

Key Stage 2 Years 6 & 7

Eco-Warriors



focus

Children are taken on a journey from the classroom, to the local, national and global environment. They research environmental issues and understand their personal responsibility for the environment and the role they can play in sustaining it. Children are encouraged to create their own personal interpretations by responding to environmental stimuli.

The Arts

- sounds of the rainforest
- environmental masks
- environmental dance
- body painting
- vox-pops
- courtroom drama

Personal Development and Mutual Understanding

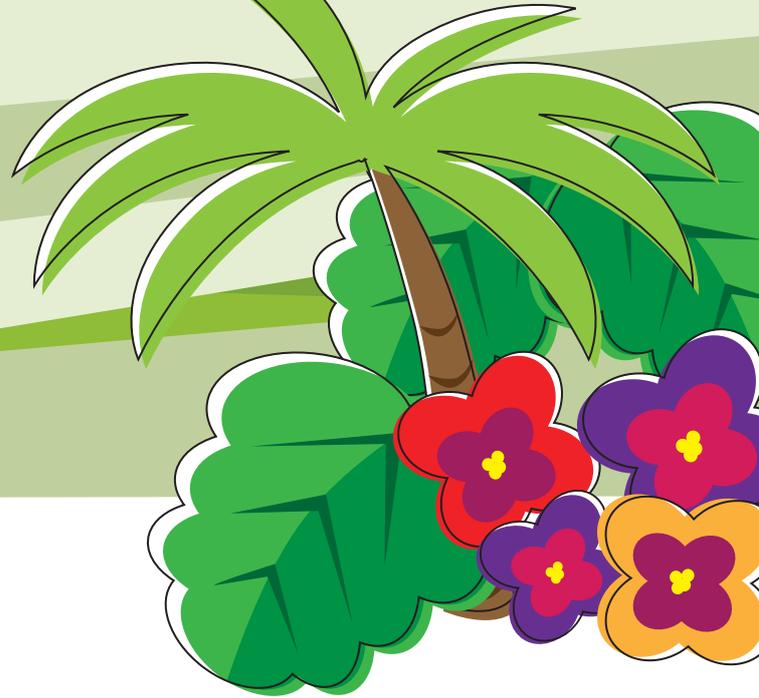
- issues and images of an eco-warrior
- environmental awareness in the local community
- using an enterprise approach

The World Around Us

- place
- interdependence
- change over time
- movement and energy

Physical Education

- range of movements
- response to music
- working effectively with a partner
- evaluating and improve performances



Contents

This ICL booklet 'Eco-Warriors' contains the following:

Suggested Learning Intentions and Activities for:

• The Arts	3
• Personal Development and Mutual Understanding	7
• The World Around Us	11
• Physical Education	15

Contribution to the Development of Skills:

• Communication	19
• Using Mathematics	19
• Using ICT	19
• Thinking Skills and Personal Capabilities	20

Suggested Resources	21
---------------------	----



focus

Children are taken on a journey from the classroom, to the local, national and global environment. They research environmental issues and understand their personal responsibility for the environment and the role they can play in sustaining it. Children are encouraged to create their own personal interpretations by responding to environmental stimuli.

The Arts

- sounds of the rainforest
- environmental masks
- environmental dance
- body painting
- vox-pops
- courtroom drama

Personal Development
and Mutual Understanding

The World Around Us

Physical Education

Going To The Zoo

Suggested Learning Intentions

- Know how to use voice and face to speak directly to camera.
- Understand how to present a logical and persuasive argument in role.
- Understand how to set up and present a drama.

Suggested Activities

Begin with a game of naming as many animals as possible around the class. Develop the idea by linking animals with the alphabet, for example, A – Antelope, B – Bear etc. Link an animal with the same letter as the first letter of your name, for example, Tom – Tiger, Molly – Monkey etc.

Think about an imaginary situation, for example, a new large public zoo is about to be built locally by a private investor. The zoo hopes to recruit, train and employ local people to work in the new enclosure and develop new breeding facilities. List the advantages and disadvantages for this development. Consider the positive arguments, such as employment for local people, investment and regeneration for the town, survival and development of animals. Also consider the negative impacts, such as cruelty to animals, safety issues for local residents, social problems with increase of visitors, housing problems with increased population, etc.

In a group, assign roles of the different people linked directly with the building of the new zoo and present a one minute 'vox pop' recorded on video camera. Develop appropriate vocal tone, accent, emphasis and facial expression for the characters you are presenting. Characters may include, an angry local resident, a wealthy developer, a town-planner, an unemployed person, a young person interested in animals, a happy shopkeeper or an animal rights protester.

As a class, take on the roles of judge, jury, barristers and witnesses for and against the zoo. Present the case for the zoo and let the jury decide whether it should go ahead.

NB:

You could repeat this activity with a different scenario, for example, the building of a waste-disposal plant, a leisure centre or a clothing factory. Roles can be rotated within the class.

Sounds Of The Rainforest

Suggested Learning Intentions

- Understand how music is used to evoke a response.
- Know the sound characteristics of some common instruments.
- Be able to use the elements of music in composition and performance.
- Be able to compose and preserve music.

Suggested Activities

Listen to the recording of sounds from a rainforest and discuss the mood and atmosphere it creates (refer to 'Music at Key Stage 2' resource pack - CCEA). Discuss, describe and identify as many sounds as possible. Listen to the extract again and identify sounds that are:

- continuous;
- heard now and then;
- clusters – lots of sounds happening at once;
- loud or quiet;
- long or short;
- high or low; and
- fast or slow.

As a class, brainstorm as many rainforest sounds as possible and describe each sound using words from the above list, for example:

- marmoset – high, short, loud, now and then;
- insects – cluster, continuous, quiet.

Individually, select a particular sound and write a description for it, for example, continuous, low, getting higher, short single sounds, getting faster, beginning to slow, getting lower, occurring now and then, silence. Listen to the sounds of different instruments in your head, before selecting an appropriate instrument to represent the sound.

Use the selected instruments to practise the sounds and record on a blank score. Form groups that incorporate many different sounds and decide on who will be timekeeper. The timekeeper maintains a steady beat by selecting and using an appropriate instrument, for example, a triangle to represent a drip of water.

As a group, listen to the timekeeper and combines the different sounds of the rainforest. Practise and record the score. Each group performs for the rest of the class. Review the effectiveness of the compositions in terms of:

- maintaining a regular pulse;
- selection of appropriate instruments;
- layering and combining sounds; and
- creating the mood and atmosphere of the rainforest.

All groups perform and record their pieces together to create a full and exciting composition.

Compare and contrast this to the original rainforest recording.

What's Behind The Mask

Suggested Learning Intentions

- Know that information can be gathered by examining works of art, design and craft.
- Know how to use drawing techniques to respond to ideas or imagination.
- Understand the difference between natural and man made materials and how they may be used.
- Understand how visual elements may be used to communicate ideas.
- Know a range of joining and strengthening techniques to help solve design problems.

Suggested Activities

Discuss special occasions such as birthdays, weddings and festivals and what we wear at these times.

Use traditional and digital sources to research and locate a variety of pictures of costumes and headwear worn by different cultures at different times and for different reasons, for example, the Aztecs, Egyptian burial masks, Hindu wedding costumes, North American Indians, Australian Aborigines and New Zealand Maori. Discuss what these people are trying to communicate through these costumes and how they are feeling. Identify interesting effects of colour, shape and form. Compare and contrast:

- how ideas are represented in different forms;
- how shape, colour and texture are organised in different ways; and
- how materials and techniques have been matched to ideas and intentions.

Research the costumes, festivals, habitat, environment and lifestyle of the inhabitants of a particular rainforest, for example, the Yamomami and Caiapo of the Amazon and the Huli Wigmen in Papua New Guinea. Use the research to write reports on your chosen area. Visit the Ulster American Folk Park and participate in native American activities to find out about their attitudes to the environment.

In groups, decide on a particular event, such as a wedding, a death, a hunting expedition or deforestation. Design a costume with a headdress and/or decorative body art to represent the event chosen. Discuss what you are trying to communicate and decide what environmental material is available, for example, bones, feathers, vegetation, colours and dyes. Select suitable materials to represent the event, for example:

- leaves, twigs, flowers and grasses;
- fabrics and yarns; and/or
- packets, papers, bags and bottles.

Mix colours to create a palette of rainforest colours. Label and colour the sketch using these colours.

Now plan and create the costume or headdress in a 3-D form noting joining, strengthening and construction techniques. Compare the ideas, methods and approaches at regular intervals, discussing problems and solutions so that work can be adapted if necessary.

Reflect on the finished product and discuss:

- the ideas and meanings conveyed;
- the materials and techniques used; and
- how the work fits the event being portrayed.

Take digital images of each other wearing the headwear and costumes, and use these in a display (using Slideshow, Textease or PowerPoint if appropriate). Wearing the costume, headdress and decorative body art, listen to the recorded music of the rainforest. In small groups, plan and perform a short dance, for example, a dance to save the trees. In assembly, perform the rainforest music and dances wearing the costumes, headdresses and body art.



focus

Children are taken on a journey from the classroom, to the local, national and global environment. They research environmental issues and understand their personal responsibility for the environment and the role they can play in sustaining it. Children are encouraged to create their own personal interpretations by responding to environmental stimuli.

Personal Development and Mutual Understanding

- issues and images of an eco-warrior
- environmental awareness in the local community
- using an enterprise approach

The Arts

The World Around Us

Physical Education

Do We Belong To An Eco-Friendly Community?

Suggested Learning Intentions

- Recognise the positive and negative environmental elements in the community.
- Express personal opinions.

Suggested Activities

Compare and contrast the setting of stories, for example, *Watership Down*, *Charlotte's Web*, *Charlie and the Chocolate Factory*.

Focus on some of the things that you are not happy about in the local area, for example, lack of play space, or dangerous places. Discuss some of the positive elements of the local area.

Use a range of media to illustrate what an eco-friendly community and an eco-unfriendly community might look like (include elements of the local community). Display, present and discuss the work. Consider your own and others' contributions, and suggest improvements where necessary.

Class debate: Is our community eco-friendly or eco-unfriendly?

Issues, Images And Emotions

Suggested Learning Intentions

- Recognise unfair treatment and stereotyping in the media.
- Become aware of how the media influences our perceptions.
- Know how to use some broadcasting production techniques.

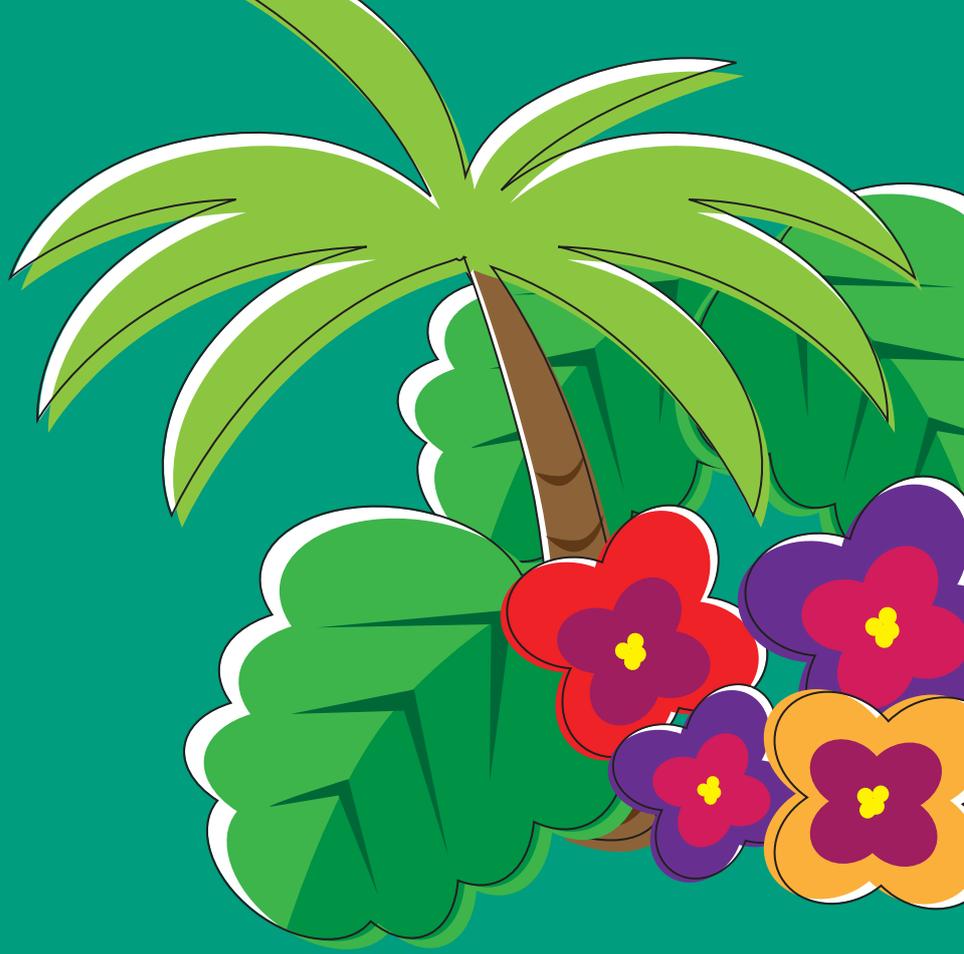
Suggested Activities

Suggest words or ideas about what the term eco-warrior means. Organise the words and ideas into a number of categories, for example, issues, images and emotions. Identify the type of emotions the term eco-warrior evokes.

Discuss the way in which eco-warriors are depicted and the effect this has on how we view them. Explore the role of newspapers and other media in putting forward opinions and viewpoints about eco-warriors. Visit the websites of newspapers to establish the quantity and type of coverage on the subject. Analyse this information and discuss whether or not eco-warriors are portrayed fairly.

Would you like to be an eco-warrior. Why/why not?

Plan and present a debate or a role-play scenario showing different sides of the same ecological story or issue, using audio-visual resources if appropriate. Use an online debating or message board facility such as Grid Club to further discuss these issues.



focus

Children are taken on a journey from the classroom, to the local, national and global environment. They research environmental issues and understand their personal responsibility for the environment and the role they can play in sustaining it. Children are encouraged to create their own personal interpretations by responding to environmental stimuli.

The World Around Us

- place
- interdependence
- change over time
- movement and energy

The Arts

Personal Development and Mutual Understanding

Physical Education

Global Neighbours

Suggested Learning Intentions

- Know the features and variations of a range of places in our world.
- Understand the interdependence within the natural world.
- Understand the impact that people can have on our world.
- Know ways in which place influences life.
- Know why some things remain constant with little or no change.

Suggested Activities

Explore the software package 'Crystal Rainforest' and solve the problems encountered. Using ICT, record progress in the adventure in a diary format. Discuss as a class what has been encountered throughout the adventure.

Use 'Encarta World Atlas' or a website such as Grid Club to locate a number of rainforests. Research the rainforests' location, climatic and physical features. Select an aspect of the climate and compare it with the local climate. Design a method of recording and presenting these observations in graphical form. Create simple scale drawings to compare and contrast the average tree height in the rainforest to tree height at home.

Find out about creatures of the rainforest. In small groups, create a fact file for a chosen creature. Gather, record and present information using ICT software such as 'Numberbox 2'. Explore examples of the inter-relationships between all forms of life in the rainforest using ICT software, such as, Stagecast Creator.

Contrast human life in the different rainforests, for example, Yanomami (Amazon), Caiapo (Amazon) and Huli Wigmen (Papua New Guinea). Consider whether life has changed for any of the tribes over the years. Collect, read and respond to tribal myths.

Discuss the issue of deforestation of the rainforests and how this affects us. Visit the website of the organisation 'Survival' and find out about their latest campaigns. Write to or email the organisation with your views and comments.

Consider our responsibility to the world environment, for example, by surveying our use of paper and examining different recycled paper products. Carry out investigations to find out about absorbency, strength and durability of recycled paper products compared to similar non-recycled products. Experiment by making recycled paper. Consider ways to make a difference locally, for example, reuse paper products for model making, make recycled wrapping paper or set up a paper recycling initiative in the school. Consider the possibility of a trading enterprise project by producing recycled paper products, and highlight the concepts of earning, budgeting and personal finance.

How Can We Improve Our World?

Suggested Learning Intentions

- Understand the effects of renewable energy.
- Understand the consequences of global environmental issues.

Suggested Activities

Research renewable and non-renewable energy sources and discuss the pros and cons of their use. Design and make a model that uses a renewable energy source, such as, a water wheel or a land yacht. Participate in the 'Living Lightly' trail at the Ulster American Folk Park.

Explore an environmental issue appropriate to the location of the school, for example, the erection of a phone mast or wind turbine or the building of new roads or housing. Create, use and evaluate a data collection sheet to interview local residents about their views. Summarise the views for and against an eco-issue and use a presentation software package such as Slideshow or PowerPoint to present it to the rest of the school, parents or local council, or join in a debate within Grid Club.

Choose a current world environmental issue to research as a class, such as, global warming, melting of ice caps, pollution, destruction of the ozone layer and rainforests and the importance of conserving non-renewable resources.

How Can We Improve The Environment Within Our School?

Suggested Learning Intentions

- Know the ways in which we use energy.
- Understand our responsibility to contribute to the conservation of the environment.

Suggested Activities

Discuss ideas about energy, where we get our energy, sources of energy used at home and in school and think about how we use energy. Investigate energy usage in school, for example, oil usage, electricity meter readings and water usage, exploring the appreciating place value. Using ICT software such as Numberbox 2, record and present readings over a period of a week and carry out a survey of the school building, highlighting areas where energy is being wasted.

Research ways in which energy can be saved, including how other schools and countries have creatively conserved energy and become more eco-friendly. Find out about the eco-schools initiative and generate ideas on how energy may be saved in school. Decide on an action plan to improve the school environment, for example, consider the possibility of a recycling project.

Use ICT software such as Spider to design, create and publish web pages to highlight eco-issues and provide opportunities for feedback.



focus

Children are taken on a journey from the classroom, to the local, national and global environment. They research environmental issues and understand their personal responsibility for the environment and the role they can play in sustaining it. Children are encouraged to create their own personal interpretations by responding to environmental stimuli.

Physical Education

- range of movements
- response to music
- working effectively with a partner
- evaluating and improve performances

The Arts

Personal Development and Mutual Understanding

The World Around Us

Jungle Animals

Suggested Learning Intentions

- Know how to explore and refine a variety of body actions and movements.
- Be able to perform a range of movements and short sequences on their own and with a partner.
- Know how to use a range of small and large apparatus effectively and safely.

Suggested Activities

Use the theme of flight and flow of jungle animals as a stimulus for developing and practising a range of movements, first on the floor, then using different types of apparatus. Create and perform a short sequence of movement to develop body awareness, varying speed, shape and direction.

Work in small groups and appoint a group leader. The leader pretends to be an animal from the rainforest and copy their actions as you move all over the hall. Change over the leader as appropriate. Use a range of movements, from small, quick animal shapes to large, wide and slow animal shapes. Change the pace of the movement and the shape of animal.

Listening to songs from Walt Disney's Jungle Book, create movements that express the song or animal. Suggested songs: 'I wanna be like you' (the monkey song), 'Bare Necessities', 'Colonel Hatchi March' (Elephant Song).

The Rainforest Dance

Suggested Learning Intentions

- Respond to music with increased control, co-ordination and poise, using a variety of actions and gestures.
- Know how to structure a simple dance.
- Know how to evaluate and improve the movements of themselves and others.

Suggested Activities

After completing the Sounds of the Rainforest activities within the Arts section, discuss the types of movements that might be related to the sounds from a rainforest. Look at pictures of animals that live in the rainforests. As a class, discuss, identify and describe as many movements as possible, for example:

- marmoset – moving now and then;
- insects – quiet, quick movements;
- animals – changing levels, speeds and directions;
- trees – moving with the wind or rain or being cut down.

Can you move like one of the animals? Think of its shape, does it move slowly or quickly? Is your animal large or small? Can you join some movements together to show contrasting levels, shapes and speeds?

Use exotic or animal music as a stimulus for movement during the PE lesson. Explore, select and practice bird and animal movements, for example, travel in giant steps or small and quick steps and hover like huge birds. Create a contrasting movement phrase, demonstrate it to others and discuss how to improve it.

In pairs, create and practise a small sequence that demonstrates the movements of animals and plant life in the rainforest. Think about the variety of body actions, showing clear changes of speeds, levels and directions. Ensure the dance has a beginning, middle and end.

Demonstrate the dance to others and ask them to explain what they like about some of the dances. Can they describe the differences in the movements of some of the animals and plant life? Why did they enjoy particular movements? How could they improve on their performances?

NB:

Track 8 from Music at Key Stage 2 CD-ROM (CCEA) may be useful for exploring bird and animal movements.

Contribution to the Development of Skills

Throughout the areas within this ICL there are opportunities to provide experiences which help to develop the skills of Communication, Using Mathematics, Using ICT and Thinking Skills and Personal Capabilities.

Communication

- Use a wide range of sources to locate and make use of relevant information.
- Organise and structure work independently.
- Begin to make inferences and draw conclusions.
- Explain and justify opinions.
- Be aware of different types, structures and features of texts.
- Talk for different purposes using a widening vocabulary.
- Structure and sequence talk to take account of audience.
- Check work for accuracy and redraft to improve meaning.

Using Mathematics

- Within purposeful contexts identify, collect and record data.
- Find information from a range of graphs and diagrams and draw conclusions.
- Design and use a decision tree to sort or identify a group of objects.
- Use vocabulary associated with probability.
- Measure, using correct notation and read scales with an appropriate degree of accuracy.
- Know how to use the 8 points of the compass.
- Plot points in the first quadrant.
- Understand budgeting and spending.
- Use the 4 number operations to solve problems.

Using ICT

- Research, select, edit, organise and present information/assets using a range of digital sources.
- Process found or self-produced assets, including text, number, sound, still or moving images, and combine these to create, present and communicate their work, showing an awareness of audience and purpose.
- Communicate and develop ideas by creating and editing text onscreen, combining this with appropriate selected images and/or sound.
- Use contemporary digital methods to communicate, share and exchange information with peers.

Thinking Skills and Personal Capabilities

Managing Information: Asking deeper and wider questions to clarify the task, to plan and to set goals. Having a sense of audience and purpose. Developing methods for collating and recording information and monitoring progress on a task.

Thinking, Problem-Solving and Decision-Making: Identifying patterns and relationships. Explaining and justifying methods, opinions and conclusions. Making and testing predictions, and linking possible causes and effects. Discriminating between fact and opinion. Understanding more than one point of view. Examining options and weighing up pros and cons. Trying alternative solutions and approaches.

Being Creative: Experimenting in a playful way. Seeking out problems and challenging the routine method. Seeing opportunities in mistakes and failures. Building on own and others' ideas and experiences, using all the senses. Experimenting with different designs, actions and outcomes. Valuing other people's ideas.

Working with Others: Becoming independent. Understanding and responding to feedback. Taking responsibility for tasks and roles in groups. Working to reach agreements and beginning to manage disagreements.

Self Management: Becoming self-directed by working on own. Working towards personal targets. Evaluating what they are learning and comparing their approaches with others. Identifying how their learning might be the same/different in different contexts.

Suggested Resources Eco Warriors

Digital Resources	
ICT Software	Suggested Websites
Crystal Rainforest 2000, Sherston Software Ltd.	Ask for Kids – search engine www.ajkids.com
Designmer or Colour Magic	BBC Northern Ireland Learning www.bbc.co.uk/ni/learning
Encarta World Atlas	Canterbury Environmental Education Centre http://www.naturegrid.org.uk/
Fresco	Eco-Schools http://www.eco-schools.org.uk
Information Workshop,	ENCAMS – Keep Britain Tidy campaign www.encams.org/northernireland/index.asp
Interfact: Rainforests	Enchanted Learning – All About Rainforests www.enchantedlearning.com/subjects/rainforests
Numberbox 2	Environment and Sustainable Development http://education.staffordshire.gov.uk/Curriculum/Subjectareas/esd/
Number Magic	E-Teach – excellent website for teachers with useful links to children’s websites. www.eteach.com/resources/index.asp
Paw Prints	Friends of the Earth www.foe.co.uk
Publisher	Garbage – How can my community reduce waste? www.learner.org/exhibits/garbage/
Slideshow, Textease or Powerpoint	Grid Club www.gridclub.com
Spider	Museums and Galleries Northern Ireland www.magni.org.uk
Stagecast Creator, Stagecast Software Inc	Natural Geographic www.naturalgeographic.com
The Egyptians	
Young Writers’ Workshop	

Digital Resources continued	
ICT Software	Suggested Websites
	<p>Passport to the Rainforest www.passporttoknowledge.com/rainforest</p> <p>RSPB http://www.rspb.org.uk/repb.asp Latest research by the RSPB</p> <p>The Ark – Cultural Centre for Children www.ark.ie</p> <p>The Contemporary Music Centre Ireland www.cmc.ie</p> <p>Youth Sport Trust – search for TOP Dance www.youthsporttrust.org</p>
Traditional Resources	
Books/ Teaching Materials	Audio/Visual (Media Texts)
<p>Adventures Into Deepest Borneo (The Reader’s Digest Association Limited:1994)</p> <p>Children Just Like Me Annabel Kindersley and Barnabas Kindersley (Dorling Kindersley:1995) ISBN: 0751353272</p> <p>Closer look at the Rainforest Selina Woods (Copper Beech: 1997) ISBN: 0761305467</p> <p>Creative Textiles in the Primary School NEELB (Page 27)</p> <p>Explore Music through Geography David Wheway & Shelagh Thomson (Oxford University Press:1993) ISBN: 0193218720</p> <p>Listening to Music Elements Age 7+, Recordings of Music from Different Times and Places with Activities for Listening, Performing and Composing Helen McGregor (A&C Black:1996) ISBN: 0713644559</p> <p>Music at Key Stage 2 CCEA (1999) ISBN 1858851947</p>	<p>BBC Radio, Today and Yesterday, The World Around Us: ‘The Way We Live’ – Eco-Warrior Summer 2004 (cassette order code 040361) Teacher’s notes and interactive material available on the today and yesterday website.</p> <p>BBC Television, ‘The World Around Us – Geography’ Autumn 2003</p> <p>Music at Key Stage 2 CD-ROM –Track 8 (CCEA)</p> <p>Jungle Book film and cd – Disney</p> <p>4Learning Education for Sustainable Development video ‘planet.com’ order code: 254278 (see websites)</p> <p>4Learning Sci-Tech NI Programme 4 ‘Natural Forces’ order code: 400062 (see websites)</p>

Traditional Resources continued

Books/ Teaching Materials	Audio/Visual (Media Texts)
<p>People in the Rainforest Saviour Pirotta (Hodder Wayland:1998) ISBN: 0750221976</p> <p>Primary School Gymnastics: A Teaching Manual: KS2 Val Sabin, (Val Sabin Publications:2002) ISBN: 1897651392</p>	

Organisations

Useful Contacts	Places to Visit
<p>Friends of the Earth</p> <p>World Wildlife Federation</p>	<p>ECOS Millennium Environmental Centre Kernohans Lane Ballymena Antrim BT43 7QA 028 2566 4400</p> <p>Ulster American Folk Park 2 Mellon road Omagh BT78 5QY 028 8225 6320</p> <p>Ulster Museum Botanic Gardens Belfast BT9 6TS 028 9038 3030</p>

Please note that the above resources are those that have been recommended by teachers who have contributed to the development of this ICL. At the time of printing, the suggested websites were live.

