

Une promenade autour Clouts Wood: une promenade sensorielle.

LEARNING INTENTIONS (pupils should be taught...)

- The gender of nouns and the use of the definite and indefinite articles le/la/l'/les (pre-visit activity)
- The use of command verbs (pre-visit activity)
- The combination of command verbs and nouns in order to follow instructions with learners providing evidence of sensory experiences (on-site 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.

LEARNING OUTCOMES (pupils will have learnt...)

- To identify the gender of some woodland related nouns and use appropriate definite or indefinite articles
- To use certain command verbs in an applied setting
- To combine verbs, gender and nouns to gain a sensory experience of Clouts Wood

KEY WORDS

NOUNS

Leaf - la feuille/une feuille

Tree - l'arbre/un arbre

Twig - la brindille/une
brindille

Path - le chemin/un chemin

Bird(s) - l'oiseau (les oiseaux)/
un oiseau

Gate - la porte/une porte

Flower - la fleur/une fleur

Branch - la branche/
une branche

River - le fleuve/un fleuve

Soil - le sol

VERBS

Touch - touchez

Listen to - écoutez

Find - trouvez

Snap - cassez

Jump on - sautez sur

Smell - sentez

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:

- 3 sets of coloured cards
- list of English commands
- cameras/camera phones
- map of Clouts Wood
- clipboards

ECM Outcomes:

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

Teaching and Learning Activities

INTRODUCTION

- Make the learning intentions and outcomes clear to the learners.
- To re-cap lesson on woodland nouns, definite and indefinite articles, gender and verbs.
- To set boundaries to behaviour and range in woods and as appropriate to age group.
- Provide map of woods with areas chosen to undertake session as appropriate to age group.

MAIN ACTIVITIES

Learners are provided with three sets of cards in French; one set of the nouns, one set of gender related definite and indefinite articles and one set of verbs, as well as the English list of commands to be combined. Several sets of the cards need to be produced and cut out prior to visiting the wood.

The learners are then sent off in groups with the cards and camera / camera 'phones. They are to stand in appropriate locations and undertake the command and record via photograph.

Learners can then mix the cards to produce their own commands (within reason – they should not, for example, jump on a flower or touch the river!). These can be recorded via photograph.

PLENARY

Ask learners to reflect on the activity. Learners to say in turn gender of nouns and use of le/la/l'/les/un/une. Has acting out the commands helped in memorising verbs, gender and nouns? If so, why? Could they do this with other vocab? Explore the new combinations some learners may have produced.

HOMEWORK

Have the photos developed/download on to computer and produce wall display of the activity using only French. Learners could produce own set of cards for other vocab.

ADDITIONAL ACTIVITIES:

Introduce adjectives such as grand(e), petit(e), verte, and/or adverbs such as soigneusement, doucement

MOST LEARNERS:

Know that nouns are gender-specific and can apply the appropriate definite or indefinite article. Can put together the appropriate commands using all three cards and have recorded the evidence.

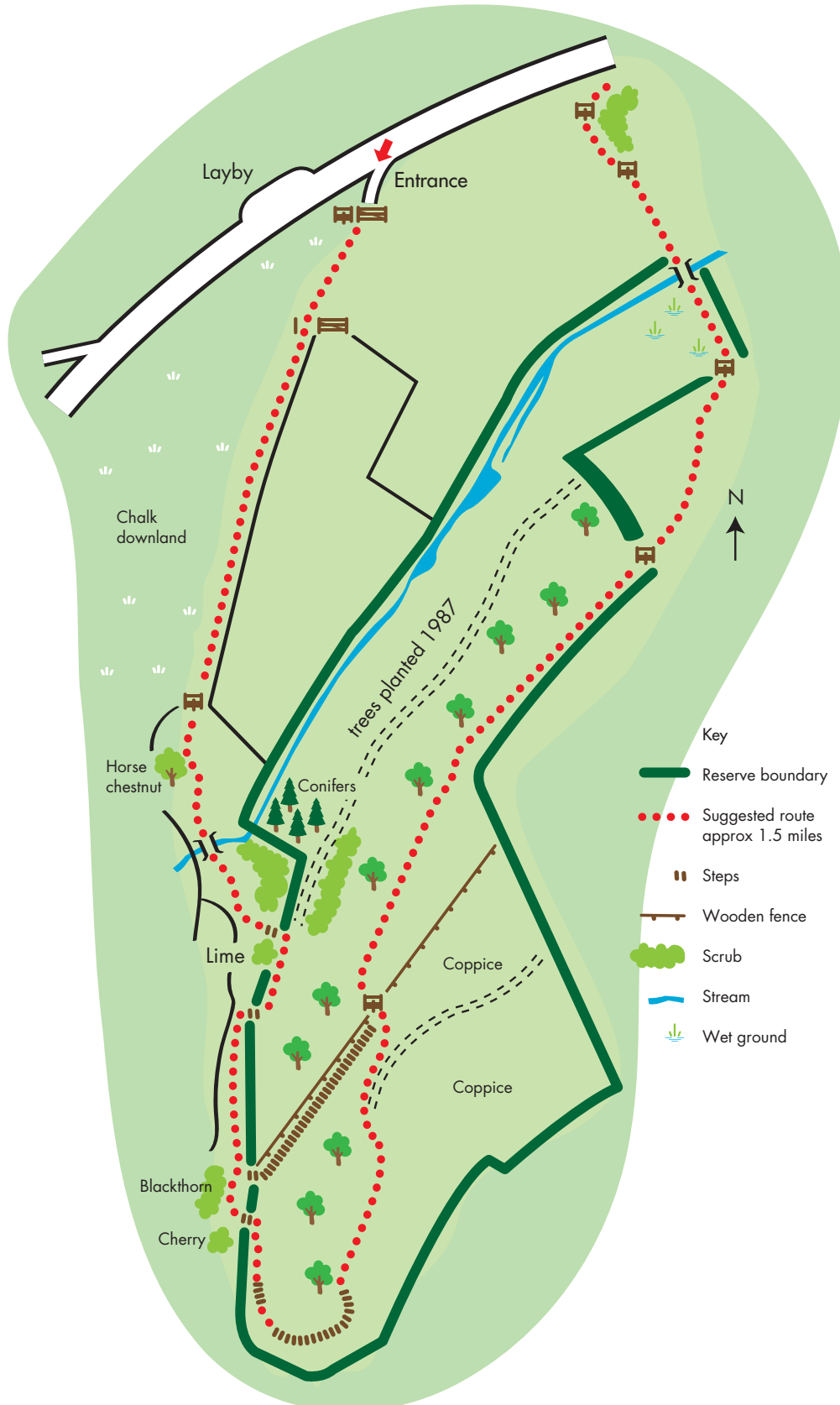
SOME LEARNERS HAVE NOT MADE SO MUCH PROGRESS AND:

Have matched the incorrect gender to the nouns, or incorrect verbs for the commands. They are able to describe to others in the group about what they have done.

SOME LEARNERS HAVE PROGRESSED FURTHER AND:

Have produced their own combinations using the resources or have even produced entirely new commands using other verbs and nouns and can explain to others what they have done.

Clouts Wood Nature Reserve Map



French

Une promenade autour Clouts Wood: une promenade sensorielle.

Using the commands in English below, put the verbs, definite or indefinite articles and nouns together, e.g. touch a leaf = touchez une feuille. You must also actually undertake the activity, in order to gain a sensory experience of Clouts Wood. Record the activity with a photograph.

Touch the gate

Listen to the birds

Find a leaf

Touch a tree

Snap a twig

Jump on the path

Listen to the river

Touch a branch

Find a flower

Smell the soil

If you complete this then mix the cards to produce your own commands (within reason – you should not, for example, jump on a flower or touch the river!). Record these new combinations via a photograph.

If you feel confident you can also use your own knowledge to use other woodland related verb and noun combinations.

French

Touchez

Écoutez

Trouvez

Cassez

Sautez sur

Touchez

French

Touchez

Écoutez

Trouvez

Sentez

la

les

French

une

une

le

un

une

le

French

une

le

porte

oiseaux

feuille

brindille

French

chemin

arbre

branche

fleuve

fleur

sol