

Clyde Waterfront Education curriculum resources

Lesson/project idea

'Environmental impact'

Title Conservation of local wildlife	Curricular area Social Studies	Age group Upper primary Lower Secondary Time allocation 8 periods
Lesson/project focus Lesson: Wildlife in our community Project: Profiling wildlife conservation locally through the regeneration process	Cross curricular links Language ICT Expressive Arts Science	Cross cutting themes: Curriculum for Excellence; Assessment is for Learning; ICT; Study Skills; Citizenship; Personal and Social Dev; Literacy
Short description Impact of the regeneration process on local wildlife and raising awareness of peers and local community to protect the wildlife through a conservation project.		
Description This project facilitates the research and conservation of wildlife within the local area. Pupils will create a presentation of their findings both from excursions and from guest speaker information. There is potential of creating a conservation group within the school and promoting through school website and magazine.		
Aims of learning <ul style="list-style-type: none"> • To meet learning objectives of lesson topic eg. to consider how wildlife will be affected by regeneration • To gain purposeful understanding by putting learning into real context by researching their local area and identifying and raising issues • To achieve 4 capacities of a Curriculum for Excellence (i.e. enterprising skills and attitudes) 		
Outcomes of learning <ul style="list-style-type: none"> • Subject knowledge gained and enhanced e.g. how we can help conserve local wildlife • Enterprising skills improved by developing creativity, confidence, positive attitude; increasing motivation to learning; taking responsibility and making decisions; consideration of others through group work and discussion; raising achievement and fostering ambition • Developed employability skills: Communication, planning, organisation, time management, researching, co-operating, contributing, sourcing, negotiating, analysing, reporting, 		

presenting, marketing

- Confidence of working independently from teacher-led lessons demonstrated by setting own targets, carrying out research, negotiating resources and managing time and resources
- Pupils take responsibility for their learning through making decisions about assessment, roles within the group, timescales for activities, important areas of research
- Pupils have developed 4 capacities of CfE:
 - Confident individuals through ability to promote conservation in their community and learning about local habitat
 - Successful learners because they will use their learning to promote local conservation
 - Effective contributors by ensuring everyone takes part and has a role to play in communicating with the local community
 - Responsible citizens through developing an understanding of the local community issues and how to find solutions and change people's attitude

Resources

- See '*support materials*' on Clyde Waterfront website
- Access to PowerPoint to create presentations
- Articles from www.bbc.co.uk on regeneration of the Clyde
- Access to Internet for pupils to research history of the Clyde and current statistics

Resources for project

- Paper
- Pens
- Computers with internet and PowerPoint (optional)

Relevance to curriculum

- Could be used for lower secondary 5-14 Environmental Studies – develops the idea of the local community further and its impact upon individuals in society

How to develop an *enterprising* lesson

Developing confident individuals

How will you provide a *real* context for learning?

- Pupils put their learning into a real context by piloting a conservation project within the school
- Partners in learning: make contacts with business and community groups who can offer advice/support and by taking part in an excursion to local park and discussing the situation and its impact
- Look at the jobs that are linked to this task in a real context e.g. companies involved in regeneration, wildlife conservation, local community participation

Developing responsible citizens

How will you give *responsibility* to pupils for their learning?

- Pupils took responsibility for this learning by researching as a group and creating their project on conservation
- Pupils made decisions in group about how to improve their local area
- Pupils had control over how they organised themselves to complete their task by prioritising skills and carrying out research
- Pupils solved problems by working as a group and discussing the options

Developing effective contributors

How will you develop *relationships*?

- Pupils worked together to generate ideas about conservation and make a plan for their project
- Pupils were encouraged to work in a team with others to generate ideas and encourage discussion
- Internal and external partners in learning were school pupils and staff, local authority and businesses involved in regeneration and conservation

Developing successful learners

How will you *reflect* on this learning?

- Test k/u knowledge at end of unit (learning outcomes for lesson)
- Record evidence for EiE and CfE (see above boxes for ideas) by using planning sheets, using mind maps, recording end presentations, taking photos of project as research is being carried out.
- Identify skills that have been developed and ones that require more work such as time management and communication skills and literacy
- The impact of using this approach to learning was shown by the quality and enthusiasm of young people during this project

Developing lifelong and employability skills

How will you establish links with external partners in order to put this into a real context and make this more relevant for young people?

Employers/business engagement

- Designers of new Clyde waterfront and what plans are being made to accommodate wildlife
- Planners/developers about what concessions are being made to accommodate wildlife
- Local council on how the regeneration will impact on wildlife and what they are doing to conserve local habitats for the benefit of local people
- Wildlife experts about conservation issues

Local community

- Interview local people about their thoughts on wildlife conservation in their area

Is there an opportunity to highlight career opportunities?

- Working with the businesses above will highlight opportunities to possible career options, such as working in conservation, planning, environment
- The experience of working as a team will develop many skills, which will be invaluable for all pupils and help enhance their interpersonal skills
- Knowledge of the local community will also help them to understand the future career opportunities in the area
- At subject option choice time, pupils will be more aware of how subject knowledge can impact on careers profiled

Reviewing the process

If this is a lesson idea, how could you involve other curricular areas?

English

Extended writing

Science

Habitats, survival, health

Could it be incorporated into an activity/project with a higher profile (for example, presentation, competition, production of materials, event)?

- Presentation to designers and developers of regeneration of area/local community/local businesses for consideration and judged by the related businesses to profile winning initiative
- Submission of work to local media for promotion
- Part of a city wide campaign

Brief outline of plan

Timing	Input and content	Teacher activity	Pupil activity
Periods 1-2	<p>Introduction of topic</p> <p>Establish the outcomes of learning</p> <p>Examine key concepts</p>	<p>Introduce lesson on wildlife in our community by asking:</p> <ul style="list-style-type: none"> • What type of wildlife exists in our local community? 	<ol style="list-style-type: none"> 1. Pupils go on an arranged trip to a local park and make notes on the wildlife they see. They will then go to the town centre and compare the wildlife they see here 2. Pupils will produce a table in jotters showing the breakdown of the species seen when on their trip
Periods 3-5	<p>Guest Speakers – question time</p>	<p>Facilitate pupils research by:</p> <ul style="list-style-type: none"> • Arranging guest speakers • Helping pupils plan questions to ask speakers 	<ol style="list-style-type: none"> 1. 2 guest speakers organised – one from local business involved in regeneration or local council and one from wildlife charity 2. Chance to ask both guests questions about wildlife in the area 3. Find out how wildlife will be affected by regeneration projects and how species will adapt to changes in their habitat 4. Possible assistance from local people to enable their survival
6-7	<p>Creating a presentation as a group</p> <p>Forming a conservation group</p>	<p>Assessment by:</p> <ul style="list-style-type: none"> • Presentation to class 	<ol style="list-style-type: none"> 1. In groups pupils will prepare a Power point presentation about wildlife in the community 2. Present to peers in the class 3. Best presentation will be given at next assembly and class to support with canvassing of members 4. Presentation to be developed for use on school website and magazine

8	FOLLOW UP ...	Facilitate: <ol style="list-style-type: none"> 1. Presentation to assembly 2. Canvassing for members for conservation group 	<ol style="list-style-type: none"> 1. Class to promote a wildlife conservation group and ask for other pupils to join 2. Set up a conservation group to campaign to promote healthy wildlife environment 3. Request funding to create a habitat for wildlife within the school grounds/local area and monitor the patterns of wildlife using this