



#2

Tying and Drilling Using tools for Environmental Art

Awareness of use and storage of tools and properties of materials
Experience of drilling and connecting materials
Awareness of impacts of humans on environment
Experience of knotting and tying



LESSON PLAN

LESSON PLAN INFORMATION

Subject/Course: Forest School

Name: Children's University

Grade: Year 4

Date: Session 2

Topic: Tools, Materials and knots
Recycled Art

Time: 10:00-12:00
1:30-2:30

Materials

- Slides for lesson-Materials and qualities
- Sketch/ brainstorming sheet
- Laminated tool guide
- Thinking tools laminated sheet-Plenary
- Recycled material /bottle caps/Wooden Discs/Cork/Branches
- Safety spotting worksheet
- String ,locally sourced wood/sticks/branches
- Hand Drill/Palm Drill



Lesson Plan

1. Children to assemble in open space and practice the Whistle game:instructor gives a child a bird or animal to copy and move around as
2. On whistle once,they move;when they hear the whistle twice they are to stop.This is to embed the stopping and starting behaviors required for safe practice.
3. Children to look through science slideshow about materials and their qualities, this is a direct link to the qualities of the materials they will be using and useful in describing the correct storage and usage of metal tools.
4. Children to work in teams to complete the spot the danger worksheet, this is in preparation to the safe use of the tools later on in the session.
5. Children to feedback on the best way to store and use tools and what they would expect it all to be able to do and what they would expect to be dangerous about the tool?
6. Discussion and sharing about recycling and bio-degradable materials and the consequences of using/not choosing them.
7. Children to brainstorm ideas of types of art that can be made from recycled or locally sourced woodland materials ,examples on whiteboard to be provided to begin conversation but later children are to draw on their own ideas.What tools would you need for each example?
8. Children to design their own design to later be produced by them in the local space
9. Criteria for success given:Must involve threading /string or hanging(need drilling and knotting).
10. Children to use palm drills and cord to join together locally sourced natural materials to create their own artwork in situ, in local wildlife area.
11. Children share and feedback on each others' work.Is it okay to leave it where it is and why?
12. Reflections/Debate on this encouraged and shared.
13. Discussion about if their work could enhance or damage an environment?Introducing sustainability as a factor in designs/actions.

- Ask students to attempt the dangers worksheet and collect responses, so that they can reflect at the end of the experience based on their initial opinion .Discuss the answers to check for knowledge of and appropriateness of suggested tool use.

GROUP BRAINSTORM

- In groups, students will generate ideas and determine a focus for their artwork revolving around the session's learning. Recycled and Sustainable.
- Once this is done, they will begin sketching their idea of what they are creating later. Students must also ensure they choose at minimum, 2 elements of design in their artwork and utilize drilling and knotting.
- Teacher notes: Ask questions, ensure that everyone has built a plan by the end of the morning period with a sound knowledge of tool use and storage.
- Plenary what other types of tools do we use? Calming, Planning, self-regulation?
- Experiential Link/Reference to Zones to finish.

ASSESSMENT (data collection) /Sharing and brainstorm content and remarks

EVALUATION (interpretation of data) Comparison between initial and final thoughts/student engagement

CONVERSATIONS

- Students communication among group members
- Students reflection on creative process
- Students can express opinions about recyclable and biodegradable materials
- Students use prepositional and instructional language to collaborate
- Students can negotiate tool usage and resource use.
- Students can relate feelings and intentions to their art and communicate these
- Student can talk about physical and mental tools, linking to own experience.

OBSERVATIONS

- Observe participation of students and engagement with peers in group work
- Observe negotiation and sharing
- Support of others
- Use of tools/Technical ability
- Refining of skill.
- Fine motor-skill
- Creativity
- Leadership