

# Module 11

## Fieldtrip: the Outdoor Classroom

*Active learning in the field*

### Curriculum Linkages and Integration

See Teacher Guidelines for additional information



#### INFANT CLASSES

**STRAND: Story**  
Strand Unit: Stories

#### SESE History

#### 1st & 2nd CLASSES

**STRAND: Story**  
Strand Unit: Stories

**STRAND: Change and Continuity**  
Strand Unit: Continuity and change in the local environment

#### 3rd & 4th CLASSES

**STRAND: Local Studies**  
Strand Unit: Buildings, sites and ruins in my locality  
Strand Unit: My locality through the ages  
Strand Unit: Feasts and festivals in the past

**STRAND: Story**  
Strand Unit: Stories from the lives of people in the past

**STRAND: Continuity and change over time**  
Strand Unit: Food and farming

**STRAND: Life, society and culture in the past**  
Strand Unit: Life in Norman Ireland  
Strand Unit: Life in mediaeval Ireland

**STRAND: Early peoples and ancient societies**  
Strand Unit: Stone Age peoples  
Strand Unit: Bronze Age peoples  
Strand Unit: Early Christian Ireland

#### 5th & 6th CLASSES

**STRAND: Local Studies**  
Strand Unit: Buildings, sites and ruins in my locality  
Strand Unit: My locality through the ages  
Strand Unit: Feasts and festivals in the past

**STRAND: Story**  
Strand Unit: Stories from the lives of people in the past

**STRAND: Continuity and change over time**  
Strand Unit: Food and farming  
Strand Unit: Art, crafts and culture

**STRAND: Life, society and culture in the past**  
Strand Unit: Life in Norman Ireland  
Strand Unit: Life in mediaeval Ireland

**STRAND: Early peoples and ancient societies**  
Strand Unit: Stone Age peoples  
Strand Unit: Bronze Age peoples  
Strand Unit: Early Christian Ireland

#### LINKAGES



**SESE Geography**  
- Human environments  
- Human environments  
- Environmental awareness and care



**SESE Science**  
- Living things  
- Materials  
- Energy and forces  
- Environmental awareness and care



**Mathematics**  
- Shape and space  
- Measures  
- Early mathematical activities  
- Number  
- Data



**Physical Education**  
- Outdoor and adventure activities



**Gaeilge**  
- Éisteacht  
- Labhairt  
- Scríbhneoireacht  
- Léitheoireacht



**Visual Arts**  
- Paint and colour  
- Drawing  
- Construction  
- Fabric and fibre



**Music**  
- Listening and responding  
- Performing  
- Composing



**English**  
- Receptiveness to language  
- Competence and confidence  
- Developing cognitive abilities through language  
- Emotional and imaginative development through language



**SPHE**  
- Myself and the wider world

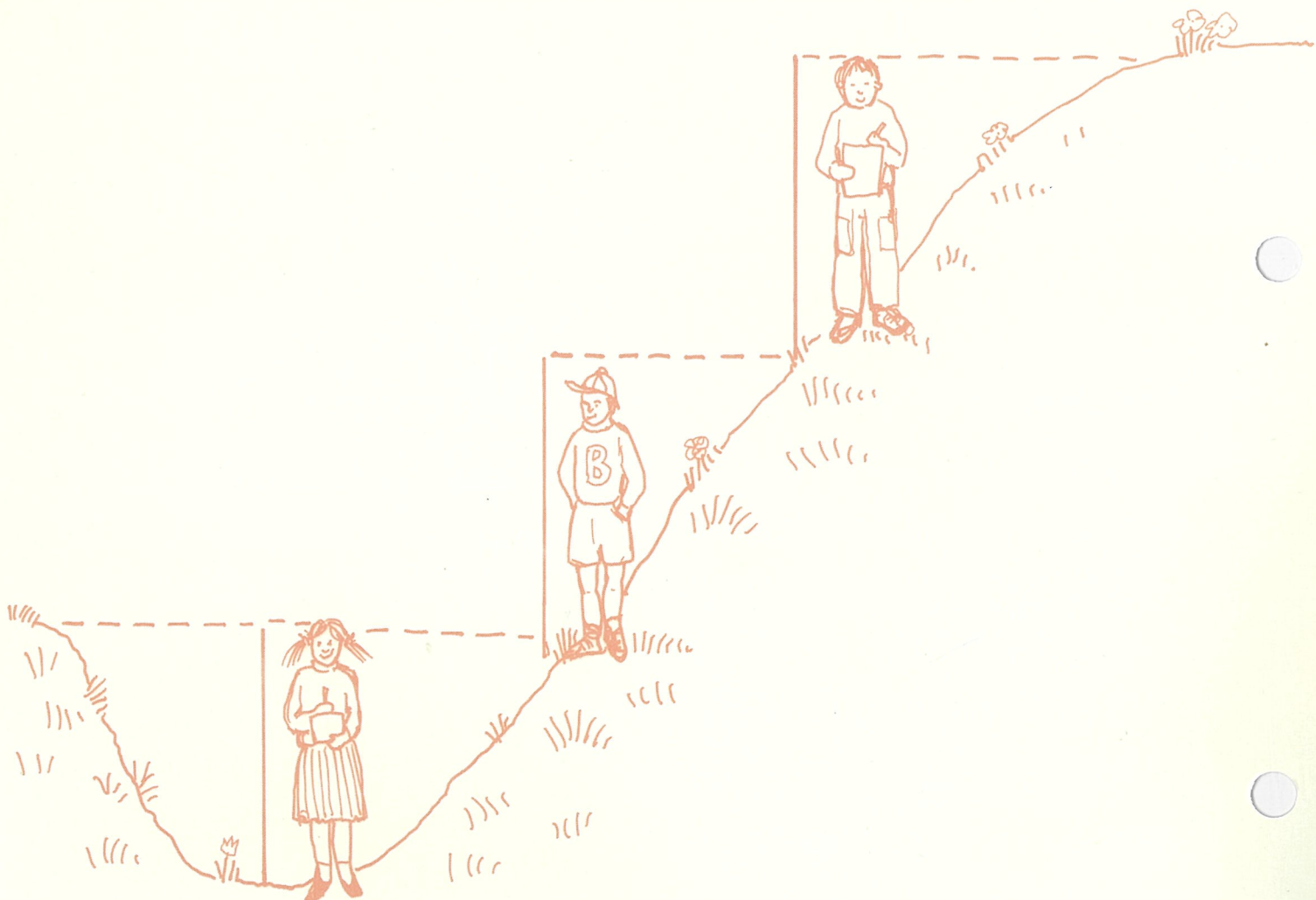


**Drama**  
- Exploring and making drama  
- Cooperating and communicating in making drama

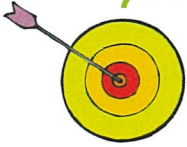


"Our teachers took the 4th, 5th and 6th classes on a field trip around our parish. Nobody expected it to be exciting but it was. The first place we visited was a ringfort. We looked around the ringfort to see where the families or tribes would have stayed. The teachers gave us tasks to act out. We had great fun imagining that we were a real tribe trying to hunt down food for our families."

5th Class Pupil



## OBJECTIVE



To give the pupils first-hand experience of Ireland's rich archaeological heritage.

## AGE APPROPRIATENESS



This module is suitable for all classes.

To manage the module for each age group, see Teacher Guidelines.



## MATERIALS REQUIRED



- Measuring tapes, measuring stick etc.
- Compass
- Reference books (wild flowers, hedgerow plants, animals, bird, trees etc)
- Clipboards
- Musical instruments and drama accessories
- Arts and crafts materials

### Activity Sheets (AS)

- AS1 Ringfort
- AS2 Ringfort: Tasks
- AS3 Graveyard: part 1
- AS4 Graveyard: part 2

## PREPARATION

- One to three monuments are adequate for a field trip.
- If the monument is located on private land permission must be sought before the visit (see *Resources: Health & Safety*)
- Each monument will need to be visited by the teacher before the trip to:
  - ensure good access and adequate parking
  - that the monument is clearly defined on the ground
  - help prepare Activity Sheet
  - identify assembly points
- If possible a copy on the [Ordnance Survey](#) 6-inch map of the area would be useful (see **Module 10**).
- Inform pupils to wear suitable clothing and footwear.



## ACTIVITIES & TASKS

- Prepare Activity Sheets with questions and tasks related to the monument. *These should be divided into two parts:*
  - Firstly are questions. These should focus on the monument's form, fabric, function and date.
  - Secondly are the tasks. The six basic tasks are: measuring and recording; practical experiment; story/poetry; drama; arts & crafts; and nature study. It is important that, as far as possible, the activity be related to the nature of the monument itself. This will enhance the pupil's understanding of the monument.
- The teacher will need to write/print the instructions for each task on a piece of paper for handing out to the teams at the site.





# Let's get started!

## Setting the Scene


The best way to understand an archaeological monument is to explore it in real life. The monument dealt with in **Activity Sheet 1** is a ringfort and in **Activity Sheet 3** is a graveyard; these are two of the most commonly occurring monuments in the country. Before the pupils visit the monument they will need some basic idea about its date and function e.g. a ringfort is:

- Early Christian -(see place on Timeline- drawing 28- Module 2)
- farmstead
- enclosed by bank of earth
- circular

This **Activity Sheet** provided can be used at any ringfort but it would be greatly enhanced by the addition of questions that relate to the unique features of the monument to be visited.

Activity Sheets are provided for two monument types but can easily be adapted to whatever monument you decide to visit.

## The Activity

At each site allow the pupils a few minutes to explore the monument. Then gather them together and discuss what they have observed and ask the pupils to fill in the first part of the **Activity Sheet**. This discussion can take the form of a question-and-answer session led by the questions in the **Activity Sheet**. These questions are designed to enable the teacher and pupils to discuss the monument in a sequential manner that is brief and to the point.  The recommended time for this session is ten to fifteen minutes.

Now divide the pupils into small groups (two or three pupils) and give each group a task. In briefing the pupils regarding the tasks the following points should be noted.

- each team must report back to the class when the task is completed
- allocate a set time for the tasks- its not a competition or a race
- nominate an assembly point when task are completed



**N.B.** There should be no damage to the monument of any kind- no digging, moving, breaking etc.

Seeing  
is  
believing





## Closing Activity

The pupils reassemble after a set time at an assigned assembly point. Each team presents a verbal report on their task.

To conclude the visits organise a group activity or drama pertinent to the monument. This enactment concludes the visit.

When leaving the monument remember to 'leave no trace'.

## Weblinks



Safety and field trips  
[www.edpsych.com/TeTips2.htm](http://www.edpsych.com/TeTips2.htm)

### Key Terms

- Monument

### Teacher's Log

*"Its through outdoor activities like this that pupils really learn".*

2th Class Teacher

Visiting archaeological monuments is a fun way of learning



