

Workshop - a neighbourhood plan for a safe and stable climate

Engaging **primary school children** in their neighbourhood plan

Introduction

Purpose

This workshop is designed to engage primary school children in the development of their local area in the face of climate change and enable them to influence the policies in their neighbourhood plan. A child's eye view is a unique perspective, and often children of this age will have detailed views on road safety, provision for walking and cycling and access to green space in their neighbourhood, which may after all be their entire world. These should be captured, as a neighbourhood designed to be safe and accessible and serve the needs of children is likely to be safe and sustainable for everyone.

Objectives

The objectives of the workshop are to help primary school children:

- Think about their neighbourhood in a new way and envisage how it could develop in the future.
- Consider how these future developments would need to adapt to create a resilient community which is healthy and stable for both people and planet.
- Understand the need for these adaptations in light of our changing environment (climate change) and how these can be achieved through the neighbourhood plan.
- Feed their ideas for the changes needed into the neighbourhood plan, and help get their parents involved.

Outputs

The outputs from the workshop will be:

- A list of high priority areas within the neighbourhood which the children place great value on.
- A map of the local neighbourhood showing the children's interpretation and ideas of what a future resilient neighbourhood could look like to aid the neighbourhood plan.



- Increased understanding of climate change from the children and parents receiving a resource about the local neighbourhood plan.

Ideally the workshop should be carried out at an early stage in neighbourhood plan preparation, to ensure the issues raised can be incorporated into your community engagement processes.

Before the Event goes ahead - Safeguarding

It's wise to seek parental consent for the children's involvement in the session through the school before the event goes ahead. Similarly, for safeguarding reasons, the workshop should be held in the school and primary school teachers should help run it. Check with the school beforehand as they may require that you have a DBS check and bring your certificate and/or ID with you.

Communication with the school is key, especially regarding safeguarding.

Block Agenda

1.15	Introduction - who are we, why are we here and what are we going to do
1.20	Mind map – your area and places you love
1.25	Video – climate change video and discussion
1.35	Discussion – making your neighbourhood more healthy for you and the planet – ideas from the group
1.40	Presentation - summary of key examples of how to create a resilient community which is healthy and stable for both people and planet
1.55	<i>Break (optional)</i>
2.05	Map – how could we make this area better for people and planet
2.25	Discussion – groups feedback from maps
2:30	Close – summary of session, things learnt and explanation of how the outputs will be used

Workshop instructions

Arranging the room

Lay out table's cabaret style if possible (5 tables are recommended for groups of 25-30) – lecture hall style is not appropriate for this workshop. Make sure there is still space for children to move around.

Find a place for a projector screen (or a blank bit of wall) visible from the seats.

Place one map on each table with the accompanying objects and props during the break.



Materials needed

- pens – **TIP** use large nibbed bright and dark colours
- five maps (for a group of 25-30)
- projector
- laptop
- 3-6 blankets
- packets of wildflower seeds
- mini wooden trees
- mini solar panels and wind turbines
- toy cars (with' EV' stickers)

Sourcing the maps

To create maps of your local area for the mapping activity, you will need to find a fairly simple map outlining basic but important features of the area. We recommend using Open Street Map:

<https://www.openstreetmap.org/#map=13/52.0500/-1.8107>

You can download a map of your area off Open Street Map as an image for free to then have it printed or print it yourself. The map should be large enough for a group to all work on it together, but also must maintain the quality of the image (you don't want it to be blurry!). By downloading it as a PDF we found the quality was maintained when printing it in A1 – which was large enough for a group of 5 or 6 to work on it.

Prior to the workshop, we suggest annotating the map with some key landmarks/land uses that the young people would recognise and that could prompt some suggested low carbon and sustainable solutions. Some key features we suggest adding are new housing developments, main super markets, green spaces and their school. Make sure to provide them with a legend for the colours used to annotate the map.



People needed to run the exercise – 2

- 1 person to deliver the presentation and facilitate the workshop
- 1 person to provide pens and post-it notes and assist with facilitation during the map workshop


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| <ul style="list-style-type: none">- 1 teacher to maintain discipline- 1 person to clearly photograph the pupils maps at the end and write up the workshop |
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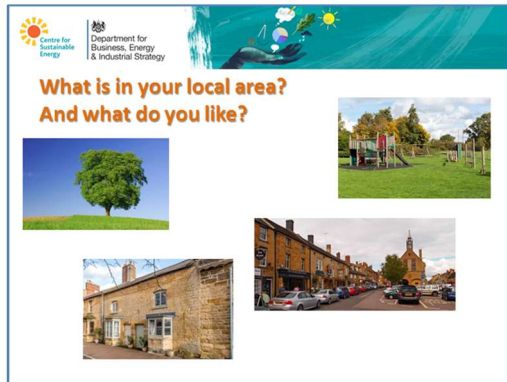
Tips to make sure the event goes smoothly


- With two facilitators group size should be a maximum of 30.
- Do some clear scene setting, introduce yourself, the activity and purpose of the workshop clearly and at the beginning.
- Make sure you arrive in plenty of time to set up (30 -60 minutes before) – be aware that the classroom may be in use directly beforehand so you may have to set-up during a break.
- Provide a break and check with the teacher beforehand how frequent and long their breaks usually are.
- Check with the teacher beforehand the pre-existing climate change knowledge of the pupils.



Full workshop instructions

Deliver the short attached presentation: “**Healthy future for people and planet**” using the accompanying script and the notes provided below.

Time	Task and duration	Notes and questions to ask	Slides to display / things to bring/ things to remember
1.15	Introduction 5 minutes	<p>Take attendance from the teacher. (Prior to the session, you / the teacher should seek parental permission for their child’s involvement, and permission to record their name and potentially take photographs as evidence that the event went ahead.)</p> <p>Introduce yourself, why you are here and what you are going to do.</p>	<p>Remember: The priority here is to take a note of attendance. The event and how well it was attended is evidence for your neighbourhood plan.</p> <p>Show these slides:</p> 

			
1.20	<p>Mind map – your area and places you love</p> <p>5 mins</p>	<p>Use the ping-pong ball exercise (a bag of ping pongs are passed around the tables and pupils take one each - pupils are told to throw one into the room instead of putting up their hand if they have a question, suggestion or idea)</p> <p>Ask the students:</p> <ul style="list-style-type: none"> • What is in your area? • Which parts do you like? • Which parts do you dislike? <p>Record their answers on a flipchart or white board to inform the neighbourhood plan.</p>	<p>Bring: Ping pong balls</p> <p>Show this slide:</p>  <p><i>[Insert photos of recognisable elements of your local area on this slide.]</i></p>
1.25	<p>Video – climate change video and discussion</p>	<p>Show video https://www.youtube.com/watch?v=v8unGCTWUW/ </p>	<p>Bring: blankets</p> <p>Show this slide:</p>

	10 mins	<p><u>NOTE:</u> The video mentions God at the end. YouTube may be blocked by some schools internet servers - check this with the school beforehand. If you won't have access to YouTube you can use a free online YouTube to video converter e.g. www.onlinevideoconverter.com/youtube-converter</p> <p>After watching the video ask the pupils what they think the:</p> <ul style="list-style-type: none"> • Main causes of climate change are? <i>Yucky gases/smoke/fumes from cars, trains, planes and fossil fuels from heating our homes, turning on lights etc.</i> • Main impacts of climate change are? <i>Blanket of gases around the earth gets thicker, earth gets warmer, ice caps melt, sea levels rise, bigger storms, heavier rain, more heatwaves, droughts, floods etc.</i> <p>Ask for a pupil/teacher volunteer and as the students list climate change causes cover the volunteer in blankets to reiterate the concept introduced in the video to explain climate change. Reiterate that the volunteer (earth) is now getting very hot and bothered and having an impact on the volunteer/earth.</p>	
1.35	Discussion - making your neighbourhood more healthy for you	<p>Ask the pupils:</p> <ul style="list-style-type: none"> • How do you think we could make your area healthier and nicer for you? 	Show this slide:

	<p>and the planet – ideas from the group</p> <p>5 mins</p>	<ul style="list-style-type: none"> And for the planet and help to stop climate change? 	
1.40	<p>Presentation - summary of key examples of how to create a resilient community which is healthy and stable for both people and planet</p> <p>15 mins</p>	<p>Go through the next four slides and follow the script (adapt as you see fit and make relevant to your local area).</p> <p>If you have access to a renewable energy demo kit (e.g. toy solar panel car and light) you may want to bring this along for the energy slide.</p> <p>Questions to ask are....</p> <p>Transport:</p> <ul style="list-style-type: none"> How can we get around without burning fossil fuels? How do you currently travel to school? How would you prefer to travel to school? What is preventing you from travelling to school in this way? <p>Energy:</p> <ul style="list-style-type: none"> Has anyone seen a wind turbine or solar panel? Does anyone have any in their homes? 	<p>Show these slides:</p> 

- How would you feel if there were more in your local area?

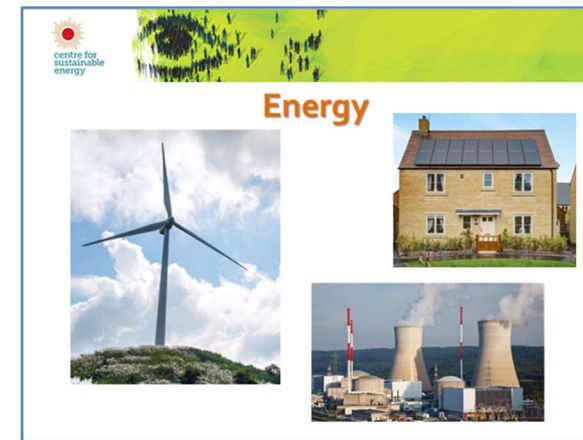
Protecting wildlife:


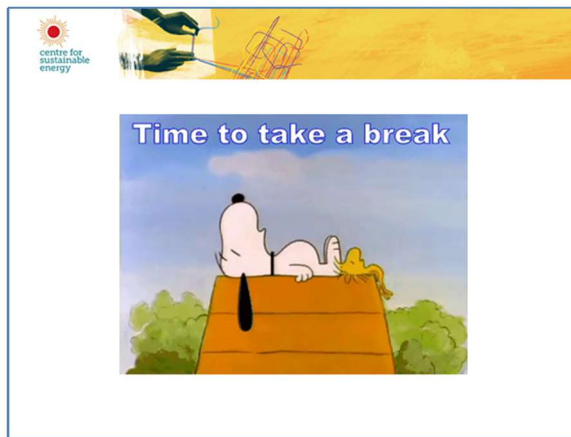
- What kind of animals do you see in your gardens and parks?



Record their answers on a flipchart or white board to inform the neighbourhood plan.

Explain what each of the props are and ask whether there are any queries or questions.

Try and keep this section relatively brief.



			
1.55	Break (optional) 10 minutes		<p>Remember: Put out maps and props on each table.</p> <p>Show this slide:</p> 
2.05	Map 15-20 mins	Explain the map activity and check to see that they understand.	<p>Show this slide:</p>

		Facilitators to mix amongst the tables and assist.	
2.25	Discussion – group feedback from maps 5 mins	Feedback ideas from each group's map. Record the key themes on a flipchart or white board to inform the neighbourhood plan.	<p>Show this slide:</p> 
2.30	Close – summary of session and things learnt	Summarise what they've learnt about climate change, the changes they have suggested for the area and reiterate that their maps will go to the local adults and influence the local neighbourhood plan and what the area looks like in the future.	<p>Remember: to handout resources explaining more about the Neighbourhood Plan and have they/their parent/guardian(s) can get involved.</p>

		Introduce the materials/handouts (examples attached) to go out to their parents.	
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Before you leave the room

Make sure you clearly photograph all the pupils' maps so that all annotations are visible before you leave the room. Take the maps with you in case you need to refer to them or photograph them again.

After the event

With the benefit of the photographs you've taken, produce a write-up of the event summarising any key themes that came up during the workshop, and what they annotated on their maps and capturing anything discussed that wasn't written down at the time. Do this within a few days of the event whilst it's fresh in your mind. In the end, this written record will be all you have to show from running the workshop, so to make it worthwhile, make sure the record is clear and comprehensive, even to someone who wasn't there. Clearly label your write-up with the date, the venue where the workshop was held, and the number of children who took part and provide an introductory paragraph summarising the purpose of the workshop and outputs.

Think about next steps. If the children were particularly engaged or had clear views on particular themes, for instance road safety for pedestrians, should they be consulted again in more detail on the issue and possible solutions? Feed any thoughts on this back to the neighbourhood plan steering group.