



CHANGING PLACES

INVOLVING SCHOOLS IN THE ECONOMIC REGENERATION OF CASTLEFORD, AIREDALE & FRYSTON Pilot Project at Oyster Park Junior School

WEEK 1 – WEDNESDAY 6TH APRIL 2005 - MYSELF AND MY COMMUNITY

1. **Getting to know you** – this was a very valuable activity that enabled me to introduce myself to the group. It also enabled the children to introduce themselves to me.

a. I introduced myself using a PowerPoint presentation:

- What I really enjoy doing
- What I'm good at
- What I really love

b. The children completed drawings about themselves to show the same three aspects – they remembered with enjoyment being asked to do this for their visitor (evaluation 07/07/2005).

c. I shared with the children the idea that I really enjoy **using maps** – and introduced them to different maps of their own locality – both historical and today. This formed an introduction to an activity where the children compared a map of their locality in 1933 with one from 2005. They were very good at finding things on the maps and we were able to locate the place where the school now stands on the 1933 map (in 1933 it was an area of woodland). They still remembered enjoying this activity two months later when they



reflected back on their involvement with the project. (evaluation 07/07/2005)



2. **Getting to know our school grounds** – this activity was led by Marie, the class teacher, and was based on activities in a booklet called: **Space & Place**, available from the **Building Connections** web-site and

published by The Lighthouse, Scotland's Centre for Architecture, Design & the City:
<http://www.buildingconnections.co.uk/curriculum/contents.htm>

- a. **Space & Place** - Marie chose several of the suggestions in the booklet and created sheets for the children to use at different places in the school grounds. The thinking was to sensitise the children to their school environment.

These were:

- Interesting shapes and forms
- Seeing – Far, Near and Really Close
- Touching – How do surfaces feel
- Finding the focal point of a space – relax, breath out slowly, look slowly to left and right – where does your eye want to stop?

- b. **Recording our findings** – an A3 sheet with a map of the school grounds and boxes to record information provided a structure within which the children could record their discoveries about the school grounds.

EVALUATION:

- The getting to know you activity was very successful.
- Children enjoyed using the maps, were very good at this activity and remembered it two months later. This work clearly built on skills they had acquired earlier in the year when they had used local maps to look at their own locality.
- The Space & Place activity sheets provided a variety of different ways of looking at the school – we were not entirely sure whether the children quite understood what they were doing and why. Perhaps we should have used the same sheet in a number of different places around the school rather than a different sheet in a different place.
- All of the activities, however, provide focused ways of looking at the environment and as such each has its value. An alternative way of using them would have been to use a different sheet on a different day.
- The summary sheet was useful, but perhaps we had not thought carefully enough about what we wanted the children to record. We did not give the children enough focus and clarity when setting up this activity to enable them to make a clear sense of what it was all about.

EXTENSION ACTIVITY

Marie used an activity from 'Values and Visions' to get the children to think about the different kinds of communities they are part of:

Values and Visions

A handbook for primary teachers, heads, parents and governors. It offers a framework and a range of practical activities for clarifying values and articulating a vision in order to build schools in which people matter. Manchester DEP (1995)

<http://www.leedsdec.org.uk/resourcesprimarycitizenship.htm>

<http://www.dep.org.uk/projects/vandv.htm>