INSPIRATIONAL ANGLESEY

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 explore how the Land Rover was designed on Anglesey and why it is such an important vehicle, before designing an amphibious vehicle to rescue people from flooded areas. Learners study the work of Sir John Kyffin Williams before selecting their favourite Anglesey landscape to paint in his style. They explore what makes Anglesey special and produce a tourism video to highlight its qualities.

CURRICULUM FOR WALES

Areas explored:

- Expressive Arts
- Languages, Literacy and Communication
- 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 photographing landscapes, e.g. smart phones, tablets, cameras, etc.
Means of painting landscapes in the style of Sir John Kyffin Williams, e.g. thick paint, palette knives or thick brushes and board or thick canvas.
Means of taking video clips with or without sound, e.g. smart phones, tablets, video cameras, etc.
Means of editing video.

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

INSPIRATIONAL ENGINEERS

Explain to learners that this task considers an engineer who designed a vehicle on Anglesey. It is wise not to mention Land Rover at this point as it will reduce the learning on Screen 3.

Screen 3

Ask learners to interrogate the image.

Screen 4

This screen gives information about Maurice Wilks, Rover car company's engineering genius, who designed the Land Rover.

Screen 5

Show the video: The Land Rover Series One and ask learners to discuss the questions posed.

Focus questions

- Why do you think the Land Rover Series 1 was so different to other vehicles?
- The Land Rover had to be lightweight and cheap to make. What do you think it was made from? Why?
- How do you think the Land Rover's design made it suitable as an all-terrain vehicle?
- Why is the Land Rover an ideal vehicle for farmers?

Screen 6

Explain to learners that they are going to design an amphibious vehicle to rescue people in flooded areas and present it to the class. Ask them to discuss the questions posed.

Focus questions

- What does amphibious mean?
- When have you seen an amphibious vehicle? Where was it?
- What qualities will an amphibious vehicle need to have? Why?
- Where else do you think amphibious vehicles are used?

Ask learners to list their success criteria for what makes a good amphibious vehicle in the box provided.

Screen 7

Explain to learners that all vehicles need to be as energy efficient as possible. Then, ask them to discuss the questions posed.

Focus questions

- What form(s) of energy will your vehicle use to move? Why?
- How will your vehicle:
    - minimise air resistance? Why is this important?
    - be as lightweight as possible? Why is this important?
    - have enough grip on the road yet not too much? Why is this important?

Then, to add any new success criteria to their list.

Screen 8

Inform learners that their amphibious vehicle will need to switch from land to water use and vice versa and to discuss the questions posed.

Focus questions

- How will your vehicle switch from land to water use?
- How will you warn people that the vehicle is switching from land to water? Why is this important?
- What shape will your vehicle be? Why?
- What materials will be needed to make your vehicle? Why?

Then, to add any new success criteria to their list.

Screen 9

Ask learners to look at the list of success criteria and choose the top five or six. Then, to delete all the other criteria from the list.

Explain that their selected top criteria will be used to assess their vehicle's design.

Screen 10

Invite learners to design their vehicle and draw a series of diagrams to show it from different angles. Then, to label the diagrams with the materials used and measurements and to explain in their diagrams how the vehicle is designed to rescue people in flooded areas.

Screen 11

Ask learners to present their amphibious vehicle design to the class.

Screen 12

Ask the class for feedback on how well each design met each of that group's success criteria.

Invite learners to make any adjustments to their designs to improve them.

TASK 2

INSPIRATIONAL LANDSCAPES

Explain to learners that they will look at landscapes in Anglesey National Landscape. It would be wise not to mention Sir John Kyffin Williams as the first two screens ask learners to try and work out who is depicted by the sculpture.

Screens 3-4

Invite pairs of learners to generate good questions to try and work out what the image is showing them using the question starters. Then, to share their questions in a group and try and work out answers to them.

Screen 5

This screen gives information about Sir John Kyffin Williams the Welsh landscape painter.

Ask learners to study the artwork and discuss 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 6

More information about Sir Kyffin is given here and his style of painting.

Inform learners that they are going to make an artwork in the style of Sir Kyffin, showing a local landscape. Before they do this, they will need to:

- study some of his paintings
- decide the landscape to paint.

Screen 7

Many of Sir Kyffin's works can be seen at Oriel Môn, you could take learners to the gallery and/or search online for images of his artwork.

As they view his artworks, ask learners to discuss the questions posed.

Focus questions

- What was your first reaction to the artwork? Why do you think you had that reaction?
- What do you think Sir Kyffin is trying to say in the artwork?
- What emotions do you feel when looking at the paintings?
- How is the paint applied? Why is this effective?
- How could you apply paint in the same way? What would you need?

Screen 8

Explain to learners that Sir Kyffin used the landscape for inspiration. Inform them that they are going to go outside and take photographs of the landscape that inspire them.

Then, back in school, select one of the images to paint. Ask them to discuss the questions posed.

Focus questions

- Where on Anglesey will you find inspiring landscapes? Why are they inspiring?
- What is the beauty of the landscape that you find inspirational?
- What colours will you look for in the landscape? Why?
- What shapes will you look for in the landscape? Why?

Screen 9

Take learners outside to take photographs of inspirational landscapes.

Screen 10

Ask learners to select their favourite photograph. Then, to draft their picture to work out where each element will fit on the paper and use thick paint to layer on colours to show their landscape.

Invite them to compare their picture to one of Sir Kyffin's and discuss the questions posed.

Focus questions

- What are the similarities between your artwork and those of Sir Kyffin?
- What could you do to make your artwork more similar to those of Sir Kyffin?

TASK 3

WHY IS ANGLESEY INSPIRATIONAL?

Explain to learners that this task will explore what makes Anglesey special and produce a tourism video to highlight its qualities.

Screen 3

This screen gives information about tourism and agriculture as the main employment areas on Anglesey.

Screen 4

Here it states, according to Bing AI, Anglesey is inspirational because it has: natural beauty, a rich history, wildlife, culinary delights and unspoiled coastline.

Screen 5

Inform learners that they are going to make a two-minute tourism video to show how Anglesey is inspirational.

Ask each group to start a mind map with the previous ideas – natural beauty, rich history, wildlife, culinary delights, unspoiled coastline. Then, to discuss the questions posed.

Focus questions

- What other qualities does Anglesey have?
- Which of these qualities will appeal to tourists? Why?

Finally, to add any new qualities to their mind map.

Screen 6

Invite learners to discuss the questions posed.

Focus questions

- What places or events can you showcase in your video?
- Which of these places or events will appeal to tourists? Why?
- How accessible are these places or events? How do you know?
- What's the cost of entry to these places or events?

Ask learners to add these places or events and any details to their mind map by linking each one to at least one of the qualities.

Screen 7

Inform learners that they are going to search on the internet to find out more about places or events on Anglesey that will appeal to tourists. Suggest they start by viewing videos on YouTube or accessing: Visit Anglesey.

As they find new places or events, ask learners to add them to their mind map with any other relevant details. Again, link them to the qualities.

Remind them that to carry out internet searches you need to consider:

Before researching...

- What search terms could you use? Which are the best? Why?
- What type of sites will be the best to look at, why?

When assessing information/data...

- How do you know the information/data is reliable? How could you find out?
- Could the information/data be biased? Why do you think that?

Screen 8

Ask learners to plan their video using their mind map and discuss the questions posed.

Focus questions

- How will you film elements of your video?
- Which qualities of Anglesey will you focus on? Why?
- Which places or events will you include? Why?
- What important information do you need to include? Why?
- What visuals will you use? Why?
- What audio will you use? Why?
- Who in your group will do what? Why?
- How will you ensure your video is interesting for tourists?
- How will you ensure your video is only 2 minutes in length?

Screen 9

Take learners outside to film relevant clips for their video.

Screen 10

Invite learners to edit their video.

Screen 11

Ask learners to show their video to others and ask for feedback on how well the video:

- shows the qualities of Anglesey
- shows interesting places or events
- gives information on places and events
- would engage tourists so that they visit Anglesey.

Screen 12

Ask learners to consider the feedback others have given them and discuss the questions posed in their group.

Focus questions

- Which elements of the feedback do you agree with? Why?
- Which elements of the feedback don't you agree with? Why?
- Which elements of the feedback you agree with can you implement easily?

Amend your video to improve it.

Learners could send their video to tourist sites, such as Visit Anglesey or Visit Wales to ask if they will show it to others.

Screen 13

Invite learners to start at the base of the triangle and think about the ways they prepared for and produced their video: 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.