

PLANNING FOR MANTLE OF THE EXPERT – THE ENCHANTED WOOD

STAGE 1 FOUNDATIONS

1. Choose a Theme: Little Red Riding Hood and the Enchanted Wood

2. Create an overview of the students' learning
Learn how maps work, what a bird's eye view is, the difference between physical and human features are and how a key on a map work. Compass points and directions. To understand a woodland habitat and the kind of animals that might live there, to look at different types of animals, such as birds, fish and mammals (including humans and wolves). To begin to recognise common British trees and their leaves and recognise how they change through the seasons.

3. Make a list of things that make the theme interesting

Fantasy concept – fairies, elves, wolf, magical tree, mystery of where the wolf came from and why he is here. The idea of the Faraway Tree and the numerous kinds of lands that it might lead to, including those where wolves live.

Becoming wildlife experts to find the wolf and discover his story

Planning a way to help the wolf get back to the Faraway Tree, without being caught

4. Generate questions for inquiry

Moral – Is it right for one animal to eat another?

Moral – Are humans just another type of animal?

Historical – Have wolves lived in woodlands in the recent past?

Social – Should you talk to strangers?

Historical – How long does it take for a wood to grow?

STAGE 2 CONTEXT

5. Invent a narrative – include tension, location, and time
Steps in to the learning of the LRRH as a story to learn and tell before the commission. The LRRH story takes place within an Enchanted Wood, where the Magic Faraway Tree also resides (see map in resources – class book to read alongside Mantle). The wolf escapes at the end of LRRH story. Grandma is puzzled as wolves have never been seen in the woods before, not even in her grandma's time. Why is it here now, why is trying to eat people and where did it come from?
Grandma commissions the Enchanted Wood Wildlife Trust to find out the answers. Meanwhile, the villagers want the wolf tracked down and killed, as they consider him a threat. Can the team work out where in the woods the wolf might be hiding, and answer granny's questions, before the villagers find him?
When they find him, they discover he came down the Faraway Tree and is trapped here as he can't find his way back. What can be done? Should they help him?

6. Select an Expert Team – create a list of powers, responsibilities and values
the Enchanted Wood Wildlife Trust. A group of enthusiastic woodland wildlife volunteers, who are keen to help keep the natural balance of the woodland habitat, for all the animals that live there.

The believe that the natural balance of things is important and that all animals, including humans, should be respected.

As volunteers, they rely on the goodwill of the villagers and woodland dwellers.

7. The Client – their role, purpose and authority

Granny - She is a low authority figure with very little real power. Her good reputation is the most powerful thing she possesses.

The wolf (he of LRRH fame) – low authority – an outlaw on the run.

8. Devise the Commission

Grandma, who, having narrowly escaped the clutches of the wolf, is worried that something is not right within the wood. Wolves don't live in the wood and never have. She wants to find out why it is here to satisfy her own curiosity. She also has compassion for the creature. She wants the Enchanted Wood Wildlife Trust to find his hiding place in the woods and solve the mystery. She trust this team to do the 'right thing.'

The EWWT study the map to determine possible hiding places, considering what other woodland animals might help and the best time of day to find them. The track him down and discover He came down the Faraway Tree by mistake, whilst chasing a rabbit, got lost and can't find his way back. In his land (the Wilds) there are no people. He thought LR and Grandma were just big animal (are they?). He needs their help to get safely back to the Faraway Tree without being captured or killed by the villagers.

9. Consider other points of view

The wolf – was he unfairly accused, when he was just finding food to eat? He is lonely and scared in an unknown land, desperate to get back to his family.

The villagers – they are frightened to go into the woods. Two people have almost died. They want to feel safe again and protect the people in the woods.

Grandma – she was almost a victim of the wolf, but thinks they should find out more before taking any drastic action.

STAGE 3 ACTIVITIES AND CURRICULUM LINKS

10. A list of Team tasks and classroom activities

To create the team's history and values. What have they done before?

To talk to Grandma and find out what she really wants – considering useful questions. Take down a detailed description of the wolf – colour, size etc

To use their knowledge of maps and features (taught outside the fiction through mapping the school surroundings), in order to consider where a wolf might be hiding

To use their knowledge of a woodland habitat and animals to help track the wolf and its likely prey (habitats and different animals taught outside the fiction).

To find a way of helping the wolf back to the Faraway Tree – (plan an escape through the forest, or negotiate with the villagers etc – Team to make their own choices and consider alternatives)

To keep in regular contact with Grandmas via letters, to update her.

11. Links to the National Curriculum

Science – recognizing different trees; different animals including humans

Geography – physical and human features, mapping, compass points, birds eye view, mapping local area, woodland habitats

English – letter writing, writing equipment lists, making plans and explanations of ideas, description of the wolf for company records, description of outcome of their intervention (did he escape and how)

Art – creating accurate images of woodland animals and leaves for company records

STAGE 4 START SEE BELOW

This involves the children in two stories across the term. The mantle commission develops out of the links between these stories. One is Enid Blyton's the Enchanted Wood and the other is a version of Little Red Riding Hood to learn through the Talk for Writing approach. **Before** the first steps in, the Enchanted Wood story needs to have been read with the class at least up to the point where the Faraway Tree is encountered (it is encountered quite early on in the story). The initial steps in below then introduce the children to the Little Red Riding Hood story and protects them into the fiction. For the purposes of this mantle, both Little Red Riding Hood and the Faraway Tree both exist within the same magical wood and the mantle commission that takes place after the story of Little Red Riding Hood is learned and explored, links the two stories through the wolf and the Faraway Tree.

STEPS IN

Initial STEPS IN TO THE LITTLE RED RIDING HOOD STORY (can take place within a morning)

(These are steps in as an introduction to the story of Little Red Riding Hood, that the children will then learn (story text given at end of document for children to learn to tell orally as a class, with action). They may go on to write their own version, or create a story with the same structure, but innovating it to make minor changes, such as the animal, or main character. They may do other activities around the story to help them become really familiar with its structure and form)

Resources – an old key, some A4 or 5 pieces of paper, some labelled images of woodland animals and physical and human features that might be found in a wood (if you feel the children will need these for ideas), coloured pencils, felt tip pens etc. A giant piece of cardboard, or paper, big enough for a giant woodland map to be drawn on and the children to sit round (thick wallpaper rolls can be picked up v cheaply from charity shops and are ideal for this, if big strips are cut off and stuck together to create a huge rectangle).

Step 1 (attraction)

A key is found on the classroom floor, on a small pile of leaves. Draw the children's attention to this (they could sit in a circle around it). *"I've found something that I would be interested in your opinion on."* Allow the children to ponder and consider what it might be and discuss options. Encourage discussion around what it might fit and why it might be there. *"Of course, it could be that someone dropped it, but I wonder if someone could describe where it is lying, so we might better imagine who that might have been."* Allow discussion around it. Don't worry if it doesn't link to woods at all at this stage, as the idea here is to peak their interest and help them to imagine different possibilities. Probe a little when children suggest ideas *"Hmm, a door you think? Can you describe what kind of door you're thinking it might fit?"*

“I’m wondering whether it was left on purpose or by accident...” “Of course, we’re assuming it’s been dropped, but it’s possible that there’s another reason it’s there...” etc

Step 2 (interest)

After allowing a full discussion of many possibilities, move the story along, by bringing out a little key ring with a tree shape on it *“Now I come to think of it, there was something that was found nearby. It hadn’t occurred to me that it might be linked to the key, but now I’m wondering if it could be...”* Show them the key ring and see what they make of it. Let the children meander. Who might the key belong to and what could it fit?

Step 3 (co-creation and investment – physically creating together)

After the children have meandered with their ideas, draw it towards the idea of the woods, acknowledging the children’s ideas and where they imagine the key is.

“In our story, this key was actually found in the middle of an enormous wood, right in a pile of leave. This pile of leaves is right next to a tiny, twisting path within the wood.” Allow children to ponder on this. (They may or may not have linked it to LRRH or the Faraway Tree, but this doesn’t matter at this stage).

“I wonder if it might help if we could imagine what this wood might look like by drawing it together, so we could see how the pieces fit and place the path.”

“Of course, there would be many many trees and other things in an enormous wood like this...” (brief discussion of possible woodland creatures and other features you might find in a wood). *“It might help if we added them where we thought they might go.”* Allow children to draw either directly onto the piece, or onto pieces they stick on, as they wish...

Co-create the wood together. After a while, if they haven’t decided this is an enchanted wood, interject with *“What if I told you that in this story, this was the same enchanted wood that the Faraway Tree was in?...I’m wondering if that would change what we might find there?”* Narrate as the children begin to draw on it and describe what they are doing, sharing ideas of what they see within the woods. They might want to consider where to place the Faraway Tree in the woods if they decide they want to represent it.

Step 4: Drawing them into the LRRH story itself

“In this wood there was a little cottage that stood on the edge of the woods (draw it in near the path). A little twisty path joined this cottage with a bigger cottage on the other side (draw this in too). Grandma was walking back to her cottage one day and tripped and her keys fell out of her basket (draw a symbol on the map to show this). She looked for a little while, but couldn’t see them. She wasn’t feeling well, so gave up looking and went home to rest. She couldn’t lock the door behind her when she got in, but didn’t worry too much as nobody really came her way except for her daughter and granddaughter.” Allow children to consider who this might be. They may link to LRRH now.

Tell them you are going to tell them the story of what happened next...

Little Red Riding Hood – Story to learn to tell

Once upon a time there was a little girl who lived in an old, enchanted wood. She was called Little Red Riding Hood because she always wore a scarlet cloak and a crimson cap.

Early one morning her mother said ‘take these goodies to your grandma as she’s not well, but don’t dilly dally on the way and don’t talk to any strangers!’ In the basket was a juicy apple, a gooey chocolate cake and a delicious bottle of fizzy lemonade.

So, Little Red Riding Hood set off and she walked and she walked and she walked until she came to the oldest part of the wood.

Unfortunately, a big wolf was hiding in wait behind a gnarled old tree. ‘Where are you going with those goodies?’ he said in a silky voice.

‘I’m going to visit my grandma who lives in the cottage at the edge of the woods,’ Little Red Riding Hood replied as she skipped past. The wolf grinned to himself and quickly galloped to the cottage through the trees.

When he got there he let himself in, quickly locked grandma in her pantry, put on her nightie and shawl and jumped into bed. After a while, Little Red Riding Hood came knocking on the door. ‘Come in my dear, I’m in bed’ the wolf said in his best grandma voice. So, Little Red Riding Hood went into the bedroom and bent over the bed. Grandma looked a little strange. ‘Why grandma, what big ears you have!’

‘All the better to hear you with my dear.’

‘Why grandma, what big eyes you have!’

‘All the better to see you with my dear.’

‘Why grandma, what big teeth you have!’

‘All the better to eat you with my dear!’ shouted the wolf as he leapt out of bed.

'Help!' shouted Little Red Riding Hood loudly, as she swung the heavy basket round and bonked the wolf squarely on the head. Suddenly, the door crashed open and in came a tall woodcutter who strode towards the wolf with her axe. Quick as a flash, the wolf shot between her legs, out of the door and off into the wood!

Fortunately, Little Red Riding Hood heard some muffled shouts and discovered her grandma safe and sound.

They were all hungry after their big wolf adventure, so they shared the delicious goodies together.

The end

Children then learn this story with actions, to tell as a class.

STEPS IN PART TWO – STEPS INTO THE MANTLE COMMISSION (AFTER WORK AROUND LRRH IS FINISHED)

Resources: Some blank paper and coloured pencils, a map of the enchanted wood (see end of document for this), enough sets of torn up posters in envelopes for a group of three or four children (see end of document for copy of poster).

Step 1: (Interest)

Jigsaw of poster torn apart in high winds and rain in woods. *"These posters have been found. It's a bit of puzzle that I thought you might be interested in figuring out."* Children piece the jigsaws together and consider what they mean. There is an image of a wolf, but it is not overly obvious. *"I'm wondering if we have any ideas about these and whether they are important' ...* Allow meandering. If children don't consider a reward poster, explain that this other bit was found some distance away from one of the posters. Looks like it might have been glued to something at some stage. Says 'reward'. Allow children to consider and discuss the implications of a poster like this. You may need to add more information, such as *"I happen to know they were found in the wood after the storm that happened recently, which explains why they are in such bad condition."*

Step 2: (intrigue)

Tell the children there is someone else who is part of this story and that xxx is going to represent them (ideally another adult, but teacher in and out of role, if necessary). She wanders on, looks at something in her hands (a map) and shakes her head, appearing to mutter something to herself. See what the children do. If they decide to listen to her, all they can hear is. *'I know he almost ate me but I didn't want this. Where did he come from in the first place?'* (looks at something (a piece of paper) in her hand)' ... What do they think? I wonder who it is? Allow children to consider options. Freeze adult and see what children make of this *"Looks like something is going on here."* Allow children to ponder and consider next course of action. They might want to look at what is in her hand. Where do they think

she might be? If they want to look in her hand, get some copies made of her map, so the children can look at the map in detail and consider its implications. If not, the map can be explored later in the commission.

Step 3: learning more

Explain that if we touch her shoulder we will be able to hear her thoughts (if children need more guidance) (thoughts – *there were never wolves here before. Even when I was young. How on earth did one come to be here now? If we don't find it then they will and we will never find out. But I can't go looking for it at my age* – looking at the map for reference. *I wonder if any of the other animals are helping it, or whether they are too scared like the villagers...*

Step 4: Choices to make

Freeze the action. See if the children decide what steps to take next. If not, *"I think it might be an idea to talk to her and find out more as she obviously needs some help here."* AIR, allow children to question. Grandma shows the map and explains her worries *'they want to kill the wolf, but no one seems to want to know how he suddenly turned up. Wolves don't live here and never have. Of course we'll never find out unless we find him and talk to him, but everyone is too afraid. I've come to visit the Enchanted Wood Wildlife Trust to ask for help.'*

Step 5: Signing the Team and its office

If the children do not spontaneously offer to help, pause story and draw a door in the air between the children and the adult in role saying *"If the door is here and she is there, we could be the Enchanted Wood Wildlife Trust. We could try and help her with her problem."*

Step 6: Investment and co-creation of the team's history and experience

(Moving to use of 'we' to sign that we are this team). I'm wondering what else we would have in our office to show who we are and what animals we are interested in helping and protecting. I'm thinking about the kind of animals we might find in a wood. After all, if we are expert at this, we must have been doing it a while...' Listen to team's ideas and allow to chat to each other and as a group "Hang on, I'm losing track, why don't you grab a piece of paper and show the animals you mean and how we helped them.." Children then work in groups or on their own to draw and label the animals they have chosen and how the EWWT helped them. *"I guess it will be important to state the type of animal, so it's really clear what kind of animals we have in this wood that we care about. I'm imagining not a wolf if the woman says wolves have never lived here..."* Encourage team to consider what is important to them and what their values, as part of this, noting them down for future reference.

"I imagine the headquarters is in the woods itself, as that would make it easier for us to look after the animals.."

Step 7: Co-creation of the Team

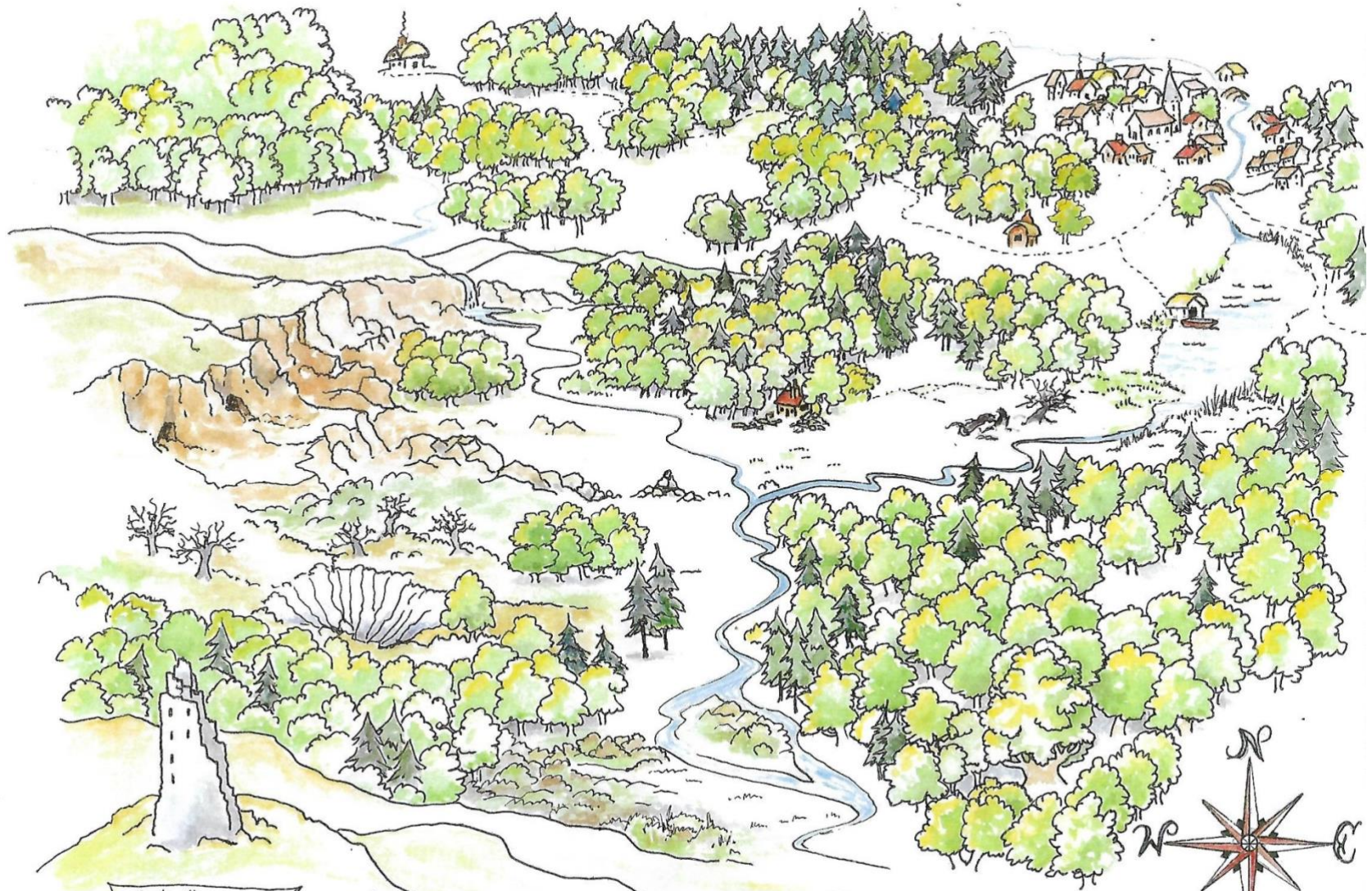
Children put up pictures and move furniture about to represent the office, ready for when the visitor comes to call. Children might decide to make a sign for the door.

Step 8. Introducing the commission

The Commission. Allow children to bring visitor in and question her. Grandma shows the map and the commission is explained. The children could study the map to find out the likely location of LRRH's cottage, the Faraway Tree (it is not obvious, as it is not known to the villagers and is hidden deep the woods. The children will identify it due to its size). They will use the map to identify physical and human features and identify the likely hiding places of the wolf. They will then use the map to plan what they will do, remembering that the villagers will have the same map of the woods. They will have to help the wolf get back to the tree after discovering him hiding in either the boat house, caves, or ruined tower (they can decide on the most likely hiding place, justifying their ideas). Grandma's cottage is most likely to be the cottage at the top of the map, with a path to LRRH's house, although the children may have their own ideas on that.

Resources:

The Enchanted Wood map for use with STEPS PART TWO, as shown by Grandma (shown below).



Key
Footpath
Streams
Bridges

The Enchanted Wood

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