



# Where We Live

Our place in the world



Learning to act for a better environment



RHONDDA CYNON TAF



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## Contents

What is <i>Where We Live</i> ?	2
Why do we need <i>Where We Live</i> ?	2
Aims and gains	5
Questions to consider	6
The <i>Where We Live</i> process	10
Before you begin	11
Step 1 Making a start	13
Step 2 Looking around us	19
Step 3 Exploring our place	25
Step 4 Thinking more deeply	31
Step 5 Making a change	37
Step 6 Looking back	43
Resource sheets	46
Appendix 1: Icebreakers	88
Appendix 2: Health and Safety	89
Appendix 3: Grants and Funding	90
Appendix 4: Curriculum links	91
Appendix 5: Further information	93





# Where We Live: *our place in the world*

Are you interested in improving your local environment? If so this pack is for you!

You may be:

- ✓ a teacher looking to integrate Education for Sustainable Development and Global Citizenship into a geographical locality study;
- ✓ a youth leader looking to engage young people in local environmental issues;
- ✓ working in community development or regeneration and wishing to motivate local people to tackle the problems in their area;
- ✓ part of a club or society who wants to unite members through participating in a project with a common goal.

*Where We Live* is a practical guide for anyone who wants to educate and empower people to improve the environment of their community.

It provides a structure that allows people actively to investigate and examine the environmental issues in their own community and initiate practical local improvements.

It is about nurturing the values, understanding and skills needed to create a group of responsible, knowledgeable and active citizens who have the capacity to bring about change in the community.

The activities in *Where We Live* can be used with groups of different ages and abilities. It includes skills and learning that can link to a formal curriculum or course plan or to an informal learning plan.

Above all, *Where We Live* should be a fun learning experience for all.







# What is *Where We Live*?

*Where We Live* is a series of activities designed to stimulate community action to improve the local environment, and hence the quality of life of local people. *Where We Live* focuses on investigating the local community, identifying environmental issues and generating ideas to improve the local area.

Groups are encouraged to put forward their own ideas and consequently carry out practical actions to improve an aspect of their environment. Possible actions include practical improvement projects, events or campaigns, although it is important that they are achievable so that participants will feel ownership and empowerment, not failure.



# Why do we need *Where We Live*?

The world has taken a battering from humans in recent years and reports of habitat destruction, dwindling raw materials, and pollution seem always to be in the news. Even though these issues can seem remote they have a direct effect on our daily lives and can be linked to many other local issues.

It seems clear that we cannot continue to live in a way which damages the earth to this extent. Yet the scale of the issues can make them seem impossible for us to deal with. However, people are working to create new principles to help guide our society to a more sustainable future. One of these is the concept of sustainable development.

# Sustainable development

Sustainable Development is an important theme that runs through *Where We Live*. The UK government's description of sustainable development gives these four objectives:

1. social progress which recognises the needs of everyone;
2. effective protection of the environment;
3. prudent use of natural resources;
4. maintenance of high and stable levels of economic growth and employment.

There are many different definitions of the term sustainable development and even more views on whether it is the best way to achieve a more sustainable way of living. The **Further information** section of the Appendix (page 93) will point you in the right direction if you are interested in knowing more. A simple way of applying the principles of sustainable development is to consider how you can change the way you live your life to make a difference.

## A sustainable way of living

To be sustainable we need to live by principles that create the least negative impacts and the maximum benefits possible. Although the idea is simple, the task is considerable and it needs everyone to take action to make it happen.

When aiming to improve a community, consideration should be given to the impact of any development or initiative on the environment, on people's lives and on the economy at both a local and global level. For instance, when a derelict area is to be redeveloped there are many questions to consider such as:

- what are the costs and benefits to local people?
- are there opportunities to boost the local economy?
- will the new development be detrimental to local wildlife?

The emphasis is therefore on exploring options and alternatives to find the best and most sustainable solution for all.



**Where We Live**  
Our place in the world

**“Treating the earth as if we intended to stay”**

**Rob Gray**

**“...vibrant local economies, new jobs, high quality housing (with solar roofing), integrated transport, regeneration that makes a real and lasting difference. Unbelievable that some people still think that sustainable development is about the birds, bees and trees!”**

**David Puttnam, Chairman of the Trustees in the Forum for the Future Annual Report 2000**

**“The guiding rules are that people must share with each other and care for the Earth. Humanity must take no more from nature than nature can replenish. This in turn means adopting lifestyles and development paths that respect and work within nature's limits.”**

**IUCN – The World Conservation Union, Caring for the Earth**



# Education for sustainable development?



In order to consider the implications of our lifestyle there needs to be an understanding of the issues, a willingness to investigate alternative solutions, an ability to work co-operatively and a knowledge of the process of change.

It is these qualities, among others, that are nurtured in Education for Sustainable Development. It involves “learning about issues and acquiring the knowledge and understanding, values and dispositions, skills and aptitudes that will enable... people to participate and work towards solutions to local, national and global issues” (Education for Sustainable Development: Information for Teachers).

The development of understanding, attitudes and skills are key to ensuring that sustainable solutions are reached at

all levels of society. *Where We Live* encourages the development of these qualities to stimulate sustainable solutions to the environmental issues of the local area.

## Definitions

Throughout this pack we will refer to the terms **Locality**, **Environment** and **Community**.

**Locality** means a geographical area with which people identify (their village, town, street, neighbourhood or estate for example).

**Environment** means the physical nature of that place in respect of natural and built features and physical conditions.

**Community** means the locality and the people who live there and their accumulated history and traditions.

# Aims and gains



Where We Live  
Our place in the world

## Aims!

The aims of *Where We Live* are to:

- ✓ engage local people in an investigation of their community;
- ✓ encourage an understanding and appreciation of their environment;
- ✓ inspire them to take action to help improve their community.

## Gains!

The structure of *Where We Live* creates opportunities for people to develop a wide range of knowledge, values and skills. These include:

- ✓ understanding the environmental and sustainability issues of the area to help people make informed judgements about improving the area;
- ✓ making the connection between local and global issues as part of the learning process;
- ✓ encouraging a sense of belonging, ownership and responsibility as this underpins the desire to make a change;
- ✓ the ability to take action to improve their own community, discuss and co-operate as a group, communicate their ideas and listen to the views of others.

## Benefits!

The wider community benefits from:

- ✓ positive action which improves the local environment;
- ✓ positive action initiated and carried out by local people;
- ✓ active local people with new skills and understanding;
- ✓ opportunities for different members of the community to work together.







# Questions to consider

Before beginning *Where We Live* take a little time to think about the questions below. Your answer to each question will help shape the activities to suit your group and maximise the end benefits.

## Ask yourself

### What are your aims?



Your broad aims should reflect the aims of *Where We Live*. However, your group may have more specific objectives such as promoting walking for health or establishing more links between groups in the community. These aims can be included in *Where We Live* by, for example, organising a walk into the local countryside or arranging a group visit to a local gardening club. You can use these additional activities to promote awareness of other people's needs and provide an opportunity to swap views on the local area.

Adding or expanding different activities and experiences within *Where We Live* can promote many other aspects of personal development. To improve their public speaking or writing skills, for example, participants could be asked to give a formal presentation or write a report about their survey findings.



### What action would you like to see?

As far as possible this element should be determined by the group themselves as they investigate the area they live in and begin to form opinions and ideas. It may be useful to consider what is feasible before you begin *Where We Live*, so you can help the group identify actions that are manageable and also help them understand the processes and challenges involved.







## Group matters

### What are the interests of your group?

Keep in mind the interests of your group. They may have a special interest in a certain area of the locality or in an aspect of their community that could be tied into *Where We Live*. For example, if the participants are interested in local history, why not include a visit to historical landmarks when surveying the locality?

### What is the age range and ability of your group?

The activities in *Where We Live* are equally suited to being carried out by young people (aged 9+) or adults. They are particularly useful for engaging mixed age groups. The common interest of investigating their community and resolving local issues can draw different age groups together. You should consider the learning needs and physical abilities of your group so that the activities can be adapted if necessary. Be flexible, so if your group enjoys a certain activity more than another, you can extend and build on it.

### How many participants are in your group?

The optimum size of your group depends on the age of the participants and the numbers of adult assistants available. It is easier to keep everyone fully involved and focused with a smaller group (ideally 10-20 with a maximum of 30) than with a larger group. Make sure that all necessary health and safety precautions are taken (see the **Health and Safety** section of the Appendix, page 89).





# Ask yourself

## Who else can we involve?

Throughout *Where We Live* there are many opportunities to involve other organisations and individuals. For example, why not ask a local wildlife group to assist the participants in surveying 'Green Spaces'? They can provide useful information about the local wildlife and its needs and give another point of view on the condition of the community. Working with other people not only adds more to the activities but can also create opportunities for making contacts and planning future projects.



## What resources do we have to use during *Where We Live*?

Think about the resources available to you at present. These can be as basic as pens and paper or as advanced as computers and digital cameras. Resources range from an available indoor space to transport or even to knowledgeable people. If you think you have no resources available, think again! How about asking family and friends to volunteer some of their time? Local businesses and organisations may be willing to donate materials or expertise. Youth or adult training schemes may be able to provide assistants as part of their work experience. Most communities will have a community centre, school, church hall or similar which may be able to provide a working space or equipment.

## What available funds do we have?

This is useful to know before you begin so opportunities that require some funding can be considered. Added extras such as skilled instructors or materials can be included during the activities. The actions can also be planned according to what funds are available. But do not worry if no funding is available to you at present. *Where We Live* works perfectly well and produces very worthwhile outcomes on a shoestring budget and it's amazing what can be acquired by asking others for help. Positive outcomes can be achieved with nothing but the initiative and creativity of the group. Indeed it can increase the sense of achievement if a project is completed on a budget of next to nothing!

If you would like some funding for *Where We Live*, how about applying for a grant? It's not as scary as it sounds and there are many different kinds of grants out there. Check out our information on grants and funding to help you begin (see Appendix 3, page 90). You could also seek sponsorship from a local company. By helping local people to improve their environment, businesses can gain not only free publicity but also the recognition of supporting local improvement schemes.

## How much time do you have?

The length of *Where We Live* can be variable. It can be completed in a week or be carried out over several weeks and can therefore fit with the times available for your group. A suggested duration is given for each of the activities, which can be extended if desired. Sufficient time should be allocated to ensure that the actions that emerge from *Where We Live* are completed.



**Where We Live**  
Our place in the world







# The *Where We Live* process

*Where We Live* is divided into 6 steps designed to lead the group through a series of activities. There is also an optional extension activity in each step. Remember though, the more activities you do the more experiences and learning opportunities the participants will have.

Step	In this step participants will:	Activities
<b>1 Making a start</b>	become aware of their feelings and opinions towards their community and begin to open their eyes and look at it in new ways	What do we think? Extension: Word games Photo bingo
<b>2 Looking around us</b>	investigate their own knowledge of their community and find out more by going out and about with cameras and maps	What do we know? Hotspots and grotspots Sharing our findings Extension: Modelling our community
<b>3 Exploring our place</b>	look closely at the local community by investigating areas and researching issues to gain a complete picture of the present condition of their locality	What's our perfect place? Get the picture Get the story Extension: Filming our community Getting focused
<b>4 Thinking more deeply</b>	look at how local problems are caused, the impact on both the local and global environment and the effect people have on them	Truth or fiction? The globe game Extension: Getting global Making the links
<b>5 Making a change</b>	develop their communication and co-operation skills by selecting the action to be taken and carrying this out	Which action? Extension: Finding inspiration Decision time Planning your action
<b>6 Looking back</b>	understand the learning process they have been through, identify specific changes in their knowledge and attitudes and decide upon changes in their own lives	How have we done? Extension: Celebration! Reflect

# Before you begin



Kick-start *Where We Live* with these fun activities! The group become aware of their feelings and opinions towards their community and begin to open their eyes and look at it in new ways.

## Icebreakers

If your group is newly formed you many want to use some icebreaking games to help participants get to know each other (see Appendix 1, page 88). These activities can also be done in between steps and activities to develop group cohesion and team skills or simply for some fun!





# Case study: Trealaw



## The group

**Trealaw Where We Live Youth Group**  
Trealaw, Rhondda Cynon Taf. **Ages 8 to 14**

## What they found

During *Where We Live* the group identified three main issues in the community:

- ✓ a lack of activities and opportunities for young people;
- ✓ young people wanted to make their voices heard;
- ✓ a variety of environmental problems around Tonypany station.

## What they did

The group co-ordinated with Rhondda Cynon Taf Community Arts to organise a week of drama and dance workshops. This culminated in a performance at the end of the week in front of family, friends and the local community. The theme of the workshops was local environmental issues, which allowed young people to express their views and concerns.

The group also created a piece of artwork which acted as a backdrop for the performance and has now been erected at Tonypany station. The station itself has been adopted by the local primary school which will result in other improvements being carried out in the future.

## Other resources used

- ✓ Grant from Countryside Council for Wales
- ✓ Support from Arriva Trains
- ✓ Support from Trealaw Communities First

## What they learned

During *Where We Live* the group split naturally into two groups based on previously formed friendships and different age groups. It was important to assess the participants in the group and decide the best way to overcome barriers by, for example, choosing icebreaker games that encouraged participants to meet new people and promoting cross-communication during the activities.





# Step 1

## Making a start



Where We Live  
Our place in the world

Take some time to explain the aims and purpose of *Where We Live* to the group. The fun activities they are about to begin will result in them making a real improvement to their own community.



“We abuse land because we regard it as a commodity belonging to us. When we see land as a community to which we belong, we may begin to use it with love and respect.”

Aldo Leopold  
*Sand County Almanac* (1949)

## What do we think?

In this activity the group begin to discover their collective views about the place where they live.

Give participants a **Place Ticket** and ask them to write down the following:

- what they like most about where they live;
- what they feel spoils where they live  
(these don't have to be physical places or things but could also be aspects of the culture or people, for example local traditions and friends and family);
- a place that is special to them for some reason.

**Don't** put names on the **Place Tickets**.



Fold up the pieces of paper and place them in a hat. The participants then take turns to pick one out of the hat, read it aloud and guess who wrote it. Record the answers underneath the headings *Like*, *Spoils* and *Special* on large pieces of paper during the game.





To introduce a bit of competition the group can divide into two teams. Each team use paper of a different colour for their answers and place them in two different containers. The teams then swap containers and take it in turns to pick a piece of paper out and read it. They then work as a team to guess who wrote it. Each right answer earns a point for their team.



An alternative version of this game is to ask each participant to mime:

- what they like most about where they live;
- what they feel spoils where they live;
- a place that is special to them.

The rest of the group then have to guess what they are miming. If the group know the rules of charades you can use these as guidelines.



Discuss the three lists *Like*, *Spoils* and *Special*. Ask the participants:

- do people share certain likes and dislikes?
- are there aspects of the community that are mentioned more than others?
- which parts of the community are special to people?



Now look in particular at the *Spoils* list. Ask the participants:

- whether each thing is natural or human-made;
- whether the human-made problems are caused by visitors to the area or people who live there.

The point is that many communities have issues which are human-made and directly affected by local people in some way. These are not environmental problems forced on us by natural circumstances over which we have no control. People have the power to take positive decisions to change and improve their own environment.



#### You will need...

**Preparation time:** 15 minutes

**Activity time:** 30 – 45 minutes

**Resources:** Place Tickets (Resource 1), pens or pencils, paper, two containers, large paper, marker pens

**Space:** Indoor, suitable for size of group to move around freely

**Assistance:** Not essential

**Top tip: if participants disguise their handwriting it stops the other team trying to cheat by guessing!**

# Extension: Word games



Where We Live  
Our place in the world

**The aim of this activity is to encourage a personal response to the area and to try and capture the character, atmosphere or spirit of the place.**

This works particularly well if you can take participants to a spot where they can see a large part of the locality – an overlooking viewpoint is ideal, or an open space or even the town centre.



Ask participants to call out words that come to mind in response to what they can see, feel, smell and hear around them. In particular, focus on things that make this area distinctive. The group leader should write down the responses as they are called out to create a 'word bank'.



Ask participants to use the word bank to create simple poems.

For instance:

**A haiku.** These are a type of short Japanese poem using a strict structure of three lines of five, seven and five syllables. They are ideal for capturing a moment or suggesting an atmosphere. Every word counts! These examples were written overlooking the Rhondda Valley in South Wales in autumn.

*Steep valley, forests  
rising from red-bricked buildings  
winding to the sea.*  
(Helen, aged 27)

*Bright-windowed houses,  
under slopes of rusty fern,  
row upon stone row.*  
(Tim, aged 40)

**Acrostics.** Take the name of your community and use the letters to start the first word of each sentence of a poem.

**R**ailway lines  
**H**ouses with window frames  
**O**f orange and blue  
**N**oise of traffic  
**D**usty mountain tops and  
**D**eserted mines  
**A**long the Valley floor  
(Sarah, aged 11)







**Shape poems.** Draw a shape that is meaningful to the local area (e.g. a distinctive building or local symbol). Fill the shape with words from the word bank.



(David, aged 14)

**You will need...**

**Preparation time:** You need to check out the area the group will visit and write a risk assessment

**Activity time:** 30 minutes – 1 hour

**Resources:** Pens or pencils, paper

**Space:** Indoor, suitable for size of group to gather around tables

**Assistance:** More assistance may be required to support the group visit depending on size and age range of group





## Photo bingo

**This activity encourages the group to look more closely at familiar surroundings. It also serves as an introduction to the map-work in Step 2.**

To prepare the activity, arm yourself with a camera – digital if possible – and explore the streets of the area taking photographs of distinctive, but less well-known, features. Try to include features at different heights and from some of the less visited back streets. Some examples might be post-boxes, manhole covers, plaques, odd-shaped windows, a house nameplate, unique chimneys or other architectural features. The main point is that they should all be visible from pavements or other public rights of way and should all be recognisable.



Load the pictures into a computer and arrange them to form one single page with the images on. Eight to ten pictures should be enough. Give each a number or letter and print off using a colour printer. If you don't have access to a digital camera you can use conventional film processing. Images can then either be scanned into a computer or taken for colour photocopying. Your local library or school may be able to help if you don't have your own equipment.



The activity can be done individually or in small groups. It can be carried out within a session or as 'homework', depending on the age and ability of your group. Ideally each participant should have a copy of the photos. Their task is to find all the features and note down the street in which each one is located.

### **You will need...**

**Preparation time:** 1 – 2 hours plus time taken to develop/print photos

**Activity time:** 30 minutes – 1 hour

**Resources:** Digital or conventional camera, scanner, computer, colour printer or photocopier

**Space:** Meeting space only needed

**Assistance:** You may need an adult assistant with each team depending on the age of participants

**Remember:** discuss personal safety issues with the participants if the activity is to be carried out as 'homework'. Check out the Health and Safety section (Appendix 2, page 89).



# Case study: Penrhiwfer



## The group

**Penrhiwfer Eco-Group, Penrhiwfer Infants School**  
Tonyrefail, Rhondda Cynon Taf. **Ages 4 to 50**

## What they found

During Where We Live the group identified three main issues in the community:

- ✓ litter and dog mess;
- ✓ a lack of identity in the village;
- ✓ a need for 'brightening' up the area.

## What they did

The group designed posters to be put up around the village to make people aware of the issue of litter and dog mess. These have been placed in shops and important areas within the community as well as around the school.

The group wrote letters to the local council highlighting the problem of dog mess in their area. The council responded and informed them that several new dog bins would be placed in problem areas throughout the community.

The group have created a piece of artwork to be placed at the start of the village. Not only does this brighten up the village, it helps to distinguish Penrhiwfer from surrounding communities.

## Other resources used

- ✓ Grant from Family Learning Forum of Rhondda Cynon Taf County Borough Council
- ✓ Expertise from Bethesda Art Works

## What they learned

As the project involved finding a site in the village for the piece of artwork, gaining planning permission from the local council was essential. Assessing and estimating the time scale for this process at the planning stage and including it in the overall plan was important as this aspect of the project took the longest time to complete.



# Step **2**

## Looking around us



Where We Live  
Our place in the world

It's time to get out and about in the local area. This step is all about participants using their existing knowledge of their community to help them find out more. The group set out armed with cameras and maps to discover the good, the bad and the special places in their community.



"Never doubt that a small group of thoughtful, committed people can change the world. Indeed, it is the only thing that ever has."

Margaret Mead

## What do we know?

Before you begin the group needs to complete two tasks.

**First task:** find a simple small-scale street map of the area.

You can download a map of your locality from [www.multimap.com](http://www.multimap.com) or [www.election-maps.co.uk](http://www.election-maps.co.uk). Ask in your local library or community centre if you don't have access to the Internet. We recommend the 1:10 000 scale. Alternatively use a published street map.



Involve the group in deciding the limits of the locality they will study by discussing what the term community actually means. Is it the people, the place, the environment, the amenities or a combination of them all? Discuss with the participants how aspects such as boundaries, landmarks, personal routes and local history can affect the shape of a community. Ask them to indicate on the map where they think their community finishes. This could be an official community border or a more informal boundary taking in areas that the participants use or feel strongly about and leaving out those they visit less frequently.







**Second task:** produce a large version of the map.

What you are aiming for is a large picture of the community that will form the focus of discussion. We recommend using A1 (flip chart size) sheets of paper taped together to cover the necessary area depending on the size and shape of your community. To create the map either:

- photocopy or trace the small-scale map onto acetate, project the image onto the paper using an overhead projector and draw in the roads;
- or draw a large map free-hand. Don't worry if it is not completely accurate or to scale. As long as roads and features can be identified the map can be used.



Now write in the names of as many streets as you can. Depending on how confident participants are with maps you might want to help them draw in some well known features at this stage e.g. a school, shop or park.



Next it's over to the participants. Encourage them to draw in other known features such as the local pub, leisure centre or post office. Ask them to mark areas of land on the map e.g. forest, derelict land or other open space. Also ask them to write on the map how different places are important to them e.g. 'this is the pond where I go fishing with my mates', 'this is where my gran used to live', 'this is where we go skateboarding', 'this is where I take the kids to play football on a Sunday'.

What we are trying to answer are the questions: what do we, as a group, already know about our community? What connections do we have with different places in the locality?

The end result is a full picture of the community, alive with a combination of real information and personal views.



**You will need...**

**Preparation time:** 30 minutes

**Activity time:** 30 minutes – 1 hour

**Resources:** Pens or pencils, large paper, marker pens

**Space:** Indoor, suitable for size of group

**Assistance:** Not essential

# Hotspots and grotspots



Where We Live  
Our place in the world

Using the large map, divide the locality into a number of smaller, manageable areas. Divide the group into teams (you may require an adult helper with each team) and assign an area to each team.



Provide a clipboard, pencil, a copy of the street-map for each team (you're allowed to print 10 copies of the map from [www.multimap.com](http://www.multimap.com)) and one or more cameras. To ensure that a roughly even number of photographs in each category are taken give each team an appropriate number of **Photo Tickets** according to group and film size. Now read them their mission.



**Your mission is to 'get to grips' with where you live and discover the good, the bad and the ugly! Take your street-maps and mark on what you find. Use your camera to take photographs of what you see in the following categories:**

- things that you like (*Hotspots*);
- things that spoil the area (*Grotspots*);
- things that are important to the community (*Keypots*);
- places that are special to you (*Heartspots*).



## You will need...

**Preparation time:** 15 minutes

**Activity time:** 1 – 2 hours

**Resources:** Pens or pencils, over-head projector, clipboards, Photo Tickets (Resource 2), cameras (digital, Polaroid, single-use or 'point and shoot' cameras are fine)

**Space:** Indoor, suitable for size of group

**Assistance:** You may need an adult assistant with each team depending on the age of participants

**Whilst planning this session, don't forget to consult the Health and Safety section of the pack (Appendix 2, page 89). You may need each team to be accompanied by an adult.**



# Sharing our findings

When each team has completed their mission, ask them to transfer the information from their individual maps onto the base map by placing the *hotspot*, *grotspot*, *keyspot* and *heartspot* cards in the location where they discovered them during their walk.



Gather the participants around the map. Ask questions to prompt discussion about what they have discovered.

- Which areas have a lot of *grotspots*? What are the reasons for this?
- Do some areas have *hotspots* and *grotspots*? Why is this so?
- Where are the *keyspots* in the community? Why are they important to the community?
- Have any of the group identified the same *heartspots*? What makes these places special?



Process the photographs and use them to create an exhibition, or place them on the base map to illustrate different areas in the community.



## You will need...

**Preparation time:** 15 minutes

**Activity time:** Half an hour

**Resources:** Map Markers (Resource 3)

**Space:** Suitable for size of group to gather around large map

**Assistance:** Not essential



# Extension: Modelling our community



**Where We Live**  
Our place in the world

Making a model of the community can be a great way to engage and connect participants with their locality. Models can also be a great talking point as people identify landmarks and discuss views and opinions. Using pieces of flat polystyrene as a base, draw an outline of the streets in your community with a marker pen. This can be done as earlier by photocopying or tracing a small-scale map onto acetate, then projecting the image using an overhead projector onto paper and drawing in the roads. Alternatively, you can draw in the roads free-hand.



Add landmarks and buildings and paint the map making sure all the features are still visible. Trees can be made using crumpled tissue paper, painted pieces of sponge or cut-out pieces of card glued to cocktail sticks. Buildings can be cut from sponge or wood and then painted. They can also be made by folding paper or card into house shapes.



Put your model on display or use it to place your *hotspots*, *grotspots*, *keyspots* and *heartspots* from the large map.



## You will need...

**Preparation time:** 1 – 2 hours

**Activity time:** 2 – 4 hours

**Resources:** Coloured pens or pencils, paper, tissue paper, sponges, paints, paintbrushes, over-head projector

**Space:** Suitable for group to carry out various creative activities

**Assistance:** One or more additional assistants may be useful to guide the participants





# Case study: Miskin

## The group

### **Miskin Where We Live Group**

Miskin, Rhondda Cynon Taf. **Ages 14 to 65**

## What they found

During *Where We Live* the group identified two main issues in the community:

- ✓ risk of open spaces and old buildings being sold to developers;
- ✓ lack of active participation in local community.

## What they did

The group worked on a project set up by the Digital Media Co-ordinator from Cultural Services, Rhondda Cynon Taf County Borough Council. Working with film professionals they produced a short film about the issues of regeneration, working together and hope. This was shown to other members of the community in the local workman's club.

They also planted native trees on a piece of land at risk of fly tipping and deliberate mountain fires. Other children and adults from the community were involved, which raised awareness of the value of open spaces.



## Other resources used

- ✓ Grant from Countryside Council for Wales
- ✓ European funding: Learning for Prosperity
- ✓ Expertise from Tantrwm Media Company
- ✓ Trees from British Trust for Conservation Volunteers
- ✓ Support from Miskin Communities Fund

## What they learned

As the tree-planting project was an ambitious one and needed to be completed in a short amount of time, the commitment of participants was vital. Identifying and recognising this need was important so that attention could be given to retaining participants and recruiting volunteers.

It was very important to seek advice from experts such as the council's Parks and Countryside Service. The group discovered that the grassland where the tree planting was to originally occur was a very important habitat for wildlife and consequently found an alternative area which would benefit from tree planting.

# Step 3

## Exploring our place



Where We Live  
Our place in the world

Take a closer look at the local community by investigating specific areas and finding out other people's views. The group will gain a clearer picture of the present condition of their locality which will enable them to identify which issues are most important.



**“Old minds think:  
How do we stop  
these bad things  
from happening?  
New minds think:  
How do we make  
things the way we  
want them to be?”**

Daniel Quinn  
*Beyond Civilisation*

## What's our perfect place?

Ask the group to consider their observations and feelings about their local area. What problems have they identified so far? What areas or aspects of the community are in need of improvement?



Now, ask the group to visualise these problems and issues being resolved. What does the community look like now? How are people behaving? How do they feel about their community now?

The group can either:

- express their 'vision' collectively by recording words and phrases on a large piece of paper to create a picture of their perfect community
- or
- express their 'vision' by creating a piece of artwork individually or in groups. This artwork can be abstract or literal as long as it represents their perfect community.

### You will need...

**Preparation time:** None needed

**Activity time:** 30 minutes – 1 hour

**Resources:** Pens or pencils, coloured pens or pencils, paper

**Space:** Suitable for size of group to gather around tables

**Assistance:** Not essential



# Get the picture



Taking time to look at your community in more detail will enable the group to determine the areas in need of improvement. Each survey targets a different area of the community and uses fun ways to record how each area is used, what features are found there and what improvements could be made.

Divide the group into teams and give each team one or more **Survey Sheets**. Participants visit the appropriate areas and write their answers on the **Survey Sheets** or use separate pieces of paper when necessary.



Each team reports their findings back to the rest of the group either informally or as a formal presentation. The findings can also be recorded as a written report if desired.



## You will need...

**Preparation time:** 15 – 30 minutes

**Activity time:** 1 – 2 hours

**Resources:** Pens or pencils, clipboards, Survey Sheets (Resources 4 – 11)

**Space:** Suitable for size of group

**Assistance:** You may need an adult assistant with each team depending on the age of participants

**Top Tip:** remember, the more surveys you do the more complete your investigation will be!

Check out the Health and Safety section (Appendix 2, page 89) before you begin this activity. You may need each team to be accompanied by an adult and precautions need to be taken when visiting areas in your community.

# Get the story



**Where We Live**  
Our place in the world

Participants can discover new things about their community and learn to respect other opinions and views by interviewing local people. Use the **Interview Sheets** or ask the participants to make up their own. Questions could range from memories of life in the community to local environmental problems. Local people could be interviewed on the main street and in shops or be invited to the venue.

You could make the activity into a social event by organising a coffee morning and inviting members of the local community. This gives the opportunity for people of different generations and backgrounds to talk, share opinions and connect through a common interest.



## You will need...

**Preparation time:** 15 – 30 minutes

**Activity time:** 1 – 2 hours

**Resources:** Pens or pencils, clipboards, Interview Sheets (Resources 12 and 13)

**Space:** Suitable for size of group

**Assistance:** If the group are going out into the community you may need an assistant with each team depending on the age of participants

**Top Tip:** photographs and objects from the local area can help stimulate discussion between people.

**Remember:** if participants want to interview people in the community make sure you check out the Health and Safety section (Appendix 2, page 89). They may need to be accompanied by an adult.





# Extension: Filming our community

Creating a film about your community can be a great opportunity for the participants to learn new skills and to explore their locality further. Participants have the freedom to design a unique and personal portrayal of their community in a style emerging from the character of the locality. The film could include:

- interviews with local people;
- dramatisation conveying local issues;
- documentary about a specific area or issue.



Below are a series of steps to help you create a film.

**Theme** Discuss some of the issues the group have identified during *Where We Live*. Narrow down the most important issues to be included during the film.

**Type of film** Watch sections of different kinds of film with the group, e.g. drama, documentary, and interviews. Decide the type of film you will make and how long it will be.

**Script** Discuss the overall outline of the film. Write a detailed plan of the film along with any dialogue or interview questions.

**Content** Divide the group into teams, each working on a particular sequence of shots. Draw these in sequential boxes like a cartoon strip. Discuss the different types of shot, for example, close ups, long shots, etc.



**Extras** List any props, costumes, sounds or other resources needed. Decide on the locations, people and transport needed. Designate responsibility for each of these and allocate any other jobs that need to be done.

**Filming** Each team film their own sequence of shots. This limits the amount of people near the camera at any one time and prevents crowding! Other teams can continue to prepare their own sequence and also provide support for the team who are filming.

**Editing** Everyone can have a go at editing the film and learning the processes involved. It may, however, be advisable to entrust most of the later editing work to a couple of participants only.



**You will need...**

**Preparation time:** Half a day +

**Activity time:** 1 day +

**Resources:** Pens or pencils, clipboards, digital video camera, headphones, editing equipment (e.g. computer with basic film – editing software), blank DVDs/videos, examples of types of film, any props, costumes or other resources required

**Space:** Suitable for size of group to work in teams

**Assistance:** If the group are going out into the community you may need an assistant with each team. You may also need someone with experience in filming and editing to support the activity

**Top tip:** encourage the group to take ownership of the film. Give them the power to make decisions and control the direction of the film whilst providing guidance and support.

## Getting focused

Gather the group together to discuss the findings. Write on a large piece of paper any issues or problems that have emerged from the surveys. Discuss why the group think these problems have occurred, who is involved in creating them and who is harmed by their consequences. Keep the results of this activity, they will be needed later!

**You will need...**

**Preparation time:** 15 minutes

**Activity time:** 30 minutes

**Resources:** White/black board/flip chart/large piece of paper

**Space:** Suitable for size of group to gather together

**Assistance:** Not essential



# Case study: Ysgol Yr Eos



## The group

### Ysgol Yr Eos

Penygraig, Rhondda Cynon Taf. **Ages 10 to 11**

## What they found

During *Where We Live* the group identified two main issues in the community:

- ✓ graffiti;
- ✓ litter.

## What they did

The group contacted the Environmental Services of Rhondda Cynon Taf County Borough Council to discuss the issues they were concerned about. They decided to carry out graffiti clean up around the school wall. This involved the children learning about the problems and costs of graffiti removal and having a go at it themselves!

The group then took part in a project to create a colourful mural on the school wall. They worked together with an artist to create the design and transfer it onto the wall.

## Other resources used

- ✓ Grant from Countryside Council for Wales
- ✓ Expertise from Cruel Vapours Art Company
- ✓ Support from the Ark Youth and Community Project

## What they learned

The group valued working closely with older members of the community during the first part of *Where We Live*. They felt this gave them a good background and history of their community and enabled them to put into context the environmental issues facing their community today. They also gained a better understanding of current issues by listening to other people's views and opinions.



# Step 4

## Thinking more deeply

Get to grips with the problems in your area by looking at how they are caused and the impact they have on both the local and global environment. Participants will have a better understanding of environmental issues and the part they play in them.



Where We Live  
Our place in the world

"Nobody made a greater mistake than he who did nothing because he could do only a little."

Sir Edmund Burke

## Truth or fiction?

Encourage the participants to get their thinking caps on and begin exploring their own understanding of environmental issues. The **True and False Cards** are placed at each end of a room or can be held by assistants. The questions are read out one by one allowing the participants time to move to either the true sign or the false sign, or perhaps hover somewhere in the middle if they are unsure of their answer! Differences of opinion can be discussed after each question.

After the activity, gather the participants for a chat. Ask them to raise their hands if they answer 'yes' to a question.

- Who in the group has ever dropped a piece of litter?
- Who uses a car to travel at least once every day?
- Who regularly takes plastic shopping bags from the supermarket to carry their shopping home?

Emphasise that one person's actions can seem insignificant but when added to the actions of many people they can begin to create significant consequences.

There can be many causes and consequences of environmental issues at local and global levels. It is important to understand as much as we can in order to change our own lifestyles and help improve these issues.



### You will need...

**Preparation time:** 15 minutes

**Activity time:** 30 minutes

**Resources:** True and False Cards (Resource 14), Question Sheet (Resource 15)

**Space:** Suitable for group to move around freely

**Assistance:** Not essential





# The globe game

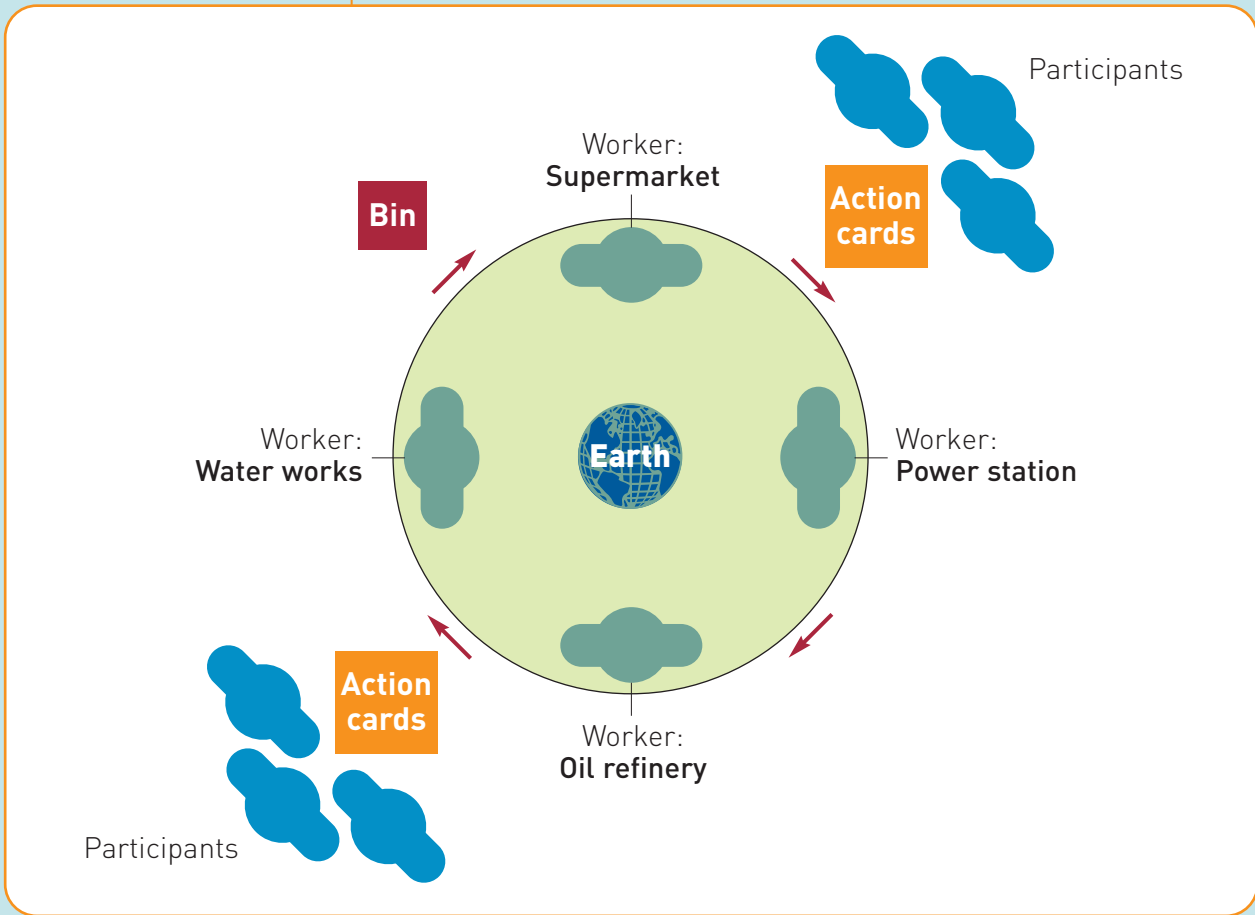
This game is a great active way to help participants understand how their everyday actions can affect environmental issues on a global level.

Begin by asking the participants to name some current environmental issues that affect the whole world. These could include waste disposal, pollution, deforestation, habitat destruction, climate change and species extinction. Now ask the participants if they think they contribute to these problems. Tell them that they are going to take part in an activity that may help them answer this question.

You may want to discuss the term 'raw material' and also explain the processes involved in the game.

- **Oil** needs to be processed in an **oil refinery** so we can use it and make things like petrol.
- **Water** needs to be cleaned in the **water works** so we can use it to drink and wash.
- **Coal** needs to be burned in a **power station** to make electricity that we use every day.
- **Food** needs to be farmed and sent to the **supermarket** so we can buy things to eat.

Explain to the group that the production, processing or use of all these materials creates pollution or waste at some point. All of this has to go somewhere and where else can that be but the earth?





Draw a map of the world on a circular piece of paper. It doesn't need to be accurate, just make it colourful and large (at least two feet in diameter). Place four containers holding each of the **Resource Cards** (oil, water, food and coal) around the earth.



Choose four participants to be **workers**. Give them two containers each, then ask them to stand 3-5 paces away from the earth. Each worker should have a badge showing what they represent (oil refinery, water works, power station, supermarket). Give each worker an equal number of Pollution Cards appropriate to the group size (see below). The worker representing the supermarket will need a third container for **Waste Cards**.



Mark a circle with chalk or tape around the earth and the workers.



Shuffle the **Action Cards**. Ask two assistants to stand outside the circle and hand out **Action Cards** to the rest of the group, who should line up by the assistants.



Place a bin outside the circle for throwing in used **Resource Cards**.



When the game begins, the first participant takes an **Action Card** from an assistant. This tells them their action and which raw material is needed. They should go to the place that provides that raw material, i.e. the oil refinery, water works, power station or supermarket.



The participant gives the **Action Card** to the worker who puts it into their empty container. Then the worker goes to the earth and picks up the appropriate **Raw Material Card**, which is given to the participant along with a **Pollution Card**.





Now it's the participant's turn to go to the earth, dump their **Pollution Card** onto the earth and go back around the outside of the circle throwing their 'used' raw material in the bin. They should go to the back of the queue and wait their turn to receive another **Action Card**. Make sure everyone goes the same way around the circle!



In the case of the supermarket, the worker gives the participant both a **Pollution Card** and a **Waste Card** to represent the packaging needed to wrap our food. These are also dumped onto the earth with the **Pollution Cards**.



After the game has finished, gather the group around the now polluted and littered earth. Provoke discussion by asking the following questions.

- How has the earth changed during the game?
- What processes produced the pollution?
- Why did these processes need to take place?
- What happened to the raw materials from the earth?

Use the Globe Game Worksheet to help participants understand the messages from the game.

**You will need...** (for a group of 25 people)

**Preparation time:** 2 hours

**Activity time:** 1 – 2 hours

**Resources:** Large piece of paper  
Coloured pens  
144 Action Cards – 36 of each type (Resources 16 a-d)  
120 Resource Cards (Resource 17) – 30 of each type  
Containers  
120 Pollution Cards (Resource 18)  
30 Waste Cards (Resource 18)  
4 badges (Resource 19)  
Globe Game review (Resource 20)

**Space:** Large space which allows group to move around freely (indoor or outdoor)

**Assistance:** One or more additional assistants useful

For smaller or larger groups adjust these numbers as appropriate.  
Make sure there are always fewer Resource Cards than Action Cards.

# Extension: Getting global



**Where We Live**  
Our place in the world

This is an opportunity to investigate global environmental issues further. Ask the group to choose a global issue raised during *Where We Live* or from this list. • Deforestation • Sustainable transport • Genetically Modified Food • Pollution • Biodiversity • Population • Energy sources • Global Warming • Animal and Nature Conservation • Waste Disposal.

The group divide into small teams each choosing a different global issue. Give the participants access to as many sources of information as possible. Environmental and conservation organisations may also be willing to provide information and may be able to visit the group.

Ask the group to use the following headings to structure their research. • What's the problem? • What are the causes? • Who is involved? • What are the solutions? • What can we do?



## You will need...

- Preparation time:** Dependent on research materials needed to be prepared
- Activity time:** 1 – 2 hours
- Resources:** Computers/books/educational material, pens or pencils, paper
- Space:** Indoor, suitable for size of group
- Assistance:** One or more assistants may be useful

# Making the links

Now the group understand the links between local and global environmental issues, ask them to apply this knowledge to their own community. Complete the **Making the links** worksheet as a group or in teams to identify the causes and consequences of local issues and create innovative actions to help improve them. Use the issues identified in the **Getting focused** activity (page 29) for the first column of the table.



## You will need...

- Preparation time:** 15 minutes
- Activity time:** 30 minutes
- Resources:** Making the links worksheet (Resource 21), pens or pencils
- Space:** Suitable for size of group to gather around tables
- Assistance:** Not essential





# Case study: Cwm Clydach



## The group

**Year 5/6 Cwm Clydach Juniors**

Clydach Vale, Rhondda Cynon Taf. **Ages 10 to 11**

## What they found

During *Where We Live* the group focused on one main issue in the community:

- ✓ a lack of fun and educational activities for young people in the local environment.

## What they did

The group have adopted a local allotment and are working on clearing the land and planting the area. The allotment is an opportunity for different age groups to learn about growing food, working with others and enjoying the outdoors.

They have also built a large, detailed model of their community and the surrounding area. The model provided the opportunity for participants to get to know their locality in more detail and understand the physical and human geography. It is hoped that the model will give local people a sense of place and become a tool for planning and consultation meetings.

## Other resources used

- ✓ Grant from Countryside Council for Wales
- ✓ Tools and Art Materials from local shops
- ✓ Support from Cwm Clydach Communities First

## What they learned

The group found it very helpful to work with other groups in the community, including an eco-club from the local secondary school, and also members of organisations and bodies such as Keep Wales Tidy and the Environmental Services department of the local council. This not only provided them with more understanding of the issues in their environment but also created contacts which could be useful in the future.



# Step 5

## Making a change



Where We Live  
Our place in the world

The group have now thoroughly explored their community, identified problems, investigated human impacts on both a local and global scale and created possible actions to help improve them. Now it's time to get active! Participants will develop their communication and co-operation skills by choosing an action to be taken and carrying it out.

**"You must be the change you wish to see in the world."**

Mahatma Gandhi

## Which action?

Before choosing the action to be taken it is important to consider the practicalities and possible outcomes of each idea. This will help the group decide which action to carry out. Use the **Which Action?** worksheet (from the Global Citizenship education pack *Get Global!*) to list the ideas and answer important questions as a group or in teams.

### You will need...

**Preparation time:** 15 minutes

**Activity time:** 30 minutes

**Resources:** Which action? worksheet (Resource 22)

**Space:** Suitable for size of group to gather around tables

**Assistance:** Not essential



## Extension: Finding inspiration



It is very worthwhile to take groups to visit a community or school project, event or campaign. This can help inspire and motivate people and also provide an opportunity to ask others about the practicalities, limitations and obstacles involved in taking action. It's also a good opportunity to take a break, meet some people and have fun! See the Further information section of the Appendix (page 93) to find organisations that can put you in touch with active people in your area.

### You will need...

- Preparation time:** You will need to check out the place the group will visit and write a risk assessment
- Activity time:** 1+ hour
- Resources:** Pens or pencils, paper, camera
- Space:** Not applicable
- Assistance:** One or more assistants may be needed depending on size and age range of group



## Decision time

It's now time for the group to decide which action they will carry out. Take a large piece of paper and write down all the possible actions in a list on the left-hand side of the page. Stick it on a wall and give each participant a marker pen. Ask them to mark a dot next to the three actions they think will be the most effective at improving the issues in their community. The one with the most dots is the action that will be taken by the group.

### You will need...

- Preparation time:** 15 minutes
- Activity time:** 15 minutes
- Resources:** Large piece of paper, marker pens
- Space:** Indoor, suitable for size of group to gather
- Assistance:** Not essential

# Planning your action



Where We Live  
Our place in the world

It's important to plan fully the action that will be taken by the group. This helps ensure that the campaign, event or project runs as smoothly as possible, that all tasks required are carried out and that everyone understands their role.

One way is to borrow a little technique from professional project managers. For those of you who like to know these things it's called Critical Path Analysis. Don't worry about the name, it's much simpler than it sounds! This is how it works...

Write a list of all the key tasks needed to complete the action- don't worry about the order at this point.



Decide and write down how long you think each task will take.



Write each task, and the time on a slip of paper – Post-it® notes are great for this!



Now pick the tasks which could be started immediately – these don't depend on something else being done first. Put them to the left of a large sheet of paper.



Now pick the final task and put this at the right of the paper.



Arrange the remaining tasks in a sequence from the start task to the final task. If they don't seem to fit in, put them to one side for now. You should end up with a chain of tasks, each one dependent on the one before it being completed.



Now, look at the tasks that were put to one side and work out how these relate to the main chain. These should be tasks that could be being done at the same time as things in the main chain. Draw arrows to show how these tasks relate to the main chain.



Assign people to do each task remembering that people can't be doing two things at once!



Proper  
Prior  
Planning  
Prevents  
Poor  
Performance

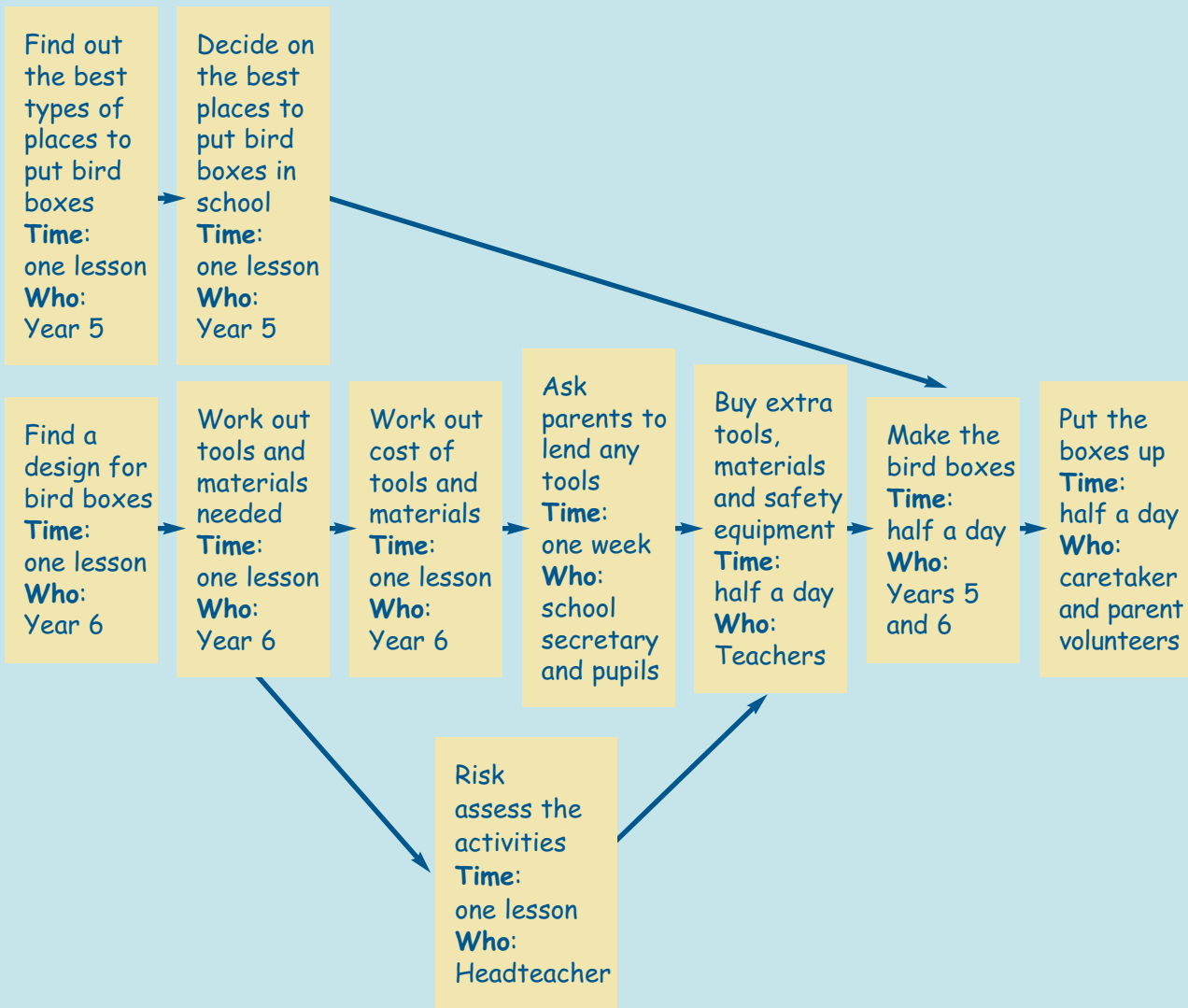




Let's use an example to see how it works. Bradley Primary School Years 5 and 6 wanted to make 10 nest boxes to put up around their school grounds.

### Tasks

Find a design for bird boxes	1 lesson
Work out materials and tools needed for 10 boxes	1 lesson
Work out cost of materials and tools	1 lesson
Ask parents to lend tools	1 week
Buy any extra tools, materials and safety equipment needed	1/2 day
Find out the best types of place to put bird boxes	1 lesson
Risk assess making the nest boxes and putting them up	1/2 day
Identify the best places to put the boxes around school	1 lesson
Make the boxes	1/2 day
Put the boxes up	1/2 day





By adding up the total time to complete the main chain tasks, the school worked out the minimum length of time it would take to carry out the project. In this case, given that there were 4 lessons in a school day, the minimum time necessary was around 10 days. Each class or member of staff was able to see clearly where they fitted into the overall plan.

The activities that are not on the main chain can be done at the same time as the other tasks. For instance, once Year 6 had worked out which tools would be used, the Headmaster was able to write a proper risk assessment. He could have used any time in the following week, as long as it was completed by the time the teachers went to buy materials and safety equipment. They couldn't go until he had worked out what was needed!

Similarly, Year 5 could research the best locations for the nest boxes whenever it was convenient, as long as the work had been completed by the time the caretaker and parents put up the boxes.

#### **You will need...**

**Preparation time:** 15 minutes

**Activity time:** 30 minutes

**Resources:** Post-it® notes/pieces of paper, pens or pencils

**Space:** Indoor, suitable for size of group to gather

**Assistance:** Not essential

Now you're ready to begin your positive action! Below are a few things to bear in mind when carrying out your chosen project. These are issues that have emerged from previous projects although the list is by no means conclusive. The important thing is to seek help if you are at all unsure during any stage of the project.

- Do you need to ask advice? Contact the appropriate professionals in your local council and other organisations.
- Do you need permission from a landowner? Your local council or land registry could help with this.
- Have you consulted the opinion of local people and interested parties?
- Is the project sustainable? Who will maintain the outcomes of the project in the future?
- Do you need planning permission? Contact your local council for advice.
- Would you like to publicise the project? Contact your local newspapers for information.
- Have you covered the health and safety of participants during the project? See the Health and Safety section (Appendix 2, page 89).

Good luck with the project and have fun!



# Case study: Cwmamam



## The group

**Cwmaman Where We Live Group**  
Aberdare, Rhondda Cynon Taf. **Ages 8 to 60**

## What they found

During *Where We Live* the group focused on one main issue in the community:

- ✓ a neglected wildlife garden.

## What they did

The group worked with the children of Glynhafod Primary School to restore the school wildlife garden to benefit both the community and the local wildlife. They appealed to local people to give some of their time to help with the restoration and to donate plants to re-establish the garden.

## Other resources used

- ✓ Grant from Countryside Council for Wales
- ✓ Compost donated by Parks and Countryside Department, Rhondda Cynon Taf County Borough Council
- ✓ Tools and Equipment from British Trust for Conservation Volunteers (BTCV)
- ✓ Plants donated by local people
- ✓ Support from Cwmaman Communities First

## What they learned

The group had difficulty involving other members of the community practically in the project. By broadening the ways of helping, for example by volunteering, donating plants and seeds or providing advice and expertise, more people became involved. Providing opportunities for parents to work on the project together with their children also resulted in an increase in volunteers.



# Step 6

## Looking back



Where We Live  
Our place in the world

After the action has been carried out it is very worthwhile to reflect on what has been learnt and achieved during *Where We Live*. This can help participants understand the learning process they have been through, identify specific changes in their knowledge and attitudes and decide upon changes in their own lives. Evaluation also helps identify the benefits of the action taken, the aspects that could have been improved and any possible future actions.

"Trees are contagious; as soon as one neighbourhood or street is planted, citizen pressure builds up for action from the next street."

William H. Whyte  
*The Last Landscape, 1968*



## How have we done?

Use the **How have we done?** worksheet to discuss how *Where We Live* has affected the participants, the local environment and the community. Colour-code each of the categories e.g. red for *Working Together* and blue for *Making a Difference*. Cut out large balloon shapes of each colour. Ask the participants to write their response to each question on the appropriate balloon.

Use the following questions to encourage discussion.

- Was the action successful? Why?
- What effect has it had on the local community?
- What effect has it had on the participants?
- Did the group have enough resources?
- Would it have been better to choose a different action? Why?

### You will need...

**Preparation time:** 15 minutes

**Activity time:** 30 minutes

**Resources:** How have we done? worksheet (Resource 23), pens or pencils, coloured pencils, paper

**Space:** Indoor, suitable for size of group to gather around tables

**Assistance:** Not essential





## Extension: Celebration!

Why not celebrate the outcomes of the *Where We Live* project by holding an open day event? This is a great chance for the participants to realise what they have achieved and to tell others about their experiences. It could also be an opportunity to thank the people who have helped and to show the results of the project to sponsors. The open day could even coincide with the completion of the practical action chosen by the group. You might want to involve the group in planning and organising the event, as well as attending on the day itself.

Below are some guidelines to help in planning the open day.

**Choose a venue** How accessible is it for local people, participants and people travelling from further afield? Is there a car park? Is it close to public transport links? Is it large enough for the expected number of people? Is it suitable for the public? What are the results of the risk assessment?

**Choose a time** What time is suitable for the participants and other key people? What is the best time to attract members of the public?

**Publicity** Can we put an article in the local newspaper? Can we make posters and put them in local shops? Can we create flyers to give out to members of the public? Can we rely on word-of-mouth publicity?

**Prepare materials** What do we want people to see? Do we need to create displays of work? Can we show any videos or DVDs using a projector? Do we need to print/process photographs?

**Extra** Can we organise for some refreshments to be available? Could we encourage people to come by arranging fun activities during the day? Do we want to invite other organisations to provide displays or activities?

### You will need...

**Preparation time:** 2+ hours depending on the content of the event

**Activity time:** 2+ hours depending on the content of the event

**Resources:** Any material produced during *Where We Live*

**Space:** Indoor or outdoor, suitable for expected number of guests

**Assistance:** The more the merrier!

# Reflect



**Where We Live**  
Our place in the world

**Evaluation Sheets** for participants and leaders can be a useful way to assess the outcomes of *Where We Live* in a way that can be recorded and presented to interested parties. This is especially important if you need evidence to present to funding bodies or sponsors.

## You will need...

**Preparation time:** 15 minutes

**Activity time:** 15 minutes

**Resources:** Evaluation Sheets (Resources 24, 25 and 26), pens or pencils

**Space:** Indoor, suitable for size of group

**Assistance:** Not essential

## Keep up the good work!

During *Where We Live* the group will have learnt new things about their community and environment, gained new skills, participated in positive action and had lots of fun. However, this could just be the start! Encourage the participants to become a positive force in their community, develop their skills and knowledge and initiate further action. Three factors that will help continue the good work are listed below.

**Action Plan** Keep hold of and develop the action plan created during the activity **Which action** (page 37). This will provide a focus and agenda for further action.

**Committee** Form a *Where We Live* Committee or Group and plan regular meetings. This creates a structure and framework for further action.

**Support** A committed person, either from an organisation or from the group, acting as co-ordinator provides support for the group and helps keep momentum.

As the group continue, they may find it useful to carry out parts of *Where We Live* again or adapt it for a specific issue. Issues change and communities develop so continuing to investigate and evaluate is essential to get a current and complete picture.

A positive and creative outlook is the most important tool needed for positive change. Difficulties and setbacks are often encountered but the results gained are crucial for the well-being and continuation of our communities and our environment.





# Place Tickets

## Resource 1

<p>What I like most about where I live is...</p> <p>What I think spoils where I live is...</p> <p>A place that is special to me is...</p>	<p>What I like most about where I live is...</p> <p>What I think spoils where I live is...</p> <p>A place that is special to me is...</p>	<p>What I like most about where I live is...</p> <p>What I think spoils where I live is...</p> <p>A place that is special to me is...</p>
<p>What I like most about where I live is...</p> <p>What I think spoils where I live is...</p> <p>A place that is special to me is...</p>	<p>What I like most about where I live is...</p> <p>What I think spoils where I live is...</p> <p>A place that is special to me is...</p>	<p>What I like most about where I live is...</p> <p>What I think spoils where I live is...</p> <p>A place that is special to me is...</p>
<p>What I like most about where I live is...</p> <p>What I think spoils where I live is...</p> <p>A place that is special to me is...</p>	<p>What I like most about where I live is...</p> <p>What I think spoils where I live is...</p> <p>A place that is special to me is...</p>	<p>What I like most about where I live is...</p> <p>What I think spoils where I live is...</p> <p>A place that is special to me is...</p>

# Photo Tickets



## Resource 2

























<p><b>Something that is important to people</b></p> <p>Your name:</p> <p>Place taken:</p> <p>Subject:</p>	<p><b>Something that is important to people</b></p> <p>Your name:</p> <p>Place taken:</p> <p>Subject:</p>	<p><b>Something that is important to people</b></p> <p>Your name:</p> <p>Place taken:</p> <p>Subject:</p>
<p><b>Something that you like</b></p> <p>Your name:</p> <p>Place taken:</p> <p>Subject:</p>	<p><b>Something that you like</b></p> <p>Your name:</p> <p>Place taken:</p> <p>Subject:</p>	<p><b>Something that you like</b></p> <p>Your name:</p> <p>Place taken:</p> <p>Subject:</p>
<p><b>Something that spoils the area</b></p> <p>Your name:</p> <p>Place taken:</p> <p>Subject:</p>	<p><b>Something that spoils the area</b></p> <p>Your name:</p> <p>Place taken:</p> <p>Subject:</p>	<p><b>Something that spoils the area</b></p> <p>Your name:</p> <p>Place taken:</p> <p>Subject:</p>
<p><b>Something that is special to you</b></p> <p>Your name:</p> <p>Place taken:</p> <p>Subject:</p>	<p><b>Something that is special to you</b></p> <p>Your name:</p> <p>Place taken:</p> <p>Subject:</p>	<p><b>Something that is special to you</b></p> <p>Your name:</p> <p>Place taken:</p> <p>Subject:</p>





# Map Markers

## Resource 3

 <b>Hotspot</b>	What we found...	 <b>Hotspot</b>	What we found...	 <b>Hotspot</b>	What we found...
 <b>Hotspot</b>	What we found...	 <b>Hotspot</b>	What we found...	 <b>Hotspot</b>	What we found...
 <b>Grotspot</b>	What we found...	 <b>Grotspot</b>	What we found...	 <b>Grotspot</b>	What we found...
 <b>Grotspot</b>	What we found...	 <b>Grotspot</b>	What we found...	 <b>Grotspot</b>	What we found...
 <b>Keyspot</b>	What we found...	 <b>Keyspot</b>	What we found...	 <b>Keyspot</b>	What we found...
 <b>Keyspot</b>	What we found...	 <b>Keyspot</b>	What we found...	 <b>Keyspot</b>	What we found...
 <b>Heartspot</b>	What we found...	 <b>Heartspot</b>	What we found...	 <b>Heartspot</b>	What we found...
 <b>Heartspot</b>	What we found...	 <b>Heartspot</b>	What we found...	 <b>Heartspot</b>	What we found...

# Survey Sheet 1: Get shopping

## Resource 4

### Out and about

**Take a walk around the locality to complete this section. Make sure you include main streets and shopping areas.**

► 1. Discuss what a family of two adults and two children would need to buy every week. Don't forget to include food, toiletries, nappies and household cleaners. Make a shopping list.

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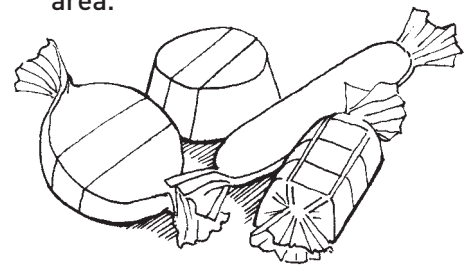
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Being able to get food and essential goods locally saves money and reduces the environmental costs of travelling to shops further away. Let's look at how good the shops are in our local area.



► 2. Visit some local shops and take the shopping list with you. Tick off the items on the list when you see them on sale. If you have time you could also find out how much each item would cost.

► 3. Make a list of the shops you visit and their types below:

Shop Name	Type
<i>e.g. Jones</i>	<i>Bakery</i>



# Have a think

## Resource 4 (continued)

For the next section talk with the rest of your group and ask other local people for help.

► 4. Look at the results of the shopping list survey. How easy would it be for the family to do all their shopping in the community?

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► 5. Where would you go to buy the following items? Complete the table below.

Item	Where	How far it is	How would you get there
Jeans			
Washing machine			
Car			
Shoes			
Chart CD			
Book			
Fresh vegetables			



► 6. How easy would it be for people without a car to travel to buy these items?

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## New opportunities

► 7. Are there any empty shops in your community?

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► 8. Which businesses could use these shops?

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► 9. How could you make shops in the community better?

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# Survey Sheet 2: Our heritage

## Resource 5







Heritage is something that is passed down from generation to generation. Our heritage includes historic buildings, wildlife and the traditions of a community or culture. Let's look at our heritage and its importance to our community.



### Out and about

Take a walk around the locality to complete this section. Make sure you include main streets and shopping areas.

► 1. Record any old or historic buildings by drawing and naming them.

► 2. Are there any other places with a history? Record these places below along with some details. Look for clues like dates, plaques, memorials and information boards.

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► 3. What green spaces are there in the locality? These can include parks, woodland, meadows and lakes. Make a list of at least five green spaces.

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# Have a think

## Resource 5 (continued)

For the next section talk with the rest of your group and other local people. Use books and the Internet to help you answer the questions.

► 4. Are there any local stories or legends? Ask other members of your group and your family and friends. Write about any stories you find.

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► 5. What local traditions do you follow in your community? These can include annual events, fetes, sports contests or even weird and wonderful customs such as touching the foot of a statue for luck. Write about any traditions you find.



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# Survey Sheet 3: Sharing our space

## Resource 6

We share our planet with a wonderful range of plants and animals. Let's see what creatures we share our community with and discover ways in which we can help them survive.

### Out and about

Take a walk around a local park to help you complete this section.

- ▶ 1. Find a high point where you can see the whole park.
  - (a) **Either** draw the view of the park.
  - (b) **Or** make a map of the different areas of the park.

Use a separate sheet for larger maps



- ▶ 2. Choose an area to stop and observe for fifteen minutes. Put a tick next to the name of each creature each time you see or hear them. (You will need to watch and listen carefully!)

<input type="checkbox"/> Bird	<input type="checkbox"/> Fox	<input type="checkbox"/> Mouse	<input type="checkbox"/> Bat	<input type="checkbox"/> Moth	<input type="checkbox"/> Butterfly
<input type="checkbox"/> Frog	<input type="checkbox"/> Ant	<input type="checkbox"/> Spider	<input type="checkbox"/> Worm	<input type="checkbox"/> Squirrel	<input type="checkbox"/> Grasshopper

- ▶ 3. Have you seen anything which spoils the park? Make a list. e.g. broken glass on the football pitch.

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- ▶ 4. What three things could we do to make the park better for wildlife? e.g. plant trees around the pond.

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# Resource 6 (continued)

Take a walk around a green space which has plenty of wildlife. You could choose a wood, a lake, a pond, a nature reserve, a wildflower meadow or the seashore. Take any identification sheets, books and binoculars you have and look at the different creatures and plants you find there.

▶ 5. What do you think makes this area good for wildlife?

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▶ 6. What wildlife can you find here? Draw or name the creatures you find.



## Have a think

For the next section talk with the rest of your group and ask other local people for help.

▶ 7. How many parks do we have in our community? Name them below.

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▶ 8. Are there any wildlife or conservation groups or organisations in the local area? What is each group interested in? Make a list.

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Many people help wildlife by providing homes, food and shelter in their backyards or gardens.

▶ 9. What creatures have you seen using your backyard or garden?

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▶ 10. What could you do to encourage wildlife into your backyard or garden?

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# Survey Sheet 4: Wasteland

## Resource 7

Wasteland can be created when factories close or houses and other buildings are knocked down. Let's have a look at the wasteland in our community and think about what could be done there.

### Out and about

Take a walk around a piece of wasteland to help you complete this section.

- 1. What areas of wasteland do we have in our community? Make a list.

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- 2. Find a high point where you can see the whole area of wasteland. Draw the view you can see.



- 3. Estimate the percentage of the area of wasteland that is covered by the following.

	Percentages (must total 100%)
Trees	
Shrubs	
Grass	
Bare earth	
Buildings	





# Survey Sheet 5: Enjoying our time

## Resource 8

It's important that we can relax and spend our free time well. Let's look at what we have in our community and identify areas that could be improved upon.

### Out and about

**Take a walk around the locality to complete this section. Make sure you include main streets and shopping areas.**

► 1. Look in the windows and notice boards of libraries, shops and community centres. Make a list of the different types of leisure activities happening in the community.

(a) Health and fitness \_\_\_\_\_

(b) Learning opportunities \_\_\_\_\_

(c) Arts and Crafts \_\_\_\_\_

(d) Other \_\_\_\_\_

► 2. What facilities do we have to help us exercise and keep fit? Put a tick in the appropriate box every time you see one of the facilities below.

<input type="checkbox"/> <b>Cycle path</b>	<input type="checkbox"/> <b>Public footpath</b>	<input type="checkbox"/> <b>Football/rugby/hockey pitch</b>
<input type="checkbox"/> <b>Tennis court</b>	<input type="checkbox"/> <b>Allotments</b>	<input type="checkbox"/> <b>Basketball/netball court</b>
<input type="checkbox"/> <b>Leisure Centre</b>	<input type="checkbox"/> <b>Adventure playground</b>	<input type="checkbox"/> <b>Skatepark</b>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

► 3. Holidays! Ask fifteen people in your local community where they last went on holiday and how they got there. Copy and complete the table below on a separate piece of paper.

Destination	Transport





# Resource 8 (continued)

## Have a think

► 4. Ask friends, family and other local people. Look in local newspapers. Make a list of activities or facilities that you have not yet recorded.

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► 5. Can you think of any leisure activities that do not happen in your community?

(a) Make a list of these leisure activities.

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(b) Now tick the ones that it may be possible to have in your community.

► 6. What new leisure facility would you like in your community?

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# Have a think

## Resource 9 (continued)

For the next section talk with the rest of your group and other local people. Use books and the Internet to help you answer the questions.

► 4. Think about your own home. There are many ways that we can help make our environment better. Tick which things **you** do at home.

- Recycle rubbish
- Compost your food waste
- Turn off lights when you leave the room
- Turn the tap off when brushing your teeth
- Have a bird box in the garden
- Take unwanted clothes/items to a charity shop
- Reuse plastic shopping bags
- Turn the TV off when you are not using it
- Collect rain water to water the garden
- Have plants or trees that help wildlife



## New opportunities

► 5. There are new ways of building houses that help reduce the impact we have on our environment, e.g. • using double-glazing in windows to keep the heat in • putting small windmills on the roof to create electricity. Can you find any other ways of building a 'green home'?

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► 6. Now create a 'green home' of your own. Draw a picture of it with labels to show what makes it environmentally friendly. Think about inside and outside your home and the main issues of energy, water, transport and wildlife. Be creative and let your imagination go!

# Survey Sheet 7: Going places

## Resource 10

The choice of transport we use is important and affects people's lives and the environment around us. Let's look at the transport in our area and see if we're making good travel choices.



### Out and about

Stop somewhere safe by a main road in your community.

► 1. (a) How noisy is it?

Noise:       Very loud       Loud       Some noise       Silent

(b) What do you think of the speed of the traffic?

Traffic speed:  Very fast       Fast       Slow       Silent

(c) Write down three words to describe the smell of the air around the road.

---

► 2. Watch who uses the road for 5 minutes. Put a mark in the appropriate box for each vehicle. If the road is very busy, you could count the vehicles on one side of the road only.

	Total	Total x 12 (= per hour)
Car		
Motorcycle		
Bus/coach		
Van/lorry		
Bicycle		
Pedestrian		

► 3. Inspect each car that goes past in five minutes. Try to count the number of people in each car. Record the results on the tally chart below.

People in car	Number of cars (tally)	Total
5		
4		
3		
2		
1		

# Resource 10 (continued)

Visit your local bus or train station.

► 4. Fill in the survey below to discover the 'environmental quality' of the station.

- |            |                            |                            |                             |                            |
|------------|----------------------------|----------------------------|-----------------------------|----------------------------|
| Litter:    | <input type="radio"/> Lots | <input type="radio"/> Some | <input type="radio"/> A bit | <input type="radio"/> Non  |
| Graffiti:  | <input type="radio"/> Lots | <input type="radio"/> Some | <input type="radio"/> A bit | <input type="radio"/> None |
| Vandalism: | <input type="radio"/> Lots | <input type="radio"/> Some | <input type="radio"/> A bit | <input type="radio"/> None |
| Dog mess:  | <input type="radio"/> Lots | <input type="radio"/> Some | <input type="radio"/> A bit | <input type="radio"/> None |

► 5. Does the station have enough facilities for travellers? Tick which facilities you see.

- |   |                                     |                               |
|---|-------------------------------------|-------------------------------|
| <input type="radio"/> Information about train/bus times | <input type="radio"/> Ticket Office | <input type="radio"/> Shop    |
| <input type="radio"/> Information about the local area  | <input type="radio"/> Seating       | <input type="radio"/> Shelter |
| <input type="radio"/> Waiting room                      | <input type="radio"/> Café          | <input type="radio"/> Bin     |

## Have a think

For the next section talk with the rest of your group and other local people. Use books and the Internet to help you answer the questions.

► 6. How do you think the train/bus station could be improved?

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► 7. Think about how you get around during an average week. Put a tick in the appropriate box every time you used that method of transportation.

<input type="checkbox"/>	Car	<input type="checkbox"/>	Motorcycle	<input type="checkbox"/>	Bicycle	<input type="checkbox"/>	My legs!
<input type="checkbox"/>	Bus	<input type="checkbox"/>	Train	<input type="checkbox"/>	Coach	<input type="checkbox"/>	Other

► 8. Which two do you think are most damaging to the environment?

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► 9. Which two do you think are least damaging to the environment?

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► 10. How could you change your travel choices to benefit the environment and your health?

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# Survey Sheet 8: Our needs

## Resource 11

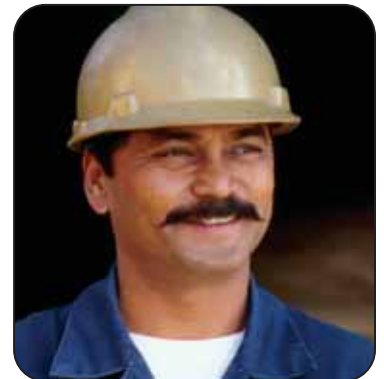
To lead healthy happy lives we need certain 'services' to support us. These are very important as without them difficulties and problems arise. Lets look at the services in our community and discover any areas in need of improvement.

### Out and about

**Take a walk around the locality to complete this section. Make sure you include main streets and shopping areas.**

► 1. Which 'support services' do you have in your community? Each time you see one of the services below place a tick in the appropriate box.

Doctors	
Dentists	
Hospital	
Ambulance station	
Fire station	
Nursery	
Local shop	
Home rubbish collection	
Home recycling collection	
Recycling point	
Other .....	



► 2. What services appear to be missing from your community?

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► 3. How may the absence of these services cause difficulties for local people?

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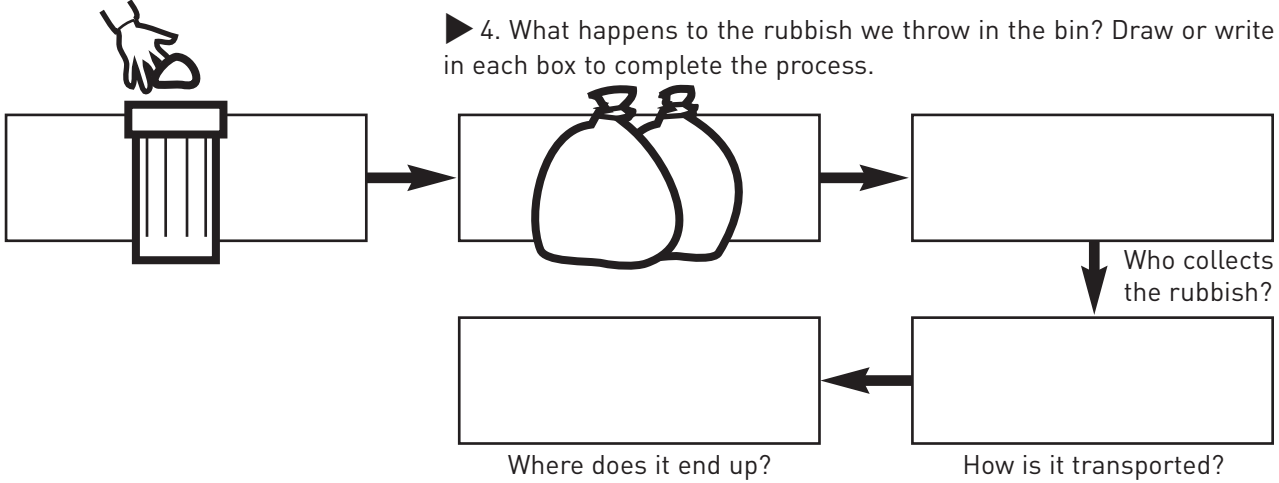
# Have a think

## Resource 11 (continued)

For the next section talk with the rest of your group and other local people and look in books or on the Internet to answer the questions.

### Rubbish!

► 4. What happens to the rubbish we throw in the bin? Draw or write in each box to complete the process.



► 5. What recycling or reusing facilities are there in the area?  
(Think about unwanted goods as well as waste materials.)

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► 6. Apart from recycling and reusing how else can people reduce the amount of waste they throw away?

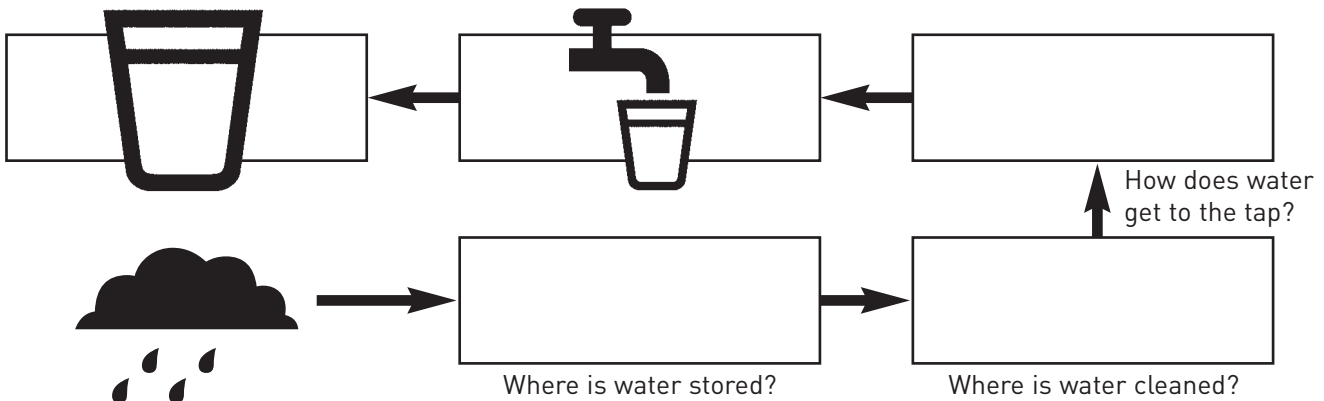
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### Water!

► 7. Where does our water come from? Draw or write in each box to complete the process.



▶ 8. Find out what processes water needs to go through before it is fit to drink?

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▶ 9. List three ways in which people can waste water.

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# Resource 11 (continued)

## Energy!

These are a few ways in which we can generate our electricity.

- Coal and Oil Fired Power Stations
- Nuclear Power Stations
- Wind Turbines
- Tidal Energy
- Hydroelectric
- Solar Panels

▶ 10. Which use the earth's raw materials?

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▶ 11. Which create air pollution?

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▶ 12. Which provide most of our electricity?

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▶ 13. Why is it important that people do not waste electricity?

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▶ 14. List three ways in which people can waste electricity.

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# Interview Sheet: Resource 12 History

1. What was it like growing up here?

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2. Where did you go to get food and other things your family needed?

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3. Where did people go to relax and meet each other?

---

4. Where did people go to have a holiday?

---

5. Describe a journey to school or the local shop? Include all the sights, sounds and smells!

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6. How have people's jobs in the locality changed?

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7. What spoiled the area then?

---

8. What are your favourite memories of life as it used to be?

---

9. What do you miss most?

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10. Got any good stories?

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# Interview Sheet: Environment



## Resource 13

1. What is your favourite place in the locality?

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2. If you could protect and save one place in your community forever what would it be?

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3. Has the environment of our community got better or worse since you have lived here?

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4. What do you think are the local problems or issues?

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5. How have these issues arisen?

---

6. Do these issues affect you? How?

---

7. How do you think they affect other people?

---

8. What do you think people can do to improve the local environment?

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9. What services or facilities would be useful in improving the local environment?

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10. If you had a magic wand what three things would you change about where you live?

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True

False



# Question Sheet:

# Truth and fiction






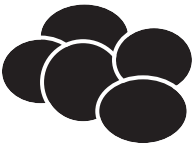
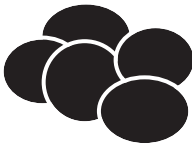
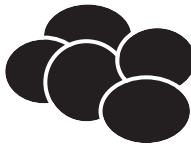






## Resource 15

1. Bored teenagers cause the graffiti and vandalism.
2. Graffiti makes the community look better.
3. Buying food grown locally reduces pollution.
4. It cost over £450 million to clear the UK streets of litter in 2001-2002.
5. It's OK to leave lights on when you're not in the room.
6. Brushing your teeth with the tap running can waste up to 6 litres of water per minute.
7. People who drop litter do not care about their environment.
8. Dumping rubbish on wasteland does not harm wildlife.
9. We spend about £150 million every year cleaning chewing gum off UK streets.
10. People in the UK use 8 billion plastic carrier bags every year.
11. You don't need to pick up your dog's mess if it is on the grass.
12. Travelling by bus or train to the shops instead of by car helps reduce air pollution.
13. Using our gardens and parks to provide homes and food for wildlife can help save threatened species.
14. Reusing and recycling materials like paper can save space in our landfill sites.




# The globe game:

## Resource 16a Action Cards

 <b>Coal</b> Switch the light on	 <b>Coal</b> Use the hairdryer	 <b>Coal</b> Surf the internet
 <b>Coal</b> Boil a kettle	 <b>Coal</b> Watch the television	 <b>Coal</b> Switch the electric heater on
 <b>Coal</b> Listen to the radio	 <b>Coal</b> Play a computer game	 <b>Coal</b> Use the microwave
 <b>Coal</b> Charge a mobile phone	 <b>Coal</b> Keep a drink cold in the fridge	 <b>Coal</b> Use the lawnmower




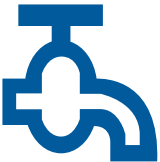








# Action Cards

## Resource 16b

 <p><b>Oil</b></p> <p>Drive to the shop</p>	 <p><b>Oil</b></p> <p>Fly to Spain</p>	 <p><b>Oil</b></p> <p>Catch a bus to town</p>
 <p><b>Oil</b></p> <p>Take a train to visit a friend</p>	 <p><b>Oil</b></p> <p>Visit the countryside by car</p>	 <p><b>Oil</b></p> <p>Drive to the seaside</p>
 <p><b>Oil</b></p> <p>Take a motorbike ride</p>	 <p><b>Oil</b></p> <p>Fly to Australia</p>	 <p><b>Oil</b></p> <p>Take a train to town</p>
 <p><b>Oil</b></p> <p>Go to London by coach</p>	 <p><b>Oil</b></p> <p>Catch a bus to the park</p>	 <p><b>Oil</b></p> <p>Go to France by coach</p>















## Resource 16c

 <b>Water</b> Wash your hands	 <b>Water</b> Pour a glass of water	 <b>Water</b> Wash your clothes
 <b>Water</b> Go to the toilet	 <b>Water</b> Water the garden with a hosepipe	 <b>Water</b> Wash the car
 <b>Water</b> Have a bath	 <b>Water</b> Have a shower	 <b>Water</b> Brush your teeth
 <b>Water</b> Boil potatoes	 <b>Water</b> Fill the kettle	 <b>Water</b> Put ice cubes in a drink

# Action Cards

## Resource 16d





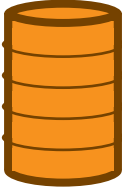
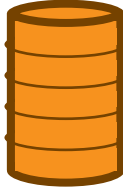






 <b>Food</b> Butter a slice of bread	 <b>Food</b> Open a tin of dog food	 <b>Food</b> Chop some carrots
 <b>Food</b> Eat an apple	 <b>Food</b> Drink a glass of orange juice	 <b>Food</b> Grate some cheese
 <b>Food</b> Eat a chocolate bar	 <b>Food</b> Make a salad	 <b>Food</b> Enjoy a bowl of ice-cream
 <b>Food</b> Eat a banana	 <b>Food</b> Make a milkshake	 <b>Food</b> Peel some potatoes

















# The globe game:

## Resource 17 Resource Cards

 Coal	 Coal	 Coal
 Oil	 Oil	 Oil
 Water	 Water	 Water
 Food	 Food	 Food

# The globe game:

## Pollution and Waste Cards

 <b>Pollution</b>	 <b>Pollution</b>	 <b>Pollution</b>
 <b>Pollution</b>	 <b>Pollution</b>	 <b>Pollution</b>
 <b>Pollution</b>	 <b>Pollution</b>	 <b>Pollution</b>
 <b>Waste</b>	 <b>Waste</b>	 <b>Waste</b>



# The globe game:

## Resource 19 Badges



**Oil Refinery**



**Power Station**



**Supermarket**



**Waterworks**

# The globe game: Review



## Resource 20

1. Draw what the world looked like...

...at the start




...at the end

2. What is a raw material?

---

---

3. Name two everyday actions that use the raw materials below.

 <b>Coal</b>		
 <b>Oil</b>		
 <b>Water</b>		
 <b>Food</b>		



# Resource 20 (continued)

4. Why are some of the earth's raw materials running out?

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5. We use the earth's raw materials to make other things e.g. we burn coal to make electricity. What damage can happen to the earth when we do this?

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6. How do you think this can be harmful to:

a) people? \_\_\_\_\_

---

b) wildlife? \_\_\_\_\_

---

7. We can choose to use less of the earth's raw materials and create less pollution. Name three things that you could do differently at home to reduce how much you use.

1) \_\_\_\_\_

2) \_\_\_\_\_

3) \_\_\_\_\_

8. Name three things that people could do differently in your community to reduce how much they use.

1) \_\_\_\_\_

2) \_\_\_\_\_

3) \_\_\_\_\_



# Making the links



## Resource 21

How could we improve this issue?				
What wider local and global issues are related to this?				
How does this issue affect the local community?				
Why do we have this issue?				
<b>Local issue</b>				

# Which action?

## Resource 22

Your question...					
What resources will we need?					
What might make it difficult for us?					
Who can help us?					
How long will it take?					
How will this action help?					
Action					

# How have we done?



Where We Live  
Our place in the world

## Resource 23

### Working together

Did you enjoy working with other people? Why?

How did you make decisions and create ideas as a group?

Why does working together create better ideas?

### Making a difference

Have you made a difference to your community? How?

Who has benefited or will benefit from *Where We Live*?

Do you think your actions can help improve your local community?

### Changing me

What did you enjoy the most during *Where We Live*?

What new things did you learn?

Has *Where We Live* changed the way you think or act?  
How?

### Important issues

Are you more aware of local issues in your community?

Have you thought about how issues in your community are connected to global issues?

Do you think what we do affects global issues?  
How?

### Next time

What could you have done better?

What were the hardest parts?

What would you have done differently?



# Evaluation Sheet: Resource 24 Adult participants

Male  Female Age: \_\_\_\_\_ Date: \_\_\_\_\_

1. What did you think of *Where We Live*?

Excellent  Good  Satisfactory  Mediocre  Poor

Any Comments? \_\_\_\_\_

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2. Which parts of *Where We Live* did you most enjoy?

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3. What things did you learn about your community?

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---

4. What did you learn about the connection between local and global issues?

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## Resource 24 (continued)

**5.** What new skills did you gain during *Where We Live*?

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**6.** Do you feel a sense of responsibility for your local environment? Describe your feelings below.

---

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---

**7.** Would you get involved with other projects that improve the local environment?

---

---

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**8.** Describe three things that you will most remember from *Where We Live*.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_





# Evaluation Sheet: Resource 25 Young participants

Male  Female Age: \_\_\_\_\_ Date: \_\_\_\_\_

School: \_\_\_\_\_

1. What did you think of *Where We Live: Our Place in the World*?

Brilliant  Good  OK  Not very good  Rubbish

Any Comments? \_\_\_\_\_

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2. What were your favourite parts of *Where We Live*?

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3. What things did you learn about your community?

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4. What did you learn about the link between local and global issues?

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## Resource 25 (continued)

**5.** What skills did you gain during *Where We Live*?

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**6.** Do you think you should try to look after the environment around you? Describe what you feel below.

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**7.** Would you want to join in other projects that improve the local environment?

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**8.** Describe three things that you will most remember from *Where We Live*.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

# Evaluation Sheet: Resource 26 Leader

Name: \_\_\_\_\_

Date: \_\_\_\_\_

1. In your opinion, how successful was *Where We Live*?

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2. During the programme, did the participants gain...

Please mark the appropriate box to express your response:

1 = no    2 = a little    3 = some    4 = quite a lot    5 = yes, a lot

	1	2	3	4	5
an understanding of environmental/sustainability issues in their community?					
an awareness of the connection between local and global issues?					
a sense of empowerment, a desire to make a change?					
an ability to consider alternatives and solutions to issues?					
skills enabling them to participate in the process of initiating action?					

## Resource 26 (continued)

**3.** Did the participants have an opportunity to:

Please mark the appropriate box to express your response:

1 = strongly agree 2 = agree 3 = undecided 4 = disagree 5 = strongly disagree

	1	2	3	4	5
work with other members of the community?					
initiate action to improve the environment?					
participate in action to improve the environment?					

**4.** Were there any other benefits of *Where We Live*?

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**5.** How do you think *Where We Live* could have been improved?

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**6.** Did you integrate *Where We Live* into your curriculum/course plan?

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## Appendix 1

### Group juggling



All participants sit in a circle. A ball is thrown from one person to another. Each person says his or her own name before throwing the ball. This continues until each person has thrown the ball a few times. Now change so that the person throwing the ball says the name of the person they are throwing it to. After a few rounds, introduce another ball and continue until the group are managing to keep both balls in the air.

### Hoop pass



Participants stand in a circle holding hands, with two of them holding hands through the middle of a hoop. The challenge is to move the hoop around the circle, which means each person has to step through the hoop. Hands must be kept held at all times! The hoop could be replaced with a smaller one as an additional challenge or two hoops used and moved around the circle in opposite ways. Be careful not to embarrass any members of your group by using a hoop that is too small.

### Sightless shapes



The participants are blindfolded and arranged in a circle with each person holding onto a large circle of rope. Ask them to make a square shape with the rope. For an extra challenge, the group can make another shape or you can remove the blindfolds and tell the group they are not allowed to talk but can communicate in other ways.

### Islands



Use a few small objects such as frisbees and scatter them around the room. The participants must go to an object, touch it and remain in contact with it without touching anyone else. Take one of the frisbees away and ask the group to do the same. Repeat this process until someone touches another person.

### All in order



The group must arrange themselves in a line in order of birthdays. The catch is that they are not allowed to talk! Next ask the group to line up alphabetically using their first names. Blindfold everyone, lift the talking ban and ask the group to line up in order of height.

### Key



Co-operation and communication



Learning names



Activity involves physical contact between participants

# Health and Safety



## Appendix 2

The Health and Safety of participants during *Where We Live* must be a priority at all times. Whether working with young people or adults you have a duty as the activity leader or organiser to ensure that all reasonable steps have been taken to ensure their safety. With young people under the age of 18 you may be in a position of being *in loco parentis* i.e. legally responsible for that person in place of their parent.

If you are part of a public or voluntary sector organisation you will almost certainly have organisational policies and procedures relating to Health and Safety. These should be consulted, perhaps in conjunction with a senior member of staff or Health and Safety Officer where these exist. You may already be very familiar with all necessary procedures in which case you will need to see what aspects of *Where We Live* are different to your usual practises – for instance, taking people out of doors, into potentially more hazardous or unfamiliar environments.

If you have no existing guidelines or experience there is plenty of published material to help you. Ask your local authority Health and Safety Officers for guidance and speak to organisations similar to yours. Most people will be more than willing to help out.

The following questions are an introduction into some of the key areas you will need to consider. This is by no means a complete list and it is not intended to be a substitute for a more thorough investigation into health and safety procedures.

Have you:

- ✓ fully risk-assessed the venue, sites and activities?
- ✓ informed parents and participants of the activities and obtained parental consent?
- ✓ got emergency contacts and any medical/health needs information about all participants and staff?
- ✓ ensured that there is adequate adult supervision for groups of young people?
- ✓ ensured that adult staff working with young people have been CRB (Criminal Records Bureau) checked?
- ✓ provided qualified First Aid cover and equipment?
- ✓ briefed staff and participants on necessary Health and Safety procedures?
- ✓ established a system for reporting any accidents and near misses?
- ✓ established an emergency procedure and made sure everyone knows what it is?
- ✓ established systems for registering participants in and out of sessions and accounting for numbers when out of doors?
- ✓ checked that you have appropriate public liability insurance which will cover participants and staff during the activities?
- ✓ made sure staff are aware of child protection issues?

The following publications are particularly useful and can be ordered or downloaded from the Internet:

*Safe Keeping – A good practice guide for health and safety in study support.*  
Department for Education and Skills, 2000.

*Health and Safety of Pupils on Educational Visits: A Good Practice Guide (HASPEV).*  
Department of Education and Employment, 1998. (And additional 3-part supplement to HASPEV: *Standards for LEAs in Overseeing Educational Visits, Standards for Adventure, A Handbook for Group Leaders, Group Safety at Water Margins*, 2002.)

*Five Steps to Risk Assessment.* Health and Safety Executive, 2003.

Organisations that could help:

Departments for Education and Skills  
[www.standards.dfes.gov.uk](http://www.standards.dfes.gov.uk)

Teachernet  
[www.teachernet.gov.uk](http://www.teachernet.gov.uk)

Health and Safety Executive  
[www.hse.gov.uk](http://www.hse.gov.uk)





# Grants and funding

## Appendix 3

There are organisations and bodies that provide grants to fund many different kinds of community schemes from environmental projects to activities for young people. The criteria and rollover period of each grant will vary and it is worth taking time to define the aims and time scale of your project before beginning the search. Below are some suggestions to get you started on the funding trail.

Organisations that could provide funding:

Awards for All [www.awardsforall.org.uk](http://www.awardsforall.org.uk)

Big Lottery Fund [www.biglotteryfund.org.uk](http://www.biglotteryfund.org.uk)

Heritage Lottery Fund [www.hlf.org.uk](http://www.hlf.org.uk)

Scottish Centre for Regeneration [www.communitiesscotland.gov.uk](http://www.communitiesscotland.gov.uk)

Countryside Council for Wales [www.ccw.gov.uk](http://www.ccw.gov.uk)

Environment Wales [www.environment-wales.org](http://www.environment-wales.org)

National bodies that may have grant schemes:

UK Government [www.direct.gov.uk](http://www.direct.gov.uk)

Northern Ireland Executive [www.nics.gov.uk](http://www.nics.gov.uk)

National Assembly Wales [www.wales.gov.uk](http://www.wales.gov.uk)

Scottish Executive [www.scotland.gov.uk](http://www.scotland.gov.uk)

Agencies that help find funders:

Funderfinder [www.funderfinder.org.uk](http://www.funderfinder.org.uk)

National Lottery – Good Causes Portal  
[www.lotterygoodcauses.org.uk](http://www.lotterygoodcauses.org.uk)

Funding Digest [www.fundinginformation.org](http://www.fundinginformation.org)

There are many other sources of funding bodies both nationally and locally. Some large businesses, such as DIY stores are now providing grants for community projects. Local councils may also have grants available or be able to point you in the right direction.

# Curriculum links

## School Curriculum



## Appendix 4

Education for Sustainable Development and Global Citizenship is part of the school curriculum and of school life. There are opportunities to explore these themes within each key stage and also within each subject. Examples and guidance can be found on the following websites:

Qualifications and Curriculum Website [www.nc.uk.net/esd](http://www.nc.uk.net/esd)

The Qualifications, Curriculum and Assessment Authority for Wales [www.accac.org.uk](http://www.accac.org.uk)

Learning and Teaching Scotland [www.ltscotland.org.uk](http://www.ltscotland.org.uk)

*Where We Live* provides opportunities to develop Education for Sustainable Development and Global Citizenship within the school curriculum and the school environment.

The activities in *Where We Live* link to many different subjects including:

- Art and Design
- Geography
- Literacy
- Science
- Citizenship
- Personal, Social and Health Education

There are also a number of skills developed during *Where We Live* including:

- Communication Skills
- IT Skills
- Problem Solving Skills
- Creative Skills
- Personal and Social Education

The activities and outcomes of *Where We Live* also provide opportunities to influence school policies and practice. Potentially this could encourage the whole school to embrace the values of sustainability and enable the school as an organisation to become more sustainable, for instance by participating in schemes such as Eco-Schools.



# Youth Work Plans

## Appendix 4 (continued)

*Where We Live* covers many of the underlying objectives of working with young people. Opportunities offered are:

- educative – developing understanding of environmental, sustainability and community issues;
- participative – enabling young people to get involved in activities and informal learning;
- empowering – encouraging young people to take the lead in actively improving their own community;
- expressive – allowing young people to explore their own views and opinions and develop their own ideas.

## Alternative Course Plans

There are many opportunities to link and adapt *Where We Live* to the objectives of different course plans. *Where We Live* can provide a vehicle for exploring themes such as:

- Sustainable Development
- Environmental Issues
- Citizenship
- Heritage
- Global Issues
- Community Regeneration
- Basic Skills
- Personal and Social Development

# Further information



## Appendix 5

Below are some links to help provide information on the themes and topics covered in *Where We Live*. There are many more sources of information out there (and each website will have its own page of links!) so have fun exploring! The Internet isn't the only place to find information. Why not look in newspapers for topical issues or take a trip to a library or bookshop. Relevant organisations may be able to send information or provide access to useful resources.

## Environmental and global issues

Greenpeace [www.greenpeace.org/international](http://www.greenpeace.org/international)  
[www.greenpeace.org.uk](http://www.greenpeace.org.uk)

Friends of the Earth [www.foe.org.uk](http://www.foe.org.uk)

Young People's Trust for the Environment [www.yptenc.org.uk](http://www.yptenc.org.uk)

Waste Watch [www.wastewatch.org.uk](http://www.wastewatch.org.uk)

EnCams (runs Keep Britain Tidy) [www.encams.org.uk](http://www.encams.org.uk)

Centre for Alternative Technology [www.cat.org.uk](http://www.cat.org.uk)

Transport 2000 [www.transport2000.org](http://www.transport2000.org)

Fair Trade Foundation [www.fairtrade.org.uk](http://www.fairtrade.org.uk)

## Sustainable development

Sustainable Development – UK Government Site  
[www.sustainable-development.gov.uk](http://www.sustainable-development.gov.uk)

Forum for the Future [www.forumforthefuture.org.uk](http://www.forumforthefuture.org.uk)

International Institute for Sustainable Development [www.iisd.org](http://www.iisd.org)

Eco-Schools [www.eco-schools.org.uk](http://www.eco-schools.org.uk)

## Global citizenship

Oxfam – Cool Planet for Teachers [www.oxfam.org.uk/coolplanet](http://www.oxfam.org.uk/coolplanet)

Citizenship Education: the global dimension  
[www.citizenship-global.org.uk](http://www.citizenship-global.org.uk)

Global Citizenship [www.global-citizenship.org](http://www.global-citizenship.org)

Citizenship Foundation [www.citizenshipfoundation.org.uk](http://www.citizenshipfoundation.org.uk)

Teach Global [www.teachandlearn.net/teachglobal.html](http://www.teachandlearn.net/teachglobal.html)



## Appendix 5 (continued)

# Environmental projects

Groundwork [www.groundwork.org.uk](http://www.groundwork.org.uk)

British Trust for Conservation Volunteers [www.btcv.org](http://www.btcv.org)

Low-Impact Living Initiatives [www.lowimpact.org](http://www.lowimpact.org)

Federation of City Farms and Community Gardens  
[www.farmgarden.org.uk](http://www.farmgarden.org.uk)

Community Composting [www.communitycompost.org](http://www.communitycompost.org)

# Community regeneration

Neighbourhood Renewal Programmes  
[www.neighbourhood.gov.uk](http://www.neighbourhood.gov.uk)

Department of Social Development – Northern Ireland  
[www.dsdni.gov.uk](http://www.dsdni.gov.uk)

Communities First – Wales [www.communitiesfirst.info](http://www.communitiesfirst.info)

Scottish Communities [www.communitiesscotland.gov.uk](http://www.communitiesscotland.gov.uk)

Renewal.Net [www.renewal.net](http://www.renewal.net)

Community Service Volunteers [www.csv.org.uk](http://www.csv.org.uk)

# Wildlife and biodiversity

WWF – the Global Conservation Organisation [www.panda.org](http://www.panda.org)

Wildlife Trusts [www.wildlifetrusts.org](http://www.wildlifetrusts.org)

Royal Society for the Protection of Birds [www.rspb.org.uk](http://www.rspb.org.uk)

The Mammal Society [www.abdn.ac.uk/mammal](http://www.abdn.ac.uk/mammal)

UK Safari [www.uksafari.com](http://www.uksafari.com)

Woodland Trust [www.woodland-trust.org.uk](http://www.woodland-trust.org.uk)

Plant Life [www.plantlife.org.uk](http://www.plantlife.org.uk)

UK Biodiversity Action Plan [www.ukbap.org.uk](http://www.ukbap.org.uk)

# Natural Places

National Trust [www.nationaltrust.org.uk](http://www.nationaltrust.org.uk)

English Nature [www.english-nature.org.uk](http://www.english-nature.org.uk)

Countryside Council for Wales [www.ccw.gov.uk](http://www.ccw.gov.uk)

Scottish Natural Heritage [www.snh.org.uk](http://www.snh.org.uk)

Environment and Heritage Service Northern Ireland  
[www.ehsni.gov.uk](http://www.ehsni.gov.uk)

Nature Net [www.naturenet.net](http://www.naturenet.net)