

Taking Learning Outdoors

Learning experience and season	
Winter: Poetry	
CfE Level: First	
Experiences and Outcomes and associated benchmarks	
<p>E&Os</p> <p>Having explored the elements which writers use in different genres, I can use what I learn to create my own stories, poems and plays with interesting structures, characters and/or settings.</p> <p>ENG 1-31a</p> <p>When listening and talking with others for different purposes, I can exchange information, experiences, explanations, ideas and opinions, and clarify points by asking questions or by asking others to say more.</p> <p>LIT 1-09a</p>	<p>BMs</p> <p>ENG 1-31a</p> <ul style="list-style-type: none">● Creates own texts, for example, stories, poems and plays, with recognisable features of genre.● Creates texts with evidence of structure.● Creates interesting characters through their feelings and actions and physical description. <p>LIT 1-09a</p> <ul style="list-style-type: none">● Selects and shares ideas/information using appropriate vocabulary in a logical order.● Selects and uses, with support, appropriate resources to engage with others, for example, objects, pictures and/or photographs.
Overview of learning experience	
Pupils use their senses to explore their environment as a stimulus for creating a winter poem.	
Outline of learning	
<p>LI/SC</p> <p>To create a poem.</p> <ul style="list-style-type: none">● I can use my senses to gather information.● I can describe what I see, hear and feel. and think.● I can use rhyme.	<p>Resources</p> <ul style="list-style-type: none">● Objects gathered from the environment● Paper and pencils● Chalk
Description of learning experience and assessment opportunities:	
<p>Begin by sharing some winter themed poems with the pupils.</p> <ul style="list-style-type: none">● Winter (Judith Nicholls)● Wintertime (Robert Louis Stevenson)	

● [Falling Snow \(Anon\)](#)

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.

What can I see?

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.

What I think?

Now ask the pupils to write words or phrases to describe what they think about winter and the emotions they feel.

Pupils can now choose their favourite words and phrases and related words that rhyme with them to create their poems. If the pupils have been working individually or in pairs, they can join to form a group for this task to share ideas. Pupils now create a short verse about winter and write this on the ground or walls using chalk. Encourage the pupils to explore each other's verses. Collect all the verses together to create a class poem about Winter.

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 could perform their poem outside for other classes.

This activity could take place away from school in a local forest for greater stimulus.