


Wild word play



ENGLISH KS1/2
1 hour (incl 30 mins or more outside)

Explore your outside space of choice and breathe life into your class' writing with this sensory journey! Challenge the children to exercise their creativity, drawing inspiration from nature.

Equipment	Lesson Aims	Key learning outcomes
<p>Paper</p> <p>Pens</p> 	<p>Students will be able to produce original writing inspired by nature, applying appropriate descriptive devices.</p>	<p>Following this lesson, students will be able to...</p> <p>Name all five human senses</p> <p>Use appropriate descriptive language to describe the natural environment and objects in nature</p> <p>Write original compositions, selecting from a variety of descriptive devices to write about nature</p>
Time	Activity	
Prep	<ul style="list-style-type: none"> Find and properly assess your outside space according to your requirements. Depending on your students, you may decide to carry out these exercises verbally or in books or worksheets. 	
5 mins	<ul style="list-style-type: none"> Start by asking the class how we sense the world around us. Can they name all 5 senses? Ask your class how we describe the world around us using words, discussing, or asking them to suggest some of the different ways this can be done. Importantly, define the devices used in this lesson: adjectives, similes and onomatopoeia. Prepare your group to venture out. Explain that you will be thinking about all the ways they sense and take in details about their surroundings. Pair up your class with their working partners. 	
30 mins	<ul style="list-style-type: none"> On your journey or at your location, instruct each student to find a small object (e.g. pebble, twig, feather), and keep it hidden from their partner – they will need this for the first task: CHALLENGE 1: What does it look like? Keeping the object hidden, students must take it in turns to describe what it looks like to their partner, using single adjectives: After each single adjective used to describe the object, partner guesses, keeping count of how many words are used. CHALLENGE 2: What does it sound like? Ask your class if they remember the what they call a word that sounds like the thing it's describing. What sounds can they hear around them? In their pairs, challenge them to list as many onomatopoeic words they can, relating to sounds they can hear around them, or relating to nature more generally. You could use prompts e.g. water or wind to help your class along. Have a little fun when sharing favourite words with the rest of the group; get everyone to perform the word in a chorus! CHALLENGE 3: What does it feel like? (similes) This time, you will be targeting different textures, using similes to describe them. Choosing objects to focus on (be sure to bring along some hand sanitiser!), take it in turns to describe how it feels to the touch by comparing it to other familiar objects. Some examples might be bark (sandpaper), moss (pillow), or think outside the box and include the elements – sun, wind and rain if they're present! 	
20 mins	<ul style="list-style-type: none"> Tell your class that they will be using the descriptive devices from the earlier challenges to write an acrostic poem about nature, using the word 'nature' as a base. Depending on your class, you may choose to write the poem as a class, or individually, perhaps letting them choose their own word. Ask them to think about what they experienced using their senses earlier. If you're heading back to class for this part, the journey back would be a good time to do this. Challenge your class to include each descriptive technique explored earlier, including onomatopoeia and similes, remembering that it doesn't have to rhyme! Share the finished poem(s) with the class. 	

Further work:

Write a final draft of the acrostic poems produced during the lesson and present them creatively; maybe illustrating the page or having fun with the layout!

Download more lesson plans at

wildlifetrusts.org/
30DaysWild/schools