



# Colour Palettes

**This activity is a great way to introduce younger children to looking closely at their environment.**

**Suggested age of children: 3 – 11**

**Equipment needed:** “Artists’ palettes” (enclosed in the pack) and double sided sticky tape.

**Before the session:** Prepare the palettes by fixing the double sided sticky tape strips to them.

Give each child one of the artist's palettes. Speak to the children about all the different colours that there are in the natural world. Stress that there are infinite different shades of each colour surrounding us. Send the children off with their artists' palettes to see how many different “paint” colours they can find around them. Tell the children that they should only pick very small bits (no bigger than their fingernails) to avoid damaging any plants.



## Health and Safety Advice

- Visit the park before the activity to familiarise yourself with the area and check for any hazards that you will need to either remove or make the children aware of eg litter, nettles.
- Be clear with the group about their boundaries on the reserve and mark out any areas they should not enter.
- The children will need to wash their hands after the activity before eating or drinking.



Stick your double sided tape here



Stick your double sided tape here



# Bird Feeders

This is a practical activity so that the children can do something that they can see is helping wildlife.

**Suggested age of children: 8 – 14**

**Equipment needed:** lard or vegetable fat, microwaveable container, microwave, string, old yoghurt pots, spoon, bird seed

**Before the event:** Melt the fat in the microwave and pour over the bird seed. There should be one part fat to two parts bird seed.

Help the children to cut a small hole in the bottom of their yoghurt pot and thread the string through to make a loop for hanging. Get the children to mix the bird seed with the fat. Allow the mixture to cool a little until it forms a paste. Ask the children to fill the yoghurt pots with the mixture, ensuring the string is well covered.

The mixture will need to cool overnight in the fridge until it solidifies.

Once solid, the mixture should pop out of the yoghurt pots like a jelly from a mould.

The fat cakes can then be hung up outside ready for the birds.

Use the tick sheet (enclosed in the pack) to record any birds visiting your feeder.



## Health and Safety Advice

- Make sure that children are not allowed to handle any hot fat.
- Younger children may need extra help to cut and thread their yoghurt pots.
- Check whether any of the children have nut allergies. This activity may not be suitable for children with nut allergies.

# BIRD Spotting



Blackbird



Blue tit



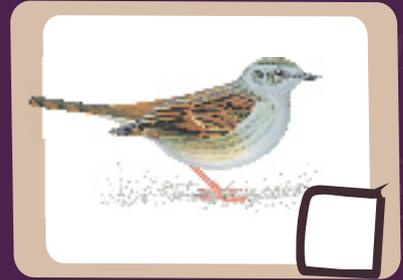
Chaffinch



Coal tit



Collared dove



Dunnock



Goldfinch



Great tit



Greenfinch



House sparrow



Long tailed tit



Magpie



Robin



Starling



Woodpigeon



# Orienteering

**Orienteering is a superb way to encourage children to walk or run around the reserve whilst learning map skills. The route can also be adapted to suit a variety of ages and abilities.**

**Suggested age of children:** 7 – 14

**Equipment needed:** Orienteering map (enclosed in the pack), answer sheet (enclosed in the pack)

**Before the event:** Walk the suggested route to check that all of the control markers are in place and there are no obvious hazards.

Explain to the group that orienteering is like a walk through the reserve, but with an extra challenge – they have to find all of the “control markers”. The location of these markers is shown with a red circle on the map (enclosed in the pack). Help the group to orientate themselves with the map (young children are likely to need plenty of help with this!). Study the map carefully to find out the meaning of the symbols. Explain that the control markers all have a number and a letter eg 1/B. The number on the marker matches the number on the map. The letter needs to be written on the answer sheet (enclosed in the pack) when the marker is found. On the map each control marker has a control description (or clue) telling you where to look.

Which markers you ask the children to find is dependent on the time available and the abilities of the children. You might consider awarding a prize to the first group back with all of the correct answers or individual prizes for excellent map use.

We have included four suggested courses for you to try.



## Health and Safety Advice

- All but the oldest and most competent children, should be accompanied by an adult.
- Ensure each group knows by what time they have to return to the meeting point. Have a system in place in case a group misses this deadline eg use of mobile phones.
- Stress the importance of all groups staying together.
- Some of the smaller tracks may be a bit overgrown with nettles or brambles. Please ask the group to dress appropriately.
- Check the route before the event for any extra hazards you may need to take into consideration.



## Control Descriptions

- 1 Gate
- 2 Path Junction
- 3 Gap in Hedge
- 4 Western Path
- 5 Pit
- 6 Knoll
- 7 Path Junction
- 8 Path Junction
- 9 Path Junction
- 10 Gate
- 11 Gate
- 12 Gap in hedge
- 13 Gap in Hedge
- 14 Path Junction
- 15 Clearing
- 16 Hill Top
- 17 Path
- 18 Vegetation Change
- 19 Small Path
- 20 Small Path

## Courses

**Course A** – Short Distance 2.1km  
Start/Finish, Road End,  
Controls 13,11,10,9,8,3,4,2

**Course B** – Medium Distance 3.1km  
Start/Finish, Road End,  
Controls 14,16,1,9,8,7,6,5,4,2

**Course C** – Long Distance 3.8km  
Start/Finish, Road End,  
Controls 13,15,19,18,17,16,12,20,3,6,5,4,2

**Course D** – Freestyle! Distance - entirely up to you  
Start and finish wherever you like and try to find as many of the controls as possible.



*control marker*



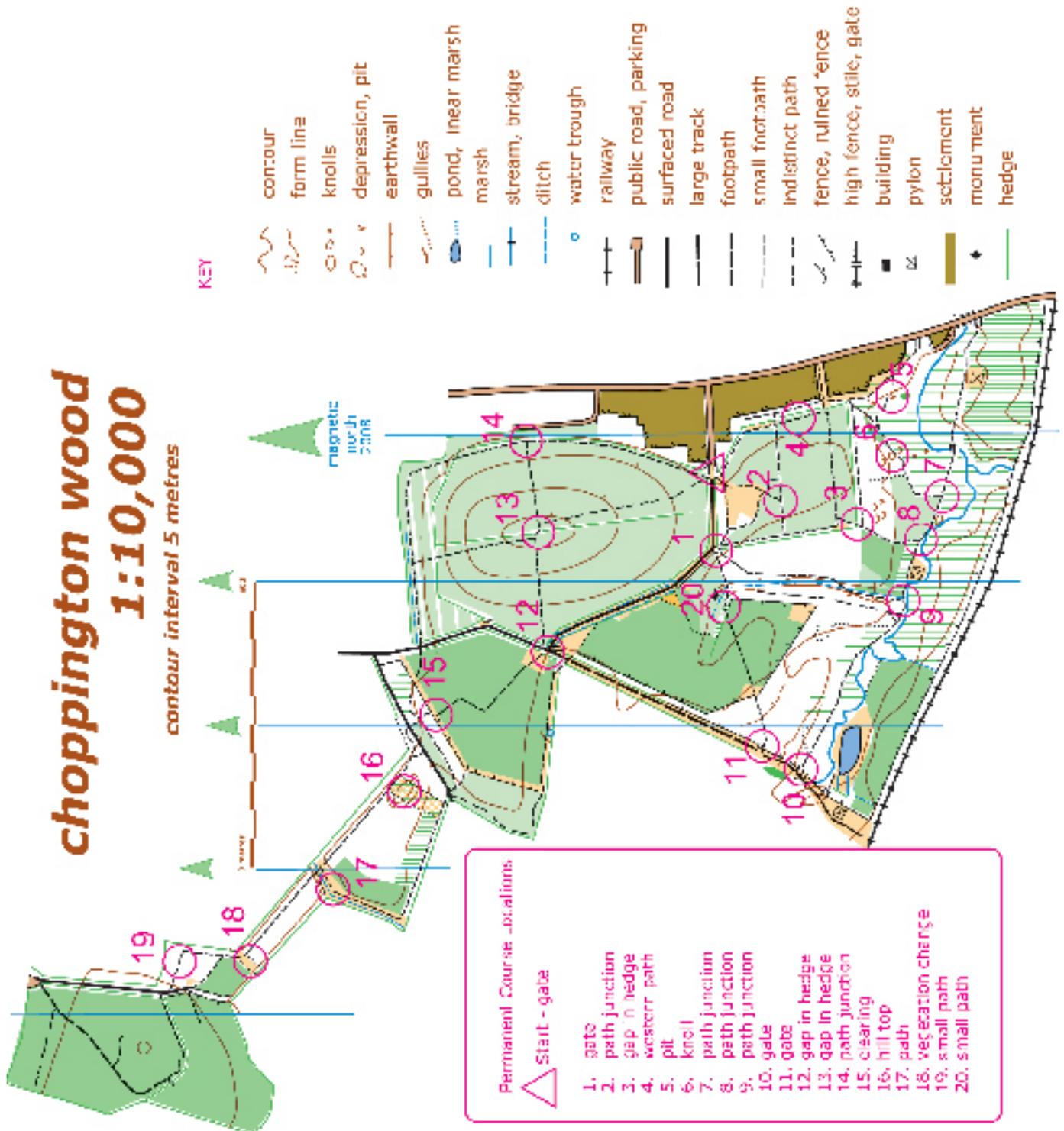
# Orienteering - Answer Sheet

|                                     |                                |
|-------------------------------------|--------------------------------|
| <b>Time started</b>                 |                                |
| <b>Time returned</b>                |                                |
| <b>Contact Details</b>              |                                |
| <b>Chosen course (A, B, C or D)</b> |                                |
| <b>No. on control point</b>         | <b>Letter on control Point</b> |
| 1                                   |                                |
| 2                                   |                                |
| 3                                   |                                |
| 4                                   |                                |
| 5                                   |                                |
| 6                                   |                                |
| 7                                   |                                |
| 8                                   |                                |
| 9                                   |                                |
| 10                                  |                                |
| 11                                  |                                |
| 12                                  |                                |
| 13                                  |                                |
| 14                                  |                                |
| 15                                  |                                |
| 16                                  |                                |
| 17                                  |                                |
| 18                                  |                                |
| 19                                  |                                |
| 20                                  |                                |

# choppington wood

## 1:10,000

contour interval 5 metres



Permanent Course locations



- 1. gate
- 2. path junction
- 3. gap in hedge
- 4. western path
- 5. pit
- 6. knoll
- 7. path junction
- 8. path junction
- 9. path junction
- 10. gate
- 11. gate
- 12. gap in hedge
- 13. gap in hedge
- 14. path junction
- 15. clearing
- 16. hill top
- 17. path
- 18. vegetation change
- 19. small path
- 20. small path

### KEY

- |  |                         |  |                    |
|--|-------------------------|--|--------------------|
|  | contour                 |  | open land          |
|  | form line               |  | rough open land    |
|  | knolls                  |  | scattered trees    |
|  | depression, pit         |  | forest: run        |
|  | earthwall               |  | forest: slow run   |
|  | gullies                 |  | forest: walk       |
|  | pond, linear marsh      |  | thicket            |
|  | marsh                   |  | direction of run   |
|  | stream, bridge          |  | vegetation changes |
|  | ditch                   |  | dense undergrowth  |
|  | water trough            |  | walk undergrowth   |
|  | railway                 |  |                    |
|  | public road, parking    |  |                    |
|  | surfaced road           |  |                    |
|  | large track             |  |                    |
|  | footpath                |  |                    |
|  | small footpath          |  |                    |
|  | indistinct path         |  |                    |
|  | fence, ruined fence     |  |                    |
|  | high fence, stile, gate |  |                    |
|  | building                |  |                    |
|  | pylon                   |  |                    |
|  | settlement              |  |                    |
|  | monument                |  |                    |
|  | hedge                   |  |                    |

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Northumberland County Council



Supporting Communities,  
Enabling People



Wansbeck Voluntary  
& Community Sector Network



Friends of Choppington Community Woods  
Local Nature Reserve

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