



Into the Wildwoods STORYLINE



Into the Wildwoods STORYLINE

Carol Omand and Matt Ritchie



“Thinking about how our Mesolithic ancestors understood the complex habitats and ecosystems with which they hunted and gathered – adapting to and sustaining life within very human habitats – can help us understand our own place within the natural world”.

Into the Wildwoods STORYLINE

This Storyline has been developed to help teachers deliver a range of activities that reference and build on *Into the Wildwoods*. The Storyline uses several key creative activities and a range of supporting discussion points to contextualise cross-curricular learning using the Mesolithic period as a topic.

The key creative activities include:

- a classroom **timeline** to explore chronology and set the Mesolithic in context
- a **Mesolithic Calendar** to explore the seasons within the wildwoods
- a **Nature Calendar** to enable a discussion of seasons then and now
- an interactive **Mesolithic Frieze** to explore a range of habitats and the people who lived within them
- the core **Mesolithic Map Makers** project, exploring the themes of cognitive maps and story maps, connected landscapes, seasonal resources, special places, movement and travel, and different scales
- a **Gathering Night**, to celebrate and present learning and classwork

Curriculum level: Second Level, although it can readily be extended to Third Level.

Curriculum focus: Social Sciences, Learning For Sustainability, Outdoor Learning.

Cross-curricular links: Science and Technology, Mathematics, Religious and Moral Education, Expressive Arts, Language and Literacy, Health and Wellbeing.

Learning intentions: The key objective is to explore the interconnected ideas of habitats, natural resources and seasonal change, developing the Mesolithic as a classroom topic in line with learning for sustainability and outdoor learning.

Learning aim: To uncover an ancient past that is still accessible today, rooted in an ecological understanding of place and time and in our human response to both.

Skills: Problem solving, decision making, higher order thinking, critical thinking, creativity, investigating, analysing, comparing, contrasting, teamwork and communication.

Key terms: wild harvesters, wildwoods, Mesolithic, Ice Age, sea level rise, chronology, generation, archaeology, evidence, microlith, pollen, stratigraphy, climate change, resilience, habitats, ecology, conservation, sustainability, landscape architecture, ecosystem, ecosystem approach and forestry (all of the key terms have been highlighted in **bold**).

About Storyline

The Scottish Storyline approach is a powerful tool for learning and teaching, based on the work of Vygotsky, that engages learners in purposeful learning through topics. In planning a Storyline, the teacher uses the vehicle of a narrative to focus and contextualise the learning and teaching through a specific topic. The most important aspect of this approach is that it starts with what the learner already knows. Storyline uses carefully designed questions and activities to build, and further develop their knowledge and higher-order thinking skills.

Each Storyline uses the same structure. The teacher plans a ‘line’ of episodes, each of which has carefully designed key questions. These encourage and support the learner to contextualise and create the ‘story’, promoting exciting learning. It aims to give ownership to the learner and to promote independence and confidence.

The Storyline begins by creating the settings and characters that will bring the narrative to life. Further episodes follow to develop the story and there is a celebration to end the topic. Finally, there is a review and evaluation of the learning and teaching that has taken place, where the next steps are identified for both teacher and learner.

Further information about the Storyline approach

Storyline: creative learning across the curriculum (Carol Omand, 2014)

Storyline: developing effective questioning (Carol Omand, 2017)

www.scottish-storyline.com

www.facebook.com/scottishstoryline

Acknowledgements

This Storyline was written by Carol Omand and Matt Ritchie. It is a supplementary resource to *Into the Wildwoods* (Forestry and Land Scotland 2020). Our Mesolithic characters were created by Alex Leonard and Kim Biddulph. Linocut artwork by Liz Myhill. Design by Ian Kirkwood.

Published by Forestry and Land Scotland – January 2020
© Crown Copyright 2020
ISBN: 978-1-9160160-2-6
All images copyright Forestry and Land Scotland unless otherwise stated.



Curriculum for Excellence

This Storyline will use the SECOND experiences and outcomes and aspects of other levels as appropriate.

People, past events and societies

First	Second	Third
I understand that evidence varies in the extent to which it can be trusted and can use this in learning about the past. SOC 1-01a	I can use primary and secondary sources selectively to research events in the past. SOC 2-01a	I can use my knowledge of a historical period to interpret the evidence and present an informed view. SOC 3-01a
By exploring places, investigating artefacts and locating them in time, I have developed an awareness of the ways we remember and preserve Scotland’s history. SOC 1-02a	I can interpret historical evidence from a range of periods to help build a picture of Scotland’s heritage and my sense of chronology. SOC 2-02a	I can make links between my current and previous studies, and show my understanding of how people and events have contributed to the development of the Scottish nation. SOC 3-02a
I can compare aspects of people’s daily lives in the past with my own by using historical evidence or the experience of recreating an historical setting. SOC 1-04a	I can compare and contrast a society in the past with my own and contribute to a discussion of the similarities and differences. SOC 2-04a	I can explain the similarities and differences between the lifestyles, values and attitudes of people in the past by comparing Scotland with a society in Europe or elsewhere. SOC 3-04a

People, place and environment

First	Second	Third	Fourth
I can describe and recreate the characteristics of my local environment by exploring the features of the landscape. SOC 1-07a	I can describe the major characteristic features of Scotland’s landscape and explain how these were formed. SOC 2-07a	Having investigated processes which form and shape landscapes, I can explain their impact on selected landscapes in Scotland and beyond. SOC 3-07a	
I can consider ways of looking after my school or community and can encourage others to care for their environment. SOC 1-08a	I can discuss the environmental impact of human activity and suggest ways in which we can live in a more environmentally, responsible way. SOC 2-08a I can consider the advantages and disadvantages of land use development and discuss the impact this may have on the community. SOC 2-08b	I can identify the possible consequences of an environmental issue and make informed suggestions about ways to manage the impact. SOC 3-08a	I can discuss the <i>sustainability</i> * of key natural resources and analyse the possible implications for human activity. SOC 4-08a *This is appropriate at all levels for this Storyline.
Having explored the landscape of my local area, I can describe the various ways in which it has been used. SOC 1-13a By exploring a natural environment different from my own, I can discover how the physical features influence the variety of living things. SOC 1-13b	I can explain how the physical environment influences the ways in which people use land by comparing my local area with a contrasting area. SOC 2-13a	By comparing settlement and economic activity in two contrasting landscapes, I can draw conclusions about how landscapes influence human activity. I can explain my findings clearly to others. SOC 3-13a	
Through activities in my local area, I have developed my mental map and sense of place. I can create and use maps of the area. SOC 1-14a	To extend my mental map and sense of place, I can interpret information from different types of maps and am beginning to locate key features within Scotland, UK, Europe or the wider world. SOC 2-14a	I can use a range of maps and geographical information systems to gather, interpret and present conclusions and can locate a range of features within Scotland, UK, Europe and the wider world. SOC 3-14a	I can use specialised maps and geographical information systems to identify patterns of human activity and physical processes. SOC 4-14a

Into the Wildwoods STORYLINE

Contents

1. Wild Harvesters	7
2. Timeline	8
3. Archaeology	9
4. The Mesolithic Experience	11
5. The Mesolithic Year	12
6. A Mesolithic Toolkit	14
7. Very Human Habitats	15
8. Exploring the Rainforest	16
9. Mesolithic Map Makers	17
10. Designing the Landscape	18
11. The Ecosystem Approach	19
12. Restoring the Pinewood	20
13. The Gathering Night	21
14. Review and Evaluation	22





Wild Harvesters

Storyline	Key Questions	Activity	Organisation	Resources	Skills	Assessment
1. Wild Harvesters This is read aloud: <i>“Imagine the world of the wild harvesters, living within the wildwoods of Scotland over six thousand years ago. Our Mesolithic ancestors were at home in their environment, hunting, fishing, and gathering enough to survive and prosper.”</i> <i>Into the Wildwoods</i> (p. 3)	Who were the wild harvesters? What might they have been hunting, fishing and gathering? Where were the wildwoods? What do you think the word Mesolithic means?	The learners discuss what they think the wild harvesters might have been gathering and where they were living. They discuss and agree working definitions to be displayed. These definitions may change as learners find out more.	Individually, then small groups, then whole class.	<i>Into the Wildwoods</i> (p. 3) Each learner will have an exercise book or folder in which they will write and illustrate and keep a log of their findings. This can be on display at the end of the Storyline and used as a record of study and for assessment purposes. SOC 2-01a LIT 1-09a LIT 2-09a	Discussion, listening to others, communication, collaboration, teamwork, decision making.	The learners will have a clear understanding of the terms wildwoods, wild harvesters and Mesolithic and be able to describe them to others.

Timeline

Storyline	Key Questions	Activity	Organisation	Resources	Skills	Assessment
2. Timeline <i>“The period we’re going to study spans 4000 years or about 160 generations, from around 8000 BC to around 4000 BC. It’s an almost unimaginable length of time.”</i> <i>Into the Wildwoods</i> (p. 3)	We are used to hearing terms such as the Ice Age , and maybe even the Mesolithic , Neolithic or Bronze Age. But what do they mean? When do you think the last ice age ended? How long ago do you think the Mesolithic period was? How long did this period last? What period was before and after? What is a chronology ? What is a generation ? How long is a generation ?	The learners research and make a timeline and locate the Mesolithic period within the context of other topics that they may have studied (such as the Ancient Egyptians, Romans or Vikings). Explaining generations activity in <i>Outdoor Archaeological Learning</i> (p. 67). The timeline is displayed around the classroom.	In pairs, then small groups then whole class.	<i>Outdoor Archaeological Learning</i> (p. 62-67) Prepare a ‘10,000 years in 10m’ timeline using a roll of paper, a measuring tape, marker pens and LEGO figures / the cards provided in <i>Outdoor Archaeological Learning</i> (p. 83 and p. 85). SOC 2-02a	Research, interpreting information, teamwork, collaboration, decision making, making a timeline.	The learners can make a timeline, locate the Mesolithic period, understand how long this period was and what went before and after. The learners will have a clear understanding of the climate change that occurred after the end of the last ice age . The learners can demonstrate a clear understanding of chronology and time, and of social and family generations .



Outdoor Archaeological Learning (Forestry Commission Scotland 2017)
www.forestryandland.gov.scot/what-we-do/conservation/historic-environment-conservation/learning

Archaeology

Storyline	Key Questions	Activity	Organisation	Resources	Skills	Assessment
3a. Archaeology: the role of the archaeologist The learners take on the role of apprentice archaeologists. <i>“Archaeology is the study of the human past through its material remains, Through archaeological research and analysis of our places, and artefacts and ecofacts, everyone can explore, better understand, value and care about the prehistory and history of Scotland’s people, culture and landscape.”</i> <i>Into the Wildwoods</i> (p. 4)	Imagine that you are all apprentice archaeologists . What is an archaeologist ? What evidence might you be looking for as an apprentice archaeologist in your search for the Mesolithic ? What is evidence and why do you need it? What sort of things will have survived thousands of years in the soil?	In pairs, the learners discuss and write their answers. These are shared. They discuss and agree working definitions to be displayed. These definitions may change as learners find out more. Idea: you could also visit to your local museum to look at Mesolithic artefacts.	In pairs, then small groups then whole class.	<i>Into the Wildwoods</i> (p. 5-10) Paper, pencils, small white boards. SOC 1-01a SOC 2-02a LIT 1-09a LIT 2-09a	Research, investigating, communication, teamwork, collaboration, problem solving, hypothesising, fieldwork.	The learners understand what evidence is, the need for it and how to use it and interpret it. The learners will understand that stone artefacts are the most common find from the Mesolithic – and that organic materials decay (unless preserved underwater or in peat).



Archaeology (continued)

Storyline	Key Questions	Activity	Organisation	Resources	Skills	Assessment
3b. Archaeology: searching for clues <i>“During archaeological field-walking someone notices a spread of microliths...”</i> <i>Into the Wildwoods</i> (p. 11)	Why do you think archaeology is so important? What is the job of an archaeologist ? What skills do they need? What is a microlith ?	Learners read the archaeologist’s description of her work. Research what an archaeologist does. Write down the key skills (such as observational and analytical skills and patience). Research what microliths are and note their importance.	In pairs or small groups then whole class.	<i>Into the Wildwoods</i> (p. 11) SOC 1-01a SOC 2-02a	Research, observation, analytical, enquiry, critical thinking, investigating, communication, teamwork, collaboration, problem solving, hypothesising	The learners have an appreciation and understanding of the skills of an archaeologist and how their findings inform learners’ understanding. The learners will have a clear understanding of the term microlith .
3c. Archaeology: under the microscope <i>“Pollen is an incredibly useful tool for reconstructing these former woodlands. It is found in the layers of sediment at the bottom of a loch or in the layers of peat in a peatbog.”</i> <i>Into the Wildwoods</i> (p. 9 and p. 21)	What do you think pollen is? Where do pollen grains come from? How do they tell us about the environment? In what ways do you think they can be useful to archaeologists? Sediment at the bottom of a loch and peatbogs form in layers over time. Why does this happen?	Look at pictures of pollen grains and try to guess what species they are. Match pollen samples to hot / cold and wet / dry climates.	In pairs or small groups then whole class.	<i>Into the Wildwoods</i> (p. 9 and p. 21) Prepare some pollen cards by searching the internet for images of species both common and exotic to your area. Demonstrate stratigraphy using a pile of newspapers, with the oldest at the bottom. SOC 1-01a OC 2-02a	Research, deduction, observation, enquiry, investigating, communication, teamwork, collaboration, problem solving, hypothesising.	Learners can list three things that archaeologists can learn from studying pollen records. The learners can demonstrate a clear understanding of stratigraphy .

The Mesolithic Experience

Storyline	Key Questions	Activity	Organisation	Resources	Skills	Assessment
4. The Mesolithic Experience <i>“As the glaciers and tundra retreated, our Mesolithic ancestors could expand their homelands by following the migrating herds of reindeer further afield and exploring the emerging coastlines. Gradually they adapted to a new world.”</i> <i>Into the Wildwoods</i> (p. 13)	What was different about the Ice Age ? What do you think happened to the land and sea as the Ice Age ended? What effect might this have on other living things? What changes might our Mesolithic ancestors have made as a result?	The learners list the special features and properties of the ice age , such as glaciers, mammoths and tundra. They predict what could have happened as the glaciers and tundra retreat, such as the sea level rising . They create a visual map of change and effect and share this with the class. Display and use as reference.	In pairs or small groups then whole class.	<i>Into the Wildwoods</i> (p. 13-21) SOC 2-07a SOC 2-08a LIT 2-06a	Research, collaboration, teamwork, listening, communication, prediction, problem solving, higher order thinking skills.	The learners are able to use the information given about the environmental changes to predict how our Mesolithic ancestors adapted to the climate change and sea level rise that happened after the end of the ice age .



The Mesolithic Year

Storyline	Key Questions	Activity	Organisation	Resources	Skills	Assessment
5a. The Mesolithic Year: human resilience <i>“The inhabitants of Mesolithic Scotland were naturalists by necessity. Without the easy run to the shops or supermarket, they had to provide for all their needs themselves.”</i> <i>Into the Wildwoods</i> (p. 23) Our Mesolithic ancestors were resilient and adapted to their environment.	What do you think were the main hardships for Mesolithic people? What do you think resilience means? You have ‘to live from the land’ what natural resources would you choose?	Discuss, list the hardships. Give examples of human resilience (particularly focusing on topics studied previously). Suggest natural resources they might choose. Research and make an information leaflet about edible plants / parts of plants, and other natural food sources	In pairs or small groups then whole class.	<i>Into the Wildwoods</i> (p. 23) SOC 2-04a SOC 2-07a OC 2-08a LIT 2-05a LIT 2-06a LIT 2-07a LIT 2-09a	Reading for understanding, interpreting text, resilience, listening, talking, discussion, research, making an information leaflet, comparing / contrasting, design and building.	The learners can identify hardships, understand their human resilience, make comparisons / contrasts with their own lives. They can select appropriate information to design and make a booklet.



The Mesolithic Year (continued)

Storyline	Key Questions	Activity	Organisation	Resources	Skills	Assessment
5b. The Mesolithic Year: making a Mesolithic Calendar Spring renewal (p. 24) Summer warmth (p. 29) Autumn harvests (p. 30) Winter storms (p. 33) <i>Into the Wildwoods</i> (p. 24-33)	What are the main features of this season? What are the main jobs that need to be done? Highlight four or five differences to their way of life and ours today? What positive aspects are there? What negative aspects are there?	Each group is allocated a ‘season’. They research and illustrate it. They also plan and make a question sheet which they will use to note the findings of the other groups. They present their season to the other group and compare / contrast. They use their question sheets to note the main points. The illustrated seasons are joined together to make a continuous Mesolithic Calendar.*	In small groups then whole class.	<i>Into the Wildwoods</i> (p. 24-33) Prepare four season cards that the learners can use for research in four groups. SOC 2-13a LIT 2 -06a	Research, ability to select key ideas from a text, planning, critical thinking, making a question sheet, creativity, illustrating, communication, teamwork, talking, listening, comparing / contrasting.	The learners can identify, compare / contrast the main features of each season from the Mesolithic Calendar.
5c. The Mesolithic Year: Our Year	What information will you need? What might be the most appropriate resource?	Use information known and newly acquired to make an illustrated Nature Calendar to highlight seasons, plants and animals of Scotland today and compare / contrast our year with the Mesolithic year.	In small groups then whole class.	<i>Into the Wildwoods</i> (p. 24-33) SOC 2-04a LIT 2-16a	Research, enquiry, creativity, illustrating, communication, teamwork, comparing / contrasting.	The learners are able to select the appropriate information (with support) to plan and make their calendar. They are able to compare and contrast the two calendars.

* To extend the Mesolithic Calendar activity, groups could make a zig-zag book or a flip book – or to give it a different shape and form and give the idea that the seasons are continuous, use a Möbius Strip cylinder or a circular book.

The Mesolithic Toolkit

Storyline	Key Questions	Activity	Organisation	Resources	Skills	Assessment
6. A Mesolithic Toolkit	Why was there a need for a toolkit in the Mesolithic period? What do you think it might contain? If you were wanting to survive in the wild today, what might your toolkit contain? You are limited to six items, what would you choose and why?	The learners discuss, write a list and illustrate their own Mesolithic toolkit (then). The learners discuss, write a list and illustrate their own survival toolkit (now). They compare and contrast the contents, make predictions, draw conclusions. Finally, display James' real Mesolithic Toolkit and compare / contrast.	Individually.	<i>Into the Wildwoods</i> (p. 37) SOC-2-01a SOC 2-04a LIT 2-02a LIT 2-04a	Discussion, research, enquiry, reflection, deduction, prediction, reasoning, problem solving, drawing conclusions, comparing / contrasting.	The learners are able to use clues from the text and previous knowledge to predict what might be in the toolkit. They are able to make choices and decisions about items they would include and give reasons for their choices.



Very Human Habitats

Storyline	Key Questions	Activity	Organisation	Resources	Skills	Assessment
7. Very Human Habitats: a Mesolithic Frieze This format is used for each 'people' or 'clan' group to create an interactive classroom frieze.*	Where, in Scotland might you have found these people? Why do you think they chose to live there? What was available to them for clothing? How did they manage to survive? Compare and contrast another group or each of the different groups of people.	On the map of Scotland, locate the likely locations of the various habitats and peoples. The learners are divided into clan groups. Each clan group has a copy of their clan cards. Using the clan cards the learners: a. Make a habitat collage / interactive frieze / green screen of the environment in which their people live. b. Draw their clan characters. c. Write a biography for their clan character (these are placed beside their illustration). d. Write 'A day in the life of....' e. introduce an incident / what if...?	As individuals and in clan groups. Depending on your location, it may be possible to visit one or more of the habitats.	<i>Into the Wildwoods</i> (p. 40-49) Prepare five different clan cards for the learners using the general and character information and illustrations. Allow the learners to use their imagination to create the figures for the frieze. Paint, brushes, sponges, paper, frieze paper, blutack, marker pens and other craft materials as required. SOC 2-13a LIT 2-05a LIT 2-06a	Mapping skills using text, extracting important information from a given text, creativity, making figures, making a frieze, problem solving, decision making, prediction, writing a biography, communication, teamwork, organisation, listening, talking.	The learners will be able to locate the likely locations of the various habitats and peoples on a map of Scotland. They will be able to extract important information from the text to make a habitat collage, create a clan character and write a biography. They will have had opportunities to interact and use the information in the text to gain knowledge and understanding of their habitat and people to display in the frieze, characters and dialogue, and to solve problems as 'incidents' arise.

* The frieze is interactive as it can be added to or changed as new ideas emerge, knowledge and understanding is acquired or new situations develop (e.g. incidents will occur that will require problem solving, decision making and / or higher order thinking skills).

Exploring the Rainforest

Storyline	Key Questions	Activity	Organisation	Resources	Skills	Assessment
8. Exploring the Rainforest <i>“I think the closest we can get to the experience of Scotland’s first people is by stepping into our very own rainforest. It may seem surprising, but Scotland does have a rainforest-and it is even rarer than the tropical forests of South America, Africa or South -East Asia.”</i> <i>Into the Wildwoods</i> (p. 51)	Imagine that you are all apprentice ecologists . What do you think ecology is? Why do you think ecology is so important? What is the job of an ecologist ? What skills do they need? Did you know that Scotland has its own rainforest? What needs to be done to save it?	The learners read the ecologist’s description of his work. Research what an ecologist does and what conservation is. Write down the key skills (such as observational skills and experience). Learners choose an animal, bird or insect to research and (ideally) observe. They should write and illustrate a short description of their chosen species for display.	In pairs or small groups then whole class.	<i>Into the Wildwoods</i> (p. 51) SOC 2-13a LIT 2 -04a LIT 2-05a	Research, observation, discussion, comparing / contrasting, drawing conclusions, prediction, problem solving, communication.	Learners are able to compare and contrast and make observations, predictions and suggestions about what needs to be done to save <i>“a unique part of the world’s diversity”</i> . They have an understanding of ecology and conservation .



Mesolithic Map Makers

Storyline	Key Questions	Activity	Organisation	Resources	Skills	Assessment
9. Mesolithic Map Makers Explore the themes of cognitive and story maps, connected landscapes, defined microhabitats, seasonal resources, special places, movement and travel, and different scales, landscape, movement and travel and map-making.	How did Mesolithic people plan their year, so that they were in the right place at the right time to gather the resources that they needed?	Using the same clan groups as before (Storyline 7), give the learners a set of resource cards – overlapping habitats, seasonal resources and community gatherings – and ask them to draw a map of their year. What place or task will their clan need to visit or undertake first?*	As individuals and in clan groups.	<i>Into the Wildwoods</i> (Into the Wildwoods (p. 53–69 and p. 79-85) Print as many sets of resource cards as you need. Each individual set should have the ten common cards, five or six cards representing their own habitat and two or three cards from different habitats.** SOC 2-14a LIT 2-16a MTH 2-15b MTH 2-16a MTH 2-17c MTH 2-17d MTH 2-18a MTH 2- 21a	Creativity, problem solving, decision making, higher order thinking, collaboration, decoding, mathematics, algebra, measuring scales.	The learners work together, use their skills to construct a variety of maps, build their understanding of landscape diversity, habitat connectivity and seasonal resources. They also understand the importance of maps and scales.



* As well as using units of measurement available to their ancestors, the learners could use current scale units of measurement when planning and making their own maps. They are then able to measure and calculate the topography of the land and can make 3D models interpreting these.
** Use the blank cards to create further resource cards unique to your class, either of local habitats, special places or different resources.

Designing the Landscape

Storyline	Key Questions	Activity	Organisation	Resources	Skills	Assessment
10. Designing the Landscape <i>“Landscape Architects help plan and design places and spaces, from streets and housing developments to parks and forests.”</i> <i>Into the Wildwoods</i> (p. 71)	Why do you think landscape architecture is important? What is the job of a landscape architect ? What skills do they need? How can you use these skills in your own Mesolithic map making?	Learners read the landscape architect’s description of her work. Research and discuss what a landscape architect does and what skills they need (such as analytical skills, spatial awareness and creativity).	In pairs or small groups then whole class.	<i>Into the Wildwoods</i> (p. 70 -71) SOC 1-07a SOC 2-07a MTH 2-17d	Research, observation, spatial awareness, enquiry, analytical, investigating, communication, teamwork, collaboration, problem solving, hypothesising, creativity.	The learners have an appreciation and understanding of the skills of a landscape architect and have used these to design their own Mesolithic map.

The Ecosystem Approach

Storyline	Key Questions	Activity	Organisation	Resources	Skills	Assessment
11. The Ecosystem approach <i>“The ecosystem approach helps us to think constructively about our natural world and about complex issues such as the climate emergency, habitats, resilience, land use integration and flood risk management.”</i> <i>Into the Wildwoods</i> (p. 73)	What is an ecosystem ? What do you think an ecosystem approach might be? How can we protect Scotland’s ecosystems ? We learnt about human resilience , and the importance of adapting to our environment. What do you think ecological resilience might mean? What is being done at present? What other examples can you find in other countries?	Discuss and agree a definition of an ecosystem approach . Using the <i>Global Goals for Sustainable Development</i> , each group is allocated one of the following topics to study: forests and woodlands, valued places, priority habitats , key species. Each group uses the agreed definition, researches their topic and writes three important statements of how the ecosystem approach can be applied to protect and manage it to enhance its resilience to climate change . Organise an outdoor learning visit to see and discuss habitats and ecosystems in action.	In small groups, then shared with the whole class.	<i>Into the Wildwoods</i> (p. 73) <i>Global Goals for Sustainable Development</i> www.globalgoals.org e.g. Goal 15 Life on Land: Target 15.1 ‘Conserve and restore terrestrial and freshwater ecosystems.’ Target 15.2 ‘Promote the implementation of sustainable management of all types of forest.’ Target 15.4 ‘Ensure conservation of mountain ecosystems.’ Target 15.5 ‘Protect biodiversity and natural habitats.’ SOC 2-08a SOC 2-08b LIT 2-14a LIT 2-15a LIT 2-16a	Discussion, research, enquiry, critical thinking, reflection, deduction, prediction, problem solving, drawing conclusions, comparing / contrasting.	The learners are able to describe what an ecosystem approach is and give a concrete, current example of how it works. They can identify the most appropriate <i>Global Goals</i> for their study and use them and give a short presentation. They understand the concept of ecological resilience . They are able to make a question sheet to note important information during their outdoor learning visit.

Restoring the Pinewood

Storyline	Key Questions	Activity	Organisation	Resources	Skills	Assessment
12. Restoring the Pinewood <i>“A healthy wildwood is a complex relationship between the soils, fungi, plants, trees and wildlife that has developed over thousands of years. Even in a very damaged wildwood some of these relationships can be found, and they become critical building blocks from which the work of restoration can start”.</i> <i>Into the Wildwoods</i> (p. 77)	Why do you think forests and forestry are important? What is the job of a forester? What skills do they need?	The learners listen to the forester’s description of his work and note important words or facts. In small groups, they discuss the key points and share them with the whole class.	In pairs or small groups then whole class.	<i>Into the Wildwoods</i> (p. 77) SOC 2-08a SOC 3-08a SOC 4-08a LIT 2 -16a	Listening with accuracy, note taking, prediction, research, planning, enquiry, spatial awareness, investigating, communication, teamwork, collaboration.	The learners are able to describe the work of a forester.

The Gathering Night

Storyline	Key Questions	Activity	Organisation	Resources	Skills	Assessment
13. The Gathering Night Every Storyline has a celebration to recognise every learner’s success and achievement and brings the Storyline to a close.	What could be the best ways to inform others about what you have been doing and what you have learned?	The learners organise the celebration. Organise a Gathering Night where learners play out the parts and tell their stories to an invited audience around an imagined Mesolithic campfire. An exhibition where learners’ work is displayed, from clan characters to Mesolithic Maps. Invitations are sent to family and guests.	The learners organise themselves (teacher support where required) and allocate, as necessary all the jobs that need to be done.	As determined by the celebration chosen.	Discussion, writing invitations, teamwork, problem solving, critical thinking, time management, creativity, communication, organisation, collaboration.	The learners will demonstrate their skills by organising an event that will inform their audience(s) about their Storyline.

Review and Evaluation

Storyline	Key Questions	Activity	Organisation	Resources	Skills	Assessment
14a. Review and evaluation for learners and educators.	What was your best achievement? What, for you, was the most important learning? What new skills did you learn? What might you change in the Storyline? In your opinion, what was missing?	The learners make a question and answer proforma to capture all the information.	Pairs or small groups, then individual responses.	Computer, proforma examples, paper or online returns.	Effective questioning, ICT, collaboration, teamwork, communication, reflection, recognition of skills gained, developed, improved.	The learners will be able to reflect and give feedback about their learning experiences and achievements and offer suggestions to improve the Storyline.
14b. Review and evaluation: next steps for learners and educators.	What do you feel you need to know more about? What might help? Name one area of learning that you need more help with.	The information is collated from the proformas and helps determine the next steps in learning.	Individually.	Paper, small white boards, computer, personal learning plan.	Communication, reflection, recognition of skills to be developed, ability to identify next steps.	The learner can reflect and identify (with support) their next steps in learning.



Imagine the world of the wild harvesters,
living within the wildwoods of Scotland
over six thousand years ago.

This Storyline has been developed to help teachers deliver a range of activities that reference and build on *Into the Wildwoods*. The Storyline uses several key creative activities and a range of supporting discussion points to contextualise cross-curricular learning using the Mesolithic period as a topic.

The key objective is to explore the interconnected ideas of habitats, natural resources and seasonal change, developing the Mesolithic as a classroom topic in line with *Learning for Sustainability* and outdoor learning. The aim is to uncover an ancient past that is still accessible today, rooted in an ecological understanding of place and time and in our human response to both.



Forestry and
Land Scotland

Coilltearachd agus
Fearann Alba



Scottish Storyline

