

INSPIRATIONAL LLŶN

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.

DOING THE ACTIVITY

Learners explore the Bardsey Island/Ynys Enlli Dark Sky sanctuary and create a quiz based on achieving Dark Sky status. They consider how people might be inspired by the outdoors, looking at the pros and cons and a research article. Learners make a one-minute video or audio clip to encourage young children and their parents to play outside more frequently.

They explore Welsh mythology and consider why Bardsey Island/Ynys Enlli is also known as 'The island of 20,000 saints'. Learners use AI to make a series of images to illustrate this story and read some lyrics to a song generated by AI, writing lyrics for a second verse and setting the lyrics to music.

CURRICULUM FOR WALES

Areas explored:

- Expressive Arts
- Health and Well-being
- Humanities
- Languages, Literacy and Communication
- Mathematics and Numeracy

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.

Means of playing a song, e.g. musical instruments, electronic keyboards, etc. (optional).

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.
- 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 ARE LLŷN'S DARK SKIES INSPIRATIONAL?

Explain to learners that they will consider Dark Sky sanctuaries and create a quiz based on achieving Dark Sky status.

Screen 3

Inform learners that in April 2023, Bardsey Island / Ynys Enlli was named as the first official Dark Sky Sanctuary in Europe. Ask them to watch the video [Ynys Enlli: Island of ancient legends becomes UK's first dark sky sanctuary](#) (nearly 5 minutes) and discuss the answers to the questions. Learners can check the answers by clicking on each question.



Screen 4

Ask learners to watch the Welsh Language video made by children to explain the Dark Sky status: [Noddfa Awyr Dywyll Ynys Enlli / Bardsey Island Dark Sky Sanctuary](#) (nearly 3 minutes).

Invite them to make a quiz based on the video.

TASK 2

WHY IS BEING OUTDOORS INSPIRATIONAL?

Explain to learners that in this task they will consider how people might be inspired by the outdoors and make a video or audio clip to encourage young children and their parents to play outside more frequently.

Screens 3-4

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 access the next screen and 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?

You could discuss their answers with the class.

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 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.

TASK 3

HOW DO MYTHS AND LEGENDS INSPIRE US?

In this task, learners will explore Welsh mythology and use AI to make a series of images to illustrate a story. They read some lyrics to a song generated by AI and write lyrics for a second verse, then set the lyrics to music.

Screen 3

Inform learners that Welsh mythology has been a source of inspiration for many artists, writers, and filmmakers. The stories and legends of Welsh mythology have been adapted into various forms of art, including literature, music, and visual arts.

Explain that the Mabinogion, a collection of Welsh tales, has been a particularly rich source of inspiration for artists and that there are many other mythical tales from around Wales, which have been passed down over hundreds of years.

Screen 4

Inform learners that Bardsey Island/Ynys Enlli is also known as 'The island of 20,000 saints.'

Ask them to read the information and use the internet to find out more about this myth and to discuss the questions posed.

Focus questions

- Where did this belief come from?
- Which century did this occur in?
- Did anybody actually live on the island, or was it just people 'visiting'?

Screen 5

Invite learners to discuss the questions posed.

Focus questions

- How many square miles is the area of the island? How can you work out how many square metres this is?
- How big do you think a grave is? Why?
- Do you think it is possible to fit 20,000 graves into that area of land?
- How would you work it out numerically?

Screen 6

Ask learners to evaluate the image by discussing the questions posed.

Focus questions

- What do you think makes it look 'authentic'?
- What do you think makes it look 'fake'?
- What would you change about the image to make it look more 'realistic'?

Screen 7

Invite learners to use AI to make a series of images of monks arriving and living on Bardsey Island in the 6th Century and to discuss the questions posed.

Focus questions

- Which AI tool will you use?
- What prompts will you put in?
- How will you modify the images to improve them?
- What sort of activities would monks have engaged in?
- How will you present your images?



Screen 8

Ask learners to compare their AI image sequence with others in the class and to discuss the questions posed.

Focus questions

- How are the images similar?
- How are they different?
- How might they fit together to show a story about monks of their pilgrimages to Bardsey Island?

Screens 9-10

Ask learners to read the first verse and chorus to a song about Bardsey Island created by Generative AI. Challenge them to create lyrics for a second verse after discussing the questions posed.

Focus questions

- What are your lyrics going to be about? Why?
- How are you going to try to continue rhythm and rhyme patterns from the first verse?

Screens 11-12

Ask learners to consider how they will set their lyrics to music using the suggestions on the screen and to discuss the questions posed.

Focus questions

- What type of mood do you want to create for your song?
- What type of tune will help you to create this mood?
- How will you compose your tune?
- How will you ensure your tune fits well with your lyrics?
- What instruments could you use to perform your song?

Invite learners to compose a tune, practise their song and then share it with the class.

Screen 13

Invite learners to start at the base of the triangle and think about the ways they worked.