

## JOURNEYS THROUGH NATURE

# Journey stick



### About this activity

When Australian Aboriginals went on long journeys they tied objects to a stick. They would start at one end of the stick and work along it as they travelled. The objects would help them to remember events and experiences on their journey, and to tell others of their adventures. Go on your own journey and make a journey stick with a friend. Where you will go?

What might you find or experience and how will you attach the items to the stick? Share your journey stick with other people to tell them about your journey.

### Kit list

- Sticks (choose your own)
- Something to fasten the objects to the stick e.g. string, tape, cotton thread, elastic bands
- Coloured wool or strips of fabric in a large tray or little bags for each group. They can represent places and events on the journey e.g. blue wool for water or red fabric for the sun setting as the journey ended.
- Items collected on your journey

### Watch out!

- ✓ Remember to wash your hands after the event. No fingers in mouths!
- ✓ Make sure to listen to advice from adults about avoiding poisonous or prickly plants.
- ✓ Avoid going too close to water.
- ✓ Don't attach any animals or insects to the stick!
- ✓ All journeys should be supervised by an adult



### Instructions:

- 1 Think about how others might be able to guess where you have been. For example, if you passed an old oak tree, you might want to collect a leaf or an acorn.
- 2 If you saw a robin, you might tie some red wool on your stick.
- 3 How could you show it was sunny when you started your journey?
- 4 Look very carefully as you travel. Remember to start at one end of the stick and work across to the other end.
- 5 Can others tell where you have been? Does the stick help you to remember your journey?
- 6 Talk about your journey to your friends.
- 7 What other journeys can you make?
- 8 How are your sticks different for each journey?
- 9 Can you make a simple map of your journey?
- 10 Can you find out more about how the Aboriginal people used their journey sticks?

### Next steps:

- ✓ This activity can be put towards a CREST SuperStar Award and there are plenty more online activities you could try for free. For more information, follow this link: [crestawards.org/crest-superstar](https://crestawards.org/crest-superstar)





### About this activity

Although insects are small, some achieve great feats that even humans couldn't do without modern technology! For example, the Dracula ant of Australia and South-East Asia can snap its jaws shut at a lightning-quick speed of 90 m/s – about 5,000 times quicker than the blink of a human eye! Imagine you woke up very small, the size of even the smallest insect. What challenges would you face?

### Time

1 hour

### Kit list

- Card
- Safety scissors
- Hand-held magnifying glasses
- Identification charts or books
- Drawing materials
- Digital camera (optional)
- A garden or area that is likely to have a variety of insects

### Watch out!

- Children must always be supervised
- Always be careful when using scissors
- Wash hands once you are finished exploring
- Make sure you treat animals and insects with care
- Avoid areas that are likely to be contaminated, e.g. with dog faeces or broken glass



### Instructions:

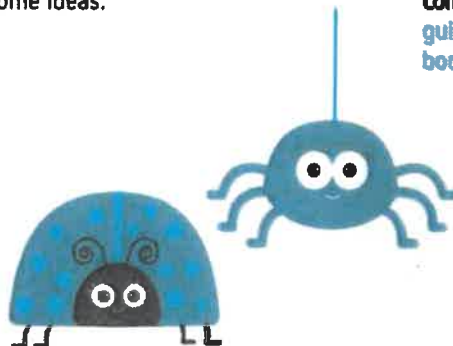
- 1 Cut a foot shape out of the pieces of card, keeping both the foot cut-out and the piece of card with the foot-shaped hole. Try using an adult's foot or shoe to make sure the hole is big enough!
- 2 Go outside and think about what kinds of insects may be living nearby. Share your ideas.
- 3 Place the card with the foot-shaped hole on the ground and look through the hole. What can you see? Remember to use your magnifying glass.
- 4 Using the other piece of card which you cut out, write down what you see. Make sure you have enough detail, so you can remember it all later
- 5 Think about different habitats that you could check, such as bushes or the roots of trees.
- 6 Once you have seen a few creatures, you should share what you found with your class or group. Think about how differently you would view these creatures if you were as small as them.
- 7 If you have time, why not write a story about waking up the size of an insect, and the challenges you would face? Use the 'Did you know?' and 'Next steps' sections to give you some ideas.

### Did you know?

- Highest living spider:** In 1924, a new species of spider was discovered in Nepal at an elevation of 6,700m (21,981ft) on Mount Everest. It wasn't until 1975 that the arachnid was given a name: the Himalayan jumping spider.
- Fastest insect on land:** The Australian tiger beetle can travel at a speed of up to 2.5m/s. At full speed the beetle's visual system struggles to keep up, which means it must slow down if it wants to see properly!
- Most dangerous bee:** Africanized honey bees are known to attack in big swarms if people venture too close to their nests. They can pursue their victims over great distances, the furthest recorded being 0.84km.
- The monarch butterfly flies from Canada and the USA to the warmer climate of Mexico for winter. One butterfly was estimated to have travelled 4,635km – that's about five return trips between London and Paris!**

### Next steps:

- Check out [Guinness World Records 2019](#) and [Guinness World Records' Wild Things](#) to find more amazing facts about insects and the world around you.
- Using a free augmented reality app, you can see record-breaking insects come to life from the page – visit [guinnessworldrecords.com/products/books/wild-things/bugstolife](https://www.guinnessworldrecords.com/products/books/wild-things/bugstolife)



# Dinosaur adaptations



## About this activity

All living things are adapted to their environments - this helps them journey and survive in their natural habitat. In this activity, your students will create creatures and decide what environment they would thrive in.

## Time

20 minutes

## Kit list

- ✔ Modelling clay
- ✔ Modelling tools
- ✔ Materials to make the habitat e.g. sticks, twigs, leaves, rocks
- ✔ Pictures of dinosaurs

## Instructions:

- 1 Introduce the children to the topic by showing them images of dinosaurs. Consider making some out of clay as examples.
- 2 Explain different adaptations, such as wings, claws or flippers.
- 3 Get the children to create their own dinosaurs using the modelling clay.
- 4 Get the children to draw an image of their dinosaur journeying through the environment they think it would live in.

## Think and talk about:

- ✔ What kind of camouflage would your dinosaur have?
- ✔ Why did you give the dinosaur the adaptations you did?
- ✔ Do you think your dinosaur would be a herbivore or a carnivore?

## Next steps:

- ✔ Find more activities from Okido magazine at [okido.co.uk/schools](http://okido.co.uk/schools)

## Watch out!

- ✔ Make sure to supervise your students when using modelling tools.
- ✔ Make sure to use child-friendly modelling clay

