



Understanding Footprints



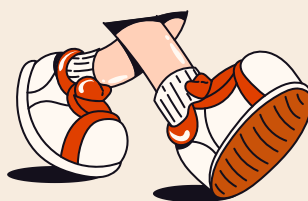
You Will Need:

A substrate to make footprints in. This could be a patch of mud, the beach or even sand in a large tray or on a groundsheet.



Someone to make footprints

You can adapt this to use plastercasts or use clay to create your own footprint stamps.

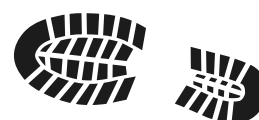


Activity Plan:

1. Find or prepare a substrate that is suitable for capturing footprints.
2. Have everybody close their eyes and one person walk across it. When you open your eyes what do the footprints tell us about who walked? Do they have a long or short stride? What about the size of their feet and what might this suggest about their height?
3. Invite someone to try different gaits and discuss what happens to the footprints? What are the differences in the footprints between running and walking? What happens to the footprints if you stop suddenly? *Prompt: As a group build on this and think about when and why wildlife might run, walk and stop suddenly.*
4. Discuss how the footprints look when they are fresh. How might they change as they age?

Optional extra:

Tell a story or a scene and have participants create the footprints it would leave behind. Alternatively you could watch wildlife clips and think of the footprints left behind. They could use their own footprints or create footprints of different species using clay to make 'stamps'. Example story included in download.



Footprints left behind.

As dusk approached a playful badger cub emerged from its sett with a big jump before running a few steps and suddenly stopping. It heard something in the distance so walked back to the den. A few moments later, a deer lazily walked across the area.

Discussion points:

How have you shown that the fox came AFTER the badger?

How have you shown the badger stopped SUDDENLY?

How do you know how many different species were there?

How do you know which directions the badger and the deer were going?

Can you make a scene for another person to narrate?