

**Examples of Experiential Learning Opportunities**  
**Compiled by Literacy Consultants**  
**West Midlands Workshop**  
**Spring 2009**

**Robin Hood**

Clues left in classroom during previous week, eg. green hat with feather, leather drawstring purse with old coins, 'tea-stained' notice stating that all outlaws will be punished, etc.

Artist in residence – castle artefacts, eg. stained glass windows, suits of armour collages, paper mache hog's head, stones for working wall, etc. Forest scenery, eg. vines, an oak tree trunk, hessian money bags, leaves for working wall, etc. When children arrive on Monday morning the environment has changed – castle/ forest.

Earn the right to work at velvet banqueting table! Earn coins in bags as incentives.

Trip – Morning – visit to castle, dungeons – senses

Afternoon – forest, ranger, build shelters.

Video clips of Robin Hood. Role play. Hot seating.

**The Crime Scene**

Previous Friday, Head Teacher delivers technical equipment eg. microscope, and explains how important it is, from NASA, trusts this class to look after it. Where should they keep it?

Monday morning the classroom is a crime scene! Police tape, cardboard covering 'smashed' window, upturned tables and chairs, cupboard open, microscope gone!!!

How do they feel? Interview questions. Newspaper report.

**Cold Case Investigation**

Based on the Y5/6 Transition Unit on the Highwayman.

Pupils put into investigation teams with a wallet of 'leads'.

Includes a letter from the 'Cold Case Investigation Team', a brief to open the case, an investigator's pass, photographs etc.

Set up the murder scene (Bess' body – tailor's dummy, an outline of the Highwayman's body, all the artefacts laid out in stations, etc) and a Crime Scene Investigation Unit.

Resources - White paper suits, gloves, clip-boards, dummy, evidence as indicated in unit.

Set up some witnesses - interviewed. Follow unit to write a persuasive letter.

**Think like Scooby Doo!**

Mystery and Adventure Story unit. Y3

Prior to unit, class 'adopted a classroom friend' – Scooby Doo soft toy. Became part of everyday life – read to him etc. He went missing! Clues around classroom – painty fingerprints, a netball bib and a missing earring. All clues led to another teacher – taught netball, art, wore earrings. Arrested! Brought back to class and interviewed. Gave reasons of loneliness, etc. Watched some Scooby Doo video then wrote stories in the style.

### **Red Riding Hood**

Clues intermittently appeared in classroom during previous week – mob cap, basket of cakes, red cloak, etc. No one knows where they've come from! Role play; different versions of Red Riding Hood; videos; hot-seat characters.

### **The Explorer.**

Non-fiction, research skills, non-chron report etc. Monday morning – Tent has appeared outside classroom/on school field. No idea where it has come from or if there is anyone in... Find a book about eg. the Arctic, some gloves, a map, a note, a compass, etc. respond to messages/e-mails; find information for the explorer/ answer his questions, eg. What dangerous animals should I look out for? etc. Video message

### **The Wrong Suitcase**

Teacher returns from holiday/weekend away but his/her suitcase has gone missing. Airline will deliver it to school. Mid morning secretary brings it in... but it is the wrong one. Open it up and look for clues. Could contain links to another country, eg India – lead to research and non-chron reports.

### **The Alien in the Cupboard.**

Clues found around classroom – eg. messages/questions. Alien hiding – too frightened to meet the class but needs to know about this world. Can they write back? Would like to try to copy some of the things that the children do eg. build models, play a simple game. Can they leave instructions? Taped messages? Can they record messages back? Etc  
Could also have a Book character eg. Stig, The Indian in the Cupboard; A historical character eg. WW2 Airman; Explanation, Instruction + incidental writing opportunities.

### **'The Mystery of the Missing Garden Gnome'.**

Have a gnome in the classroom for a few weeks. Then it disappears. Ransom notes appear, may contain clues to whereabouts or who he is with. Photos arrive with him outside local venues or 'holiday locations' a la Barnaby Bear! Read text – hold trial – who kidnapped the Gnome! (Big book text).

### **Science Lab.**

Set up science experiments during previous week – linked to science topic? Instructions. Explanations. On Monday the experiment has gone horribly wrong. An explosion. Classroom topsy-turvy. What's happened? Newspaper report. Radio report. Has something been created? A mysterious creature- Footprints? Or substance- What properties might it have?  
Find clues around the classroom – try to build a picture of the 'creature'.

### **Cinderella – KS1**

Letter arrives with royal seal. Can children make goblets for Royal Wedding? Make clay models. Pack up in box and send with a reply. They are returned, covered in confetti. Can children send instructions of how to make goblets?

### **The Gingerbread Man – Traditional tales**

Prior arrangements with parents via a secret letter, informing them of trip to bakery. Read 4 versions of Gingerbread Man. Retold using story strings, story maps, etc. Story boards produced. Secretary brings in letter to classroom – from Little Old Woman ( L.O.W) wanting advice on what to give husband with very sweet tooth! Let's go and find out! 'Spontaneous' trip to Morrison's Bakery, tasting involved! Replied to LOW; recount of trip using digital photos; made gingerbread men, instructional writing. Links to class story – George's Marvellous Medicine, wrote own recipes. Varnished some gingerbread men for puppet shows. Interview 'real' Little Old Woman'. Gingerbread Man has run away.

### **Three Little Pigs houses – YR**

Make on Friday in out door area – blown down over weekend! Look for clues - questioning, signs, newspaper report, report for school newspaper.

### **The Mystery Key.**

A large, old, rusty key appears on the classroom floor. No-one knows where it has come from. What door might it open? What is beyond the door? Gather ideas. Then an old box appears. It contains a letter, with clues. What else do they need to find out? Compose a letter back. Begin a dialogue. Sometimes there are questions that involve research. Sometimes there is an artefact they could investigate and write about– could link to an historical period eg. Egyptians.

### **Discovery Boxes – Themed**

Designed to create experiential stimuli in the classroom and extend the good practice of the Foundation Stage environment to support learning. (Can be packed away)  
Themes could include – Fantasy, Explorer, Safari, Underwater, Space, Rainforest/Jungle, Seaside, Cold climates. (could link across the curriculum) Contents should include: small world play, texts F and NF, visual images – still, video. Could also include multi sensory – sound/ music cds, material, role play props, artefacts, musical instruments, etc.

### **Other ideas discussed included –**

Create a Narnia or a Wonderland classroom;  
Find a giant mystery seed and packet – grows into beanstalk;  
Author interviews – interactive films;  
Pirate classrooms  
Mary Rose classrooms  
King Arthur classrooms