

Taking Learning Outdoors

Learning experience and season	
Winter: Describing the Setting	
CfE Level: Second	
Experiences and Outcomes and associated benchmarks	
<p><u>E&Os</u></p> <p>Having explored the elements which writers use in different genres, I can use what I learn to create stories, poems and plays with an interesting and appropriate structure, interesting characters and/or settings which come to life.</p> <p>ENG 2-31a</p>	<p><u>BMs</u></p> <p>ENG 2-31a</p> <ul style="list-style-type: none"> ● Creates setting/context with some descriptive detail. ● Attempts to use figurative language (imagery) to engage the reader, for example, simile, metaphor, alliteration and onomatopoeia.
Overview of learning experience	
Pupils use their senses to explore the environment as a stimulus for describing the setting for a winter story.	
Outline of learning	
<p><u>LI/SC</u></p> <p>To describe the setting.</p> <ul style="list-style-type: none"> ● I can use my senses to gather information. ● I can describe what I see, hear and feel. ● I can use descriptive language. ● I can use figurative language. 	<p><u>Resources</u></p> <ul style="list-style-type: none"> ● Objects gathered from the environment ● Paper and pencils ● Chalk
<p><u>Description of learning experience and assessment opportunities:</u></p> <p>Begin by showing the pupils some winter images. Ask the pupils to suggest descriptive words or phrases to describe what they see. Provide the pupils with some examples of winter similes and metaphors for example:</p> <ul style="list-style-type: none"> ● As cold as ice. ● The ice sparkled like diamonds. ● The army of trees shivered in the icy breeze. ● The snowman stood guard over the house. <p>Take the pupils outside and provide them with paper and pencils or playground chalk. This activity can be done individually, in pairs or small groups.</p> <p>What can I see?</p>	

Ask the pupils to look around their environment for signs of winter and to write words or phrases to describe what they can see.

What can I hear?

Ask the pupils to choose a spot to sit silently and listen carefully to their environment. Pupils should write down words or phrases to describe what they can hear.

What can I feel?

Ask the pupils to explore or gather objects from around the environment related to winter e.g. holly leaves, snow, bare branches, the temperature or effect of the weather. Pupils should write down words or phrases to describe how the objects/environment feel.

When the pupils have completed the tasks above, ask them to choose a word from each word bank and write it on the ground. Invite the pupils to explore the words written on the ground and suggest more descriptive synonyms or additional adjectives by writing these around each word.

Pupils can now choose their favourite phrase and think of a simile or metaphor that could be used in its place, pupils could work in pairs or groups for this task. Write the similes or metaphors on the ground. Invite the pupils to explore the descriptive and figurative language written on the ground and to make notes of their favourites.

Pupils now take their notes back to class and write a detailed description of a winter setting.

Consideration of risk

Take care in wet or icy conditions.

Take care when collecting objects e.g. holly.

Taking it further – what else could you do?

Pupils use this setting as the basis for an imaginative winter story.