



Staff Name:
Zone: Bushcraft
Ability range: P7-NC3
Target Group: SEN

Date:
Lesson Reference:
 Week 1
 'Exploring the Woodland'

Learning Objectives:

- Students to use their senses to explore a woodland site.
- Students to describe what they have experienced.

Learning Outcomes:

- Students to engage in a number of woodland sensory games and record results onto log sheets.
- Students to verbally describe the woodland.

Challenge: Students to create sound maps.

Differentiation: Visual aids used for access group, to help channel their thinking.
 Support from teaching assistant.

Development of Skills/Cross Curricular

LITERACY/COMMUNICATION

Reinforcement of keywords, development of discussions through describing tasks and group activities.

ENTERPRISE

Communication, team work.

PSHE

Environmental awareness.

STARTER ACTIVITY

Register the students and share the lesson objectives with them.

Show Youtube clip detailing the importance of exploring our environment, entitled 'Our Wonderful World'. Discuss the points raised.

<http://www.youtube.com/watch?v=qlJ7XoTLpc8>

MAIN PART OF LESSON

Environmental Sensory Games: Introduction/demonstration of the sensory activities to be carried out within the woodland site: sound maps, feely boxes, smelly pots.

The students are split into three groups. Each group works for 10 minutes on three different activities. The teaching assistant supports the access students.

Pupils record the activities via photographs, sketches or written words onto the log sheet.

PLENARY

'Hands Assessment' for Learning: Students draw around their hand. On each finger they write a word that describes the woodland site. On the thumb they write something they would like to learn in the future about the forest.

Access groups to pick 4 visual aids that describe the forest environment.

Extension Tasks: 'Scavenger Hunt' sheet.

Risk Assessment: Teacher in charge to ensure all correct and appropriate risk assessments are carried out to ensure the health and safety of all of the students in the group.

Disclaimer

The template used to produce this document, is purely for guidance only and can be adapted to suit individual

requirements/standards/establishments .

VISUAL	Demonstration Youtube clip 'Our Wonderful World'.
AUDITORY	Direct teaching/explanation.
KINAESTHETIC	Sensory games: smelly pots; sound masks; feel trays.
SKILLS	Development of team work and communication skills.
SEN	Over view. Behaviour/epilepsy plans.
REWARDS	Linked to school reward system.



Autumn Scavenger Hunt

Can you find the following items on your hunt?





Woodland Sensory activities

Sound Mapping

What You Will Need:

- Paper
- Clipboard/something to write on
- Pencil or pen

Directions:

1. Go outdoors and find a comfortable spot in which to sit.
2. Mark an 'X' in the centre of the paper. This shows 'YOU' on the map.
3. Close your eyes and listen for at least one minute. Listen for sounds from: animals, birds, people, other activities.
4. Keep listening, but now open your eyes and draw pictures or symbols on the map representing all of the sounds that you hear and indicate where they are coming from.
5. At the top of your page write down the date, time and where you were (woodland, park, etc.).

What Did You Discover?

Did you hear something from each direction around you?

Could you hear at least 10 different sounds?

Could you identify all the of sounds that you heard?

If you did this with a friend, compare your maps!

Outdoor Feely Boxes

What You Will Need:

- Box or tray
- Blindfolds, or a substitute
- Forestry items

Directions:

1. Give students 10 minutes to explore the area and to fill their boxes or trays with several forestry items.
2. Students to then sit/stand in a circle and place their boxes behind them.
3. Students to take it in turn to be the blindfolded person in the middle. One by one the students select an item from their tray to place in the blindfolded person's hand.
4. The blindfolded person uses describing word to tell the group about the object in their hands. They then try to guess what it is.
5. Repeat for other students.

Smelly Pots

What You Will Need:

- Plastic cups/pots
- Twigs
- Water
- Woodland debris

Directions:

1. Ask the students to collect a range of items, that they think smell nice, from the woodland .
2. Ask them to find a twig and use it to mix the items together in their pots. Add some water. Tell them that the water helps to release the smells.
3. Finally, ask students to sit together as a group and each pass around their 'Smelly Pots'. Discuss with the students what words we could use to describe the smells? Ask the students why they think that all of the pots have a different smell?

