

Draft Unit 18 Developing your school grounds

About the unit

In this unit, pupils take responsibility for planning, devising and implementing ways of improving their school grounds. Using a planned process of survey, investigation, consultation, discussion and analysis (plan, do, review) they develop strategies that meet some of their school's needs and those of the wider community. They learn the importance of negotiation and balancing the different needs and requirements of individuals and groups. Pupils take an active role in implementing a democratically agreed plan for improvement and reflect on the process of participation.

This unit links closely with work in geography and education for sustainable development. It builds on work that many pupils will have undertaken at key stage 2.

Where the unit fits in

This unit addresses the following aspects of the key stage 3 citizenship programme of study:

Knowledge and understanding about becoming informed citizens

Pupils should be taught about:

- 1b the diversity of national, regional, religious and ethnic identities in the United Kingdom and the need for mutual respect and understanding
- 1f the work of community-based, national and international voluntary groups
- 1g the importance of resolving conflict fairly

Developing skills of enquiry and communication

Pupils should be taught to:

- 2a think about topical political, spiritual, moral, social and cultural issues, problems and events by analysing information and its sources, including ICT-based sources
- 2b justify orally and in writing a personal opinion about such issues, problems or events
- 2c contribute to group and exploratory class discussions, and take part in debates

Developing skills of participation and responsible action

Pupils should be taught to:

- 3a use their imagination to consider other people's experiences and be able to think about, express and explain views that are not their own
- 3b negotiate, decide and take part responsibly in both school and community-based activities
- 3c reflect on the process of participating

Expectations

At the end of this unit

most pupils: know how to use geographical skills to undertake a survey of the school grounds. They discuss the results with a range of interested groups and individuals and analyse their findings. They devise strategies for improvement and take responsibility for implementing them according to an agreed plan. They reflect on their participation and identify what worked well and what didn't. They understand how conflicting demands arise in their school grounds and recognise different approaches to managing the project.

some pupils have not made so much progress and: know how to make a map of the school grounds that shows key features. They identify and discuss aspects that they would like to improve. They recognise that different groups of pupils and others use the school grounds in different ways. They suggest how the improvements can be made and take these forward according to an agreed plan. They reflect on how the process went.

some pupils have progressed further and: know how to use and apply geographical skills to produce a detailed survey of the school grounds. They plan a programme of enquiry, consultation and research that identifies and involves the key stakeholders in the community and agree how to carry out the programme. They discuss a range of strategies for improvement, providing detailed analysis of the pros and cons of each and identifying the plan that best addresses the needs of individuals and communities. They consider and appreciate that sustainable development affects the planning and management of the school grounds. They democratically agree a way forward and take responsibility for implementing the agreed plan.

Resources

Resources include:

- *School grounds – a guide to good practice*. Produced by the Architects and Building Branch, DfES (Order reference ISBN 0 11 270990 7)
- *Greener school grounds – helping schools to create sustainable external educational environments*. Published by Learning through Landscapes (Order reference ISBN 1 872865 30 5)
- DfEE guidance on financial capability through personal finance education for key stages 3 and 4 (ISBN 184185 1442)
- useful websites, eg
 - www.qca.org.uk/esd (*Education for sustainable development*) [address to be confirmed]
 - www.btcv.org/ (*British Trust for Conservation Volunteers*)
 - www.rspb.org.uk (*Royal Society for the Protection of Birds*)
 - www.reep.org.uk (*RE and Environment programme*)
 - www.ltl.org.uk (*Learning through Landscapes*), e-mail: schoolgrounds-uk@ltl.org.uk
 - www.l-i.org.uk (*Landscape Institute*), e-mail: mail@l-i.org.uk
 - www.arts.org.uk (*Regional Arts Boards*)
 - www.arts-consultants.org.uk (*online register of arts consultants and trainers*)
 - www.pfeg.org (*Personal Finance Education Group*)

NB: care should be taken when encouraging pupils to access websites

Literacy and language

References to the National Literacy Strategy (NLS) are given in brackets and are indicated in appropriate sections of this unit.

Through the activities in this unit pupils will be able to understand, use and spell correctly words relating to:

- the environment, eg *sustainable development, physical survey, physical features*

Speaking and listening – through the activities pupils learn to:

- work together in groups to solve problems (year 7 S&L13, year 8 S&L12, year 9 S&L10)
- make a presentation so that listeners can follow it (year 7 S&L3, year 8 S&L3)
- reflect on their developments of their abilities as speakers in different contexts (year 7 S&L1, year 8 S&L9, year 9 S&L1, year 9 S&L8)

Reading – through the activities pupils learn to:

- locate resources and combine information from different sources (year 7 R1, year 8 R1, year 9 R2)

Links with other subjects

PSHE: 1b, 1c, 1g, 2c, 2d, 3b, 3k, 4a, 4c, 4d, 4g, 4h, 4i in the non-statutory guidelines

Geography: 1a–f, 2b–g, 5a–b, 6j in the programme of study

RE: unit 7E ‘What are we doing to the environment?’ in the scheme of work

As well as close links with geography and education for sustainable development, there are also opportunities to link with science, ICT, art and design and design and technology. The opportunities are included in the ‘Points to note’ column.

Pupils should learn:

Pupils:

How can you establish the needs of your school and the community in relation to the school grounds?

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| <ul style="list-style-type: none"> • to develop communication skills through discussion and debate • to use geographical skills to observe, record and map key features in the school grounds • how conflicting demands on environments arise • to work together in groups to solve problems (NLS) | <ul style="list-style-type: none"> • Pupils undertake a physical survey of the school grounds. They construct a map indicating the location of features such as trees, benches, footpaths and courts and pitches for games, noting their condition. • Ask pupils to observe and record how the school grounds are currently used at different times of the day, <i>eg before school starts, at break and lunchtime, for lessons and activities, after school</i>. Help pupils use techniques such as fixed-point photography, video and mapping to gather and record this information. • Discuss with the pupils ways of establishing the needs of different groups that use the site, <i>eg teachers taking lessons outdoors, students and community groups using the site after school hours</i>. Pupils agree methods for collecting and analysing this information, <i>eg questionnaires, charts and diagrams</i>. | <ul style="list-style-type: none"> • use a range of communication skills in discussion and debate • use observational and recording skills to establish the current use of the school grounds • use mapping skills to plot features in the grounds • understand how different groups make conflicting demands on the school grounds | <ul style="list-style-type: none"> • There is an opportunity to use Ordnance Survey mapping systems to create and develop plans of the school site. • Link with ICT: there is an opportunity to use computer-aided design (CAD) systems. • Link with key skills: ICT, working with others. • Extension activities: <ul style="list-style-type: none"> – science and ICT opportunity: pupils could create a database of flora and fauna found within the school grounds – pupils could identify existing provision for shade and shelter within the survey • Link with NLS: year 7 S&L13, year 8 S&L12, year 9 S&L10. |
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How can you decide on priorities for developments to the school grounds?

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| <ul style="list-style-type: none"> • to consider the needs and views of others when prioritising developments for the school grounds • different ways of presenting their views and those of other people through discussion and/or debate • to make a presentation so that listeners can follow it (NLS) • about different approaches to decision-making • how and why environments may be planned and managed | <ul style="list-style-type: none"> • Challenge pupils to think about the differing needs of other people who use the grounds, <i>eg people of a different age, sex or cultural background or with more or less limited mobility</i>. Ask them to present these ideas, <i>eg through video, extended writing, presentation</i>. • Ask pupils to analyse the information they have gathered. Challenge them to consider the benefits of their work and how the project could enhance the quality of life for them, their school and the wider community. Help pupils to present their thoughts and ideas through discussion, debate and/or written work. • Ask pupils to consider what different methods could be used to make decisions about what should and should not be included in a list of developments for the school grounds, <i>eg who will be involved in managing the project; how decisions will be taken and by whom</i>. Agree systems to shape this decision-making. Help pupils to use these systems to make judgements about developments proposed for the grounds. | <ul style="list-style-type: none"> • identify a range of ways of making decisions on behalf of a group of people • use analytical skills to interpret evidence from the survey process • choose appropriate methods to present ideas and thoughts, both from their own and another person's point of view • show they have recognised there are other points of view as well as their own, through oral presentation and/or written work • understand how and why their school grounds may be planned and managed | <ul style="list-style-type: none"> • This section links to draft unit 14 'Developing skills of democratic participation'. • ICT opportunity: pupils could use ICT to present the findings of the survey process. • Link with NLS: year 7 S&L13, year 8 S&L3. • Extension activity: pupils could use role-play and simulations to help them consider other people's needs. • Link with thinking skills: creative thinking. |
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Learning objectives

Pupils should learn:

Possible teaching activities**Learning outcomes**

Pupils:

Points to note

How can you meet the needs of people using the school grounds?

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| <ul style="list-style-type: none"> • to investigate a range of improvements using various sources of information and taking account of other people's views • about the idea of sustainable development and to recognise its implications for people, places and environments • to locate resources and combine information from different sources (NLS) | <ul style="list-style-type: none"> • Discuss with the pupils whether the physical features of the school grounds or the ways they are used offer opportunities for differing cultures and ethnic identities to be celebrated, <i>eg designing and creating a mural that celebrates diverse cultures; recreating an environment from another country; creating a spiritual or a peace garden</i>. What kinds of improvements might provide solutions to the needs of users pupils have identified in earlier work? • Encourage pupils to consider and discuss the long-term sustainability of the project. What involvement will be needed to maintain it? Who will be involved in the future? How should this be planned for and monitored? • Ask pupils to create a plan showing where different activities might take place within the grounds. • Encourage pupils to invite local community and voluntary groups and individuals to discuss their work and indicate how it could link into the project, <i>eg wildlife groups to help create habitats</i>. • Pupils use a range of sources to investigate alternative solutions to the needs they have identified, <i>eg manufacturers' and suppliers' websites, magazines and newspapers, videos and images from local and national organisations</i>. | <ul style="list-style-type: none"> • recognise the diversity of religious and ethnic identities within the school and wider community by thinking how this can be reflected in the features and usage of the school grounds • identify relevant local and national voluntary and community-based groups that can link into the school grounds project • develop discussion skills and recognise the validity of other people's points of view • interpret data to create a plan for the school grounds • identify and use sources of information using a range of resources including the internet • design features to be incorporated into the project, <i>eg seating, signage</i> | <ul style="list-style-type: none"> • Extension activity: art and design, and design and technology opportunity: pupils could visit suppliers and designers or invite them into the school to discuss possible options. They could work with professionals such as landscape designers and/or artists to develop specific elements within the school grounds, <i>eg seating, wildlife area, signage</i>. • Link with RE: unit 7E 'What are we doing to the environment?' • Link with NLS: year 7 R1, year 8 R1, year 9 R2. |
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Learning objectives

Pupils should learn:

Possible teaching activities**Learning outcomes**

Pupils:

Points to note**Making changes to your school grounds**

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| <ul style="list-style-type: none"> • about the importance of participation in enabling change to take place • to calculate and compare the costs of different plans for developing the school grounds • about sources of funding, ways of raising funds and how to manage money from fund-raising events • to reflect on the process of participating in the development of their school grounds • about the effects of environmental planning and management on people, places and environments • to reflect on the development of their abilities as speakers in different contexts (NLS) | <ul style="list-style-type: none"> • Encourage pupils to think about how they can participate in changing the management and appearance of their school grounds, <i>eg changing the way the site is used at break and lunchtime, planting trees to form a shelter, painting a mural, constructing a feature such as a pergola</i>. This could involve help from local or national organisations and experts. • Help pupils to investigate and calculate the cost of different aspects of the project and compare these with the budget. Ask them to research sources of funding for school grounds projects, including finding out if grants are available from the local authority or other organisations. They could seek funding, plan and organise fund-raising events or activities (school or community based) and take advice on where to deposit the money raised to get the best rate of interest. • Ask pupils to reflect on their individual and group contributions to the school grounds project. They consider what went well and what could have been done better. They think of ways the social, cultural and environmental impact of the project could be monitored. They identify ways of making future projects more effective and improving their own contribution. | <ul style="list-style-type: none"> • describe the work of locally and nationally based voluntary organisations that can support schools in their school grounds projects • demonstrate planning, organisation and money management skills • evaluate their contribution to the project and describe the knowledge and skills they have developed • understand the effects of environmental planning and management on the school grounds | <ul style="list-style-type: none"> • There is an opportunity to work with local and national organisations such as BTCV (www.btcv.org/), wildlife trusts, the RSPB (www.rspb.org.uk), Rotary clubs and the police. • Art and design, and design and technology opportunity: there is an opportunity to work with local artists, designers and craftspeople to create features for the site. • See the DfES guidance on financial capability through personal finance education for key stages 3 and 4. • Information about finance education resources can be found on the pfeg website (www.pfeg.org) • Link with thinking skills: evaluation. • See guidance on assessment and reflection in the <i>Teacher's guide</i>. • Link with NLS: year 8 S&L1, year 9 S&L1, year 8 S&L9, year 9 S&L8. |
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