



Nick Thorpe - Author & schools speaker

Delivering experiences and outcomes across the Curriculum for Excellence using interactive lessons from a real-life reed boat voyage to Easter Island

Check below for targeted learning outcomes that fit your teaching requirements within any of the eight main curriculum areas - Health and Wellbeing, **Literacy and English**, **Mathematics**, **Religious and Moral Education**, **Sciences**, **Social Studies**, **Technologies** and **Expressive Arts**.

Please let Nick know in advance if you'd like him to cover specific areas in his visit to your school. Outcomes covered in his standard hour-long Easter Island talk are marked in bold. Contact: mail@nickthorpe.co.uk

Curriculum Area	Curriculum for Excellence Experiences and Outcomes	Curriculum for excellence Reference #	Directly relevant activities, discussions & content available in Nick's school visits
Health & Wellbeing	By applying my knowledge and understanding of current healthy eating advice I can contribute to a healthy eating plan	HWB 2/3/4-30a	What food and drink would pupils prepare to take on a long boat journey boat journey? How Nick & crew planned for the voyage
	Identify key nutrients, their sources and functions, and demonstrate the links between energy, nutrients and health	HWB 3/4-31a HWB 3-32a	What nutritional needs will be a challenge away from land, where fresh fruit & vegetables quickly run out?
	Understanding cleanliness and hygiene in personal routine and food safety principles	HWB 2/3/4-33a	Making hygiene plan for long boat journey incl. food storage and sanitation
	Understanding how culture influences food practices and preferences	HWB 2/3/4-34a	Crew debates over how frequent meals should be, clash of cultures, rich/poor countries
	Awareness of where food comes from, local availability and seasonality	HWB 1/2-35a	How Nick caught, cooked and ate tuna straight from the ocean, noticed declining fish stocks
	Understanding mental & emotional wellbeing by fostering a safe, caring, supportive environment based on mutual respect	HWB 2/3/4-02a HWB 2/3/4-04a HWB 2/3/4-05a	Learning to work together as a crew from different cultures, in a safe and supportive environment. Emotional literacy for males.
			Continued over

Health & wellbeing (contd.)	Understanding social wellbeing and respecting the rights to which all are entitled, & the responsibilities which come with them	HWB 2/3/4-9a HWB 2/3/4-0a HWB 2/3/4-3a	How to live on a small boat with seven other people for six weeks. Respecting personal space, different views & cultures
	Understanding physical wellbeing, assessing risk, keeping myself and others safe while travelling and how to respond in an emergency	HWB 2/3/4-16a/17a HWB 2/3/4-18a	Emotional & physical risk, how Nick learned to ask for help and share the load. Safety practices for keeping safe at sea, particularly at night – lights, harnesses etc
Literacy & English	Appropriate listening and talking, valuing others' contributions and building on them	LIT 2/3/4-02a	Working in pair-and-share or small groups to solve problems connected with Nick's voyage – keeping safe, nourished, & communicating. Problem solving
	Evaluating different spoken views, learning to question what I hear, distinguish fact from opinion, assess the value of different sources	LIT 2/3/4-07a LIT 2/3/4-08a	The conflicting theories, legends and spoken historical narratives surrounding Easter Island. How much weight do we give to each?
	Appropriate reading to find information from a variety of sources and evaluate different ideas	LIT 2/3/4-14a LIT 2/3/4-15a LIT 2/3/4-16a LIT 2/3/4-17a	Discussion of the various books on Easter Island, ranging from Jared Diamond's Collapse to the more recent reworking of the statue stuff.
	Tools for writing – using accurate spelling and vocabulary	LIT 2/3/4-21a	Using own experiences and journeys to write and edit travel narratives and stories, with supervision from Nick
	Tools for writing – punctuation and sentence structure	LIT 2/3/4-22a	Pupil-specific instruction and feedback from Nick on punctuation and sentence structure
	Tools for writing – checking and editing	LIT 2/3/4-23a	Pupil-specific instruction and feedback from Nick
	Tools for writing – layout and presentation	LIT 2/3/4-24a	Pupil-specific instruction and feedback from Nick
	Organising & using information – taking notes, acknowledging sources	LIT 2/3/4-25a	Nick on journaling, journalistic note-taking, source attribution
	Organising & using information – select ideas & info appropriate to audience & type of text	LIT 2/3/4-26a	Nick on writing for a target audience, and honing ideas and information as appropriate
	Creating texts – engaging readers through appropriate language, style and tone for genre and audience	LIT 2/3/4-27a	Nick on appropriate language, style and tone for specific genre and audience

Literacy & English (contd.)	Creating texts – convey information, combine ideas, explore issues, provide evidence with a convincing line of thought	LIT 2/3/4-28a LIT 2/3/4-29a	Feedback and instruction from Nick using texts created in session on chosen topic, as pupil-specific as time allows
	Creating texts – share my experiences and how they made me feel, reflect on my response to the changing circumstances	ENG 2/3/4-30a	Reflective writing is Nick's primary specialism - help from him using stories from our lives, reflecting on emotions and responses to changing circumstances.
	Creating texts – learning to create stories, poems and plays within appropriate structure, interesting characters and/or settings which come to life	ENG 2/3/4-31a	Class workshop using stories, haiku with appropriate structure, characterisation and setting, with examples from Nick's experience writing his novel
Mathematics	Information handling to evaluate chance or uncertainty, make predictions, risk assessment, informed choices and decisions	MNU 2/3/4-22a	Nick's particular fascination with risk, physical risk and how we assess it, in the reed boat voyage and other danger sports – risk homeostasis etc
	Money – understanding costs, simple budgeting	MNU 2/3/4-09a/b/c	Food budgeting and expedition budgeting on the reed boat journey. Economics of publishing, advances etc
	Time, scheduling, seasons, journey itineraries	MNU 2/3/4-10a/b/c	Plotting and planning a journey, either by sea or in the other transport Nick has used.
	Measurement	MNU 2/3/4-11a/b/c	Building boats from junk, how we built the reed boat
Religious & moral education	Christian beliefs, values and traditions and their contribution to the culture of Scotland	RME 2/3/4-01	Nick's recreation of the voyage of St Columba and the perigrini monks who came by coracle from Ireland and extensively converted Scotland in the xx century
	The values of Christianity, including fairness and equality, sharing, love and human rights	RME 2/3/4-02	Nick's time in a Benedictine monastery in New Mexico and the values of monastic communities
	Practices, traditions and festivals of Christianity and their impact in the world	RME 2/3/4-03	Impact of Catholicism on Easter Island, both positive and negative
	World religions and beliefs, values, traditions	RME 2/3/4-04 RME 2/3/4-05 RME 2/3/4-06	Nick's visit to a Christian, a Muslim and a Buddhist in New Mexico, what they had in common and what was different.
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Religious & moral education (contd)	Development of personal beliefs and values, how what we believe changes in the light of our experiences	RME 2/3/4-07 RME 2/3/4-08 RME 2/3/4-09	On Easter Island, the change in religion from ancestor worship using the huge statues, to a more pantheistic religion involving a birdman contest – how religions adapt and change
Sciences	Planet Earth: Biodiversity & Interdependence - why plants are vital to sustaining life on Earth, how population affects environment	SCN 2/3/4-02	Easter Island story – cutting down trees destroyed the ecosystem – and starvation ensued. A powerful eco-parable with many valuable lessons
	Planet Earth: Energy sources and sustainability and how energy is responsibly transferred	SCN 2/3/4-04	Trees were used for fuel and tools, energy transferred non-sustainably on Easter Island. How we used renewable energy on the boat: wind, solar power, & bike power to keep lights & navigation on.
	Planet Earth: Processes, climate change and the water cycle	SCN 2/3/4-05	How springs dried up on Easter Island as trees disappeared. Also how clouds form over islands.
	Space and Earth’s place in the solar system	SCN 2/3/4-06	Sun and moon and stars as related to navigation – how we used the stars of the Southern Hemisphere to orientate ourselves in an endless ocean
	Forces, friction, air resistance	SCN 2/3/4-07 SCN 2/3/4-08	How a boat is powered, by sail or motor – and how buoyancy applied to our reed boat, as a solid object with air trapped inside reeds, vs a hollow vessel. How did the Rapanui move their enormous statues? Using levers/rollers/less friction to move mass.
	Electricity and batteries	SCN 2/3/4-09 SCN 2/3/4-10	How we powered our boat lights & gadgets: cycle/ solar power with car batteries in a recharging circuit.
	Vibrations and Waves	SCN 2/3/4-11	The sonar capabilities of fish we saw in their ability to stay in shoals and sense when we were splashing in the water; and the Soliton wave discovered on the Union Canal in Edinburgh – an experiment I took part in. How waves & sea depth are related – my kayak
	Inheritance and genetics	SCN 2/3/4-14	The fascinating story of how Easter Islanders proved they were from Polynesia, not South America – and the effects of breeding from a small genetic pool.

Sciences (contd.)	Materials, properties and substances	SCN 2/3/4-17	Nick's Easter Island statuettes showing the volcanic rock from which the island was formed, complete with miniscule air bubbles. Obsidian as a carving tool for this softer rock.
	Chemical changes occurring naturally over time in the environment	SCN 2/3/4-18	Faced with increasingly infertile soil, the Easter Islanders used lithic mulching to maximise output
	Topical science and the development of scientific understanding	SCN 2/3/4-18	How the debate over Easter Island settlement and the way the people moved their statues is still raging in the present, even within the last year, due to experimentation in the field.
Social Studies	Evaluating different or conflicting sources of evidence to understand the past	SOC 2/3/4-01a	The different theories of what happened on Easter Island and how its civilisation started, flourished, collapsed and finally found its current form
	How my local history was shaped by settlers	SOC 2/3-03a	The Perigrini, or sea pilgrims, who sailed from Ireland to Scotland in leather boats, cf Easter Islanders
	Comparing a past society with my own and understanding how inequality causes conflict	SOC 2/3/4-04a SOC 4-04b&c	How the cult of the statues showed power imbalances & inequality, caused conflict/change on Easter Island
	Understanding impact and factors contributing to major social/political/economic change	SOC 3-05a SOC 4-05a&b	How change on EI was caused by a mix of degraded environment, inequality & colonial contact
	Understanding pivotal figures & events in past	SOC 2/3/4 06a&b	Arrival of colonial explorers at Easter Island from 1722 - how trading and other introductions changed the way the locals thought about life, caused strife
	Describe how our local landscape is shaped by nature and people	SOC 2/3/4-07a	Nick travelled through Scotland by canals which were built by Navvies, following the contours of the landscape, tunnels etc. Caledonian Canal uses a natural geological divide in Scotland: the Great Glen
	Understand environmental effects of human impact on our landscape	SOC 2/3/4-08a SOC 2/3/4-10a	How to look after our waterways, prevent pollution, clean up green spaces; also plastic - how it eventually finds its way to sea and poisons sealife and seafood.
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Social Studies (contd.)	Investigating ways to make journeys, relative merits and impacts	SOC 2/4-09b	Reed boat vs aeroplane for Easter Island; Historically in Scotland, canals vs rail vs road freight vs air.
	Understanding economic differences between different parts of the world, and possibilities for reducing poverty and inequality	SOC 3/4-11a,b&c	Interesting comparison between mainland Chile and Easter Island, whose inhabitants yearn for independence but need trade; Cf Scottish islands, Scottish independence arguments re: inequality
	Investigate weather and climate and their impact on living things	SOC 2/3/4-12a	The ecological breakdown with caused hunger & strife on Easter Island - windy/ prone to soil erosion
	Understanding how physical environment influences land use by comparing two areas	SOC 2/3-13a	Relative merits of coastal, inland, hilly, volcanic land re: accessibility or soil quality in both Easter Island and Scotland
	Using maps to gather geographical information	SOC 2/3/4-14a	Comparing Easter Island and Scotland maps
	Using evidence to explore social, political, economic issues	SOC 2/3/4-15a	Assessing the relative merits of independence for Easter Island and Scotland
	Explore inequality and discrimination and their impact on local people and other societies	SOC 2/3/4-16a,b&c	Comparing the way different groups are considered within Scotland, compared with Easter Island - relative prosperity of indigenous/incoming residents etc
	Exploring Citizenship and democracy in Scotland and other societies	SOC 2/3/4-17a	Comparing the relative merits of independence for Easter Island and Scotland
	Exploring the role of media in democratic society	SOC 3/4-17b	Nick's extensive experience of working in the media, and how the news agenda is influenced by readers, lobbying interests, celebrity etc
	Exploring elections and political decision-making locally and elsewhere	SOC 2/3/4-18a,b&c	Comparing the processes of decision-making towards independence in Easter Island and Scotland
	Comparing lifestyles and culture of citizens in another country with those of Scotland	SOC 2/3/4-19a	Exploring Easter Island's culture and interdependence with Chile, and its rituals and traditions
	Exploring ethical trading to understand how basic needs are the same around the world	SOC 2/3/4-20a	Consider transport problems, craft cooperatives etc in an island isolated by thousands of miles of sea
	Identify essential goods and services and how to pay for them; how to set up a venture	SOC 2/3/4-21a SOC 2/3/4-22a	Explore how Nick planned and executed his expeditions, buying food, assigning crew roles etc

Technologies	Use what I learn to design or improve products; compare traditional methods	TCH 2/3/4-01a	Building and testing model boats from household materials; consider traditional statue building on Easter Island, how they were carved and raised using only stone age tools
	Analyse impact of lifestyle on environment, learn to live more sustainably	TCH 2/3/4-02a	Nick's use of organic reeds to build a boat, vs the vast floating gyres of plastic debris trapped in Pacific
	Appropriate use of ICT to enhance learning	TCH 2/3/4-03a&b	Nick's expertise on web journalism; using ICT in marketing boat/canal related events; targeting an audience with appropriate style and language
	Engineer 3D objects which demonstrate energy transfer and movement; estimate and measure during practical activities; develop problem solving strategies to build models	TCH 2/3/4-12a&b TCH 2/3/4-13a,b&c TCH 2/3/4-14a,b&c	Nick's hands-on support in designing working boats using household materials, solving propulsion problems through testing,
Expressive Arts	Experiencing presenting and performing to an audience	EXA 2/3/4-01a	Performing poetry or plays exploring Easter Island or local waterways, written in workshops with Nick
	Being in an audience	EXA 2/3/4-01b	Watching Nick and other pupils give presentations and learning to give feedback
	Using different media to create images and objects	EXA 2/3/4-02a EXA 2/3/4-02b	Making model boats, sculpting clay replicas of the Easter Island Moai; designing posters promoting performances or waterways safety
	Using Drama to create different roles; communicate thoughts and feelings; and create and present material	EXA 2/3/4-12a/13a/14a	Preparing and presenting dramas exploring Easter Island's story, the fight to preserve the environment, or local history around waterways etc
	Singing & playing music from a range of different cultures; respond with thoughts and feelings	EXA 2/3/4-16a EXA 2/3/4-19a	Nick can bring in CDs of Rapanui music for pupils to compare with that of Scottish and other cultures