

wild learning

tired, dirty, happy children

Sample session plan – Early Years

Story making and telling

A half-day session using the natural environment with story stones to encourage communication and teamwork, and to build confidence and experience in imagination, story-telling and speaking in public. This session works well with ages from Early Years up to Year 2, and is an effective reinforcement to literacy work in the classroom.

9.30 Arrival and introductions

How to respect the woods and stay safe:

- 1-2-3 recall drill, plus hide & recall game
- No stick, no pick, no lick briefing
- Dog drill and role play

Explain that our friend the magic Fox has got lost in the woods because he wandered off without his grown up. Ask the children to look out for him. This reinforces the lesson of staying together and gives the children a reason to be looking at the trees.



10.00 Walking to camp site

Stop to talk about prickly/stingy plants en route, with examples. Discuss how some plants are dangerous, and how some are useful to us or to other animals (e.g. nettles for butterflies, as well as for soup, tea and string, food and lots of other uses).

10.15 Drink and snack break

Introducing the day's topic/theme/activities: story making and telling

Tell a story to the children – for younger age groups we suggest either *The Dragon of Dragon Hill*, *Farmer Gringle's Boggart* or *The Three Little Pigs and the Ogre*, depending on where the group is in the woods.

The tradition of oral storytelling has been largely lost from our culture, but all ages of children respond very well to listening to a story as a group. This is a good opportunity for a snack, and a great introduction to listening and comprehension skills, as well as a social event.

Listening to a story always provides much food for thought and discussion, and is a good hook for introducing children to the other side of story-telling: making and telling a story.



10.45 Activity: make and tell a story

At some point on the journey to camp the leaders will 'find' Foxy, and as well as thanking the children for finding him he will tell them that the magic story stones have been stolen by the forest goblins, who have used all their story magic up(!). The goblins have left the empty magic stones scattered on the floor. Can the children find the magic stones and bring them all back together, then put the magic back in them by telling stories with the stones?

One of the leaders will have seeded our camp area with the 'lost' story stones so the children have to take part in a treasure hunt to find a lost stone each. Once everyone has a stone, we split into small groups of 4-5 children plus an adult, and use the pictures drawn on our stones to make and tell our own stories.



After each group has told stories with their stones, they leave the stones on the ground and move to take over another group's stones, for more story-telling, until everyone has had a chance to use all the stones. School staff and leaders can help by starting stories, or adding new characters as the children develop their story-telling skills.

Skills developed:

- Taking turns and sharing
- Using imagination
- Building on what has gone before
- Understanding narrative structure and point of view
- Talking to others

12.15 Walk back from camp; discuss what we did and learnt today

12.30 Goodbye and see you next time!



For more information about our schools work, or to book a session, please call 01483 424 400 or email schools@wild-learning.net