



STREET WISE

TEACHING RESOURCE

LESSON 13

Resources:

- PowerPoint presentation
- Photographs of the local community (possibly taken by students in a previous lesson/for homework?)
- Large sheets of paper, scissors and glue
- Graffiti worksheet
- What a load of rubbish!

Curriculum links

- **Citizenship:**
 - 2.2d
 - 3e
 - 4a & c
- **PSHE:**
 - 1.4b
 - 2.3c & d
 - 4c & e
- **English:**
 - 1.2d
 - 2.1e & g
 - 2.2i
 - 3.1b
 - 4.1f
- **ICT (if appropriate):**
 - 2.2a & f
 - 2.3a
 - 4b

Our local environment

Learning objectives

To assess our own community and our feelings towards it.

To evaluate the facilities in our community and discuss ways in which it can be improved.

Learning outcomes

By the end of this session:

- All students will have taken part in producing a collage representing their views about their local environment.
- Most students will have co-operated with others to produce an effective collage and considered how to improve their local community by thinking about facilities they would like to have.
- Some students will have co-operated with others to produce an effective collage and considered how to improve their local area by thinking about aspects of the environment and the needs of a range of community members.

Teaching sequence

Starter	Show students the images on Slides 2- 7 on the PowerPoint presentation: Slides 2 and 3 are of the countryside Slides 4 and 5 are of a high street Slides 6 and 7 are of a beach While looking at Slide 2 , ask students what they like about this location and then show them Slide 3 . Ask them the same question, but this time they should mention the rubbish which is ruining the view. Repeat the same process for Slides 4 and 5 , and 6 and 7 . Tell students that we often do not appreciate where we live and often take the location and amenities for granted. How we behave affects how other people see the community.	5 mins
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Main activities

Now tell students that they are going to think about where they live by considering the community and environment.

20 mins

Ask students to think about what they value about where they live and think about the things they dislike (the ideas could be linked or not).

Show them an example of your ideas ie:

Things I value about where I live:

- somewhere to walk my dog
- local shops and a take away
- sports centre
- no litter in the streets
- good public transport.

Things which could be improved:

- groups of teenagers hanging around the local shops
- the facilities at the Sports Centre are getting old
- too much litter on the streets
- the top deck of the bus is covered in graffiti
- the park is not very big.

(Slide 8)

Ask students to try to write at least three ideas in each list.

Ask students to join with a partner to share their lists. They must then decide on one thing which they value the most and one thing which they really dislike about where they live.

Take brief feedback from all pairs and ask one student to write a list on the board/a large sheet of paper in order to display this list throughout the rest of the lesson.

Ask each pair to join with another and give each group a range of photographs of their local area, a large piece of paper, scissors and glue. Ask students to create one collage in two halves, with one half representing a positive and the other a negative image of the local area.

They can use the photographs, their own drawings and text.

20 mins

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	Ask students to choose a representative from their group to take their collage to the group sitting on their left in order to briefly explain their choices and decisions.	5 mins
Plenary	Ask students to consider different social and age groups living in their community. Show them Slide 9 and ask them if they can add any more groups to the list. In their groups of four, ask them to discuss the new facilities or improvements to existing facilities that these groups might want in their local area. Take feedback if there is time.	10 mins

Alternatives in delivering and managing collage activity

The collage activity could be completed using ICT and students could produce PowerPoint presentations in order to reflect their points of view.

Students could be given different photographs in order to produce different collages.

Students could make collages from images from magazines to represent things they like and don't like before they use photographs they have taken themselves (using their mobile phones if necessary) in developing different montages.

If this lesson is focused on the local area, during this session, a group of students could be asked to photograph aspects of the school for a similar activity at a later date.

Possible homework activities

Write a blog for the school website about the ways in which you believe the local community and environment could be improved.

Suggestions for further activities

Students could develop their research into available facilities for different social groups through designing questionnaires to ask family members and friends. Each group of four could write a questionnaire aimed at a different group and collate the results before feeding back to the rest of the class.

Students could use the **graffiti** and **what a load of rubbish!** ticklists to collect and collate information about their school/local area has been.



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Graffiti

Use this list to record the graffiti, tags or scribbled marks you find as you walk around your school. In the 'Tally' column, tick every time you see a particular type of graffiti and then write down where you found it in the last column:

Type of graffiti	Tally	Where did you find it?
Piece		
Throw up		
Tags		
Scribbles or deliberate pen marks		
Sticker (with a tag)		
Scribe (tag etched into glass or on another hard surface)		

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You are going to present your findings back to the rest of the class. Answer these questions to help you structure your presentation:

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What type of graffiti did you find most of?

Where is most of the graffiti?

Why do you think that is?

Who cleans the graffiti in your school? Is that fair?

How can you help reduce the amount of graffiti around school?



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What a load of rubbish!

No matter how hard we try, litter can often be found in our local environment. Use this list to record the litter you find as you walk around your school. Some items have been added for you already, but write the other pieces of rubbish you find in the first column.

Every time you spot a piece of litter, keep a tally of the amount you see and write down where you have found it. For example if you find two half-eaten sandwiches outside the canteen, write II in the second column and 'canteen' in the third:

Type of litter	Tally	Where did you find it?
Piece of paper		
Crisp packet		
Sweet wrapper		
Apple core		
Half-eaten sandwich		
Broken pen		

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You are going to present your findings back to the rest of the class. Answer these questions to help you structure your presentation:

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What type of litter has been dropped?

Where has most of the litter been dropped?

Why do you think that is?

What area is the most litter free?

Do you think the amount of litter changes during the day? Why/why not?

Who picks up the litter in your school?

How can you help reduce the amount of litter dropped around school?
