



LOCAL WELLBEING

“By 2020 the government would like all schools to be models of good corporate citizenship within their local areas, enriching their educational mission with active support for the well-being of the local environment and community.” Sustainable Schools Framework

Curriculum

“Schools can use the curriculum to cultivate the knowledge, values and skills needed to appreciate the link between the built environment, human well-being and nature, and reinforce this through positive activities in the school and local area.”

- KS1 and KS2: build bird boxes in art class and learn about what kind of trees the local birds inhabit, performing an experiment to see whether they can introduce more birds to the school grounds.
- KS3 classes: enrichment activity which involves voluntary work in the local community, such as clearing the garden at a local elderly care home
- KS2 and KS3: local history project, using computers and oral history interviews to investigate how the green areas have changed size and usage in the past decades ie. parks, woodland, gardens.
- KS1 and KS2 My Home, Your Home project , using information about different ways to build homes around the world, focusing on how housing matches the environment around us and why housing is important to well being.



My Home, Your Home 50 minute lesson plan

Learning Objectives:

- Students will learn about different ways to build houses around the world, in order to match the environment they are in.
- Students will learn about different ways to keep warm in a house.
- Students will learn about how a house can make someone healthy and happy.

Resources:

- Worksheet A
- Worksheet B
- Poem
- Pens

Starter [10 minutes]

- 1) Students should complete Work Sheet A in pairs, deciding which home belongs to which group of people, discussing correct answers as a class when worksheets are complete.

Main Activities [25 minutes + 10 minutes]

- 2) Students should complete Work Sheet B in groups of 4, designing a possible house structure from the materials listed, considering: what environment is it situated in? Where will the doors be? How will you keep warm? How many bedrooms will you have? Where will the toilets be? Will you have electricity and running water? Would you live in it (why/why not?)

Share house designs with the rest of the class, explaining your design.

- 3) Read the poem about homes and discuss questions as a class

Plenary: [5 minutes]

Each child should share with the class: "My home helps to make me happy because....."



POEM

My Place, My Space

By Megan Bradbury, Young Poet Laureate for Birmingham

If home is where the heart is
Then my home is the little wooden Wendy house
At the bottom of my garden
It's my place
My space

It's hidden by the conifers
So that winter, summer
Rain or shine
They can't see me
And I can't see them
But I put up curtains anyway
Just in case
Leftovers from the material
Mum used for the lounge

It's quiet and peaceful
But if it gets lonely
I just talk to the birds
Way, way above
And pretend they can hear me
Because it's my place
My space
No one else's

I put up the pictures
I drew at school
On the walls
And on the shelves my books
And my statue of the pretty fairy
There's some squashy cushions on the floor

And a square of old carpet
It smells woody and wet
In my place
And makes me feel like I'm
Far far away
From everyone else

Once I tried to sleep out there
But it was too dark
And I didn't like the noises
So I promised I would be back soon
And crawled back to the house

After a while I stopped going to my place
Felt I didn't need my space anymore
Moved on

But years later
I went back
Had to stoop to get through the door

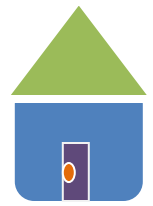
And it was all still there
The pictures, the cushions
The frayed curtains
The damp, musky smell
Like it'd been waiting for me
To return
To come back
To my place
My space

QUESTIONS

- ✓ What does the poet mean by "its my place, my space"?
- ✓ Why do you think it is important to the poet that she made and decorated her home at the bottom of the garden by herself?
- ✓ *Why is it important to have a home where you feel safe? Can you think of some people who do not have a home they feel safe in?*
- ✓ *Have you ever left a place and returned to find it looked different?*

WORK SHEET A

1. *Decide which home belongs to which group of people and draw a line connecting them.*
2. *List why they may use these materials in this area.*



Some people in Sweden

Why do you think they use these materials?



Some people in Malawi

Why do you think they use these materials?



Some people in England

Why do you think they use these materials?



Some people in Thailand

Why do you think they use these materials?



Some people in India

Why do you think they use these materials?

WORK SHEET B

*Look at the materials below. Think about the how you can design using a selection of these materials
Consider:*



- ✓ Will the home be designed for a hot, medium or cold climate?
- ✓ Will it be around the ocean, a river or dry land?
- ✓ Will it be for an area of drought, flood, rain or snow (or none of these)?
- ✓ Where will the doors and windows be?
- ✓ How will you keep warm?
- ✓ How many bedrooms will you have?
- ✓ Where will the toilets be?
- ✓ Will you have electricity, telephone and running water? Why? How?
- ✓ Would you live in it? (why/why not?)



cardboard



sticks



Mud bricks



Glass / mirrors



wood



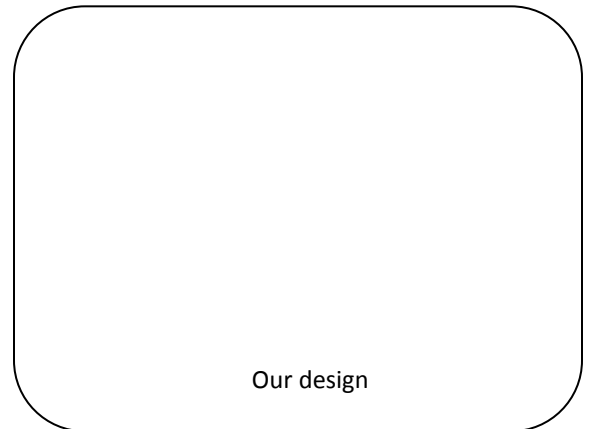
Tent / material



tires



ice



Our design