INSPIRATIONAL BANNAU BRYCHEINIOG

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 the loss of Welsh place names and how people might be inspired by the outdoors. They consider the pros and cons of being outdoors and make a one-minute video or audio clip to encourage young children and their parents to play outside more frequently.
Learners explore Welsh mythology, search for different versions of a story and illustrate a scene from their favourite. They listen to a song about goats that has a repeating structure and write lyrics for a song of their own based on this structure.

CURRICULUM FOR WALES

Areas explored:

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

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

RESOURCES

Internet enabled device and internet access.
Means of recording and editing video or audio clip, e.g. smart phone, tablet, video camera, etc.
Means of playing a song, e.g. musical instruments, electronic keyboards, etc. (optional).

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

INSPIRATIONAL BANNAU BRYCHEINIOG

Explain to learners that in this task they will consider the loss of Welsh place names and how people might be inspired by the outdoors. They make a one-minute video or audio clip to encourage young children and their parents to play outside more frequently.

Screen 3

Ask learners to read the information provided about Bannau Brycheiniog and to discuss the questions posed.

Focus questions

- What local place names do you think have been corrupted from Welsh to English?
- What do you think about places in Wales only using their Welsh names? Why?

Screen 4

Invite learners to watch the video Bannau Brycheiniog: an old name for a new way to be and to discuss the questions posed.

Focus questions

- How does Michael Sheen use language to evoke emotions?
- How do the images make you feel? Why?
- What words would you use to describe the video to others? Why?
- Why do you think this video is inspirational?

Screens 5-6

Explain to learners that many people are inspired by the outdoors. Invite them to look at the photographs and discuss the questions posed.

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 7

Ask learners to listen to the audio clip and to discuss the questions posed.

Focus questions

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

Screen 8

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 9

Inform learners that 2024 research By aged two girls are already playing outside less than boys found that from the age of two, girls are playing outside in nature less than boys. Ask them to consider the research and discuss the questions posed.

Focus questions

- Do you agree with this research? Why? What evidence do you have?
- Why do you think this research finding might affect girls' mental and physical health as they grow into young adults?
- What could you do to encourage young children and their parents to play outside more frequently?

Screen 10

Inform learners that they will make a one-minute video or audio clip to encourage outdoor play. Ask to discuss the questions posed and to draw a mind map to show ideas before making decisions.

Focus questions

- What are the key messages you wish to convey? Why?
- How will you convey each message?
- Where will you record? Why?
- What will you record? Why?
- How will you edit your recording?
- Who will do what job in the group? Why?

Screens 11-14

Invite learners to go outside to record their one-minute video or audio clip, thinking about their earlier decisions.

Ask them to share their clip with the class, take feedback and use it to improve their clip, discussing the questions posed.

Focus questions

- Who is the audience for your recording?
- Where could you use the recording to reach your audience?
- Where are the best places? Why?

Invite learners to showcase their recording to reach as many of their audience as possible and to monitor feedback.

TASK 2

HOW DO MYTHS AND LEGENDS INSPIRE US?

In this task, learners will explore Welsh mythology and illustrate a scene from a story they find online. They listen to a song about goats that has a repeating structure and write lyrics for a song of their own.

Screens 3-5

Inform learners that Welsh mythology has been a source of inspiration for many artists, writers, and filmmakers. The stories and legends of Welsh mythology have been adapted into various forms of art, including literature, music, and visual arts.

Explain that the Mabinogion, a collection of Welsh tales, has been a particularly rich source of inspiration for artists and that there are many other mythical tales from around Wales, including the story of the Lady of Llyn y Fan Fach.

Invite learners to search online to find versions of the story, choose their favourite and to list what happens in the story as a timeline.

Screen 6

Ask learners to choose their favourite scene from the list they made and to discuss the questions posed.

Focus questions

- How are you going to show the person or people? What types of clothes will they wear? Why?
- What are the people doing? How will you show this?
- What colours are you going to use? Why?
- What is the mood of your drawing? How can you show this mood?

Invite learners to draw their scene.

Screen 7

Ask learners to compare their drawing with others in the class and to discuss the questions posed.

Focus questions

- How are the drawings similar?
- How are they different?
- How might they fit together to show a story about the Lady of Llyn y Fan Fach?

Screen 8

Ask learners to watch the video Cerys Matthews Y Goeden Faled and discuss the questions posed.

Focus questions

- What is the song about?
- Why is it funny?
- What other songs do you know of that repeat a verse, adding something extra each time?
- When have you sang one of these songs?

Screen 9

Inform learners they are going to write a song that has this repeating structure and ask them to discuss the questions posed.

Focus questions

- What are your lyrics going to be about? Why?
- What are you going to add each time the verse is sung?

Invite learners to write the lyrics for about five verses.

Screens 10-11

Ask learners to consider how they will set their lyrics to music using the suggestions on the screen and to discuss the questions posed.

Focus questions

- What type of mood do you want to create for your song?
- What type of tune will help you to create this mood?
- How will you compose your tune?
- How will you ensure your tune fits well with your lyrics?
- What instruments could you use to perform your song?

Invite learners to compose a tune, practise their song and then share it with the class.

Screen 12

Invite learners to start at the base of the triangle and think about the ways they worked.