

Literacy and Expression in the Great Outdoors



SOUTH DOWNS
NATIONAL PARK



WELCOME!

Do grab a cup of tea and settle in for a relaxing training session, full of practical ideas and activities for creative literacy and outdoor learning





The Watery Journey of Nereus Pike



Up, down and along

Laura Mugridge - Background



Running on Air

Lydia Samuel – her roles encompass different aspects of the Stanmer Restoration Project



www.brighton-hove.gov.uk/stanmer-park-restoration-project



Please visit www.brighton-hove.gov.uk/stanmer-learning
for lesson plans, family activities and outdoor learning ideas
(site author - Lydia Samuel - Education Consultant for BHCC)

Lydia's other role – Learning and Education Coordinator for One Garden Brighton



www.onegardenbrighton.com



One Garden Brighton – opening to the public from Easter 2021

Can you think of somewhere you would like to be right now? How about a beautiful Thai beach?



Image credit: Kevin McLoughlin from Pixabay

These are two of Lydia's places – where are yours?

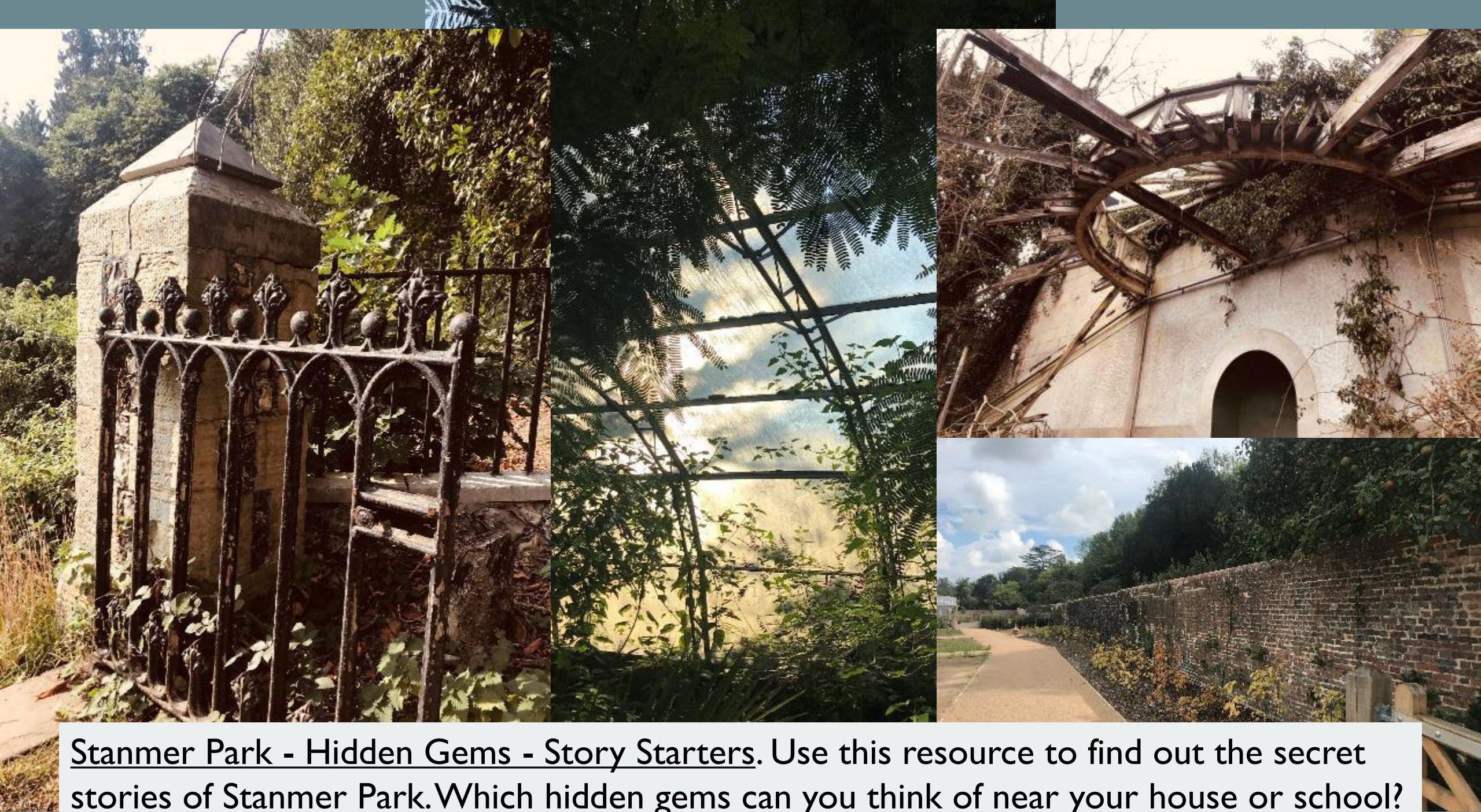


Laura's favourite
place – where
do you take
sanctuary?



Do you have a favourite local spot where you feel calm and relaxed?





Stanmer Park - Hidden Gems - Story Starters. Use this resource to find out the secret stories of Stanmer Park. Which hidden gems can you think of near your house or school?



Image credit: Low Carbon Trust



Sustainable Stanmer Resource
How can the past influence our future actions?

Watch: Our work with orchards and fruit - by the Brighton Permaculture Trust

Use: the Stanmer Orchard Sanctuary Resource with your class.



Image credit: Sheri Whiting



Figurative language

Think about weather and landscape and how it can affect the story, represent a mood, almost be its own character.

Simile - like or as – The clouds were as white as snow/the buds burst forth like eager children/a face like thunder

Metaphor – where one thing is described like another. The garden bursting into life/Raining cats and dogs/coming sown in stair-rods/he thundered down the stairs

Personification – where an inanimate object is given human qualities. Eg the wind was howling/jack frost's icy fingers/The wind whispered through the trees/The flowers danced in the breeze.







VIDEO: [Pathetic fallacy](#)- From BBC bitesize for KS3

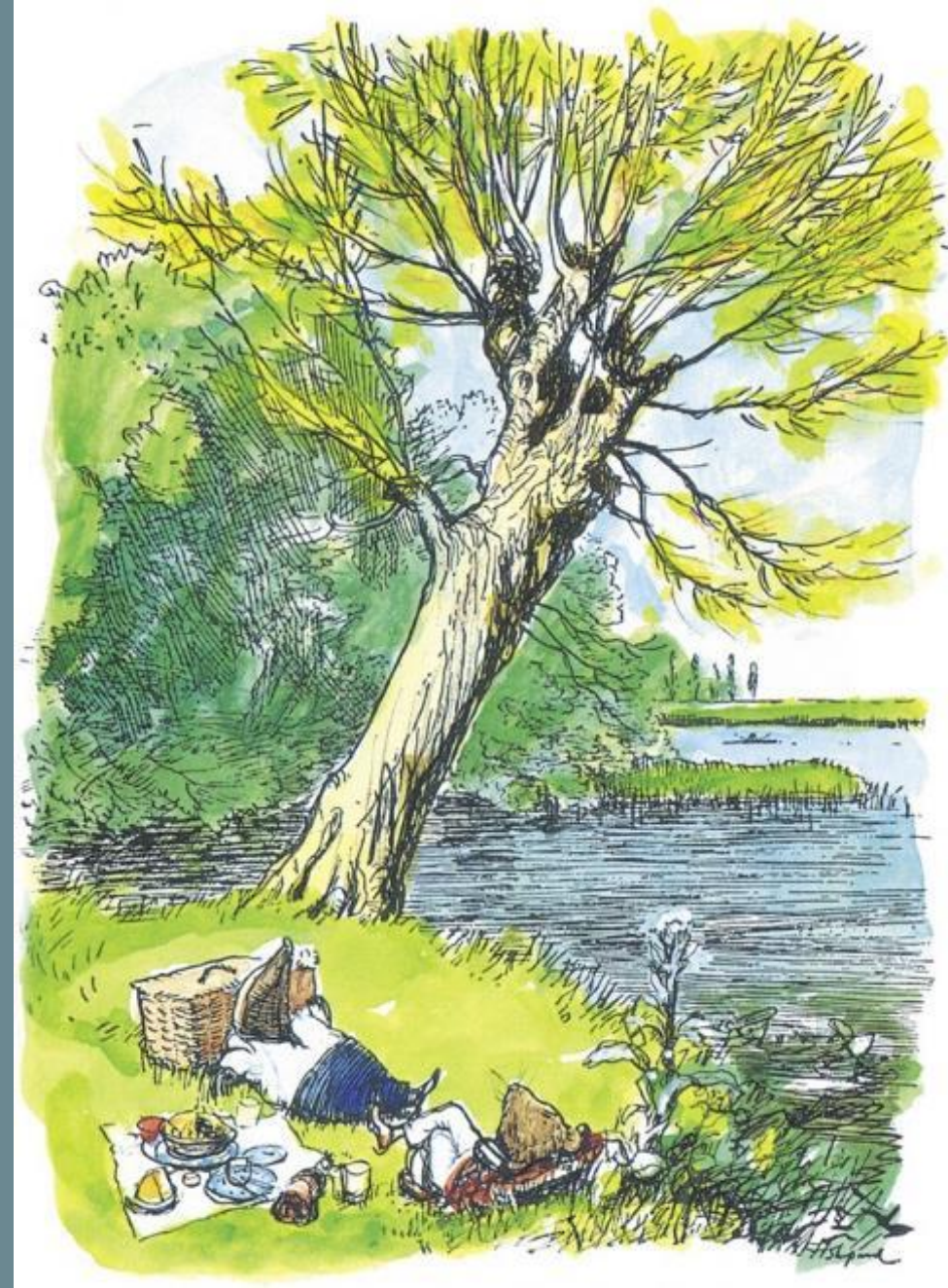
Weather and seasons

Pathetic fallacy is often used to describe the environment. The weather and season can be described with human emotions to reflect the mood of a character or create a tone.

- 'The raindrops wept around him.'
- 'A friendly sun shone down brightly on the party guests as they arrived in the garden.'
- 'The weather is miserable outside.'

Key texts

- William Wordsworth's poem *I Wandered Lonely as a Cloud* is a great example of pathetic fallacy. Wordsworth uses pathetic fallacy to suggest the clouds are '**lonely**' which reflects the speaker's own feelings of loneliness and uncertainty.
- Emily Bronte's novel *Wuthering Heights*, the main character Cathy has a decision to make between two love interests: Heathcliff and Edgar. She describes a '**violent thunderstorm**' when Heathcliff leaves Wuthering Heights. The stormy and aggressive weather reflects Cathy's inner feelings as she struggles to choose between the two men.



“Mole and Rat picnicking under a tree by the river”; coloured version of Ernest H. Shepard’s 1931 illustration for *The Wind in the Willows*, from Seth Lerer’s *The Wind in the Willows: An Annotated Edition*



Laurie Lee – As I walked out one Midsummer's morning.
This is full of figurative language. Hear Laurie Lee reading an excerpt.



[The Selfish Giant by Oscar Wilde](#) (a garden that responds to the happiness of children) – a beautiful book for children full of figurative language and images.

Key texts that showcase the use of pathetic fallacy:

- The Tempest – Shakespeare (storm)
- Midsummer Night's Dream - Shakespeare (time)
- Narnia books – CS Lewis (snow)
- As I walked out one midsummer's morning – Laurie Lee
- Watership Down – Richard Adams
- Wind in the willows – Kenneth Grahame
- The Hobbit – JRR Tolkien (The Shire)
- Tom's Midnight Garden – Philippa Pearce
- The Secret Garden – Frances Hodgson Burnett
- Fairy tales: Sleeping Beauty/Snow White/Red Riding Hood/Hansel & Gretel
- Great Expectations – Dickens (fog)
- His Dark Materials – Phillip Pullman (Oxford/Bolvingar – snowy unknown land/Armoured bears)
- Danny the Champion of the World – Roald Dahl (pheasant hunting/rural living)
- The Wizard of Earthsea - Ursula le Guin
- Swallows and Amazons – Arthur Ransome



Question: How does weather link with mood and emotion?

- Storm – drama, a twist in the plot, heightened emotions, a battle
- Mist and fog – mystery, murder, something or someone who is lost
- Summer – relaxing, calm, lazy, no cares, slow-moving, holidays
- Special days – full moon, Halloween, midsummer, solstice, Christmas, dusk/dawn, midnight (*eg Tim Burton films, Christmas films, horror films, Tom's Midnight Garden*)
- Windy days – agitation, frenetic activity, muddle
- Overcast days – boredom, dullness, waiting
- Snow – magical, otherworldly, portal to another world (*Narnia/His Dark Materials*), childlike, adventure

Question: How will your characters fit into the landscape?

You can describe characters using weather and landscape too,

eg Windswept hair, Craggy features

- Rugged
- Sunny disposition
- Walking around under a black cloud
- Snow-white hair
- Thundered her reply
- Fair weather friend
- Head in the clouds
- Under the weather



How does the difference in time and light affect your ideas? What difference would it make to the setting of a story? Images are good starting points for prompting discussion.







Key film clips to share or discuss with your class:

- Avatar clip – film (rainforest)
- Watership Down (downland/fear)
- Bambi. (Contrast with human evil/untouched forest)
- Lord of the rings. Ents – living trees/Mordor – evil volcano/the shire – safety/familiarity
- Attenborough – any nature programme
- How to train your dragon – flying through mountains
- Harry Potter (particularly Triwizard tournament/Goblet of fire/train to Hogwarts/last two chapters of Prisoner of Azkaban). Contains some very obvious environmental allusions – the Whomping Willow (an angry tree) and the Forbidden Forest. Also Slytherin house being sly, snakelike.
- Harry Potter – storm is used to describe how Voldemort is becoming strong again

How to focus in on the here
and now!



Challenge: Can you let your children guide you?

Take your class outside. Allow them to interact with the landscape, whatever the weather! This might involve:

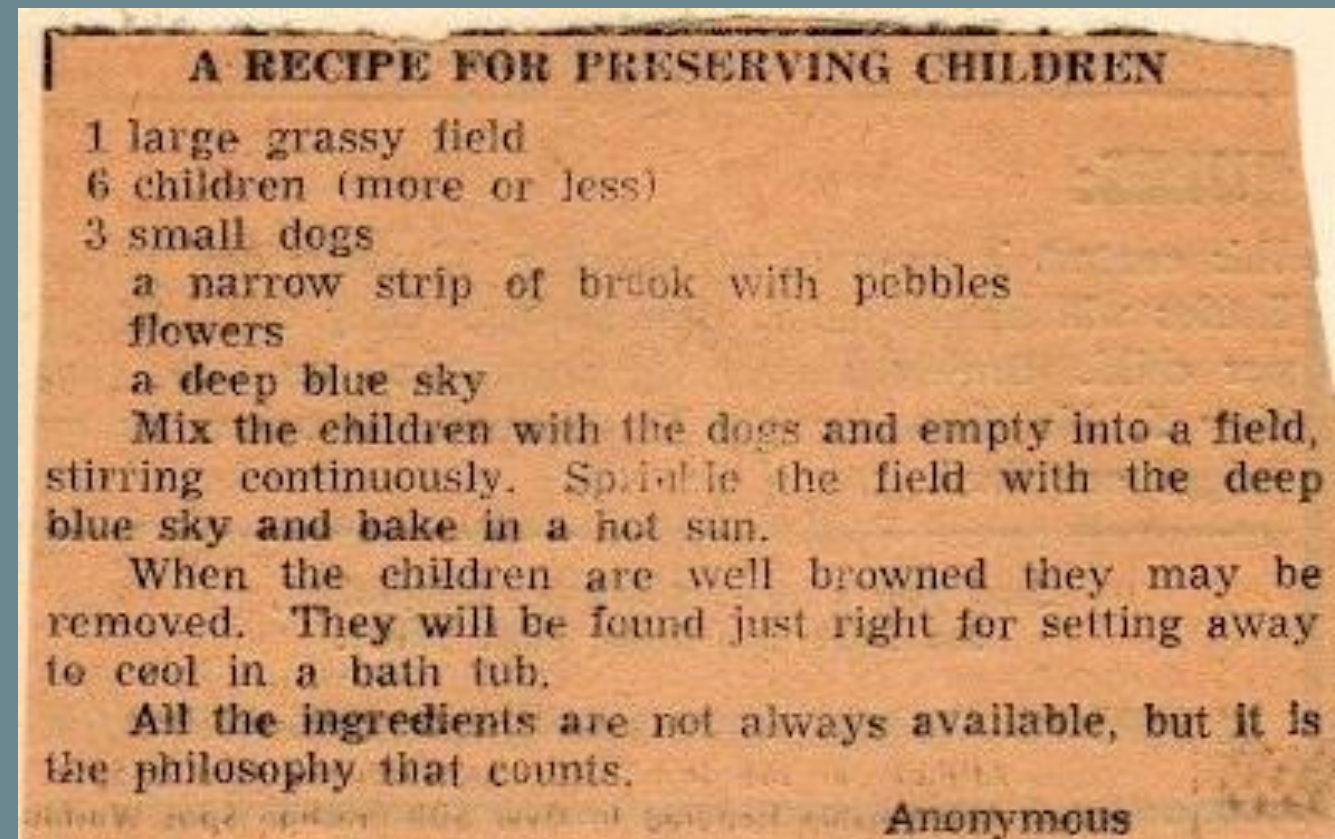
- splashing in a puddle
- walking in the rain
- smelling a flower
- feeling/smelling the wind whip up sea-spray
- listening to birdsong/waves crashing/leaves rustling
- watching a tiny insect in the grass

Or: something practical

- doing a rubbing of a leaf or some bark with paper and crayons
- Using a mirror to look at the world in a different way
- Lying on the ground and watching the clouds
- Being barefoot on grass and seeing how it feels
- Planting a seed and imagining how big it will grow
- Thinking about how a caterpillar turns into a butterfly
- Doing a journey stick
- Doing a nature colour chart

Look at an acorn – it will grow into an oak tree. Think of the history that may have happened around it!

Choose one thing as a starting point and let your story grow from there... like the seed into a tree.



Always use what is happening TODAY and NOW.

- Is the ground wet with dew?
- Is it frosty?
- Can you see a spider's web?
- Can you find an unusual leaf or a flower?
- What are the clouds like? Describe the colour of the sky?

If one child finds a treasure, share with everyone.

Always record ideas when you are there, not back in the classroom..

For everyone question, brainstorm ideas – colours, feelings, ideas of how it might be part of a story, which characters might there be?

What makes you gasp or say 'wow'? Or wrinkle your nose and think 'Yuk'? Use both in your writing!

There is no bad weather for writing stories!

Thank you to Tuppenny Barn for their inspiring CPD session which very much had this as a clear message and I think is hugely important for any aspect of outdoor learning.



Auguries of Innocence

BY WILLIAM BLAKE

To see a World in a Grain of Sand
And a Heaven in a Wild Flower
Hold Infinity in the palm of
your hand
And Eternity in an hour



POETRY WRITING

Writing poems is rather like making a special meal for someone...

1. First you have to decide what to have or what you are going to write about.
2. Next you have to collect together all the ingredients or the words and ideas. (Sometimes this takes the most time.)
3. Then you have to experiment a little and try mixing different things, or words, together in different ways.
4. Now you have to make the meal or the poem.
5. Next you have to taste all the different bits and make them as good as possible. Add salt if necessary.
6. Now it is time to serve out your meal and make it look as beautiful as you can.
7. Finally you share your meal with your friends. It will be a very special occasion and everyone will be kind and polite and happy.

from Class 4H



Gather your poem ingredients – images, words, objects or feelings...



Sometimes a tactile or sensory activity
can help spark the imagination



Share inspirational and rich poetry with your classes.
Read it out and let them savour the images and words.

To Autumn by John Keats

Season of mists and mellow fruitfulness,
Close bosom-friend of the maturing sun;
Conspiring with him how to load and bless
With fruit the vines that round the thatch-eves run;
To bend with apples the moss'd cottage-trees,
And fill all fruit with ripeness to the core;
To swell the gourd, and plump the hazel shells
With a sweet kernel; to set budding more,
And still more, later flowers for the bees,
Until they think warm days will never cease,
For summer has o'er-brimm'd their clammy cells.



The Road Not Taken

Robert Frost - 1874-1963

Two roads diverged in a yellow wood,
And sorry I could not travel both
And be one traveler, long I stood
And looked down one as far as I could
To where it bent in the undergrowth;
Then took the other, as just as fair,
And having perhaps the better claim,
Because it was grassy and wanted wear;
Though as for that the passing there
Had worn them really about the same,
And both that morning equally lay
In leaves no step had trodden black.
Oh, I kept the first for another day!
Yet knowing how way leads on to way,
I doubted if I should ever come back.
I shall be telling this with a sigh
Somewhere ages and ages hence:
Two roads diverged in a wood, and I—
I took the one less traveled by,
And that has made all the difference.



What Are Little Boys Made of?

Nursery Rhyme

What are little boys made of?

What are little boys made of?

Frogs and snails,

And puppy-dogs' tails;

That's what little boys are made of.

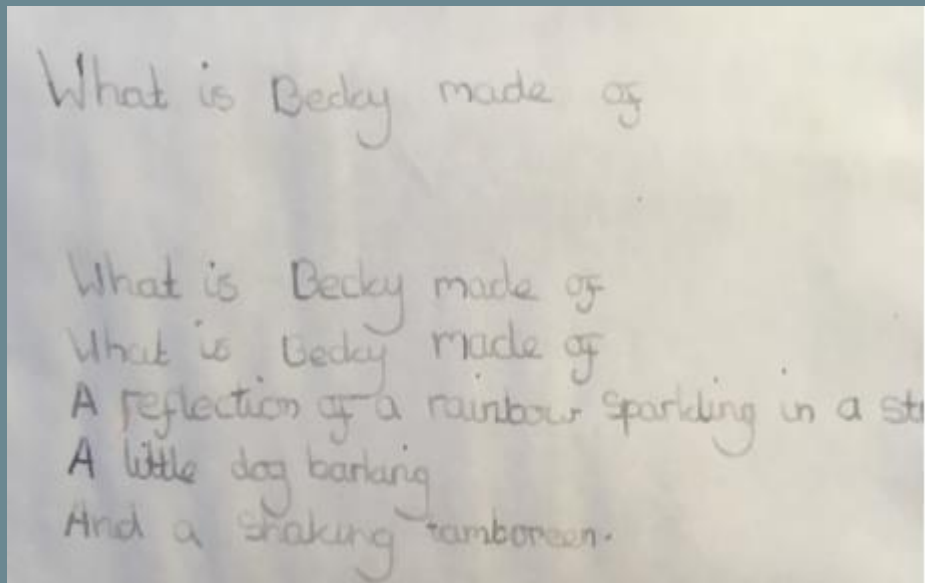
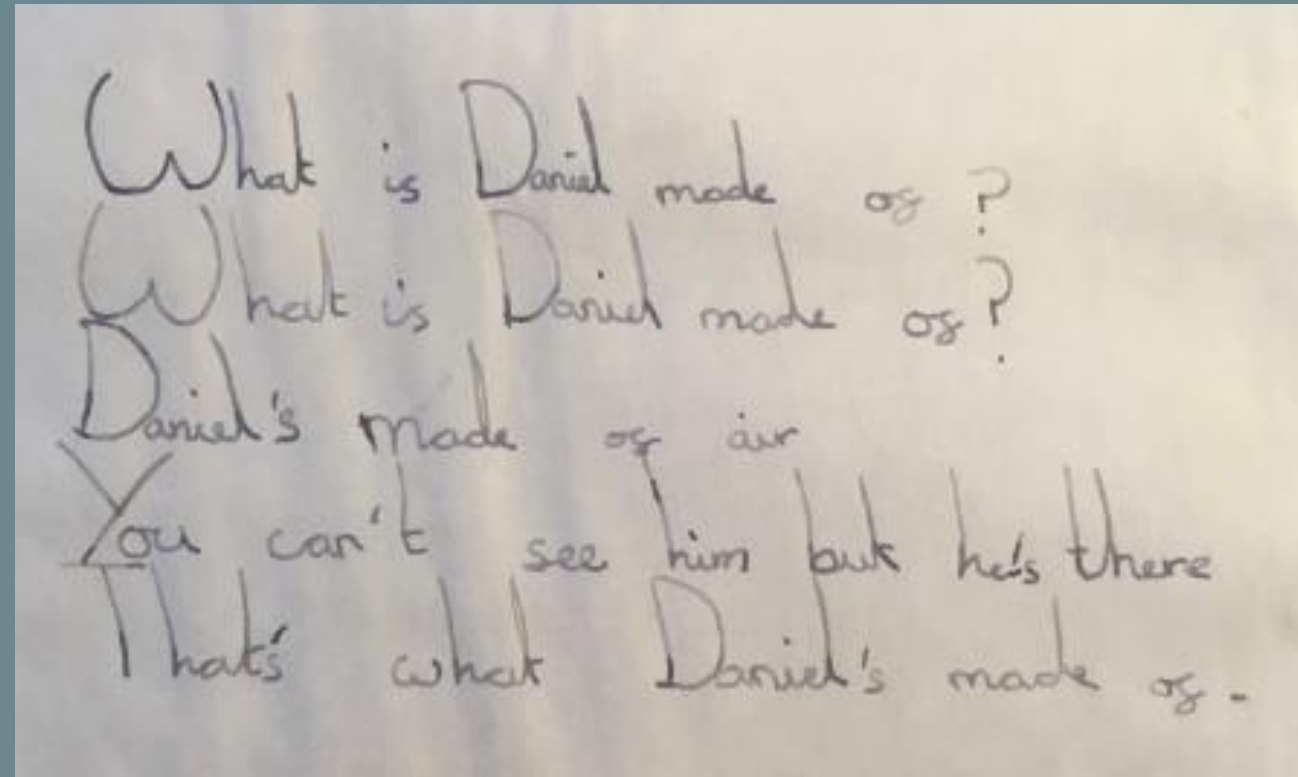
What are little girls made of?

What are little girls made of?

Sugar and spice,

And all that's nice;

That's what little girls are made of.



HELPFUL POETRY LINKS:

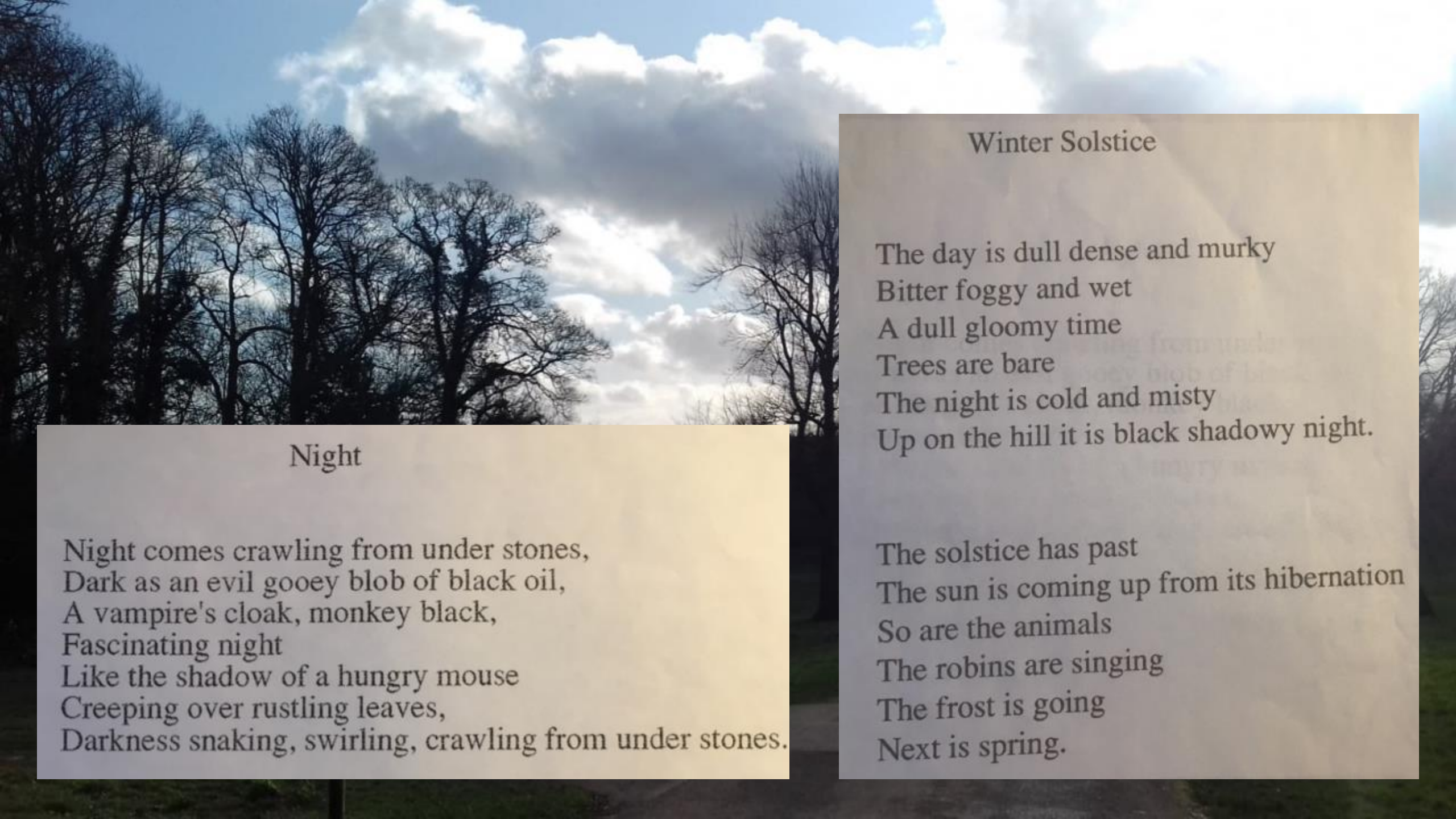
<https://www.happenstancepress.com/index.php/blog/entry/recipes-for-poems-and-poems-with-recipes-1>

<https://poetryteatime.com/blog/poetry-prompt-recipe-poem>

<https://teachersandwritersmagazine.org/recipe-poems-7304.htm>

Read: Hunker down by Malcolm Guite

Thank you to retired teacher Kerry Honnor for the wonderful poetry recipe and some of these examples and ideas.



Night

Night comes crawling from under stones,
Dark as an evil gooey blob of black oil,
A vampire's cloak, monkey black,
Fascinating night
Like the shadow of a hungry mouse
Creeping over rustling leaves,
Darkness snaking, swirling, crawling from under stones.

Winter Solstice

The day is dull dense and murky
Bitter foggy and wet
A dull gloomy time
Trees are bare
The night is cold and misty
Up on the hill it is black shadowy night.

The solstice has past
The sun is coming up from its hibernation
So are the animals
The robins are singing
The frost is going
Next is spring.

WATCH: January Murmurations - Joseph Coelho



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All other photos used are credited to Lydia Samuel and Laura Mugridge.



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