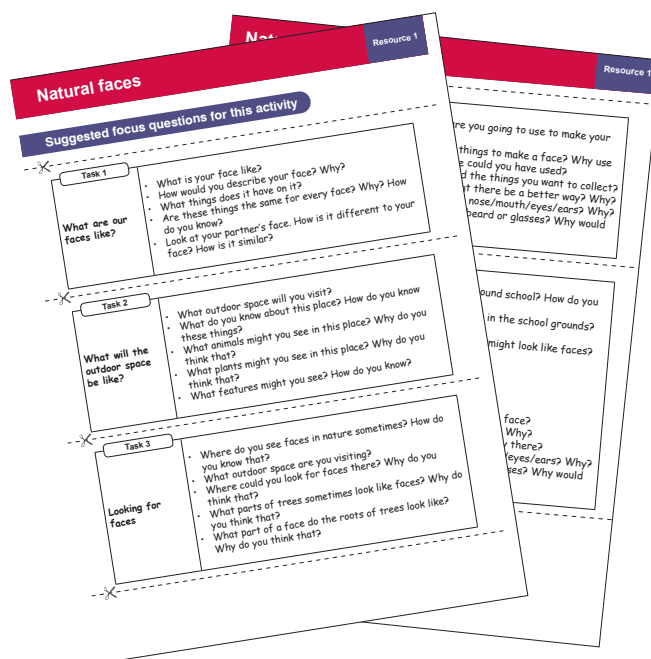
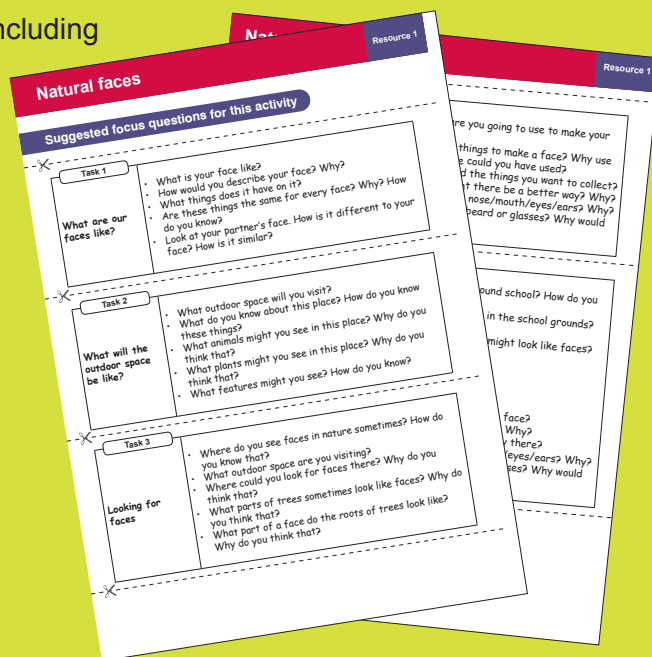


Natural faces



Bridgend Outdoor Schools
Ysgolion Awyr agored
Pen-y-Bont ar Ogwr

Learners consider what features faces might have, including things they might be adorned with. They are informed that they will visit a local outdoor space and are asked to consider what features might be found at this place and to make a record of their ideas. Learners visit the chosen outdoor space and look for faces in the natural environment. They are encouraged to use mud and natural materials to make faces in the outdoor space. They leave the faces for others to discover and return to look for their original designs and see if any new faces have appeared courtesy of other visitors. Finally, learners look for and create faces in the school environment.



Opportunities to develop

LNF

Literacy

Oracy across the curriculum: Developing and presenting information and ideas.

Links to the Curriculum

Foundation Phase – Knowledge and Understanding of the World

Skills

- exploring and experimenting
- thinking about questions and then asking them and listening to the answers
- listening to others' ideas
- identifying what they want to find out and how to do it
- thinking about how they will know if something has worked
- making comparisons and identifying similarities and differences
- thinking creatively and imaginatively
- communicating observations and measurements
- describing what they have found out and offering simple explanations
- expressing their own opinions and feelings, and making decisions while considering the viewpoints of others
- using and becoming familiar with common words and phrases for their world
- reflecting on and evaluating their own and others' work.

Range – Places and people

- learn about where their locality is
- learn about distance and how to follow directions and routes
- recognise how people's actions can improve or damage the environment.

Myself and living things

- learn the names and uses of the main external parts of the human body...
- observe differences between animals and plants, different animals, and different plants in order to group them
- identify the similarities and differences between themselves and other children
- learn about the senses that humans and other animals have and use to enable them to be aware of the world around them
- identify some animals and plants that live in the outdoor environment
- identify the effects the different seasons have on some animals and plants.

Foundation Phase – Creative Development

Skills – Art, craft and design

- explore and experiment with a variety of techniques and materials
- make choices when choosing materials and resources
- mix, shape, arrange and combine materials to create their own images and objects that communicate and express their ideas, feelings and memories creatively
- develop and use their understanding of colour, line, tone, texture, pattern, shape and form
- develop their understanding of planning, designing, modelling, modifying and reflecting
- use a variety of materials and tools for experimentation and problem solving
- design and make simple products and mechanisms
- reflect on their own and others' work.

Resources

Resources included with this activity

- 1 Suggested focus questions in sets, relating to each task, which can be given to each pair as they start each task. Conversely, these questions can be used by the teacher.

Risk assessment

Prior to carrying out outdoor activities, please read [Assessing risk in outdoor spaces](#) (hyperlinked). You will need to follow your own school's health and safety guidelines and subsequently make your own risk assessments that directly relate to the outdoor space that you are going to use. In addition, this activity will require learners to handle dead plant materials. Therefore either ask learners to wash their hands thoroughly on their return to the classroom, and after handling dead plant materials. It might also be wise to tell them not to eat anything they find!

How to run the activity

Preparation

Explain to the learners that they are going to visit a local outdoor space and look for and make 'natural' faces. Prior to starting the activity it is suggested that a display is set up that might show a range of different faces. This might consist of photographs, dolls, puppets, paintings and so on and could provide a stimulus for learners to consider facial features prior to undertaking the activity.

Doing the activity

Task 1: What are our faces like?

Ask the learners to think about and discuss what features faces might have. Encourage them to consider older people and features that they might not have been born with, for example, a beard or glasses. They might draw an outline of a large face and record their ideas on it by drawing and writing.

- What is your face like?
- How would you describe your face? Why?
- What things does it have on it?
- Are these things the same for every face? Why? How do you know?
- Look at your partner's face. How is it different to your face? How is it similar?

Task 2: What will the outdoor space be like?

Explain to the learners that they are going to visit a local outdoor space and inform them of which place you have chosen for them to visit. Alternatively, if there a range of options locally, learners might help choose the venue by using dot voting, for example. Ask them to use think-pair-share to consider what features might be found at this place and to make a record of their ideas, for example, as a mindmap.

- What outdoor space will you visit?
- What do you know about this place? How do you know these things?
- What animals might you see in this place? Why do you think that?
- What plants might you see in this place? Why do you think that?
- What features might you see? How do you know?

Task 3: Looking for faces

Plan and organise an opportunity for learners to visit the chosen outdoor space. Explain to the learners that when they visit you want them to look for faces in the natural environment. Encourage them to explore knobbly, swirly bark, tree trunks, tangled roots, tufts of grass, bushes, rock pools, clouds and so on in their search for natural faces.

- Where do you see faces in nature sometimes? How do you know that?
- What outdoor space are you visiting?
- Where could you look for faces there? Why do you think that?
- What parts of trees sometimes look like faces? Why do you think that?
- What part of a face do the roots of trees look like? Why do you think that?

Task 4: Making faces

Ask the learners to use mud and natural materials to make faces in the outdoor space. They might be encouraged to fashion a face peeping up from the woodland floor, make a face peering down from a tree trunk or fashion a face scowling from a sand dune. Learners might consider what natural items they might use for different facial features and what they might use for things like glasses or a moustache. For example, they might use leaves, grass, twigs, pebbles, moss and so on.

As an extension to this, learners might be encouraged to create their own face, or even small groups could create a whole family. When they have created a face they could leave it behind for other visitors to the outdoor space to find. You might even organise a return visit and they can look for their original designs and see if any new faces have appeared courtesy of other visitors.

There is always a possibility that some items learners encounter could be poisonous and the Schools Biodiversity Action Plan (SBAP) would provide a useful reference to read prior to the visit.

- What sort of things are you going to use to make your face? Why?
- How will you use these things to make a face? Why use these things? What else could you have used?
- How are you going to find the things you want to collect? Why do it like this? Might there be a better way? Why?
- What will you use for the nose/mouth/eyes/ears? Why?
- What could you use for a beard or glasses? Why would you use these?

When learners are visiting the outdoor space they might be encouraged to collect a range of natural materials that can be taken back to school.

Task 5: Looking for and making faces in school

Ask learners to look for faces in the school environment. This might be natural or made depending on your school. For example, learners might discover faces in brickwork, playground markings, fencing, windows and so on, even if there is no outdoor space within the school grounds.

- Where might you see faces around school? How do you know that?
- Where could you look for faces in the school grounds? Why look there?
- What parts of walls or the floor might look like faces? Why do you think that?

Ask learners to use the natural items collected at the outdoor space to make a face. The face could be created in the classroom or an outside space and learners might collect other natural items from the school grounds to supplement the items they have already gathered. They might be encouraged to explore different ways of creating faces and again could develop a group or class of faces.

- What items have you collected?
- How could you use these as part of a face?
- What else might you need to collect? Why?
- Where will you create your face? Why there?
- What will you use for the nose/mouth/eyes/ears? Why?
- What could you use for a beard or glasses? Why would you use these?

Assessment against the LNF

Many aspects and elements could be demonstrated by learners as they carry out this activity. The main focus areas of the activity within the LNF are shown as shaded boxes in the tables below.

Literacy		
Strand	Element	Aspect
Oracy across the curriculum	Developing and presenting information and ideas	Speaking
		Listening
		Collaboration and discussion
Reading across the curriculum	Locating, selecting and using information	Reading strategies
	Responding to what has been read	Comprehension
		Response and analysis
Writing across the curriculum	Organising ideas and information	Meaning, purposes, readers
		Structure and organisation
	Writing accurately	Language
		Handwriting, Punctuation, Spelling, Grammar