Planning for Mantle of the Expert

Stage 1 Foundations ↓	1. Theme	**Dinosaur Island** -
	2. Overview of the Students' Learning	Hidden from the rest of the world on a mysterious island a team of expert scientists strive to protect, preserve and study a colony of creatures previously thought long extinct. Working in difficult conditions and in constant danger the scientists responsibilities are both to the animals themselves and to the ecology of the island which has sustained them for millions of years.
	3. Things that make the theme interesting	The Worldwide League for Nature (WLN), the island's owners and protectors, are concerned that while the team work they are careful not to damage the island's environment and to work in utter secrecy, keeping the island and its inhabitants away from the world's prying eyes and those who might look to exploit or damage it. Furthermore, however difficult their mission might seem, it is about to get a whole lot worse as the island's volcano, long thought dormant, begins to show alarming signs of activity.
	4. Inquiry questions	***"What can evidence from the past tell us about the history of our planet and the place of human beings?"*** **Social:** What are our responsibilities to preserving and protecting endangered animals and other species? **Scientific:** *What do human beings and other living creatures need to survive and flourish?* **Historical:** *How can we find out about the past and understand the evidence?* **Environmental:** 1. *How can the environment be managed sustainably and why is this important now and in the future? 2. How can we protect and preserve endangered animals and their environments? 3. In what ways can we notice and appreciate the relationship between the physical, built, and economic environments?* **Critical:** *What can evidence from the past tell us about the history of our planet and the place of human beings?* **Ethical:** *What can evidence from the past tell us about the history of our planet and the place of human beings? 2. What should we sacrifice to protect other animals and the planet?* **Philosophical:** *In what ways do people actions have consequences for the environment?*

Stage 2 Context ↓	5. Way in	This unit starts with the students creating the island of the dinosaurs using a large sheet. The sheet needs to be large, at least big enough for all the students to gather round. Building the island should take about half a day. While the students work and once finished take photographs to use as part of a display. This unit creates multiple opportunities for map work and representing geographical landscapes in different ways.
	6. Expert Team – powers, responsibilities and values	Dinosaur Experts sent to study and protect the animals Powers – reputation for knowing what is best for the dinosaurs, money from the government and backing from the King Responsibilities – Travel to the island to assist the experts that are already on site. Study the dinosaurs and determine their health and wellbeing.

		Protect the Island and the precious animals living there. Values – animal welfare, welfare of the animals and the humans
	7. Client – role, purpose and authority	The Worldwide League for Nature (WLN), a high status client.
	8. Commission	To preserve, protect & study the dinosaurs, protect the island and keep it secret
	9. Other points of view	Residents and wider community may find the dinosaurs too scary and a larger risk to health Hunters may want to kill the animals Scientists may want to experiment on the Dinosaurs and this may harm them

Stage 3 Activities & Curriculum Links ↓	10. Team tasks and classroom activities	• Starting the story • The shape of the island • Geographical features • Refection and feedback • Coming to the island - story writing • Inventing the creatures on the island • The injured triceratops
	11. Curriculum Links	**History:** • Chronological understanding • Knowledge & understanding of changes in the past • Historical interpretation • Organisation & communication • The passage of long periods of time • The process of evolution and its effects • The chronology of the planet and its species • How to look at evidence of the past • How to interpret evidence and make reasoned conclusions • To explore, understand and critique competing theories, for example evolution, the extinction of the dinosaurs, global warming **Science Sc1: Scientific enquiry** • Ideas and evidence in science

		• Investigative skills • Planning • Obtaining and presenting evidence • Considering evidence and evaluating • How near extinct species are classified • Examples of extinct species during the history of the earth • Explore different theories concerning the extinction of the dinosaurs **Science Sc2: Life processes & living things** • Life processes • Humans & other animals • Green plants • Variation & classification • Living things in their environment • The names of dinosaurs • Their distinguishing features • Their diets and habitats • Their breeding habits • What human beings and other animals need in order to survive and flourish – water, food, shelter etc. **Geography** • Significant geographical features • How to make & read a map • Factors that affect weather and climate • How animals and other living species are affected by human beings and their actions • About organisations which campaign for and protect the planet, for example WWF **ICT** How to use ICT for research and communication purposes
	12. Literacy Links & Ideas	• Researching and writing facts about different dinosaurs. • Instruction writing on how to care for the dinosaurs. • Writing information text about the island and its features, location, purpose. • Writing information leaflets and posters to advertise and inform. • Writing lists and labels for expeditions and requirements. • Writing letters - to the government on hunting

Weekly Planning Week Beginning 16/01/2023

Wk 1	1. Episodes/ Events (character, location, event, time, tension)	2. Activities – Language/drawing/enacting	3. Purpose (inside the fiction)	4. Learning (Curriculum)
Lesson 1	**Starting the Story – build the Island** CH – Class setting the story LO -The Team and the imagination of creating the Island EV – To make the Island become 3D TI - Present TE – How will this mysterious place look?	(Convention 9) (see Conventions Guide) Work as a team to create a 3D model of the Island and its geographic features. Listen to the story and understand its mystery. Use this to imagine the feel of the place and its history and importance.	To assess the size of the Island and its main features. To gain a vision of the size of the Island and its terrain.	Maths- measuring and calculation Geography – understanding geographical features
Lesson 2	**Reflect on the Island creation and How to travel to the Island** CH – The team LO – Traveling to the Island EV – Their Journey to the Island TI – Present (recall) TE – How did they manage to get there/what was the adventure?	Discuss the Island and how the team have managed to arrive there. Share stories about their travels and the problems they may have had. Key questions: what transport did they use? Where there any problems? Write a story about their journey.	To inform the team of the issues of the travel to such a remote island with bad weather. To inform the team of the issues that others may have when coming to the island also. To share ideas and thoughts about the safety of the island.	Geography – understanding different terrain English – writing skills and plotting out events in sequence.
Lesson 3	**Scientists on the Island -travelling** CH – The team LO – Traveling across the Island EV – Their Journey across the Island TI – Present (recall) TE – How did they manage to travel? Where did they sleep? How did they feel?	Iconic/Enactive Share ideas of equipment needed to hike across the island. Draw and list/label the items needed thinking about the journey and the dangers. Then enact the hike, walking, carrying and sleeping. Freeze frame their expressions and emotions.	To build the tension of the remote island that they are on. To inform the team of the issues that they will have carrying all of their equipment. To share ideas and thoughts about the safety of the island.	Geography – understanding different terrain English – writing skills, listing and labelling equipment.

Weekly Planning Week Beginning 23/01/2023

Wk 2	1. Episodes/ Events (character, location, event, time, tension)	2. Activities – Language/drawing/enacting	3. Purpose (inside the fiction)	4. Learning (Curriculum)
Lesson 4	**Creating the animals on the island** CH – The team LO – The Island EV – To discover the different creatures found on the island. TI – Present TE – What new creatures will there be and will they have ever been seen before?	(Convention 9) Team to enact their journey across the island in hunt of the animals. They are to imagine finding an animal and using cameras/binoculars to have an image of the animal in mind. Team to then draw what they have seen and to name their animal.	To build the tension and excitement at what can be discovered. To allow the team to begin to unde3rstand the types of animals/dinosaurs that could be on the island and how rare and precious they are.	Geography – understanding different terrain English – writing skills and plotting out events in sequence. Art – drawing from imagination as well as memory.
Lesson 5	**Message for the Team from the scientists** CH – The Team LO – The Island EV – find the rest of the team TI - present LO – The Island TE – are the team ok? Where are they? Can we get to them safely? How much information was lost?	Symbolic - Teacher in role Iconic – Draw the map Enactive – Make the journey The team are to document the island in a map as they travel across it. First they receive a message with some clues as to where to go and what to do.	To add understanding about the dangers on the island to the humans and to the animals. To learn about directions and how to form a map with details that are vital to be able to follow.	English – writing techniques Geography – understanding maps and directions and keys
Lesson 6	**find injured dinosaur** CH – The Team/injured animal LO -The Island EV – discover an animal in need and how to assess the problem TI – Present in fiction TE – What has happened? What injuries does it have? How will they treat it? Will it survive?	Discuss how the team can help and to discover how they may need to care for the animal. To enact diagnosing the injuries and what the animal is going through. To be able to assess the situation and work as a team to help.	To inform the team of the issues that face the animals on the island. To Teach the team about the different dangers the animals may need to be protected from. To allow the team to work together to solve problems and remain in control of the care for the creatures.	Geography – understanding different terrain English – writing and speaking skills PSHCE – understanding health and wellbeing as well as empathy for others.

Weekly Planning Week Beginning 30/01/2023

Wk 3	1. Episodes/ Events (character, location, event, time, tension)	2. Activities – Language/drawing/enacting	3. Purpose (inside the fiction)	4. Learning (Curriculum)
Lesson 7	**Framing distance -** CH – The Team/characters in the image LO –The Island EV – discover an image of the dinosaurs on the island in modern times TI – Present in fiction TE – Where has this come from?	Image of dinosaurs in modern times Found. Discuss what they can see. Where has it come from, A team already here or someone else? When was it painted? What does it mean? Enacting the scene and looking at the framing from different points of view.	To build understanding of dinosaurs and their presence in the modern world. To add tension to the story of other people on the island e.g. hunters.	Geography/History – understanding different terrain and timescales English – writing and speaking skills PSHCE – understanding that the health and wellbeing of the animals is important
Lesson 8	**Framing distance - Continued** CH – The Team/characters in the image LO –The Island EV – discover an image of the dinosaurs on the island in modern times TI – Present in fiction TE – Where has this come from?	Image of dinosaurs in modern times Found. Discuss what they can see. Where has it come from, A team already here or someone else? When was it painted? What does it mean? Enacting the scene and looking at the framing from different points of view.	To build understanding of dinosaurs and their presence in the modern world. To add tension to the story of other people on the island e.g. hunters.	Geography/History – understanding different terrain and timescales English – writing and speaking skills PSHCE – understanding that the health and wellbeing of the animals is important
Lesson 9	**Discovering a Mystery code and follow clues** CH – The Team LO -The Island EV – the team discover part of an instruction manual about how to care for the animals and what the dangers are, some information is missing. TI - Present in fiction TE – What was the important part that is missing? Will they be able to complete their task without this information? How will they solve this problem?	(Convention 24) (convention 31) Language discussing what has been found and what this means. Reading which parts of the information has been accessible and what we still need to know. Where has it come from? What was the important part that is missing? Will they be able to complete their task without this information? How will they solve this problem?	To assess what information has already been learned as well as what we still need to know. To use their fact files to fill in the gaps of information. To be able to solve a problem and help rescue an injured animal that may be in danger.	Geography – understanding geographical features Knowledge and memory skills, drawing on what they already know and to recall information.

Weekly Planning Week Beginning 06/02/2023

Wk 4	1. Episodes/ Events (character, location, event, time, tension)	2. Activities – Language/drawing/enacting	3. Purpose (inside the fiction)	4. Learning (Curriculum)
Lesson 10	**Step – find evidence of a hunting party** CH – The Team LO – The Island EV – find an old discarded boat and a net and empty gun on the shore, hunting team from Scotland TI – Present in the fiction TE – who has arrived? why are they here? how can we stop them?	(convention 33) Enacting 'a keeping watch mission' and a boat being discovered with a strange sign on the side. The sign shows this was a team from Scotland that have come to hunt and capture animals.	To highlight the danger the animals are in from people who may want to capture or hurt the animals.	
Lesson 11	**Step – letter to protect the animals** CH – The Team LO – The Island EV – to write a persuasive letter to get permission from the Scottish government to protect the animals TI - present TE – how can they persuade the government in a letter? what can they say that will help? what are they asking and why? why is this needed? What will happen if this doesn't work?	The team to construct a plan for writing a persuasive letter to the Scottish government about the remains of the boat that was found. They are to suggest important areas that need to be covered and facts that need to be included in order to put a case across. Begin to write the formal persuasive letter.	To highlight the danger the animals are in from people who may want to capture or hurt the animals. To understand the importance of a persuasive letter and the structure for this.	English – persuasive writing
Lesson 12	**Step – finalise letter** CH – The Team LO – The Island EV – finishing the letter and rereading/ address TI - present TE – have they done enough? will this work? how will it get to whom it need to be delivered to? how will they know if it has worked?	The team to continue to write a persuasive letter to the Scottish government about the remains of the boat that was found. They are to suggest important areas that need to be covered and facts that need to be included in order to put a case across. Read and share their letter to edit and improve where needed.	To highlight the danger the animals are in from people who may want to capture or hurt the animals. To understand the importance of a persuasive letter and the structure for this.	English – persuasive writing

Session 1 – Starting the Story – build the Island

Island Story

"The island had stayed hidden for millions of years, behind the cloud of fog and storms that surrounded it. Sailors who came close would turn their ships around and sail away, afraid of the swirling clouds, flashes of lightening and clashes of thunder. And so they had stayed unfound and undisturbed, the last of their kind, the last of the great creatures who had once been rulers of the world.

When the great meteorite came it killed all of their kind, everyone of them became extinct, everyone, except the ones who lived on this island. How they survived is still a mystery. A mystery even to the scientists, who came with their machines and found a way through the maze of fog and storms. Even to the scientists who found the creatures living unchanged in the forests, caves and mountains of the island. To them they were a miracle, an unbelievable wonder, and a chance to watch, study and understand.

But the scientists were not fools and they knew there were other people in the world who would not be content to watch and study, but would want to own the creatures. To hunt them down, catch them in nets and take them away from the island. To put them in cages and make their fortunes by parading them around the cities of the world.

So the scientists worked in secret. They kept the island safe and secure. Determined to protect and preserve it from those who would do it harm and steal the creatures away. They invented stories about the dangers of the fog and storms, and told tales about ships and planes that disappeared in the swirling clouds, scaring away those that would come too close.

And it worked. The scientists work there still, in secret, watching, studying and protecting the great ancient creatures. Photographing them, filming them, recording their sounds and noting their movements and habits. The scientists live in a corner of the island now, in buildings they built from wood, and only travelling around the island on foot, determined not to damage or change its sensitive environment in any way. Keeping the island, and the creatures who live there, as they have been for millions of years, unchanged and undisturbed."

Sequence of steps into the fiction

Lesson 1	**Starting the Story – build the Island** CH – Class setting the story LO -The Team and the imagination of creating the Island EV – To make the Island become 3D TI - Present TE – How will this mysterious place look?	(Convention 9) Work as a team to create a 3D model of the Island and its geographic features. Listen to the story and understand its mystery. Use this to imagine the feel of the place and its history and importance.	To assess the size of the Island and its main features. To gain a vision of the size of the Island and its terrain.	Maths- measuring and calculation Geography – understanding geographical features

Starting the story

Gather the students together in a large circle. Unfold the sheet and lay it in the centre of the circle, some of the students might like to help. Have the material, string and A5 paper close to hand. Lay the geographical features list out on a table and have the books and pictures ready to use.
Begin once the students are settled and ready. Imagine you telling them a story, try to speak as if you were telling the story to a room of adults, this is not a fairytale. Print out and use the story script if you need to (see resources).

"The island had stayed hidden for millions of years, behind the cloud of fog and storms that surrounded it. Sailors who came close would turn their ships around and sail away, afraid of the swirling clouds, flashes of lightening and clashes of thunder. And so they had stayed unfound and undisturbed, the last of their kind, the last of the great creatures who had once been rulers of the world.
When the great meteorite came it killed all of their kind, everyone of them became extinct, everyone, except the ones who lived on this island.
How they survived is still a mystery. A mystery even to the scientists, who came with their machines and found a way through the maze of fog and storms. Even to the scientists who found the creatures living unchanged in the forests, caves and mountains of the island. To them they were a miracle, an unbelievable wonder, and a chance to watch, study and understand.
But the scientists were not fools and they knew there were other people in the world who would not be content to watch and study, but would want to own the creatures. To hunt them down, catch them in nets and take them away from the island. To put them in cages and make their fortunes by parading them around the cities of the world.
So the scientists worked in secret. They kept the island safe and secure. Determined to protect and preserve it from those who would do it harm and steal the creatures away. They invented stories about the dangers of the fog and storms, and told tales about ships and planes that disappeared in the swirling clouds, scaring away those that would come too close.
And it worked. The scientists work there still, in secret, watching, studying and protecting the great ancient creatures. Photographing them, filming them, recording their sounds and noting their movements and habits. The scientists live in a corner of the island now, in buildings

they built from wood, and only travelling around the island on foot, determined not to damage or change its sensitive environment in any way. Keeping the island, and the creatures who live there, as they have been for millions of years, unchanged and undisturbed."

Depending on the age of the children this passage might contain a few unfamiliar words. So, as with every story you read them, take the time they need to understand it. You might need to read it through a second time, asking them to stop you when you read a word or sentence they don't understand. At this stage they don't need to understand *everything,* just the gist of it, so don't worry too much. And don't interrogate them!

The purpose of the story is to establish the context of the unit and lay in some of the givens:

- The island is secret
- Surrounded by fog and storms
- The scientists keep it hidden by inventing shipwreck/plane wreck stories
- The island is inhabited by creatures (possibly/probably including dinosaurs) who have survived a mass extinction for millions of years (there are some obvious issues here about evolution - see notes below)
- There are people (if they discover the secret of the island) who would like to catch the creatures and take them away
- The scientists are watching, studying and protecting the creatures
- They are determined not to damage the island's environment
- They have built their building from wood
- They only travel by foot on the island

Note on evolution: Obviously any species left alone on an island for millions of years will have evolved and changed in unimaginable ways. However, for the purposes of this unit (a curriculum of dinosaurs and geographical landscape) we are ignoring the process of evolution. This is a strategic teacher move. One you may disagree with. If so, you have, it seems to us, two alternative options. The first, is to include evolution from the beginning, introduce the process to the students early on, when they start inventing the creatures of the island (see step 6). The second, (one we would recommend) is introduce the theory later on, once the context is strongly established and the students are firmly invested.

Something like:

"You know, the creatures on our island, I'm not sure they would have stayed the same for millions of years. Some scientists say that not all of the dinosaurs became extinct 65 million years ago and that some of the smaller ones survived. They changed, slowly over millions and millions of years and are still among us. Some even think birds evolved from the dinosaurs..." etc

Sequence of steps into the fiction

<u>The shape of the island</u>

After discussing the story start step 2.

"You might be wondering about this big sheet. I thought we might try and use it to make the island in the story. I've got these other bits of material here **(show the students the other miscellaneous pieces of material)** ***we could use to make the hills and the mountains of the***

	island. I'll show you what I mean." Take one of the pieces of material fold it in to a loose ball and then push it under the big sheet to the middle. Take a bit of time shaping it, ask the students for advice. *"What do you think? Should it be bigger? Perhaps someone could pass me..." Etc.* Once you have the mountain in place, sit back. ***"What do you think? Do you think there should be more hills and mountains on our island?"*** **Note:** You know your class. If you think they can handle working on this part of the activity without support then let them go. However, they might need a little bit more structure. Dorothy Heathcote calls the level at which a class can work independently, and interdependently, their 'social health'. A class with poor social health will need a great deal of support and structuring, a class with good social health, less, and a class with excellent social health, none at all. Interestingly, in our experience the level of social health of a class is not always directly related to their age. Some young children can work very cooperatively, while some older children find it almost impossible. Whatever level of support you decide your students need, the principle is always to guide them toward less and give them opportunities to work independently and interdependently.

	Sequence of steps into the fiction
	<u>Geographical features</u> Once the students have finished shaping the island then they will need to start adding the geographical features. If they are very young and/or inexperienced they might not know very much about islands or even what an island is. In which case you will need to help them gain this knowledge using the **resources** you have already prepared and any information you can give them yourself. Be careful, however, not to lecture them or they will soon switch off. Think of it as a briefing for a team of scientists new to the island - make sure you have the laminated geographical features nearby: ***"As you can see the island is surrounded by the sea, to get to it we will need to go through the fog and the storms that hide it from the rest of the world. The ride can be very bumpy I understand. You'll notice the tall mountain in the centre of the island, some say it might be a volcano, and the surrounding hills. The island is very mountainous, some of the tallest have coverings of snow that stay all year round.*** ***"The rest of the island has all the geographical features you would expect, forests, rivers, caves, waterfalls..."*** As you speak lift up the appropriate laminated feature, give the students the opportunity to join in if they want to, five or six should be enough. ***"I think it would be very helpful if we knew where all these features were on our map of the island. Do you think you could use these things to help you? I've brought along some different coloured wool and string, some tissue paper... You might also find these photographs of the***

	island useful to look at, they might give you some idea of the climate and terrain." **Task*:*** The students set to work creating the geographical features of the island using the materials and resources available. Encourage them to label the features as they make them, either using the laminated labels or making ones of their own. As the students work give them support as they need it. Encourage them to use the resources and ask them questions, for example: ***"That's interesting, could you explain to me where this river is going?"*** **etc*.*** ***Note:*** You will need to take photographs and take note of any misunderstandings or lack of knowledge the students demonstrate. This is a good activity for assessing the current knowledge of the children, but resist the temptation to put them right. For the moment you need an island, but the island needs to be *their* island. The class are *both* creating the landscape for the coming inquiry *and* developing an **investment** in the work. If they start to feel they're getting it wrong or are supposed to be making an island for you, then their levels of interest and enjoyment will drop. Later on there will be plenty of opportunities for you to create activities where the children can develop the knowledge and understanding they currently lack. **Task: To construct the island, adding geographical features.**
	Sequence of steps into the fiction
	<u>Refection and feedback</u> Once the island is complete, tidy up, and gather the class back together. Share what areas have been built and why, discuss how well they team worked to create the Island together.

Session 2 - Reflect on the Island creation and How to travel to the Island

Sequence of steps into the fiction

Lesson 2	**Reflect on the Island creation and How to travel to the Island** CH – The team LO – Traveling to the Island EV – Their Journey to the Island TI – Present (recall) TE – How did they manage to get there/what was the adventure?	Discuss the Island and how the team have managed to arrive there. Share stories about their travels and the problems they may have had. Key questions: what transport did they use? Where there any problems? Write a story about their journey.	To inform the team of the issues of the travel to such a remote island with bad weather. To inform the team of the issues that others may have when coming to the island also. To share ideas and thoughts about the safety of the island.	Geography – understanding different terrain English – writing skills and plotting out events in sequence.

Getting to the island - story writing

The students are going to start to imagine themselves as a team of scientists newly arriving on the island. The purpose is to shift the focus of the work from 'we as creators of the island' to 'we as scientists living and working on the island'.
First, spend a bit of time reflecting on the work done building the island:
"What a huge job. You've built an island. Did you get tired at all? Not even at the end? I noticed.."
*(*Let the students see you referring to your notes)
Show an image of the Island that they built on the board. Asking questions about how it went and which areas were done where and why?
Allow teams to share what they added to the structure, remind the children about this being an island that has stood alone for thousands of years.
Note: This is not about '**praising**' the children. Telling them how clever they are or what a good job they've done. Worse rewarding them with stickers and such. It's about providing useful feedback, things you noticed about the way they worked. For example:
"I made a couple of notes in my book, if you don't mind me reading them: 'Noticed Ryan using the blue string to make the river, he seemed to stop several times, change his mind and then move the string to another place. I wonder what he was thinking?'" etc.
Involve the students in the process:
"As you worked did you notice anything about the way other people were working*?"* etc.
"Well I was thinking, if we were the scientists, living and working on the island, how might we have got here. Bearing in mind the fog and the storms. I'm not sure I would liked to have come in a plane, I think I would have been happier on a boat. Even if it was a bumpy ride. What about you? I mean what way would you have liked to come?"
Allow them to share ideas in small groups chatting about their preferred way to travel. Question why they chose that, did they think about the dangers and the problems they may face, storms, jagged rocks.
Give the students time to talk to each other. Help them if they need it. As they talk get the A3 paper ready.

	"How many different ways are there to get here? Who came by plane? Who by boat? Did anyone come in a submarine? Was the plane one of those sea-planes? You know the ones that have floats attached so they can land in the sea. What about by helicopter? It would have to be one of those helicopters that can land on the sea. We're not allowed to damage the island". Invite the children to share their thoughts and possible solutions to the problems of how to actually get onto the land. ***"I wonder if we could collect all our ideas together. Could you grab a piece of paper here and make some notes or drawings about the way you will journey to the island.*** Allow the children to work in pairs or a small group, to draw their mode of transport. How did they arrive at the island? Were there any dangers that they needed to think about? Did they need any extra space for all their equipment? Stop then children to share some ideas as you walk around and discuss what they are drawing. Did anyone think about the dangers that they would face getting from their transport to the actual beach? Did you need special equipment? **"Could you please add those to your drawing as these are very important pieces to the story"** Now that the children have a clear picture of the journey to the island and how they will overcome the dangers to get there, shift their attention to how much equipment they will be able to carry. There are no roads or a runway for an aeroplane to land. Everything they need they will have to carry with them in their teams. Give the children time to discuss this in small groups. **"So can I just ask you to stand for a moment as the team and share some ideas of what equipment you will need to pack in your rucksacks. Can I just stop you there, I was just wondering, It isn't going to be that easy to get from the transport to the Island and on to the land. If you are in a plane, there is no runway are no where to land, How will you get off the plane and onto the ground? The same for the boats, they will not get close enough to the land because of the rocks, how will you get from the boat to the land? Remember you have all of your equipment to carry with you as well.** Allow the children to discuss possible resources and vital equipment. **"Would you mind just adding these ideas to your sheets. Maybe we could share out the heavy things, but we will all need our own food and water".** As they are getting on**, "Could I please just ask you to maybe just label your ideas so that we can see exactly what it is that we need, Thank you2** Spend time gathering the ideas and sharing the thoughts on what is essential and how large their packs will be. **Task: To document their chosen means of travel and the equipment needed**

Session 3 - Scientists on the Island, travelling

Sequence of steps into the fiction

Lesson 3	**Scientists on the Island - travelling** CH – The team LO – Traveling across the Island EV – Their Journey across the Island TI – Present (recall) TE – How did they manage to travel? Where did they sleep? How did they feel?	Iconic/Enactive Share ideas of equipment needed to hike across the island. Draw and list/label the items needed thinking about the journey and the dangers. Then enact the hike, walking, carrying and sleeping. Freeze frame their expressions and emotions.	To build the tension of the remote island that they are on. To inform the team of the issues that they will have carrying all of their equipment. To share ideas and thoughts about the safety of the island.	Geography – understanding different terrain English – writing skills, listing and labelling equipment.

Travelling across the island - story writing (Continued)

Spend some time at the start sharing the sheets from the previous lesson. Discuss the problems and how heavy all the equipment was. Gather the children's ideas about what they had decided to bring with them and why.
Just like previously, have some smaller A5 pieces of paper scattered around the room.
"So from what you are saying we are going to need some equipment to protect us from the animals, as well as camping and hiking gear, I presume we will be travelling for a couple of days so we will also need food and drink."
Allow the children to chip in and add different things that they feel we need and their reasons for this.

"Would you mind just adding these ideas to a sheet but this time when you do so could you please make a list, you could maybe do a quick sketch and label the items, we really need to check that we are not leaving anything behind before we set off".

Once they have started their lists remind them that these are just quick tick lists and do not need to be in too much detail. Allow them just a few minutes to get their ideas down, then gather together back on the carpet. Right so in my back pack I have some spare socks, a torch, anything else…… encourage the children to chip in with their ideas.

Begin to act out trying pack the bags and hoist it up onto your back. Invite the children to join you in the enacting.
"This is very heavy, I wonder how far it is going to be to get to the camp? I hope we will get to have a rest and some food."
"Right well I suppose we better be getting all this equipment off and ready to get on our way to the base camp."

Begin to act out the lifting of the very heavy rucksack. Emphasis how this would change the way you were standing and feeling. Arch over and walk slowly, show grimace on your face, do the same to carry all the camping gear down the gangplank on to the land. Or something similar.
Talk openly with the children and set the tension that they are now on the same Island as living creatures like dinosaurs. Ask:
What do we need to do to keep safe?

	How will we know if a dinosaur is near? How will we do able to protect ourselves? What could we do to make sure we are not damaging any of the island plants? **"There are a lot of things to think about now that we are here"** Enact the journey through the rough terrain, Think about how to show….. How hard is it to walk How heavy is their gear How are they feeling… tired, scared, excited Ask the children to just pause and step out of the fiction. Talk to them as the class again and share what you have seen. **"so I saw some of the team taking a rest over here, they were mopping their brows and having a drink, there were some of the team looking very scared on this side, I think they may have been worried about the creatures! Would be ok if in small groups you could think about how you are feeling and if I count down could you maybe freeze frame so that we could all see what was happening within you team. I will just give you a few minutes to discuss what you will all be doing, then I will count 3…2….1 and then could you all just freeze in that pose."** Allow the children the time needed. This could be done small groups at a time or as a whole class. Once they are in freeze frame, talk over the image… **"As the team began to settle and rest for a moment, they realized that they were in danger"** Or **"The rough terrain and continuous walking had taken its toll on many of the team members. Their backs were aching and their muscles had seized up"** Use your judgement to talk over the images and freeze frames that the children have produced. Remember the key is to set the tension and build the understanding that there is still a lot to be discovered on the island. ***Task: Travelling across the Island and freeze frames.***

Session 4 - Creating the animals on the island

Sequence of steps into the fiction

Lesson 4	**Creating the animals on the island** CH – The team LO – The Island EV – To discover the different creatures found on the island. TI – Present TE – What new creatures will there be and will they have ever been seen before?	(Convention 9) Team to enact their journey across the island in hunt of the animals. They are to imagine finding an animal and using cameras/binoculars to have an image of the animal in mind. Team to then draw what they have seen and to name their animal.	To build the tension and excitement at what can be discovered. To allow the team to begin to unde3rstand the types of animals/dinosaurs that could be on the island and how rare and precious they are.	Geography – understanding different terrain English – writing skills and plotting out events in sequence. Art – drawing from imagination as well as memory.

Inventing the creatures on the island

The students will invent the creatures of the island. Up until now the language of the story has been deliberately ambiguous. In our experience some children love dinosaurs, some are indifferent and some are actively disinterested. You'll need to judge the students in your own class.
For resources you will need:

- The dinosaur topic books laid out on the class tables/images of the creatures
- A4 paper/pre-printed label sheets
- Coloured pencils

Note: By this stage the model of the island may still be in the classroom or you may have packed it up. If so, then have it represented in another way. Either a display on the wall of photographs, drawings and notes or a map, either drawn by you or by the children, that the children can see and you can refer to.
Gather the class together.
Revisit and take time to go over the stage they are at so far as it will have been a couple of days since they were last in the fiction and the tension needs to be reestablished.
"Could I ask you, in your imagination, to go to somewhere on the island, as one of the scientists. You'll have to have got there by walking, so it might have taken quite a while. You might be a bit tired from the journey. You might have had to climb one of the mountains or walk along one of the forest pathways."
"In your mind now, could you try and remind yourself of the heavy rucksack on your back, full of the things you need for your work. Binoculars, notebook, camera, first aid kit, rope. And could you imagine you are now moving across the last section of the valley before heading over the ridge into base camp. Something is moving a little way ahead. Something you would like to take a closer look at, perhaps it is one of the ancient creatures?"

Allow the children time to gather in groups around the class, build the tension and the weariness of the team by maybe sitting on the chair,

	tired and breathing derp. Then heaving the heavy backpack back onto your back and carry on walking. Stop suddenly and point. ***"Could you take something out of your rucksack that you could use to record the creature, your camera, video camera or tablet and could you imagine getting a little closer. As quietly as you can, perhaps you are crawling along the ground or keeping in the dark of the shadows. If you stop for a moment, you might hear the sound of the creature breathing and chewing. See if you can get a bit closer, without being seen."*** Invite the children to do the same, what did they hear? where did it come from? Can they see what it is? ***"See if you can get close enough to film or take a picture. You will have to be very quiet as not to scare it, remember it might be frightened. We do not know if these animals are herbivores or carnivores so please be very cautions.*** Enact maybe laying down or kneeling over to see a bit better. ***If you can, then please take one of these pieces of paper and draw what it was you saw. If you look in the books on the table you might find one that looks the same. If you do can you please make a note of the name of the creature, it will really help us with our work..."*** **Task*:*** The students set to work drawing the creatures they have seen on the island. Support them as they work by asking questions and then extend their thinking by setting a series of follow up tasks, do this as they work, like an after thought. Go slowly so as not to overwhelm them and add extra support where needed. • If you find the creature you saw in one of the books could you please make a note of their name and what they eat, that will be very helpful. Could you please note if they are a herbivore, a carnivore or an omnivore. Thank you. If you are not sure and there are no records of this, could you maybe use your understandings of their teeth and claws to have a good guess at what they may eat. • Could you also please note where the creature was when you found it, next to a river, climbing a tree, in a cave... • Also, it would be helpful if we knew what the creature was doing at the time, hunting, or eating, caring for its young... • Could you also please take a close look and see if the creature has any scars or injuries that might need treating, if so, then we'll need to see if the medical team are available... By the end of this task, the children will have created a large number of different creatures and scenarios, each of which could provide an event for future exploration, and inquiry. Give the children time to present their images to the rest of the group. These may be drawings of dinosaurs that they already know about or they could have invented a new prehistoric creature. They will have a lot to share, about their habitat, behaviours, colours, scales etc. **Task: to use images to document the animals found in their own fact files**

Session 5 - Message for the Team from the scientists

Sequence of steps into the fiction

Lesson 5	**Message for the Team from the scientists** CH – The Team LO – The Island EV – find the rest of the team TI - present LO – The Island TE – are the team ok? Where are they? Can we get to them safely? How much information was lost?	Symbolic - Teacher in role Iconic – Draw the map Enactive – Make the journey The team are to document the island in a map as they travel across it. First they receive a message with some clues as to where to go and what to do.	To add understanding about the dangers on the island to the humans and to the animals. To learn about directions and how to form a map with details that are vital to be able to follow.	English – writing techniques Geography – understanding maps and directions and keys

ADDITIONAL – Teacher in role

1. **Inductive language**
2. **Three voices**
3. **Inquiry questions**
4. **Thinking time**
5. **Talk to the person next to you**
6. **Ways of answering -> Bruner - symbolic, iconic, enactive**
7. **Dramatic Action – dark/light – sound/silence – movement/stillness**

The team are informed of an incident in the camp where the experts have been staying and documenting all that they have found.

There has been a fire in the camp and the experts have had to leave the camp in a hurry. They fear that most of their research had been lost in the fire. The team use the clues from the message to help them map out the route that they have taken and what they have found along the way.

6) Ways of answering -> Bruner - symbolic, iconic, enactive

Symbolic - Teacher in Role, **Iconic** - Document the map, **Enactive** - start the journey and add to the map

2) Three teacher voices – Teacher facilitator – Teacher in role – Teacher narrator

1) Inductive Language – Language of inquiry inviting the children to be part of the imaginary learning.

Can I just ask you to gather on the carpet as I have some news to share with you. (allow the children time to sit and make sure they are focused and listening before starting)

Unfortunately it isn't good news, there has been an incident and the situation on the island has changed. I found this note whilst gathering wood not far from the camp. As you can see it is rather torn and dirty and it says that the team of experts are no longer at the original camp. I can just about make out a few bits, shall we see what it says? (spend time reading the message and sharing the photo, allow the children to talk and discuss between them, let them build the tension)

4) Thinking Time

5) Talk to the person next to you

What do you make of that? That can't be good! What do you think? (Give time for natural discussion and concern to build between them)

Well the most important thing is that everyone is safe but unfortunately the camp could be completely gone!

3) Inquiry Questions

I'm a little concerned for what that might mean! Do you have any concerns? (Again allow pauses for the class to discuss the issues and problems that the experts now face!)

Shall we learn a bit more about what has happened?

Begin to stand and introduce the 'Teacher in Role'.

2) Three teacher voices – Teacher facilitator – Teacher in role – Teacher narrator

Place a chair within viewpoint of all the children at the front of the class. Introduce the idea of teacher in role.

I think we need to understand what was happening at the time this message was written and it might be best to hear from one of the team about the incident.

When I sit on this chair I am going to represent the expert team member who wrote this note. I might stand up and out of the role, and then I might sit back down and represent the person again.

Sit on the chair and begin to look a little unnerved and jumpy. Pick up the pen and stare at the paper. Quickly looking around as if watching for something falling. Brush hair back and add to the tension that you are writing in a hurry. Begin to write, narrating as you go…

Dear Team,

Sadly there has been a fire in the camp. We had to leave in a hurry to get to the second camp at the top of the island.

Stand out of the chair and leave the role.

3) Inquiry Questions

Gosh, that would have been quite scary and I'm sure they would need to be quick when leaving and writing a note for us.

They looked to be rather unnerved and concerned. What do you think might have been concerning them the most?

Allow time for suggestions, kind calling out and talk to your friend.

7) Dramatic Action – dark/light – sound/silence – movement/stillness

It must have been quite dark and loud, Would there have been any light? Where would it have been coming from?

Allow time for suggestions, kind calling out and talk to your friend

Shall we have a look at the photo that was sent with the note, this might help us.

Gather the focus on to the photograph and have a look at it in more detail.

Re-ask about the sounds, Where would it be coming from? Point to areas of the photo that reflect their thoughts and questions.

What do you think might have been making the sounds? Would there only be loud sounds?

Again inform them that you are going to sit back down.

I am going to sit back down again and represent the team member, I wonder what other bits of information we need to know.

Sit back in the chair and re-enact the role, adding tension and drama. In role, continue to write the remaining letter. Narrate as you write.

We are all safe and well however, we could not save all of our documents and most of the research was left behind and feared burned!

This included important information on how to care for some of the mysterious animals.

As you make your way to the North-West of the Island, it is vital that you collect as much information as you can.

From the base camp in the South-East of the Island, you must take the right-hand path around the Mountains in the centre of the Island to avoid the nesting animals.

Please document what you find along the way as our maps have been left in the camp and it is vital that we document what creatures we have found and where we found them.

I have enclosed a photo of the fire and a copy of the Island plan. Please add as much information as you can as we will need it to get back and find the boats.

We trust you will respect and protect any Island's creatures that you meet on your way.

Stand back up out of the chair. Pause for a second to allow the children to digest what they have heard.

That is really important information that we have learned. Here is a copy of the map that was with the message.

We are going to need to think about this carefully! What shall we do now?

This is definitely going to make our time here on the island more challenging!

Allow the children time to share ideas with their partners and suggest key points that they have picked up for the message.

Take time to talk through the problems :-

	How the map could be used to document where the mountains would be? What do we know about the original camp and how to get to the new one? What have we seen and learned so far about the animals? Where are the nesting animals? Where do we need to return to be able to get home? What should we document along the way to find the team? **I was wondering if we could begin to add to the maps that we have, it would help that we have a document to refer back to with everything that we know so far.** Have the A3 plain map guide ready and on the board as an example. Allow the children to add ideas to the map about the animals they have encountered and where, plus the clues and key information that the note told us about the route that the team needs to take. After a short time, walk round and discuss as you go, pause the children for a second to add extra information. **I can see that you are all very busy, could I just ask you to stop for a moment, I can see that you are doing a good job to write down what you have discovered and where it was. Can I please ask that you also add your labels to the map so that we will know what you have found.** Allow for some time to compete the maps. Gather the children back on the carpet to share their work. Select on as an example that is clear to follow and understand. Use this as the map to guide the team across the island. (Can it be put under the presenter and shown on the board?) **This is a clear and detailed map that I think we could use (use example). Lets have a closer look and try and see where we could start.** Stand and encourage the children to do the same, **Now we look to have a long hard journey ahead of us. We have to get to the team of experts in the camp at the top of the island, there isn't much daylight left and we still need to pack all the essential items into our backpacks. Can you just spend some time quickly getting all your items ready please?** **Now who has the map?** **Did someone pack a torch?** **Was there anything important that anyone packed that we think we will definitely need?** **Does anyone know which way we are going?** **Now before we set off there are lots of dangers out there that we need to be aware of ect…** **Slowly place the backpack on (**emphasising how heavy it is**) then start to slowly move around the room, ducking down and listening out.** **Ooh can you just pause for a moment, this bag is very heavy and uncomfortable (**pause to adjust the bag then look startled**) what was that….freeze**

	We need to be very quiet and still, I think there is something just behind the tree, I heard something moving, did anyone hear anything? Stand out of the fiction and address the children. **Just relax, come and sit down for a moment. What could the noise have been? How would you be feeling at that moment? Why?** **I wonder if you could just take a moment to think about how you would be feeling and what you would do, just take a moment to think, could you show someone next to you?** Pause the class after a few moments and ask for a few to demonstrate. **I am going to count down from 3 and could you please show me.** **2) Three teacher voices – Teacher facilitator – Teacher in role – Teacher narrator** **As the brave and intrepid team made their way across the island, they know they had to reach the second camp before nightfall, yet they could not rush, they could not let their guard down, after all they were sharing the island with some very dangerous creatures who may want to harm them!**

Session 6 - find injured dinosaur

Sequence of steps into the fiction

Lesson 6	**find injured dinosaur** CH – The Team/injured animal LO -The Island EV – discover an animal in need and how to assess the problem TI – Present in fiction TE – What has happened? What injuries does it have? How will they treat it? Will it survive?	Discuss how the team can help and to discover how they may need to care for the animal. To enact diagnosing the injuries and what the animal is going through. To be able to assess the situation and work as a team to help.	To inform the team of the issues that face the animals on the island. To Teach the team about the different dangers the animals may need to be protected from. To allow the team to work together to solve problems and remain in control of the care for the creatures.	Geography – understanding different terrain English – writing and speaking skills PSHCE – understanding health and wellbeing as well as empathy for others.

The injured triceratops

Gather the class together in a circle after collecting the reports together and displaying them on a noticeboard: 'Scientist Reports of Creatures on the Island'. You and the students might have organised them into categorise. For example, species of creature or seriousness of injury - priority cases.

Mark out an area on the ground with masking tape, This really helps to set the scene and keep the children in the fiction.

Have in front of you the case you are going to explore together. It will be one you've selected as a good example. This one is a female triceratops, found near a river, with bite marks and scratch marks in its hind legs and neck. The creature is lying on its side.

As you talk move your hand across the space of the carpet indicating where the creatures is lying, helping the students to imagine the size and shape (it will not be the real size of a triceratops, which would be too big, but one just the right size for now).

"We have here a female triceratops, **(you turn to the student who invented the scenario for guidance)** ***fully grown?*** **(the student nods - she is the one who knows).** ***She has sever bite marks and scratch marks here, on her back legs, and here, on her neck. As you can see she has lost a great deal of blood and is having difficulty breathing. I'm not sure if she can move*** **(turn once again for confirmation - another nod),** ***um, so this is a very serious situation. Has she moved since you found her?*** **(Shake of the head)** ***Did you see what made these marks?*** **(Another shake of the head)** ***What do you think did it?*** **(A shrug of the shoulders) Yes,** ***I understand, I'm not sure either.*** **(Turn to the rest of the class)** ***Does anyone else have an idea?"*** **Give time for discussion."**

	"Um, well. Is she unconscious do you think? I don't want to get too close until I'm sure she can't move. You know these big dinosaurs, even the herbivores can be quite aggressive if hurt or attacked. Do you think we should give her an injection to make sure? Can you see if you have a syringe in your backpacks." (**Pin up a picture of a syringe** if needed so the children know what it looks like - then look in your own imaginary backpack to model the action, as you search watch the students to see who are joining in and who are unsure of what to do, this will give you an idea of the pace you need to go at. Some children find this way of working intuitively easy, others can feel confused or self-conscious. Don't force the reluctant ones to join in, let them watch at first to get the idea). ***"If you have a syringe can you fill it with sedative...*** **(again model the action, holding up the syringe, pushing the needle into the bottle.)** ***how much of this sleeping medicine do you think she'll need? We don't want to give her too little and have her wake up when we're working close. But we also don't want to give her too much that she never wakes up again!"*** Use the picture of the syringe to help the students scale from 1 to 5. ***"OK, I think we're ready. Now be careful, and be gentle. She is likely to be very scared and very weak."*** **(You lean forward and model injecting the dinosaur, those that want to, join in. You lean back, watching and waiting).** ***"What do you think? Has her breathing slowed down? I'd like to listen to her heart. Have you got a...*** **(pause, mime with your hands)** ***stethoscope? For listening to her heart and breathing."*** **Pin up the picture of the stethoscope**, and model looking in your bag. Then lean forward and model listening to the heart and breathing. Watch to see if you are being followed. ***"What do you think? Does it sound OK? We'll have to keep a close eye on her heart beat. Can you have a look in your backpack again and see if we have anything for monitoring her heart. You know something that will make a noise, beep, beep beep..."*** The pace of this is entirely up to you. But make sure the tension stays high, too much detail and it'll become a chore, not enough support and the children will get confused. ***"I think we're ready to start. Can you take a close look from where you are and see what needs your attention. Anything you think will need some medical treatment. It might be a scratch, a bite wound or something stuck in her flesh. Can you now take out your medical kit and use the tweezers*** **(model again)** ***to pick out anything that stuck in her...*** **(model...)** ***I've got something here... It looks like a tooth! Gosh, and it's big... I'll just see if I can get it... No, I'm going to need a sharp knife, can you pass me the scalpel... Thank you. Ah, go it. I'll put it in the bag, might like to look at that tooth later. Does anyone recognise it? A T-Rex! I hope its not close by. We're going to have to work fast."*** ***"Right, this wound it going to need cleaning and sewing...*** **(model continued work. Hopefully most of the children are joining in at this point. Working alone or in groups)**

	Give them the time to finish, then sit back. Turn to the student who invented the scenario: *"What do you think? Do you think she will live? I expect she'll need care back at the medical centre, can you organise that? Do you think you'll need the helicopter? OK, I can help you with that."* Turn to the rest of the class. ***"We're going to call in the helicopter to air-lift the triceratops out and back to the medical centre. I know you all have emergencies of your own to sort out, can you organise yourselves into teams and get to work on the most urgent cases... I'll be over here if you need me."*** **(Turn away and start radioing for the helicopter)** ***"Hello, can you hear me? Is that helicopter control? Good, I'm part of the science team, we're over by the river with an injured triceratops. Can you please send us a helicopter, we need immediate evac..."*** **etc.** As you continuing working watch the rest of the class. They might just get on, organising themselves into teams, without the need for any further help. Or they might look confused and sit waiting for further guidance. Or they might just start running around being attacked by dinosaurs! Whatever they do, give them the appropriate level of support they need, as little or as much as necessary. Don't feel disempowered. Don't be worried if you need to stop the drama. Make it clear that's what you're doing, so the class can see what's happening. ***"Everyone... I'm just stopping our story for a moment. So we're all clear what's happening. I think we've got a lot on here, so we'll need to be really organised. We don't want any of the injured or sick creatures to die. Do you need my help organising yourselves into teams or can you do it yourselves? I guess four or five would be the right number, although less might work..."*** **Task: To enact the procedure to look after the injured animal**

Session 7 - Frame distance -

Sequence of steps into the fiction

Lesson 7	**Framing distance -** CH – The Team/characters in the image LO –The Island EV – discover an image of the dinosaurs on the island in modern times TI – Present in fiction TE – Where has this come from?	Image of dinosaurs in modern times Found. Discuss what they can see. Where has it come from, A team already here or someone else? When was it painted? What does it mean? Enacting the scene and looking at the framing from different points of view.	To build understanding of dinosaurs and their presence in the modern world. To add tension to the story of other people on the island e.g. hunters.	Geography/History – understanding different terrain and timescales English – writing and speaking skills PSHCE – understanding that the health and wellbeing of the animals is important

Frame Distance

The key is about looking at a single event from multiple points of view. Students are introduced to an event within a context and imagine the thoughts and responses of those directly involved. They are encouraged to adopt a range of other viewpoints, gradually moving further and further away from the event itself. Students reflect on how these shifts in point of view and responsibility change their perspective.

Introduce the students to the image.

"Yesterday, as we were trekking across the island, we came across that injured Ellaraptor, Can you member? We had a very tricky job to looking after it, and we did a really good thing there.
I was just wondering, whilst we were moving about, did anyone manage to get to the East side of the Island? Did you, what did you find?
Well I was just thinking that this morning we explore more of that side of the Island, would that be ok?"

Switch into narrator voice.

The scientist spent the rest of the morning walking to the East side of the Island, It was hot, it took a while trudging through the thick jungle foliage. It seemed darker, almost night-time under the jungle canopy. There, just between the high trees, there seemed to be the outline of some ruins, an old camp maybe, it was ancient, empty and derelict. There were definite signs that human beings had been on the Island before.
There amongst all the stones and ruins, they came across a painting, very old and ripped.

Hold the painting to you but do not show the children yet.

The painting was the strangest thing…. Would you like to see?

Give the students time to process what is happening then provide them with more information.

"So what do you think? What can you see?

Ask the children to discuss what might be happening in the image. Give them time to turn to their talk partners and share ideas and questions.

Explore the painting together looking at

Use the aspects of Dramatic Imagination –
Darkness/light – the huge shadows from the creatures and the danger of controlling them/the warm weather and the power this has on the humans
Pose question -
"Can you see any areas of darkness? What is making the light disappear?"

Movement/stillness – the speed of the animals and the direction and clumsiness of movement/the animals stood still whilst he humans look and see into the distance
Pose question -
"How would the animals have been moving? Would any of them have been stood still, if so why?"

Sound/Silence – sounds and calls the dinosaurs would be making/the quietness of the land and terrain
Pose question -
"What sounds do you suppose they could hear? Would it have been quiet or loud? Why would they have needed times of silence?"

Keep it speculative – I wonder what….. I suppose…..It seems as though….

(NOTE: avoid asking how the people felt ((unless it is part of the enquiry tension that you want o build)) the answers are likely to be obvious and superficial)

Read a passage of text that is a background to the image, e.g. from a journal of one of the humans, e.g. the man at the front.

Well the painting wasn't the only thing found in the old camp, there was also a page of writing, all ripped and torn like it had been pulled from a journal or diary. Shall we read what it says?...

"Same heat, different day! Today it was the turn of the Sultan and he wasn't alone, he had his whole power-hungry team with him. They were so over exuberant that I was sure they hadn't even considered the risks to their lives, and definitely not to mine. But I shouldn't

	complain, after all it is their money and ridiculous wealth that is paying for all our wages and equipment. I really wish there was another way though. The sound that baby Scutellosourus made when they snatched it from its mother, that will haunt me for a very long time. I don't think I can do this for much longer, my back is still aching from sitting all the way up here all day long. Plus I am fed up with listening to these horrible people bark orders at me!!" **"Do you think we could maybe work out who this journal belonged to?"** After the children have shared their ideas, ask them to stand. **"Could I please ask you to just stand for me and get into small groups."** (just section them off easily, do not allow them to start fussing over being with friends or moving around the classroom, just gesture one group over here, there, and move them). **"I wonder what it would have been like to have been one of these people in the painting, could you just have a look and think about who was there, what they were doing?** **I wonder how the people may have felt on this day? What could have been going through their minds? If you could say what they were thinking, what would it be?"** Allow the children to choose which person they are going to represent. Use 'Lets have a look at what that might be' instead of 'show me'. The children can work in small groups to start demonstrating the actions. Focus on one good example and elaborate, or present one yourself. **Task: Spend time Enacting the different snippet scenes from the image.**

Session 8 - Frame distance - continued

Sequence of steps into the fiction

Lesson 8	**Framing distance - Continued** CH – The Team/characters in the image LO –The Island EV – discover an image of the dinosaurs on the island in modern times TI – Present in fiction TE – Where has this come from?	Image of dinosaurs in modern times Found. Discuss what they can see. Where has it come from, A team already here or someone else? When was it painted? What does it mean? Enacting the scene and looking at the framing from different points of view.	To build understanding of dinosaurs and their presence in the modern world. To add tension to the story of other people on the island e.g. hunters.	Geography/History – understanding different terrain and timescales English – writing and speaking skills PSHCE – understanding that the health and wellbeing of the animals is important

Frame Distance - Continued

Apply the 'frame distancing' tool to the image from the previous session and the event unfolding. Try to lead the focus on the man on the large dinosaur and the understanding that this is a hunt party.
Start with the participants.
Participant – In the middle of the event and it is happening to them in the image. (The young man sat at the front of the Dinosaurs neck)

Ask the children to deepen the moment by imagining being that man on the dinosaurs neck all day long, what would the problems be! Ask them to stand and maybe work in groups.
"Could maybe you think about how the man would be feeling? How is he going to be sitting? (allow children to show), follow their lead and re-enact. I wonder what his face would look like?
I was wondering if you (point to another group) might be able to think about the people in the carriage. How might they be sitting, they have a much nicer seat, would they have refreshments do you think?"

Allow the groups time to work together to re-enact the scene from the two different aspects. Stop the children to guide if going away from the enquiry. Lead them back into the group with a feeling or problem to investigate. Tell the groups that you will freeze frame (count down 3, 2, 1…) each group so that you can talk and share ideas and imagination frames.
Now add in the narration
"It was the second hunt of the day and the lead guide was starting to get concerned, not only for the Brachiosaurus, but also for whatever poor creature they were instructed to hunt down next! Something had to be done!"

"And just relax (step out of the fiction) Well what do we make of that? What can the guide do/how can he stop this?"
Once the children have shared ideas, deepen the story to the time that the man was writing in his journal.

	"lets us just imagine how this man was feeling when he wrote this, where do you think he was? Was it late at night do you think? (start to position yourself like the man) so how would he have been feeling? (allow the children to guide you as to what to represent) So do you think he would have been scared to write this down? How would the Sultan feel if he discovered one of his lead guides was thinking about stopping the hunting?" Invite the children to become part of the enactment. **"could you just find yourselves back in your groups, let us imagine what that might have looked like"** Give the children time to represent this in their groups and demonstrate/share a good example. Implement the next layer of the framing now and how others may have perceived the events. **Observer – Saw what happened. (The child sitting with its mother on the Triceratops)** Explore the same image and event from the point of view of the observer – that is people who witness the event first hand. This will be in the form of – I heard….. I saw…… etc. Spoken or written after the event, and including personal reflections, such as I will never forget what I saw that day… or I remember feeling….etc. You might invite the students to discuss ideas in small groups and then write down the ones they think work best. **"If we could just have another look at the painting, did anyone think about these people here? I wonder what they could have been thinking about the hunt? Did anyone see this child? Shall we think about these people for a while? I wonder, if he could write about his day in the same way as the man did, what he might have had to say?"** **"I have placed some bits of paper on the tables, could you maybe write down a sentence or two of what the child would write about his day?"** Instruct the children that they could write a simple sentence. Those that you feel will struggle to form a simple sentence can be invited to work with you and you can annotate something on the board as a group to share after. **Task: to write a simple diary entry from the child. How they were feeling and what was happening.** **Frame Distance - Continued** **Artist – Interpreting and representing. (The Artist that painted the image, who were they? what did they think? Why did they paint it?)** **This person is further away from the event. Someone not closely connected to the event but nevertheless involved in recording, remembering and interpreting it.** **Researcher – Looking back on the event to better understand it and learn from mistakes made. (The modern day team helping the animals to survive and stay safe)** **This person was not there on the day but has an interest in the event and how to learn from it.**

Session 9

Sequence of steps into the fiction

Lesson 9	**Discovering a Mystery code and follow clues** CH – The Team LO -The Island EV – the team discover part of an instruction manual about how to care for the animals and what the dangers are, some information is missing. TI - Present in fiction TE – What was the important part that is missing? Will they be able to complete their task without this information? How will they solve this problem?	(Convention 24) (convention 31) Language discussing what has been found and what this means. Reading which parts of the information has been accessible and what we still need to know. Where has it come from? What was the important part that is missing? Will they be able to complete their task without this information? How will they solve this problem?	To assess what information has already been learned as well as what we still need to know. To use their fact files to fill in the gaps of information. To be able to solve a problem and help rescue an injured animal that may be in danger.	Geography – understanding geographical features Knowledge and memory skills, drawing on what they already know and to recall information.

Show the email from the team in the camp about the fire.

Discuss the issues and what might have happened. Talk about what to do next and how we can help.

Team set off on their journey and find part of the research book.

Session 10

Sequence of steps into the fiction

Lesson 10	**Step – find evidence of a hunting party** CH – The Team LO – The Island EV – find an old discarded boat and a net and empty gun on the shore, hunting team from Scotland TI – Present in the fiction TE – who has arrived? why are they here? how can we stop them?	(convention 33) Enacting 'a keeping watch mission' and a boat being discovered with a strange sign on the side. The sign shows this was a team from Scotland that have come to hunt and capture animals.	To highlight the danger the animals are in from people who may want to capture or hurt the animals.	

Resources and links:

There are lots of excellent books and resources for the theme of Dinosaurs available through local library services and online. Models and other resources can also be bought cheaply and many children have their own toys at home which they might like to bring into school.

Below are a short list of some of the resources and links currently available:

Links

Smithsonian National Museum of Natural History - Dinosaurs

Dinosaur - Wikipedia, the free encyclopedia

KidsDinos.com - Dinosaurs For Kids

Dinosaurs: Discovery Channel

Dinosaurs - EnchantedLearning.com

Dinosaurs: Natural History Museum

BBC Nature - Dinosaurs videos, news and facts

Find Dinosaur Pictures - Illustrations of Dinosaurs

The official Walking with Dinosaurs, Arena

Dinosaurs - Dinosaur, facts, paleontology, pictures, and information

Resources

Dinosaur Time

Dinosaur models - Natural History Museum

The Dinosaur Shop - Dinosaur Toys, Books, Models and Fossils

Dinosaur Models - www.Fossilsforsale.co.uk

Dinosaurs for Kids | Dinosaur Toys - Everything Dinosaur

Fossil Cavern - Dinosaur products - Dinosaur kits, games & models ...

Pack of 12 Dinosaur Model Figures: Amazon.co.uk: Kitchen & Home

	Island photographs There a lots of good photographs freely available on the Internet of island environment and different geographical features. Use Google Image and choose the kind of landscapes your want the students to study. Below are a small sample. Mountains: NZ South Island / beautiful mountains / Coast: Island Coast / Coastal rocks / coastal view / coastal landscape / Misc: Wonderful Green Island / Ferns / forest.1 / forest.2 / forest.3 / Beach: Tropical island / Beach with mountain / Water: waterfall / large waterfall / rapids /