

# In-park activities for school groups



Fun and engaging group activities that help students learn about parks and wildlife.

These activities can be used to enhance bush walks, on school camps or as an activity in your school yard.

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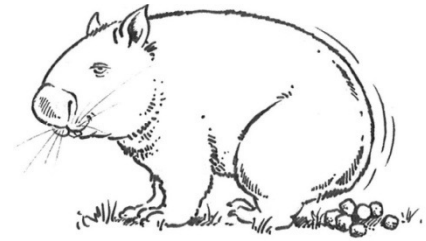
These activities have been used by park rangers to help people learn more about parks, issues with managing these parks, and biodiversity conservation. The original sources of most of these activities are unknown.

Copies of this booklet as well as other teaching ideas can be found at:

[parkweb.vic.gov.au/learning-and-discovery/teachers/teaching-activities](http://parkweb.vic.gov.au/learning-and-discovery/teachers/teaching-activities)

## Animal escape - Wildlife

- For ages:** 6 and above
- Group size:** 10+
- How to:** Form two equal teams asking each to choose an animal that lives in the park.
- Each team should write down clues about their chosen animal on their cards and organise them from general clues (e.g. I have fur) to specific clues (e.g. I only eat eucalypt leaves).



Line up each team facing each other across a line. Ten metres or so, behind each team, draw another line to mark 'home'.

Members of each team then read out clues alternately, starting with general clues and becoming more specific. As one team gives a clue, the other tries to guess the animal. If they guess right, the other team tells them so and the 'askers' race for home with the 'guessers' chasing them.

- You need:** Pencils, blank cards for each team to write on (depending on age and capabilities).
- Themes:** Natural values and processes, plants and animals, biodiversity.
- Purpose:** To encourage participants to think about animal features, lifestyles and adaptations.

## Bat Moth - Echolocation

### *Physically active*

- For ages:** 4 and above
- Group size:** 10+ (best with larger groups)
- Purpose:** Bats navigate using sonar called echolocation. This activity can help illustrate how echolocation works with bats. It can also be adapted for use on other animals. E.g. dolphins – dolphin vs. fish. This activity makes a good welcome, campfire or spotlight warm up activity.
- How to:** Arrange participants into a circle holding hands to form a 'cave' or 'forest'. Because caves and forests are rarely round, large groups may like to shape the circle a little irregularly to add interest.



Select a participant to be the bat and 1-2 moths, or if you have a large group choose more moths. Put a blindfold on the bat.

The bat and moths must remain inside the boundaries of the forest or cave circle. The objective for the bat is to catch (tag) the moths by calling "bat! bat!" and walking around with their arms outstretched. The moths must reply with a loud "moth, moth" immediately after the bat calls. If the bat touches the 'forest', the participants forming the circle should call "tree! tree!". When the bat has caught all the moths, choose new bats and moths for the next round.

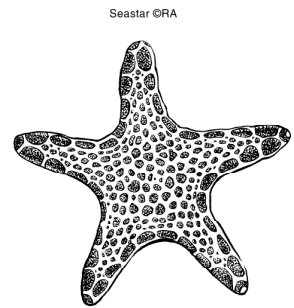
- Variations:** Individuals or pairs of people can also be scattered within the forest and must also call "tree! tree!" if contacted by the bats. This is especially useful if there is a large group.
- You need:** Blindfolds.
- Topics:** Echolocation, identification of sounds, animal adaptations, interrelationships.

## Barking up the wrong tree – Touching trees

- For ages:** 6 and above
- Group size:** 4+
- How to:** While blindfolded, participants are led to one or more trees to feel the them for a short time. The participant is then led back to the starting point. Can the players recognise the tree? To add difficulty spin the blindfolded person and take them on a short journey around the park instead of walking them straight up and back.
- You need:** Blindfolds.
- Topics:** Plant diversity, plant adaptations to fire, animals, age of tree.

## Beach Activities – several

- For ages:** 6 and above.
- Group size:** 1+
- Purpose:** Short, easily to run activities for coastal environments. Most of these activities can be completed in five minutes, making them ideal as impromptu events or fill-in activities between venues or other major activities.
- You need:** Various equipment depending on activity including: paper, pencils, string, field guides (on shells, coastal birds, coastal plants).



### String transects for dunes and rocks

Count every animal or plant contacted by a long piece of string stretched across the rocks or dunes. This may need some modification across dune systems, e.g. run the string along the beach track or boardwalk. The importance of staying on the track to avoid trampling and erosion can then be an important focal point of the activity.

### Shell quadrants

Give each pair of participants a two metre length (for example) of string and ask them to form a square with it on the ground. The pair then counts the number of shells found within the quadrant. Compare the results obtained by all pairs. Is there any difference in shell diversity at different sampling sites on the beach? Are some types of shell only found in some areas examined?

### Shell-size ranges

Find the largest and smallest example of one kind of shell and measure the difference.

### Shell and seaweed colours

Bring a paint colour chart. Match shell and seaweed colours with a house paint card.

### Hinge-types

Bivalve shells have different kinds of hinges. Ask participants to sort a collection of these into the four or five main kinds.

### Pattern sorting

Sort out shells with zigzags, checks, stripes, beadings, spots and blotches.

### Wave timing

Write down the exact second that a wave hits a special marker or reaches its peak on the sand. Time the next ten waves. Is there much variation between waves? Discuss with the group - why/why not?

### **Tide levels**

Put a stick deep into the sand at the present high water mark. How many times does the sea pass this mark in five minutes?

### **Gull traffic**

Draw a line on the sand. Ask participants to count how many birds cross the line and to record aspects of the birds' behaviour.

How many have black bills, orange bills or red bills? How many have black eyes or white eyes? How many have brown spotted wings? These features indicate which are young and which are adults.

### **Flotsam analysis**

Walk along the high tide line. Pick up the first 20 (or 50 if larger group) objects and classify them into animal, plant/algae, wood, cardboard, paper, metal, plastic, glass, etc. What is your pollution ratio? Discuss ways in which the rubbish could be reduced or avoided.

### **Shape sorting**

Sort out your object collection into cones, globes, sticks, tubes, spikes etc.

**Themes:** Interrelationships, biodiversity, change, natural values and processes, flora and fauna

**Skills:** Observation, identification, environmental awareness.

## **Bush Orchestra – relatively difficult**

**For ages:** 4 and above

**Group size:** 30+

**How to:** This is a relatively difficult activity so plan and practise before taking it to your group. Select participants to be a different animal in the park. Make sure there is more than one of each animal. For example a group of thirty might have five different animals.

Divide participants into the animal groups; demonstrate the sound their animal makes. The leader conducts the show using the cut out sun and moon to signify the time of day or night. Each group should give voice at a different time to create a 'bush symphony'.

**Variations:** As part of a larger activity such as a campfire night, paint the children's faces to represent the animal they are in the bush orchestra.

**You need:** Cardboard cut-out moon and sun. Optional: Bush instruments face paint.

**Themes:** Biodiversity, plants, national parks

## **Circle Study- Biodiversity**

**For ages:** 7 and above

**Group size:** 1+

**How to:** Each member of the group, or pair, places their string in a circle over a chosen site on the ground, and then carefully examines the diversity within the circle. Observations of the number of different kinds of plants, number or kinds of insects, tallest grass, smallest plant, etc. can then be shared with the group. Participants can do circle studies at other sites in the area to determine any differences in diversity.

**Variation:** Observations could be recorded first and then shared with the group.

**You need:** String. Optional: record sheet, pencils.

**Themes:** Communities, biodiversity, habitats, natural values and process, flora and fauna.

## Environmental Paces – Biodiversity

- For ages:** 5 and above
- Group size:** 1+
- How to:** Participants should spread out in a specified area where they can take ten steps. As each step is taken, participants should stop and count how many different objects they can touch without moving their feet. They can compare what they find with a partner or the whole group.
- Variations:** Subtle variations in this activity may include the number of paces, the method of movement (e.g. walk, hop) and the characteristics of the objects sought (e.g. how many shades of green).
- You need:** Optional: Environmental Paces record sheet, pencils.
- Themes:** Biodiversity

## Feral Cat Stalk – Park pests

*Physically active*

- For ages:** 6 and above.
- Group size:** 10+
- How to:** This game is along the same line as *What's the time Mr.* and *Statues*. Show the group pictures of some of the native animals found in the park. Ask one or more participants (depending on group size) to choose which small animal they would like to be. The rest of the group are all feral cats, and line up about twenty metres behind the native animal(s), who have their backs turned to the cats. The cats have to sneak up on the animals but must stand absolutely still when the animals turn around - which they do at random intervals. The game is over when all the animals are eaten.
- You need:** A book with photos of small native animals, or Parknote with illustrations of small animals.
- Themes:** Popular with children, the game raises park management issues including predation by introduced animals and the resulting disruption to natural processes.



Wolf  
small

## Flag Monitoring Trail – Biodiversity

- For ages:** 6 and above.
- Group size:** 5+
- How to:** Before starting the activity, write out measuring or observation activities on several cards or flags. Place them at fairly obvious points and have each flag pointing on to the location of the next stop.
- An example of a topic could be 'numbers in nature'. Questions at the various flag points could include "How many different shades of green can you count?", "How much litter can you count in the creek?", "What is wrong with this campsite?" etc...
- You need:** Small paper cards ('flags'), paper and pencils.
- Themes:** Biodiversity, natural values and processes.

## Forest Storeys - Forest biodiversity

- For ages:** 6 - 12.
- Group size:** 1+
- How to:** Lead participants on a walk through an area where several layers (strata or storeys) are evident in the vegetation. Ask them to identify the forest profile and discuss what habitat opportunities are available at each level.
- Variation:** Participants draw the forest and label different habitats at different levels (storeys) within it.
- You need:** Sighting scopes (cardboard tubes e.g. from paper towelling rolls)  
Optional: note paper, pencils
- Themes:** Natural values and processes, flora and fauna, communities, habitat, biodiversity
- Purpose:** To encourage participants to look closer at forest environments and gain a greater appreciation of habitat diversity.

## Getting Older - life cycles, biodiversity

- For ages:** 6 and above.
- Group size:** 1+
- How to:** Participants list eight objects in the immediate area on the basis of their age, listing them from youngest to oldest. Once everyone has completed this, each participant conducts a small tour to show the rest of the group their chosen features or objects, from youngest to oldest item. The ranger should help the participants interpret the items and correct where mistakes have been made.
- Variations:** Change the focus of the search, e.g. getting bigger, getting rougher, etc.
- You need:** Optional: A getting older record sheet, pencils.
- Themes:** Change, biodiversity, habitat, flora, life cycles

## Hollows Wanted - Dead or Alive - ecosystems, habitats

- For ages:** 6 and above.
- Group size:** 1+
- How to:** Find an old tree - dead or alive - which has lost several branches. Take up a position which allows you a clear view of one of the hollows. Set up a viewer so that it focuses on the hollows and secure it in place with string or tape. Examine the hollow through your viewer and on your card write details of what you can see. Then answer the questions which follow: What name would be appropriate for the hollow? How do you think it formed (e.g. by fire, decay, lightning strike, etc.) Are there any signs of animal life around it? What could live in there? Is it a new hollow or well advanced?
- Discuss the importance of habitat conservation and the problems related with the time it takes hollows to form. Other issues to introduce may include competition for hollows (follow up with a game of Poor Poss), and the use of artificial shelter boxes.
- You need:** Sighting scopes, string, sticky tape, cards, clips, pen, and pencils.
- Skills:** Environmental awareness, observation, identification.
- Themes:** Interrelationships, flora and fauna, natural values, general management issues, change, habitat loss, to convey the importance of hollow formation, use and conservation.

## Letters in the bush – Appreciation of nature

- For ages:** 6 and above
- Group size:** 1+
- How to:** As a group, search for the shapes of letters of the alphabet in natural objects. I.e. something that closely resembles a letter in shape. An easy one to start with is to find an L in a tree.
- Give the activity a finish point, e.g. when you have spelt a word, counted X number of letters or after X amount of time.
- When participants have finished, ask each person to show the group their favourite 'natural' letter.
- You need:** Optional: Alphabet Hunt record sheet, pencils.
- Variation:** Ask participants to sketch the object that reminds them of a particular letter.
- Give participants a record sheet with the letters of the alphabet written on it. Ask them to find an object for as many letters of the alphabet as they can, and to write the name of the objects, or draw them, beside the relevant letter of the alphabet.
- Themes:** Biodiversity, plants and animals
- Purpose:** To appreciate natural objects from a different perspective. This activity can be used between stops on a guided walk.

## Listening Post – Heighten awareness of bush, natural values and processes

- For ages:** 4 and above.
- Group size:** 1+
- How to:** Find a suitable clear area to sit the group down, preferably in an area where you may hear lots of birds. Ask participants to close their eyes and listen for, say, five minutes, and to count the number of different sounds that they can hear. The leader calls out when five minutes is up. How many different bird calls did they hear? How many other sounds did they hear? What made these other sounds?
- You need:** None.
- Variations:** This activity can be conducted in different setting to emphasise human and natural noises. For example, sit in a busy location in the campground compared to a quiet location away from human activity. Ask participants about the sounds they heard. Which was the loudest noise, quietest, closest, and so on.
- Themes:** Natural values and processes, fauna.
- Purpose:** To encourage listening and the identification of different sounds.

## Matt, Matt the Feral Cat – Park pests

Physically active.

**For ages:** 6 and above.

**Group size:** 15+

**How to:** Put players into pairs and ask them to select a native nocturnal animal they wish to represent. One at a time each pair demonstrates their call and movement (e.g. hopping) to the rest of the group.

Pairs should be blindfolded, split up and disorientated before the commencement of the game.

One or more 'Matts' (depending on group size should be introduced and also blindfolded). Matt has to shout "Matt, Matt the feral cat!" before each step taken. Matt kills his/her prey by placing a hand on the player. Players are only safe when they have located their mate.

This activity provides opportunities to discuss many issues.

"Which animals were killed first?", "Which survived the longest?", and "What are the features of these animals that contribute to this situation?" The issue of feral animal predation should be the focus of this activity and could incorporate relevant statistics as well as the importance of responsible pet ownership. Further cat related problems such as the displacement of species, e.g. quolls, and the transmission of diseases, e.g. toxoplasmosis, could also be discussed.

At the end of the session it may be useful to make available current brochures about responsible pet ownership and looking after your cats and dogs.

**You need:** Blindfolds.

**Themes:** Pests, management issues relating to disruption of natural processes, fauna, environmental awareness, identification.

**Purpose:** To demonstrate the impacts of feral cat predation. This can be changed to other introduced predator animals. E.g. foxes or dogs

## Memory Maker - appreciation of their location, simple

**For ages:** 6 above.

**Group size:** 1+

**How to:** Instruct participants to hold their arms straight out in front of them and to make a square finger frame with their thumbs and forefingers. They line up an interesting object and focus on it, then list other things they can see through the frame. Ask students to look at the ground, foliage, animals the sky etc.

Ask students to share their memory by showing their finger frame so each partner can see the same area.

This can be a good activity to give to groups on long walks or to do when walking between points of interest. At the end of the walk, you can ask students to share their memory with the whole group.

**Themes:** Biodiversity, natural values and processes, fauna, flora.

**Purpose:** To enhance concentration and observation skills of the environment.

## Micro-trail – Focus on micro environments

- For ages:** 6 and above.
- Group size:** 2+
- How to:** Organise participants into pairs. Each pair should split up and find their own interesting micro-environment. Ask the participants to put a flag next to features in the micro-environment they find interesting, then get them to wind a piece of string around the flags to form a trail. Encourage participants to write some notes or a story about their mini trail for their partner to investigate. Have all members of the group explore all the mini trails that have been set up. Magnifying glasses enhance the sense of discovery.
- You need:** Small coloured flags, note paper, pencils, string.  
Optional: Magnifying glasses.
- Themes:** A focus micro-environments, natural values, flora and fauna, biodiversity

## Miniparks - Focus on micro environments

- For ages:** 9 and above
- Group size:** 2+
- How to:** Similar to the Micro Trail activity, pairs or small groups mark out an area (a mini-park) with string. Each group thinks of a name for its park. Ensure that participants know not to pick plants for this activity. Groups may like to label some of the interesting parts of their parks, whether natural, constructed or imaginary. Once each group has finished setting up its 'park', group members conduct tours of their individual parks.  
  
On the 'tour', try to ask each member of the group a question about their park, and encourage discussion from the other participants relating to park management. "Are there many predators in your park?" "What do they eat?", "Are there any overnight hikes in this park?" "What visitor management issues do you have, and how do you manage them?" etc.  
  
This activity provides is an opportunity for fun and imagination – what real or imaginary 'creatures' can be seen in your minipark?
- You need:** Pieces of string (less than 4m long) for each pair, cards, and pencils.
- Themes:** Biodiversity, general management issues.

## Treasure Hunt

- For ages:** 6 and above.
- Group size:** 1+
- How to:** Develop three Treasure Hunt sheets. One of objects in interesting places, a second of objects in different stages of development, and a third for objects that mean something different to each person.
- Variations:** 1. Arrange participants into three groups. Give each group a different list to complete. When all have finished, organise a *show and tell*.  
2. Include the lists as a component of a larger scale treasure hunt that involves using a map and searching for a number of clues.
- You need:** Treasure Hunt sheet, pencils.
- Themes:** Natural values and processes, flora and fauna.
- Purpose:** To give children a different perspective of *treasure*, and to encourage observation and identification skills.

# Murder in the Dark - extended program for campfire nights, events

- For ages:** 7 and above.
- Group size:** Works best with larger groups
- How to:** This activity can be implemented as an independent event or as a component of a feature talk, spotlight walk or after-dark discovery. The following guidelines suit a complete format conducted in a large room with slide and video resources.
- 'Murder in the dark' can be a part of a natural process (such as an owl preying on a possum) or an unnatural process (such as a feral cat stalking a ground-nesting bird). 'Murder in the dark' can also be an indirect process (induced by widespread and rapid habitat loss and fragmentation) or the displacement of native species by introduced fauna (e.g. quolls by cats). There are also many examples of direct human-related murder in the dark (e.g. road kills).
- Suggested formats:**
- Use several slides illustrating aspects of the ecology of nocturnal animals and other natural aspects of 'murder in the dark'.
  - Use additional slides, with a greater emphasis on unnatural aspects of 'murder in the dark'.
  - Include a game such as 'Matt, Matt the Feral Cat' to reinforce this theme.
  - Use footage from 'The Nature of Australia' and/or 'The Living Forest' to illustrate more about the ecology of nocturnal animals.
  - Include a short talk about the threats to nocturnal animals, emphasizing predation by introduced carnivores, habitat loss and fragmentation, road kills, etc.
  - Follow with a game such as 'Poor Poss'.
  - Sum up with a short discussion of the different forms 'murder in the dark' can take. It may be appropriate to make an information leaflet on responsible pet ownership, minimal impact available at the end of the session.
- Variations:** The presentation emphasis and manner will differ according to the resources available, the relevant issues in the park and the skills of the interpreter. Some interpreters may focus on the ecology of nocturnal animals, while others may want to concentrate on unnatural processes and how these can be redressed.
- You need:** Depending on format this activity may require blindfolds, tape recorder and tapes - e.g. 'Night sounds of the forest' - relevant photos and slideshow, video footage e.g. 'Nature of Australia', film footage e.g. 'The living forest'.
- Themes:** Interrelationships, adaptations, communities, biodiversity, habitat, general management issues, fauna, pest species, habitat loss.

## Poor Possum – Habitat conservation, interrelationships

*Physically active*

**For ages:** 4 and above.

**Group size:** 20+

**How to:** A game based on the musical chairs idea. Form the group into groups of three. Two members of the group face each other and join hands to represent a hollow tree. The other member represents a hollow dwelling animal. Participants name which animal they represent - one that uses hollows at some stage of its life. When the leader calls "All change", all the 'animals' must change trees.



Introduce the woodcutter whose role is to cut down some of the trees. These 'trees' go to the wood pile. This means some 'animals' are left without 'trees'. "All change" is called again and there is a mad scramble, but always there are 'animals' left without 'trees'. Gradually all the 'trees' are cut down and all the animals are left without homes. Summarise that this game illustrates the importance of undisturbed habitats and the need to conserve some areas of old growth forests. You may wish to introduce the problems associated with the time lag of hollow formation.

**Variations:**

1. At a relevant stage in the game, create shelter boxes from the wood pile.
2. Introduce one or more feral predators to further disrupt the natural ecology. 'Possums' etc. that are tagged (killed) by the predators can lie down where tagged to create further obstacles. Use of this variation will depend on the available area and light, and the group size and behaviour.

**You need:** Chain saw (a real one or a toy), hard hat.

**Themes:** Habitat conservation, interrelationships, communities, change, habitat and general management issues: habitat loss, disruption to natural processes.

**Purpose:** To highlight the importance of hollows for habitat conservation.

## Shapes in the Environment –

### Appreciation of nature

**For ages:** 6 and above.

**Group size:** 1+

**How to:** Give participants a card with a different shape on it and ask them to find that shape in the immediate environment. Explain that their shape may be found in the distance, in the treetops or even in the tiny patterns on fallen leaves. When each participant has found an example of his/her shape in the environment, re-assemble the group and visit each site to see all the different shapes.

For a more personal approach, draw a 'personal sign' for each person by following the Keylines in the palm of their hands.

**You need:** A number of cards featuring different shapes.

**Themes:** Biodiversity, flora, fauna.

**Purpose:** To have participants focus on the diversity of different structural types.



## Sound Scape – Heighten awareness the bush, natural values and processes

- For ages:** 6 and above.
- Group size:** 1+
- How to:** Sit the group in a comfortable spot and focus them on the sounds of the environment. Ask participants to draw their representation of the sounds as they hear them. It may be useful first to show the group an example of a soundscape drawing.
- Variations:** All the senses can be used in variations of this activity- for example ‘smell scapes’, ‘touch scapes’ and ‘taste scapes’. It can be helpful to encourage participants to close their eyes and listen, taste, touch, etc., before drawing their sensory scape.
- You need:** Paper, pens.
- Themes:** Natural values and processes, fauna.
- Purpose:** To encourage listening skills and heighten awareness of the diversity of sounds in the bush.

## Weed Invasion – Disruption to natural processes

- For ages:** 6 and above. *Physically active.*
- Group size:** 15+
- How to:** Select approximately half of the participants to represent blackberries and hold hands to form a large circle. They are given a short chant, along the lines of:
- “We are blackberries and we’re a rough crew.  
We’ll squash and squeeze the life out of you”.
- The other participants are native plants of their own suggestion with their own chant:
- “We belong here.  
So go away.  
You weeds are ruining our lovely day”
- The native plants stand singly inside the circle facing outwards. Once the leader calls out “Start!” they have to try and get out of the circle of blackberries by running under the arms of the people making the circle. Any native plants caught by the blackberries have to join the circle. This game can lead into a discussion about the changes to habitat that arise from weed invasions and is a good way to lead into a ‘disruption to natural processes’ activity or discussion.
- Variations:** Improvise using the problem weeds in the area.
- You need:** Nothing.
- Themes:** General management issues: disruption to natural processes, flora.
- Purpose:** To illustrate aggressive weed invasion and the consequent displacement of native species.



## The National Parks Game – park management

*Physically active*

**For ages:** 6 and above.

**Group size:** 15+

**How to:** Participants hold hands and form a circle. Select three players: one to be a ranger, one a small native animal of their choice, and one a feral animal e.g. a cat. The circle marks the boundary of the national park. The ranger and the native animal start inside the circle, while the feral animal starts outside the circle. The aim for the feral cat is to sneak into the park after the native animal, which is able to move outside the park boundary. The ranger cannot go outside the national park and must attempt to catch the feral cat while it is inside the park. Once either the cat or the native animal has been caught, select other players from the circle for these roles.

When the active part of the game is over, ask the group to suggest why national parks are important for wildlife, and why feral predators create problems for wildlife.

**Variations:** The cat can be substituted by a fox, wildlife poacher, hunter, etc.

**You need:** Nothing

**Themes:** Habitat, general management issues, national parks, disruption to natural processes, park pests.

## Who/What Am I? – biodiversity, adaptations

**For ages:** 6 and above.

**Group size:** 2+

**How to:** Place cards on participants' backs with a peg. Participants need to find out which animal or plant they are by asking others in the group "Yes" or "No" questions. When they have discovered the correct plant or animal they pin the card on their chests.

**Variations:** In the absence of illustrated cards, the leader (and then other members of the group) could suggest clues to the rest of the group who then guess which organism the leader is representing.

For example (koala)

"I don't have scales or fly."

"I eat a lot but I don't drink very much."

"In summer I can be very noisy."

"I have to sleep a lot because the food I eat is very low in nutrients."

"I have a backward facing pouch..." and so on.

Participants should be encouraged to interject when they think they know the answer. More clues may also be necessary.

**You need:** Cards with photos of plants or animals found in the park (one photo per card), clothes pegs.

**Themes:** Biodiversity, adaptations, natural values and processes, flora, fauna.

**Purpose:** To encourage visitors to think about the diversity, features and adaptations of different organisms. This activity can be a good ice- breaker at the start of an activity.

## Touch and Tell - Feely Box

- For ages:** 4 and above.
- Group size:** 1+
- How to:** Make up the feely box and have several secret objects ready. Choose objects that you would like to highlight and that can be found in the park. Place one object in the box at a time.
- Variations:**
1. One participant only may feel the object, the others ask him/her “Yes” or “No” questions about it to reveal its identity.
  2. Pass the box around the circle asking each person to describe how the object feels or how they feel about the object without being repetitive.
  3. Each person feels in the box then attempts to identify the object without letting anyone know what they suspect. When everyone has had a turn, they compare suspected identities.
- You need:** Feely box (shoe box or larger with a lid and covered in plain or coloured paper or adhesive contact. A circle large enough for a hand to go through is cut into the side of the box)
- Purpose:** To encourage participants to recognise natural objects through touch.
- Themes:** Biodiversity, plants and animals.
- Skills:** Identification.

## Un-Nature Trail – management issues, impacts

- For ages:** 6 and above.
- Group size:** 1+
- How to:** Place pieces of litter etc. along a short trail. The group walks along the trail attempting to spot and count the objects. Some of the litter should be obvious and some more subtle. At the end of the trail, each participant is to whisper to the leader the number of pieces of litter that he/she spotted. Retry until all pieces are found. Issues of littering, excess packaging and recycling can be raised. Consider putting difficult objects like campfires, rubbish bins, weeds, taxidermy feral cat etc...
- You need:** String, about 20 pieces of litter or “unnatural” objects of varying degrees of visibility.
- Themes:** General management issues, disruption to natural processes.
- Purpose:** To focus on objects that are out of place in a natural setting.