



in association with



DOWN TO EARTH

## Games we play on the Forest School training

### Come on in

#### Purpose of the game

- to teach the physical boundaries of the Forest School site
- to practise a protocol for coming back to the Forest School leader
- a gathering game

#### When to play the game

This is a good game to start your Forest School with. If you play it at the start of the first session (and at the beginning of sessions after that), you are ensuring that the participants know where the boundaries are. It is part of lost-proofing and keeping to the control measures of your Site Risk Assessment.

#### How to play the game

1. Either with or without the participants, put up the boundary markers. These might be ribbons, cloth or similar. We recommend these are red as in our culture red means stop. Also, for most people, red is easy to see in the woodland (people with red/green colour blindness may need a different colour). The boundary markers need to be placed at eye level on paths leading out; anywhere there is a danger or hazard; and in a circle around the outside borders so that they form a circle inside which the Forest School takes place. **The boundary markers must be in place before play commences.**

2. Call attention to the markers: perhaps the participants might point to one they can see or one they helped to place.

3. Give instruction to the participants about going to the border marker and stopping there. Waiting. Listening. Decide on a call back sound.

For young children, we suggest giving them the words that they need to do: "Come on in!" The participants call the same words back when they hear them, reminding them what to do.

For older children, an agreed animal sound – a crow call, or wolf howl – makes a good signal.

4. The participants then run out to a boundary marker. They all wait there for the call. More than one participant can be at a boundary marker!

5. At the call – "Come on in" or the animal sound – everyone runs back to the Forest School leader and takes a seat in the circle.

6. Repeat several times, encouraging the participants to go to different boundary markers each time.