

Operation Last Hope

Teaching Notes to support 'Operation Last Hope' Conservation Quest A fantasy role-play for KS2 by Mud Pie Arts

Aims:

- To engage in creative storytelling, writing and art through immersive role-play
- To make empowering decisions and solve problems in role
- To reflect on a range of feelings in a safe fictional context
- To build resilience and concentration
- To consider rehabilitation of an endangered species

Print Out Resources:

1. Journal for Operation Last Hope
2. Quest Map
3. The mood-o-metre
4. The Doodle Weaver Colour In Flo Forests –*colours required*
5. The Duper People Cave Riddles
6. Script with Giantess 'Let me Pass!' Template
7. Swamps game 'Eels and Ladders' – *counters and dice required.*
8. Trail Signs sheet

Organisation of your class:

This scheme of work can be completed as individual, paired or small group work. The journal can be kept by a team of explorers or each solo member. The doodle weaver colour in task can be picked up at any time in the scheme of work.

Each individual or group will need one set of resources printed off.

Synopsis (NOT to be shared with the class):

Galenka, the Guiding One needs their help. They have been chosen for a special quest; each explorer (or group) is to carry two incubating eggs of the critically endangered Lupu bird to a new home. Lupus are suffering from habitat loss in the south of the land. They must make the dangerous journey north east across the Kingdom, to the protected Flo Forests. The birds must hatch in the forests to have a chance of surviving and thriving.

On their way, the explorers will face challenges. They have to complete tasks to be able to move on. Galenka advises them remotely, through 'the all-seeing orb'.

Explorers are expected to keep a journal of their adventure and mark their map as they go. They are to reflect on their feelings at each stage of the story, using the mood –o-metre.

(In these notes there are suggestions for optional extension activities too.)

When the journey is complete, they meet other explorers and witness the chicks hatching. The story ends with a celebration of their conservation quest.



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Stage One:

Play Film Clip No.1: *Galenka explains their mission.*

Task:

Each child must design an outfit for their quest character and draw it in their **journal**. It is up to you whether they invent an imaginary character for themselves, or use their own names.

Optional:

Dress Up: Each child could dress up as their character, from found items of clothing from home. Scarves and belts are useful for creating a fantasy look.

Task:

They next decide their explorer skills: EG Camp chef / medic

Character strengths: EG Determined / A good sense of humour

Character weakness: EG Impatient / fear of the dark

Enter this information in the **journal**.

Task:

Finally, they must write or draw a kit list of things they need to take with them, on the **journal** page provided. Each explorer must carry their own backpack. It will be helpful to study the expedition **map** first, to be prepared for what may lie ahead.

Stage Two:

Play Film Clip No.2: *Galenka hands over two Lupu eggs.*

Task:

The explorers must design a container to carry the two Lupu eggs. Use the space in the **journal**. They are to consider how to keep the eggs safe and warm on the journey. Will it go in the backpack or does it need a handle or strap?

Optional:

Make: Explorers could seek out suitable junk materials and make the container from old items such as card boxes and packaging. Try to give them a wide range of options. They (or you) could even hard boil two eggs to put in the carrier!



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Stage Three:

Play Audio Clip A: *Galenka describes crossing the Wasting Plains.*

Encourage the children to close their eyes as they listen. This will draw on their imagination to picture the plains.

Play it again if you need to.

Task:

Ask the children what they saw, heard, felt, smelt as they listened to the clip. Encourage description and invention. Did anyone see Lullaby Lake?

Optional:

Drama: Play music/wind sfx. Ask the children to act out crossing the Wasting Plains and setting up camp in the abandoned village of Rack.

For a controlled activity, ask groups to create still images of key moments in the journey. Tap an explorer on the shoulder to hear their thoughts (thought tracking).

Task:

Let them plot their journey to the Ruins of Rack on the **map** and mark on anything they saw from the Boomerang Tree Hill.

Give out the **mood-o-metres**. Ask them to reflect how they feel as they camp in the abandoned village of Rack. They must write up their first day's travel in the **journal**, in the style of a diary.

Remind them to write about their feelings, as well as events and description.

Optional:

Storytelling: Sit in a circle 'around the camp fire'. Talk about what the abandoned village of Rack is like now. Has anyone found a clue as to what used to happen here? EG an old stable may mean they were farmers. Old beehives may show they used honey. Discuss reasons why the people of Rack left their homes. What could have happened to them? Gather ideas. Would anyone like to tell the story of what happened to the villagers of Rack?

Stage Four:

Play Audio Clip B: *Galenka describes the Callacomb Caverns.*

Task:

Can the children imagine how they feel, just before entering the caverns? Use the **mood-o-metre** to help them explore their feelings.

Give out the **Duper People Cave Riddle** worksheet. Ask the explorers to write their answers on the sheet.

(Galenka reveals the answers in the next film.)

Optional:

Blind Maze: Set up an obstacle course in the hall. Put explorers into pairs, 1 of them is blindfolded. Can the other explorer gently guide their friend through the maze? Try using whispers, or touch only. Swap over. Discuss the experience. Write it up in the **journal**



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Stage Five:

Play Film Clip No.3: *Galenka reveals the answers and warns of a Giantess.*

Task:

Explorers must mark their way through the maze of caves, on their **map**. They also need to update their **journal** with their latest adventure. Encourage details of the dark caves. EG did they hear any Duper people who live in the caverns?

Task:

Drama improvisation: Organise the class into pairs. One plays the explorer, one plays Gruber the Giantess. Recall what they have learnt about her. Improvise a scene to try to persuade the Giantess to let them through Hairpart Pass. At first the Giantess is stubborn and says no. How can the explorer win Gruber over? Gruber may not let them pass, in which case the explorer must set off the long way around the mountain. Repeat the scene.

Task:

The children then write up the scene using the **Script with Giantess template**. Ensure they know that actions are written as stage directions.

Rehearse and show back scenes.

Stage Six:

Play Audio Clip C: *Galenka describes the swamps of Knivesmire.*

Task:

Pairs or small groups now play **The Swamps Eels and Ladders Game**. They will need counters and a die.

As they play ask the children to note their feelings. How do they react to landing on an eel or a ladder?

Task:

They may like to write a **journal** entry, recalling their crossing of the swamp. Was it easier or harder than they expected to get to Brightside Bridge? Did they see any signs of the old rubbish dump?

They can plot their journey on their **map**.

Play Audio clip D: *Galenka shares bad news.*

Task:

Discuss this bad news with your explorers. How do they react? They could now write in their journals or colour in quietly and carefully on the Doodle Weaver sheet. It may help to play relaxing music as they colour and consider the story.

If you are using real eggs, take one out of each container.



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Stage Seven:

Play Film Clip No. 4: *Galenka takes a walk.*

Task:

Their next task is to lay a trail outside using the **Trail Signs worksheet**. This could be done in the playground, local wooded area or as weekend homework.

You could ask the children to work in pairs. One walks through the trees leaving direction signs as shown on the sheet. On a given whistle, their partner follows the trail to see if they can find their friend.

Point out signs of growth and wildlife to the class.

Stage Eight

Play Audio Clip E: *Galenka describes the Flo Forests.*

Task:

As the children listen to Galenka, ask them to close their eyes and imagine the Flo Forests. Galenka would like them to paint or draw the scene.

They can do this on the last page of the **journal** or on bigger art paper.

Replay the track and ask the children to start sketching what they imagine the Flo Forests, waterfall and pool look like. Again ask what can they see, smell, taste, hear, and feel?

Then give out art materials for them to realise this scene as a painting, collage or drawing. It may be fun for small groups to try to make one large piece of art together.



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Stage Nine:

Play Film Clip No.5: *Galenka celebrates the hatching.*

Task:

Watch the film, then repeat, asking the children to join in the celebration **dance** of Talia. When she says 'freestyle', the children can make up their own dance moves, to add in to the ritual.

Optional:

Drama: Enact this reunion. Set up camp together and a bird hide in the Flo Forests. Each group makes a nest for their egg. They could swap stories of their adventures to get to the Flo Forests. All sleep. Explorers take it in turns to watch for the hatching. Wake the others up and imagine seeing the chicks hatch. Gather Sawsaw blossom to hand feed them. Keep notes.

Who is staying and who is leaving for home? They must decide. Make a still image of the group saying their goodbyes. Thought track some characters. Hot seat (interview) some explorers.

Task:

The children need to finish their **maps** and **journals** by writing about how it felt to be joined by the other explorers and watch the Lupu chicks hatch out together. How did hand feeding the chicks go? Did they see them mature into multi-coloured adult birds? Have they observed any incredible bird behaviour?

What have they found out about themselves, on this journey?

What is their plan now? To stay and keep an eye on the birds, or leave for home? Well, that's a whole other adventure!

Task:

Finally they can draw their version of an adult Lupu bird in the centre of the **Doodle Weaver colour in sheet**. Perhaps they could draw a pair of birds? Do Lupus have a stunning head dress or long tail feathers?

Thanks to them, these exotic birds are safe at last!

If you wish to share an account of a real bird rehabilitation story, go to:

<https://www.rspb.org.uk/birds-and-wildlife/wildlife-guides/bird-a-z/red-kite/conservation/>

<http://yorkshireredkites.net/general/history-red-kite-reintroduction-programme>

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