

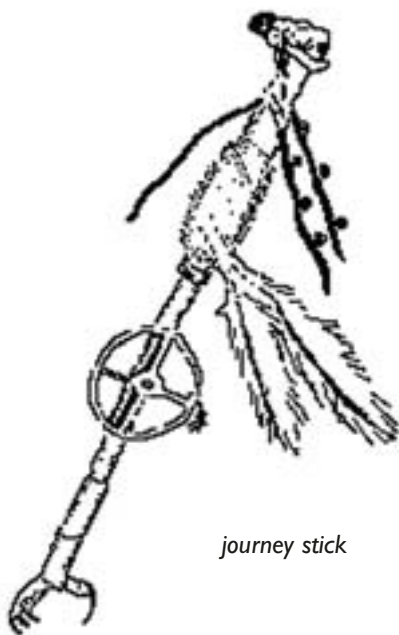
Teacher notes

Hedgerow journey board

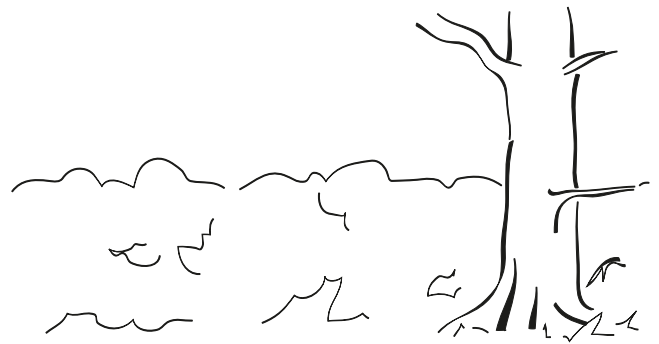
Two ideas taken from Australian Aboriginal culture combine to create this imaginative resource.

Journey sticks

When Australian Aboriginals went on their journeys they collected things and tied them to a stick in chronological order. After a long time they finally returned to their people. Referring to the objects attached to their stick, they were able to remember their journey and recount the stories. This formed a verbal map which described the journey to someone who wasn't there. It was a very personal way of recording their journey and unlike a map, there was no right or wrong way. In the lesson plan on the next sheet it is important to emphasise that it is each child's individual view of the journey that is being recorded.

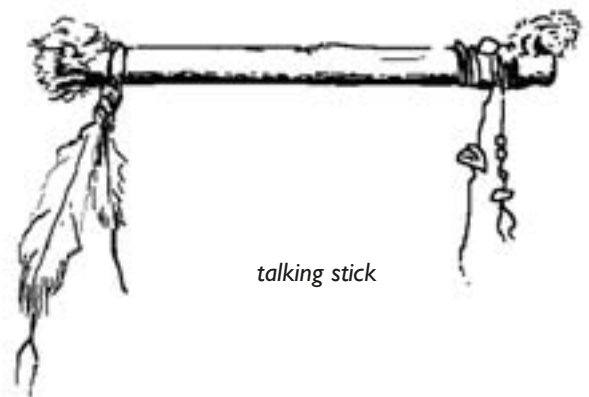


journey stick



Talking sticks

Australian Aboriginals used talking sticks as a means of ensuring just and impartial council meetings. According to tradition, he who holds the Talking Stick has the power of words. Only that person can speak whilst others remain silent and listen. Usually a speech was prepared before the meeting so as not to take up too much time and bore the spirits!



talking stick

Teacher lesson idea

Hedgerow journey board

You will need:

Strips of card approx 30cm x 5cm with double-sided tape stuck to the top and bottom of one side

Stop watch

Identification charts

The following website provides downloadable information sheets to help with woodland identification:

www.naturegrid.org.uk/woodland/woodexplore

- Children find a partner, take and label one 'journey board' for each pair.
- Tell them that they will be talking about their finds when they get back so they need to remember where and when they found each object. They mustn't collect more than they can remember facts for.
- Ask them to stick on the samples in the order in which they collect them.
- Encourage children to limit the size of each collected object and not to stick live minibeasts on to the tape!
- Set the pairs off in different directions to increase the variety of samples gathered but ensure they remain in view.
- Give the children 20-30mins for their journey, agreeing how they will know when to return.
- On return to base, provide identification sources for children of common hedgerow flora and fauna.
- Encourage children to select three items from

their collection and plan what to say about them.

- Allocate approximately 15mins for the children to plan what they are going to say.
- Form a circle and share journeys based on the talking stick principles. They should talk about the objects in the order they appear on their journey board.
- Tell the children not to pick up their board until it is their turn to speak.
- Each child is only allowed to talk when they are holding their journey board. Allocate one minute of speaking time to each child (it is worth using a stop watch if the class is large).
- Encourage them to vary their language to avoid repetition of 'and then'. Suggest: 'at the beginning', 'next to the river', 'half way round' etc.

Differentiation:

Give more able children a free choice of how many objects they talk about within the time set. Limit less able children to one object from the beginning of their walk, one from the middle and one from the end.

