



Forestry England

STICK MAN™

Education Pack



Activity	Overview	Curriculum links
Beautiful branches	Take time out to notice the beauty of the tree canopy and spot shapes in the branches, bark and leaves.	• Year 1 Mathematics • Year 1 Science • EYFS Mathematics
Stick Man's moves	Move like Stick Man on his journey and link movements together to create a forest dance.	• KS1 PE • EYFS Physical development
Season spotters	Use your observation skills to spot the signs of the seasons and think about how we take care of ourselves in each season.	• Year 1 Science • KS1 Geography • EYFS Understanding the world • EYFS Personal, social and emotional development
Exploring emotions	Explore the range of emotions Stick Man feels on his journey and find out how being outside can help us to feel calm and happy.	• KS1 PSHE • EYFS Personal, social and emotional development
Not just a stick!	A stick is not just a stick! Use your observation skills to look closely at sticks to find out what features make them unique.	• Year 1 and 2 English • Year 1 Science • EYFS Understanding the world • EYFS Communication and language
Stick Man's maths adventure	Practise your number bonds to ten on Stick Man's maths adventure.	• Year 1 Mathematics
Tree flag art	Get creative and explore variety in leaf shape and tree bark as you make your own flag.	• KS1 Art and design • Year 1 Science • EYFS Expressive arts and design • EYFS Understanding the world
River journey	Discover physical and human features and explore wildlife habitats as you join Stick Man on his journey along the river.	• Year 2 Science • KS1 Geography • EYFS Understanding the world
Woodland habitat	Learn how habitats provide for animals' needs and how animals and plants depend on each other in a woodland habitat.	• Year 1 and 2 Science



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STICK MAN™

For teachers

Beautiful branches

Time to complete: 30 minutes

Recommended for: Year 1 and EYFS

National Curriculum links:

- Year 1 Mathematics - properties of shapes
- Year 1 Science - structure of trees
- EYFS Mathematics – shape

Take time out to notice the beauty of the tree canopy and spot shapes in the branches, bark and leaves.

1. Prepare

Recap 2D shapes with the children and explain that they will be looking for these shapes in trees.

2. Look at the book

Look at the picture of the family tree in the Stick Man book. Look closely at the branches, the leaves and the texture of the bark on the trunk.

Can the children spot any shapes in the tree?

You will need:

- Stick Man book
- An area with trees
- Mats or tarps to lie on (optional)
- Sticks

3. Explore

Lie down underneath a tree and look up into the canopy (do not look straight into the sun). Ask the children to name the parts of the tree.

Notice how the branches spread out and cross over each other. Can they spot any shapes? Examine the bark and leaves. Which shapes can they find in these?

4. Discuss

Bring the children together to talk about and name the shapes they found in the trees.

Finish by making these shapes out of sticks.

Extension

How might a change in season affect the shapes the children have spotted?

Will all the shapes they have spotted still be there?





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For teachers

Stick Man's moves

Time to complete: 30 minutes

Recommended for: KS1 and EYFS

National Curriculum links:

- KS1 PE - perform dances using simple movement patterns
- EYFS Physical development

Move like Stick Man on his journey and link movements together to create a forest dance.



You will need:

- Stick Man book
- One copy of the movement cards per group
- Indoor or outdoor space for movement

1. Warm up

Ask the children to think of a time they have been near trees or in a wooded area.

What did they do while they were there? Climb, explore, cycle? Ask the children to act these out.

2. Look at the book

Find movements that Stick Man and other characters make in the Stick Man book. Copy these and think about how our body shape and position changes when we jog, hop, twirl, stretch, wiggle and jiggle, jump, toss and turn.

Can the children think of any similar ways that animals and trees move in the forest? For example, leaves twirl and pinecones tumble to the ground.

3. Get moving

Introduce the six movement cards and practise them. Ask the children to think about how their body feels when they perform the different movements.

For example, focus on the feeling of strength in their legs when they jump high into the air, and the curve of their back as they crouch down to hop like a rabbit.

4. Create

In smaller groups, the children can use the movement cards as prompts to link several movements together making a sequence and travelling across a space.

There are two blank cards for groups to add their own movements.





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For pupils

Stick Man's moves

Movement cards



Leaves twirling



Trees stretching



Branches swaying



Rabbit hopping



Deer jumping



Worm wiggling



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For teachers

Season spotters

Time to complete: 15 minutes

Recommended for: KS1 and EYFS

National Curriculum links:

- Year 1 Science – seasonal changes
- KS1 Geography – seasonal patterns
- EYFS Understanding the world
- EYFS Personal, social and emotional development

You will need:

- Stick Man book
- Pictures from the activity sheet
- Seasonal self-care items such as hats, sunscreen, coat, wellies

Use your observation skills to spot the signs of the seasons and think about how we take care of ourselves in each season.

1. Look at the book

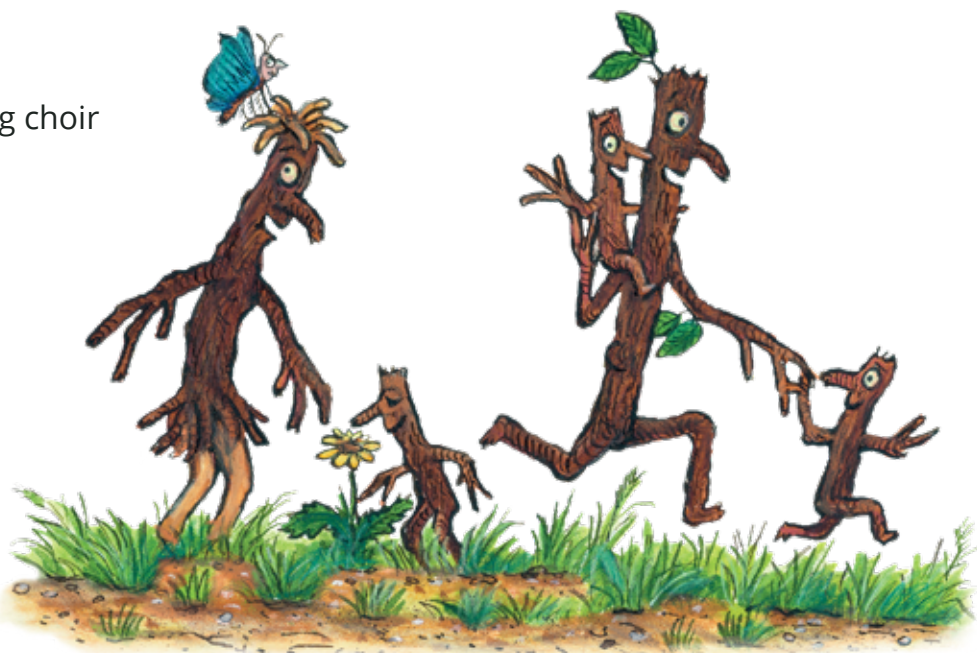
Examine each picture in the list below. Ask the children if they can spot any signs that tell them which season it is. Focus on how the trees change in each picture and what the people are wearing.

- Stick Man goes for a jog
- Sandcastle
- I'm not a bat
- Sweet-singing choir

2. Discuss

Place the four pictures from the activity sheet out on the floor or in a tuff tray.

Talk about each season with the children, what it feels like and how we look after ourselves. Place the appropriate self-care items next to each seasonal picture.





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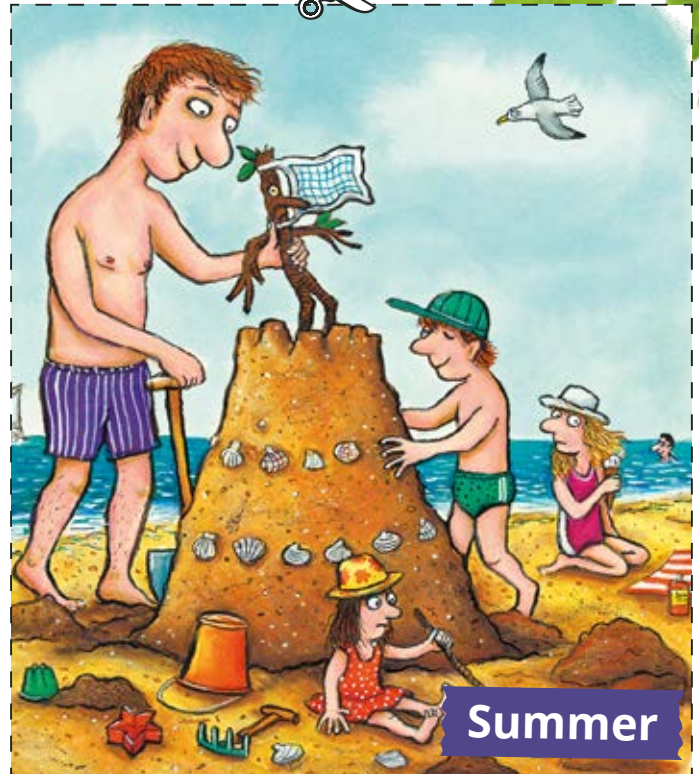
STICK MAN™

For pupils

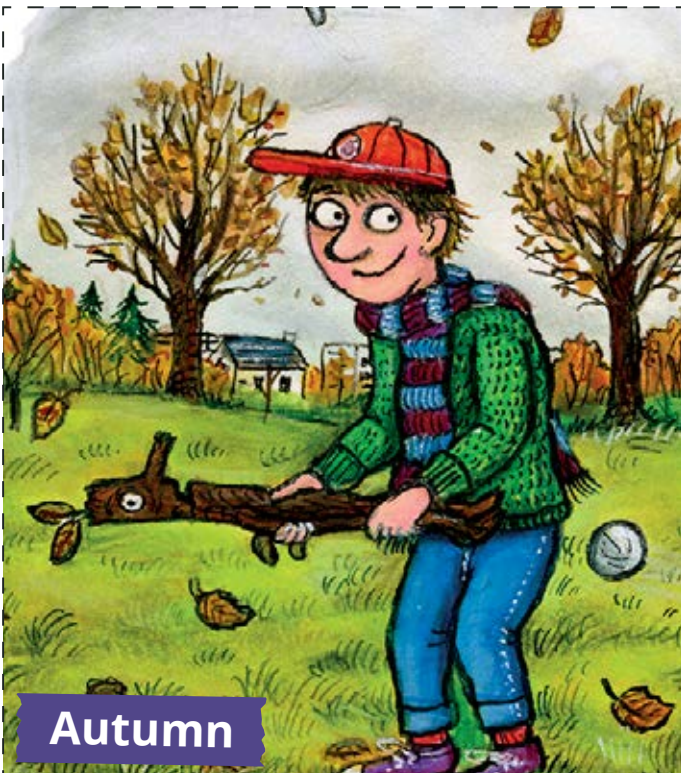
Season spotters



Spring



Summer



Autumn



Winter



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For teachers

Exploring emotions

Time to complete: 30 minutes

Recommended for: KS1 and EYFS

National Curriculum links:

- KS1 PSHE – mental health and emotional wellbeing
- EYFS Personal, social and emotional development

Explore the range of emotions Stick Man feels on his journey and find out how being outside can help us to feel calm and happy.

1. Look at the book

Read the Stick Man book with your group and pause to ask the question "How is Stick Man feeling?"

The following are places you may want to pause to cover a range of emotions.

- In the tree with his family
- In the dog's mouth
- Thrown into the river
- Floating down the river
- Freed from the nest
- Landing on the beach
- Lying in the snow
- Santa coming down the chimney
- With Santa
- Back home

2. Discuss

Ask if there are any places the children like to be which make them feel happy or calm?

Explain that connecting with nature and being around trees can help us to feel calm and happy.

You will need:

- The Stick Man book
- A sensory scavenger hunt sheet for each child
- An outdoor area for the sensory scavenger hunt



3. Experience

Let your group experience this by slowing down and using their senses to explore with the sensory scavenger hunt.

Children start by circling which weather mood symbol describes them right now.

Using the senses grid as a prompt, the children find something they can see, hear, feel and smell. The grid can be used to write or draw what they find.

4. Discuss

At the end of the activity the children circle which weather mood symbol describes them now.

Discuss any changes in mood and how being outside made them feel.





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For pupils

Exploring emotions

Sensory scavenger hunt



Sunny and happy



Blue skies and calm



A bit cloudy and tired



Rainy and sad



Stormy and angry

Look



Listen



Touch



Smell



Sunny and happy



Blue skies and calm



A bit cloudy and tired



Rainy and sad



Stormy and angry



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For teachers

Not just a stick!

Time to complete: 30 minutes

Recommended for: KS1 and EYFS

National Curriculum links:

- Year 1 and 2 English – vocabulary
- Year 1 Science – structure of trees, working scientifically
- EYFS Understanding the world
- EYFS Communication and language

You will need:

- An area where sticks can be found
- Stick cards

A stick is not just a stick! Use your observation skills to look closely at sticks to find out what features make them unique.

1. Discuss

Look at the four stick cards and discuss each feature with the children, making sure they understand what each feature is and some words they might use to describe it.

Put each card on the ground with enough space around it for sticks to be placed.

Extension

Stick snap: Each child chooses a stick. Can they find someone else in the group with a stick that shares features with theirs?

2. Explore

Explore your school grounds or local green space and look for sticks on the ground with features you have just discussed.

Ask the children to place the sticks they find with the appropriate stick card. As they do this ask them to describe the feature they have noticed on their stick.

! **Remind children not to take living twigs off trees or use thorny branches.**





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For pupils

Not just a stick!



Bark

Rough, smooth, papery, brown, shiny, white



Lichen

Scaly, flaky, dusty, fluffy, leafy, yellow, green



Seeds and leaves

Dry, fragile, rough, squishy, crinkly



Buds

Smooth, sticky, fluffy, golden, shiny, green, soft



Forestry England

STICK MAN™

For teachers

Stick Man's maths adventure

Time to complete: 30 minutes

Recommended for: Year 1

National Curriculum links:

- Year 1 Mathematics - addition and subtraction

Practise your number bonds to ten on Stick Man's maths adventure.

You will need:

- An area for children to gather 10 small natural items each (or pre-gathered natural items)
- Worksheets and pencils (optional)
- Chalk (optional)

1. Collect

Children collect ten small natural items each, such as seeds, leaves, or stones.

They place these in front of them or in a ten frame drawn in chalk on the ground.

2. Model

Model how these natural items will be used answer the questions.

Tell the children that Stick Man and his family are going for a jog. They find 10 hazelnuts (count the 10 natural items) and give 4 of them to a dormouse (remove 4 of the items). How many are left? (Count the remaining items).

3. Answer

Depending on the children's previous experience, you can continue to model this method using the questions on the worksheet, answer them together, or ask the children to work independently.





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For pupils

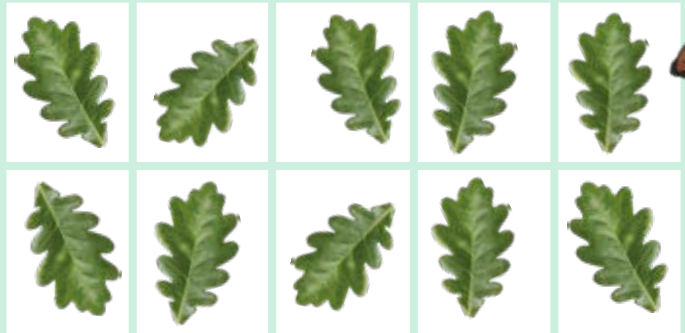


Stick Man's maths adventure

- 1 Stick Man spots 10 leaves. A hedgehog takes 6 into its nest.

How many leaves are left?

There are leaves left.



- 2 There are 10 eggs in the nest. 5 eggs hatch.

How many eggs are waiting to hatch?

There are eggs waiting to hatch.



- 3 A forester is counting Christmas trees growing in the forest. There are 10 Norway spruce trees. Stick Man takes one home for his family.

How many are left?

There are trees left.



- 4 Santa and Stick Man are delivering 10 presents. 7 presents fit in Santa's sack.

How many presents will Stick Man carry?

Stick Man will carry presents.





Tree flag art

Time to complete: 45 minutes

Recommended for: KS1 and EYFS

National Curriculum links:

- KS1 Art and design - produce creative work, exploring their ideas and recording their experiences
- Year 1 Science - tree identification
- EYFS Expressive arts and design
- EYFS Understanding the world

You will need:

- Crayons
- An area with trees (preferably a variety of species)
- One flag template per child
- One stick per child
- Sticky tape
- Tree ID materials
- Scissors

Get creative and explore variety in leaf shape and tree bark as you make your own flag.

1. Look at the book

Explain that different types of trees have different bark and leaves.

Look at the picture of the stick children's bedroom. Ask the children how many different types of leaves they can spot.

2. Explore

Now go outside and look closely at the trees, focusing on the different types of leaves and bark.

Ask the children to choose a tree to use to create a leaf and bark rubbing on their flag template.

3. Investigate

Use books or tree ID sheets to work out what type of tree the leaf or bark has come from. Write the tree name on their flag.

Tree factsheets are available to download from the [Forestry England website](https://www.forestry.gov.uk/).

4. Create

Attach the completed flags to a stick or a piece of string to make a flag or classroom bunting.

Extension

Repeat the activity to make a flag design using multiple leaves, or by repeating the design to make a pattern.





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For pupils



Tree flag art

Fold along
this line





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For teachers

River journey

Time to complete: 45 minutes

Recommended for: KS1 and EYFS

National Curriculum links:

- Year 2 Science - habitats
- KS1 Geography - physical and human features
- EYFS Understanding the world

Discover physical and human features and explore wildlife habitats as you join Stick Man on his journey along the river.

You will need:

- Blue and green material or chalk
- Loose parts, small world toys or chalk
- Space to create your 'river' e.g. outdoor area or playground
- One set of animal images cut out



1. Look at the book

Look at the pictures in the book from where Stick Man is dropped into the river as a pooh stick until he is used as a mast on top of the sandcastle.

Point out the physical and human features along the river such as park, bridge, houses, farm and the mouth of the river. Note how the river gets wider as it flows from the park to the sea and discuss where the river might have started.

2. Create

Make a river from blue material or chalk on the ground starting off in the mountains and flowing to the sea. Use green material or chalk to mark a woodland area on the river.

Children can use small world toys, loose parts, or chalk to create features they saw in the book along the river.

3. Discuss

Use your creation to discuss the river's journey from the mountains to the sea and the features along its way.

Place the animal images where they might live along your river. Ask the children how many animals are in the river and woodland area. Rivers, trees and woodlands are very important habitats for lots of animals.

4. Continue

Delve deeper into habitats with the woodland habitat activity.

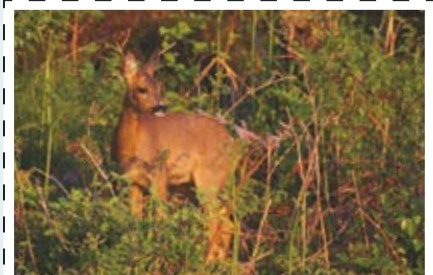


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STICK MAN™

For pupils

River journey





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For teachers

Woodland habitat

Time to complete: 45 minutes

Recommended for: KS1

National Curriculum links:

- Year 2 Science - living things and their habitats
- Year 1 Science - identify and name a variety of common animals

You will need:

- Stick Man book
- An outdoor green space
- Wildlife spotter sheets
- One connections worksheet per pupil

Learn how habitats provide for animals' needs and explore how animals and plants depend on each other in a woodland habitat.

1. Look at the book

With the children, spot animals that are in and around the trees in the Stick Man book.

Ask the children why they think we find these animals in, or near, trees.

2. Explore

Go outside into your school grounds or local green space.

Use the wildlife spotter sheet to find signs of wildlife in this habitat.

3. Discuss

- What signs of wildlife did the children find?
- How does the habitat provide for the needs of the wildlife they found?

4. Connect

The animals and plants on the connections worksheet can be found in a woodland habitat.

Ask the children to think about how the animals and plants are connected and depend upon one another. Draw lines between pictures on the worksheet to show these connections. For example, leaves come from trees, hedgehogs hibernate in leaves.

Many animals rely on trees, leaves, nuts and logs for food and shelter. Trees are very important in providing for animals' needs.



Extension

Discuss which animals are rare and common and why we need to protect their habitat. Use the picture of the bat in the family tree as an example of a rare animal.





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For pupils

Woodland habitat

Connections





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For pupils



Wildlife spotter sheet

✓ Tick each of the animals, birds or evidence that you spot



☐ Bird



☐ Squirrel



☐ Animal footprint



☐ Nut or cone nibbled by animals



☐ Feather



☐ Spider's web



☐ Minibeast



☐ Animal home



☐ Droppings (poo)

