

Journey mapping

a Sensory Trust outdoor exploration activity



Explore an environment collecting natural items to map out your journey



Aim

To collect natural materials of specific categories and use them to remember/re-plot the route.



Time

1 hour.



Number

Can be done individually, small groups and full classes.



KS

All ages.



What you will need

- * Sealable freezer bags.
- * Something to tie them together: key ring, carabiner.
- * String.
- * Sticky labels (either predesigned or blank depending on ability of the students).
- * Large piece of paper, this could be a roll of brown parcel paper or the back of some old wallpaper.
- * Coloured pens.



Learning outcomes

- * Sensory exploration of textures.
- * Fine motor skills.
- * Science: classification.
- * English: story telling.
- * Maths: ordering.



Prep

You'll need 10 freezer bags per student. Hole punch the corners and string them together so they're connected and stacked on top of each other.

Each bag needs a label. The categories are up to you. We use: start, sound, touch, smell, look, 'ooh', messy, collection (i.e 3 of the same leaf), '?' (maybe something you don't understand, or wonder why it's there). We also use a random gofindit card. If you don't have them, you can choose a category for yourself, for example, 'red' or 'tiny'.



Why

This activity is a great way to interact with nature. There is a sorting element and the use of fine motor skills (putting things in the bags). Exploration is a key part of this activity as the students are allowed to choose what they find interesting and can sort things from their point of view.

Replotting the activity is important because it cements the memory and gives a real shared experience to relive and talk about, with physical items as prompts.



Expanding the activity

- * Mapping out the journey, either alone or with peers.
- * Reordering the items in the order they were collected.
- * Explaining why certain items were chosen.
- * Researching items to find out their name.
- * Writing a story including all the items collected.
- * Draw the items collected or turn them into a sculpture.
- * Observe how the items change over the coming days/weeks – make predictions.



Levels of engagement



Sensory

- * Explore the environment through your senses. Discover textures, smells, and colours. See what you can find outdoors working with your young person to find interesting sensory experiences. For some, this might mean bringing materials to them and exploring them in a supported way. Use different parts of the body to explore texture. If there are scents you may have to hold them close to allow the young person to engage. Some outdoor smells may be new, and you may need to try them several times to get a true reaction. Remember head turning and pushing away are all responses.
- * When you have found sensory interactions that are of interest you can put those into the different bags. You may prefer to stick to the senses as your categories, and please don't put any live insects or animals in the bags.
- * When back in the classroom, you can then explore the items collected with your young person again. For some students it might be possible to recreate the order, or perhaps order them in terms of strongest sensory reaction.



Semi-formal

- * Setup the activity by attaching the bags together and apply the stickers to the corner of each page. Depending on the ability of the students, you could have the stickers pre-printed with the symbols and have the students stick them on the bags themselves, or they could draw the symbols on. You may feel it is better to prepare the stickers on the bag yourself.

- * Once the bags are assembled, you can head outside either to a brand new place to explore together for the first time, or a place you know well so it's easy to recall the route.
- * Once you've identified a starting point, everyone finds something nearby and put it in the first bag. For example, if you're standing on a piece of grass, perhaps pick some grass and put it in. It is important to remember not to put any live insects or animals in the bags.
- * At this point you can either work together as a group or pairs. Move around an area, stopping at certain points or after a certain amount of time elapsing, or you can just roam a particular space, picking up things that match the categories.
- * After the journey, do a little show and tell, pick out your favourite items and share why you chose them.
- * Back in the classroom, you can get a large piece of paper and map out the area where you travelled, this is a nice activity to do with a group. You can draw out your journey together or get each student or group to put their routes all on together and then add the items they collected and where, or if it is easier, use photos or drawings of the items.
- * Perhaps the next day or shortly after, get the items back out and see how they've changed, there are some worksheets in the pack included, where you can draw your items, and write about why you chose your favourite.

1
2
3
4

Formal

- * The students might be able to do the majority of the setup themselves. The bags need to be attached together and the stickers applied to the corner of each one. Depending on their ability, you could have the stickers pre-printed with the symbols and have the students stick them on the bags themselves, they could draw the symbols on themselves, or the stickers can be stuck on before you begin.
- * Once the bags are assembled, you can head outside either to a brand-new place to explore together for the first time, or a place you know well so it's easy to recall the route.
- * Once you've identified a starting point, everyone finds something nearby and put it in the first bag. For example, if you're standing on a piece of grass, perhaps pick some grass and put it in. It is important to remember not to put any live insects or animals in the bags.
- * At this point you can either work together as a group/pairs, and move around an area together, stopping at certain points or after a certain amount of time. Or you can just roam freely around, picking up things that match the categories.
- * After the journey, do a little show and tell, pick out your favourite items and share why you chose them.
- * Back in the classroom, you can get a large piece of paper and map out the area where you travelled. This is a nice activity to do with a group. You can draw out your journey together or get each student or group to put their routes all on together and add the items they collected. If it is easier, you can use photos or drawings of the items.

- * You can take photos of what you collected to preserve them and then guess what is going to happen to them. You can keep them in their bags for a while to observe them decompose or simply compost them..
- * You can then research and identify the items you found, for example, finding the names of the flowers.
- * There are some worksheets that can be filled in, asking you to remember the order you collected the items and write about why you chose certain items. There is also a story planning template and the challenge to write a story including all the items you found.

Sensory Trust promotes and supports the creation and management of outdoor spaces that can be used and enjoyed by everyone, regardless of age or ability.

www.sensorytrust.org.uk tel: +44 (0)1726 222900 enquiries@sensorytrust.org.uk

Produced through the Growing among Trees Project in partnership with:

Funded by



Department
for Education



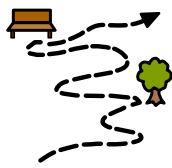
Department
for Environment
Food & Rural Affairs



Sensory Trust



Thegardenclassroom.org.uk



Journey Mapping

Stickers (symbol and word)	2 - 3
Stickers (symbol only)	4 - 5
Semi-formal worksheets*	6 - 7
Story planning sheet	8
Story writing sheet	9
Vocabulary boards	10 - 11

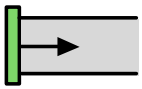
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* The number of spirals in the top left hand corner of the page, increase with the difficulty of the worksheet. This could be more difficult questions or lessened support.





start



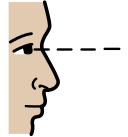
sound



touch



smell



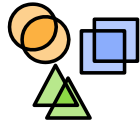
look



ooohhh!



messy



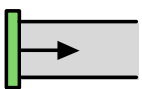
collection



?



gofindit



start



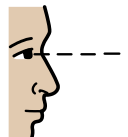
sound



touch



smell



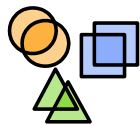
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ooohhh!



messy



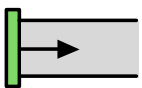
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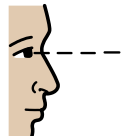
sound



touch



smell



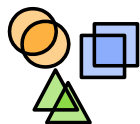
look



ooohhh!



messy



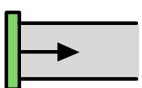
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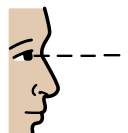
sound



touch



smell



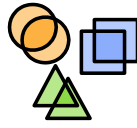
look



ooohhh!



messy



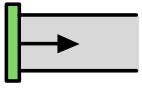
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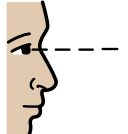
sound



touch



smell



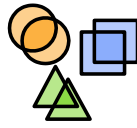
look



ooohhh!



messy



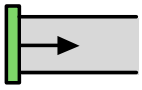
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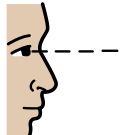
sound



touch



smell



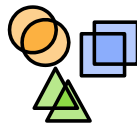
look



ooohhh!



messy



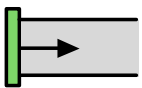
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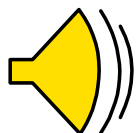
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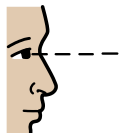
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touch



smell



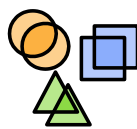
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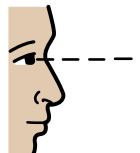
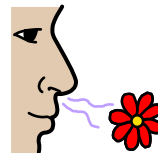
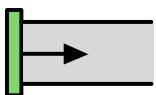
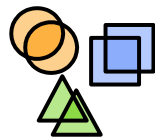
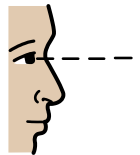
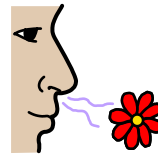
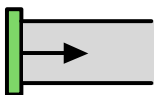
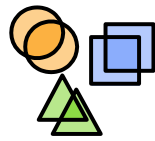
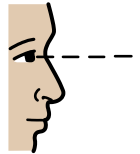
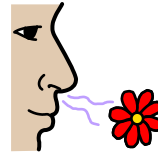
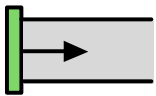
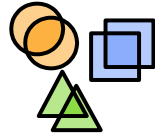
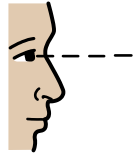
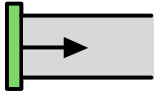
collection

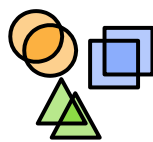
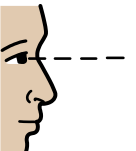
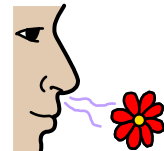
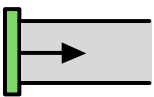
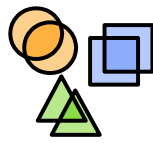
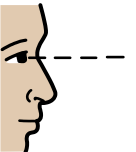
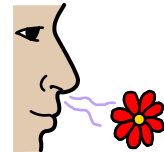
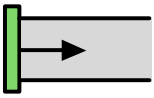
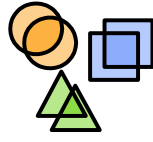
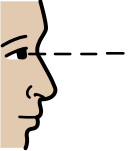
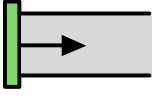
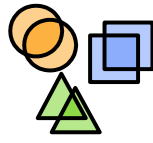


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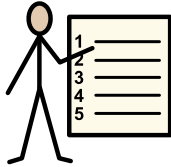

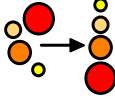
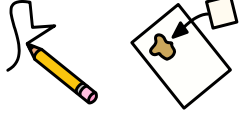


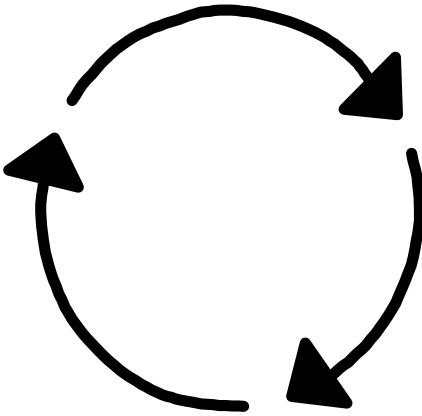




Journey

Mapping

	 <p>Look at your collected items.</p>	 <p>What order did you collect them in?</p>	 <p>Draw a picture of it or stick a photo in each box.</p>
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Start		
		



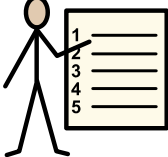
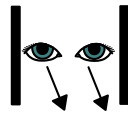
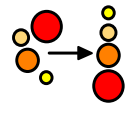
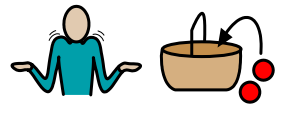
My favourite item is _____ .



Journey





Mapping

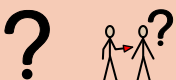

	 Look at your collected items.	 What order did you collect them in?	 Why did you collect them?
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1.	2.
3.	4.
5.	6.
7.	8.
9.	10.


Where was




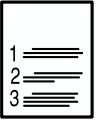
your journey?




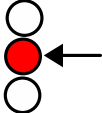

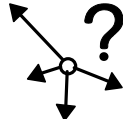



What is your

favourite?


Why did you

choose it?



Journey Mapping

	 <p>Look at your collected items.</p>	 <p>Can you write a story including all the different items you collected?</p>	 <p>First write a story plan using the template below</p>
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<p><u>Title</u></p> 	<p><u>Beginning</u></p> 
<p><u>Who</u></p> 	<p><u>Middle</u></p>  <div data-bbox="1206 1122 1541 1274"><p>What's the problem?</p></div>
<p><u>Where</u></p> 	<p><u>End</u></p>  <div data-bbox="1267 1648 1541 1800"><p>How is it solved?</p></div>



Mapping

[illegible]



Fantasy



Vocabulary



Board



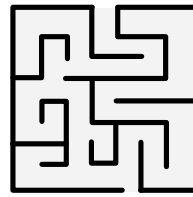
Sensory Trust



ogre



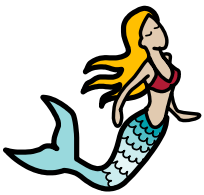
wizard



maze



clouds



mermaid



fairy



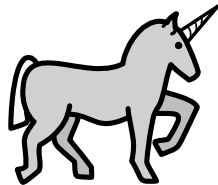
cave



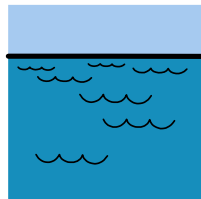
forest



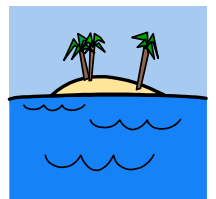
magician



unicorn



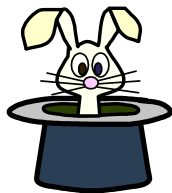
sea



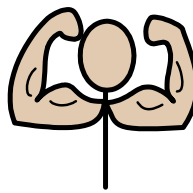
island



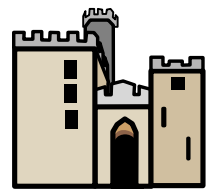
goblin



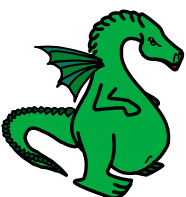
magical



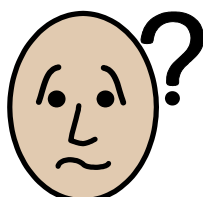
powerful



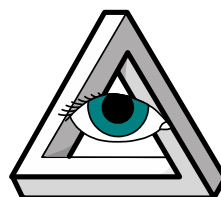
castle



dragon



puzzling



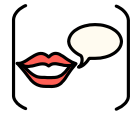
weird



kingdom



Adventure



Vocabulary



Board



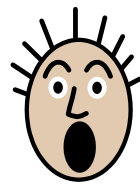
Sensory Trust



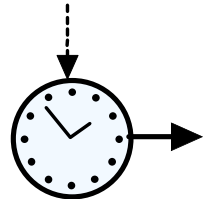
hero



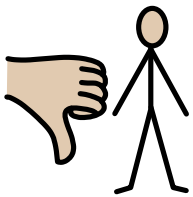
darkness



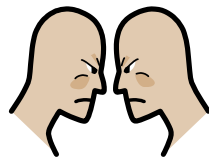
frightened



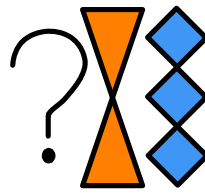
since



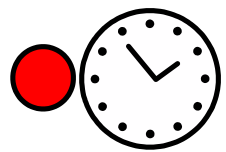
villain



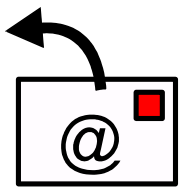
enemy



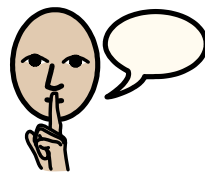
strange



before



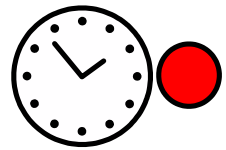
reply



whisper



evil



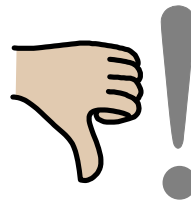
after



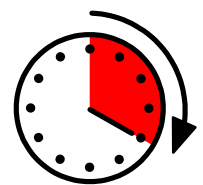
scream



bellow



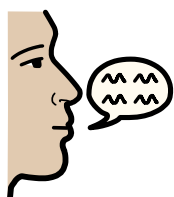
awful



while



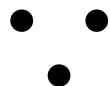
laugh



mumble



if



because