

Awe and Wonder educational contexts

The Awe and Wonder courses for schools are an opportunity for children and teachers to:

- Use their imagination, vision and intellect to learn from new experiences, so empowering them to meet the challenges of our changing world,
- Learn how to shift their awareness, values and behaviour in order to contribute to the building of a more positive, sustainable world.

Current government initiatives for children

The recently published DCFS document **The Children's Plan: Building brighter futures** (December 2007), emphasises, among many other things:

- The need for children to enjoy 'active and healthy lifestyles'
- Paragraph 1.46 states: 'Children want places to play, and parents want their children to enjoy the same freedoms they had when they were growing up. But they feel there are few attractive places for them to go and they worry about their safety. Supervised and unsupervised outdoor activities are important for children's development and also to reduce obesity, build social and emotional resilience, develop social skills, strengthen friendships, help children learn how to deal with risks – and of course because children enjoy them. However children spend less time in outdoor activities than they want to and than their own parents did as children.'
- The need to sustain 'personalised learning', providing children with opportunities to make informed choices about what they want to learn about, and deciding which 'learning pathways' they might want to pursue, and having provision for personal and independence development.

Awe and Wonder courses successfully promote, or provide opportunities for, all of the above.

Demos report: Their Space: Education for a Digital Generation (2007)

This extensive report from the Demos think-tank explores the nature of the world of work that our children will enter into on leaving school and the type of skills that they will require, as well as the challenges faced by schools in the digital age:

“In an economy driven by knowledge rather than manufacturing, employers are already valuing very different skills, such as **creativity, communication, presentation skills and team-building**. Schools are at the front line of this change and need to think about how they can prepare young people for the future workplace. But it is not just about schools – parents, young people and society in general have a blind spot in terms of recognising and valuing these ‘softer’ skills.”

The Awe and Wonder courses offer plenty of opportunities for pupils to develop these ‘softer’ (but vital) skills

The Awe and Wonder courses at Embercombe – adding value in and beyond the classroom

Pre-course activities

It is recommended that pupils carry out some research and discussion activities in class that will link to activities on the Awe and Wonder course. The examples listed below link to various parts of the curriculum and Literacy Framework and will help to prepare pupils for their experiences at Embercombe.

- Researching stories/anecdotes from parents, relatives or neighbours, especially focussing on 'land' or 'nature'. This could include memories of farming practices, land management etc pre the modern age.
- Researching and exploring issues relating to the environment and climate change, with particular focus on individual stories and experiences
- Exploring recent news stories and images relating to environment and climate change and renewable technologies.
- Exploring what we mean by ‘sustainable development’ – examples of non-sustainable development and the social and economic problems this causes
- The global impact of western industrial development and pollution
- Examining the inter-connectedness between countries, lives and the environment in the developed and developing world
- Exploring attitudes in different religions to the earth and humans’ place in nature
- Exploring the benefits and differences of living in a natural environment compared to an urban environment
- Exploring the economic background, and social implications of, modern food production and distribution
- Discussing each individuals place in our globalised world and our responsibilities as ‘global citizens’.

- Use Google Earth to locate Embercombe and find out about its place in the local landscape and its various geographical features.

Equipment

It would be great if pupils could ‘capture’ some of their experiences at Embercombe, for use back in school. For example:

- Using MP3 recorders to record stories, birdsong, natural sounds, which could then be used in presentations, links on school website, basis for creating ‘ICT texts’ in Word, PowerPoint, Textease CT etc, creating ‘soundscapes’ etc
- Digital still or video cameras for capturing images/moving images, again, either for use in class activities or for electronic display, or for use in creation of ‘ICT texts’, presentations etc.

Post-course activities

The Awe and Wonder courses offer plenty of opportunities for pupils to ‘capture’ images and sounds digitally. Captured media can then be integrated with software back in school to create presentations, displays, galleries of work on the school website and so on. Further advice can be offered to schools on how to exploit technology to maximise the learning experience when pupils return to class. Examples of this are included in the second section of the table below:

Curriculum links for Key Stage 2

The table below uses objectives from both the QCA Schemes of Work and the new Literacy Framework. This is intended as a guide to how Awe and Wonder course activities link to relevant curriculum areas:

Awe and Wonder activity	QCA Scheme of Work & Literacy Framework objectives (KS2)
<p>Preparing a seed bed – seed sowing – germination – types of roots Plant growth – nutrients – photosynthesis Planting fruit trees. Tending and observing them through the seasons Vegetable gardening in general</p>	<p>QCA Science Unit 3B: Helping Plants Grow</p> <ul style="list-style-type: none"> • Plants for food • Growing plants • Roots • Leaves, stems and roots • Water and plants • Plants and light • Plants and warmth <p>Science Unit 5B: Life cycles</p> <ul style="list-style-type: none"> • Fruits and seeds • Seed dispersal • Seed germination • Insect pollination • Flower parts for reproduction • The life cycle of flowering plants
<p>Exploring habitats – woods, meadow, hedgerow, lake, plant and animal identification</p>	<p>Science Unit 2B: Plants and animals in the local environment</p> <ul style="list-style-type: none"> • Key idea: That there are different kinds of plants and animals in the immediate environment • To treat animals and the environment with care and sensitivity • Key idea: That there are differences between local habitats • Key idea: That flowering plants produce seeds and the seeds produce new plants • Key idea: That animals reproduce and change as they grow older <p>QCA Science Unit 4B: Habitats</p> <ul style="list-style-type: none"> • Finding different habitats • Different animals in different habitats • Investigating plants and animals

	<ul style="list-style-type: none"> • Finding out about food sources • Identifying food chains • Protecting habitats
<p>Building a compost heap Harvesting vegetables and cooking a meal over a fire for the whole class Bread baking – seed to table, growing, harvesting, threshing, winnowing and grinding the grain</p>	<p>QCA Science Unit 3B: Helping Plants Grow</p> <ul style="list-style-type: none"> • Plants for food • Growing plants <p>Science Unit 5A: Keeping healthy</p> <ul style="list-style-type: none"> • A varied diet
<p>Forestry and woodland management Use of tools - maintenance, safety Tree propagation Traditional woodland crafts i.e. charcoal making Building woodland shelters</p>	<p>QCA D & T Unit 6a: Shelters</p> <ul style="list-style-type: none"> • To relate the way things work to their intended purpose. • How to seek information from a wide range of sources on different structures and how they support things . • How materials and components have been used
<p>Building project using timber from the woods, cob, modern building materials</p>	<p>QCA D & T Unit 6a: Shelters</p> <ul style="list-style-type: none"> • To relate the way things work to their intended purpose. • How to seek information from a wide range of sources on different structures and how they support things . • How materials and components have been used.
<p>Seasonal activities i.e. apple pressing, major planting and harvesting, drying and preserving produce, preparing produce for sale, harvesting wild fruit and flowers, discovering other edible wild food throughout the year</p>	<p>QCA Science Unit 3B: Helping Plants Grow</p> <ul style="list-style-type: none"> • Plants for food • Growing plants <p>Science Unit 5A: Keeping healthy</p> <ul style="list-style-type: none"> • A varied diet

Farming – animal husbandry – large scale crops – work with horses	<p>QCA Geography Unit 13: A contrasting UK locality – The Farm in the Countryside</p> <ul style="list-style-type: none"> • Study a locality in the UK that contrasts with your own area.
Map making – orientation	<p>QCA Geography Unit 6: Investigating our local area</p> <ul style="list-style-type: none"> • Where is the locality in relation to other places? • Where is our school?
Story telling	<p>Creating and shaping texts – Year 5</p> <ul style="list-style-type: none"> • Experiment with different narrative form and styles to write their own stories • Adapt non-narrative forms and styles to write fiction or factual texts, including poems <p>Creating and shaping texts – Year 6</p> <ul style="list-style-type: none"> • Use different narrative techniques to engage and entertain the reader • Integrate words, images and sounds imaginatively for different purposes
'Pass a story on' each person embellishes on the previous person's ideas.	<p>Speaking - Year 6</p> <ul style="list-style-type: none"> • Use a range of oral techniques to present persuasive arguments and engaging narratives
Circular poem, similar to above and writing down. Using the surrounding environment as inspiration.	<p>Listening and responding - Year 6</p> <ul style="list-style-type: none"> • Listen for language variation in formal and informal contexts • Identify the ways spoken language varies according to differences in the context and purpose of its use
Initiating mask making session with story of woodland character then children gather materials to create their own character mask, then developing character in groups and devising a short performance piece to	<p>Art Unit 2B: Mother Nature, designer</p> <ul style="list-style-type: none"> • Exploring and developing ideas • Investigating and making

<p>be presented in the woods (or indoors if bad weather)</p>	<p>Art Unit 6C: A sense of place</p> <ul style="list-style-type: none"> • About materials and processes and how these can be matched to ideas and intentions. • To compare ideas, methods and approaches in their own and others' work and say what they think and feel about them. <p>Drama - Year 5</p> <ul style="list-style-type: none"> • Reflect on how working in role helps to explore complex issues • Perform a scripted scene making use of dramatic conventions • Use and recognise the impact of theatrical effects in drama <p>Drama - Year 6</p> <ul style="list-style-type: none"> • Improvise using a range of drama strategies and conventions to explore themes such as hopes, fears and desires • Devise a performance considering how to adapt the performance for a specific audience • Consider the overall impact of a live or recorded performance, identifying dramatic ways of conveying characters' ideas and building tension
<p>Bringing awareness to the sense of sound through creating a sound map (finding a spot, listening, drawing a visual representation of sounds heard around) Creating a sound story or soundscape.</p>	<p>Presentation - Year 5</p> <ul style="list-style-type: none"> • Use a range of ICT programs to present texts, making informed choices about which electronic tools to use for different purposes
<p>Post-course class activity</p>	<p>QCA Scheme of work & Literacy Framework objectives (KS2)</p>
<p>Recording all aspects of the above artistically, with creative writing/painting/drawing etc</p>	<p>Art Unit 2B: Mother Nature, designer</p> <ul style="list-style-type: none"> • Exploring and developing ideas • Investigating and making

	<p>Art Unit 6C: A sense of place</p> <ul style="list-style-type: none"> • To collect visual and other information to help them develop their ideas about the environment. • To explore ideas for different purposes. • To select and record from first-hand observation of the environment. • About materials and processes and how these can be matched to ideas and intentions. • To use a variety of methods and approaches to communicate observations, ideas and feelings in a painting. • To compare ideas, methods and approaches in their own and others' work and say what they think and feel about them. • To describe how they might develop their work further.
<p>Using drama/role-play to express and share some of the knowledge gained from the course</p>	<p>Drama - Year 5</p> <ul style="list-style-type: none"> • Reflect on how working in role helps to explore complex issues • Perform a scripted scene making use of dramatic conventions • Use and recognise the impact of theatrical effects in drama <p>Drama - Year 6</p> <ul style="list-style-type: none"> • Improvise using a range of drama strategies and conventions to explore themes such as hopes, fears and desires • Devise a performance considering how to adapt the performance for a specific audience • Consider the overall impact of a live or recorded performance, identifying dramatic ways of conveying characters' ideas and building tension
<p>Using captured digital media to build on pre-course activities, in order to establish a clear link for pupils between pre-course activities, Awe and Wonder courses and activities carried out back in class post-course</p>	<p>Presentation - Year 5</p> <ul style="list-style-type: none"> • Use a range of ICT programs to present texts, making informed choices about which electronic tools to use for different purposes

<p>Exploring digital images on the interactive whiteboard (annotated discussion, storyboarding, identification of key parts of a habitat etc)</p>	<p>Group discussion and interaction – Years 5 & 6 Most children learn to:</p> <ul style="list-style-type: none"> • take different roles in groups to develop thinking and complete tasks • participate in conversations, making appropriate contributions building on others' suggestions and responses.
<p>Producing a ‘gallery’ of images, pupils’ stories etc on the school website</p>	<p>Presentation - Year 5</p> <ul style="list-style-type: none"> • Use a range of ICT programs to present texts, making informed choices about which electronic tools to use for different purposes
<p>Longer term project based work exploring sustainability, elements of the Embercombe vision etc – using media captured during the course – production of leaflets etc on ‘Save our World’</p>	<p>Group discussion and interaction – Years 5 & 6 Most children learn to:</p> <ul style="list-style-type: none"> • take different roles in groups to develop thinking and complete tasks • participate in conversations, making appropriate contributions building on others' suggestions and responses.
<p>Class discussions or debates on issues to do with environment, sustainable development, GM crops, the developing world, meaning of the term ‘global citizen’, the relationship between spirituality and sustainability</p>	<p>Group discussion and interaction - Year 5</p> <ul style="list-style-type: none"> • Plan and manage a group task over time using different levels of planning • Understand different ways to take the lead and support others in groups • Understand the process of decision making <p>Speaking year 5</p> <ul style="list-style-type: none"> • Present a spoken argument, sequencing points logically, defending views with evidence and making use of persuasive language • Use and explore different question types and different ways words are used, including in formal and informal contexts <p>Speaking year 6</p> <ul style="list-style-type: none"> • Participate in whole-class debate using the conventions and

	<p>language of debate, including standard English</p> <ul style="list-style-type: none"> • Use the techniques of dialogic talk to explore ideas, topics or issues <p>Citizenship Unit 1 Years 5 & 6</p> <ul style="list-style-type: none"> • Taking part - developing skills of communication and participation <p>Citizenship Unit 5 Years 5 & 6:</p> <ul style="list-style-type: none"> • Living in a diverse world • How are we all connected
<p>Create presentations, 'ICT texts' in Word, PowerPoint, Textease CT etc on 'sustainability' or other aspects of Awe and Wonder course</p>	<p>Presentation - Year 5</p> <ul style="list-style-type: none"> • Use a range of ICT programs to present texts, making informed choices about which electronic tools to use for different purposes

Further advice on how to maximise the educational benefits of the Awe and Wonder course can be offered to schools, including advice and support on how to implement some of the ICT activities, and how to develop further links between Embercombe and your school community.