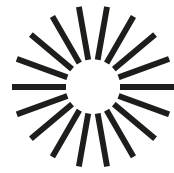
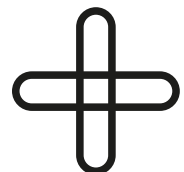
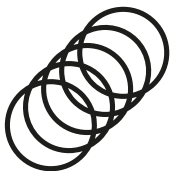
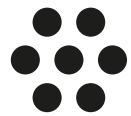
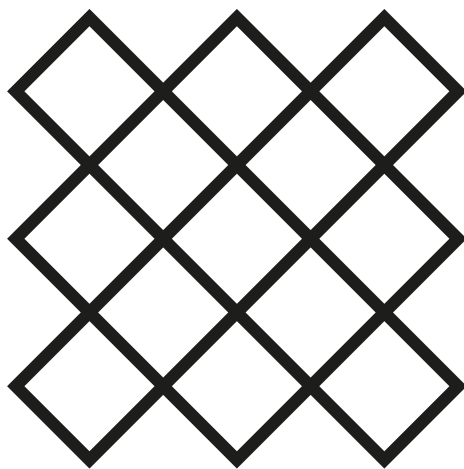


TEACHER



& HOME SCHOOL

NOTES



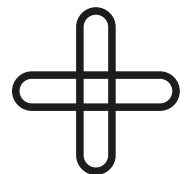
GWELLEN



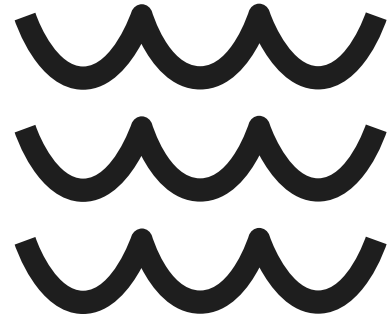
GWELLEN TEACHING ACTIVITIES

These teachers notes accompany the Gwelen publication 'Rituals and Practices for Conjuring the Forest' to support teachers and parents using these activities in a class setting or for home schooling.

Hidden in Mount's Bay lies Cornwall's largest submerged forest. In the time this forest established and submerged, the human brain evolved to allow us to imagine things we have not experienced before. By the time the forest had disappeared, we were able to imagine it.



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SENSING: IMAGINATION ACTIVITY



Explore how you can use listening as an inspiration for the imagination. This activity is good for mindfulness and relaxation as well as for expanding imagination.

Use the instructions on page 11 of Rituals and Practices for Conjuring the Forest.

WHERE

You can do this activity on a site visit to Gwelen, at school or home. This activity is best done outside where you can hear the wind and other noises that you may not be able to see.

All the Gwelen sculptures, installed around Mount's Bay, have been made to support poses, suggested by local residents, for resting in order to imagine.

PREPARATION

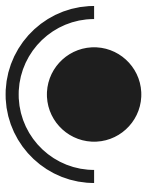
Invite the children to think about what position they would like to be in to use their imagination. Do they want to stand, sit, lean or perhaps even lie down.

ACTIVITY



Invite the children to close their eyes and listen to all the sounds around them.

Some sounds they can hear may be made by the same things that would have been in the forest. Can they hear any birds, animals or plant noises? The submerged forest was very diverse. How many different living things can they hear now?



Some sounds they can hear may come from things that would not have been in the forest. Ask the children to imagine that all the sounds they can hear come from the submerged forest. Ask the children what they can hear and what they are imagining these sounds to be (For example, gushing wind could be the sound of trees rustling/ a door shutting could be a branch creaking).



Ask them to reflect on less obvious sounds. Can they identify a really small sound? If they imagine this small sound comes from the forest what could it be? (For example the sound of a distant engine could be the buzz of an insects wings/ a distant knock the sound of a woodpecker). How many small sounds can they identify and imagine?

The submerged forest was used by human populations for food and building materials. Lots of the plants were forgeable and it is possible the land was even farmed.

Ask the children if they can hear any human noises? Ask them to imagine that the people they can hear are in the submerged forest. Ask the children to imagine what they are doing there? (for example, perhaps they are collecting berries/ in search of medicine / cutting wood to build with).

Invite the children to listen to the wind and consider that the wind that touches their faces is the same wind, the same air, that blew through the forest thousands of years ago. The wind they hear is the same wind that could be heard thousands of years ago. Invite the children to imagine this connection between themselves and the forest.

EVOKING:



DRAWING ACTIVITY

Imagine and draw the spirits of the forest.

Use the instructions on pages 14–19 of Rituals and Practices for Conjuring the Forest.

WHERE

You can do this activity on a site visit to Gwelen or at school or home.

EQUIPMENT

You can use any drawing materials you like for this activity. Charcoal works very well as you can smudge and rub it out while still leaving a trace as you go so that the children's drawings become really layered.

ACTIVITY

This activity is fun to combine with movement. Invite the children to imagine one small element of a creature within the forest — perhaps a claw, a beak, a leaf — and draw this on one part of their paper. Before they imagine another part to add to their spirit drawing, invite them to move to another location.

Moving locations gives us different perspectives. Moving the body also helps the imagination.

If on a site visit to Gwelen: walk along the path to different trail locations, inviting the children to add a new element to their drawings at each location.

If at school or at home and outside: find different locations around the playground or garden to stop and imagine different elements to add to the spirit drawings, discussing how the ideas the children get might be inspired by what they can see or hear in each location.

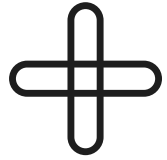


If at school or at home and indoors:

- Make this drawing activity into a game of musical chairs. Give the children 2 minutes (give a shorter time for younger children and a longer time for older) to draw one element before asking them to take their drawing with them and all swap seats like a game of musical chairs. In each new location the children have another 2 minutes to draw another element to their spirit drawing. Keep swapping until everyone has drawn 5 elements in 5 different locations and then invite everyone to hold up their spirit drawings and share with one another.
- Do the same activity as above but ask the children to leave their drawings in their places, so that when they move they move to someone else's drawing which they then add to. Keep swapping around and around or back and forth until each drawing has 5 elements on then ask everyone to return to their original piece of paper and see what spirit has emerged. (If you are doing this for homeschooling the adult can do this activity with the child).



TASTING: FORAGING & BAKING ACTIVITY



Bake your own blackberry and plantain seeded bread.

Use the instructions on pages 23–27 of Rituals and Practices for Conjuring the Forest.

WHEN

This activity is best done in September when children can forage for the ingredients. Always make sure any foraging is done with a responsible adult who knows how to correctly identify plants and will forage sustainably, safely and within the law.

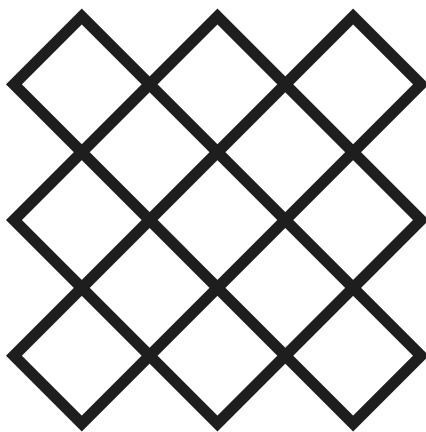
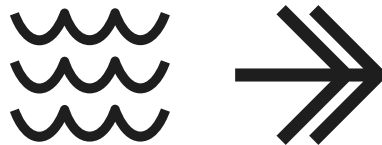
ACTIVITY

Invite the children to pick blackberries. These can be found in many locations. They would have grown in the submerged forest and they still grow in Mount's Bay today.

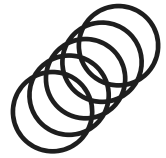
Bake the bread following the recipe on pages 23–27 of Rituals and Practices for Conjuring the Forest.

When you eat the bread invite the children to consider that they are eating a food that could have been made and tasted by humans who lived in Mount's Bay thousands of years ago who

had foraged the ingredients from the submerged forest.
Share this taste of the forest together.



SOUNDING: SOUND MAKING ACTIVITY



Expand your imagination through sound making.

Use the instructions on page 31 of Rituals and Practices for Conjuring the Forest.

ACTIVITY

ON THEIR OWN

Invite the children to see how many different insect noises they can create using body percussion. Can they make a scuttling noise? How does their scuttling noise differ if they make it with their feet/ hands/ voice?

IN PAIRS

Invite the children to try and use their insect noises to talk to each other. Working in pairs, can they have a conversation just using the tapping of hands and feet? What is the rhythm of a conversation? What does a question sound like? How do you know when to take turns?

People often think of nature as peaceful but insects and wildlife make a lot of noise.

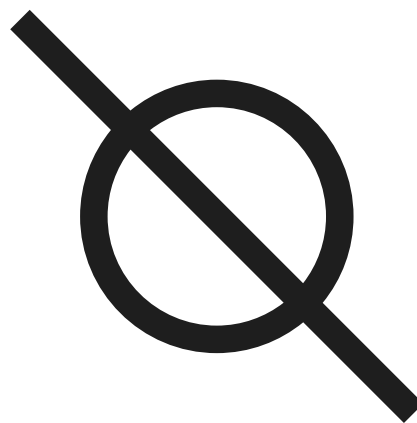
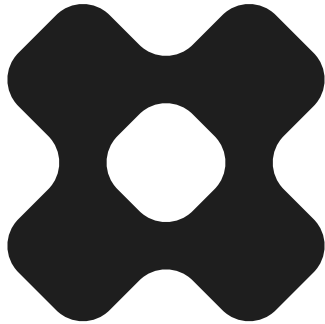
AS A GROUP

Working all together as one large group ask each child to come

up with their own insect noise. Invite one child at a time to start making their noise and then keep making it as a repeat rhythm as the next child is invited to join in with their own noise. If you are home schooling invite all your family to take part. Keep going until everyone in the group is making their noise as a repeat rhythm.



Listen to the chorus cacophony of the forest! It is very noisy!



SLOWING: INK MAKING ACTIVITY



Transform something that would have grown in the submerged forest into ink. This activity is good for encouraging the idea of slow learning and patience.

*Use the instructions on pages 34–35 of Rituals and Practices for Conjuring the Forest.**

ACTIVITY

Using fruit & vegetable inks (instead of oak galls)

Invite the children to make their own ink stains using fruits and vegetables with water. Place cut fruit and vegetables into different jars of water at the start of the day and leave to soak. (Fill each jar with fruit or veg and make sure the water covers it. The less water you add the more intense the colour will be).

Good fruits and vegetables to try are:

Spinach, chard, or kale = GREEN

Raspberry, Strawberry, or beetroot = RED

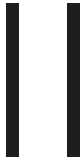
Blueberry, blackberry or red cabbage = BLUE/ PURPLE

Carrot, orange peel or onion skin = ORANGE



Keep checking on the stains throughout the day — how long does it take for the water to change colour? Children can give them a stir or squish the fruit to help this process along. (To make stronger colours you can also boil each mixture). By the end of the day you should be ready to make a painting. Strain each colour through a sieve to collect your coloured water.

Invite the children to paint with the colour stains they have made. They may be faint but you can create beautiful washes with them.



Invite the children to make dream-scape paintings of how they imagine the submerged forest to have looked like.

Coloured water stains can make particularly effective silhouette paintings — try using just one colour and make a silhouette painting of a tree from the submerged forest including all the little branches and roots.

*SAFETY

It is important that the activity in *Rituals & Practices* is led by a teacher or parent who can take responsibility for the safe collection of oak apples and correct identification and safe production of iron water. This activity therefore works well as a demonstration activity where the responsible adult can decide which elements of production, if any, to involve the children in, in a safe and age appropriate manner, and where the slow evolution of the making of the ink can be demonstrated. Children should be accompanied at all times if undertaking this activity with the adult lead. On this basis, this activity may be more suitable for home schooling than the school environment where it would be best used as a demonstration.



VISIONING: WHITTILING & PAINT MAKING ACTIVITY



Create your own seeing sticks.

Use the instructions on pages 49–51 of Rituals and Practices for Conjuring the Forest.

PREPARATION

If possible, involve the children in the collection of materials for this activity. This could be teacher/parent led if there are windfall sticks in the playground, or something the children are invited to do at home and bring into school with them. (For example, you could invite each child to find a good stick with their family over the weekend and bring it to school on the Monday — remember to tell them to look for a stick that has already fallen off the tree but is sturdy).

Children can also be involved in collecting things to decorate their seeing stick with. For example if you provide string the children might like to collect feathers, shells or pebbles with holes in, nuts, acorns or leaves that they could tie on.

Children might also like to forage the blackberries for the blackberry paint.

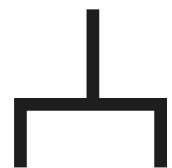
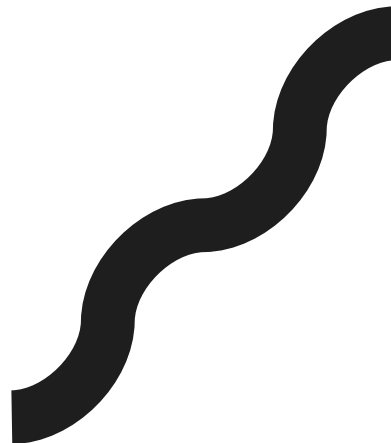
DURING THE ACTIVITY

When creating patterns in the bark, you will find that some bark comes off more easily than others. Experiment with the children to see which barks peel easily and which do not. When peeling bark be careful about bark getting caught under fingernails. If the bark peels you can paint your stick, if it doesn't children might choose to scratch in different markings and then focus on how they can decorate their stick with other windfall items attached with string.



AFTER THE ACTIVITY

Once the children have made their sticks invite them to use them as conjuring wands and create chants and spells to conjure up the forest. This activity works well in connection with the following activity Communing.



COMMUNING: POETRY ACTIVITY



Create your own rituals for conjuring the forest.

Use the instructions on pages 54–59 of Rituals and Practices for Conjuring the Forest.

WHERE

This activity is best done to include a site visit to Gwelen in Mount's Bay but can be done from anywhere. To create your own rituals at school or home start by reading those offered on pages 54–59.

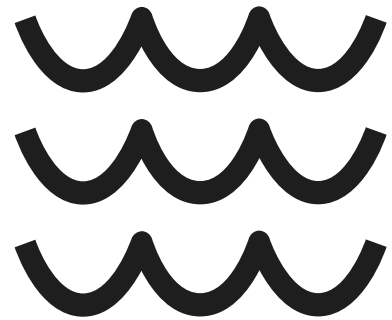
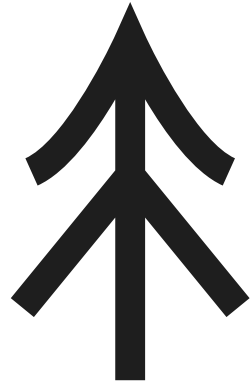
These text pieces have been created so that the words echo the shapes of the Gwelen sculptures.

ACTIVITY

Invite the children to create their own poems about the submerged forest, setting their words out on the page to make the shape of plants and trees.

Take the poems outside or on a site visit to Gwelen and read them to the wind or sea as an offering to the submerged forest and to call it forth.

If you share your poetry on a site visit to Gwelen, choose a sculpture to rest against while you read your poem to connect you to the submerged forest through the wood.



THANKS

Thank you to all the children and young people who were part of making Gwelen including from Marazion School, Gulval School, Humphry Davy School, Penwith Academy, Wild Young Parents Project, Newlyn Art Gallery After School Clubs and those who contributed through open call.

For more information on Gwelen please visit:
www.newlynartgallery.co.uk

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