

PE & Cultural Heritage Skills Sharing



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PE & Cultural Heritage Skills Sharing



Contents

• Introduction	Page 3
• The Woodland Workout	Pages 4 -5
• Disappearing Ninjas	Pages 7 - 8
• Ten steps to disappearing	Pages 9 -10
• Minimalist orienteering	Pages 11-12
• Slacklining	Pages 13 -14
• Sheepdog	Pages 15 -17
• Counting sheep in old English	Page 18
• Firemaking	Page 19
• Maps through time	Pages 20 -23
• Looking at old buildings	Pages 24 -26
• Sandpit archaeologists	Pages 27 -29
• Unusual objects	Page 30
* Applying the past in the present	Pages 31-33

PE & Cultural Heritage Skills Sharing



Introduction

FACE has worked with the Peak District Environmental Education Network on two previous Skills Sharing publications looking at Geography and Science. This new e-booklet has a focus on two areas: PE and Cultural Heritage.

Chatsworth hosted us for the day and we shared a wide variety of outdoor activities which you can use to inspire and inform your pupils or visitors to your farm or setting. They are all very adaptable. And those of us attending the day can assure you they can also be lots of fun!

We comprised Peak District Rangers, Derbyshire Environmental Studies Service, Soil Association staff, Wildlife Trust educators, Peak District National Park Learning and Discovery Team, farmers who offer educational visits and, of course, Farming & Countryside Education (FACE) representatives. Thank you to all the participants who have generously given their time and their ideas.

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Name of activity	The Woodland Workout: The Forestry Commission Scotland.
Resources required (if any)	<p>The original woodland workout was a Forest Education Initiative project supported by the Forestry Commission Scotland. The resource was developed by four teachers. The aim of the project was to produce a resource that could be easily used by teachers and enable them to offer a wide range of outdoor activities and exercises to their pupils. The activities have been adapted from a wide range of sources.</p> <p>Forestry Commission: The Woodland Workout Teachers Guide http://www.forestry.gov.uk/pdf/FCMS112.pdf/\$FILE/FCMS112.pdf</p> <p>The Woodland Workout Physical activity cards: http://www.forestry.gov.uk/pdf/FCMS112_physical.pdf/\$FILE/FCMS112_physical.pdf</p>
Space required	Large outdoor space preferably an area with some trees.
Instructions	<p>See Teacher's guide and physical activity cards above.</p> <p>These are really useful for doing in an area without the need for any resources and can be used to create a 'circuit training' physical activity where children are not competing against each other just competing against themselves to push themselves.</p> <p>The demonstration cards could be laminated and put up around woodlands or parks. This might be a useful 'non-staffed' activity or trail for an event or be a useful way of 'giving permission' to play and exercise in outdoor areas.</p>

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Name of activity	The Woodland Workout: continued.
Comments	When using with children's groups I've tended not to use the cards but actually demonstrate exercises and do them together and then allow the children time and space to extend the activity and allow the children to come up with their own exercises or woodland exercise or obstacle course which they can design, try out, refine and then introduce to others to have a go at. This is particularly useful to get them thinking about how to instruct safely and risk assess for themselves and pushes them to be physically active for long periods.
Suggested by	Georgina Greaves, Derbyshire Environmental Studies Service.



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Name of activity	Disappearing Ninjas
Resources required	None
Space required	Woodland (or area with other obstacles to hide behind)
Instructions	<p>One person (usually the Leader to start with) stands in an obvious spot, e.g. on a tree stump. They cannot move from this place, but they can turn around.</p> <p>The other people (eg children) gather around the leader.</p> <p>The leader then closes their eyes and counts aloud (loudly) from 30 to 0. During this time the children run away and hide behind trees etc (give clear guidelines beforehand of any “off limits” areas)</p> <p>Once the leader gets down to 0 they open their eyes and look around to try and spot the children. If they can see any, then the leader calls out who it is (or what they are wearing) and the child must come out of hiding. Spend no more than 30 seconds doing this.</p> <p>At the same time as the leader is looking for not-very-well-hidden-children, the leader also makes an obvious gesture (eg finger on nose, or flapping chicken arms, etc). The children must try to see what the gesture is, while NOT BEING SEEN THEMSELVES.</p> <p>After about 30 seconds, the leader calls (or whistles) for the children to return. If the children can then demonstrate the leader’s gesture, the children win the game.</p> <p>Repeat the game, but this time allow less time to hide (eg count down from 20).</p> <p>Repeat again, with less time to hide on each occasion... See if they can hide in just 10 seconds.</p>
Comments	<p>A bit of fun – and always goes down well.</p> <p>After 1 or 2 rounds, offer the role of “seeker” to a child.</p> <p>It’s quite amazing how, when the children are all called out of hiding, they just appear from everywhere, when a moment before there were (apparently) none!</p> <p>Use other adults to keep an eye on children as they go off to hide: make sure none go too far away or disappear entirely!</p>
Suggested by	Frances Arnott on behalf of Lorna Fisher - PDNPA

PE & Cultural Heritage Skills Sharing



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Name of activity	Ten steps to disappearing
Resources required (if any)	None
Space required	Any open area with features—a woodland is ideal.
Instructions	<p>Similar in some ways to “Disappearing Ninjas on page 7, this activity is less about hiding and more about not being noticed.</p> <p>The group starts all together and then on the count of 1 from the leader, each person takes one step and then tries to be inconspicuous (by crouching down, making themselves as narrow as possible, being very quiet etc.)</p> <p>The group leader continues to count in ones and at each stop the children try to blend into their environment, using what is around them—they might lean against a tree or curl up next to a log.</p> <p>After ten steps have been taken the group reassembles and individuals offer what they noticed in their surroundings, how they tried to make themselves at one with their surroundings.</p>
Comments	A good activity for creating calm, maybe at the end of the day or after a particularly boisterous session!
Suggested by	Gordon MacLellan, Peak District National Park Learning and Discovery Team

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Name of activity	Minimalist Orienteering
Resources required (if any)	1 x compass per group Tent pegs or similar per group Notebook and pen or similar
Space required	Any open area will suffice. Obviously the size can have limitations.
Instructions	<p>A course can be laid out in advance, or get the groups to set a course for each other.</p> <p>Each group or individual has a compass and a selection of tent pegs or similar markers.</p> <p>Place a peg in the ground and stand astride it.</p> <p>Take a compass bearing. Pace out a distance and place the peg (so that it can only be seen when very close by). Make a note of the bearing and distance.</p> <p>Repeat this until the pegs are used up.</p> <p>Try to ensure that pegs are not visible unless the pacings are correct. Start with shorter legs so they get the idea of pacing distances etc.</p> <p>The last group to follow a course should collect the pegs.</p>
Comments	<p>A fantastic and basic introduction or development activity, that focusses on compass work and pacing. This ticks several National Curriculum boxes, notably P.E. as well as Maths and Geography.</p> <p>Keep it simple to start with and then you can make it more complex, longer distances etc. Or embellish with treasure maps etc.</p> <p>The course can be fairly linear to start with and increased to zig-zags and interlocking/crossover sections.</p> <p>If you are not familiar with using a compass there are some good websites to help you such as http://www.learn-orienteering.org/old/lesson1.html </p>
Suggested by	Frag Last

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Name of activity	Slacklining
Resources required (if any)	Slack line Tree guards Strong sturdy trees in a relatively flat soft fall zone.
Space required	Two Strong trees or well secured posts in a relatively flat area with grass, soil and clear 'fall zone'.
Instructions	A useful clip on how to set up your slackline is available here: https://www.youtube.com/watch?v=N69AzjnhZ4E . For an example of what can be achieved when you get to world champion expert trick level see here: https://www.youtube.com/watch?v=iReZj9BOEBQ
Comments	<p>Slacklining is a really useful activity to develop teamwork, co-operation, support and perseverance. Whilst one person is having a go other group members can encourage, coach, support and guide as well as observe 'what works well' and good technique.</p> <p>Physically it helps to develop core strength, co-ordination and balance.</p> <p>Effectively a slackline is a tight tape pulled between two trees or secure posts. It is a fun activity for all ages.</p>



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Comments	<p>Considerations:</p> <ul style="list-style-type: none"> • You need to ensure that this is a temporary line put up for use with a group and supervised throughout. If you're considering a permanent slackline as a piece of play equipment you will need to get advice on siting, risk, safety and checking. • The area beneath the slackline should be as flat as you can find and as clear as it can be. Avoid areas with logs, stumps, exposed roots, boulders etc. which might seriously injure someone falling from the slackline. Also avoid areas with sensitive ground flora and flowers. Ideally grass, soil or leaf litter is the best for the 'fall zone'. • Encourage participants to 'self-assess' before taking part encouraging them to take into consideration any known injuries or medical conditions. • Shoes or trainers are probably best (wellies are probably not appropriate or safe). • Try and keep feet facing forwards in line with the tape not across the tape and keep your head up looking forwards. • When starting it is probably best to only let the slackline be as high as the knee of the participants taking part. • Have one person on the slackline at a time. • Others can be used to 'spot' and 'support' at either side for balance and guiding with the slackliner putting a hand on a shoulder or holding a hand. Bear in mind the consideration above about 'self-assessing' whether supporting and spotting is a role they are able and happy to take. • Risk assess the activity before you start and ensure you have put the slackline up properly and take it down properly afterwards. • Best practice is to use tree guards to protect the bark of the tree. This is especially important if the slackline is going to stay up for some time or have heavy use.
Suggested by	Georgina Greaves, Derbyshire Environmental Studies Service.

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Name of activity	Sheep Dog
Resources required (if any)	Shepherd costume (optional)- hat and crook Collie dog ears head band Sheep ears head band
Space required	Large flat area, some cones or markers to move the sheep around
Instructions	<p>Discuss how sheep are prey animals they have their eyes and ears on the side of their heads so they can be aware of what is going on all around them. They like to be with the other sheep and will move as a group as much as possible.</p> <p>Sheep dogs are predators, as far as the sheep are concerned, they have ears and eyes that face forwards so they can focus on their “prey”. Shepherds use this to help them move sheep, as sheep will only let the dog get so close before they move away.</p> <p>One child will be the shepherd and one the dog, the rest of the group are sheep.</p> <p>Shepherd chooses a name for their dog and uses the commands “Come bye” to send the dog to the right and “away” to send the dog left (the sheep will move away accordingly)and “Lie down” to stop.</p> <p>Choose a course to move the sheep around but only tell the shepherd not the sheep or the dog!</p> <p>When the course is complete the shepherd will say “that’ll do” to the dog.</p>
	To make this activity more challenging the shepherd could have a more complicated course to move the sheep through or work against the clock.
Suggested by	Based on an activity from Richard Savory of the Sheep show

PE & Cultural Heritage Skills Sharing



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Name of activity	Counting Sheep in old English
Resources required (if any)	Some sheep, real or pretend
Space required	N/A
Instructions	Explain about Anglo-Saxon English and old counting systems. Regional variations on “yan, tan tethera...” Can be found here: https://en.wikipedia.org/wiki/Yan_tan_tethera
Comments	These old counting methods were also used for knitting stitches!
Suggested by	Moya Myersough, former FACE East of England co-ordinator

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Name of activity	Firemaking
Resources required (if any)	Hand drill firemaking set Bow drill firemaking set Firesteels Flint and steel + charcloth Tinder e.g. cotton wool, dry grass etc.
Space required	Any outdoor space. Can be done indoors with extreme care!
Instructions	Far too complex to list here. I'd recommend gaining skill and experience in each. Basically though, an introduction to the changing aspects of firemaking through history. People can either simply observe or be active participants at each stage.
Comments	You need quite a bit of materials and equipment for this to work; plus the experience and knowledge to back it up. Certain aspects can be focussed on if preferred, rather than the whole thing. All elements of equipment can be sourced online; some can be made easily if you have sufficient knowledge.
Suggested by	Frag Last




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Name of activity	Maps through time
Resources required (if any)	<p>At least 3 different maps showing the same place over a long period of time, up to current times.</p> <p>Census reports for any streets included on the maps.</p> <p>Old photos of places within the mapped area.</p>
Space required	Can be done inside or outside, or a mixture of both.
Instructions	<p>Start by looking at the oldest map you have for the area. What roads, buildings features do pupils recognise if any? Start to build up a picture of what the place was like in the past. Introduce the next chronological map, what changes have occurred, what can they recognise now, are there any places/ buildings still there from the previous map? What effect do these changes have, e.g. if a railway is built or new places to work established? Work your way through the different chronological maps until you are up to the present day. By now pupils should be clear about how the area has developed with some of the reasons why and how. Pupils should also have an understanding of where the oldest surviving buildings will be in the area.</p> <p>Historic photos can be used alongside the maps to help bring to life what is being discovered and discussed with the maps. For example coal mining may be an unfamiliar concept for many pupils, so when discussing the appearance or disappearance of a mine on a map using old photos of that time will bring to life.</p>

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Instructions continued	<p>Census reports can also be used alongside the maps. If pupils notice a large influx of housing in an area can they link it to census information as to what jobs people did and why they moved there.</p> <p>Using the information gathered from the maps pupils can then head outside to find the location of the buildings that they have traced though time to the present day. By using a 'features of a building sheet' pupils can look more closely at these historic buildings and see what features may be original or changed in some way. These can lead to questions relating to why changes have happened, for example "why doesn't the building have chimney pots anymore?" A great opportunity for some detailed annotated sketching or photography.</p> <p>There may also be the opportunity to do a photo comparison activity, using an old photo of the area and looking at what has stayed the same or changed over time</p> 
Comments	This activity is probably best suited to KS2.
Suggested by	Ingrid Reeves from Derbyshire Environmental Studies Service

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A colliery was discovered on one of our maps.. Do the children know this word? A photo of miners—or colliers—helps them to have a better understanding.



the Bolsover Colliery yard. c1890

Reproduced courtesy of Picture the Past, a not-for-profit project that makes historic images from the library and museum collections of Derby, Derbyshire,

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Your local Records Office will be able to help you to source maps of the area alongside other useful documents. They often run sessions for school groups and you can request a focus on your school or a specific area.



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Name of activity	Looking at old buildings
Resources required (if any)	Photographs of old buildings—ideally ones which are still in existence even if they have been significantly altered.
Space required	A tour of the area where the buildings are located.
Instructions	<p>Arrange a walking route so pupils can observe buildings in the old photos. Make sure the route is safe, that children are well supervised and that they know the boundaries.</p> <p>Divide the children into groups and give them one or two photos.</p> <p>Ask them to find the buildings today.</p> <p>Once they have found each building, ask them to discuss its features. You can provide a sheet of questions as a prompt. Your questions will vary according to the buildings (you might be on a farm, in a village or town centre etc.)</p> <p>What is the building made of? What is the roof made of? What are the windows like? What changes have taken place since the photograph was taken? What was the building's original purpose? What is it used for today?</p>
Comments	<p>A useful activity to help children become more observant—they will often discover things in a familiar environment that they have not noticed before.</p> <p>Source old photos through you local record office or a local history society. Some individuals may have photos they are willing for you to copy e.g. of local farms, churches and significant buildings</p>
Suggested by	Cheryl Burfield, Education Co-ordinator, Chatsworth House Trust

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Name of activity	Sandpit Archaeologists
Resources required (if any)	<p>Large box or tray in which to carry out the dig</p> <p>Sand to fill the tray</p> <p>Artefacts – pottery, coins, old jewellery, modern plastic items, animal bones, old bits of leather (let your imagination run!)</p> <p>Masking tape</p> <p>Quadrat</p> <p>Pens</p> <p>Clipboard</p> <p>Paper marked with a grid</p>
Space required	Enough for the children to gather around the tray
Instructions	<p>Fill the tray/sandpit with the artefacts and cover with sand, spread them out and make sure they are at different depths.</p> <p>Split the area into squares using a quadrat over the sandpit/tray and give each square a number, so if anything is found then it can be recorded with that number (you can drop this part with really young children).</p> <p>Tell the children that they are looking for clues of who might have lived here in the past and to carefully dig with a trowel, putting anything they find to one side and recording where it was found. They can use masking tape to mark each artefact with a coordinate.</p> <p>Once digging has finished ask the following questions:</p> <p>Of what materials are the finds made?</p> <p>Why do you think they have survived in the ground?</p> <p>Are there any clues on them to suggest their age?</p> <p>Can you think of any materials that would not survive?</p>

PE & Cultural Heritage Skills Sharing



	Sandpit Archaeologists continued
Resources required (if any)	<p>Large box or tray in which to carry out the dig</p> <p>Sand to fill the tray</p> <p>Artefacts – pottery, coins, old jewellery, modern plastic items, animal bones, old bits of leather (let your imagination run!)</p> <p>Masking tape</p> <p>Quadrat</p> <p>Pens</p> <p>Clipboard</p> <p>Paper marked with a grid</p>
Space required	Enough for the children to gather around the tray
Comments	<p>I have tried this activity at Stanton in Peak and Rowsley schools, usually to highlight the Bronze age but have included Roman pottery, broken jewellery, fragments of Victorian pottery. I borrowed Bronze age artefacts from</p> <p>Archaeological Research Services in Bakewell to show after the children have finished the dig, the children either love or are disgusted by the animal bones!</p> <p>Trying to stop the children digging is a sign that they really enjoy this activity.</p>
Suggested by	Pete Bush, Area Ranger (another copied and adapted activity!)



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	Unusual objects
Resources re-quired (if any)	Selection of unusual objects connected to the outdoors/farming etc. These might include butter pats, old farming implements, measures etc.
Space required	Enough for the children to either pass round the objects or for the objects to be placed on tables.
Comments	<p>The idea is to get the children talking, using good descriptive vocabulary and utilising their senses.</p> <p>What shape is it? What is it made from? Is it hard or soft? What colour is it?</p> <p>Adapt the questions to the age range of the pupils.</p> <p>The aim is not necessarily to find the right answer (sometimes no-one will know what the object is, even the group leader) but to consider, much as an archaeologist does, all the factors available before trying to decide the object's use.</p>
Suggested by	Bobbie Harvey, FACE East Midlands Education Co-ordinator



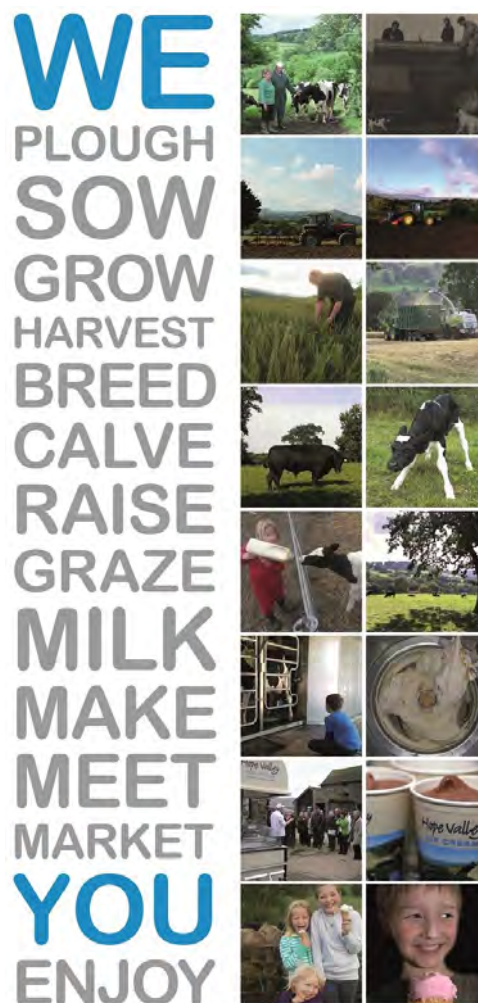
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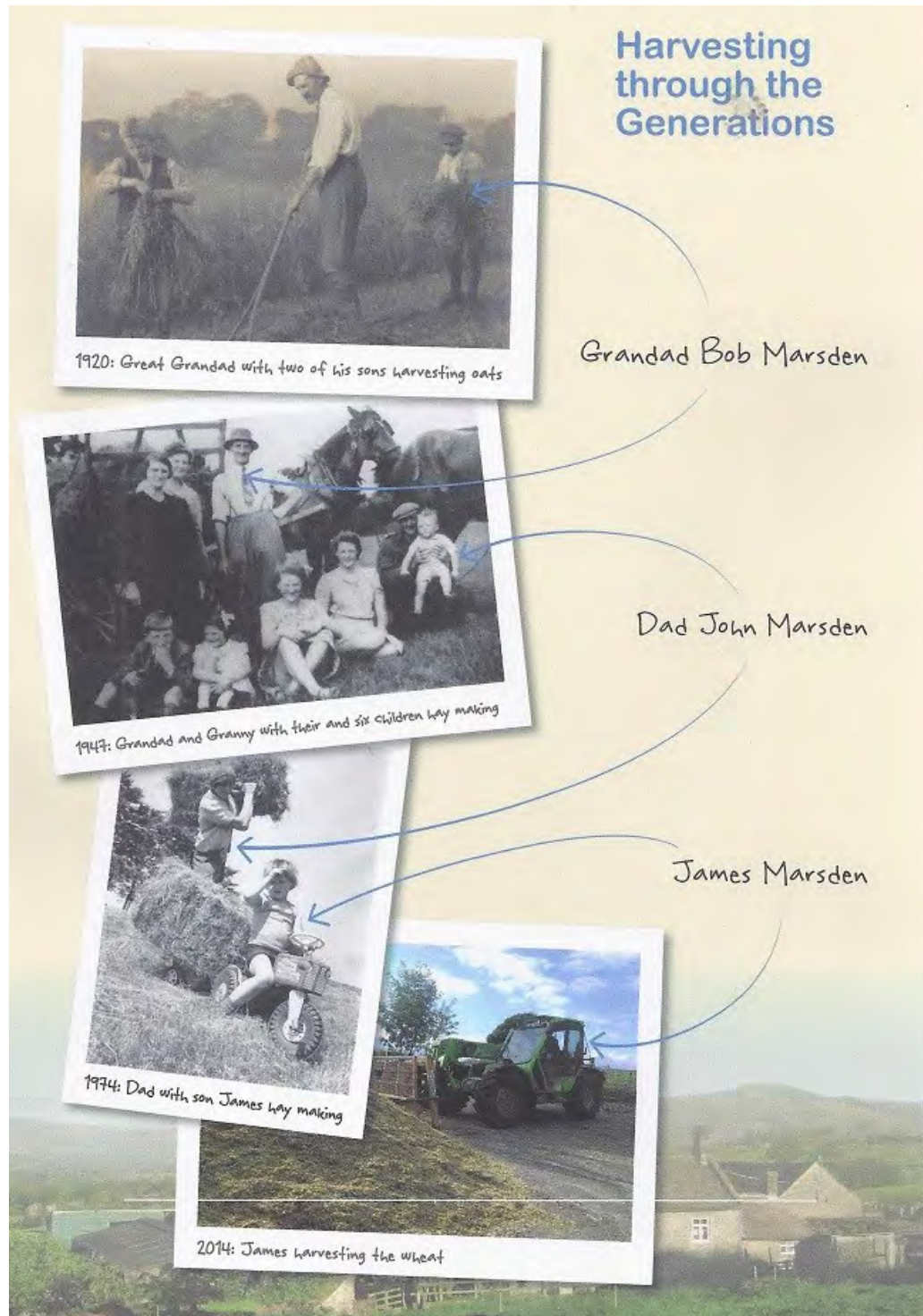
Applying the past in the present

Farmer Bob Marsden of Hope Valley Farm concluded our Skills Sharing day by showing how he has used old photos in his advertising. The following pages provide an excellent example of relating to former generations on the farm and demonstrating progress in the 21st century.

Bob's first image also provides opportunities for extending literacy skills! Could your pupils come up with such an innovative way to use verbs to explain the work of someone in the countryside? Have a go yourself -what about a butcher, park ranger, gardener The list is endless!



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Milking through the Generations at Thorpe Farm

1938 Vermuyden Buttercup
the first recorded 2000
gallon heifer in the country
being hand milked by Granny
and Grandad.



2010 Open Farm Sunday -
Cows being milked by Dad in
the milking parlour.



2014 to Present - Cows come
in and milk themselves up to
four times a day when they
feel like it!

In our robots Optimoo Prime
& Milkatron.

