

# INSPIRATIONAL WYE VALLEY

## 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 consider how the Wye Valley became a tourist attraction because of its beauty. They make a tourism poster to show the Wye Valley's attraction, having first considered the success criteria for what makes a good tourism poster. Learners look at how people might be inspired by the outdoors. They make a one-minute video or audio clip to encourage young children and their parents to play outside more frequently.

### CURRICULUM FOR WALES

#### Areas explored:

- Expressive Arts
- Health and Well-being
- 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.

Means of recording and editing video or audio clip, e.g. smart phone, tablet, video camera, etc.

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**

## WHY WAS THE WYE VALLEY THE BIRTHPLACE OF BRITISH TOURISM?

Explain to learners that in this task they will consider how the Wye Valley became a tourist attraction because of its beauty. They will make a tourism poster to show the Wye Valley's attraction.

### Screen 3

Ask learners to read the information provided about Reverend William Gilpin who was an 18th Century traveller and took a boat trip down the River Wye in 1770.

### Screen 4

Explain to learners that in 2020, the Wye Valley National Landscape celebrated 250 years since William Gilpin took a boat tour down the Wye river. A leaflet was produced – [The picturesque Wye tour](#).

Invite learners to access the leaflet and look at the map at the start of the leaflet. Then, to discuss the questions posed.

#### Focus questions

- Which places have you heard about?
- Which places have you visited? Why? When?
- What did you do at the places you visited?
- If you did the Wye Tour, which places would you most wish to visit? Why?

### Screen 5

Ask learners to scan through the [leaflet](#) and discuss the questions posed.

#### Focus questions

- Which places would you like to find out more about? Why?
- Select one of the places to find more about. Why did you select this place? What would you like to find out about it?
- Read the information about your chosen place in the leaflet. What else would you like to know?

## Screen 6

Invite learners to find their chosen place on the OS map, and discuss the questions posed.

### Focus questions

- How far is your chosen place from school? How can you work it out using the measuring tool?
- How could you travel from school to your chosen place? What is the best way? Why?
- What would you see if you went to your chosen place? How can you use the map to help you? Jot down a few things that you would be able to see.

## Screen 7

Explain to learners that William Gilpin started the idea of visiting places to marvel at their beauty. Nowadays, many people visit the Wye Valley to do just that. However, tourists also visit to try out activities, learn about the history or just spend more time outdoors.

Ask learners to research to find out why tourists might want to visit the Wye Valley. Then, to draw a mind map of all their ideas.

## Screen 8

Inform learners that they are going to make a poster to encourage more tourists to visit the Wye Valley. Then, to discuss the questions posed.

### Focus questions

- Who exactly is the audience for your poster?
- What do you need to include in your poster? Why?
- How can you make your poster engaging to your audience?

## Screen 9

Show learners the poster to promote tourism and ask them to discuss the questions posed.

### Focus questions

- What adjectives can you use to describe the poster?
- How does the poster use images to engage you?
- How does the image use colour to good effect?
- What information is the poster giving? How helpful is that to a tourist? Why?
- What would you find if you visited here? Why do you think that?
- What would you say are the special qualities of this place? Why?

### Screens 10-11

Ask learners to think about what makes a good tourism poster by discussing the questions posed.

#### Focus questions

- What are the important features of a good tourism poster? Why do you think that?
- How can we ensure our poster promotes responsible tourism?

Then, to make a list of 10 features (success criteria) for what makes a good responsible tourism poster on the next screen.

### Screen 12

Invite learners to prioritise their success criteria by dragging and dropping the completed boxes from the previous screen. Then, to discuss the questions posed.

#### Focus questions

- Which success criteria are the most important? Why?
- Which success criteria are the least important? Why?

Ask learners to be ready to justify their decisions.

### Screen 13

Ask learners to create their poster using their success criteria (and mind map) and show it to the class. Ask the class to feedback on:

- How well the poster advert showcased the Wye Valley.
- How engaging they found your poster.
- Did the poster make them want to visit the Wye Valley? Why?



## Screen 14

Ask learners to consider the feedback from the class and discuss the questions posed.

### Focus questions

- What went well with your poster?
- What didn't go as well with your poster?
- How could you change your poster to make others want to visit the Wye Valley more?

## TASK 2

# WHY IS BEING OUTDOORS INSPIRATIONAL?

Explain to learners that they will look at how people might be inspired by the outdoors. They will make a one-minute video or audio clip to encourage young children and their parents to play outside more frequently.

## Screen 3

Set the scene by asking learners to read the text.

## Screen 4

Explain to learners that many people are inspired by the outdoors. Invite them to look at the photographs and discuss the questions posed.

### Focus questions

- Where are your favourite places? Why are they your favourite places?
- What makes them special?
- Why are they important to you?
- When do you think about these places? Why?
- What can you see, hear, smell and feel in your favourite places?

## Screen 5

Ask learners to listen to the audio clip and to discuss the questions posed.

### Focus questions

- What can you hear?
- Where could this be? Why do you think that?
- How do these sounds make you feel? Why?

## Screen 6

Invite learners to consider what they think the pros and cons of being in the outdoors might be. Ask them to discuss with a partner the questions posed.

### Focus questions

- What are the benefits of spending time outdoors? Why do you think that?
- How does being outdoors make you feel? Why?
- What could you learn from being outdoors?
- What might be the disadvantages (cons) of being outdoors? Why do you think that?

## Screen 7

Inform learners that 2024 research [By aged two girls are already playing outside less than boys](#) found that from the age of two, girls are playing outside in nature less than boys. Ask them to consider the research and discuss the questions posed.

### Focus questions

- Do you agree with this research? Why? What evidence do you have?
- Why do you think this research finding might affect girls' mental and physical health as they grow into young adults?
- What could you do to encourage young children and their parents to play outside more frequently?

## Screen 8

Inform learners that they will make a one-minute video or audio clip to encourage outdoor play. Ask them to discuss the questions posed and to draw a mind map to show ideas before making decisions.

### Focus questions

- What are the key messages you wish to convey? Why?
- How will you convey each message?
- Where will you record? Why?
- What will you record? Why?
- How will you edit your recording?
- Who will do what job in the group? Why?

## Screens 9-12

Invite learners to go outside to record their one-minute video or audio clip, thinking about their earlier decisions.

Ask them to share their clip with the class, take feedback and use it to improve their clip, discussing the questions posed.

### Focus questions

- Who is the audience for your recording?
- Where could you use the recording to reach your audience?
- Where are the best places? Why?

Invite learners to showcase their recording to reach as many of their audience as possible and to monitor feedback.

## Screen 13

Invite learners to reflect by starting at the base of the triangle and thinking about the ways they worked.

