



Engaging Places

A resource to support teaching and learning through buildings and places



Public Park, by David Walmsley, education consultant

Curriculum subject/s	Citizenship, Physical development, Health and wellbeing, Maths, Science and Literacy.
Key stage/s	2 & 3 - designed for use with SEN pupils.
Curriculum outcomes	Understand the need to respect shared public spaces and property. Awareness of materials and their properties; describing changes that occur.
Lesson objectives	To investigate an important aspect of the local environment and use findings to inform actions to care for and improve it. To demonstrate understanding of the value of parks to the community. To look at the structures in a park and their purposes. To produce a poster promoting the park's attractions and benefits.

Starter

- Explain to children that they are going to visit a park. The aim is to find out why it is important to people who live nearby.
- Talk about what can be found in parks, who visits them and what they do there.
- Discuss children's own experiences of visiting a park.
- Show children a plan of the park you intend to visit.
- Look at what is in the park and the routes that people take to get around it (encouraging children to use appropriate mathematical language).
- You could superimpose a grid over the plan and use for work in co-ordinates.
- Adding a simple compass to the plan will enable you to explore position and direction. (60)

Main/Just around the corner

- Visit a park.
- Ask children to take photographs of different features in the park that would be used by different groups of people.
- What healthy activities are offered or allowed in the park?

Main/Just around the corner (cont.)

- Identify what has been repaired, replaced or removed to raise their awareness of how parks are looked after. Talk about why these changes have been necessary.
- What things could they suggest to improve the park?
- Read information boards and signs that describe the rules of the park. Talk about why they are necessary and the ramifications for users and the managers if they are not observed.

Plenary

- Download the photographs that children have taken and distribute them.
- Let children create a display of their photographs, either as a group/class task.
- Encourage children to talk about each park feature and its purpose.
- Identify and discuss the benefits of the park to people who live nearby.
- Children work individually to produce a poster to promote the park's attractions.
- Create a word bank to support the task.
- Text for the poster can be produced on a computer and collaged over images which children have taken. (Teachers may need to provide a template for some children).
- Copy, print and display children's posters around the school, and if possible on the park's notice board, and in the public library and community centre. (60)

Assessment for learning

Formative:

Question children on what they know about their local park and what they need to find out in order to complete the task.

Summative:

Work with children to evaluate how successful they were they in their research and what to consider when undertaking future research.

Resources

- Cameras
- Print-outs of children's photographs
- www.parksandgardens.ac.uk/327/school-zone-51.html contains lots of free images and resources that teachers can download

Cross-curricular links

ICT: Children learn to use ICT to create, manipulate and process text.

Personal, learning and thinking skills: Children learn about the rights and responsibilities of using shared community facilities.

This resource is from a bank of resources created for Engaging Places by practising teachers and education professionals. If you have ideas for using buildings and places in teaching and learning, and would like to help us create further resources, please email: engagingplaces@cabe.org.uk