WHAT CAN RUINS TELL US?

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 find out about Tintern Abbey and the lives of Cistercian monks and nuns, especially how they communicate. They explore how people use sign language and develop their own form of sign language. Learners go on a walk to look for clues about the rich industrial past of the area around Tintern Abbey and study the Angidy Trail to discover more, before making a leaflet about part of the trail.

CURRICULUM FOR WALES

Areas explored:

- 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.
Access to Find out what every symbol means on an OS Explorer map - OS GetOutside.

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

LIFE AS A MONK OR NUN

Explain to learners that in this task they will find out about Tintern Abbey and the lives of Cistercian monks and nuns and develop their own form of sign language.

Screen 3

Invite learners to look at the vintage illustration of Tintern Abbey and to discuss the questions posed.

Focus questions

- What is this a photograph of? How do you know?
- Where is the photograph taken from? Why do you think this?
- In which direction is the river flowing? How do you know?

Screen 4

This screen provides learners with background information about Tintern Abbey.

Screen 5

The screen has an OS map of the Wye Valley. Ask learners to access the map, find Tintern Abbey and discuss the questions posed.

Focus questions

- How far is Tintern Abbey from your school? How can you work it out?
- What would be the best way to travel to Tintern Abbey? Why?
- Why do you think the abbey was built in that position?
- What do you know about the history of Tintern Abbey? How do you know this?
- Why do you think the abbey is now derelict?

Screens 6-7

These screens provide learners with further background information about Tintern Abbey and the groups of Cistercian monks. Ask them to read the information and discuss the questions posed.

Focus questions

- Which type of monk would you have preferred to be? Why?

Screens 8-9

These screens provide learners with information about the lifestyle of Cistercian monks and nuns. Invite them to read the information and the attachment about a day in the life of a Cistercian monk or nun and to discuss the questions posed.

Focus questions

- How much time do the monks or nuns devote to prayer?
- What do you think life is like for one of these monks or nuns? Why?
- What would you miss in your everyday life if you were a monk or a nun? Why?
- Why do you think the monks or nuns happily give up their past lives?

Screen 10

Inform learners that Cistercian monks and nuns only talk when they have to and have developed their own sign language. Ask them to watch the video When Did Sign Language Start? and to discuss the questions posed.

Focus questions

- How old is sign language? Why do you think that?
- Why do you think sign language in monasteries reduced idle talk?
- What do you know about British Sign Language? How do you know this?

Screen 11

Ask learners to watch the video 10 Really Useful Signs in British Sign Language (BSL) and with a partner, to practise using the signs shown on the video.

Screen 12

Inform learners that they are going to invent their own sign language in a group. They will share this with others and everyone will try to work out what other people are trying to say.

Screens 13-14

Explain to learners that each group will present their sign language to the class. The audience will be asked to pick out specific signs that they understood (or thought they understood) and to give an overview of what was presented.

Invite each group to present their signed rhyme, poem or text to the class.

Screen 15

Invite learners to reflect on the task by completing one or more of the sentence starters.

TASK 2

WHAT CLUES CAN WE FIND OF THE TINTERN AREA'S INDUSTRIAL PAST?

In this task, learners will explore the rich industrial past of the area around Tintern Abbey, looking for clues and creating a leaflet to inform others.

Screen 3

Inform learners that Tintern and its surroundings have a rich industrial past and that they will go on a walk to find out more about this past. Invite them to open the webpage: Leaflet – Angidy Trail, scan the contents and discuss the questions posed.

Focus questions

- What is this leaflet about?
- Where is the trail?
- What does the leaflet try to do? How successful is the leaflet in your opinion?

Screen 4

Inform learners that after the walk, they will make a leaflet about part of the Angidy Trail. Whilst out on the walk, they will look for clues of the area's industrial past. Some of these clues are mentioned in the leaflet, however, they may find other clues to investigate. Ask them to discuss the questions posed.

Focus questions

- What types of clues do you think you will find? Why?
- How will you record clues of the area's industrial past?
- How will you show these clues in your leaflet?
- What will you need to take with you? Why?

Screen 5

Invite learners to go outside and to find and record clues to the area's industrial past.

Screen 6

When learners have collected their clues, ask them to discuss the questions posed.

Focus questions

- Where was the clue found?
- How can you record its position?
- What does it look like?
- What do you think it once was? Why?
- How old do you think your clue is? Why?

Using smart phones or tablets, learners could use GPS to record coordinates of their clues.

Then, invite learners to research on the internet to find out what each clue means and to make notes about each clue they found.

Screen 7

Inform learners that they will need to plan their leaflet before starting to make it. Ask them to discuss the questions posed to support the planning process.

Focus questions

- Where does your trail start and finish? Why?
- How many clues are you going to include in your leaflet? Why?
- Which are the best clues to use? Why?
- How might you give readers directions as to where to find your clues?
- How will you show readers what your clues look like?
- What information will you include about each clue? Why?

Screens 8-9

On these screens, learners are invited to make a leaflet and to share it with another pair, asking them to provide feedback.

After receiving feedback, ask learners to make any necessary amendments to their leaflet and then they could ask another pair to test their leaflet to see how well it works.

Screen 10

Explain to learners that you want them to use the reflection triangle to consider how they worked.