

# UNIT ONE

## UNDERSTANDING THE PLAY AND THE PRODUCTION

# MIND MAP



## Unit 1: Understanding the play

Focus: Developing an understanding of the play using creative approaches

**Mind map**– adapted from Buzan, Tony. (2010)[Online], Available from:  
<http://www.thinkbuzan.com/uk/home>[Accessed 6th October 2010]

Whole class activity Pairs work Independent work	<b>Year groups:</b> 1 <sup>st</sup> , 2 <sup>nd</sup> , 3 <sup>rd</sup> class
<b>Curriculum links:</b> Strands and Strand Units	
<b>English:</b> Competence and confidence in using language	Oral language: developing competence and confidence in using oral language
<b>Visual Arts:</b> Drawing	Making drawings Listening and responding
<b>SPHE:</b> Myself	Self-identity: Self-awareness

<b>Learning Objective:</b> To create a mind map of the play.
<b>Success Criteria:</b> To talk and listen to each other's ideas about the play. To think about the characters, setting and the plot in the play. To draw a pictures of ideas and thoughts from the play using the Mind Map format.

<b>Resources:</b> Whiteboard, blackboard or flipchart, whiteboard markers, chalk, paper/card and colouring pencils for each child in the class, an example of a mind map is available the photocopiabe section. A copy of the synopsis is in the opening section of the teacher pack.
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# MIND MAP



## MIND MAPS

Mind Maps were popularised by Tony Buzan. A Mind Map is another approach to note-taking using a central idea which branches out words and images using different colours.

The central idea is placed in the middle of the page. Sub-headings branch off from this central idea in different colours using words or images or both. The new ideas are written on the branches each time. Branches then divide off from the sub-headings and so on until you have completed your ideas on the subject. The sub-headings can be interconnected.

### **Lesson Introduction:**

Welcome the class. Explain the learning objective to the class and share the success criteria.

### **Starter:**

To establish a creative mood in the classroom and prepare the class for talking about the play, *Walking Man*, ask the class to think about the production/ play of *Walking Man*. What parts can they remember? Explain to the children that you are going to read the synopsis of the play, a summary of the play to help them remember the important moments in the play.

### **Main activity:**

1. Explain to the class that together you are going to make a mind map of the play. A mind map uses pictures, words, colours and headings to help us to remember a play, a story or an idea in science. Show the children an example of a mind map of *Walking Man*. A copy of this mind map is available in the photocopiable section.
2. Use the whiteboard or perhaps a large sheet of A3 paper stuck to the board or on a flip chart to create the mind map.
3. In the centre of the board or paper write the title of the play, *Walking Man*. Draw a circle around the title. Ask the class to think about different headings that can branch off from

this central idea like branches of a tree. Write and/or draw some examples for the class. Some examples for the class, for example characters, places Walking Man visited, music, and puppets.

5. Write each of these sub-headings using a different colour and branching out from the central idea. Explain to the children that it is useful to use a different colour to help us remember each idea. Continue to develop the mind map of the play with the class, noting the children's suggestions and encouraging the children to write or draw on the large class mind map. The class could develop this and write their own mind maps of the play in small groups, pairs or individually.

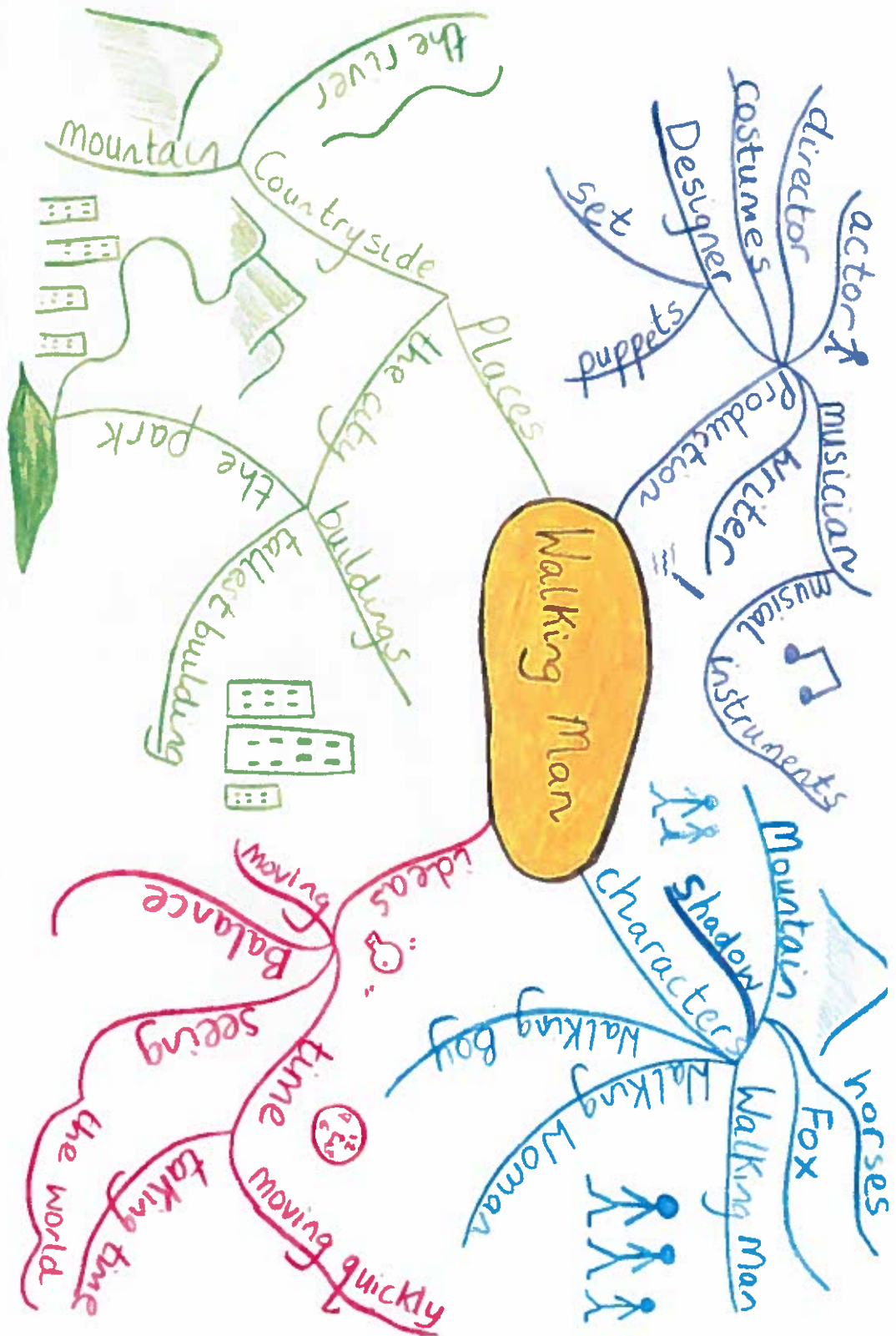
6. The mind map could then be used to create an interactive display of the children's work about the play and as example for creating mind maps across the curriculum. More ideas may be added to the mind map during the week or over time as the children remember more ideas about the play.

**Some questions to encourage the children to think about the play:**

- What different characters/people did we meet in the play?
- Where did Walking Man live?
- What places did Walking Man visit?
- Who did Walking Man meet?
- What did Walking Man like doing?
- Who was following Walking Man?
- Where did Walking Man discover his shadow?
- What moments were very important in the play?

**Plenary:** What ideas can we put in a mind map? What do we need to remember when we are making our mind maps? Can you think of other times when it would be useful to make a mind map?

# Mind Map of Walking Man



# STORY MOUNTAIN



## Unit 1: Understanding the play

**Focus:** Developing an understanding of the play using creative approaches

**Story Mountain** – adapted from: Grainger et al, (2004) Creative Activities for Plot, Character & Setting, Ages 7 -9, Warwickshire, Scholastic.

Whole class activity Pairs work Independent work
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<b>Year groups:</b> 1 <sup>st</sup> , 2 <sup>nd</sup> , 3 <sup>rd</sup> class
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Curriculum links: Strands and Strand Units	
English: Competence and confidence in using language  Receptiveness to language	Oral language: developing competence and confidence in using oral language  Writing: creating and fostering the impulse to write
Visual Arts: Drawing	Making drawings Listening and responding
SPHE: Myself  Myself and others	Self-identity: Self-awareness  Relating to other: express and record experiences in a variety of ways

<b>Learning Objective:</b> To create a story mountain of the play.
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<b>Success Criteria:</b>
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To talk and listen to each other's ideas about events in the play.
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To think about the key features of the play.
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To draw pictures of the key features using a story mountain.
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<b>Resources:</b> Whiteboard, blackboard or flipchart, whiteboard markers, chalk, sugar paper/card and colouring pencils, scissors or pre-prepared story mountains, synopsis of the play.
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# STORY MOUNTAIN



\*Health and safety: The children may cut out their own story mountain shapes from sugar paper or the teacher can have the story mountain pre-prepared. Be aware of the school's health and safety policies when the children are using scissors. Ensure an adult is supervising all children.

## **Lesson Introduction:**

Welcome the class. Explain the learning objective to the class and share the success criteria.

## **Starter:**

Remind the children of the mind map they created about the play *Walking Man*. Discuss the ideas about characters, places and the children's thoughts about the play using the whole class mind map. This activity can also be done independently of the mind map activity.

Explain to the children that you are going to read the synopsis of the play, a summary of the play to help them remember the important moments in the play. As you are reading the synopsis ask the children to think about the parts in the story they believe are most important.

## **Main activity:**

1. Ask the children to tell their talk partner or the person sitting next to them about the most important parts of the play *Walking Man*. Encourage the children to share their ideas



about the most important moments in the play/story with the whole class. Note the children's suggestions on the board.

2. Introduce the idea that stories have an opening that is sort of flat and then builds up in a mountain peak and back down the mountain into a flat shape. The story then goes in a straight line and back up into a mountain shape for high points or important moments and ends with a flat shape. Show the children an example of a story mountain cut out shape. Turn the shape around to reveal an example of *Walking Man* illustrated on the story mountain. An example of this is available in the photocopiable section. Discuss the story with the children, when the story begins it is a flat shape as Walking Man and Walking Boy talk about the city. Next, Walking Man and Walking Boy begin to move faster. A picture of this moment is drawn in the mountain peak shape, as it is an important moment in the play. Each important moment can be drawn in the mountain peak. Until the end when Walking Man and Walking Man's Shadow walk together and it is a flat shape again.

3. Explain to the class that you are going to create a story mountain about *Walking Man*. In shared writing encourage the children by recording the important moments in the play in a story mountain format that the children may use as a support when creating their own story mountains.

4. The story mountain shape can be similar to the shape of the example given in the photocopiable section of the pack or it may change depending on the ideas from the class.

5. The children may cut out their own story mountain shapes or use the pre-prepared story mountain shapes provided by the teacher. Be aware of health and safety if the children are using scissors. When the children are happy with the story mountain shape encourage the children to draw pictures of the important moments in their story mountain. The children may use the class model on the board, with words and images to support them in this activity. This activity may be done over a number of lessons to give the children time to complete their story mountains.

### **Plenary:**

Ask the children if they would like to share their story mountains with the class. Discuss the key moments in the play with the children. Did the children enjoy this activity? Can they think of other times they could use a story mountain?

### **Homework:**

In preparation for the next activity on storytelling ask the children to think of their favourite story; it can be a fairytale, a story from a book or a story from their first day at school or on holidays. Encourage the children to practice telling their story at home.

# Story Mountain of Walking Man



Walking Man - Story Mountain

# STORY MOUNTAIN AND STORYTELLING



## Unit 1: Understanding the play

**Focus:** Developing an understanding of the play using creative approaches

**Story Mountain and storytelling** – adapted from: Grainger et al, (2004) Creative Activities for Plot, Character & Setting, Ages 7 -9, Warwickshire, Scholastic

Storytelling techniques adapted from: Horner, C and Ryf, V. (2007) Creative Teaching: English in the Early Years and Primary Classroom, Oxon, Routledge.

Storytelling element of the lesson plan adapted from an English session led by Christine Horner, London South Bank University, London, March, 2011.

Whole class activity Pairs work Independent work
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Year groups: 1 <sup>st</sup> , 2 <sup>nd</sup> , 3 <sup>rd</sup> class
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<b>Curriculum links: Strands and Strand Units</b>	
English: Competence and confidence in using language	Oral language: developing competence and confidence in using oral language
Developing cognitive abilities through language	Oral language: developing cognitive abilities through oral language
Emotional and imaginative development through language	Oral language: developing emotional and imaginative life through oral language
SPHE: Myself	Self-identity: Self-awareness
Myself and others	Relating to other: express and record experiences in a variety of ways

Drama: Drama to explore feelings, knowledge and ideas, leading to understanding

Co-operating and communicating in making drama

**Learning Objective:** To tell the story of Walking Man using the story mountain.

**Success Criteria:**

To talk and listen to each other's telling of the story using the story mountain.

To work together to tell the story using storytelling techniques.

To share the story with other classes in the school or in a school assembly.

**Resources:** Whiteboard, blackboard or flipchart, whiteboard markers, chalk, sugar paper/card and colouring pencils for each child in the class, scissors or pre-prepared story mountains, copy of the synopsis of the play (opening section of the teacher pack).

## STORYTELLING WITH THE CLASS



Image courtesy of: <http://school.discoveryeducation.com/clipart/clip/reading-teacher.html>

# STORY MOUNTAIN AND STORYTELLING



## **Lesson Introduction:**

Welcome the class. Explain the learning objective to the class and share the success criteria.

## **Starter:**

Remind the children of the story mountain they created about the play *Walking Man*, discuss the ideas about characters, places and thoughts about the play using the children's story mountains.

Explain to the children that they are going to work together in small groups to tell story of *Walking Man* using the story mountain to another class in the school.

## **Main Activity:**

1. Ask the children how did the actors tell us the story? Did they use any props? Like puppets or musical instruments? How did this help us to understand the story?
2. Today the children are going to become storytellers. To begin, the teacher can tell the children a story, it can be a well known story like a fairytale or perhaps a story about when they were at school. Try to include the features of storytelling, repetition, once upon a time, using repeated phrases, different tones of voice, changing the pitch, pausing for dramatic effect. Props are a useful tool for telling and remembering a story. The aim of this activity is to create a safe environment for the children to begin telling their stories. Think about the atmosphere in the story, how can you create this?
3. Ask the children to think about how you, the teacher, told the story. What can the children remember from the story you told? What did you, the teacher do to help to tell the story? Perhaps creating different characters using a gesture or changing the pitch or tone of voice? Perhaps you may have used props to help remember and to tell the story? Encourage the children to think about repetition and songs and phrases that you used and that the writer and Graffiti Theatre Company used to tell the story of *Walking Man*.

4. If the children have prepared a story, encourage the children to share this story or to tell a story about what they did yesterday or at the weekend, it can be fictional or real. Give the children five to eight minutes to tell their stories.
5. Ask the children what it was like listening to the story? Did the storyteller describe a place very clearly? Could they imagine what it looked like or how they felt?
6. Explain that the children are going to use their story mountain and work in small groups to tell another class the story of *Walking Man*. Perhaps the children could tell the story to another small group in the same year group class or another year group in the school. Ensure that a safe and secure environment is created for the children when they are telling and sharing their stories.
7. Demonstrate an example of sharing out the story of *Walking Man* using the story mountain to help to remember and to tell the story. Explain that the children can tell the story using a narrator and the other characters. Show the children an example of how this could be done. Divide the children into small groups, perhaps four children in each group. Give the children ten to twelve minutes to practice their storytelling.
8. Prior to this lesson arrange a visit to another class with another teacher or teachers in the school. When the children are telling their stories encourage the children to sit on the storytellers' chairs (arrange extra cushions for the day) and ensure the environment is safe and secure for the children to tell the story. Give the children enough time to retell the story to small groups in the other classes. A chant at the beginning and ending of the storytelling can help to create the format for the storytelling. For example, "Long, long ago, here we go" and "That was our talk, now off we walk".

### **Plenary:**

Thank the children for telling and listening to the stories. Ask the children what they enjoyed most about telling the stories? Did they use the story mountain to help them?

# ROLE ON THE WALL

## OF THE CHARACTERS IN WALKING MAN



### Unit 1: Understanding the play

Focus: Developing an understanding of the play using creative approaches

Whole class activity Pairs work Independent work	<b>Year groups:</b> 1 <sup>st</sup> , 2 <sup>nd</sup> , 3 <sup>rd</sup> class	
<b>Curriculum links: Strands and Strand Units</b>		
English: Competence and confidence in using language  Developing cognitive abilities through language  Emotional and imaginative development through language	Oral language: developing competence and confidence in using oral language  Writing: clarifying through writing  Oral language: developing emotional and imaginative life through language  Reading: responding to text  Writing: developing emotional and imaginative life through writing	
Visual Arts: Drawing	Making drawings Listening and responding	
SPHE: Myself	Self-identity: Self-awareness Growing and changing: Feelings and emotions	
Drama: Drama to explore feelings, knowledge and ideas, leading to understanding	Co-operating and communicating in making drama Reflecting on drama	

**Learning Objective:** To understand the characters in *Walking Man* using Role on the Wall.

**Success Criteria:**

To talk and listen to each other's thoughts and ideas about the characters.

To work together to create a Role on the Wall of Walking Man.

To share ideas about the characters and their feelings.

**Resources:** Whiteboard, blackboard or flipchart, whiteboard markers, chalk. An outline shape for the character can be pre drawn or drawn in class. Surround the outline with headings as illustrated in the Role on the Wall in the photocopiable section.

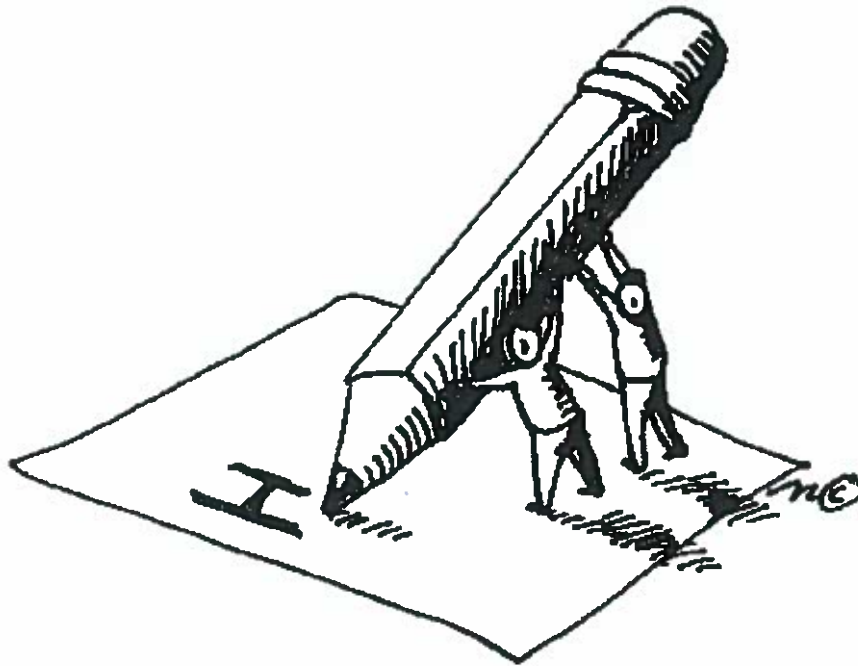


Image courtesy of: <http://school.discovereducation.com/clipart/clip/handwrit1.html>



# ROLE ON THE WALL

## OF THE CHARACTERS IN WALKING MAN



### **Lesson Introduction:**

Welcome the class. Explain the learning objective to the class and share the success criteria.

### **Starter:**

To establish a creative mood in the classroom and prepare the class for talking about the characters in *Walking Man* show the children a picture of Walking Man which is available in the photocopiable section.

### **Main Activity:**

1. Today we are going to make a Role on the Wall about the character of Walking Man. We are going to think about all the different information we already know about the character and we can imagine some ideas about the character from what we saw in the play too.
2. Draw the outline shape on the board or a large piece of paper so that all the children can see the outline. Surround the outline with the headings; Name, Age, Family, Hopes, Dreams, Likes, Dislikes, Fears, What do other people say about him/her. Show the children an example of the Role on the Wall of Walking Man from the photocopiable section. Inside the character's body write how Walking Man feels on the inside. Outside the outline write adjectives to describe how the character looks and his personality.
3. Ask the children to suggest ideas to write underneath the different headings. Discuss the children's suggestions; add in details about the character to create a whole picture of this character.
4. When the class has completed this whole group shared writing explain that the children are going to create a role on the wall for a different character in the play: Walking Boy, Walking Girl, Walking Woman, the Fox, the Wandering Dog, the Ducks, the Mountain, the Shadow of Walking Man, the Shadow of Walking Boy. They can choose which ever character they like.

5. Encourage the children to use the shared writing Role on the Wall outline to help with creating their own character's role on the wall.

## ROLE ON THE WALL OF WALKING MAN

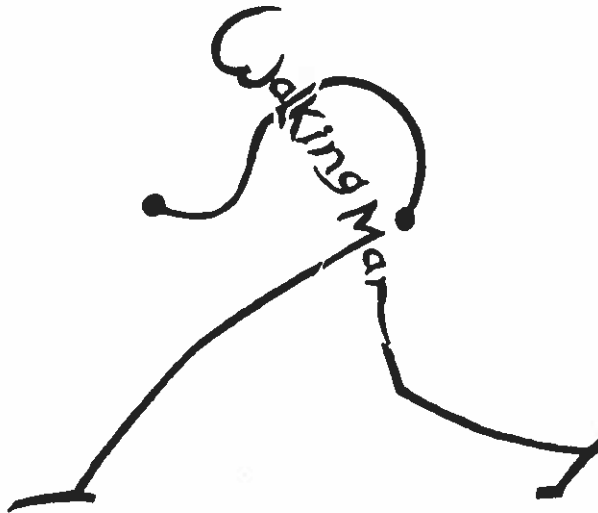
Name:

Likes:

Age:

Dislikes:

Hopes:



Past times/hobbies:

Dreams:

What do other people say about him/her?

# Role on the Wall

## Role on the Wall

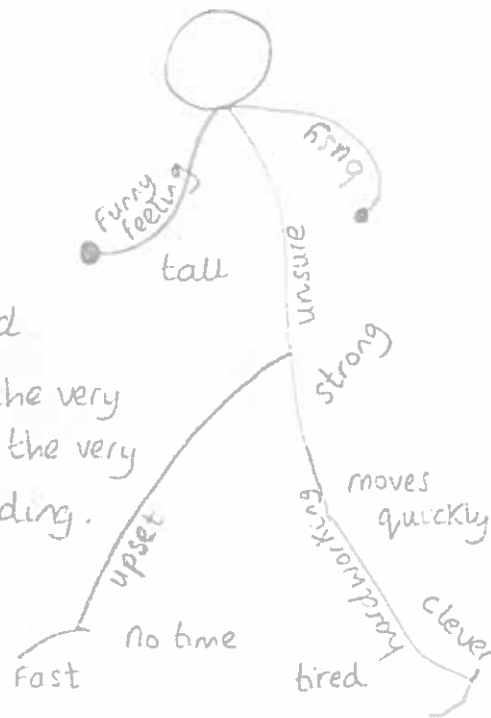
Name: Walking Man

Age: 31?

### Hopes:

To get ahead

To work in the very top floor of the very tallest building.



### Likes:

The city and the countryside.

### Dislikes:

Moving slowly or stopping for a rest.

Past times/hobbies: Walking and working

Dreams: Walking to the top

What do people say about him:

He wants to keep moving so he can get ahead.

# HOT-SEATING IN ROLE AS THE CHARACTERS FROM WALKING MAN



## Unit 1: Understanding the play

Focus: Developing an understanding of the play using creative approaches

Whole class activity  
Pairs work  
Independent work

Year groups:  
1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup> class

<b>Curriculum links: Strands and Strand Units</b>	
<b>English:</b>  Receptiveness to language  Competence and confidence in using language  Developing cognitive abilities through language  Emotional and imaginative development through language	Oral language: developing receptiveness to oral language  Oral language: developing competence and confidence in using oral language  Oral language: developing cognitive abilities through oral language  Oral language: developing emotional and imaginative life through language
<b>SPHE:</b>  Myself	Self-identity: Self-awareness Growing and changing: Feelings and emotions
Drama: Drama to explore feelings, knowledge and ideas, leading to understanding	Exploring and making drama Reflecting on drama  Co-operating and communicating in making drama

**Learning Objective:** To understand the characters in the play using hot-seating.

**Success Criteria:**  
To talk and listen to each other's thoughts and questions in role as characters from *Walking Man*.  
To work together to listen and answer each other questions.  
To share ideas about the characters and their feelings.

**Resources:** A cushion or a prop for sitting in role as the character during hot-seating. A chair at the front of the classroom or a cushion on the ground. Model questions written on the board or flipchart.

## HOT-SEATING IN ROLE AS A CHARACTER FROM WALKING MAN

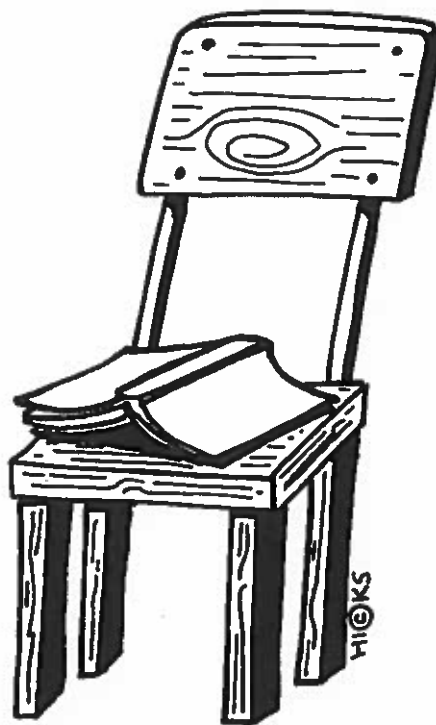


Image courtesy of: <http://school.discoveryeducation.com/clipart/clip/bookchair.html>

# HOT-SEATING IN ROLE AS CHARACTERS FROM WALKING MAN



**Lesson introduction:** Welcome the class. Explain the learning objective to the class and share the success criteria.

**Starter:** Explain to the class that today they are going to become different characters from the play *Walking Man*. Discuss the children's ideas from the role on the wall activity to help to remember and to create the characters.

## **Main Activity:**

1. Today we are going to think about different characters in the play *Walking Man*. We can use the Role on the Wall character profiles to help us develop our characters. Explain to the children that they are going to have an opportunity to act like the character and answer questions pretending to be that character.
2. Encourage the children to think of different questions they could ask Walking Man/Walking Boy/Walking Woman. Model some questions for the children. Explain to the children that the teacher will model being in role as the character and the children will answer questions. The teacher puts a hat on her/his head. When the hat is on the teacher's head she/he is Walking Man. When she/he places the hat off her/his head she/he is the teacher again.
3. The teacher goes in role as one of the characters from the play and places the hat on his/her head. The children will ask questions to the teacher in role. The teacher may model some questions and answers with the children. Give the children opportunities to answer questions in role as one of the characters from the play and to tell the class about themselves as that character.
4. Ensure the children are de-rolled from the character after they have completed their hot-seating in role. The hat is a useful way of illustrating this. Bring the class back together, ask the children to close their eyes, explain that they are now back in their classroom as themselves, they have left the characters from the play behind them. Ask the children to open their eyes. They are back as themselves in their classroom.

**Plenary:** What new information did we learn about the characters? Did the children enjoy being in role as the different characters? Can the children think of other subjects or topics that we could use this activity in? Would it be useful?

# CREATING MAPS



## Unit 1: Understanding the play

Focus: Developing an understanding of the play using creative approaches

Whole class activity Pairs work Independent work	<b>Year groups:</b> 1 <sup>st</sup> , 2 <sup>nd</sup> , 3 <sup>rd</sup> class
<b>Curriculum links: Strands and Strand Units</b>	
<b>English:</b>  Receptiveness to language  Competence and confidence in using language  Emotional and imaginative development through language	Oral language: developing receptiveness to oral language  Oral language: developing competence and confidence in using oral language  Writing: developing emotional and imaginative life through writing
<b>Visual Arts: Drawing</b>	Making drawings Listening and responding
<b>SPHE: Myself</b>	Self-identity: Self-awareness
<b>SESE:</b>  <b>Geography:</b>  A sense of place and space  Maps, globes and graphical skills	A sense of space  Using pictures, maps and globes

**Learning Objective:** To draw a map of the playground or classroom.

**Success Criteria:**

To talk and listen to each other's thoughts about how to draw a map of the playground or classroom.

To work together to draw a map of the playground or classroom.

To share ideas about how to create the different features on the map.

**Resources:** Large sheets of paper, a roll of paper, post-it notes, colouring pencils, large pieces of paper with the letters for North, South, East and West.

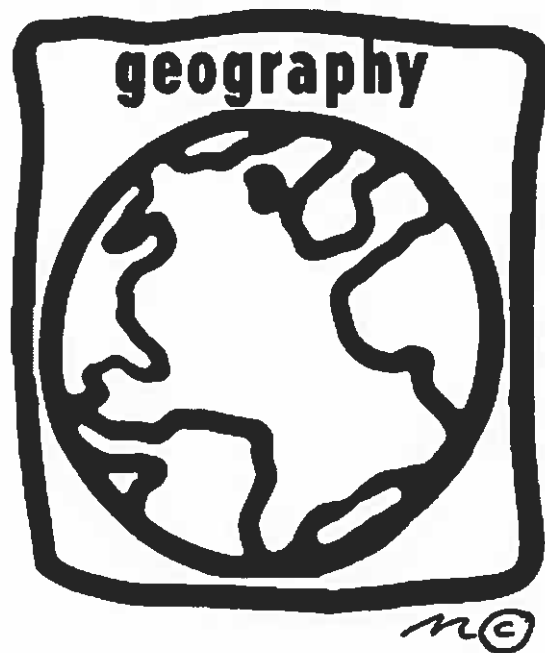


Image courtesy of: <http://school.discovereducation.com/clipart/clip/geography.html>



# CREATING MAPS



Lesson adapted from: Geography Teaching Today.org plans:

<http://www.geographyteachingtoday.org.uk/curriculum-making/teaching-ideas/using-our-playground/> [Online] [Accessed: 13<sup>th</sup> April 2011]

## **Lesson Introduction:**

Welcome the class. Explain the learning objective to the class and share the success criteria.

**Starter:** To establish a creative mood in the classroom and prepare the class for creating a map of the world of *Walking Man*, bring the class outside to the school playground. Ask the children what they can see in their playground. Divide the children into small groups. Ask the children to write the different things they can see in the playground on small post it notes.

## **Main Activity:**

1. Show the children a large sheet of paper with the outline of the school playground. Ask the children to place their post-it note items on the drawing of the playground. Where are different items placed on the picture? On this large piece of paper write the letters, N, S, E, W for directions in their correct place on the picture of the playground. Ask the children if they have seen these letters before? What might these letters mean on a map?

2. Roll out a large sheet of paper for the children. Explain to the class that together you are all going to draw a map of the playground using pictures. Discuss the features of the playground with the children. Divide the children into the same small groups. Ask each group to draw their area of the playground onto the map.

**Plenary:** Give the children seven to ten minutes to draw their pictures in their groups. Ask each group if they would like to talk about their part of the playground with the class. Listen to feedback from the different groups.

The map the children have created could be displayed in the classroom and the children can add to the map as they think of more ideas.

# MAPPING THE WORLD OF WALKING MAN

## USING A COLLAGE



### Unit 1: Understanding the play

Focus: Developing an understanding of the play using Creative approaches

Whole class activity  
Pairs work  
Independent work

Year groups:  
1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup> class

<b>Curriculum links: Strands and Strand Units</b>	
<b>English:</b>  Receptiveness to language  Competence and confidence in using language  Emotional and imaginative development through language	Oral language: developing receptiveness to oral language  Oral language: developing competence and confidence in using oral language  Writing: developing emotional and imaginative life through writing
<b>Visual Arts:</b> An awareness of shape  Drawing	Inventing and experimenting with shape in compositions; collage  Making drawings Listening and responding
SPHE: Myself	Self-identity: Self-awareness
SESE:	

<p>Geography:</p> <p>A sense of place and space</p> <p>Maps, globes and graphical skills</p>	<p>A sense of space</p> <p>Using pictures, maps and globes</p>
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<p><b>Learning Objective:</b> To make a collage map of the world of <i>Walking Man</i>.</p> <p><b>Success Criteria:</b></p> <p>To talk and listen to each other's thoughts about how to make a collage map of the world of <i>Walking Man</i>.</p> <p>To work together to create a collage map of the world of <i>Walking Man</i> using drawings and different cut out pieces of paper from magazines.</p> <p>To share ideas about how to create the different features on the collage map.</p>
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<p><b>Resources:</b> Large sheets of paper, colouring pencils, large pieces of different coloured paper, pictures of buildings, parks, trees from magazines and/or comics, glue sticks for sticking the pieces of the collage together.</p>
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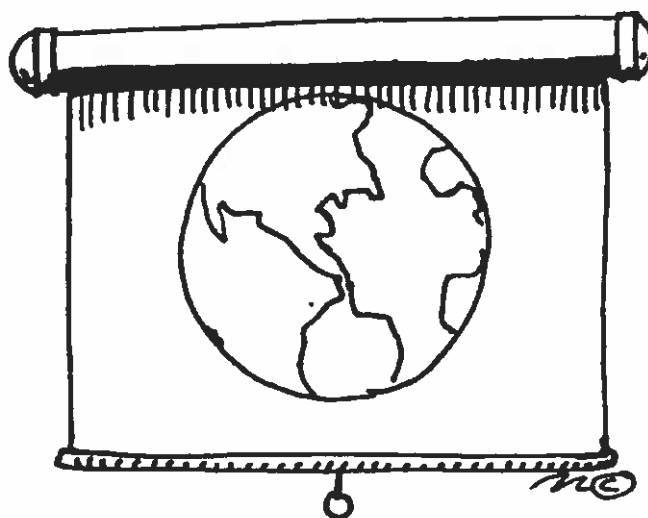


Image courtesy of: <http://school.discoveryeducation.com/clipart/clip/wrld-map.html>

# MAPPING THE WORLD OF WALKING MAN

## USING A COLLAGE



Lesson idea adapted from: [http://kids.tate.org.uk/create/make\\_a\\_collage.shtm](http://kids.tate.org.uk/create/make_a_collage.shtm) [Online] [Accessed: 20th April 2011]

### **Lesson Introduction:**

Welcome the class. Explain the learning objective to the class and share the success criteria.

**Starter:** Remind the children of the map of the playground or classroom they created together as a class. Today they children are going to work in small groups to make a collage. What type of things do we do if we are making a collage? Show the children examples of a collage, ideas for a hyperlink for collage are available from the website listed above. Divide the children into small groups. Ask the children to draw pictures of the different features/parts of Walking Man's world or to write down the names of the different features in the world of Walking Man, for example, the pond with the ducks or the tallest building in the entire city, the other buildings or the park.

### **Main Activity:**

1. Listen to the children's suggestions about the features of the world of *Walking Man*. The children can work in the same small groups as before or work with different groups. Give each group of children pieces of paper, perhaps some different coloured paper and textured paper, cuttings of pictures from magazines and the drawings the children created of the features in the play, for example the tallest building or the pond. The children can draw some of the parts of the world, such as the mountain or the roads if they wish.
2. Explain to the children that they are going to stick their drawings and cuttings onto a large sheet of paper to create a collage map of Walking Man's world. Give the children time to talk about their ideas and to make their collage maps.

**Plenary:** Ask each group if they would like to talk about their collage map. Listen to feedback from the different groups.