CATCHING DREAMS AND WARDING OFF EVIL SPIRITS

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 will look at what dreams are and why we sleep. Then, think about ways they can improve their own sleep patterns. They will explore various images and cultures to give them inspiration for the design of a talisman to ward off bad dreams and evil spirits. These explorations include dreamcatchers, witch marks, Celtic symbols, gargoyles, evil eye, eye of Horus, Hamsa hand, stained glass and Pembokeshire Coast National Park. Learners make a digital mood board to share their favourite images before planning for, and making, their talisman.

CURRICULUM FOR WALES

Areas explored:

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

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

RESOURCES

Internet enabled device and internet access.
Means of taking photographs, e.g. smart phones, tablets, digital cameras.
Means of making talisman: sheets of Perspex, some food colourings, white card, PVA glue (clear and white), black acrylic paint pen, sticky tape.

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.
- 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 ARE DREAMS?

Explain to learners that they will look at what dreams are and why we sleep. Then, think about ways they can improve their own sleep patterns.

Screen 3

Invite learners to answer the questions posed.

Focus questions

- What do you think a dream is?
- When do you dream?
- How long is a dream? Why do you think that?
- What are you doing when you dream?
- How can dreams affect you? Why?

Screen 4

Ask learners to consider each answer to the question 'What is a dream?' and to decide who they agree with the most and why. Then, to say who they disagree with and why. Finally, ask them to reconsider their earlier ideas as to what a dream is and to formulate their final definition.

Screen 5

Show learners the video What happens when we sleep? (about 3 minutes). Ask them to discuss the questions posed.

Focus questions

- What are the four stages of the sleep cycle?
- In which part of the sleep cycle do we have most dreams?
- When the brain is showing delta waves, what is happening in the body?
- Why is sleep important?
- Why is it important that we don't have screen time just before sleep?

Screen 6

This screen gives information as to why we think we sleep, although scientists are still trying to work out exactly why we sleep.

Screen 7

Ask learners to add text to the image that shows why we sleep - to help Sion make his leaflet.

Screen 8

This screen gives data about the recommended length of time needed for sleep for particular age groups. Ask learners to se Excel to redraw the data in a chart or graph to show them more clearly.

- Import the data into an Excel spreadsheet.
- Highlight the table and click on 'Recommended charts'.
- Select 'All charts'.
- Scroll through to find the best way of showing the data.

Ask learners to discuss the questions posed.

Focus questions

- Which chart shows the data the most clearly? Why?
- How much sleep do you think an adult needs? Why?

Screen 9

Invite learners to give advice to Ffion who has been struggling to get to sleep at night. She also frequently wakes up in the middle of the night and can't get back to sleep. In school, she can't concentrate and is irritable with her friends. Ask them to read the webpage: Tips for 11-18 year olds on improving your sleep - Mind before giving their advice. Then, to share their ideas with the class.

Screen 10

Ask learners to think of their own sleep patterns and give three ways they could try to ensure they sleep better.

Screen 11

Explain to learners that we all daydream or let our minds wander when we are meant to be carrying out a task. There has been much research on daydreaming. It is now seen as something useful, allowing our brains to formulate answers, remember or organise ideas. However, it doesn't get the task we are on completed quickly! Ask learners to discuss the questions posed.

Focus questions

- When did you last daydream?
- What was the daydream about?
- What was the task you were meant to be doing?
- Why do you think you daydreamed?

TASK 2

HOW ARE BAD DREAMS AND EVIL SPIRITS WARDED OFF?

Explain to learners that this task will give them lots of ideas and inspiration for the design of their talisman they are going to make in the next task. The aim is to use all their ideas and images to make a digital mood board.

Screen 3

This screen sets the scene that this task aims to give them inspiration for the design of their talisman to catch bad dreams or ward off evil spirits, which they will make in the next task.

Screen 4

Explain to learners that many cultures have ways of 'catching dreams' by acting as a filter. They send good dreams to the sleeper and the bad dreams away. The example given here is from the Ojibwe people in Native America.

Screen 5

Tell learners that other cultures and countries have their own traditional ways of 'catching dreams'. Ask them to research online to find dreamcatcher designs from Native America and how other cultures and countries 'catch dreams'. They might like to look at; Celtic, Mexican, Indian, Siberian shamanic or just search for images of dreamcatchers.

Ask learners to store their favourite designs digitally.

Screen 6

Ask pairs of learners to use the question starters to pose questions to help them find out more about the image.

Screen 7

Invite pairs of learners to come together is small groups to share their questions and to discuss possible answers to the questions.

Screen 8

This screen gives information about witchcraft in England and Wales. It describes a case in 1607, when Katherine Lewis, the wife of Thomas Bowen of Tenby, labourer, was suspected of bewitching some pigs at Gumfreston. Two sows ran about 'in a most strange manner' and lost their litters. Ask learners to discuss the questions posed.

Focus questions

- What do you know about witchcraft in the past in Wales?
- Why do you think there are so few 'witch marks' in Pembrokeshire?
- Why do you think the great majority of witches were women?
- How do you think the language spoken might have had an impact on who was cited as a witch?

Explain to learners that many old buildings have 'witch marks' – to ward off witches and other evil spirits, as the image they viewed on screens 6 and 7.

Screen 9

This screen mentions and shows the Celtic Shield Knot, which was always placed near anyone who was sick, on the shields of warriors and on houses to ward off evil spirits.

Invite learners to research online to find images of other symbols used to ward off evil spirits. They might like to look at; other Celtic symbols, gargoyles, evil eye, eye of Horus, Hamsa hand or just search for images of symbols.

Ask learners to store their favourite images digitally.

Screen 10

Invite learners to interrogate the image, using the questions posed.

Screen 11

This screen gives information about how stained glass is used in religious buildings to tell religious stories, make the building more beautiful and that the light from them can be likened to a religious experience.

Screen 12

Explain to learners that their talisman's design will be made to look like stained glass. Tell them that you will take them out into the local area so that they can take photographs of stained glass. Ask them to consider the questions posed.

Focus questions

- Where do you know there is stained glass in the local area? What does it look like? Which building is it in/on?
- Where do you think there might be other stained glass? Why do you think that?

Screen 13

Take learners outside so they can take photographs of stained glass in the local area.

Screen 14

Invite learners to review the designs of their photographs of stained glass and to discuss the questions posed.

Focus questions

- What images can you see in the stained glass? Why do you think these images are used?
- What colours are used in the stained glass? Why do you think these colours have been chosen?
- How is each colour defined from the next one? Why do you think this is done?

Ask learners to store their favourite images digitally.

Screen 15

Explain to learners that their talisman's design should take inspiration from Pembrokeshire Coast National Park. Ask them to discuss the questions posed.

Focus questions

- What do we know about Pembrokeshire Coast National Park?
- What are Pembrokeshire Coast National Park's special qualities? How can we find out?
- How can we find images of Pembrokeshire Coast National Park?
- What sorts of images should we look for? Why?

Screen 16

Ask learners to search on the internet for images of Pembrokeshire Coast National Park or you could take them out to take their own photographs. Invite learners to store their favourite images digitally.

Screen 17

Explain to learners that they are now going to make a digital mood board to help them design their talisman. Ask them to review their stored images of dreamcatchers, ways used to ward off evil spirits, stained glass and Pembrokeshire Coast National Park. Then, to discuss the questions posed.

Focus questions

- Which images do we prefer? Why?
- Which images of Pembrokeshire Coast National Park could we use in our design? Should we use the whole image or just part of it?
- How can we design our talisman with the feeling of Pembrokeshire Coast National Park without being too literal?
- What colours should we use? Why?

Then, ask learners to make their digital mood board.

Free digital mood board templates:

1. Pinterest
2. Canva
3. Evernote

TASK 3

HOW CAN WE MAKE OUR TALISMAN?

Explain to learners that now they will plan for and then make their talisman.

Screen 3

Remind learners that their talisman will look as if it is made from stained glass and to do this they will use glue and food colouring.

Show the two videos which give ideas as to how this can be done.

Make Magical Stained Glass Art With Glue (Yes, Glue!) (about 1 minute)

DIY Faux Stained Glass (just over 3 minutes).

Screen 4

Invite learners to think back to the two videos to make a plan for what they are going to do. Inform them that they will have:

- sheet of Perspex
- some food colourings
- white card
- PVA glue (clear and white)
- black acrylic paint pen
- sticky tape.

Ask them to write or draw the plan they are going to follow.

Screen 5

Ask learners to make their stained glass talisman of Pembrokeshire Coast National Park and display it in the window.

Screen 6

Invite learners to start at the base of the triangle and think about the ways they worked to make their talisman: individually, groups, online, paired work. Then, to consider the strategies they used from: reading, researching, drawing, reviewing prior work, classifying, discussing, making prototypes, using models, using examples, making lists. They can also suggest other strategies used. Finally, ask learners to consider which strategies worked the best. This latter information will be useful for similar future activities.