

The NATURE RESERVE
A Storyline Topic

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To 'kick-start' this Storyline the class may receive a letter inviting them to submit designs for a nature centre based on their local area, Eg Loch Leven. In this letter the writer (teacher) may specify certain conditions and set out specific requirements.

STORYLINE	KEY QUESTIONS	PUPIL ACTIVITY	CLASS ORGANISATION	RESOURCES	LEARNING OUTCOME
Nature Reserve	What, do you think, a nature reserve is?	Pupils discuss and suggest ideas. These are listed.	Class	Flipchart and marker pens	Thinking, proposing, listening. List of ideas.
Nature in and around Loch Leven	What do you think are the possibilities of the Loch Leven area? How can we confirm our ideas?	Pupils suggest possibilities. (for example – birds, animals, fish, plants etc) These are listed. Pupils design and carry out a survey of the area.	Class Groups	Flipchart and marker pens Paper and pencil / computer Printer/photocopier	List of sports Survey questions Format of questionnaire
Layout of the reserve	How can we design the outdoor area for visitors?	Results of the survey are discussed and the original list reviewed and adapted.	Groups report to class	Flip chart and marker pens	Presenting information, expressing opinions, decision making
And Visitor Centre	What indoor accommodation will be required?	Groups work on different areas – lochside, hillside etc and create pictures or plans. Groups create visuals showing their ideas – plans, box models, pictures	Groups Class Groups	Maps, photographs, walkabout Paper, card, scissors, adhesives etc.	Information gathering and sharing Drawing and naming

Centre Staff	<p>Do you think any special facilities will be required?</p> <p>What shall we call our nature reserve/visitor centre?</p> <p>How will our sign/logo look?</p>	<p>Best' arrangement is discussed and agreed.</p> <p>Pupils are invited to suggest other facilities for the visitor centre. These are made and added to the plan/model</p> <p>Suggestions for names are listed and pupils vote for their choice</p> <p>Pupils design a logo linked to the name of their centre</p>	Groups	Coloured paper/card, scissors adhesive or bluetack, boxes and cartons	Plans, models
			Class	Flipchart and marker pens	Expressing ideas and opinions, justifying ideas
		Individuals	Individuals	Paper or card, marker pens	Full plan or model
		Class	Class	Flipchart	Naming – play on words, decision making
		Pairs	Pairs	Paper/card marker pens	Designing
		Pairs or individuals	Pairs or individuals	Computer	Work programmes
		Individuals	Individuals	Printer	Job descriptions
		Individuals	Individuals	Interview group and applicants	Language of advertising
					Role play
					:List

Uniforms and working clothes	choice and are interviewed. Pupils create designs for uniforms including the centre logo. The 'best' design is selected.	Individuals or pairs	Coloured papers or fabrics, marker pens	Uniform designs
Staff Characters	What should Centre staff wear to work? Which design is most suitable? Who are the staff members?	Class Individual	Decision making Designing	
Incidents	Characters are given 'biographies' Pupils brainstorm possible incidents which can then be explored in different ways. Stories of incidents are recorded and shared (see grid)	Individual	Writing paper, frame for a biography	Functional writing in an imaginative context
Rules	What do you think will happen when the visitors come to the reserve? What rules are required to ensure the safe and smooth running of the centre and to protect the environment?	Class Groups and individuals	Flipchart Props for role play Paper for story-making and writing	Imagining Role play, narrative writing etc
Culmination : Opening Ceremony	How should we plan a special ceremony to celebrate the opening of our Reserve and Visitor Centre?	Groups Class	Writing paper Flipchart	Sharing ideas and making proposals Decision making
	Pupils discuss plans for an opening ceremony – special guests, speeches, exhibitions, refreshments, invitations, programmes etc Tasks are undertaken and the ceremony takes place.	Class, groups and individuals as required	Such materials as required	Oral and written language, role play, organising an event.