

A Forgotten Landscape

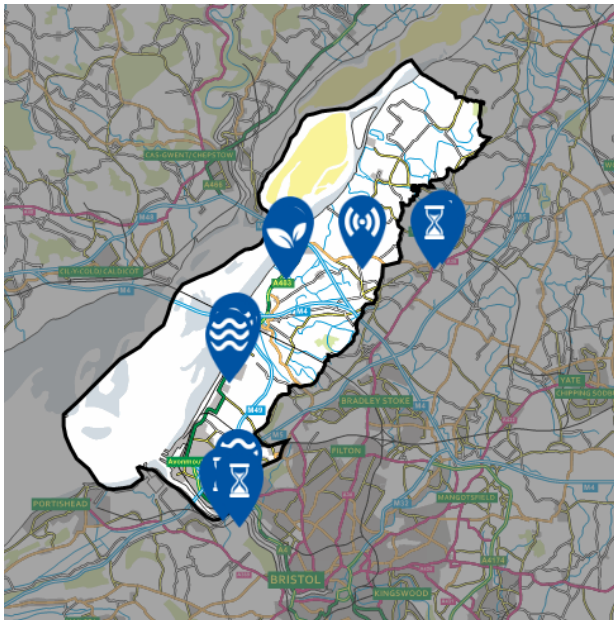
using characters to engage children with special educational needs



What was the project about?

Creatively using funding for arts based outreach at Woodstock Special School. Children engaged with characters to learn about the project.

- Never about reaching large numbers of children
- High quality educational experiences for a smaller number with SEN
- To give children opportunities they may not usually access in or outside of school.



[A Forgotten Landscape](#) is a large-scale natural and cultural heritage project, funded by the Heritage Lottery Fund Landscape Partnership Scheme.

The project seeks to conserve and enhance the Lower Severn Vale Levels, while improving community access to and engagement.

What was the project about?

Woodstock School, Rectory Gardens, Bristol the schools audience:



Woodstock School

caters for pupils with social, emotional and mental health issues from Bristol, South Gloucestershire and North Somerset.

All pupils have a statement of special educational need.

What will I take away from this?

- Planning tips to meet the needs for children with additional needs, learning points and outcomes.
- Inspiration for working with Special Schools.
- Help and resource for training team members
- Associated FREE resources here:

[Schools' Learning Resources](#)

- Enjoy this short animation by [Oak Class](#)

Culture Force team



Michael- storyteller
(qualified teacher)



Angela- the animator



Helen- the illustrator & facilitator
(qualified teacher)

Learning Objectives

Note: Teaching children and also teaching adults something very new. Children were *accessing* the curriculum.

- Presented Generic Learning Outcomes (in full case study) as well as curriculum based e.g.
- **Skills:** Develop collaboration and team working skills- listening to others.
- **Activity, behaviour and progression:** Communicate creative thoughts and ideas.

Tip: Be really clear on who is responsible for what.

What we did

What we provided

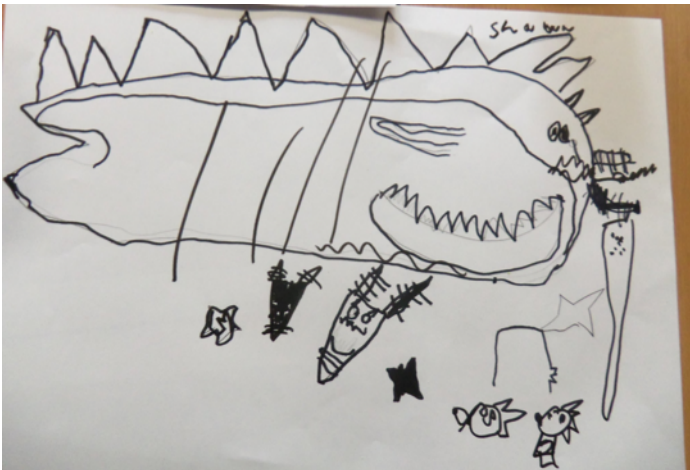
- Sensitively delivered content to meet the needs of the group
- Share our enthusiasm/knowledge about the 'A Forgotten Landscape'
- Specialists to work with your pupils
- We aim to focus on emotional needs
- Developed resources for you to use post project
- Animator provide free animation training
- Sign off & credits/ promotion for school on the uploaded case study
- Copies of all work/photos created. Accessible via YouTube & Facebook
- Positive reinforcement of your points system.

What we provided: history and stories



High Littleton-Whale Wharf

The village became famous on 15 January 1885 when a whale was stranded on the river shore there. That area of the village has since been named Whale Wharf.



Stop frame or stop motion



Outcomes

JS: DARTH Vader and Were Wolf wanted to control Goddess and Giant so they went to Black Horse Wood to find two hearts.

The Black Horse gave DARTH Vader a ride and Were Wolf ran alongside to the sea.

They caught a ship which took them to a desert.



What we learnt

Learning from the planning stage

- ✓ Consultation is key to success so plan for this time.
- ✓ Know your audience: talk to teachers, look at profile, meet and talk to them!
- ✓ Know the rewards system.
- ✓ Use an experienced team who know each other for a seamless learning experience.
- ✓ Know your class sizes.
- ✓ Do ask about class dynamics in advance!
- ✓ Explain terminology simply & early- list helpful words.
- ✓ **Don't** underestimate the barriers for participation in the outside environment.

Learning from the delivery stage

- ✓ Plan/ acknowledge some children may be removed from the classroom.
- ✓ Take children to the environment they are learning about.

Where barriers occur:

- ✓ **Bring the environment *into* the classroom** like a bowl of sand, a washed-up tree trunk.
- ✓ Know characters from computer games!
- ✓ Large maps were mesmerising- so take ones they can draw on.



Reviewing the project

*'Super impressed with how it's come out
and inspired to continue with animation'*

'Just fabulous'

'Right from the first start they have been really engaged. To be honest I didn't know how it would go.'



Learning from the teacher

- Attachment issues where forming appropriate relationships with adults and peers is extremely difficult.
- They require regular reminders of acceptable behaviour & a safe environment.
- Some have witnessed emotional abuse and neglect in their earlier years. Because of these traumas family life continues to be a challenge.
- Children who have suffered trauma as a young child may not have the usual ability to **sequence**, this connection was not made during brain development which makes storyboarding challenging.

Learning from the delivery stage

Considerations for future animation based projects:

- Working away from original storyboards and basing their stories on their ideas for a set.
- Pupils super keen to use props.
- 'Just roll with' unconnected ideas!
- Work two at a time on a set and have a second activity for the others.

Learning from the delivery stage

Pride

- The number of 'likes'.
- Children assigned themselves special names.
- Children were able to share their films at a Christmas event. Their pride was visible and they enjoyed the audience reactions.
- 'Cool' accessories were important!



Learning from reviewing

Learning from reviewing

- We recommend using an experienced team for teaching specialist new skills.
- Resilient artist facilitators
- Won't be overly surprised by more physical behaviour
- Ability to turn what could be a negative behaviour into a positive action. For example...

On hearing repetitive drumming noises in class, recognising that the child just wants to drum so the ability to turn what could be a problem into a solution, 'hey would you like to make a soundscape?'

Learning from reviewing



Feedback

We asked the pupils, 'what did you enjoy most?':

'Characters in our minds'

'Achieving lots by getting to read the stories'

'Playing it out with Connor and acting it out'

'Showing interesting working together.'

'I like the bit where the guy pulls out the fish and I like a bit of Keira's film'

'It was sensible and very, very nice. Hilarious.'

Teacher Feedback was equally positive, exceeding expectations:

'Super impressed with how it's come out and inspired to continue with animation'

'Just fabulous' 'Right from the first start they have been really engaged. To be honest I didn't know how it would go.'

'It took off in a direction but Michael let them so they could be expressive'

'From the first minute they really enjoyed it and I was initially sceptical.'

Learning from the review

Practical points:

- Be fully aware of the school day structure
- Be lead by the teachers as to the best time for the activity to maximise learning.
- Be aware that local knowledge is limited.
- Will you be working with progression groups? E.g. working below the expected level, some 2 yrs under.

Next time

- More school promotion in the community.
- For character based projects consider integrating [Therapeutic Storywriting](#) this works on the metaphors that children write in their stories and helps children talk about feelings.
- Arts Award Accreditation



Keep in touch!

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Want to watch another A Forgotten Landscape animation?
Click [here!](#)

