



# EDUCATIONAL ACTIVITIES



## An exploration of the school neighbourhood

- > 5th yr Primary
- > 2nd yr High
- > Divisible duration
- > Learning skill-geography

There is nothing like an exploration of the school's neighbourhood to provide real specifics. Through physical and sensory contact with the environment, awareness is developed. Through the emotions it arouses and the knowledge it yields, this interactive visit mobilises the students before they discover the exhibition.

*Learning and mobilisation activity*

### Activity menu

**Stage 1:** Preparation for the neighbourhood visit (20')

**Stage 2:** Neighbourhood survey

- i.e. 5 workshops (+- 2 periods)
- i.e. 3 workshops: Odoroscope / Noise-levels / Environmental quality (+- 1 period)

**Stage 3:** Summary of observations (1 period)

**Stage 4:** Explanatory hypotheses (approx. 20')

### Educational objectives

- Analyse the school's neighbourhood
- Ask questions about «Living in the city» and begin a project (if the intention is to mobilise the students)

#### LINKS WITH BELEXPO



### Preparation

- Identify the route to be taken in the neighbourhood (see teacher's sheet)
- Prepare a map of the school's neighbourhood in order to plan the route with the pupils.
- Students' sheets 1 to 5 to be printed (1 per sub-group)
- Students' sheet 6 be printed (1 for 2 or 3 students).

#### LINKS TO THE REFERENCE SYSTEMS

##### Skill - geography

- The organisation of space: characterise the organisation of space, its functions, its structures, its dynamics
- Interactions between people & space: identify and characterise

### Programme

#### Introduction

- Context: «Coming soon, a visit to Missions BELEXPO, an exhibition designed to raise questions and understand climate and environmental issues in order to improve the city of tomorrow and the lives of its inhabitants.»
- Announcement of the session objectives (see Objectives) and the activity Stages (see Menu)

#### Stage 1: Preparation of the neighbourhood visit [in classes]

The teacher asks the students how they feel about their neighbourhood, what they like most, what they like least, what they would like to change, etc. Their answers are noted on the board. The students' feelings are often quite subjective.



The teacher then suggests a survey of the neighbourhood. To do this, the pupils carry out 5 rounds of observations that will allow them to better understand their local area.

The teacher forms 5 groups of investigators and explains the different missions (see student sheets) and the safety rules.

### **Stage 2: Neighbourhood survey [local area visit]**

- a. The whole class goes out together in small groups of rotating workshops. The aim is to gather as much sensory information as possible at each staging point. Each rotating workshop is described in the attached student sheets.
- b. Between the staging points, the teacher suggests that the students each take photos of things that catch their attention in the neighbourhood: for once, the use of smart phones is allowed.

### **Stage 3: Summary of observations [back in class - sharing of results]**

- a. The teacher asks the students to redraw or retrace their itinerary. This will help to put the photos, the likes and dislikes in context.
- b. Then, the sensory cards are compiled and the photos are selected and printed (2 photos per student). Those who took the photos should caption them and then place them on the map(s).
- c. In pairs or trios, the students write a «love» and a «hate» about the neighbourhood (Student Handout 6).
- d. For each «love» and «hate», they indicate one or more positive or negative consequences for the life of the neighbourhood. For example, using the themes that will be dealt with in the exhibition:
  - housing
  - travel
  - working
  - eating
  - creating a green city
  - living together, meeting, collaborating
- e. The groups compare and contrast their favourite and least favourite things.
  - The teacher shows the students a wall in the classroom that will represent the «agreements» and a wall that will represent the «disagreements».
  - For example, a first group presents their favourite feature and reasons why.
  - If the other students agree with this favourite, they move to the «agreement» wall of the classroom, if they do not agree, they move to the «disagreement» wall. The students are asked to explain why they agree or disagree.
  - Alternative: Presentation of the loves and hates followed by a vote for the three most important in everyone's opinion.

### A helping hand with methodology

It is important to understand that our own feelings are subjective, that they are not necessarily universal and that they are linked to our concerns or emotions. The comparison of points of view will make the students aware of this. Students will also find that their perceptions of the issues vary, which is one of the characteristics of environmental problems.

Using emotions as a means of expression is motivating: the students will feel involved. It is also a tool that will make it easier for them to identify the problems and possible solutions in their neighbourhood.

#### **Stage 4: Explanatory hypotheses [challenge]**

Challenge the students! They have to come up with explanatory statements about the identified likes and dislikes:

each student writes down an explanatory statement about a strong like or dislike (e.g.: There is an urban sickness because...) and then passes the paper to their neighbour, who writes down another statement, and so on, 5 or 6 times.

#### A helping hand with methodology

The teacher can keep the loves and hates and return to them with the students after the visit. Together they can revisit the explanatory statements and develop them in the light of what has been discovered during the exhibition. As for the hates, the students can choose one or other and implement them to improve the neighbourhood. This last point is a way to get students involved in the city of tomorrow. At the end of the exhibition a further track will be offered to reinforce the commitment and encourage them to take action. The aim is to enable the students to become agents of change in the future.



# TEACHER'S SHEET



## Choosing the neighbourhood itinerary

**There is nothing like an exploration of the school's neighbourhood to provide real specifics. Through physical and sensory contact with the environment, awareness is developed.**

**Through the emotions it arouses and the knowledge it yields, this interactive visit mobilises the students before they discover the exhibition.**

- **Choosing the right staging points**

The students will collect information at these staging points. The area should be large enough to allow small groups of 4-5 students to stand in a circle and talk. A narrow pavement, for example, should not be chosen as a staging point. It is important that the group walks at a steady pace between staging points and get a feel of the environment.

- **Examples of places that could be chosen as staging points:**

the schoolyard, a park, a busy avenue, a boulevard, a housing estate, a shopping street, a quieter street, an esplanade in front of a public building, a railway station, an underground station or a public transport stop...



# STUDENTS' SHEET 1

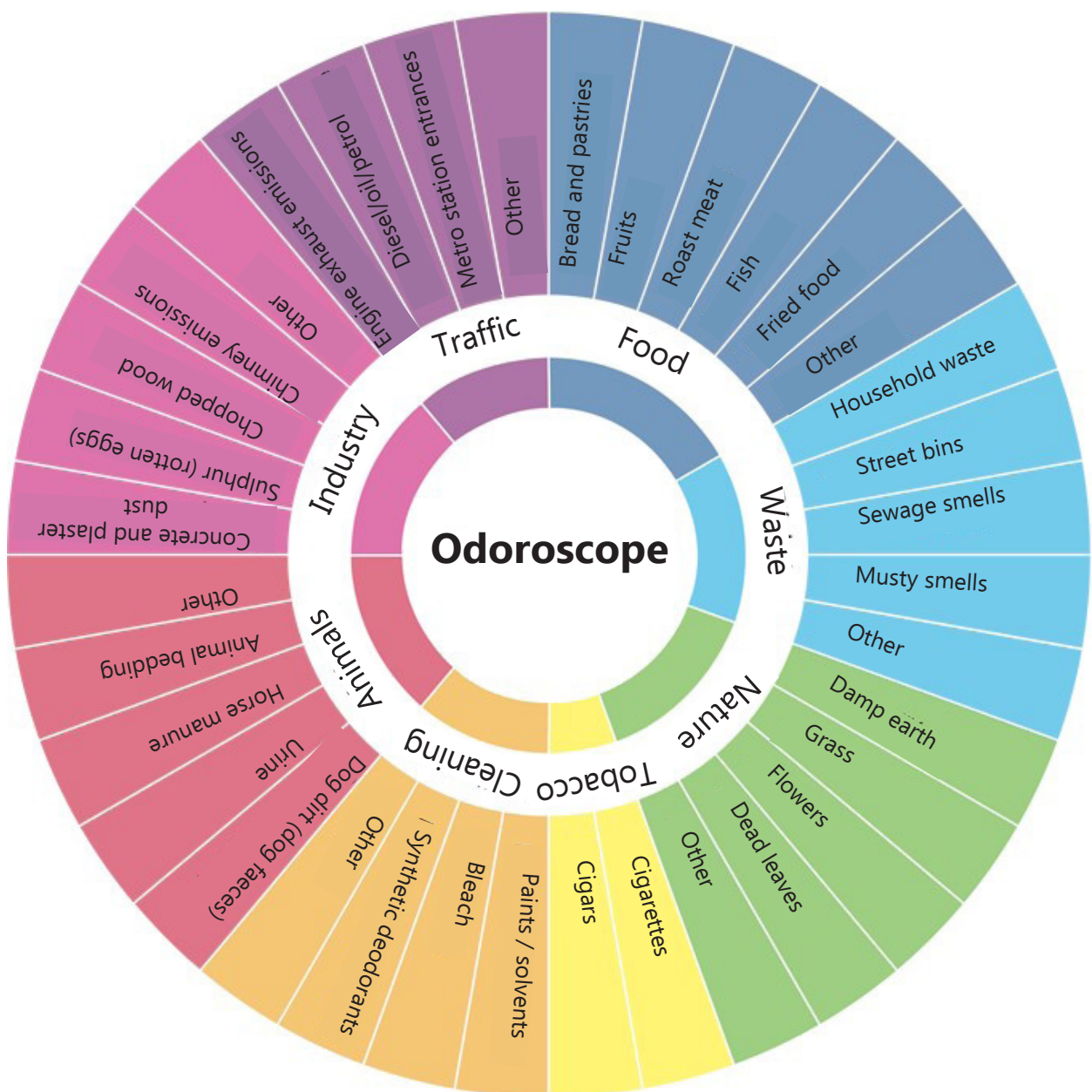


## Odoroscope Mission n° 1

### • Staging Point:

Lift your nose in the air and pick up all the smells around you. Take several deep breaths and concentrate.

On this odoroscope, tick off the smells you have identified.





# STUDENTS' SHEET 2

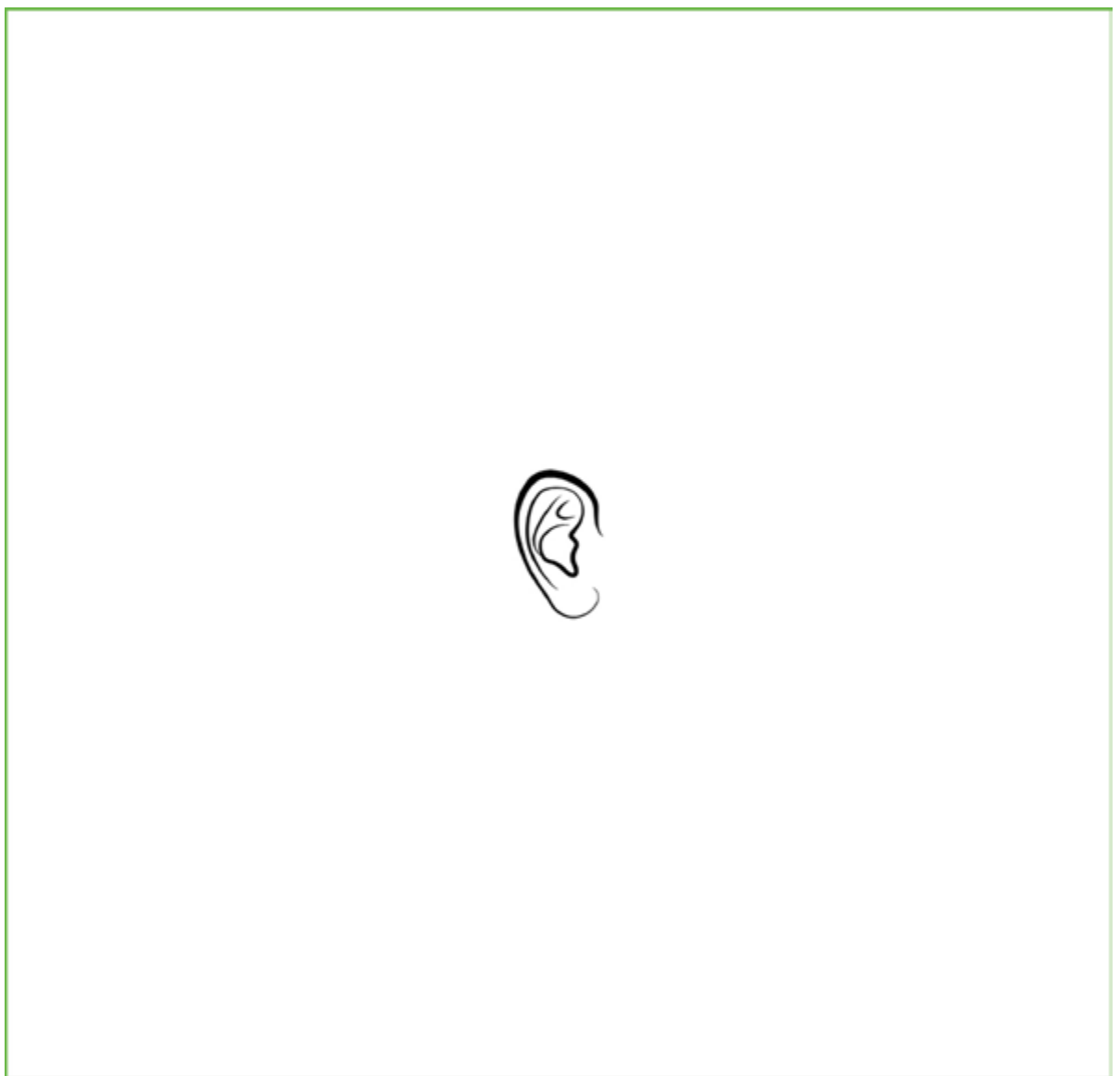


## The sound map Mission n° 2

- **Staging Point:**

Close your eyes and identify all the noises around you. Take at least one minute with your eyes closed and concentrate.

On this map, locate and write down the sounds you have identified. The ear symbol represents your location.





# STUDENTS' SHEET 3



## The city on the move Mission n° 3

- **Staging Point:**

Stand still at this point and observe all the movements of objects and people then write them down in this double entry table.

	Slow	Fast
Slight - Infrequent		
Intense		





# STUDENTS' SHEET 4



## The range of colours Mission n° 4

### • Staging Point:

The city is made up of hundreds of colours!  
With your artist's eye:

- identify the dominant colours using this colour chart and circle the 3 to 5 main colours
- Spot the hues of the other colours: tick them off.






# STUDENTS' SHEET 5



## Environmental Quality Index Mission n° 5

• **Staging Point:**

At this staging point, give a score for each pair of adjectives.

Then calculate the total points you have awarded at this location (the score can be negative).

	-3	-2	-1	+1	+2	+3	
Noisy							Peaceful
Dangerous							Safe
Unhealthy							Healthy
Ugly							Attractive
Boring							Interesting
Unpleasant							Pleasant
Neglected							Well-maintained
Monotonous							Diverse
Dirty							Clean
Unsightly							Stylish
Drab							Colourful
Unfriendly							Welcoming
Closed							Open
Predictable							Surprising
Impersonal							Original
Total score for this location:							







# STUDENTS' SHEET 6



## Loves and hates

- Based on your visit to the area, your impressions and photos, write about one thing you love in the area and one thing you hate.

Our favourite thing in the neighbourhood	Description :	This makes it easier for local residents to:
 <ul style="list-style-type: none"> <li>• Something that we really love,</li> <li>• Something that makes us want to live here.</li> </ul>		<ul style="list-style-type: none"> <li>• find housing</li> <li>• move around</li> <li>• eat well</li> <li>• work</li> <li>• make purchases</li> <li>• live in community / meet together</li> <li>• collaborate</li> </ul>

Our pet hate in the neighbourhood	Description :	This makes it harder for local residents to:
 <ul style="list-style-type: none"> <li>• Something that shocks us,</li> <li>• Something that makes us not want to live there,</li> </ul>		<ul style="list-style-type: none"> <li>• find housing</li> <li>• move around</li> <li>• eat well</li> <li>• work</li> <li>• make purchases</li> <li>• live in community / meet together</li> <li>• collaborate</li> </ul>