EXPLORING OUR LOCAL DESIGNATED LANDSCAPE – BANNAU BRYCHEINIOG NATIONAL PARK

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 what Bannau Brycheiniog National Park might look like from the air, before watching drone footage of the area. They create a voiceover for the drone footage, developing success criteria as part of the process and peer assess each other's voiceovers. Learners explore a map of the Bannau Brycheiniog National Park, locating aspects and features of the landscape they have observed on the drone footage. They create a trail for their chosen participants that highlights the special qualities of Bannau Brycheiniog National Park. Learners receive peer feedback about their proposed trail and accompany participants as they follow the trail. Finally, learners create a school display to highlight their trail and reflect on the whole development process.

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.
Access to Find out what every symbol means on an OS Explorer map - OS GetOutside.
Compass.
Measuring equipment, e.g. pedometer, large sports tape measure.
Means of taking photographs (e.g. smart phone, tablet, camera).

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

WHAT DOES BANNAU BRYCHEINIOG NATIONAL PARK LOOK LIKE FROM THE AIR?

Explain to learners that in this task they will consider what Bannau Brycheiniog National Park might look like from the air, before watching drone footage of the area. Then, they will create a voiceover for the drone footage, developing success criteria as part of the process and peer assess each other's voiceovers.

Screen 3

Explain to learners that you want them to draw an aerial view of the Bannau Brycheiniog National Park after discussing the questions on the screen.

Focus questions

- What features are there in the landscape? How do you know?
- How could you show these features from the air?

Invite learners to draw what they think they would see.

Screen 4

Show learners the drone footage of Bannau Brycheiniog National Park (about 2 minutes) and ask them to discuss the questions posed.

Focus questions

- What landscape features can you see?
- Are they what you expected to see? Why?
- What can you see that surprises you? Why?

Screen 5

Explain to learners that they are going to develop and present a voiceover for the drone footage. Ask learners to discuss the questions posed.

Focus questions

- What makes a good voiceover? How do you know?

Invite learners to list some success criteria by typing into the box provided.

Explain that the content of this box will be carried forward to future screens so that they can add to their success criteria as the task progresses.

Screen 6

Ask learners to watch the tourist video for Wales Hidden Secrets of Wales Unveiled (about 4 minutes) and to listen carefully to the voiceover. Ask them to discuss the questions posed and to add to their success criteria if required.

Focus questions

- What are your thoughts about the voiceover on the video? Why?
- What are the good things about it? Why do you think that?
- What are the not so good things about it? Why do you think that?
- Which special qualities of Wales are mentioned?
- How would you improve the voiceover? Why would these things improve it?

Screen 7

Explain to learners that their voiceover will need to highlight the special qualities of Bannau Brycheiniog National Park. Special qualities describe what is distinctive and possibly unique within a particular designated landscape. Invite them to discuss the questions posed.

Focus questions

- What are the main features of the landscape? What makes the features special?
- What do you think are the special qualities of the landscape? List your ideas.

Screen 8

Learners are provided with a list of the special qualities of Bannau Brycheiniog National Park. Ask them to discuss the questions posed and to add to their success criteria if required.

Focus questions

- How do these special qualities compare with your list?
- What is different? What is similar?
- What surprises you? Why?
- Which of these special qualities have you experienced for yourself? How? When?

Screen 9

Invite learners to watch the drone footage again (about 2 minutes). Ask them to discuss the questions posed and to add to their success criteria if required.

Focus questions

- Which special qualities does the drone footage show?
- How will you use these special qualities to create a voiceover?

The special qualities are available on a pop-up.

Screen 10

Explain to learners that their voiceover is going to be for younger learners. Invite them to watch the drone footage again, discuss the questions posed and to add to their success criteria if required.

Focus questions

- What tone of voice will you use? Why?
- How quickly will you speak? Why?
- What other information will you include? Why?

Screen 11

Invite learners to discuss the questions posed and to add to their success criteria if required.

Focus questions

- How will you develop a script for the voiceover?
- What instructions will the script need for the person doing the voiceover? Why?
- How will you make sure the voiceover matches what the video is showing? Why do it like this?
- What vocabulary will you use to ensure people are looking at specific special qualities? Why will this help?

Screen 12

Invite learners to prioritise their success criteria and to select and list the five they think are the most important.

Screens 13-14

Ask learners to create their voiceover and to share the drone footage with their voiceover to the class. Before learners do this, invite them to share their five most important success criteria and explain:

- the reasons for the content and style of the voiceover
- why they think the voiceover is appropriate for younger learners.

Invite the class to review the drone footage of this group and to provide feedback as two stars and a wish. Repeat the process until all groups have presented their voiceover to the class and received feedback.

Screen 15

Finally, in this task, ask learners to review the feedback they received from the class and to discuss the questions posed.

Focus questions

- How will you use the feedback to make relevant improvements?
- How well did you meet each of your success criteria?
- How does self-evaluating against your success criteria give you ideas for further improvements? What are they? How might the ideas improve your voiceover?

TASK 2

EXPLORING A MAP OF BANNAU BRYCHEINIOG NATIONAL PARK

Explain to learners that in this task they will explore a map of the Bannau Brycheiniog National Park, locating aspects and features of the landscape they have observed on the drone footage.

Screen 3

Ask learners to look at the OS map of Bannau Brycheiniog National Park and to discuss the questions posed.

Focus questions

- What features of the landscape can you see on the map?
- How does the map compare to the drone footage?
- What features on the map did you see on the drone footage?
- What features on the map didn't you see on the drone footage?
- What did you see on the drone footage that isn't on the map? Why do you think this is?

Screen 4

Ask learners to watch short sections of the drone footage and to try and locate what they see on the OS map.

Focus questions

- How easy is it to find areas shown on the video on the OS map? Why do you think that is?
- What landscape features are easier and more difficult to locate on the map? Why?
- How certain are you that you have located the correct areas or features on the map? Why do you think that?

TASK 3

CREATING A TRAIL TO HIGHLIGHT THE SPECIAL QUALITIES OF BANNAU BRYCHEINIOG NATIONAL PARK

Inform the learners that they are going to create a numeracy or literacy trail around part of Bannau Brycheiniog National Park to highlight its special qualities.

You will need to decide which area of the Bannau Brycheiniog National Park you will take them to. This will obviously be dependent on the location of the school, available transport and costs, etc. If possible, you might want to use an area that is covered on the drone footage video, as this might be useful when learners are developing their trails.

Screen 3

Explain to learners that you will be taking them to the area of Bannau Brycheiniog National Park where their trail will be located. Ask them to check the drone footage to see if the area is on the video. If it is, they might want to use it to help develop their trail.

Screen 4

Before taking learners to where their trail will be located, ask learners to find the area on the OS map and to discuss the questions posed, recording ideas on a mind map.

Focus questions

- What interesting features do you expect to see on your visit? Why?
- Which special qualities of Bannau Brycheiniog National Park do you expect to see? Why?

The special qualities are available on a pop-up.

Screen 5

Explain to pairs of learners that you want them to work with another pair to decide whether their group will produce a numeracy or literacy trail. They might refer to their mind maps to help them decide.

Encourage learners to consider the literacy and numeracy trail ideas provided on the screen and to decide on the type of trail they will develop and who their participants will be.

Screen 6

Before you take the learners outside to the trail area chosen, ask them to discuss the questions posed in their group.

Focus questions

- Who will your trail be created for? Why?
- What information/data do we need to collect? Why?
- How are we going to collect this information/data?
- What equipment will we need to take with us to develop our trail?
- How long will our trail be? Why?
- What is the terrain of our trail?
- How accessible will our trail be? Why?

Screen 7

Take the learners outside to the trail area chosen and invite them to survey the area of Bannau Brycheiniog National Park to decide exactly where their trail will be located.

Screen 8

Ask learners to use the OS map of Bannau Brycheiniog National Park to highlight the following:

- the start and end point of their trail
- the trail itself.

Screen 9

As the learners develop the elements of their trail, ask them to discuss the questions posed as part of the development process.

Focus questions

- What information will you need to give so that others can follow your trail?
- How will participants carry out the tasks you have set? Will they need to stop at different points? Why or why not?
- Will participants need to complete written/typed tasks? What are they?
- How will participants record their thoughts and ideas? Will you need to provide worksheets or online links? If so, what are they? How will you do this?

Screen 10

Ask learners to complete all the elements needed for their trail and to share it with another group. The group reviewing the trail should be asked to consider the questions posed.

Focus questions

- How easy is the trail to follow?
- What else could be added to the trail to make it easier to follow?
- How interesting is the trail?
- What else could be added to the trail to make it more interesting?
- How suitable is the trail for your chosen participants?
- How could the trail be made more suitable?

Invite each group to amend their trails in the light of the feedback they receive.

Screen 11

It is essential as part of this process that the chosen participants the trail was created for are given the opportunity to follow the trail.

The group who created a trail could accompany a group of participants. In this way the creators could see how easy the trail is to follow, gauge the levels of enjoyment and any issues that arise, ask questions, take photographs, etc. They could use this information to create a display as a follow up activity back in school.

Screen 12

Invite learners to reflect on the whole task by completing at least one of the sentence starters and share these in class. The sentence starters are:

I understood better when...; The thing that really helped me today was...; One thing we did today that made me realise...; To improve I could...; After reading, I...; I could use this strategy when...; After talking to...; The next time I could...; The thing I found most difficult was...; One idea/thing I still don't understand is....