



CHANGING PLACES

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

WEEK 4 – THURSDAY 28TH APRIL – SCHOOL GROUNDS AUDIT

Aim: to get the children thinking about the school grounds to decide what they felt was good, bad or indifferent about it.



We wanted to try different kinds of surveys to help our children to understand that different surveys can produce different kinds of results and answers.

We also wanted them to know that they needed to ask the opinions of a range of people as it would not only be Class 4 that was affected by any decisions that were taken about changing the school grounds.

We had three different types of survey instruments:

1. An environmental appraisal sheet
2. A questionnaire
3. Year 4 Undercover!

Audit 1 - An environmental appraisal sheet

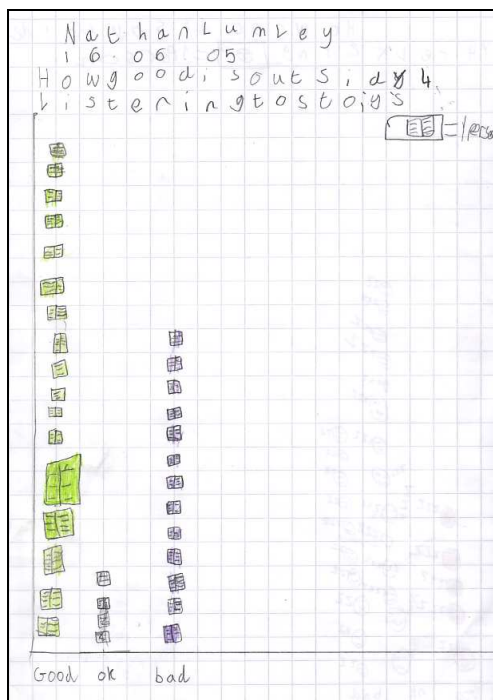
1. The children were given 4 appraisal sheets, like the one opposite, on which to record their feelings about different places in the school. Nathan produced this response to the location the children know as 'The Hill'.
2. We all walked around the school grounds together, stopping at the four designated places. (These were the same as those used on our first sensitising walk.)
3. As part of their data handling work in maths, Marie worked with the children to analyse their results. Apparently the tallying activity was a bit of a nightmare, as some children were confused and did not always keep their hands up at the right time. Having struggled with recording their responses she came up with the idea set out in recommendation below.

Name Nathan Date 28 04 05
 Place: hill (School field) (Airedale youth)

Is this a good or bad place?
 You can answer this question orally

| Is this a good or bad place for ... ? | Good | → | Bad | Why do you think this? You can answer this question orally |
|---------------------------------------|------|---|-----|---|
| watching wildlife | ☺ | ☹ | ☹ | because am not sure because there's no birds |
| relaxing | ☹ | ☺ | ☹ | am happy because I'm on the hill the bit were you can play on |
| listening to stories | ☺ | ☹ | ☹ | I am not sure because, it will spoil your relaxs |
| playing games | ☹ | ☺ | ☹ | yes, it's good to play on the hill |
| interesting buildings | ☺ | ☹ | ☹ | am not sure because all you can see is houses |
| interesting objects | ☺ | ☹ | ☹ | not because if you trip up something |

4. The children then created graphs for one location and one particularly category. Nathan created this pictogram for the area outside Class 4:



The data could have been analysed in a number of different ways, particularly if the children had been able to use ICT. Unfortunately at the time of completing this activity the school ICT system was being completely re-vamped and was unavailable.

EVALUATION

- This was a valuable activity which was enjoyed by the children. They did not however like the idea that they had to say 'why' they thought something was a good or bad idea. (We think that this was probably linked to the fact that they were not used to having to justify their ideas.)

RECOMMENDATION:

- Marie felt that the tallying could be an active and kinaesthetic learning opportunity where the children stand at different places in the classroom to represent each of the faces. The instructions would be something like:
 - Stand on the left side of the room if you think this is a **good place** for ... (i.e. the smiley face side),
 - Stand on the right side if you think this is a **bad place** for... (i.e. the glum face)
 - Stand in the middle of the room if you think it is simply **OK** (i.e. neither good or bad).
- Hopefully this would have made the tallying easier to count. (But then every class and their teacher are different – so it might not work for you!)

Audit 2 – A Questionnaire

This was a far more conventional survey instrument. With the following questions asked:

| | |
|----|--|
| 1. | What is the worst place in the school grounds? |
| 2. | Where is your favourite place in the school grounds and why? |
| 3. | Where would you go in the school grounds if you wanted some peace? |
| 4. | Where would you go in the school grounds if you wanted to be part of the action? |
| 5. | If you could change one thing in the school grounds that would create a special place for you what would you change? |
| 6. | What would you change to make the school grounds more exciting? |
| 7. | What would you change to make the school grounds more peaceful and relaxing? |

1. We asked the children to complete the sheet in pairs (15mins)
2. We asked - `How is this questionnaire different to the previous survey/ activity sheet? Does it tell us the same things or different things? We made this a SHOW & TELL feedback, where they wrote their suggestions on their individual whiteboards.
3. Finally we asked them to write two more questions of their own to complete the questionnaire. (I meant to bring some question prompt cards and forgot – and children completed this activity without much support from us. They were not very good at asking their own questions.)
4. The data analysis was carried out in the following week. The children’s answers were duplicated, cut up and sorted into sets of the same question. This meant that one pair of children could tally the answers for one question only. They managed this reasonably successfully – even though they were dealing with multiple responses.
5. The children used the same questionnaire with other groups of children and adults in the school. Marie organised this by checking before hand that teachers would be willing to release a few children from their class to respond to the questionnaire, and that other adults in the school could spare a few minutes to answer the children’s questions. (This activity was undertaken much later – June 30th, and the results have not yet been analysed.)

EVALUATION

- This was a largely a very successful activity that produced some interesting insights into what the children did/ did not like about the school grounds.
- We discovered that they were not very good at asking their own questions and will need lots more opportunities to practice this skill.
- The children got a lot out of using the questionnaire with other children and adults in the school.

Audit 3 - Year 4 UNDERCOVER!

This activity was devised by Marie, but not undertaken until June.

The children's activity sheet informed them:

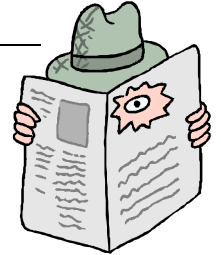
Already we have spent time looking at, exploring and mapping the school and the grounds.

Now we need to find out what other people do and how they use the school grounds.

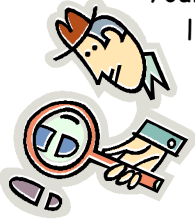
But we can't let them know what we are doing, we **must** become ...

YEAR 4 UNDERCOVER!

Your mission is to spy on your schoolmates and report your findings back to the group.



Your work may take you into dangerous places, and it may require you to give up a little of your own time.



You need to decide on the ideal spying location and then record everything you see.

You may even be spying on yourself!