INSPIRATIONAL CLWYDIAN RANGE AND DEE 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 find out about the National Eisteddfod, the Urdd and their history. They look more closely at the controversial Corwen Eisteddfod and consider census data before developing a survey to assess Welsh speaking in the community. Learners look at the types of skills people evidence in the locality and those mentioned in Curriculum for Wales. They focus on maths skills, relating these to Carol Vorderman and her work, and go on to invent a maths game for younger learners using inspiration from the outdoors.

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 taking photographs, e.g. tablets, cameras, smart phones, etc.
Means of making a maths game, e.g. cardboard, paper, glue, etc.

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

INSPIRATIONAL EVENTS

Explain to learners that in this task they will learn about the National Eisteddfod, the Urdd and their history. They will develop a survey to look at Welsh speaking in the community.

Screen 3

Ask learners to discuss the question posed about the National Eisteddfod.

Focus questions

- What is the 'National Eisteddfod'? How do you know?
- What happens at the 'National Eisteddfod'? Why do you think that?
- Where and when is it held? Why?
- Has it ever been held near where you live? How do you know?
- Who do you know who has been to the 'National Eisteddfod'? Why did they go?

Screen 4

This screen gives information about the National Eisteddfod as a special, inspirational institution.

Screen 5

Explain to learners that while the Eisteddfod aims to represent the diversity and traditions of modern Wales, its roots go deep into the country's history.

Show the video: History of the National Eisteddfod - from 1176 to the present day! (nearly 1 and a half minutes). Then, ask learners to discuss the questions posed.

Focus questions

- When and where was the first known Eisteddfod? What were the competitions about?
- When was there a sudden decline in Eisteddfod gatherings? Why?
- When was there a revival of Eisteddfod gatherings? What happened? Why?
- What medals and prizes were awarded at the Corwen Eisteddfod?
- When and where was the National Eisteddfod made formal?

Screen 6

Tell learners that the town of Corwen has played an important part in the history of the National Eisteddfod.

Ask learners to read the information from Museum Wales: 1789 and the Gwyneddigion Eisteddfodau. Then, to discuss the questions posed.

Focus questions

- Why do you think the 1789 Eisteddfod in Corwen was controversial?
- What happened in Corwen? Why?
- What medals and prizes were awarded at the Corwen Eisteddfod?

Screen 7

Explain to learners that In 1919, the Corwen Peace Eisteddfod, celebrated the first Eisteddfod after World War I.

This screen gives information about the 100-year anniversary in 2019 of the 1919 Corwen Eisteddfod.

Show the video: Corwen Peace Eisteddfod / Eisteddfod Heddwch Corwen (about three and a half minutes). Then, ask learners to discuss the questions posed.

Focus questions

- What happened in the video clip?
- What did you find interesting? Why?
- What did the children do in the clip? Why?

Screen 8

Show learners the quote 'These days, in many villages, and in most towns in Wales, children play and read in English. They forget that they are Welsh.'

Explain that these are not recent words, but the most famous sentence in a letter written in 1922, the letter called for the creation of Urdd Gobaith Cymru – which literally translates as 'The League of Welsh Hope'.

In 1929, the Urdd Gobaith Cymru held its first National Eisteddfod at Corwen Pavilion.

You could access the article to read more about this: The history of Urdd Gobaith Cymru and how it began

Screen 9

This screen gives data about the number of people in Wales who speak Welsh. Invite learners to look at the census data and discuss the questions posed.

Focus questions

- Why do you think Sir Ifan ab Owen Edwards thought the Welsh language was in a crisis?
- Why do you think the letter might have been written in 1922?
- What effect do you think the two world wars had on the number of Welsh speakers? Why might this have happened?
- What conclusions can you draw from this data? How did you arrive at these conclusions? What evidence is there?

Screen 10

This screen gives information about the 2021 census and the Welsh Government's strategy for the Welsh language - 'Cymraeg 2050'. Ask learners to read the information and discuss the questions posed.

Focus questions

- Why do you think the number of people who speak Welsh has dropped?
- How realistic do you think the Welsh Government's targets for 2050 are? Why?
- What could they do to try and meet these targets?
- Which of these things might be the most effective? Why do you think that?

Screen 11

Explain to learners that they are going to design and carry out a survey to find out about Welsh speaking in the school and local area. Ask learners to discuss the questions posed before they start.

Focus questions

- What specific information are you trying to gather?
- Who is the target audience for this survey?
- What format will the survey take (e.g. online, paper, verbal)? Why?
- How will the survey be distributed?
- What tools or platforms will be used to create and distribute the survey? Why?
- What type of questions will be most effective (e.g. multiple choice, open-ended, Likert scale)? Why?

Then, to draft their questions.

Screen 12

Invite learners develop their survey and carry it out with:

- children and adults in school
- friends, family and neighbours in the area they live.

Screen 13

Ask learners to analyse the results from their survey and discuss the questions posed.

Focus questions

- How could you show your data and findings? Which is the best way? Why?
- What patterns or trends can you see in the data?
- How could you explain your data and findings? What are your conclusions? Why?
- What age group of people speak Welsh the most and least? Why do you think this is?
- How could you encourage more people to speak Welsh in school and in your local area?
- What strategies could you use? Why?
- Which strategy would be most likely to succeed? How do you know?

Learners could create bar charts, pie charts, histograms, and scatter plots or use software that will do that for them.

TASK 2

INSPIRATIONAL PEOPLE

Explain to learners that in this task they look at the skills people have and show including language and maths skills. They will invent a maths game using inspiration from the outdoors.

Screen 3

Show the video: Education in Wales is changing (almost 2 minutes). Then ask learners to discuss the questions posed.

Focus questions

- What skills did you see in the video? How do you know these are skills?
- What skills didn't you see? How do you know they are skills?

Screen 4

Ask learners to read the quote: "When it comes to mastering a skill, time is the magic ingredient." by Robert Greene. Then, to discuss the questions posed.

Focus questions

- Do you agree with this statement? Why?
- What do you think the magic ingredients are to mastering a skill? Why do you think these things are important?

Screen 5

Inform learners that they will be taken on a skills walk in the area around school to look for people demonstrating a skill and make a note of the skills they see. Ask them to discuss the questions posed beforehand.

Focus questions

- What skills do you expect to see? Why?
- Who will be showing these skills? Why do you think that?
- What skills are you unlikely to see? How do you know?

Screen 6

Take learners outside to look for skills shown by people and make notes.

Screen 7

After the walk, ask learners to discuss the questions posed.

Focus questions

- What skills did you see? How do you know these are skills?
- What surprised you? Why?
- What skills didn't you see? Why do you think that was?

Screen 8

Explain to learners that everyone is good at something and has at least one thing they always find difficult to do. Then, ask them to discuss the questions posed.

Focus questions

- What are you good at? How do you know? Why are you good at it?
- What do you find difficult to do? Why?
- Who in your class is good at singing, reading, dancing, writing, sport, maths? How do you know? What makes them good?
- What do you think are the most difficult things to learn at school? Why do you think that? What makes these things difficult to learn?

Screen 9

Explain to learners that mathematics is often seen as a subject that is hard to learn and is only for academic learners. Then, ask them to discuss the questions posed.

Focus questions

- How good are you at maths? Why do you think that?
- What do you find difficult about maths? Why do you think that is?
- Who is the best at maths in your class? How do you know?
- Do you think everyone can be good at maths? Why?
- Why do some people find maths difficult? Why do you think that?

Screen 10

Invite learners to read these research articles about beliefs and attitudes to learning mathematics.

Learning Math: Are Boys Better Than Girls?

Research finds 60% of girls believe they can't do maths & science

Girls 'failed by discrimination' and stereotyping in maths class: UNICEF

To overcome fear of maths, let's confront the myths

Then, ask them to discuss the questions posed.

Focus questions

- What are the main findings from the research? How do you know?
- How does this research affect your thinking about learning maths? Why?
- What are the factors that play a part in how well we learn maths? Why do you think that?

Screen 11

Inform learners that Carol Vorderman, is a Welsh broadcaster, media personality and writer, who grew up in Prestatyn. Ask readers to read her achievements.

Screen 12

Explain to learners that the NADA Foundation is a UK registered human rights organisation, dedicated to promoting and protecting the rights of girls and young women.

Ask learners to read how they describe Carol Vorderman on their website by following this link: Carol Vorderman: A Trailblazer in Mathematics and Media - Nada Foundation. Then, to discuss the questions posed.

Focus questions

- What style of writing is this? Why do you think that?
- What do you like and dislike about it? Why?
- How do you know who it is about?
- Who inspires you? Why?

Invite learners to write a description of the person who inspires them in a similar style. They could share their writing with the class.

Screen 13

Explain to learners that Carol Vorderman was the co-host of a Channel 4 TV Programme called Countdown. She oversaw a numbers game, where contestants could use 6 numbers and the four basic mathematical operations (plus, minus, multiply, divide) to create a randomly selected number however, they had to complete the task within 30 seconds.

Invite learners to try to work the two examples out given onscreen.

100, 5, 4, 9, 7, 1 to make 568

25, 50, 1, 9, 1, 6 to make 498

One way of working them out:

568

5 x 100

9 x 7 = 63

5 or 4 + 1 = 5 Then add them all together.

498

25 + 50 = 75

75 - 1 = 74

74 + 9 = 83

83 × 6 = 498

Then, ask them to discuss the questions posed.

Focus questions

- How will you do this? Why?
- What strategies could you use? Why do you think that?
- How did you solve the problem?
- How long did it take you? Why?

Screen 14

Invite learners to try the digital version of the numbers game onscreen.

You can also use free online versions at:

Countdown - NRICH

Play Countdown Numbers Game Online - Free and Always Solvable

Screen 15

Explain to learners that Maths games can play an important part in helping people improve their maths skills.

Inform learners that they are going to use the school grounds as inspiration to develop a maths game for younger learners. They will go outside and take photographs of things that could be used for their game. Back in school, they will use the images to develop their game. Then, ask them to discuss the questions posed.

Focus questions

- What makes a good maths game? Why do you think that?
- What maths skills do younger learners have and need to practise? How do you know? How could you find out?
- What sorts of things might you take photographs of? Why do you think that?

Screen 16

Take learners outside to take photographs of things that could be used to develop a maths game.

Screen 17

Ask learners to look at the photographs and decide what could be used to develop a maths game for younger learners. Then, to discuss the questions posed.

Focus questions

- What shapes could you make use of? How?
- What could the learners count?
- What calculations could you ask them to do? Why do you think that?
- What things could they measure? How? With what?
- What data could they collect and record? How could they use this data?
- How could you make use of direction and position in your game? Why do you think that?

Screen 18

Invite learners to produce their game and ask younger learners to try it, asking them to feedback on:

- two things that they thought were good in your game
- one thing they would like to change to improve it.

Ask learners to use the feedback to improve their game.

Screen 19

Invite learners to start at the base of the triangle and think about the ways they worked. Then, to consider the strategies they used to produce their game.