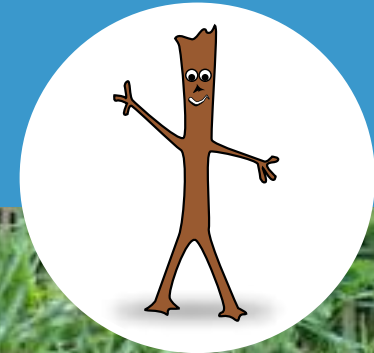


That's me, I'm ...
Stick Man



Introduction

Pack Outline



“I’m Stick Man, I’m Stick Man, I’M STICK MAN, that’s me!”

For lower Key Stage 2. It can easily be adapted for Key Stage 1

A selection of hands – on, cross curricular experiences that will take your class on an exciting journey, bringing to life elements of the story of Stick Man by Julia Donaldson.

Activities include:

Literacy

Write Poet - Tree, collect words for creative writing

Art and DT

Make a stick man (or stick dog) to accompany you on your journey; construct your own Stick Man homeland using natural materials, be creative with sticks and leaves

Science

Use Stick Man to identify and classify trees, find out what a tree needs for growth and find many ways to measure a tree

Numeracy

Several numeracy activities with sticks and leaves

Music

Rhythm and timbre

Geography

Map making and keys



Introduction

The Classroom

In the Classroom - Suggested introduction

Geography

A Discuss the different places Stick Man visited on his journey from home and back again

Using maps follow the route of Stick Man from Ninesprings Park, down the river and to the sea. (Yeo joins the river Parrett at Langport which then flows out to Burnham on Sea)

In the book it is not shown how Stick Man got from the beach to the place where he becomes part of a snowman – discuss what might have happened. Brought home by the family on the beach? Picked up by a beachcomber? Carried by a dog? Use a larger scale map look at the types of terrain Stick Man might have covered on this journey.

Stick Man flies with Father Christmas back to his home.
Draw maps to show his route, using symbols and keys.



Art

A Make a stick person to take on the visit to Ninesprings

Forked twigs, straight twigs and a glue gun are the basics. Googly eyes, hair, leaves and clothing optional

Lolly sticks can be used where twigs cannot be obtained: rolled paper, card and paper fasteners, pipe cleaners or threaded macaroni are other possible materials.



'Slurp, Wheee, Wiggle and Whoo'

ACTIVITY
1

Adapted from Joseph Cornell, "Build a Tree," Sharing the Joy of Nature: Nature Activities for All Ages

Divide children into groups to make a tree. There will need to be as many 'roots' as 'branches' and less making the 'trunk'. Ideally the 'branches' need to be taller than the 'trunk'

| | Trunk | Roots | Branches |
|---------------------|-------|-------|----------|
| Number of children: | 1 | 3 | 3 |
| | 2 | 4 | 4 |
| | 3 | 5 | 5 |
| | 4 | 7 | 7 |

Trunk children stand at the centre of the space with their backs to each other. Explain they are the trunk, making the tree tall and strong, and that it is their job to hold up the branches so the leaves get lots of sunshine, and to transport water from the roots.

Branch children stand around the trunk with their arms in the air. Their arms are the branches and their fingers the leaves. The job of the leaves is to take energy from the sun to make food and the branches allow the food to go to all parts of the tree.

Root children lie down with their feet next to the trunk, their bodies pointing away from the centre, and their hair spread out from their heads. (Some could have long hair to represent the millions of hairs at the end of each root.) Explain that the roots help the tree drink water quickly, even in areas that are dry in summer. Roots also serve as an anchor, keeping the tree solidly on the ground even in windy places

Tell the roots to imagine themselves holding the tree to the ground and taking in water. Then tell the roots perform their job: taking in water. When you give the signal, "Let's slurp," all the roots suck in water, "Slurp"

Tell the trunk to take water from the roots all the way up to the tips of the branches. When you give the signal, "Carry the water up," the trunk takes the water from the roots by raising their hands high in the air and saying "Wheeeeeee!"

Tell the branches to stretch their hands toward the sun, and make food by wiggling their fingers and hands. Tell the branches that their first signal is "Make food"—raise their hands and "Wiggle" their leaves to take in light energy from the sun and make food. The food needs to go down to all parts of the tree so give a second signal "Take food down" – and the branches drop the top of their bodies toward the ground saying "Whoooo" as the food goes down.

Once they know their signals and roles they practice living like a tree.

Extension

- 4 Move the trees closer together – what problems might occur once trees grow closer together? (Competition for light and water, no room to grow properly)

Primary Activity

StickMan's home

- T** What if Stick Man was finding his way home in the dark?
How would he know he was at his home tree?
How could he recognise it?

ACTIVITY
2

Super Senses

In pairs; one child will be 'seeing', the other will be blindfolded.

A The blindfolded partner stands with hands outstretched (so that hands meet the tree first!)

The seeing child will then guide them to a tree - they must use spoken directions, not just walking with them to the tree.

The blindfolded partner gets to know the tree by touch, sound and smell.

Keeping the blindfold on, the seeing child then leads their partner back to the start.

The blindfolded partner removes the blindfold and tries to work out which tree was theirs.

Partners then swap roles.

Super Senses

Investigation.

A What does it sound like? Leaves rustling, branches creaking?

Reach up. Can you feel any leaves, branches or twigs?

What does the trunk feel like? Rough? Cold? Smooth? Mossy?

Does it smell? A 'brown' or 'green' smell? Damp or dry?

Reach down.
Can you feel any roots?



Primary Activity

Can you find a tree the same age as you?

Explain that, on average, a tree will add 2.5cm of new growth around its trunk (girth) every year. So a tree measuring 10cm around its trunk will be about 4 years old.

T What about a tree that measures 25cm?

How old will a tree be that measures 100cm around its trunk?

ACTIVITY 3

How old is your tree?

A Choose a tree. Measure 1.5 metres up the trunk, starting on the ground.

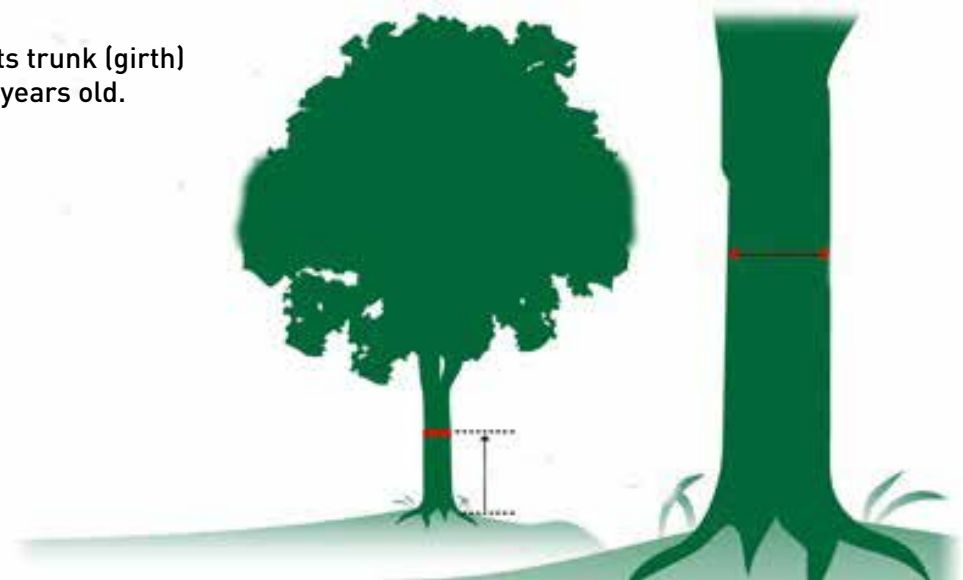
Then measure round the trunk at this height.

Choose some more trees to measure.

How old are they?

Can you find one your age?

Are the trees in one area all the same age or are they all different ages? Can you think of some reasons why?



Primary Activity

How can we measure the height of a tree without climbing up or asking a squirrel?

The simplest way is by estimating the height just by looking at the tree from a distance or comparing it with surrounding things whose height is known.

T What will you use as a measure: a measuring stick, paces or steps? What about a stick/twig, shoe, lunchbox, drinks bottle or a piece of card – things that you can find the length of back in school.

ACTIVITY 4

How many of me in a tree

A Measure the height of your partner and then make them stand against the tree you want to measure. Imagine how many times they would 'fit' into the height of the tree.

Multiply the number of times they fit, (e.g. 4) by their height (e.g. 1 metre) to get the height of the tree.



Primary Activity

How can we measure the height of a tree without climbing up or asking a squirrel?

ACTIVITY
4
CONTINUED

Me and my Shadow

A

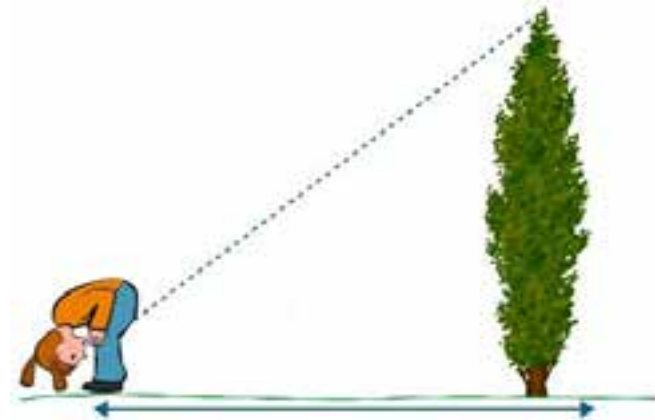
(Best on a sunny day)

Stand next to the tree being measured and get your partner to measure the length of your shadow (feet to top of head)

Now measure the length of the tree's shadow the same way.

How many of your shadows would fit in the tree's shadow? (E.g. What if your shadow is 3 paces and the tree shadow is 30 paces?)

Is your shadow height the same as your true height? If it is different, how can you recalculate the height of the tree to make it more accurate?



A

Choose a tree and walk away from it, with your back to the tree

At the same time bend forwards every few paces and look through your legs back at the tree

When you can just see the top of the tree through your legs, stop and make a mark on the ground (with a stick, draw a line in the soil)

Then measure the distance along the ground from the tree to the marker, this is roughly equal to the height of the tree.

Secret Sounds

ACTIVITY
5

We all sound different when we talk

A Everyone stand in a circle with eyes closed. If you are tapped on the shoulder start talking (just a short, simple sentence like 'It is sunny today' or 'I came to school in the car') everyone else has to call out who they think is talking. Do this several times, they can ask questions of the talker if needs be. Just as people have different voices, so do trees. How can we hear them?

In pairs stand under a tree and listen very carefully to the sounds your tree makes
Talk about what things are making the sounds.

Go and stand under several different trees and listen again – do they sound the same?
Can you think why they might sound different? (Different leaves, more twigs, branches rubbing together, different birds and insects?)



Secret Sounds

ACTIVITY
5
CONTINUED

Listen

A Use your stethoscope to listen to your tummy!
Who has the gurgliest?

Now choose a tree with a trunk at least 15cm around and put your stethoscope firmly onto the trunk.

Listen very carefully; you may need to move the stethoscope around a bit to find a good spot for listening.

What can you hear?
Choose another tree - do all trees sound the same?
Does the thickness of the bark make a difference?
What do you think is causing the noises you hear?



A A range of sounds can be heard when you tap sharply on different parts of a tree with a stick. Can you turn your tree into a musical instrument and make a tune? Do all trees sound the same?

Can you tell the difference between one tree and another when they are 'played'?

Word Gathering

ACTIVITY
5
CONTINUED

Bark

A The bark of the tree is like its skin, Keeping things out, and holding everything in.

Get up really close to bark. Feel the ridges and lumps, find holes, wiggly shapes and patterns. Follow lines with your fingers.

Do this or...

If it's a bit damp, why not use aluminium foil to make a bark rubbing?



Smell

A Does a tree have a smell? Does a tree whiff?

Put your nose to the trunk, and

Take a big sniff.

Sometimes it's hard to describe a smell. You could borrow words from other senses.

Sight:

Is it a bright or dark smell?

Can a smell be a colour? Can it be an orange or green or brown smell? Is it a clear smell or a misty smell?

Sound:

Is it a loud smell or a quiet smell? Is it a musical smell or a crashing, bashing sort of smell?

Taste:

Please do not lick the tree! Does it smell like a food?

Touch:

Is the smell sharp or blunt, smooth or jagged, cool or hot?

Word Gathering

Shapes

A

There are so many shapes
Of trees to explore
Describe one or two

Then find some more!

Shape

T

Is it oval like an egg or round like a football?

Is it square or triangular?

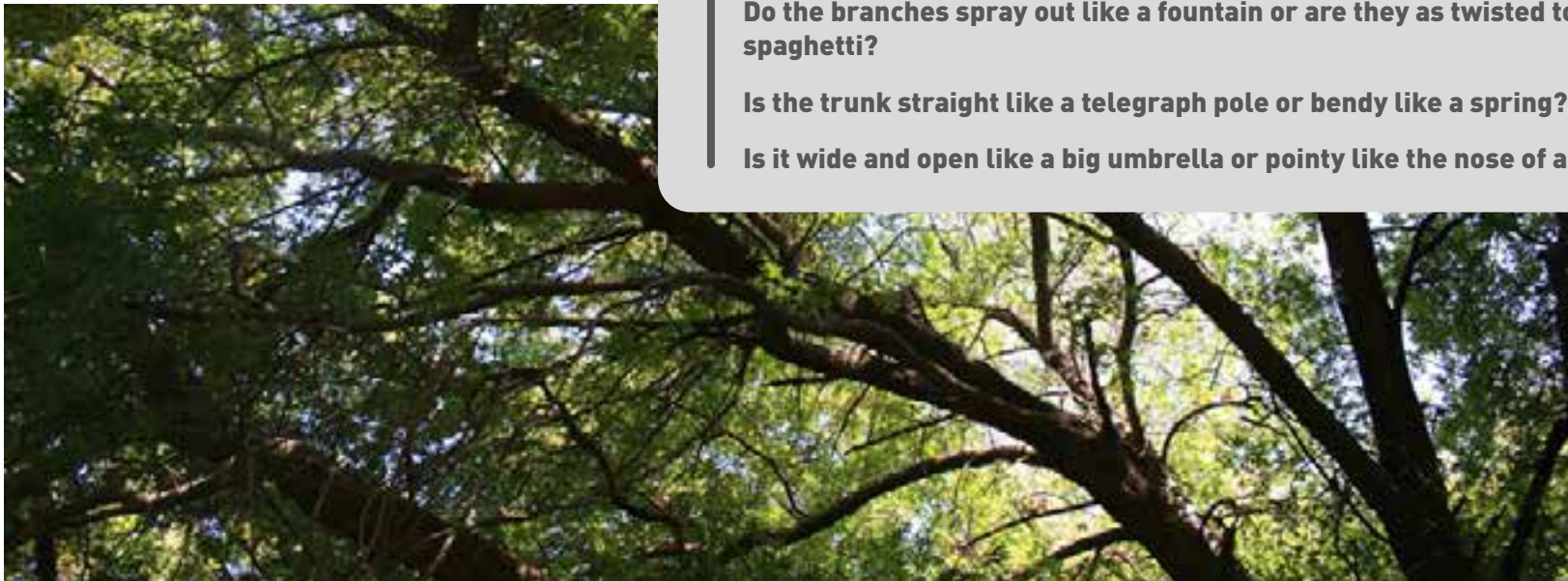
Is it cone shaped like a Christmas tree?

Is it symmetrical?

Do the branches spray out like a fountain or are they as twisted together like spaghetti?

Is the trunk straight like a telegraph pole or bendy like a spring?

Is it wide and open like a big umbrella or pointy like the nose of a rocket?



Primary Activity

Stick Man lives in the family tree, with his Stick Lady Love and children three...

ACTIVITY 6

Search

A Find a tree that you like. Think about why you have chosen your tree.

Find leaves that come from that tree – these might be on the ground under the tree. How can you check you have the right leaf for your chosen tree?

Choose a good spot under your tree to make your stick family

Find four twigs to make each stick person. What can you use to make the head?

The leaves could be hair, or clothes or to decorate your stick people. Keep the leaves whole so they can be used for identification.

What sort of life does your stick family have? What do they do? Why did they choose this tree to live in? Have they had any forest adventures?



Primary Activity

Stick Man lives in the family tree, with his Stick Lady Love and children three...

ACTIVITY
6
CONTINUED

Search

A But did you know many more stick families live in the trees all around?

In pairs or small groups you are going to make these stick families.

A Now Share...

Using spotter sheets, leaf examples and books, identify the tree your family belongs to.

Now make up a name for your stick family which will help you remember the tree name.

Sid and Sally Sycamore, Helen and Hugh Holly, Orlando and Olivia Oak?

All together share the names and family stories



Learn with Leaves

ACTIVITY
7

A Leaves come in loads of colours, shapes, and sizes. Some have hidden smells, some make wonderful sounds and there are lots of textures to explore.

How can you order your leaves?

Look closely at your chosen leaves: study shape, size, symmetry, edges and vein patterns. Are all leaf edges smooth or jagged?

Shape

Order by leaf shape or leaf edge shape? Are your leaves symmetrical?

Size

From the biggest to smallest, from different trees or not?

Colour

Are leaves just one colour?

Why not make a coloured leaves rainbow?

Evergreen or Deciduous? Do evergreen leaves feel different to deciduous leaves?

Are all the leaves on one tree the same shape and/or size?



Learn with Leaves

ACTIVITY
7
CONTINUED

Number / Adjective / Alliteration / Noun



Lay your leaves out:

Five, jagged, long leaves

Four, green, lovely leaves

Three, soft, little leaves

Two, red, large leaves

One, tiny, lonely leaf



Make up your own !



Symmetrical Butterfly

- A** Find a symmetrical leaf. Mark the middle of the leaf. Put small leaves, stones or spots of mud on one side, your partner has to repeat the pattern on the other side.



Spotty Sums for Stickman

- A** Some sycamore leaves have black spots on them. Can you line up leaves with 1 – 9 spots? Why not use the spots for addition and subtraction? You could use twigs for + - and = Why not play snap or pairs?

Leave a message

- A** Use a short sharp stick to write a message on the back of a soft leaf or use a thorn or cocktail stick to poke small holes to make letters or numbers in tougher leaves. Is it easier to leave messages on fresh leaves or leaves that have fallen?

I'm Stick Man, I'm Stick Man, I'm...

ACTIVITY
8

How many different things can you do with a stick?

Make a journey stick or story stick

Attach objects to remind you of where you went and use it to retell your journey or story.

Stick Sounds

Try imitating sounds with sticks.

With a partner tap your sticks together - can you make a sound like rain or a woodpecker in a tree?

What other natural sounds can you imitate?

Why not make it a guessing game with other pairs?

Stick Fractions

First find one long stick. Then find two shorter sticks of equal length, that when they are put together are the same length as your first stick. Do the same with 3, 4, 5 and more sticks.



I'm Stick Man, I'm Stick Man, I'm...

ACTIVITY
8
CONTINUED

Make 2D shapes with sticks

A **Collect 9 sticks**

How many triangles can you make with 9 sticks?

Make a square with sticks and then can you make one twice as big?

Why not make repeating patterns with sticks.



A **Make stick towers**

Use different size sticks and base shapes

Collect sticks and other materials to make toys for stick man's children



A **Play Pooh sticks**

Investigate various lengths and thicknesses of sticks. Do you notice any differences?

Make fishing rods and go fishing in puddles. Why not make a leaf boat too?



I'm Stick Man, I'm Stick Man, I'm...

ACTIVITY
9

T Ever since he came back from his adventurous journey, Stick Man has been thinking about making a map for his Stick Children so they don't get lost. He's been very busy with other things so he's only marked his home tree on it so far.

How can you help?

A You know how to identify trees by their size, sound and shape, you know what they feel like, what shape their leaves are and what they smell like. So, you could make a tree map for Stick Man and his children.

All together decide which tree is to be Stick Man's family tree.
Talk together about size, shape, the leaves, trunk and bark of this tree.

Mark Stick Man's family tree in the middle of your paper.
You could work in pairs, or small groups.

Count the number of paces between Stick Man's tree and other trees nearby.
Plot each tree onto your map.

You need to show things about each tree that makes it easy to identify them.



I'm Stick Man, I'm Stick Man, I'm...

ACTIVITY
9
CONTINUED

T Are you going to draw or write the description next to each tree on your map?

Will you use a map key?

How are you going to describe each tree?

Leaf size and shape?

Height?

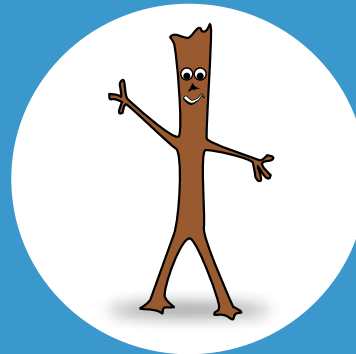
Bark? Trunk size?

What does it sound like? What does it smell like? Are there any distinctive marks or holes in the tree?

Swap your map with another pair or group. Can they identify the trees on your map?

A Instead of a paper map, you could make a map on the ground using natural materials. Why not use twigs and leaves to identify each tree?





LOTTERY FUNDED

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