



MRS·DOWSONS

FARM PARK

Creative Writing at Mrs Dowsons Farm Park

TEACHER'S NOTES

What better place to be inspired to write creatively than at the Farm?

The following activities will give an opportunity for your students to reflect on and respond to animals they find in the Farm, whilst encouraging original and imaginative thought. Have a flick through and see which ones you'd like to try!

Some have specific instructions in order to help pupils get started and present a creative challenge for the more confident or able. If, however, they want to add extra words or you want to adapt the activity then that's totally fine!

Each activity is intended to last around 20 minutes, and could be carried out in the Farm, or in school.

During each activity we will suggest whether pupils should work as an individual, pair, small group or whole class; however, you know your class best, so these are just guidelines!

We'd like to thank **Emili Peake** for her involvement in developing this creative writing exercise!

Enjoy the activities!

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The Holstein cow would be an excellent farm animal to write creatively about! We'd recommend that you pick the activities and animals before you visit, so you can plan ahead!



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Let's make it interesting!

If you think your students are up for a challenge, you could randomise the animals they are writing about using a table similar to the one below! This could be for individuals, a group or while class

Just bring a dice along (or roll before you leave school so you can plan your visit!), and let the randomness begin!

Once you've selected the activities to carry out... roll a dice to select the animal! (Feel free to replace any of these options with an animal that suits your current focus!)

First dice roll

Second dice roll

	1	2	3	4	5	6
1	Chick	Alpaca	Duck	Emu	Pony	Barn Owl
2	Saddleback Pig	Mule	Turkey	Red Deer	Rabbit	Squirrel
3	Baby Lamb	Goat	Sheep	Butterfly	Bull	Honey Bee
4	Field Mouse	Dairy Cow	Donkey	Kune Kune Pig	Snail	Hen
5	Water Buffalo	Wild Hare	Grasshopper	Ram	Horse	Billy Goat
6	Frog	Jacob Sheep	Chicken	Calf	Llama	Fly

You might want to re-roll for each activity, or stick with the same species to create several written works relating to them!



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Descriptive Word Phrasing

Create a list made up of several lines to describe something or someone. It enables you to explore the significance of an animal; its appearance, behaviour or relationships, for example.



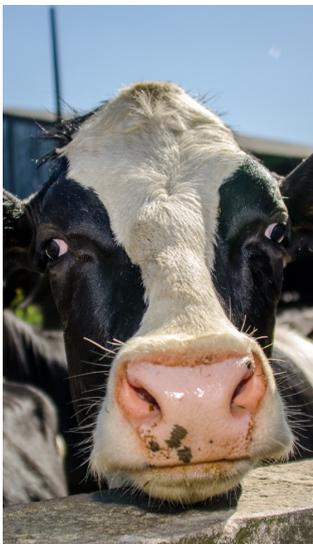
Example: Day Old Chick

- Egg breaker
- Churp churp
- Pointy beak



Example: baby Lamb

- Woolly Jumper
- Baby Bleater
- Bottle Drinker
- Soft Fleece



Example: Dairy Cow

- Milk maker
- Grass eater
- Big body
- Tail Swisher
- Loud Moo



Example: Honey Bee

- Flower Lover
- Hard Worker
- Stingy Bottom



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Poem Writing

This activity allows us to make a poem really quickly, by following a simple recipe!

Working individually or in pairs

Pupils should choose an animal (you could use the randomiser!). That's their noun.

They should then choose:

- Two adjectives to describe that animal
- Three verbs
- Four adverbs

They should then decide on an order for these words. They can add additional words or change the word form if they want e.g. an adverb to an adjective—as with the Pig poem below, where 'keenly' becomes 'keen'.



Example: Pig Poem

Noun Pig

Adjectives Mysterious, innocent

Verbs Shuffling, snuffling, searching

Adverbs Sweetly, keenly, persistently, secretly

Shuffling mysterious piglet. Persistently searching.

Keen, innocent. Snuffling sweetly, secretly.

Example: Donkey Poem

Noun Donkey Legs

Adjectives Strong, Long

Verbs Pacing, moving, walking

Adverbs slowly, smoothly, precisely, gracefully

Walking donkey legs, strong and long.

Slowly pacing, smoothly moving, precise and gracious.





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Farm Habitats

Whole class

List as many prepositions as you can.

Now list some of the nouns that can be found in a habitat for wildlife. We're going to show you an example for animals that live in the wildlife around the farm, but when you visit be sure to find some on your own.

These nouns should not be the animals themselves but could include plants. For British species, here are a few examples: waves, spilt oil, tree, empty can, nettles, earth, sand, shopping trolley or slug pellets. Think about which items would be found in the countryside around the farm.

You can include abstract nouns such as air, light or sounds.

In a small group, pair or individual

Choose a preposition followed by a noun with an adjective, adverb or phrase which describes it and then the effect that this has on an animal. Pupils should create a list of these which are linked either by the same noun or by animal. Here are some of our examples again!

Example: The Tree

In the tree's swaying shade, moths like to hide.

Between the tree's bare roots, the red squirrel hopes to find some nuts.

Through the tree's tumbled blossoms, the hedgehog snuffles for tender worms.

or

Example: The Toad

Under the dew-rick leaves, the toad crawls towards its home.

From the human's heavy stomps, it creeps away from sight.

By the still, weedy pond, the toad rests.





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Humans and Animals

Whole class

What do humans do? Write a list of actions or behaviour that humans do; sneeze, sigh, blink or yawn, for example.

Now look at your list of nouns that you might find in a habitat that you created in the last exercise.

In pairs or individuals

Match up a noun with one of the human actions/ behaviours.

Imagine what might have caused this action or what effect it might have on an animal.
(You may want to draw pupils' attention to the tense that they are writing in - there isn't a correct tense for this activity but pupils might benefit from being aware of it.)

Example: Wildlife

Scratching Nettles, the hedgehog's friends,
Bats swoop through the yawning night air
Fish turn away from the moaning tree roots
heavy footprints.



Nature: Love it! Conserve it!

This activity has focussed on the impact human activity can have on animals, so this activity also links in nicely with conservation. You can find out more about ways that Mrs Dowsons Farm Park helps wildlife in different parts of the farm and countryside at www.mrsdowsons.co.uk/conservation



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Questions for Animals

Whole class

Choose an animal from the list (or use the randomiser). Idea shower all the questions that could be asked of it. As well as questions we might like to know the answers to, think about questions other animals might ask or even objects.

You might think about... its appearance, behaviour, home, feelings, journey etc.

Also, reflect on the hazards/challenges that this animal faces in the wild and the actions that humans might take to help them—do these give you any other ideas for questions?

E.g. loss of habitat, pollution, 'reduce, reuse, recycle', native/non-native species

Who is asking these questions? Imagine it is another animal or object asking!

Example: Asking questions to the Honey Bee

How do you feel if you can't find fresh flowers?

What's your sting made out of?

Do you think your honey is yummy?

Why are you called Bumble Bees?

Why don't you eat plants? (question from a sheep)

Why are you so small? (question from a mouse)

