

# COMMUNITIES IN 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 explore the term 'community' and what it means to them. They learn about WWII evacuees and the role played by Clwydian Range and Dee Valley National Landscape communities in housing them. Their ideas are expanded into today's asylum seekers and they consider biases that some people may have. Learners think about online bullying and develop a poster to promote kindness. They explore their local community further so that they can create a digital brochure for their community, having first developed success criteria for a good brochure.

### 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.

Access to [Find out what every symbol means on an OS Explorer map - OS GetOutside](#).

Means of taking photographs, e.g. smart phones, tablets, cameras, 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.
- 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

## WHAT IS A COMMUNITY?

Explain to learners that the focus of this task is exploring the term 'community' and what it means to them.

### Screen 3

This screen gives other learners' ideas as to what a community is. Ask learners to read the ideas and decide how they would answer the questions and why. Also, to say whose idea they disagree with the most and the least, giving their reasoning.

### Screen 4

Here are two definitions of community. Ask learners to discuss the questions posed.

#### Focus questions

- Which definition is the closest to how you would define 'community'? Why?
- What would you add to each of the definitions above? Why?

## Screen 5

Ask learners to discuss the questions posed.

### Focus questions

- What communities are you part of through your family?
- What communities are there in the area you live? How do you know?
- Which school communities do you belong to? Why?
- What communities are you part of because of your friends?
- Are there any communities you are part of and wish you weren't? Why?
- What communities do you wish you were part of? Why?
- How do any of these communities link? Why do you think that?

Then, to draw individual concept map to show their ideas.

For more information on concept maps, visit: [How to Make a Concept Map: Beginner's Guide \(& Templates\)](#) and [Classroom Strategies - Concept Maps](#).

A concept map is a diagram that depicts relationships between concepts. A mind map simply links ideas, whereas a concept map uses descriptions on the links to show the relationship.

## Screen 6

Ask learners to think of one community they belong to and discuss the questions posed. Encourage discussion about rival communities (City & United, etc.) and how differences are managed.

### Focus questions

- What are the benefits of being part of this community? Why do you think that?
- How does being part of this community make you feel? Why?
- What might be the disadvantages (cons) of being part of this community? Why do you think that?
- How does your community get along with other communities? What are the issues? Why are there issues? How are these managed?

Invite them to use the Pros and Cons table to show their ideas.

**TASK 2**

## LINKS TO MY LOCAL COMMUNITY

Explain to learners that this task should help them to understand more about asylum seekers and possible biases.

### Screen 3

This screen gives historical information about evacuees (from [BBC - History - British History in depth: Evacuees in World War Two - the True Story](#)). Ask learners to discuss the questions posed.

#### Focus questions

- Why do you think this was called 'Operation Pied Piper'?
- How do you think the children were transported? Why do you think that?
- How do you think these children would be feeling about this journey? Why?

### Screen 4

Explain to learners that Efaciwîs was a multi-format series on S4C, looking at the experience of evacuees in Wales during WWII and the history of Wales offering refuge to people made homeless by war.

Ask learners to read about the series on this link: [Efaciwis](#), then to discuss the questions posed.

#### Focus questions

- How do you think you would feel if you were separated from your family? Why do you think that?
- How would you feel if you had to go and live with a family that all spoke a language you did not understand? Why would you feel this way?
- What would you do about the language barrier? Why?

### Screen 5

Explain to learners that many communities within the Clwydian Range and Dee Valley National Landscape, hosted children from large cities, as described onscreen.

## Screen 6

Invite learners to talk to their family, friends and neighbours to find out if they have any connections to Liverpool, Manchester or Birmingham. Also, to see what other WWII connections they can find and look for links to evacuees. Ask learners to discuss the questions posed beforehand.

### Focus questions

- Why do you think evacuated children kept in touch with the families they stayed with in Wales?
- Why do you think people revisited the Welsh communities they lived in during the war?
- Why might have some of these people moved back to these communities later in life?
- How will you find out information from your family, friends and neighbours? What questions will you ask them? Why?
- Why might you need to treat this topic sensitively? Why do you think that?
- How will you keep a record of what they say?

## Screen 7

Ask learners to make a short presentation to the class about what they have found out about people in their community who have connections to the evacuation process during World War II. To help order their thoughts, ask learners to discuss the questions posed.

### Focus questions

- What will you include in your presentation? Why?
- How will you tell people's stories? Why do it like this?
- What are the important messages to convey in this type of presentation? Why do you think that?
- How will you make sure your presentation connects to the audience?

## Screen 8

If any of the learners' family, friends or neighbours or someone they know was an evacuee during World War II, ask learners to carry out further research to see what records are available. Some links are given onscreen as starting points.



## Screen 9

Explain to learners that Loggerheads was built as a wartime evacuation facility at the start of WWII. Ask them to read about Colomendy and discuss the questions posed.

### Focus questions

- What emotions do you think these children would have felt at different times? Why do you think that?
- When do you feel these emotions in your life? Why?
- How do you deal with experiencing these emotions?
- Who do you talk to about these emotions? Why?

## Screen 10

Explain to learners that at the end of the war, as the evacuees trickled home, Colomendy was opened to Liverpool schools as an outdoor education centre and to read the text onscreen about this.

Ask learners to look at the OS map for the Clwydian Range and Dee Valley National Landscape and find the features mentioned onscreen and to discuss the questions posed.

### Focus questions

- How will you find the features mentioned on the map? Why do it like this?
- What are the coordinates of these features? How did you work these out?
- Maeshafn is a small community near Loggerheads. What other communities are there nearby?
- Why do you think people from Liverpool and Merseyside return to Loggerheads to visit, work or retire?

## Screen 11

Explain to learners that people being forced from their homes is still happening today, as with the evacuees. Ask them to read the text and show the video: [BBC News - How Ukrainian refugees fleeing Russia's war are settling in Wales](#) (about two and a half minutes). Then, to discuss the questions posed.

### Focus questions

- Why are Ukrainian people seeking asylum in another country?
- How do you think Ukrainian asylum seekers feel when they have to leave their country?
- How do you think Ukrainian asylum seekers feel when they come to Wales? Why?

## Screen 12

Ask learners to imagine that they have to leave home very quickly because a war breaks out locally and they only have one bag. Ask them to discuss the questions posed.

### Focus questions

- What five things would you take with you?
- Why would you take each of these things?
- Which three other things would you also like to take if you had room in your bag? Why would you also like to take each of these things?

## Screen 13

Explain to learners that immigrants to Wales and the UK bring different cultures, useful skills and experiences. However, some people have biased ideas that make them focus more on negative thoughts rather than the positive.

Show the video and ask them to think about the family's reaction - [The Catherine Tate Show - Posh family reacts to northern nanny](#) (just over two minutes). Then, to discuss the questions posed.

### Focus questions

- What biases does the 'posh family' have?
- Why do you think the family has these biases?

## Screen 14

Explain to learners that we all have unconscious biases which are often rooted in our feelings, attitudes and beliefs. We gain this bias from, for example, family, social circles, education, television and film, newspapers, social media, advertising, friendship groups, etc.

We may treat people differently because they are from another race, culture, religion and/or class, have English/Welsh as a second language, are non-verbal, have additional emotional and social needs, have a disability, or do not conform to what is perceived as the norm for their gender.

## Screen 15

Explain to learners that there are three main types of unconscious bias.

- Affinity bias – when we display a preference towards others who share certain qualities or characteristics with us, or people we like.
- Confirmation bias – when we search for information or interpret what we see in ways that confirm our pre-existing beliefs.
- Attribution bias – when we attribute the cause of a person’s behaviour to their character and not the situation.

Ask learners to discuss the questions posed.

### Focus questions

If a family of asylum seekers moved to live locally.

- What types of unconscious biases might you have? Why?
- How could you get over your unconscious biases? Why might these ideas work?

## Screen 16

Show the video about online bullying - [Schoolgirl Gets Bullied by Her Friends on Snapchat](#) (just over three minutes). Then, ask them to discuss the questions posed.

### Focus questions

- Which types of unconscious biases did the bullies show?
- How could you encourage the bullies to recognise their biases? Why would this work?

## Screen 17

Explain to learners that they are going to make a poster to encourage people to be kinder to others in school.

To help them make a good poster, ask learners to discuss the questions posed.

### Focus questions

- What makes a good poster? Why do you think that?
- What words are important to include? Why?
- What images are important to include? Why?
- What are the key messages you want the poster to convey? Why?
- How will you make use of colour in your poster? Why?

Then, to create their poster.



### TASK 3

## MY LOCAL COMMUNITY

Explain to learners that they will explore their local community further so that they can create a digital brochure for their community.

### Screen 3

This screen gives a statement by Clwydian Range and Dee Valley National Landscape. Ask learners to discuss the questions posed.

#### Focus questions

- What personality does your local community have? Why do you think this?
- What is the unique tale of your community? Why does this make it unique?
- What is vibrant and exciting about your community? Why do these things make it vibrant and exciting?

### Screen 4

Explain to learners that they are going to go into their community to take photographs to show the community's personality, unique tale and vibrancy. Ask them to discuss the questions posed.

#### Focus questions

- What photographs could you take to show your community's:
  - personality
  - unique tale
  - vibrancy?
- Where would you go to take these photographs?

### Screen 5

Take learners outside to take their photographs.

### Screen 6

Explain to learners that helping people understand how they fit into the history of the area and to reconnect with their past, is an important part of the work done by the team at the Clwydian Range and Dee Valley National Landscape. Ask learners to discuss the questions posed.

#### Focus questions

- How do you think these communities found out about their history? Make a list of your ideas.
- What do you think you will find in these brochures? Why?

## Screen 7

This screen gives links to three of the community brochures. Ask learners to access the brochures and discuss the questions posed.

### Focus questions

- What information do they contain? Why?
- What do you find the most interesting in the brochures? Why?
- What surprised you about the contents of the brochures? Why?

## Screen 8

Here, learners are asked to develop some success criteria for what makes a successful brochure. Ask them to discuss the questions posed.

### Focus questions

- Why do people read brochures? What do they want to find out? Why?
- What attracts people to a particular brochure? Why do you think that?
- Should a brochure have images in it? Why?
- What information should a brochure contain? Why do you think that?
- What should be the main aim of a brochure? Why?
- What is the best way to achieve that aim? Why do you think so?

Thinking about the brochures they have looked at, ask learners to make a list of their success criteria and decide on the three most important.

## Screen 9

Inform learners that they are going to create a digital brochure for their community. They need to think about what to include. Some ideas are onscreen. Ask learners to consider the ideas and in groups decide on which of these to include, what other things to include, etc.

## Screen 10

As part of the planning process, ask learners to consider how they will gather the relevant information by discussing the questions posed.



### Focus questions

- Who would be useful to talk to? Why?
- Where would you find these people? How do you know?
- What online sites might be useful to access? Why do you think that?
- Where might historical and religious records be kept? Why do you think that?
- Where do people enjoy walking in the local area? Why?
- Where might you see wild plants and animals locally? How do you know?
- Where is there evidence of current and past industry locally? How do you know?
- What photographs do you already have that would be useful to show your community's personality, unique tale and vibrancy?

Ask learners to start a mind map to show their ideas.

### Screen 11

Ask learners to discuss the questions posed about working collaboratively.

#### Focus questions

- How will you split up the tasks? Why like this?
- Who will do what? Why? Who decides?
- Who will decide on the layout of the brochure? Why?
- Who will you interview? Why?

Then, to add new ideas to their mind map.

### Screen 12

Explain to learners that their school curriculum includes the Digital Competency Framework. Ask them to access the framework: [Digital Competence Framework](#) and look at Progression steps 3 and 4 of each of the elements. Then, to discuss the questions posed.

#### Focus questions

- Which of these are relevant to creating your community brochure? Why?
- How will you ensure that you take each of these elements into account when creating your brochure? Why will these steps work?
- How will you protect the rights of people who have helped you?
- How will you tackle copyright issues? Why like this?
- Which element is the most important to take into account? Why do you think that?

Then, to add new ideas to their mind map.

### Screen 13

This screen asks learners about other considerations when creating a digital brochure. Ask them to discuss the questions posed.

#### Focus questions

- People you interview might give you information and photographs. What steps will you take to protect their personal information if you include it in the brochure?
- How will you ensure you don't copy the work of others? Why would this be a problem if you did?
- How will you ensure nobody can copy what you create?

Then, to add new ideas to their mind map.

### Screen 14

Ask learners to review their success criteria for a good community brochure (brought back here from earlier). Then, to amend the criteria in light of what they have learned by changing them or adding two or three new criteria. Thinking of their success criteria, ask them to add any new ideas to their mind map.

### Screen 15

Invite learners to use their mind map to plan their community brochure. Then, to share their plan with another group, asking the group to:

- Say which parts of the plan they think will work.
- Suggest how it could be improved.

Then, to make any amendments they think are needed to improve the plan.

### Screen 16

Ask learners to create their digital community brochure.

### Screen 17

Encourage learners to share their digital community brochure and their success criteria for a good brochure with others in the class, asking them to feedback on:

- How well does the brochure meet each of the group's success criteria?
- How well does the brochure represent your community? Why?
- How well does the poster use:
  - images
  - colour
  - text?

Finally, ask learners to make amendments to their brochure to improve it.