

Activity 3

Sticks and Sounds



These activities are based on a circular walk around Cod Beck Reservoir and can be done in a half day session.

Story Sticks

This is an 'ambulatory' activity. Ambulatory activities are ones that can be done whilst walking. They give children a focus during the journey to (or from) your working area and enable them to engage more fully with the main topic when they arrive.

This activity enables children to use natural materials to re-tell their story of a journey and create a souvenir to take home and it helps to 'bring the outside in'. It is based on a traditional practice of Native Americans.

The children select their own stick from the woods and are taken on a walk around the woods and fields surrounding Cod Beck Reservoir. Using wool and other natural materials they create a story stick as they go by attaching natural objects to their stick in the order they find them. You could encourage the children to find objects of as many different colours or textures as possible to provide a focus, or allow them the freedom to choose their own materials that interest them. On return to Cote Ghyll Mill, as an evening activity, or back at school, they can share the story of their journey with others.

If you wish, the activity can be adapted so that the children stick the materials to an unusually shaped piece of card (eg. leaf, lake, tree) using double sided sticky tape. This makes it easier for younger children to attach their materials and prevents their objects from blowing away. It does require a little forward preparation in producing the cards.



Sound Maps

Having walked half way around Cod Beck it's time to find a space with a little peace and quiet. You can go into the woods, find a spot by the stream near the car park, or near the fallen trees at the top right corner of the lake as you look from the dam end. If you have a map, you could venture a little way onto the open moorland next to the woods. Wherever you choose, the space should be open enough for everyone to be seen whilst allowing all participants a little space away from others.



Once in your chosen location, give each participant a piece of paper (about A5 in size) and a pencil. They then go and find their own space and sit or lie down. They draw a small picture of themselves at the centre of their paper. They then sit or lie in silence for a minute (longer if you wish) and just listen. They then try to draw the sounds on their map in the direction from which they think it came in relation to their position.

They could make marks to represent sounds or draw pictures of whatever was making the sounds they heard eg. birds, running water or sheep. The quality of picture is not the most important, more so the skills of listening and direction finding. The finished sound map will have the participant in the middle with representations of sounds around them. You could have a discussion about what each of them heard, before allowing them to listen again and add to





their maps if you wish. Involving the adults too is a great way for everyone to enjoy a shared experience, and each person will have a different way of interpreting the sounds.

As a follow-up you can try this activity back in school somewhere, and compare the sound maps from the different locations.

Don't forget to continue the story sticks on the way back to Cote Ghyll Mill.

Sticks and Sounds Planning Sheet, Cod Beck, North Yorkshire

Age Group: Primary

Curriculum Areas: Science, Literacy, Art, Environmental Studies, Geography

| Activity | Resources |
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| <p>Whole Group Input:</p> <ul style="list-style-type: none"> Explain that the group are going on an adventure around Cod Beck Reservoir and that their first task is to find a stick (about 20cm long and thicker than an adults thumb) Walk up to Cod Beck Reservoir as you would do the Mini Shelters Activity looking for suitable sticks on the way. The woodlands at the top of the path near the gate and next to the reservoir are good sources of suitable sticks. Note: if you are doing the Mini Shelter activity first, collect a suitable stick at the end of that activity, or if you're using pre-prepared cards, the children can begin their hunt for objects as soon as the walk begins. Explain that they are going to collect interesting/colourful natural materials on a journey, and that the materials will help them to tell the story of their journey once it is completed. You could give examples of things to collect at this point if you wish (eg feather, interesting grass, seed, bark etc) and demonstrate how to attach them to the stick (elastic bands, string, wool, natural materials). Begin the journey from the dam in either direction following the footpath. Be aware that at the far end of the reservoir, the path leaves the woodland through a gate and you will need to cross a stream via stepping stones to continue the walk! | <p>Pre-prepared cards if required Double –sided stick tape if required String Elastic Bands Map of Cod Beck Reservoir (for each group if splitting up)</p> |
| <p>Group Input:</p> <ul style="list-style-type: none"> As the walk progresses, stop to look at interesting views or objects. What can the children see? Do they know the names of any trees? You could explain that Cod Beck Reservoir is a man-made lake that was used to provide drinking water for the nearby town of Northallerton. Ensure that the children are able to attach things to their sticks and ask why they have chosen certain items. Let everyone look at particularly interesting items. | |
| <p>Activity:</p> <ul style="list-style-type: none"> As the walk continues around the reservoir look for a suitable open space to carry out the Sound Map activity. Explain that the group are going to stay silent and listen to the sounds around them. Explain that the paper will become a sound 'map' and that after the listening time, they will 'draw' the sounds around the paper with themselves in the middle. Explain that they can use their own way of recording the sounds including lines, patterns or pictures. Explain that sounds might come from different directions and show them how to record a sound from behind them if necessary. Allow the children to find a space to sit (or lie) in and tell them it's important to listen and not make any noise themselves. Tell them when they should begin listening and when the time is up. The children can begin recording once the Listening time is over. | <p>A5 paper each + spares Pencil each + sharpener or spares Maps of Cod Beck Reservoir</p> |

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| <ul style="list-style-type: none"> • The activity can be repeated to give the children a chance to add to their map once they have seen how the activity works. • Talk about the sounds heard. Did anyone hear something that nobody else heard? • Collect the maps from the group for further discussion or display later. | |
| <p>Review:</p> <ul style="list-style-type: none"> • On returning to Cote Ghyll or school, allow the children time to tell the story of their journey using their sticks. They could record in writing if you wish or just tell the story to others. You could even record them using an MP3 player if you wish! • Talk about the sounds they heard – what sounds were loud, quiet, near, far? You can compare by doing another sound map back at school. • From the activities, what can the children tell you about the environment around Cod Beck Reservoir. How might it be different at night or in another season? • The activities can be used on their own or as a stimulus to creative writing or speaking and listening activities. | <p>Completed Story Sticks Completed Sound Maps</p> |

Additional notes for adults:

Please refer to the 'Sticks and Sounds' information sheet before you set-off.

The whole group could walk together or split up according to the number of adults and their experience. The path around Cod Beck Reservoir is good and the route can go either clockwise or anti-clockwise.

At the far end of the reservoir, the path leaves the woodland via a gate and you'll need to ford a stream using stepping stones. If you don't want to attempt this then continue up the stream past the car park until you eventually reach a footbridge. The area of grass between the car park and the stream is a good place to do the Sound Maps provided it's not a hot summer day when it will be very popular with day trippers! The area is also known as Sheep Wash.

There are no public toilets on the walk. Ensure that the children are prepared for this and direct them to bushes away from water courses and the working area.

The aim of this activity is that it should be fun, and develop a sense of the woodland and reservoir environment. The children will also get an opportunity to use their senses and you can link the learning done outside to learning back in the classroom.

| Risk Assessment and Management Record | | Cote Ghyll Mill Educational Visits | | |
|---|--|---|--|---|
| Establishment | Cote Ghyll Mill | Activity | Sticks and Sounds, Cod Beck Reservoir | |
| Leader – person with overall responsibility for the whole group. | | Other staff – Assistants, Parent Helpers | | Ratios (suggested) 1 adult : 6 pupils for Years 1 - 3 1 adult : 10 –15 pupils for Years 4 - 6 |
| Identifying significant hazards – assessing the risk | | Control measures – reducing the risk | | |
| Site and its environment 1. Proximity of path to deep open water. Danger of unplanned entry into water/drowning. 2. Footpaths mixed in quality – risk of trip or fall injury 3. Flora and fauna – risk of sting, poison or bite 4. Meeting dogs off-lead – risk of bites | Risk* H M M M | Verbal warning of danger area. Advise to keep clear of water's edge / banks. Supervision of party. Only use agreed routes on footpaths and verbal warning to take care when off footpaths. Pupils involved in risk assessment procedure. Appropriate footwear to be worn by all participants. Procedures and behaviours around flora and fauna to be discussed with all party members prior to visit. First Aid kit to be taken. Verbal warning to remind children to fold arms and turn away/ignore. Ask owners to control dogs if necessary. | outcome L L L L | Communicate with: <i>STAFF /PARENT HELPERS/CHILDREN</i> <i>STAFF/PARENT HELPERS/CHILDREN</i> <i>STAFF/PARENT HELPERS/CHILDREN</i> <i>STAFF/PARENT HELPERS/CHILDREN</i> |
| Group 1. Large groups – risk of losing members 2. Behaviour of individuals – risk of disruption or accident 3. Group inexperienced in working in outdoors or walking in countryside areas – risk of accident | M M M | Good ratio of adults to pupils. Pupils grouped with adult. Regular head counts. Group remains together throughout activity. Individuals identified and to be closely supervised by staff. Children involved in risk assessment process and clear on expectations of the visit. Also aware of suitable clothing to wear. | L L L | <i>STAFF/PARENT HELPERS/CHILDREN</i> <i>STAFF/PARENT HELPERS</i> <i>STAFF/PARENT HELPERS/CHILDREN</i> |
| Leader and activity arrangements 1. Reliant on parent helpers – risk of poor supervision 2. Area unfamiliar to group members – risk of getting lost | M M | Parent helpers to be involved in risk assessment and pre-visit briefing. Maps/plans available. Village location. | L L | <i>PARENTAL HELPERS</i> <i>STAFF/PARENT HELPERS</i> |

* H = High, M = Medium, L = Low

