



# Environment

## Curriculum Development Pack

Accreditation, resources, session ideas &  
evaluation

# Activities & Events

## NATIONWIDE ENVIRONMENTAL AWARENESS CAMPAIGNS 2011

29-30 Jan	Big Garden Birdwatch <a href="http://www.rspb.org.uk/birdwatch/">http://www.rspb.org.uk/birdwatch/</a>
7-14 Feb	Go Green Week <a href="http://peopleandplanet.org/">http://peopleandplanet.org/</a>
28 Feb – 13 Mar	Fairtrade Fortnight <a href="http://www.fairtrade.org.uk">http://www.fairtrade.org.uk</a>
9 Mar	No Smoking Day 2011 <a href="http://www.nosmokingday.org.uk/">http://www.nosmokingday.org.uk/</a>
22 Mar	World Water Day 2011 <a href="http://www.unwater.org/worldwaterday/">http://www.unwater.org/worldwaterday/</a>
26 Mar	Earth Hour 2011 <a href="http://www.earthhour.org/About.aspx">http://www.earthhour.org/About.aspx</a>
22 Apr	Earth Day 2011 <a href="http://earthday2011.com/">http://earthday2011.com/</a>
5 Jun	World Environment Day <a href="http://www.unep.org/wed/2010/english/flash_2010/intro.html">http://www.unep.org/wed/2010/english/flash_2010/intro.html</a>
11 July	World Population Day <a href="http://www.un.org/en/events/populationday/">http://www.un.org/en/events/populationday/</a>
12 Aug	International Youth Day <a href="http://www.un.org/esa/socdev/unyin/iyouthday.htm">http://www.un.org/esa/socdev/unyin/iyouthday.htm</a>
16 Sep	Ozone Day <a href="http://www.unep.fr/ozonaction/events/ozoneday/">http://www.unep.fr/ozonaction/events/ozoneday/</a>
22 Sep	World Car Free Day <a href="http://www.worldcarfree.net/wcfd/">http://www.worldcarfree.net/wcfd/</a>
23 Sep- 23 Oct	Seed Gathering Season <a href="http://www.treecouncil.org.uk">www.treecouncil.org.uk</a>
19 Nov	World Toilet Day <a href="http://worldtoilet.org/WTD/">http://worldtoilet.org/WTD/</a>

# Accrediting Environmental Youth Work

Environmental Youth Work can be accredited in the following ways:

## THE DUKE OF EDINBURGH'S AWARD

- Environmental work can be accredited as part of the **Volunteering Section** of an Award
- If there is a clear area of learning then environmental work such as historical restoration can be used for the **Skills Section**
- It's up to you what you do because you set your own challenge – the website has more information and guidance <http://www.dofe.org>
- If you would like to know more about environmental work and the Award in Kent, contact Norry Barber [norry.barber@kent.gov.uk](mailto:norry.barber@kent.gov.uk)

## YOUTH ACHIEVEMENT AWARDS

- Environmental work can form part or all of a 15 hour YAA Challenge (1 challenge = 1 accredited outcome).
- A series of 15 hour challenges leads to a Bronze, Silver, Gold or Platinum Award
- For more information visit the website <http://www.ukyouth.org/whatwedo/Programmes/YAA>

## LOCAL SCHEMES

### Clean Up Kent:

Community Clean Ups are organised all over the county by willing volunteers who help make their local parks, beaches, streets and school litter free. Young people can organise one of these events, providing a suitable adult completes the risk assessment document and is there on the day taking overall responsibility. Please contact **Elaine Fletcher** [elaine.fletcher@kent.gov.uk](mailto:elaine.fletcher@kent.gov.uk) for your Clean Up document pack and see [www.cleankent.co.uk/SchoolsBooklet.pdf](http://www.cleankent.co.uk/SchoolsBooklet.pdf) for further details

# Accrediting Environmental Youth Work

Environmental Youth Work can be accredited in the following ways:

## LOCAL SCHEMES

### Work Experience

**KCC's Environment & Waste** department often take people looking for work experience at Country Parks and in Countryside Management Partnerships which can be organised with individual sites such as Brockhill Country Park, Shorne Woods Country Park, Kentish Stour Countryside Project, Medway Valley Countryside Partnership, North West Kent Countryside Partnership and Kent High Weald Countryside Project. Please see the website [www.kent.gov.uk](http://www.kent.gov.uk) for further details

### Volunteering

**Volunteering England** has a range of links and free publications to get you started in environmental volunteering <http://www.volunteering.org.uk/resources/goodpracticebank/Specialist+Themes/Conservation> You could also:

- Visit your local volunteering centre – find the nearest one here <http://www.volunteering.org.uk/WhatWeDo/Local+and+Regional/VolunteerCentreFinder.htm?county=Kent>
- Visit local charity shops that campaign on environmental issues
- Visit charity websites for volunteering opportunities
- Visit the KCC website [www.kent.gov.uk](http://www.kent.gov.uk) for volunteering opportunities
- **Kent Wildlife Trust** has a range of volunteering opportunities <http://www.kentwildlifetrust.org.uk/>
- Monkton field study centre (TEL: 01843 822666) <http://www.mnr.manston.net/>
- Canterbury environmental education centre [www.naturegrid.org.uk](http://www.naturegrid.org.uk)
- KENT TRUST FOR NATURE CONSERVATION

## NATIONAL SCHEMES

See 'Environmental Work Links'

# Environmental Work Links

WEBSITE	DESCRIPTION
<a href="http://www.foe.co.uk/">http://www.foe.co.uk/</a>	Making life better for people by inspiring solutions to environmental problems (YW/YP)
<a href="http://www.kentwildlifetrust.org.uk/">http://www.kentwildlifetrust.org.uk/</a>	The leading conservation charity in Kent and Medway (YW)
<a href="http://www.greenpeace.org.uk/">http://www.greenpeace.org.uk/</a>	Passionate about protecting the earth, bringing change through lobbying and action (YW/YP)
<a href="http://www.wwf.org.uk/">http://www.wwf.org.uk/</a>	The world's leading conservation body (YW)
<a href="http://www.ethicalconsumer.org/">http://www.ethicalconsumer.org/</a>	Helping you to buy right and boycott companies who aren't ethical (YW/YP)
<a href="http://www.britishecologicalsociety.org/">http://www.britishecologicalsociety.org/</a>	Advancing ecology through a wide range of educational resources (YW)
<a href="http://www.fairtrade.org.uk/">http://www.fairtrade.org.uk/</a>	Ensuring a fair deal for producers, consumers and the planet (YW/YP)
<a href="http://www.environmental-protection.org.uk/">http://www.environmental-protection.org.uk/</a>	For a cleaner, quieter and healthier world (YW)
<a href="http://www.wastewatch.org.uk/">http://www.wastewatch.org.uk/</a>	Inspiring people to waste less and recycle more (YW/YP)
<a href="http://www.lovefoodhatewaste.com/">http://www.lovefoodhatewaste.com/</a>	Raising awareness of the need to reduce food waste (YW/YP)

# National Campaigns

10 great environmental campaigns to get involved in:

<b>Greenpeace Tuna Campaign</b> more sustainable ways to catch tuna	<a href="http://www.greenpeace.org/international/campaigns/oceans/tuna/">http://www.greenpeace.org/international/campaigns/oceans/tuna/</a>
<b>Fair Flowers, Fair Plants</b> are ecologically and socially sound	<a href="http://fairflowersfairplants.com">http://fairflowersfairplants.com</a>
<b>Toxic Gadgets Campaign</b> Greenpeace guide to switching to greener gadgets	<a href="http://www.greenpeace.org/international/campaigns/toxics/electronics/how-the-companies-line-up/">http://www.greenpeace.org/international/campaigns/toxics/electronics/how-the-companies-line-up/</a>
<b>Real Nappy Campaign</b> save the disposables for special occasions and be green	<a href="http://www.goreal.org.uk/index.html">http://www.goreal.org.uk/index.html</a>
<b>Love Food Hate Waste</b> has practical tips on reducing food waste	<a href="http://www.lovefoodhatewaste.com">http://www.lovefoodhatewaste.com</a>
<b>London on Tap</b> urges you to drink water from taps not bottles	<a href="http://www.londonontap.org/">http://www.londonontap.org/</a>
<b>Biofuels Campaign</b> looking at sustainable alternatives	<a href="http://www.foe.co.uk/">http://www.foe.co.uk/</a>
<b>WWF Energy Campaign</b> urges the setting of a 'carbon cap'	<a href="http://www.wwf.org.uk/what_we_do/campaigning/one_planet_energy_policy.cfm">http://www.wwf.org.uk/what_we_do/campaigning/one_planet_energy_policy.cfm</a>
<b>Act On CO2</b> calculate your carbon footprint and reduce it	<a href="http://actonco2.direct.gov.uk/home.html">http://actonco2.direct.gov.uk/home.html</a>
<b>Global Environment Campaign</b> urging supermarkets to stop using global warming gases	<a href="http://www.eia-international.org/campaigns/global_environment/what_can_i_do/">http://www.eia-international.org/campaigns/global_environment/what_can_i_do/</a>

# Session Ideas: Icebreakers

More ideas for icebreakers can be found in previous curriculum packs available for download at :

[www.kent.gov.uk/curriculumpacks](http://www.kent.gov.uk/curriculumpacks)

## WHAT'S IN THE ENVELOPE

Decide on a series of environmental statements and print out 2 copies of each. These could include the following:

- Global warming doesn't exist
- Everyone should ride a bike instead of driving a car
- Animals have a right to be well looked after
- Who cares if animals die out – it's survival of the fittest

Place each statement in an envelope. Distribute envelopes to the group and explain that you want them to open the envelope, read the statement and then mix with the rest of the people in the group to find who has the same statement. Once they have found their pair, ask them to discuss the statement – do they both agree with it? If not, why not? What statement on that issue *do* they agree with? After a few minutes discussion, ask each pair to feed back to the whole group.

## HELPING THE ENVIRONMENT

The group sits in a circle. Start the activity by saying “My name is X and I can help the environment by putting litter in the bin”. The next person in the circle will then introduce themselves, repeat your statement and add one of their own. This is a good way to gauge how aware young people are of environmental issues and their responses to them.

## RECYCLING QUIZ

Hand out the quiz sheets below, or draw the symbols on flip chart paper. Divide the group into pairs and ask them to come up with the answers. You could also do this in teams.

# Session Ideas: Discussion Points

- Brainstorm the activities available in your area – what is available? How would you plan an environmentally friendly day out in your area? What does ‘environmentally friendly’ mean – how would you get there? Are certain attractions/activities ‘greener’ than others? Is it better to take a picnic or eat on site?
- Can we ever throw anything ‘away’? And is recycling just rubbish?
- How big is your carbon footprint? Visit <http://carboncalculator.direct.gov.uk/index.html> and work out your individual footprint. Are you surprised/shocked/pleased at the result? What tips do you have for your peers on reducing their carbon footprint? And what can you do to reduce it if yours is too big?
- Global warming – fact or fiction? Read out the following statements and ask the group to rate them as true or false (they’re all true)
  - There were more hurricanes in 2005 than in any other year
  - The heat wave in Europe in 2003 caused 35,000 deaths
  - The 8 warmest years on record have happened since 1998
  - The earth has warmed 1.4° since 1880
  - Last December was the coldest in the UK since records began
  - Tree ring samples show temperature rises stalling in the 1960sShould we talk about ‘global warming’ or is ‘climate change’ a better description of what is happening to our planet? And are we, humans, responsible for it?
- What is ‘ethical tourism’? Watch the video [http://www.youtube.com/watch?v=oCUqkd05w\\_0](http://www.youtube.com/watch?v=oCUqkd05w_0) and then think about these questions: How do local communities benefit from ethical tourism? Do they benefit if they aren’t allowed to make any real changes to their lives? Does ethical tourism assume that tourists are incapable of getting on with their hosts? Can everybody afford to be ‘ethical tourists’ or are these resorts only for the few who can afford them? What impact do resorts have on the environment? What’s wrong with just going on holiday and having fun?



# Session Ideas: Activities

## BIG GREEN DAY'S OUT

- Divide the group into small groups/pairs and ask them to discuss a good day out they've enjoyed. Now think about how 'green' it was – could you get there by public transport? Were there healthy food choices available and/or picnic areas? Were there places to put litter and/or recycle?
- Ask each group/pair to design a brochure and/or poster to publicise their 'Big Green Day Out' (a template for a brochure is provided below). A good starting point for finding green activities in your area is <http://www.bbc.co.uk/breathingplaces/>
- Exhibit all the brochures/posters and ask everyone to choose their favourite – what influenced their decision: how green it is? How good the activities are? A mix of the two? Are the ratings correct or are they too low/high?
- You could vote for the best idea overall and plan a 'Green Day Out' following the brochure and making green choices throughout the planning and execution of the trip.

## REUSE/RECYCLE

- Split the group into smaller groups and ask them to look round the centre and its environment to find things that are being thrown away – you might like to set some ground rules e.g. certain areas are off limits, no rotting rubbish out of bins.
- Tell the groups they have X minutes to find as much rubbish as they can and bring it back.
- When the groups return, ask them to decide whether the items they've collected should be reused, recycled or composted. Then review the three groups – do the items belong where they've been put? How would you reuse the items in the reuse pile? Where is the nearest recycling centre (visit <http://www.recycle-more.co.uk/> for a recycling bank locator)?
- Is there food waste that could be composted? If so separate this into a pile. Explain what can and can't be composted (for more information about composting in Kent watch <http://digital.kent.gov.uk/1735>)
- In a group, discuss how could you make sure that the environment around your centre is cleaner. Think about the consequences not just for the centre but for the local community.



# Big Green Day Out

My big green day out is: \_\_\_\_\_

## GETTING THERE:

By Train:

By Bus:

By car:

On foot/bike:

## WHAT'S ON OFFER:

What is it (e.g. theme park, farm):

Activities:

Food:

Other facilities:

Disabled facilities:

## This day out is (colour in the stars to rate it):

Good for families



Good on your own



Good for groups



Good in all weathers



Overall



Would you recommend this day out to a friend?  YES  NO

If yes, why:

Please give your Big Green Day Out a **GREEN** rating:



Why did you give this rating?

# Session Ideas: Activities

## RUTABAGA ISLAND

- Introduce the group to Rutabaga Island by handing out the info sheet and reading through it with them (or write up relevant info on flip chart paper) Now introduce the idea of the Resort Spa – what do they think of the idea? What are the possible benefits and disadvantages? (Record these on a flip chart so that young people can refer back to them)
- Split the group into 2 – one group will be developers and people who want to visit the resort, the other will be islanders and environmental campaigners. Each group needs to prepare their argument as to why the resort spa should be allowed to go ahead – they can use the Internet to research ethical tourism issues (this site is a good start <http://www.tourismconcern.org.uk/>)
- Let the debate take place with workers deciding whether the resort will go ahead or not (you could encourage this to happen as a roleplay activity)
- Bring the group together for a discussion – did young people agree with the case they were arguing? Or did the other side seem more convincing? What are the issues involved in this kind of tourism? Overall is ecotourism a good or a bad thing?

## CARBON FOOTPRINT AUDIT

- Using the carbon calculator <http://carboncalculator.direct.gov.uk/index.html> work out the carbon footprint of your centre
- Ask the whole group if they can think of any other ways of the centre becoming greener – prompts include low energy light bulbs, printing on both sides. Talk about the concept of 'reduce' – reducing energy consumption, reducing waste, reducing use of commodities like paper. Encourage discussion of the positives to be gained e.g. walking or cycling instead of using a car helps us keep fit
- Using a sheet of flip chart paper (or you could make your own from recycled paper – see <http://www.pioneerthinking.com/makingpaper.html>) encourage young people to draw round their hand and write their reduce/reuse/recycle pledge inside it – then decorate and display.
- Why not refer back to pledges and the calculator on a regular basis to remind young people that this is a long term commitment not just a one off? And to check how much progress you're making at reducing/reusing/recycling!

# Rutabaga Island



Rutabaga Island is the smallest of the beautiful Carotina Islands and also the most unspoilt. With miles of white sandy beaches and palm trees, and accessible only by canoe from its neighbour Albertina Island, Rutabaga's laid back way of life hasn't changed in centuries.

There are no cars on the island – everyone walks or cycles or rides everywhere. Though the island uses the local currency of the Carotina Islands, the Korru, most of the trade is done by barter with farmers swapping vegetables for fish and so on. All fruit and vegetables are grown organically on Rutabaga and the islanders catch only as much fish as they need. There are plenty of wild pigs on the island and every family keeps a few chickens and goats to provide eggs and milk.



There are many species of birds and wildlife that are found only in the Carotinas – many of which are protected – and tropical plants that help to form a fragile ecosystem. The islanders make sure that, when they chop down a palm tree to make a canoe, they plant 2 in its place.



There is no unemployment on Rutabaga but many of the young people have started to leave the island in search of a more modern lifestyle. There is currently no electricity on Rutabaga and so no television or Internet access. Many of the islanders have wind up radios but they prefer the traditional forms of entertainment involving communal feasts and ancient tribal dances.

For many, Rutabaga is an unspoilt paradise in the middle of the 21<sup>st</sup> century but that could be about to change... Developers have lodged plans with the Carotina Islands Council to build an eco resort on Rutabaga. They have

assured the Council that every effort will be made to preserve the islands' habitat – after all, the unspoilt charm of Rutabaga is one of the reasons why the developers think it will make such a great place for a resort. There will also be a spa staffed by some of the world's foremost beauticians and therapists. However, they also promise there will be jobs for local people working in the bars and restaurant and as cleaners and chambermaids



The developers also plan to use sustainable energy sources for the new power station, waste and water treatment plants. They have given guarantees that there will be as little disruption as possible both to the way of life and the island's eco system.

It is thought that the Rutabaga Resort Spa will bring enormous wealth to the Carotinas – if this development is successful then a chain of resort spas will roll out across the islands over the next 15 years.

# Session Ideas: Activities

## WEATHER STATION

- You'll find information on making a variety of weather instruments here:  
[http://www.metoffice.gov.uk/education/kids/weather\\_station.html](http://www.metoffice.gov.uk/education/kids/weather_station.html) <http://www.bbc.co.uk/weather/weatherwise/activities/>  
<http://www.dynamicearth.co.uk/kids/scienceexplored/Weather/Makeyourownweatherstation>
- You should build the weather instruments using recycled materials. Once you've built and positioned your weather instruments – you'll also need a thermometer - you'll need to start keeping a weather diary – you can download the diary at the Met Office page (suitable for a younger age group) or use the one below. Fill in from your observations, using the weather symbols to depict the type of weather). You'll need to keep a weather diary for a few months. Encourage an ongoing dialogue about the observations you are recording – do you think the weather is hotter/wetter/drier during this period than it was last year?
- When you've collected a few months worth of observations, visit the Met Office historical records page <http://www.metoffice.gov.uk/climate/uk/stationdata/> Select the closest recording station and have a look at the data over the years. You can also look at the regional climate data. What do you think it tells you about our changing climate?

## RECYCLED FASHION SHOW

- Ask the group how many shop at places like Primark. Why do they choose to do so? Affordable on trend clothes? Budget constraints? Ask them to think about why the clothes are so cheap and what the hidden costs are – low wages? Using cheap materials? Cutting environmental corners? The Ethical Fashion Forum has some good information on the issues <http://www.ethicalfashionforum.com/>
- Tell the group you're going to be staging a fashion show, with green outfits, made from rubbish. Encourage them to be as creative as possible and design not just clothes but accessories and jewellery. Split the group into pairs and encourage them to go out and scavenge for suitable materials (make sure you have some to hand as well). Give them time to then assemble, providing glue, sticky tape and staplers to help.
- Now stage your fashion show! Get each pair to decide who will model – you will also need a compere, photographers and reporters. Why not stage the event as a fundraiser for a local
- As an extension activity, you could play the Trading Trainers game which looks at the human and environmental issues surrounding ethical fashion <http://learn.christianaid.org.uk/YouthLeaderResources/trainers.aspx>

	DATE	TIME	WEATHER	TEMP °C*	RAINFALL CM*	AIR PRESSURE*	WIND DIRECTION
MON							
TUES							
WED							
THURS							
FRI							
SAT							
SUN							
<b>AVERAGE*</b>							

Use these weather symbols to depict the weather:



Storms



Rain



Sunshine and showers



Sun



Cloud



Snow

TO CALCULATE AN **AVERAGE WEEKLY READING** : Add all the figures in the columns marked with an \* together and divide by 7

# Session Ideas: Activities

## ENVIRONMENTAL GAMING

- Look at the Earth Day (22 April) games here <http://resources.kaboose.com/games/earthday.html> then compare with the Food Force game <http://www.wfp.org/how-to-help/individuals/food-force> Divide the group into smaller groups/pairs and ask young people to test out a game per group for a few minutes then move on to another game (try not to take too long about this). Are these kinds of games a good way to get their message across? Or does it get lost in the gameplay?
- How would you design a game to be attractive to gamers but also put an environmental message across? Divide the group into smaller groups/pairs and ask them to design an environmental computer game to appeal to children and/or young people – be clear about the age group, the issues your game will address and the level of gameplay. How would you make the production of the game sustainable?
- Ask each group to give a short presentation about their game (they may want to show designs for the game environment or characters). Which is the game that most people would like to play and why? Does it balance gameplay and getting the message across?

## START YOUR OWN GARDEN

- You might not think you have space at your centre, but you can grow flowers and veg in pots/on windowsills – see <http://www.bbc.co.uk/gardening/> for more information
- Start by having a group discussion on what you'll grow and why. Think about how plants help to keep the air cleaner, how improving your environment makes people happier, whether you want to grow flowers or food. Think about the resources you'll need and where you can get them from – tools from charity shops or freegle <http://ilovefreegle.org/> , seeds and cuttings from friends and neighbours. What can you use for containers <http://www.makingyourown.co.uk/make-your-own-planters-and-pots.html> And how can you start a compost heap?
- Obviously, the next step is to get going with your garden making sure that you look at green issues at every stage of the planning and execution process.
- You could take this further and try some guerrilla gardening in an unlovely area in your community – why not work in partnership with residents and other groups to do some tidying and planting? You could try making and throwing seed bombs, for example. For some great ideas visit <http://www.guerrillagardening.org/>

# Environmental Youth Work in Action

Environmental youth work is going on all over Kent – below are a series of case studies to give you some ideas for developing your own environmental projects.

## KENT WILDLIFE TRUST

Founded in 1958, Kent Wildlife Trust is the leading conservation charity for Kent and Medway – protecting wildlife, educating the public, influencing decision makers and restoring habitats. The Trust runs 5 visitor centres across the county and has a wealth of volunteering opportunities on offer. By volunteering with KWT, you will gain:

- Useful skills and experience
- Increased knowledge of wildlife conservation
- New friends with similar interests
- Good exercise (at least for some tasks!)
- A sense of achievement
- The satisfaction of knowing you are helping Kent's wildlife
- A range of other benefits including 10% off in Trust shops and an invite to the volunteers Christmas party!

Visit <http://www.kentwildlifetrust.org.uk/> for more information

## KYS OUTDOOR EDUCATION

Whether learning to canoe on Bewl Water Reservoir, studying the beaches of Camber Sands or cooking round a camp fire, KYS outdoor education offers something for everyone! You can also explore the mountains of Llanberis, North Wales or you could even cruise on a barge in Belgium! For more information visit

[http://www.kent.gov.uk/education\\_and\\_learning/youth\\_service/outdoor\\_education.aspx](http://www.kent.gov.uk/education_and_learning/youth_service/outdoor_education.aspx)

The Swattenden Centre offers a range of environmental activities in their 'living classroom' RESEARCH THIS!!!



# Environmental Youth Work in Action: Litter Picking Good

**Need:** To clean up the youth centre during the summer

**Aims/Objectives:**

- To look at environmental issues – recycling, litter, waste management
- To develop attitudes and values in relation to behaviour and the environment, both locally and globally
- To develop strategies to help improve their and their peers' impact on the environment

**Methods:** Group work, practical activity, discussion

**Implementation:** Young people were asked to find 5 different types of litter, to look at different waste materials and to think about where the litter came from

**Evidence & Evaluation:**

- Planning and recording of the activity
- Young people's evaluation of the activity
- Young people's recorded outcomes

**How could this activity be developed further?**

- Contacting the Environment and Waste Department to talk to young people about the issues
- Volunteering to join a local clean up campaign
- Organising a Community Clean Up

**How could this activity be accredited?**

- The Duke of Edinburgh's Award (Volunteering section)
- Youth Achievement Award (as part of 15 hour challenge)

# Environmental Youth Work in Action: Youth Centre Garden

**Need:** Young people asked if they could be responsible for upkeep of youth centre garden

## **Aims/Objectives:**

- Improving and maintaining an attractive environment for themselves, visitor and the community
- Pride in their work and ownership of the project
- Developing practical skills - composting, planting, plant care and garden safety
- Promoting a positive image of young people and developing relationships with the community
- Identifying and researching environmental issues impacting on the garden – recycling, composting, organic gardening and sustainability
- Respecting the environment and each other

**Methods:** group work, practical activities, discussion

**Implementation:** young people identified the jobs that needed doing – watering, weeding, tidying, tending plants, composting, digging – and took turns to do them

## **Evidence & Evaluation:**

- Photographs
- Diary of work undertaken
- Recorded outcomes for young people

## **How could this activity be developed further?**

- Planning extensions to the garden
- Fundraising to pay for extension of the project, new plants and landscaping

## **How could this activity be accredited?**

- Youth Achievement Award (15 hour challenge)

# Environmental Youth Work in Action: Beach Tidy

**Need:** Young people expressed an interest in getting involved in a beach tidy up taking place in their area

**Aims/Objectives:**

- Exploring and preserving the unique coastal environment and the challenges it faces from environmental factors like development and pollution
- Making a connection between our actions and their impact on the environment both locally and globally
- Improving the local environment for all
- Looking at health and safety issues and carrying out a basic risk assessment
- Having fun!

**Methods:** Organised activity

**Implementation:** Young people took part in an organised beach tidy

**Evidence & Evaluation:**

- Press cuttings
- Group evaluation
- Recorded outcomes

**How could this activity be developed further?**

- Organising a Community Clean Up or a Big Beach Tidy Up <http://www.thebigtidyup.org>

**How could this activity be accredited?**

- Youth Achievement Award (15 hour challenge)
- The Duke of Edinburgh's Award (Volunteering section)

# Environmental Youth Work in Action: Survival Skills

**Need:** Young people (M & F, 13-16) interested in learning basic survival skills – campcraft, foraging, hunting, map skills etc

## **Aims/Objectives:**

- Practical skills – tracking, making bows & arrows, trapping, foraging, shelter building, map reading, weather forecasting
- Developing basic survival skills through a structured syllabus
- Nutrition and balanced diet
- Self reliance and confidence
- Knowledge of the environment, their place in it and how they relate to it
- Identification of plants and animals through development of tracking and foraging skills
- Self management and planning skills
- Fun

**Methods:** Planning meetings, residentials, practical group work, discussions

**Implementation:** Young people took part in an overnight and two day residential at Kearsney camp site, Singleton meadow and Ashford North School farm over the Easter and summer holidays

## **Evidence & Evaluation:**

- Internal certificate based on completion of syllabus
- Ongoing informal evaluation through group discussion
- Photos

## **How could this activity be developed further?**

- Leadership course with accredited young people leading and peer mentoring

## **How could this activity be accredited?**

- Youth Achievement Award (15 hour challenge)

# Environmental Youth Work in Action: Pond Creation

**Need:** Young people at the Youthy wanted to create a pond to observe pondlife

**Aims/Objectives:**

- Planning skills
- Researching and bidding for funding
- Identifying resources
- Hard landscaping – marking the area, digging, lining and filling pond
- Learning about a specific ecosystem

**Methods:** Group work

**Implementation:** Young people took part in creation of the pond as part of a programme of summer activities

**Evidence & Evaluation:**

- Recorded outcomes
- Internal certificate awarded to participants
- Photos
- Wildlife pond

**How could this activity be developed further?**

- Liaison with North School land based department.
- Pond dipping and survey of the pond

**How could this activity be accredited?**

- Youth Achievement Award (15 hour challenge)

# Environmental Youth Work in Action: Sowing a Meadow

**Need:** Young people had gathered seed from Great Dixter and planned to develop a meadow

**Aims/Objectives:**

- Land management techniques
- Landscaping skills – digging, sowing and tending
- Learning about a specific eco system

**Methods:** Group work

**Implementation:** Young people developed the meadow over the spring and summer

**Evidence & Evaluation:**

- Internally awarded certificate
- Informal evaluations at each stage of the process
- Photos

**How could this activity be developed further?**

- Liaison with North School land based department.

**How could this activity be accredited?**

- Youth Achievement Award (15 hour challenge)

# Evaluation Ideas and Methods

More ideas for formal and informal evaluations are available at [www.kent.gov.uk/curriculumpacks](http://www.kent.gov.uk/curriculumpacks)

- **FASHION SHOW** if you used the fashion show activity, ask young people to vote for their favourite accessory. Otherwise use something relevant – perhaps a globe? Now pass this round the group and whoever is wearing/carrying/holding it must say one thing about the activity – this could be something they learned, something they'd do differently. Something they'd like to do in future. Note down the most interesting/useful points and use them to continue a discussion evaluating the activity.
- **FLOWER BOMB** Draw a flower with centre, stem and leaves but no petals on a piece of flip chart paper. Ask young people to come up and draw on a petal and write something about the activity in it.
- **WARMER/COLDER** designate one end of the room as 'hot' and the other as 'cold'. Ask a series of questions about the activity and ask young people to move to the hot end of the room if they agree, or the cold end if they don't. Questions could include: did you enjoy it? Did you learn something new? Would you do it again? Would you do something else on the same topic?
- **THINKING ABOUT** Draw a circle on a piece of flip chart paper then write the theme of the session in the centre. Now add a series of connected circles with the following questions
  - One thing I've learnt
  - One thing that made me think
  - One thing that made me angry
  - One thing that gives me hope
  - One word that sums it up for me
  - One thing I'd change

Ask young people to either write their answers on the sheet or use it as a prompt for a discussion based evaluation

# Model Evaluation Sheets

Below you'll find model evaluation sheets for:

- Youth workers/session leaders (including young people)
- Young people

Other evaluation sheets and ideas can be found in the Planning and Evaluation Sheets Pack and the Planning and Evaluation Template Pack, available here:

[http://www.kent.gov.uk/education\\_and\\_learning/youth\\_service/curriculum\\_packs/curriculum\\_packs\\_2010.aspx](http://www.kent.gov.uk/education_and_learning/youth_service/curriculum_packs/curriculum_packs_2010.aspx)



## REVIEW & EVALUATION

How will you record & evidence young people's learning?

- Photographs/video
- Planning & recording sheets
- Workbooks and/or activity sheets
- Diaries
- Press cuttings
- Other \_\_\_\_\_

Can this piece of work be accredited? If so, what scheme will you use:

- DoE
- YAA
- OCN
- Local Kent scheme
- In house certificate
- Other \_\_\_\_\_

How will you review & evaluate the work?

- Session recordings
- Feedback from young people
- Evaluation sheets
- End of project report
- Other \_\_\_\_\_

## PLANNED LEARNING OUTCOMES:

Understanding & awareness of issues:

Linking global & local issues:

Making informed choices:

Developing environmental projects:

Respect for the environment:

Reducing carbon footprint:

## UNPLANNED OUTCOMES:

What went well:

What would you do differently:

What did young people enjoy most & get most learning from:

Progression routes:

Signed:

Dated:

## Have Your Say!

Name:

Project:



Would you do it again?

What did you do?

How do you rate it?



Write down the most interesting thing you learned about the following stuff -

The environment:

The issues:

Getting involved:

What did you get out of it – could be something you learned or a friendship made

Please write any other ideas, comments and suggestions here:

