



"What a great resource!"

LEARNING INTENTIONS

(pupils should be taught...)

- That information is presented in different forms and registers to different audiences for different purposes (pre-visit activity)
- Risk assessments for working in Clouts Wood (pre-visit activity) and based upon the Risk Assessment activity to be found at: www.countrysideaccess.gov.uk Go to the site and under Countryside Code, click on learning resource centre.
- To listen and respond constructively to others, taking different views into account and modifying their own views in the light of what others say (on-site activity)

LEARNING OUTCOMES

(pupils will have learnt...)

- How to present the same information to several different audiences
- How to constructively criticise the work of others
- How to vary vocabulary, structures and grammar to convey meaning
- How to engage an audience, using a range of techniques to explore, enrich and explain their ideas
- How to produce and implement simple risk assessments

KEY WORDS

FORM
PERSONIFICATION
HYPERBOLE

REGISTER
SYNTAX
COLLOQUIAL

SIMILE
ONOMATOPOEIA

METAPHOR
ALLITERATION

CARE FOR OURSELVES (our health and well-being)

- Pre-visit risk assessment undertaken by learners
- Appropriate clothing

CARE FOR OTHERS (across cultures, distances and generations)

- Provide opportunities for learners to discuss / question the use of this local wood. Who uses it and why?

CARE FOR THE PLANET (both locally and globally)

- Provide opportunities for discussion of the Countryside Code and the wider importance of woods in the landscape. Its role in sustainable communities.



Resources:

- cameras
- resource pack

ECM Outcomes:

- Be Healthy
- Stay Safe
- Enjoy & Achieve
- Make a Positive Contribution
- Economic Well-Being

Teaching & Learning Activities

INTRODUCTION

- Make the learning intentions and outcomes clear to the learners and re-cap lesson on presentation of information to different audiences
- To set boundaries to behaviour and range in woods appropriate to age group, e.g. no trampling on or picking flowers, disturbing nesting birds.
- Provide map of woods with areas chosen to undertake session, as appropriate to age group.

MAIN ACTIVITIES

The concept the learners will be working with is that Clouts Wood is a great resource for schools.

After a walk around Clouts Wood using the attached map as a guide, the learners have an open discussion, with all contributing, as to why Clouts Wood is a great resource for schools.

Learners to select, in pairs, which form of writing they wish to undertake from the list on the Activity Sheet and then disperse to sit in the woods. Learners to take photographs as appropriate.

PLENARY

Learners to reconvene and asked to reflect on the activity. Learners to present their work verbally with others listening and responding constructively.

HOMEWORK

Learners to word process work in the appropriate layout and presentation, e.g. dates and note style for the diary entry, and tri-fold leaflet for Wiltshire Tourist Board. Incorporate photographs if appropriate.

ADDITIONAL ACTIVITIES:

Write a poem, using rhyming couplets, about your experience in Clouts Wood today.

MOST LEARNERS:

Have chosen a form of writing and have produced the written piece (Question A) and edited it as in Question B.

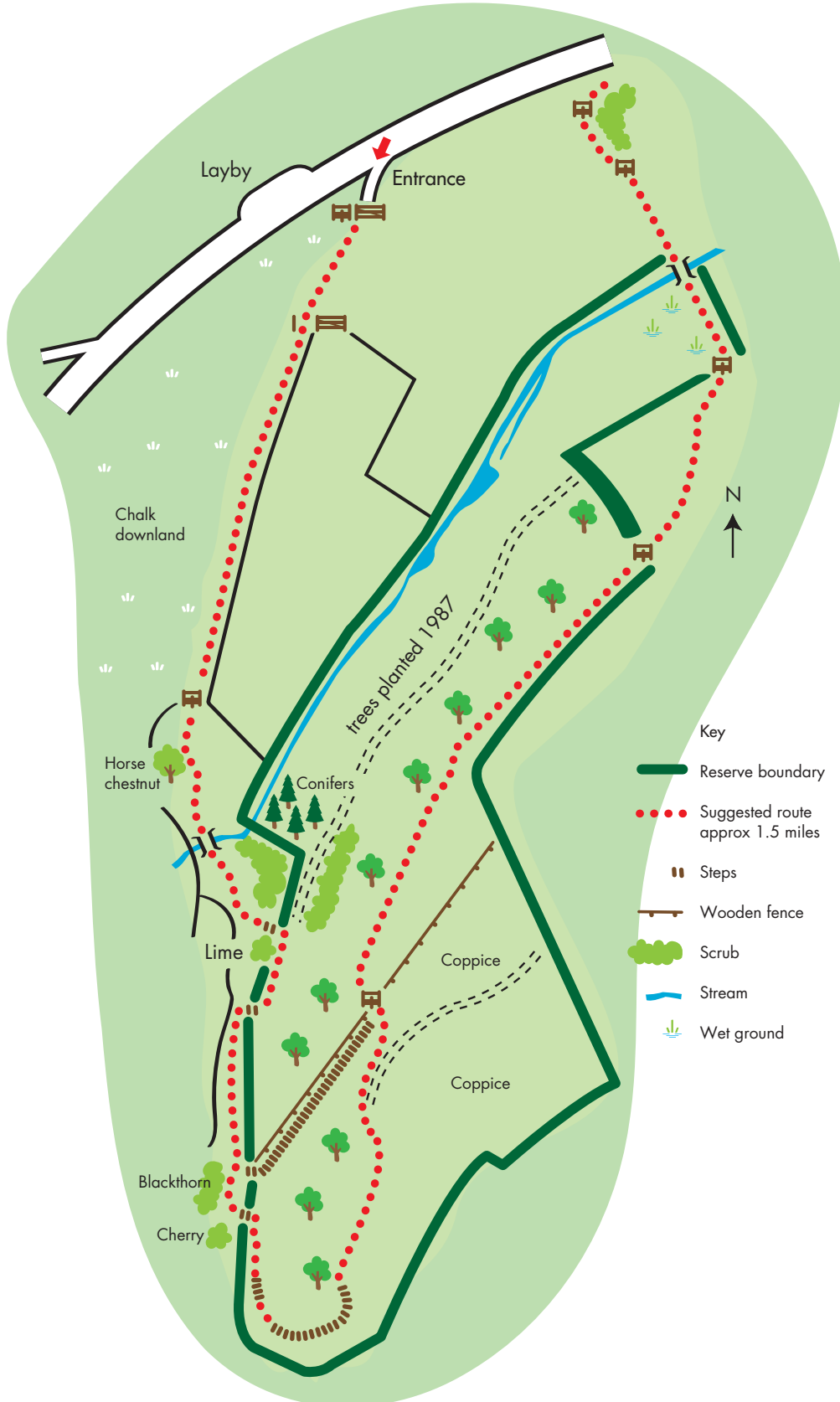
SOME LEARNERS HAVE NOT MADE SO MUCH PROGRESS AND:

Have chosen a form of writing and have produced the written piece (Question A).

SOME LEARNERS HAVE PROGRESSED FURTHER AND:

Also have completed Questions C and have presented their pieces to the others.

Clouts Wood Nature Reserve Map



Activity Sheet

“WHAT A GREAT RESOURCE!”

- A)** Using the above exclamation as a title, produce a short piece of work written in the form and register of one of the following:
1. Diary entry
 2. Information leaflets for Wiltshire Tourist Board
 3. Campaign literature for Wiltshire Wildlife Trust
 4. Article for a school newsletter about a class visit to Clouts Wood
- B)** When completed, edit it to incorporate:
1. Imagery and figurative language (simile, metaphor, personification)
 2. Sound patterns (onomatopoeia, alliteration, assonance)
 3. Hyperbole
 4. Levels of formal and colloquial language
- C)** If you complete this, develop your understanding of how English varies locally and globally by changing the vocabulary and syntax to reflect the language of one (or more) of the following:
1. Hip hop musician
 2. Someone from Eastenders
 3. A member of the British Royal Family
 4. A Premiership footballer
 5. A character from In the Night Garden (Agga Pang!)