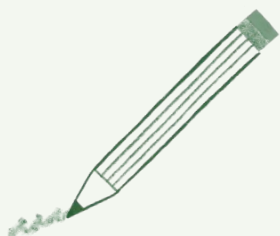




Activity Key:



Discuss



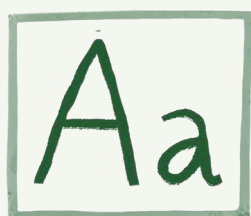
Draw



Listen



Individual



Write



Pairs



Read



Group

These resources were developed and delivered by the Voices of the Future project team in collaboration with teachers from Seymour Park Community Primary School in Old Trafford, Manchester. The resources were adjusted in response to children's engagement and feedback. They are meant to offer ideas to encourage the idea of the child as a researcher.

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Listening to What knowledge children have about trees?



Lesson Aims:

- 1 | To explore what children know about trees and identify where this knowledge comes from.
- 2 | To create different modes for communicating knowledge about trees such as verbal and written language, drawing, story-telling.

What is Nature? Look at these two photos.

1. How is nature different in these different settings?
2. What is the role of trees in these two photos?



Prompts for the Listening Exercise

In groups draw, write and talk about the following themed questions:



Theme 1 | Nature

What do you know about the natural environment?
How do you know what you know about the natural environment?
What would you like to know more about the natural environment?
What activities do you like to do outdoors?
Name natural places you've been to or would like to go to
(parks, woodlands, gardens, beaches...)

Theme 2 | Trees

Let's talk about trees.

What do you know about them?

What do you like to do around trees?

What stories/books have you read about trees?

Draw your Favourite Tree

- Draw your favourite tree
- Give it a name
- Why is your tree special?
- What questions do you have about trees?
- Is your tree real or imagined?

Theme 3 | The Future of Trees

What is the future of trees?

How many years is the 'future'?

What is the future of trees in our cities?

Will our cities become more/less green?

What can we do to make our cities greener?



Learning about trees as researchers



WALT | We Are Learning To
Explore what we know about trees.

Lesson Aims:

- 1 | To explore what children know about trees and identify where this knowledge comes from.
- 2 | To create different modes for communicating knowledge about trees such as verbal and written language, drawing, storytelling.

As a starting point, children can compare the two photos with reference to the word 'nature'. Children may draw on existing knowledge from Geography where they learn to distinguish between human (manmade: buildings, bridges, roads) and physical (natural: seas, mountains and rivers) features. It is important to explain that nature is everywhere and that we live in and with nature even in manmade landscapes.

This frames the following conversation in a way that avoids seeing nature as something external, detached from us, or far away. Rather, we live in nature, and this creates a sense of responsibility towards nature; something we can refer to as 'responsible living'.

This lesson is called a 'listening exercise' and it positions children as interviewers and interviewees: knowledge seekers and knowledge givers. There are different ways to deliver this session in groups. Children can interview each other, take notes and report back. Additionally, children can draw and jot down responses on large flip chart papers around the tables and use these sheets as a form of show and tell reporting. To make the activity more engaging, a mix of interviewing, drawing, writing, reporting and storytelling is encouraged in each one of the proposed themes.

It is important to encourage the children to think of sources of knowledge that are outside the school. Learning from parents and

family members, outdoor play with friends, a programme they watched, a game they played, a book they read, a story they heard, an outdoor experience they had. All of these are examples of the different sources of knowledge that the children bring to the discussion around these themes.

Another important dimension to this discussion is encouraging the children to think not only locally but also globally. Children can talk about places they visited, countries they heard about, trees they saw in other parts of the world, etc. By the end of this lesson, the children are expected to have developed different communicative tools to convey ideas about nature, natural environment, trees, and the future of trees. They are also expected to have practised interviewing techniques which include developing questions, generating response, and reporting back.

Activities for children to do at home

Children prepare a list of three or four questions from the questions they discussed above. They then interview a family member at home and write a few lines about what they found out.

Subject Links | Geography English Arts Science
Skills | Oracy, English, Group Working
Example from Classroom:

