

## A Dragon's Place Mantle Flowchart, Steps in and Resources

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| <p>1. Choose a Theme: Magical animal assistance team helps fictional land Ignis to solve its dragon problem.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | <p>3. Make a list of things that make the theme interesting</p> <p>Dragons! Investigating the dragon problem, pinpoint the problem and work creatively to bring harmony back to Ignis, to dragons and people can once again live in harmony.</p> <p>Understanding the different kinds of dragons that exist on Ignis, what they look like and where they live.</p> <p>Exploring dragons' eggs and nests and working alongside dragon expert Professor Hagger.</p> | <p>4. Generate questions for inquiry</p> <p>Are the rights of people or dragons more important?</p> <p>What effects can a disruption of the food chain cause on animals' behavior?</p> <p>Is it ever right to kill one animal to save another?</p> <p>How long have the dragons and humans lived in harmony on Ignis?</p>                                                                                                                                                                                             |
| <p>2. Create an overview of the students' learning</p> <p>Learn how humans can impact on the lives of animals.</p> <p>Learn the habitats animals live in, the food chains of different animals and understand different kinds of animals and what they eat.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| <p>5. Invent a narrative – include tension, location, and time</p> <p>Dragons have always lived in harmony with humans on Ignis, but one day something changes and the dragons begin to come into the town, causing panic and problems. Residents want the dragons gone. The Ruling Council of Ignis commission Wings, Roars and Claws to find out why the dragons' behavior has changed and find a solution as a matter of urgency.</p> <p>Tension re added through the feelings of the residents and an incident where a nest of dragon's eggs is found in a resident's garden, which requires the expert knowledge of the team to sort out.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | <p>6. Select an Expert Team – create a list of powers, responsibilities and values</p> <p>Wings, Roars and Claws is an expert magical animal assistance team. They help magical animals who are in trouble. They believe that animals and humans have equal rights and that one animals cannot be harmed to protect another. They believe that animals and humans can live harmoniously alongside each other.</p>                                                 | <p>7. The Client – their role, purpose and authority</p> <p>High authority client. The Ruling Council of Ignis. They rule Ignis and are under pressure to get rid of the dragons urgently. They will recruit a different team if they cannot fulfil the commission as a matter of urgency.</p>                                                                                                                                     |
| <p>8. Devise the Commission</p> <p>The team has a history of solving magical animals problems, such as helping a unicorn who has its horn stuck in a tree. They believe in finding solutions without hurting living creatures. They are commissioned because after many years of living harmoniously alongside swamp, meadow and forest dragons, the dragons have started coming into the town. At the point they are contacted, the dragons have been seen for the past two weeks. They have been found in the farmers' orchard eating their apples, in swimming pools and dragons's nest have appeared in places like residents' gardens. Residents are in panic and turn to the Ruling Council of Ignis to deal with the problem and drive the dragons back to their homes in the forest, swamp and meadow. They wonder if the best and quickest way might be to eradicate the dragons as they are worried that residents will soon be injured or killed.</p> <p>The team must investigate to discover what has led to the change in the dragons' behavior, pinpoint the causes and find a solution that will protect the dragons and the humans so harmony is restored once more.</p> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | <p>9. Consider other points of view</p> <p>The dragons, their needs and their right to survive</p> <p>The residents in the town who are frightened and want the dragons to leave quickly. They consider the dragons a threat.</p> <p>The dragon expert, Professor Hagger who believes that dragons and humans can live harmoniously.</p> <p>The Ruling Council of Ignis who commission the team and want rid of the dragons urgently. They will consider any means to protect the residents. They require regular</p> |

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| <p>10. A list of Team tasks and classroom activities</p> <p>A team is built, with a history of magical animal problems that have been solved. Team values are established.</p> <p>The commission is received and the team must investigate to find out what has changed the dragons' behavior. They look at the kind of dragons on Ignis, talk to dragon expert Professor Hagger and eventually examine a recent and an older map of Ignis to see what this shows. The maps show some significant differences and they must find out the implications of these and consider the reasons.</p> <p>They learn more about the three different kinds of dragons, their habitats, diets and their needs in order to help the team work out the problem and consider a range of solutions that will work for the humans and the dragons. They use the maps to establish the problem and then design, build or create solutions. They must present these to the council to see if any are acceptable.</p> <p>Tensions are further built when a dragons' nest is found in one of the resident's garden, whilst they are waiting for the maps of Ignis to arrive. The resident wants it removed and is concerned that if her husband sees it, he may attempt to harm the eggs. The team must answer the call for help and decide what to do.</p> <p>They assist Ignis dragon expert, Professor Hagger, who provides them with dragon fact sheets, but is not sure what the cause of the change of behaviour is. They take casts of dragon footprints to build up their dragon information base.</p> <p>They keep in regular contact with the council via letters, reports and face to face contact, as determined by the team.</p> | <p>11. Links to the National Curriculum</p> <p>Geography – maps and keys, human and physical features</p> <p>Science – animals (herbivores, carnivores and omnivores) and animal groups, habitats and food chains</p> <p>Art – making a cast of a dragon's footprint, creation of their own swamp, forest or meadow dragon, its wing, egg and eye</p> <p>English – instructions on how to make a cast, letter writing to the Ruling Council, report writing, non fiction writing on how to design a solution</p> <p>Maths – Care of dragons – a range of problems to help Professor Hagger look after the sick dragons in his care, applying their maths skills to work out potion remedies etc.</p> |

**Logos, Ignis maps and key all included at the end of this document. Ignis dragons fact sheets contained in separate file for reference.**

### **Steps in to the Dragon's Place Mantle**

Children's involvement – iconic, symbolic and enactive

Step 1: two footprints found of a large creature (big ones made from painted card, one with one splodge of something silver on one print)– what do we think? I wonder how it came to be here? It looks as if... (Be ready to have real creature prints for reference, if needed (including dinosaurs), does it match any of those? (it IS different and there is a suggestion of claws). Discuss what kind of creature might have left them. Have we seen anything like it before? I wonder if it is a real animal or an imaginary one?

Step 2: Consider the spacing of the footprints, does it help us imagine what the creature might look like? Let the children decide what imaginary creature it could be (look at mythical match book together) **Activity: Co-creation** - Could we create the creature together on a giant piece of paper? (sections of a thick roll of wallpaper stuck together to make a giant piece of thick paper. Use pieces of fabric and wool tops to collage the body of the creature once the outline is considered and discussed. Ponder what it could be (this doesn't matter, as it is just drawing them in to the idea of magical creatures)? Work together to create this with all children taking part. Leave footprints nearby

Step 3: It's an unusual place to find something like this? Are there any other clues of what might have happened? See if the children notice or comment on the silver splodge, if not notice it and take time for them to consider the implications (blood, injury, problem)? Take time to slow down at this point and focus on the details and the implications

Step 4: Lead them to consider a problem that might have occurred to this creature. Draw them in slowly and to enable a general feeling of what might have happened. Do we think it is injured close by? Do we want to explore? Are we going to help it? Build a sense of urgency to add tension. *We've got an urgent situation here " , I wonder if we can get ready quite quickly to go and help. You'll need to gather your equipment quickly, as it seems like the poor animal could be in a bad way."* (All children work to pack their bags with essential equipment. Consider what equipment would be needed for this kind of assistance, particularly as we are not sure what kind of injury we might encounter here.

Step 5: **Activity** *"I'm wondering if there is anyone who feels they could represent the injured creature and what position they think the creature might be in."* See if there is another person who feels they could represent the magical animal assistor and has the experience necessary to handle the situation with care and sensitivity. Implications that scared animals can act in unpredictable ways. Suggestion of danger and concern for the creature. The two volunteers represent the scene, with the assistor narrating the injuries seen and what they are doing to help. Animal is successfully helped.

Step 6: Building the team; *I can see from the experience demonstrated here that we have undertaken this kind of animal assistance before. Remind me what kind of problems we have been up against so far?:* **Activity:** *"Um, it might be helpful for us to list the kind of magical creature problems we have already managed to solve as a company, so we can see a history of what we have done so far. Could you please grab a piece of paper from the pile here and draw the magical animal and a problem that occurred involving them. You might find the magical animal fact cards on the tables helpful (have some magical animal images with simple facts next to them). It might be helpful to work with someone else if you need help remembering what we did."*

Step 7: *"Sorry, I know you're busy... but can you look this way. Thank you. Could you also draw or write on your picture what your animal eats and drinks... I don't know if its an omnivore, carnivore or herbivore. But could you just make a quick note... thank you."*

Later:

- *"Team... could I please ask you also to draw on your picture where your animal or animals live. If they live in the woods, or a desert, or the sea..."*

- Notice, once again, how the slight shifts in language ‘bring-in’ the idea that we are a team and that the extensions to the tasks are developing the context and creating the team’s responsibilities.

Step 8: Share some of the ideas back *“It’s interesting how you thought there might be a problem with trolls eating goats, where did you get this idea from? Its interesting to see the different problems we found for the same creatures...”* Etc...

Step 9: pose the question, *“what might happen if a client asked us to take all the unicorns from their home, because they wanted to build a house on the land. How would we feel about that?”* Consider values of the team and whether we consider any type of animal or humans as more important than others.

### **Ready for commission from Ruling Council**

Commission could occur through the children seeing an adult as an effigy, mid writing a letter (it is addressed to Wings, Roars and Claws, but just says. I am writing because the dragons are..). They observe closely and consider the implications of the way she sits, her hand on her head and her expression. They decide how to proceed here.

### **Sometime later during Mantle work:**

#### **Steps in for Dragon Eggs Found in Garden**

Step 1: *I have just heard via my contact on the council that there has been an incident in the town involving a Ms Brown. I know she’s been advised to contact us, so we I imagine we will get a call any time. I’ve been advised that she is very upset, so the phone call will take careful handing. It’s going to take sensitivity as the person might be very anxious and it could be a difficult call.*

Step 2: Adult to represent the distressed towns person. Call received. A woman went out to cut her overgrown lawn and as she went down to the bottom of the garden, she saw what looks like a huge nest. Whatever laid them might be back and eat her or her little dog Sammy! Person answers call and reassures. Be ready to pause the discussion to focus in on what she needs, if it seems as if she is not being listened to. After call:

Step 3: *‘I know we’ve done this kind of thing before, so we need to make sure we have everything we need, but dragon eggs is something new’. I’m wondering if we could create the outline of the garden so we can better visualise the scene. **Co-creation.** I think there would be some kind of gate, with a fence. How many of us should go into the garden, do you think?*

Break for break (set up nest in break time towards the back of the garden area. This could be built from branches and twigs with two large dragons’ egg in it in different colours, as this will add intrigue and interest).

Step 4: Narrate: After an urgent dash across town the team find themselves outside a large house. The team walk round to the back garden.

Adult in role representing Ms Brown. Ms Brown is very concerned the eggs might hatch (she's not sure how long the nest has been there at the bottom of the garden). She's worried about her husband because she thinks he might try and do something to the eggs if he sees them. She wants the eggs removed.

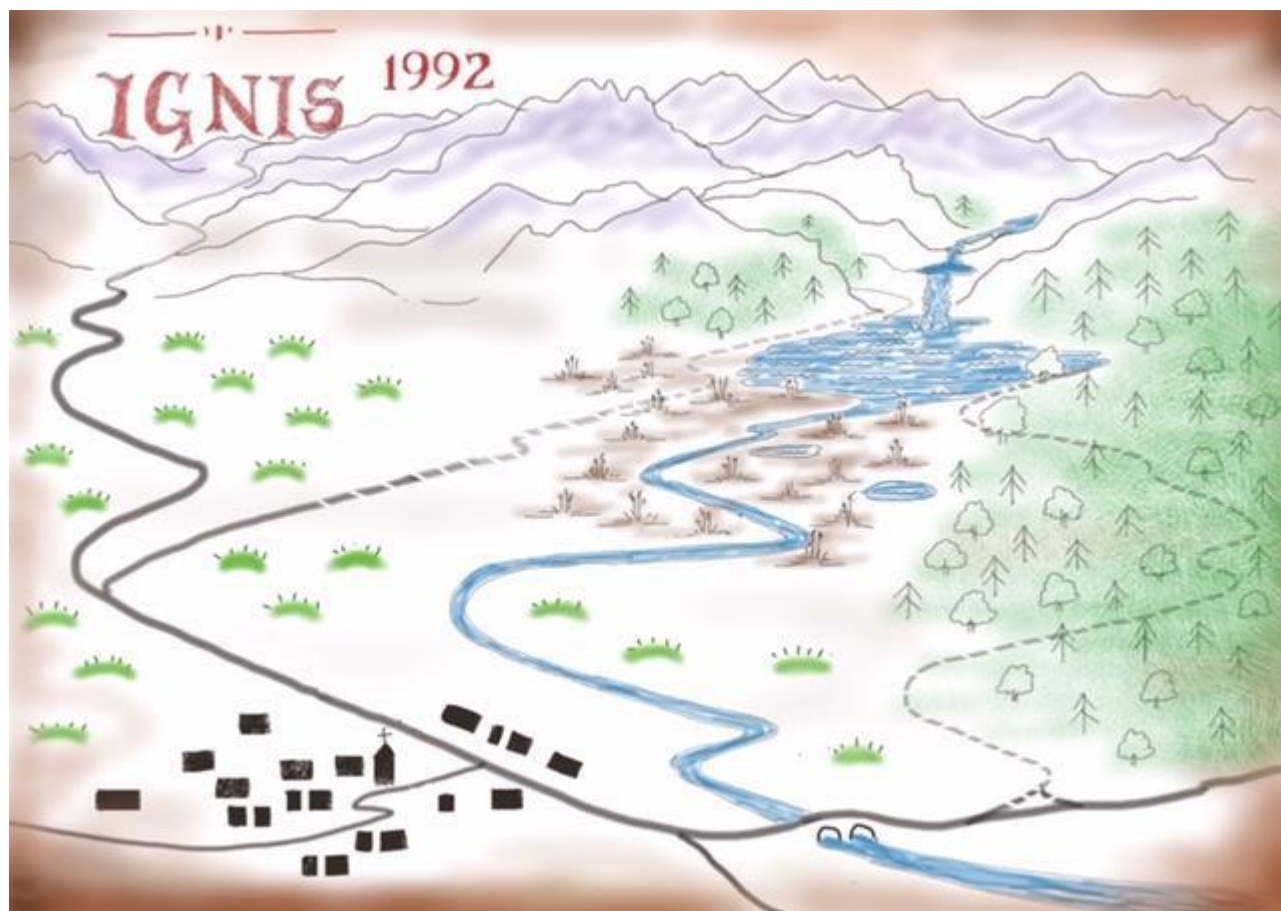
Step 5: The children see the eggs. Allow them to decide what to do and how (try and give space for them to authentically respond as the team and decide what they want to do and how to proceed). They might record what they see, or respond in whatever way they choose.

If necessary, pause the story and ask the children to observe Ms Brown's gestures and expressions. Really focus in.

What action do they want to take? How will they reassure Ms Brown? Should the eggs be moved or not, and how?

#### Logos, Ignis Maps and Map Key





# Key

|                                                                                   |           |
|-----------------------------------------------------------------------------------|-----------|
|  | road      |
|  | footpath  |
|  | water     |
|  | swamp     |
|  | meadow    |
|  | forest    |
|  | mountains |
|  | waterfall |
|  | river     |
|  | church    |
|  | houses    |
|  | quarry    |

