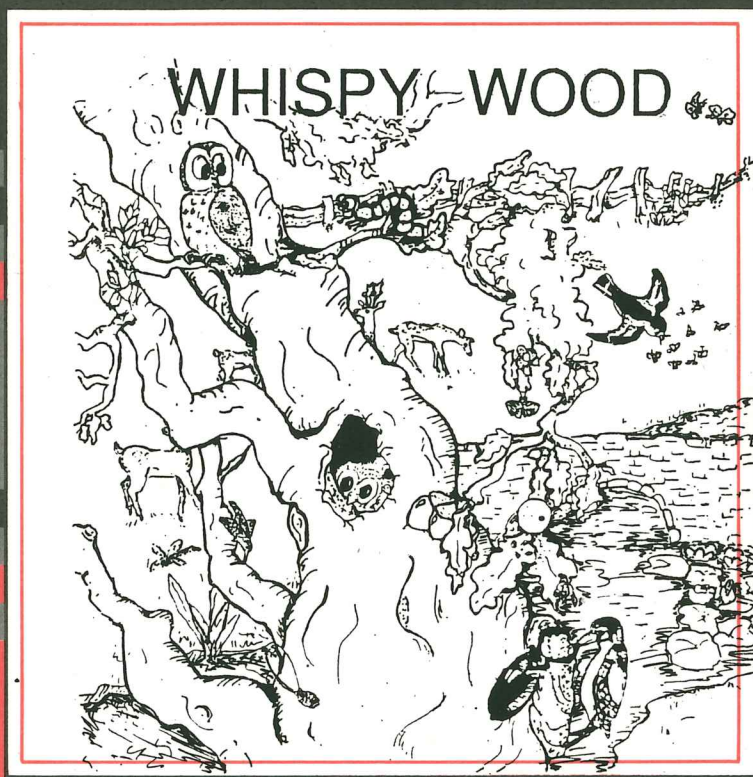


RESOURCE



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WHISPY WOOD

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Program Notes

The program is in two parts; in both parts of the program the child is asked to assume the role of a caterpillar.

Whispy Wood Part 1: Explore Whispy Wood

In part one the wood may be explored without coming to any harm. This exploration is achieved simply by pressing N,S,E or W to indicate the desired direction of movement.

The caterpillar (Munche) is very dependent on its senses to protect it from harm. When we were small we discovered what would or would not harm us in the "world" through using our senses. If we were cast away on an uninhabited island we would have to rely very heavily on our senses to warn us of danger. There are many interesting small activities which the children can do when thinking of this point; "feely-boxes", "smelly-bottles" and tasting foods when blind-folded are only a few.

By pressing <TAB> the Teacher's Options page is shown and six choices are presented:

1. Compass directions only (to enable rapid mapping)
2. Full description of locations with answers are not expected to be input but marked on the map and checked with option 3.
3. Full description of locations with flora and fauna identified.
4. No description, flora and fauna identified (rapid marking sheet)
5. Exit to Test of Fellowship.
6. Limit the size of the wood. Minimum 30 locations, maximum 54. Note if you are in location 46- you will not be able to limit to <46 so this is best done at the beginning of the program.

By pressing <SHIFT> * you can see which locations you have visited and elect to Jump to somewhere else.

NOTE

This page can only be reached from the main program, it is not a Menu option.

Whispy Wood Part 2: The Test of Fellowship

When this part of the program is selected Munchie may be attacked by any of the predators or other dangers that lurk in the wood. He must remember to think like a caterpillar, and that he is only 4 cm long. There are five levels of test; the higher the number the harder the test, so in level 5 he may be attacked by all the dangers, but in level 1 only some of the dangers would harm him.

Pressing I <RETURN> at any of the locations will present a list of the available commands:

CLIMB DIG STILL WRIGGLE EAT SNIFF LISTEN HIDE BRISTLE SCREAM N S E
W GOODBYE

The direction letters enable movement about the locations as in the previous part of the program.

GOODBYE allows the child to leave the program at any location. If RUN <RETURN> is typed, the program will re-start for another group at the same level of difficulty.

Background Information to Whispy Wood

Obviously the best way to find out about woodland life is to visit a wood and observe at first hand, and children will derive most value from "Whispy Wood" if they are able to do so. There are problems to this, however, in that the children will need to spend sufficient time standing still in order to allow the appearance of wildlife, which may have been disturbed by their arrival. This may be rather time-consuming at first, but if the children are able to make a series of visits to the wood, they will come to appreciate the need to be quiet and less time will be wasted.

It would be interesting to see what the children observe on different visits. Some things will only be seen at certain times of the year, while others will always be there, but change their appearance depending upon the seasons. It would also be interesting to compare the flora and fauna of other types of woodland to those found in "Whispy Wood".

If it is not possible to visit a wood it would be advisable to provide the children with as wide a range of reference books as possible. The Schools Section of the County, City or Borough Library or Museum Service may allow the borrowing of books, specimens, slides, sound effects records, etc. on extended loan to supplement those in school.

The following sections indicate some of the flora and fauna mentioned in the program.

The Inhabitants of Whispy Wood

The children may need a variety of reference books to help them when they are exploring the wood. This list indicates some, but not all, of the plants and animals they will encounter in the wood.

Trees

"Whispy Wood" is mainly deciduous with the occasional larch. Information will be needed about tree silhouettes, leaves, branches, catkins, bark, etc. as well as where the trees are likely to be found e.g. near water, and the creatures which find their food or make their nests in the trees. Information will also be needed about hedgerows and the creatures which live there. It may also be useful to have pictures of trees which have been damaged e.g. blown over in a storm or struck by lightning or which have had their bark eaten by animals.

Plants

It would be useful to have reference materials about woodland plants which may be found in spring or early summer. These include: brambles, stinging nettles, honeysuckle, anemones, primroses, wild strawberries, wood woundwort, bluebells, Yellow Archangel, celandines, cuckoo pint, periwinkle, bracken, fly agaric, toadstools.

Birds

Birds found in the wood include: Garden Warbler, Sparrow hawk, Great Spotted Woodpecker, Pied Flycatcher, Jay, white Ducks, Tawny Owl, Redpoll, Woodcock, Robin, Coal Tit.

Animals

Animals found in the wood include: badgers, a fox, a polecat, a dormouse, Wood Mouse, a common shrew, Fallow deer and their fawns, rabbits and humans.

Minibeasts

Many small creatures, which are often un-noticed by us, can be of great danger to a caterpillar which is only 4 cm long. These creatures include: butterflies e.g. Speckled Wood, White Admiral, Holly Blue and Fritillaries beetles, such as the Elm Bark beetle, Stag beetle, Green Oak Tortix, Leaf-rolling Weevil, Nut Weevil, centipede and millipede, Flies, Dragonflies, Goat moth and pond creatures such as the stickleback and the water snail.

Smells

The best way to discover about the smells in a wood is actually to go there. If this is not possible then some of the following suggestions may help. Some of the smells encountered in the wood are of rotting vegetation and wild-life. For hygiene reasons it is probably not wise to have dead birds, animals or minibeasts in the classroom, but it may be possible to look at the decomposition of vegetation. Dead leaves may be collected (if tree leaves are unobtainable try cabbage leaves) or vegetable peelings, and placed in a variety of situations e.g. cold and damp, cold and dry, humid, warm and dry. The children could note their observations.

If some of the flowers mentioned in the program (in gardens as well as in woods) are difficult to find, fragranced toiletries, such as soaps and talcs, may be used to get some idea of the smell of honeysuckle, bluebells, etc.

The Locations in Whispy Wood

1. A badger sett, but the badger is not there.
2. A Garden Warbler is singing a song.
3. You are going through some prickly brambles. You see a Speckled wood butterfly.
4. You are at the downstream bridge over a stream or small river. There are stinging nettles nearby.
5. Silence. A sparrow hawk glides overhead.
6. There is the scent of honeysuckle. You see a White Admiral butterfly.
7. Anemones.
8. A Great Spotted Woodpecker.
9. Primroses.
10. Pied flycatcher.
11. Jay.
12. Elm bark beetle.
13. Strawberries.
14. A tree house.
The sound of a few children playing.
15. Wood woundwort plants.
16. Stag beetle moving behind you.
17. A dormouse nibbling a nut.
18. A wood mouse/ (mouse?) digging
19. A nut weevil looking for nuts.
20. Bluebells.
21. Fly agaric.
22. Smell of a fox.
23. Nuthatch.
24. Ducks swimming on a pond.
25. Wood ant in a nest of leaves.
26. A Tawny Owl hoots.
27. Yellow Archangel flowers.
28. Ducks which have been disturbed.
29. Celandines.
30. Fritillaries.
31. A Holly Blue butterfly in a holly bush.
32. Bracken swaying in the breeze.
33. Centipede walking.
34. Dragonfly landing on a lily pad.
35. Common Shrew swimming ashore from a pond.
36. Coal Tit flitting from branch to branch.
37. Fallow deer grazing with their fawns.
38. Stickleback swimming across a pond and Water Snails blowing bubbles.

39. Goat Moth. Willow trees overhanging a pond.
40. Clump of Cuckoo pint.
41. Farm in the distance, with a castle beyond.
42. Green Oak Tortix.
43. Redpoll.
44. Leaf rolling weevil.
45. Periwinkle. A caterpillar crawling along a creeper.
46. Woodcock.
47. Rabbit.
48. Robin.
49. Millipede crawling out from under some leaves.
50. Swarm of flies.
51. Ditch containing broken egg shells and a Polecat sleeping in a hole.
52. A school playground.
53. Red deer grazing at the edge of the wood.
54. A butterfly drinking.

Activities using our senses

Hearing

1. Collect twenty objects from around the classroom. Hit each object with a stick and listen to the sound produced. Sort the object into an order by the sound they produce.
2. Find ways of altering some of the sounds produced e.g. lengthening the amount of wooden stick (possibly a ruler) which can vibrate, altering the water level in a bottle or glass.
3. Collect a variety of percussion instruments. Sort them according to how they can be used to produce a sound.
4. Take a tape recorder and go on a listening walk around the school. Replay the tape for others to listen to. Can they identify your route from the sounds they can hear on the tape.
5. Listen to sound effects tapes, and try to work out how you could reproduce some of those sounds.
6. Tape a story using sound effects of your own.
7. Try to work out a series of questions which need only short answers. Ask these questions of someone who can only answer using one sound, such as "ah" or "ooh" and who cannot move their head. Try to identify the answers from the voice inflexions. Check your answers.
8. Play listening games such as "Apple Pie".
9. Blindfold someone and cover one of their ears with a pad. Get someone else to move around with a bell etc, and ask the blindfolded person to point to where the sound is coming from. See how accurate they can be, especially on their "deaf" side.
10. Repeat activity 9 using a paper trumpet at the "good" ear. Does this alter previous findings.
11. Blindfold someone, then use a ticking clock or footsteps to check how far away the sound can be for them still to hear it.
12. Record a conversation in:
 - an empty room,
 - a room with lots of furniture,
 - a sound-proofed room.

Sight

1. Collect photographs of common objects taken from unusual angles.
2. Choose an object commonly found in school or in the home. Draw it from an unusual angle for others to identify.
3. Find a common object and ask several people to draw it. A few days later, using two people, put one person on either side of a screen. Tell them that one person will describe an object for the other person to draw, but don't say that the object is one they have already drawn. Then get one person to describe the object (without naming it) for the other person to draw. When they have finished compare the two drawings to see which most resembles the original.
4. You can do activity 3 using a written description in place of the person describing the object.
5. Make prints and rubbings so that you can observe patterns more easily.

Prints:- hands, feet, tyres, shoes soles, etc.
Rubbings:- bark, drain covers, tyres, walls, etc.
6. Look for animal/bird prints in mud and snow.
7. Look for symmetry, spirals, etc. in the natural "world".
8. Silhouettes of trees with and without their leaves, birds at rest and in flight.
9. Detailed plant drawings of specimens to assist with identification.
10. Camouflage, why animals use it, and which animals use it most. How we can camouflage ourselves when we wish to observe wildlife.

smell

Make a collection of substances which have distinctive smells. Put them in small bottles or plastic pots of identical size. (Baby food jars are very useful) These could include spices, herbs, flavourings, as well as scented soaps and talcs. Blindfold the person who is to identify the substances and open only one bottle or jar at a time to avoid confusion

List smells you like e.g. cakes baking, or smells which indicate danger e.g. escaping gas or leaking petrol, or smells you don't like e.g. farmyard manure

Some substances are innocuous until they are treated or rot. Raw cabbage has little smell, but the water used for cooking cabbage has a strong smell, and rotting cabbage leaves can be quite obnoxious.

A 'bad' smell is often an indication of possible infection and disease. Animals need to have their cages cleaned regularly. People need to keep themselves clean or they smell; in the past, when people washed once a year if at all, they carried pomanders to disguise the smell.

Disguising smells. Disinfectant in drains, air fresheners (and possible problems in the atmosphere).

Touch

1. Collect pieces of different paper, fabrics etc. and sort them from smoothest to roughest.
2. "Feely" activities. For this you need either to blindfold the people who are to identify the objects, or to use a "feely" box/bag with an elasticated hand-hole so that no-one can see what is in it.

Possible contents could include things made of plastic, wood, metal, sandpaper, cardboard, velvet, satin, etc.

3. Explore different surfaces, not only with your fingers but also with your feet, cheeks, forearms, etc. to find which areas of the body are most sensitive.
4. Model-making with plasticene, clay, dough etc to discover which are the easiest media to work in.
5. Creating landscapes using wet sand, dry sand, compost, peat, etc.
6. Blindfold someone then give them a sorting toy and ask them fit the pieces into the correct places.
7. Blind people read by using their fingers to touch Braille letters. Try to find a piece of Braille writing to examine and read if a 'key' is available.

taste

Make a collection of substances for people to taste. These can often be kept in small jars with screwtop lids (such as baby food jars) although they may need to be spread out on plates for the tasting. The 'tasters' will need blindfolding for best results. Substances could include flour, salt, sugar, curry powder, mixed spice, grated cheese, grated apple, grated chocolate, grated carrot, grapefruit and orange

Lists/graphs of favourite foods, least liked foods.

Are there any foods which have ever made you ill? Find out about foods which may not harm animals or birds but which may be poisonous to humans (or vice versa)

Are there any foods which sounded horrible, but which didn't taste bad when you ate them without knowing what they were e.g. squid, eels.

Are there any foods which taste better than their names e.g. bangers and mash, bubble and squeak, pigs in blankets.

How does cooking affect the taste of food e.g. Compare raw and cooked cake mix, raw and fried mushrooms?

Do some foods taste better hot than cold, or vice versa e.g. bacon sandwiches, cottage pie, rice pudding, baked beans?

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By providing a route to publish new ideas we hope to promote curriculum development involving the use of microelectronics in education in its widest possible sense.

It is intended that the service will evolve to best meet the needs of teachers and L.E.A.'s. We welcome all comments and criticisms. The service is designed to respond rapidly to new developments. We welcome suggestions for materials to be included in the scheme. If you know of any suitable materials or have other suggestions to make please write to us.