

Environment Curriculum Pack

Theory, Planning & Evaluation

Starter Pack

Guidance Notes

HOW TO USE THIS PACK:

HOW TO DOWNLOAD:

To download from website:

- Click on the link to the pack you want to download
- From the dialogue box, choose to 'open' or 'save' the file then click OK
- The pack will open as a slideshow: all links are live but you will need to left click to advance through the pack.
- Choose PRINT from the drop down FILE menu to print all or some of the pages (see below)
- Choose SAVE AS from the drop down FILE menu to save a copy to your hard drive

HOW TO PRINT (*NOTE – THERE IS NO NEED TO PRINT THE ENTIRE PACK, ONLY INDIVIDUAL SLIDES WITH ACTIVITIY SHEETS*):

- Before printing, delete 'Index' arrows by selecting and then pressing DELETE
- Individual slides can be printed by selecting individual slide numbers or ranges in the PRINT menu
- To print slides in black & white or grayscale, select the relevant option from the Colour/Grayscale drop down menu when you are about to print

HOW TO VIEW LINKS/USE SLIDES

- These slides may be used to form part of a presentation – press F5 to view as a slideshow
- To delete individual slides, click on them to select then click on 'cut' in the Edit menu
- To make links 'live' you will need to view the pack as a SLIDESHOW – go to the 'View' menu or press F5

If you have any comments regarding this pack, or need any additional help in using it, please contact:

SUZANNAH YOUDE: suze.youde@kent.gov.uk or tel: 01622 221678

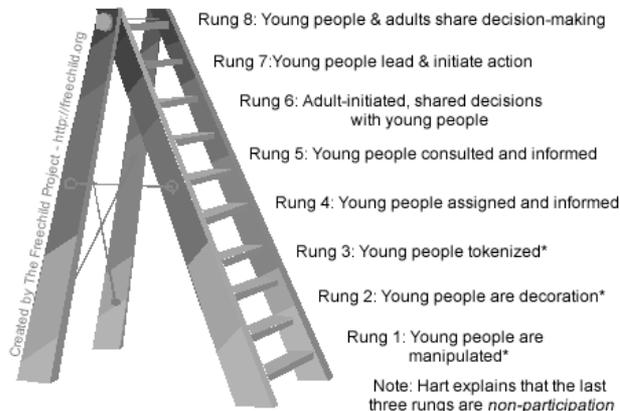
All information in this pack was correct and all links active at time of upload but may be subject to change

Introduction

Kent Youth Service “encourages all young people regardless of race, gender, disability or sexual orientation to become involved and enjoy the large variety of activities and educational programmes on offer through our network of youth centres”. The Youth Service believes the key purpose of youth work to be “To work with young people to facilitate their personal, social and educational development, and to enable them to gain a voice, influence and place in society” (National Occupational Standards) based on core values of equality and diversity, participation, empowerment, fun and informal education to support young people’s social and personal development.

Good youth work programmes should be based on the principles of PLAN – DO – REVIEW in a NAOMIE cycle that looks at needs, aims & objectives, methods, implementation and evaluation – a proposed curriculum development cycle model can be found below. You can also think of PLAN – DO – REVIEW in terms of the ladder of participation:

Roger Hart's Ladder of Young People's Participation



Adapted from Hart, R. (1992). *Children's Participation from Tokenism to Citizenship*. Florence: UNICEF Innocenti Research Centre.

REVIEW: Celebrate & review

REVIEW: Young people’s evaluation

DO: Execute & review

DO: Plan a programme with young people

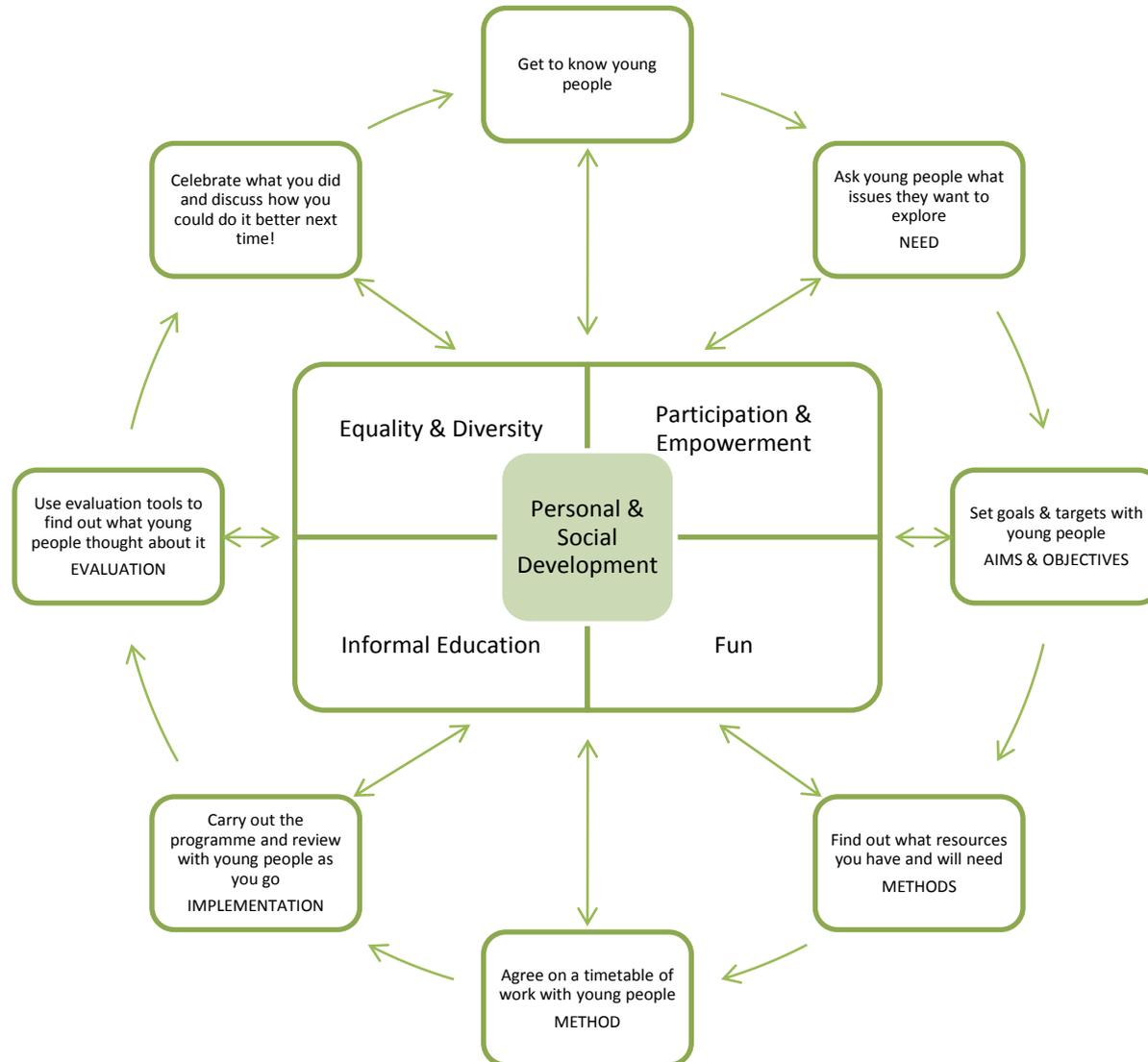
PLAN: Discuss targets & goals with young people

PLAN: Discuss resources

PLAN: Find out what young people want to do

PLAN: Get to know young people

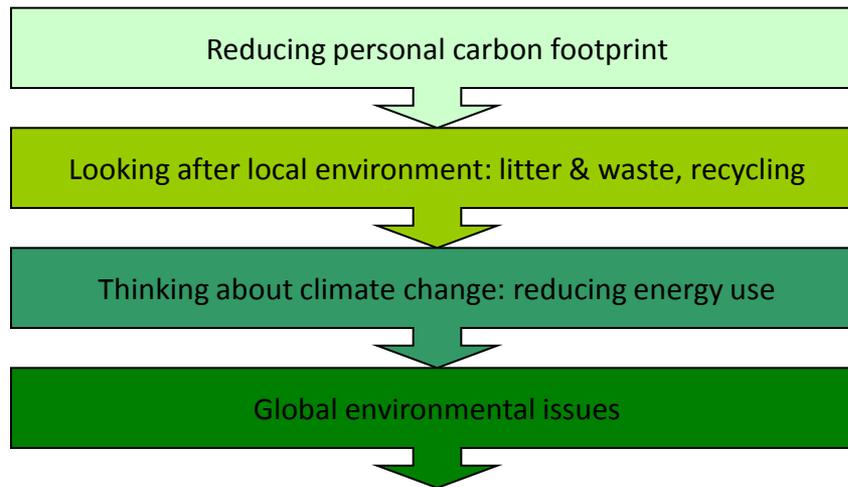
Curriculum Planning Cycle Model



Why Environmental Youth Work?

Environmental youth work should focus on:

- Linking local issues to the global picture
- Empowering young people to make environmentally conscious choices and decisions
- Encouraging young people to participate in environmental initiatives
- Developing respect for our shared environment
- Looking at issues of diversity and equality as they impact on environmental work
- Reducing personal and communal carbon footprints
- Acting locally, thinking globally



Aims of Environmental Youth Work

Young people should be able to:

- Demonstrate an understanding and awareness of environmental issues
- Demonstrate an understanding of how local issues link to the global big picture
- Make informed environmental choices and demonstrate an understanding of how and why they've made those choices
- Feel empowered to develop an environmental project to benefit their centre, project or community
- Understand issues of diversity and equality as they relate to the environment
- Celebrate and evaluate their achievements
- Know how to reduce their carbon footprint

Youth workers should be able to deliver a programme of work that:

- Empowers young people to make environmentally conscious choices
- Actively encourages young people's participation in all aspects of planning and evaluation
- Respects the unique nature of the youth work relationship
- Respects diversity of opinion and offers equality of opportunity
- Offers opportunities for informal education
- Celebrates young people's achievements
- Is fun!

Model Planning Sheet

Below you'll find a sample planning sheet tailor made for this pack. Other model planning sheets are available in the Planning and Evaluation Template Pack:

http://www.kent.gov.uk/education_and_learning/youth_service/curriculum_packs/curriculum_packs_2010.aspx

As a brief guide to planning sessions using the curriculum packs:

SIMPLE SESSION PLAN:

1 ICEBREAKER + 1 DISCUSSION + 1 ACTIVITY + 1 EVALUATION = 1 session

DEVELOPMENT PLAN:

1 ICEBREAKER + 2 DISCUSSION + 3 ACTIVITY + 1 EVALUATION = 2 sessions

2 ICEBREAKERS + 2 DISCUSSIONS + 4 ACTIVITIES + FORMAL & INFORMAL EVALUATION = 3-4 sessions

ENVIRONMENTAL YOUTH WORK PLANNING SHEET Signed: _____ Date: _____

SESSION THEME:

AIMS & OBJECTIVES:

UNDERSTANDING & AWARENESS OF ISSUES:

Methods:

Resources:

LINKING LOCAL ISSUES TO GLOBAL ONES:

Methods:

Resources:

MAKING INFORMED CHOICES:

Methods:

Resources:

DEVELOPING ENVIRONMENTAL PROJECTS:

Methods:

Resources:

REDUCING CARBON FOOTPRINT:

Methods:

Resources:

DIVERSITY, EQUALITY & RESPECT FOR ENVIRONMENT:

Methods:

Resources:

ACTIVITY:

TIMING:

CURRICULUM/ECM DESCRIPTOR:

Recording Environmental Youth Work

Below you'll find a sample sheet for capturing recorded outcomes that may result from using this pack. Please refer to the planning model and the aims of environmental youth work when measuring young people's achievements.

'Recorded outcomes' must have the following features:

- ☐ Provide evidence to show actions undertaken by the young person, their progression, and distance travelled – to show distance travelled the record must identify starting points, describe the process/identify what happened, and be clear about the achievement, learning gain or end product. This may include, for instance, a decision made as a result of counselling or a detached work encounter.
- ☐ Provide evidence of the benefit derived by the young person as a result of a youth work intervention.
- ☐ Be evidenced (though not necessarily accredited) by a youth worker or an external awarding body.
- ☐ Be meaningful (not just a narrative of events) – it must confirm the achievement of a declared objective that is significant for that individual young person. Some subjective judgments will need to be made in assessing what constitutes a 'significant' objective for each young person, given their backgrounds and skill levels.
- ☐ Be recognisable within Ofsted frameworks for inspection

A 'recorded outcome' does not:

- ☐ have to subscribe to a specific format;
- ☐ necessarily lead to an accredited outcome – a recorded outcome may be sufficient alone for some young people. For others it may form part of the learning journey towards an accredited outcome; or
- ☐ have to be measured against a declared curriculum, but it can be good practice to do so.

Recorded Outcomes

Recorded by: _____ Date: _____

Young Person's Name	Details of Recorded Outcomes		Signed by young person	Signed by youth worker
	Starting point			
	Youth work intervention			
	Outcome(s) for young person			
	Starting point			
	Youth work intervention			
	Outcome(s) for young person			
	Starting point			
	Youth work intervention			
	Outcome(s) for young person			

Accrediting Environmental Youth Work

Environmental Youth Work can be accredited in the following ways:

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

YOUTH ACHIEVEMENT AWARD

- 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 for your Clean Up document pack and see 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 the website 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 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

NATIONAL SCHEMES

For information on national schemes and campaigns that young people can get involved with, please see the links below

Environmental Work Links

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

National Campaigns

10 great environmental campaigns to get involved in:

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

Evaluation Ideas and Methods

More ideas for formal and informal evaluations are available at 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

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:

What did you do?

How do you rate it?



Would you do it again?



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:

