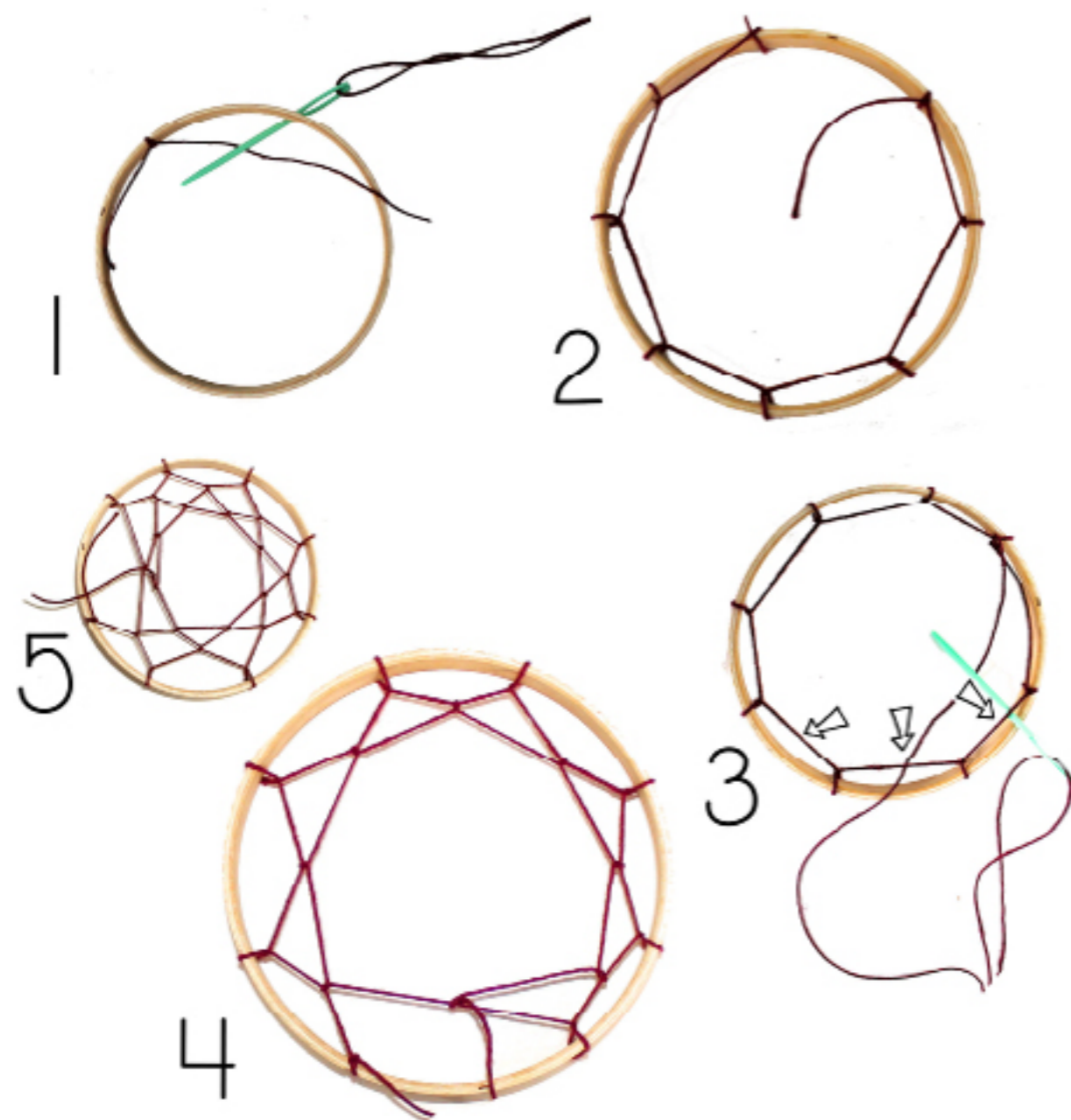
1 hour



Mixed  
group

## Dreamcatcher

Dreamcatchers originated with the Ojibwe people, who wove these magical webs from willow hoops and sinew. The hoop represents the travel of the sun, through the sky. At night, the hole in the center only lets good dreams, pass. Bad dreams are trapped in the web, and dispelled at the first light of morning. Use of willow or birch branches for the form. Dream catchers will be non-ideal form, but it can be even better. Decorate catcher with feathers, flowers, berries and other natural materials.



## Natural prints

Make a square or rectangular sheets of plasticine. Print a composition of plants, stones, sticks, cones and other things. Make plasticine frame around its composition or put cardboard plate. Pour the gypsum diluted with water to the consistency of sour cream. To avoid air bubbles formed, the first thin layer of gypsum smear strongly with a soft brush on the bottom. The remaining mass is made up to the edges of the shape after some time. When the plaster hardens (thirty minutes), the whole set must be dropped in a basin of hot water. After a few minutes plasticine form easily comes off. You can paint composition with watercolor or acrylic.





4-10 people



8-18 years



40 min



Mixed group



4-10 people



5-18 years



1 hour



Mixed group

## Forest carpet

Materials: Cords (5 to 10 pcs.) Length of 1 m, heavy objects or stones on the number of cords, diverse natural material.

One end of the cable is fixed on a flat stick. At the other end is fixed with heavy objects. Between cords weave natural objects. It turns out "forest carpet"



## Seed bombs

For bombs need sand, soil, clay, water, plant seeds (preferably wild), plastic plates, a piece of plastic for drying bombs, sticks and natural material for decorating bombs

1. Mixed 1 part sand, 1 part soil and 3 parts of clay. Add water to obtain a mass similar to plasticine.
2. Make a ball about 3-4 cm in diameter. Make a hole in it and put the seeds inside. Close and make the ball again.
3. Decorate bombs as you wish, you can make a pattern on the surface. Do not forget to make enough deep holes in the ball, so that water can easily get to the seeds.
4. Leave bombs to dry on plastic. Give the children after drying (at least 1 day). Explain that they can throw bombs on these wastelands. They will help regenerate forests and trees.





4-10  
people



8-18  
years



40 min



Mixed  
group

## Stone letter

Prepare stones of different sizes. Have each child draw or write on a stone call to protect the environment. These stones can then be placed on the beach or camping as surprises for tourists.

## Animal Consequences

Everybody sits in a circle, and has a piece of paper and a pencil. Players fold their paper into four, so that the folds run widthways. On the top panel they draw an animals head - a bird, a lion, a crocodile, etc. Make the two lines of the neck just over onto the second panel. Players fold over their handiwork so that it cannot be seen, and pass to the person on their left. Players then draw the top part of an animals' body, and again pass on the piece of paper. The legs of the body and then the feet are also added in this way. Then pass on the completed animal to the player on the left. Players open out the 'mystery animal' and decide where they think it lives (has it got webbed feet? A tail suitable for helping to climb trees?). What it eats (has it a slender beak or a long tongue for drinking nectar? Sharp teeth for meat eating?). What it might get eaten by? (Try linking all the creations in an imaginary food web!). Give each animal a suitable name.

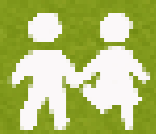
## Journey Sticks

Tools: different coloured wool of about 1m in length

The activity:

1. Children to find for themselves a 50cm – 1m long stick
2. Tell them to collect objects around the wood as you lead them around. These objects will remind them about places in the woodland
3. Children then collect feathers, dried flower heads, grass bark, leaves etc. attaching them to their stick as they go by using the wool to wrap around them At the end of the walk, the children use the objects to tell about their journey. Alternatively, you could encourage them to remember where they found particular objects by getting individuals to lead the rest of the group to the spot.





4-16  
people



6-14  
years



10 min



Mixed  
group



10-18  
people



8-14  
years



1 hour



Mixed  
group

## Scaled experience “How much water on earth?”

Show the children the three-liter jar with water. Tell that to the bank - all the water available on Earth - and the fresh and salty. Ask the children to list all water bodies of our planet, containing both fresh and salt water. Pour off the water in a 200 ml beaker, show him and tell him that in a glass - all fresh water that is available on Earth (ice, snow, groundwater, water, rivers, lakes, swamps, etc.) Collect water from a glass pipette, drip 2-3 drops and tell me what you shed all the water in the rivers, lakes and swamps around the world.

## Scaled experience “Apple”

Take an apple in hand and say: “All apple is our Earth. Three-quarters of the surface is water. (With these words, divide the apple into four pieces and remove the three of them.) One-quarter of the Earth’s surface is land. If we divide it in half, one-eighth the Earth’s surface represents the land on which the soil is practically absent. These are Antarctica, high mountains, deserts, etc. Another one-eighth is covered with soil, but part of this territory is occupied by cities, towns, roads, etc. If this one-eighth divide into four parts, only one piece will be that the land surface, which is covered with fertile soils. But the soil is a very thin layer of the crust. To imagine how much fertile soil in the world, it is necessary to cut a thin peel an apple.

## Animal Movement

Tools: Pond-dipping or minibeast stuff.

Requires captured creatures in a container easily examined, e.g. a white tray or a plastic tank. A game to play after you have done some pond-dipping or minibeast hunting, and when you are discussing the various animals you have caught. Particularly suited for younger children, or pre-school. Sit around in a circle and have a look and talk about the creatures you have captured. Look at the different ways they move. This is particularly good for pond creatures. Make sure they have enough water to show their movements clearly. Take turns to do an impression of the creature, imitating the way it moves. Everyone else has to guess ‘who you are’.

## Scientists at the new continent

Scientists have reached a new continent and found an unfamiliar nature around. Necessary to identify all the plants, trees and give them new names. Scientists are divided into several groups (approximately 4 groups) by 3 people and go to different sides. Each group chooses a plant, examines it and memorizes all features.

Then all the groups gather in a circle, each group of scientists begin to describe their plant. First, one group tells, for example, flowers are pink, leaves sessile, eight stamens, etc. Other groups have come to look for this plant. When they find it, come back in a circle. If the plant is found correctly, then give it a new name, such as chamomile like-a-sun etc. Then another group of scientists talks about its plants, etc. When all the plants are found, are given new names, these plants can take with a home in the camp, in the school and there to find the determinant of the plant has already a name that is at each of the plants.

## Keeping Warm

Tools: thermometer, hot water, small containers decorated like animal (you could even cover these in fur and give them faces to look like dormice!).

The activity:

1. Explain how some animals e.g. dormice, hedgehogs avoid the winter when there is little food available and it is very cold by hibernating
2. In small group, the children will be given a ‘dormouse’ to build a nest for to keep them as warm as possible
3. Fill the film canisters with hot water and take a temperature reading
4. The children build a nest for their creature using woodland materials. About an hour later, get the children to find their dormice. Measure the temperature of each mouse to see whose nest kept theirs the warmest.



10-12  
people



7-10  
years



1 day



Mixed  
group

## Day with bugs

### Catch bugs with children

Use several methods for catching bugs (means all insects).

The landing net is run back and forth (try to use an eight-shaped movement) through grass and lower vegetation. Quickly clasp your hand round the top of the net to prevent the bugs from fleeing. You can use white umbrella. Hold the umbrella upside down under the tree. Shake the branches and catch any buds that fall into the umbrella. Put bugs in special boxes. Use loupes and microscope to take closer look at the bugs.

### Learning about bugs

Before and after drawing. If the pupils have drawn pictures before the field trip, it might be interesting to let them draw the same bug again. Compare the before and after pictures. Was it easier or more difficult to draw the bug after the field trip? Are the legs in the same place?

### Forest models

Working with three-dimensional models is a good way to enhance the pupils' understanding of the shape and size of animal and plants. Choose materials and techniques freely; clay bugs could live in a forest made of recycled paper, toilette rolls, and other cheap material. Preferably, use eco-friendly materials such as papier-mache.

### Competition of ants

Relay races to enhance team spirit and physical workout. First you tell the children about the social structure of the nest life of ants. Then you divide the children into two teams "Red Ants" and "Black ants."

1. Relay for team captains. "Find your way home in the dark forest" Captains blindfolded, they must overcome distance, complicated obstacles to voice commands.

2. Relay "Building an anthill" Teams are invited to build cubes and cups of yogurt "anthill" at what each player puts in one subject, trying to keep "ant hill" does not fall apart.

3. Relay "Transferring cargo"

Competition for the accuracy and quickness of action. Pass the ball over his head and between his knees.

4. Relay "Caterpillar"

The "train" runs across the distance, overcoming obstacles and trying to do it carefully, ie not to touch the obstacles.

### Wanted alive

Distributing wanted posters or descriptions to the pupils is a good way to make searching for bugs more exiting. A wanted poster could consist of a sketch artist's pictures of the bug or a description in the form of a riddle. For example:

"At the time of crime, the wanted felon was wearing green clothes but has also been observed wearing brown or red striped outfit. The offender has half grown wings and last seen sitting in a berry brush. This criminal is wanted for smelling very bad in public."

You can write the same, but like about missing person. Do not forget to offer a reward!

### Insects' house

In the end of learning make with children house for insects. Use previously prepared rolls of toilet paper, dried reeds, twigs, moss, bricks, rocks, small logs with drilled holes, cones, hay. Can be folded together like a house or put in a box with slits. You can use a wire for stapling items. Explain to the children the importance of their work for nature.







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Latvia, Lithuania and Belarus Cross-border Cooperation Programme within the European Neighbourhood and Partnership Instrument

The Latvia, Lithuania and Belarus Cross-border Cooperation Programme within the European Neighbourhood and Partnership Instrument succeeds the Baltic Sea Region INTERREG IIIB Neighbourhood Programme Priority South IIIA Programme for the period of 2007-2013. The overall strategic goal of the programme is to enhance the cohesion of the Latvian, Lithuanian and Belarusian border region, to secure a high level of environmental protection and to provide for economic and social welfare as well as to promote intercultural dialogue and cultural diversity.

Latgale region in Latvia, Panevėžys, Utena, Vilnius, Alytus and Kaunas counties in Lithuania, as well as Vitebsk, Mogilev, Minsk and Grodno oblasts take part in the Programme. The Joint Managing Authority of the programme is the Ministry of the Interior of the Republic of Lithuania. The web site of the programme is [www.enpi-cbc.eu](http://www.enpi-cbc.eu).

The European Union is made up of 28 Member States who have decided to gradually link together their know-how, resources and destinies. Together, during a period of enlargement of 50 years, they have built a zone of stability, democracy and sustainable development whilst maintaining cultural diversity, tolerance and individual freedoms. The European Union is committed to sharing its achievements and its values with countries and peoples beyond its borders.

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