INSPIRATIONAL WALES

SUPPORT MATERIALS

If you need further support on specific aspects of outdoor learning these materials can enhance the engaging experiences you are providing. They can support you as you design, plan and implement your curriculum. Outdoor learning is a great way to develop learners' integral skills (creativity and innovation, critical thinking and problem-solving, personal effectiveness, planning and organising). You will want to focus on why learning matters and ensure you are meeting your learners' needs.
These materials show a path that could be taken through the activity. This is not meant to be prescriptive. You should adapt your approach depending on your learners' needs and interests and your local area.

OVERVIEW

Learners consider where their favourite places are and why they mean so much to them. They consider and explore *cynefin*, before creating and evaluating a poster entitled 'What does *cynefin* mean to you?'.

Learners consider how local people might make use of the outdoor environment, carry out a digital survey and ask people about how and why they use the outdoors. They analyse the data gathered and use it as the basis to share their findings in a short presentation.

Learners consider the outdoor activities undertaken by several organisations and develop a badge or award that could be offered in their school grounds.

Learners consider a well-known artist and create a sketch in a similar style. They read bilingual poetry and use it as a stimulus for writing a poem about the outdoors. Learners finally explore land art and develop their own.

CURRICULUM FOR WALES

Areas explored:

- Expressive Arts
- Health and Well-being
- Humanities
- Languages, Literacy and Communication
- Mathematics and Numeracy

Activity also incorporates aspects of cross-curricular skills outlined in the LNF and DCF.

RESOURCES

Internet enabled device and internet access.
Means of recording sights and sounds, e.g. tablet, smart phone, paper and pencils, etc.

DOING THE ACTIVITY

- Most tasks require learners to work in pairs or groups.
- Encourage learners to share their ideas, and through open questioning, explain and justify their ideas when possible. Focus questions have been suggested to guide learners through the tasks.
- Some tasks might be more effective if pairs or groups of learners have access to an internet enabled device.
- When taking learners outdoors, it is essential that the Countryside Code is adhered to and any relevant risk assessments have been carried out with risks mitigated.

TASK 1

HOW DOES THE OUTDOORS SUPPORT OUR HEALTH AND WELL-BEING?

Explain to learners that they are going to think about their favourite places and consider the benefits of being outdoors before exploring their *cynefin*.

Screen 3

Invite learners to access the first screen, showing images of outdoor environments in Wales, independently or show them yourself. Ask them to discuss with a partner the questions on the screen. You could discuss their answers with the class.

Focus questions

- Where are your favourite places? Why are they your favourite places?
- What makes them special?
- Why are they important to you?
- When do you think about these places? Why?
- What can you see, hear, smell and feel in your favourite places?

Screen 4

Ask learners to close their eyes and play them the audio clip. Ask them to consider the questions posed, taking feedback from a few learners as a basis for discussion.

Focus questions

- What can you hear? How do you know?
- Where could this be? Why do you think that?
- How do these sounds make you feel? Why?

Screen 5

Invite learners to consider what they think the pros and cons of being in the outdoors might be. Ask them to discuss with a partner the questions posed.

Focus questions

- What are the benefits of spending time outdoors? Why do you think that?
- How does being outdoors make you feel? Why?
- What could you learn from being outdoors?
- What might be the disadvantages (cons) of being outdoors? Why do you think that?

You could discuss their answers with the class.

Screen 6

Ask learners to read what Sir David Attenborough said about children and nature, independently or show it yourself. Invite them to discuss the questions posed.

Focus questions

- What do you think he means?
- Do you agree or disagree with him? Why?
- What do you like about nature? Why?
- What could you do to protect nature? How could you do this?

Screen 7

Explain to learners that the Curriculum for Wales encourages outdoor learning and activities and that within the '*Health and Well-being Area of Learning and Experience*' (Welsh Government, 2020) it states that:

'... enjoyment of activities outdoors will influence learners' mental health and emotional well-being.'

Invite learners to discuss the questions posed.

Focus questions

- What do you think 'mental health' and 'emotional well-being' mean? Why do you think that?
- Do you agree or disagree with this statement? Why?
- How do you feel when you take part in outdoor activities? Why?

Screen 8

This screen considers *cynefin* and outlines how it is defined in the Curriculum for Wales.

'***Cynefin* – the place where we feel we belong, where people and landscape around us are familiar, and sights and sounds are reassuringly recognisable. Though often translated as 'habitat', *cynefin* is not just a place in a physical or geographical sense: it is the historic, cultural and social place which has shaped and continues to shape the community which inhabits it.'**

Invite learners to consider the questions posed.

Focus questions

- Where do you feel you belong? Why?
- Who are the people around you that are familiar? How do they make you feel? Why?
- What landscapes around you are familiar? How do these make you feel? Why?

Screen 9

The Curriculum for Wales' definition of *cynefin*, includes the words 'sights and sounds are reassuringly recognisable'. Ask learners to think about...

- What sights and sounds are recognisable to you? How do these make you feel? Why?

Invite learners to take photographs of the sights and audio recordings of the sounds that are recognisable to them in their *cynefin*. They could do this around school and supplement them with others from their home and local area.

Screens 10-11

The photographs and sound recordings should provide a focus for class discussions about how *cynefin* is unique to each individual. Invite learners to present their 'reassuringly recognisable sights and sounds' to the class.

Ask them to give feedback on:

- How are the sights and sounds similar to your *cynefin*?
- How are the sights and sounds different to your *cynefin*?
- Why are the sights and sounds similar or different to your *cynefin*?

Screen 12

Ask learners to think about…

- Which places, people, landscapes, sights and sounds are important to you?
- What does *cynefin* mean to you?

They could jot down some ideas for use when designing a poster in the next screen.

Screen 13

Invite learners to create a poster with the title 'What does *cynefin* mean to me?'
To support them in the process of developing a poster, ask learners to discuss the questions posed.

Focus questions

- What makes a good poster? Why do you think that?
- What words are important to include? Why?
- What images are important to include? Why?
- Would these images be free? How do you know? Would they have a copyright? What makes you think that?
- What are the key messages you want the poster to convey? Why?
- How will you make use of colour in your poster? Why?

Screen 14

Encourage learners to compare their poster with others in the class. Then, to evaluate their own *cynefin* poster by discussing with a partner using the questions posed.

Focus questions

- How could we improve our poster? Why would this improve it?

Learners are asked to focus on how they used:

- words
- images
- key messages
- colour.

TASK 2

HOW ARE LOCAL PEOPLE INSPIRED BY THE OUTDOORS?

Explain to learners that they are going to think about why and how people use the outdoors and ask family and friends for their opinions using an online questionnaire.

Screen 3

Invite learners to access the first screen, showing images of people using different outdoor environments in Wales, independently or show them yourself. Ask them to discuss with a partner the questions posed.

Focus questions

- How are the people in these photographs using the outdoors? Why do you think they are doing these things?
- Where do you go outdoors? Why do you go to these places?
- Who do you see there? What are they doing?
- What groups of people have you seen using the outdoors? How do they use the outdoors?

You could discuss their answers with the class.

Screen 4

Learners are going to ask people about how and why they use the outdoors. Explain to them that they will make a Google Form questionnaire to send to people they know to ask them about how and why they use the outdoors. Invite learners to discuss the questions posed.

Focus questions

- What information do you need to find out?
- Who are you going to ask?
- What types of questions are you going to ask?

Screen 5

The screen explains that the types of questions learners ask will give them different types of information.

Open questions

If you ask open questions - the person will need to type in an answer.

A questionnaire of just open questions may give you lots of detailed information. However, it is difficult to collate this information, display it, analyse it and form conclusions.

Closed questions
If you ask closed questions - the person can then either give a 'yes/no' or 'true/ false' answer or select from possible responses (multiple choice) or prioritise a list of statements.

A questionnaire of just closed questions tends to give you less detailed information but is easier to collate, display, analyse and therefore form conclusions. Closed questions give you data, i.e. information as numbers.

It is important that learners understand how to write these different types of questions before they start their questionnaire. You may also need to show learners how Google forms works and the types of questions that could be asked.

Screen 6

Ask learners to make a list of questions they want to ask people and to access Google Forms and create a form with all their questions. Learners are encouraged to request the email addresses of family and friends and to send them the link to their form. You could also suggest that learners ask teachers and other learners to complete their form through the school intranet.

Screens 7-8

Explain to learners that they will need to analyse their data to show:

- How local people use the outdoors.
- Why local people use the outdoors.

Learners are invited to use their data and information to develop a 30-second presentation to share their findings. Encourage them to discuss the questions posed.

Focus questions

- How will you present the information you have gathered? Why?
- Have you gathered enough information to present some of it mathematically? Why do you think that?
- How could you use ICT in your presentation? Why use it like this?
- What are your conclusions about how and why local people use the outdoors?
- How will you make sure your presentation is only 30 seconds long?

Then, to present their presentation to the class.

Screen 9

This screen provides learners with a range of quotes about using the outdoors.

- “Let’s wander where the Wi-Fi is weak.”
- “Haw dywedyd ‘mynydd’ na myned drosto.”
- “There is no such thing as bad weather, only inappropriate clothing.”
- “Bwrw hen wragedd y ffyn.”
- “You have to turn off the computer and get out of the house. We are sitting in front of screens and living in this digital world, but this is the real world out here.”
- “Dod yn ôl at fy nghoed.”

Ask learners to discuss the questions posed.

Focus questions

- Which is your favourite quote? Why?
- What do you think your favourite quote means?

Screen 10

Invite learners to consider their own experiences of being in the outdoors. Ask them to discuss the questions posed.

Focus questions

- What sights, sounds and smells do you think of? Why?
- How and why do you use the outdoors?

Finally, invite learners to write their own quote to sum up their feelings about the importance of spending time outdoors.

TASK 3

HOW AND WHY DO LOCAL CLUBS AND SOCIETIES USE THE OUTDOORS?

Explain to learners that they are going to consider how different organisations use the outdoors and develop a badge/award for others to complete in the outdoors.

Screen 3

Ask learners to access and watch the video (53 seconds). The clip highlights typical activities undertaken by Girl Guides. Ask learners to discuss the questions posed.

Focus questions

- What outdoor activities did you see?
- Which of these activities have you done? When? Where? How much did you enjoy them? Why?
- What did you learn from the video?

Screen 4

Explain that several organisations have many badges and awards that can be earned and that many of these are given for completing activities and challenges in the outdoors.

Ask learners to explore the links to find out more about the badges or awards.

Urdd Gobaith Cymru; John Muir Award; Guides; Guides Cymru; Scouts; Scouts Cymru; Duke of Edinburgh Award

Invite them to discuss these questions.

Focus questions

- What will you search for? How will you do this? Why?
- Which badge or award is your favourite? Why?
- What tasks do you need to complete to earn this badge or award?
- Would you be able to earn this badge or award? Why do you think that?

Screens 5-6

Ask learners to consider what badge or award could be offered in their school grounds. Invite them to go out and investigate the school grounds to find out:

- The tasks you could ask younger learners to complete.
- The badge or award you could offer if these tasks were successfully completed.

Screen 7

Encourage learners to discuss the questions posed to think about the badge or award they could develop.

Focus questions

- What tasks have you thought of?
- What is the theme for these tasks?
- How will learners know they have successfully completed a task?
- What will your badge or award be called? Why?
- What are the different levels you can complete?
- What will learners have to do to achieve the higher-level badge or award?

Screen 8

Inform learners that there are many clubs and societies that make use of the outdoors for activities they enjoy and find inspiring.

Ask learners to decide how they will carry out an internet search to find **one** club or society that makes use of the outdoors. Invite them to use a KWHLAQ grid to plan and carry out their research and share what they find out with the class.

TASK 4

HOW DO FAMOUS ARTISTS AND WRITERS MAKE USE OF THEIR LOCAL OUTDOORS?

Explain to learners that they are going to look at examples of how famous artists and writers have taken inspiration from the outdoors. They will look at an artist, poetry and land art.

Screen 3

Ask learners to access and watch the Cynefin video on the screen (about 5 minutes plus credits).

The clip highlights part of the life of Josef Herman and what he saw as his *cynefin*.

Encourage them to discuss the questions posed.

Focus questions

- Why did Josef Herman leave Poland?
- Why did Josef Herman move to Ystradgynlais?
- How did moving to Ystradgynlais inspire Josef?
- How does Josef describe his *cynefin*?

Screen 4

Josef Herman (3 January 1911 – 19 February 2000), was a highly regarded Polish-British painter who influenced contemporary art, particularly in the United Kingdom. He was part of a generation of central and eastern European Jewish refugee artists who emigrated to escape Nazi persecution. He saw himself as part of a tradition of European figurative artists who painted working people, a tradition that included Courbet, Millet and Van Gogh, Kathe Kollwitz and the Flemish Expressionist Constant Permeke. For eleven years, he lived in Ystradgynlais, a mining community in South Wales.

Explain to learners that Josef Herman was a figurative artist who painted working people. Invite them to look at the artwork on screen and to consider the questions posed.

Focus questions

- What was your first reaction to the artwork? Why do you think you had that reaction?
- What's going on in the artwork?
- How would you describe the artwork to someone who has never seen it?
- What do you think the artist is trying to say in the artwork?
- What's the story being told, if any?
- What do you think happened before this scene?
- What do you think happened next?
- What emotions do you feel when looking at this?

Screen 5

Show one of Josef Herman's pieces of artwork from the screen.

Explain to learners that his style was said to be bold and distinctive, involving strong shapes with minimal detail. His inspiration was the community and working people.

Screen 6

Show learners the images of 4 types of working people, engineers, a lifeboat crew, fire fighters and medical staff.

Invite them to choose one of the images and to sketch it in the style of Josef Herman.

Ask them to think about how their sketch will...

- be bold and distinctive
- involve strong shapes
- use minimal detail.

Screen 7

Ask learners to access the links and read the poems written by Welsh poets, then consider the question posed.

Focus questions

- Which is your favourite poem? Why?

Screen 8

Invite learners to read and think about the poem about the outdoors. Then, to consider the questions posed.

Focus questions

- What was your first reaction to the poem? Why do you think you had this reaction?
- What is the poem about? How do you know?
- How would you describe the poem to someone who has never read it?
- What emotions do you feel when reading the poem?
- What words does the poet use to describe the outdoors?
- How does the poem inspire you about the outdoors?

Screens 9-10

Explain to learners that they are going to write a poem about the outdoors.

Invite them to go outside in the school grounds or local area and to observe the life and nature they find around themselves.

Ask them to jot down some words and phrases that describe what they hear, see, feel and smell. They could also draw any images that they wish to recreate in words in the poem.

Screen 11

Explain to learners that they are going to use Chat GPT to help write their poem. Invite learners to consider the questions posed prior to using Chat GPT.

Focus questions

- What are the most important words or terms you want your poem to include? Why?
- How are you going to ensure Chat GPT uses these words or terms?
- What characteristics of poetry will you ask Chat GPT to use? Why use these?
- What other instructions will you give Chat GPT? Why?

Following on from this, invite learners to use Chat GPT to write a poem about the outdoors. Once they have created the poem, ask learners to check that it fulfils all their criteria. If not, to try again using different words and terms. Encourage them to Illustrate their poem to enhance it.

Screen 12

On this screen learners are asked to access and watch a video showing many different forms of land art: Les plus fabuleuses oeuvres Land Art de la planète (about 3 minutes).

After watching the video, invite learners to discuss the questions posed.

Focus questions

- Which images did you like the best? Why?
- Which types of land art surprised you? Why did they surprise you?
- What types of land art would you like to be able to make? Why?
- Thinking of your school grounds and local area, what types of natural materials will be available to make land art?

Screens 13-14

Explain to learners that you will take them outside to the school grounds, or if more appropriate, to the local area. Ask them to collect materials to use for their land art.

Invite learners to create their land art and to take photographs of it to show others back in school. They should dismantle the land art if it is likely to cause a hazard for the public or wildlife.