

EARLS COURT PROJECT

Sustainable Green Spaces

SESSION ONE:

Examining the Vision for the Local Area

Geography | Key Stage 2 | Duration: 1.5 hours

Objectives

- To identify landmarks and places of interest in the local area
- To examine the future vision of the local area in general and collect children's ideas

Introduction:

- Show large aerial view of the present day local area to the class and together identify the landmarks and features of interest
- Discuss transport routes and natural features and how these have shaped the area
- In pairs children identify features on an A4 aerial photograph, including transport, open spaces and landmark buildings. The children can label each feature they recognise.
- Children briefly feed back on their findings to the class
- Go through all the landmarks again together on the whiteboard

Main:

- Show children a map of the future changes in the local area from the masterplan or some computer generated visual images from the developers website
- Discuss some of the differences between the present day and what is planned to be there in the future
- Give the children a large map of the future plan of the area together with some close-up computer generated views (one between two or 3)
- Give them some post-it notes and ask them to collect their impressions about this future vision to stick onto the map and photos. They can include- things they like, things they do not like, memories, questions and concerns.
- Ask a few of the groups to share their impressions and thoughts with the rest of the class

Resources

- Large aerial view of local area on whiteboard
- 15 sets of A4 maps of the local area
- Large maps plus photos of the future vision of the area
- Post-it notes

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SESSION TWO:

Sustainable Housing

Geography | Key Stage 2 | Duration: 1.5 hours

Objectives

- To discover how new housing developments include sustainability and why this is important
- To become familiar with a range of sustainable housing features

Introduction

- Powerpoint presentation on sustainability in new housing developments. This should include looking at local sustainable transport, green space provision, and including features such as green roofs, solar panels, water management, sustainable drainage, recycled materials and efficient heating and insulation.
- Children can ask questions and check whether the new development will include sustainable features

Main

- In pairs, children can explore a range of different sustainable features from sets of small colour photos. These can include solar panels, green roofs, ventilation and insulation systems, electric points for cars, water butts, gardens.
- The children can choose the ones they would like to use to cut out and paste to their own 'sustainable home' drawn onto on a large piece of poster paper. They can annotate their drawings to explain their choices
- Some of the sustainable homes posters the children have made can be shown to the whole class

Plenary

- If time, discuss why it is important these days to include sustainable features in new building developments?

Resources

- 15 minute Powerpoint on sustainability in housing
- 15 sets of colour photos of various 'sustainable features' for houses and gardens
- Scissors and glue
- Large poster with image of a house (or children can draw their own)

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SESSION THREE:

Local Sustainable Places

Citizenship and Science | Key Stage 2 | Duration: 2 hours

Objectives

- To discover some sustainable features of buildings and spaces in the local area
- To discover how features such as green roofs, water butts, recycled materials, vegetable growing etc. are good for the environment.

Introduction

- Prepare the children for a visit to a place with a range of sustainable features. This could be another school building or playground or an area or building in the local environment that has sustainability 'built in'.
- Remind them of the features that they looked at in the last session that help to make the world a 'greener' and more sustainable place.
- Show them the worksheet they will use to record their findings

Main:

- Children are shown around the site by the head teacher or premises officer and shown all the sustainable features of the site and the story behind them
- They can ask questions about the building/ place
- Using the worksheet, they try to identify as many sustainable features as they can eg. reclaimed wood, recycled rubber, water collection (water butts or ponds), solar panel, wind turbine, planting for wildlife, vegetable growing, green roofs, soft surfaces for water drainage rather than paving.
- Children can take some photographs of the sustainable features they see

Plenary

- Class discussion about the visit. What did we find out during the visit?
- The children can finish the worksheets or use them as a guide for some further written work and illustrations about the visit

Resources

- Worksheet based on visit to sustainable place and pencils
- Small cameras

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SESSION FOUR:

Meet the Professionals

Geography/Citizenship | Key Stage 2 | Duration: 1.5 hours

Objectives

- To discover more about the plans for new housing and green spaces
- To meet professionals who are working in the field of urban redevelopment and find out more about the issues involved and their own jobs

Introduction

- Introduce the professionals to the class.
- Suitable professionals to invite to talk with the class include: community liaison people, architects, building surveyors, urban planners, developers
- Brief powerpoint presentation on the plans for the new development
- Question and answer session with the whole class

Main

- Split the class into 3 or 4 groups so that each group has a visitor to work with. The children show their work and talk in turn about what they have learned so far on the project.
- Adults can ask children questions about what work the children have done so far
- Children can ask adults some pre-prepared questions about the new development and about their jobs
- The main points of the discussion can be recorded by a few children in each group.
- After twenty minutes or so of discussion, one or two children from each group can share what they learned about the new development and their adult's job with the rest of the class

Resources

- Powerpoint about the future plans, including photos from last visit or housing developers website
- Some pre-prepared questions for each visitor
- Notepaper and pens
- Some examples of children's project work so far

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SESSION FIVE:

Visit to Local Green Space

Science/Geography | Key Stage 2 | Duration: 2 hours

Objectives

- To discover if our local green space is attractive and beneficial for people and wildlife
- To learn more about local wildlife and learn some new outdoor games

Introduction

- Prepare the children for an outside visit and talk about safety rules, behaviour etc.

Main

- Children explore the green space within set boundaries and use a worksheet focusing on the place. This can include an environmental quality survey, a space for suggestions for improvements and a section assessing habitats for wildlife and a scavenger hunt. The children can use the worksheet to help explore the environment and record their findings
- The class can play some environmental games that teach us about wildlife and habitats
- eg. Bat and Moth, Animal Relay, Habitat game
- Children can take photographs of the things they like best about the space

Resources

- Blindfolds or scarfs for Bat and Moth game
- Picture cards of animals for Animal Relay game
- Picture cards of animals for Habitat game

Details of the environmental games are in the Seagrave Road Case study

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SESSION SIX:

Designing our Community Garden Models

Art/Design | Key Stage 2 | Duration: 2 hours

Objectives

- To decide which green features we would like to see in the outdoor areas
- To design our own ideal community garden for the new housing development
- To practice planning and drawing skills

Introduction

- Powerpoint presentation on what makes a good community green space/ images of green spaces and green space features
- Brief Discussion- What sorts of things would we like to have in a community garden?
- Drawing a plan- use a large image of a garden plan to show how the children can represent features like trees, sheds, lawns etc.

Main

- Children can begin to plan out their own individual ideal community garden onto a sheet of A4 or A3.
- When they are happy with their drawings they can use some colour on them.

Plenary

- If time allows, some of the children can show their poster or plan to the rest of the class
- Ask children to think of what recycled items they can bring in next week to make their models with and what they could be used for eg. bottle tops, small boxes, jam jar lids etc.

Resources

- Powerpoint images of community gardens
- A3 paper
- coloured pencils

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SESSION SEVEN:

Creating our Community Garden Models

Art/Design | Key Stage 2 | Duration: 2 hours

Objectives

- To design a garden or green space that can be used by the whole community and include some sustainable features
- To use recycled and arty bits and pieces to create the models

Introduction

- If possible, show a previously made model and talk through what you used to make it
- Show the materials available and discuss with the class the different things that they could make with them
- Show how best to attach different materials to each other and make them stand up eg. by glue or plasticene
- Organise children to take a selection of different materials each to start their models

Main

- Using a small plastic seed tray, children can begin to plan out their own models, referring to the drawings they made last week, using a variety of materials.
- Once they are sure they know where each feature will go, they can begin to make the main features of the community garden eg. shed, path, pond, trees
- Once the structures are all in place and glued in, children can put down the surfaces of their models eg. soil and grass seed for a lawn or green felt and add final details

There may need to be one more session of model making before the exhibition in order to complete all the models to a good standard

Resources

- 30 clean plastic seed trays
- PVA glue/ glue gun and glue sticks
- A selection of recycled and arty resources eg. bottle tops, lids, green felt, lolly sticks, coloured stones, pipe cleaners, straws, small cardboard boxes, coloured paper, polystyrene packaging, bubble wrap, glass beads, cocktail umbrellas, fabric, wool, twigs to make trees, string, modeling clay or plasticene
- A small amount of compost and grass seed if you want to make 'live' gardens
- children's plans of the community gardens

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SESSION EIGHT:

Community Exhibition

Citizenship | Key Stage 2 | Duration: 1.5 hours

Objectives

- To meet professionals and members of the local community to informally discuss the regeneration project
- To exhibit the work that has taken place to the whole class, the school community, local residents and professionals

Introduction

- Explain to the children that we will be meeting members of the public and professionals from the project area. These could include architects, urban planners, community liaison team from developers, local residents and community group representatives
- Ask the children to have some questions ready and to have something to say about the project work they have done. Questions can be prepared beforehand.

Main

- Introduce the adults to the children and make sure everyone has a name label
- Children sit with an adult in groups of 6-8
- Children take it in turns to show and talk about their model garden
- Children ask questions of the adults, about their interest in the project or their job
- After twenty minutes, two children give a short presentation about the project to the whole gathering, using pictures on display boards if possible
- Refreshments available and informal conversation
- Group photos

Resources

- Children's models
- Display boards with children's work
- Refreshments