

# Session Outline

## KS3 Environmental Awareness and Sustainability

This outline is a general guide for what to expect during your session with us. Activities and session structure may vary depending on weather conditions and other circumstances.

National Curriculum links:		
Citizenship : prepare pupils to take their place in society as responsible citizens; the ways in which citizens work together to improve their communities.		
Learning Objectives	Session outline	Evaluation of Learners progress
<p>To understand the 3 main elements of the Countryside Code</p> <ul style="list-style-type: none"> <li>- Respect</li> <li>- Protect</li> <li>- Enjoy</li> </ul>	<p>The session will begin with an introduction about The Parks Trust – Who we are and what we do. There will be reminders about group behavior whilst in the park.</p> <p>Activities from the following list will be included in the session. The activities chosen will depend on the location of the session and weather conditions. Please let us know if there are any activities you particularly want to include. There is a general environmental awareness theme but the session can be tailored to have a specific focus on sustainability if required. Please let us know at time of booking.</p> <p><b><u>Respect</u></b></p> <p>Signage – Charades game to work out what the different signs and symbols of the Countryside code. Look at the signage in this park. Why are these signs important? Are they accessible for all park users? Can you suggest any ways they could be improved? What problems might it cause if the signage is damaged – e.g. unable to read emergency information.</p> <p>True/False – students are given statements that may be from the Countryside Code and have to decide if they are true or false – raises discussion points such as whether you should always close a gate behind you or leave it as you found it. We will use this to talk about people who might be using the land e.g. farmers moving machinery or livestock around.</p> <p>Understanding and respecting the needs of other park users –Students consider the different people they would need to look out for in the parks and identify how they might need to adapt their behavior e.g. not gathering in large groups, look at locations where accidents could occur if people are cycling too fast or not paying attention to their surroundings.</p> <p><b><u>Protect</u></b></p> <p>Meet members of the Parks Trust Team whose job role is to protect the greenspaces and parks. Depending on availability this could be a Community Ranger, members of our Operations team or even a visit from our tractor and the associated team.</p> <p>Discussions about dogs! – When and why they need to be on leads – looking at signage in the park, use of dog waste bins and why normal waste cannot go in them.</p> <p>Litter picking challenge – teams compete against one another/against the clock to see how much litter they can find using litter picking equipment. Discussion about whether the group were surprised about the level of litter and what this tells us about Milton Keynes! We will discuss the cost of cleansing the City and how that money could be better spent – what would the students use the money for?</p> <p>There will be discussions about sustainability and what small changes individuals can make to behave in a more sustainable manner e.g. changes at home, school etc.based around three main “Sustainability” principles: Reduce, Reuse and Recycle.</p>	<p>To include: Discussion with students before, during and after the visit. Completion of tasks, photographs which you may take for post visit discussions, displays and activities.</p>

	<p>How do The Parks Trust try to be sustainable in their everyday practices? e.g. composting of flowers after Queen Elizabeth II memorial, wood chipping coppiced trees onto paths, fleet of electric vehicles.</p> <p>Guided walk identifying features of the chosen park that have been put in to protect wildlife e.g, nesting boxes for birds and bats, wildflower meadows, enclosed areas, cattle grids.and why we have made changes to our practices e.g. removing BBQ stones.</p> <p>Identification of woodland management strategies designed to protect wildlife e.g. Demonstration that coppicing is done to improve light levels for lower level flora.</p> <p>Create animal habitats such as leaf piles or bug hotels for animals – this will include a discussion about the wildlife within this park and what students can do to help them.</p> <p><b><u>Enjoy</u></b></p> <p>Bag Packing – The group are given a range of different items and a scenario about what they are doing that day e.g. where they are walking, how long they will be out for, who they are with. They decide which items to pack in their bag – thinking about what they might need and how difficult/heavy the items will be to carry.</p> <p>Plan ahead – Using information given e.g. start and finish location, weather forecast and a dry wipe map, the group plan a route around the park (depending on timings on the day this route could then be walked or the students could take a photo of the map to come back and walk with friends and family on another occasion).</p> <p>Natural Art – Using natural materials to create a piece of art. This can include making a collage on site form materials gathered or creating a piece of art using the textures of the park e.g. bark and stone rubbing.</p> <p>Water Safety – A practical demonstration of ‘what lies beneath’ which shows the dangers lurking below the water’s surface. Students will also identify information around the park that tells them about any water bodies and how to respond in an emergency situation – good for summer or icy conditions.</p> <p><b><u>General Activities</u></b></p> <p>Acrostic poems – students will work in groups to create a poem telling others how to respect, protect and enjoy local spaces based on what they have discovered in the session.</p>	
<p><b>Pre Visit activities</b></p>	<p><b>Post Visit activities</b></p>	
<p>Watch The Parks Trust Assembly video to find out about The Parks Trust and how we care for the local environment.</p> <p>Find out what the Countryside Code is.</p>	<p>Teach other members of your school community about the Countryside Code. Students could create a poster, video or display board or you could get the students to lead an assembly or tutorial session on the topic.</p>	