

## *Geography fieldwork in the school grounds: creating a sense of place*

### *Haiku*

- Stand quietly for a few minutes in a special place and write down a number of words to describe your feelings about the place you are standing in.
- In your group, share all of the words that people have thought of and together write a Haiku poem.
- A Haiku poem is only three lines long. The first line has 5 syllables, the second has 7 syllables and the third line has 5 syllables.
- For example:     Birds singing above  
                          A gentle breeze blows past me  
                          The sun is shining.

### *String mapping*

- This activity is based on an Indian way of sharing a journey with others.
- Walk around the school grounds and every time you change direction, pick something up (e.g. a leaf, twig or daisy) and tie it to your piece of string.
- You will create a linear map of your journey, which you can use to create a map of where you've been.

### *Nature's pallet*

- Record all of the different natural colours in your environment by smudging them on the sheet.
- Use plants and soil to see how many colours you can find!
- Maybe you could paint a picture of the area you're visiting using these natural paints.

### *Smelly cocktails*

- Find smells from your journey - different plants, soil and grass all have a distinctive smell.
- Collect the smells in your container - what do they smell like? What do they remind you of?
- Shake up your smelly cocktail, give it a name and share it with everyone!

### *Sound mapping*

- Close your eyes and listen.
- From a central point on your piece of paper, draw a line in the direction of each sound you hear. The thickness of the line will indicate the loudness of each sound.
- How many of the sounds are natural, how many are created by humans?
- Close your eyes and imagine what sounds you would hear in the same place at midnight.

### *Local textures*

- Collect different textures from the environment by rubbing them onto your piece of paper.
- How many different textures can you find? How many are natural and how many are created by humans?

### *Thinking about this place*

- What do you like and dislike about this place? Show your feelings on a map by colouring the nice areas in one colour and the nasty places in another.
- Compare your map with other people in your group - are the maps the same or different? Was there anything that you liked that your friend didn't?
- How could we change this place to make it better?

### *A sensory walk*

- Work in pairs - one of you should be blindfold, the other is the guide.
- Use your remaining senses to explore the environment - what senses do you use? What do you notice?
- See if you can identify where you were taken when your blindfold is removed - then swap over!

### *My special place*

- Find a special place in the school grounds and spend some time there (5 or 10 minutes) on your own.
- What do you hear / smell / see and feel?

### *Magpie scavenger hunt*

- Follow the instructions on the scavenger hunt sheet to collect items from the natural environment.
- Be careful - only collect things that you can return safely without damage, and think carefully about the things you choose.
- When you've finished the hunt, use all of your items to create some natural artwork.

### *Mouse's winter home*

- Find a place where a mouse might hibernate. Why have you chosen it? How will it protect the mouse?
- Measure the temperature of a cup of water and leave it in your chosen spot. When you return, how has the temperature changed? Have you chosen a good spot for the mouse?

### *Thinking about the landscape*

- Share the landscape cards around the group so that everyone has a card.
- Each person should spend a few minutes following the instructions on their card.
- Go round the group and find out what each person had to do and what they came up with.

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