

SUMMER 2023

PLACE - BASED LEARNING

Our golden thread for this issue is place-based learning. Help children to see that local action can result in global action.



4 QUALITY
EDUCATION



13 CLIMATE
ACTION



WHAT IS THE PLACE PROJECT?



Debbie Watson, PLACE Project Lead

The PLACE (Paths to Learning: Active Community Exploration) project puts young people at the heart of the action as they respond to their community's needs through Place Based Learning and active citizenship.

Our project invites teachers to support pupils to engage in outdoor practical action as a vehicle to develop their connection

to nature, knowledge of their local 'place' and development of their creativity, leadership, collaborative and communication skills.

From engaging with businesses to reduce plastic, to designing and creating therapeutic garden spaces for all to enjoy, to creating a Quest for young families, young people can make meaningful interventions as active citizens in their community.

"I've learnt more about me as a person and how much I enjoy spending time in nature and how much I feel that I am nature, and how I rely on it and I feel it's my duty to protect it"

-Participant in one of our PLACE projects

WHY CDEC BELIEVES THIS IS AN IMPORTANT EDUCATIONAL SET OF TOOLS.

Place based learning (PBL) is 'about a deep connection with people and place through emotions and knowledge... It is concerned with the interconnecting systems of environmental protection, community development and social justice- the very essence of sustainability.' (Cooper 2016).

The CDEC PLACE project was developed to reflect current and ongoing global issues including – social effects of the covid-19 pandemic on people and communities, climate change and biodiversity loss, all of which have added more stress on the emotional health in young people. The project was also prompted by a growing body of evidence on the importance of Place Based Learning and its impact on health and wellbeing, social action and community cohesion.

"These practices [curiosity, multiple perspectives, focusing on micro-geographies of place] suggest ways in which ordinary places may be a catalyst for curiosity in ways that may benefit individual and collective forms of wellbeing."

Phillips, Evans, Muirhead. (2015). [Click here to read more](http://eprints.whiterose.ac.uk/94007/3/WRRO_94007.pdf) or visit:

http://eprints.whiterose.ac.uk/94007/3/WRRO_94007.pdf





GREEN PLACE

CDEC has delivered a number of projects over the past few years on the theme of 'place'.

Our Green PLACE project worked with schools, youth groups and communities and artists to create a teachers toolkit of resources to support you as you encourage your pupils' connection with and desire to enhance our natural surroundings.

All of the resources can be found here:
<https://bit.ly/GreenPLACEToolkit>

One of the activities from the toolkit has been included in this edition of the newsletter.



PLACE TRAINING

On 6th June at Queen Katherine School Kendal we will be holding a free PLACE training day for teachers, TA's or anyone linked to a school with an interest in using the outdoors as a learning environment.

As our project draws to a close we would like to share the rich learning from all partners, and offer you the opportunity to learn from our experience and apply it to your schools and communities.

The free and experiential training day is for anyone working with young people, to address global challenges by connecting with their local nature and community. The day will be interactive, with plenty of time spent outdoors!

The aim of the training is for teachers to build confidence and skills in the new PLACE methodologies and become inspired to engage young people as agents of change in their local spaces and communities building well-being through the connections.

You can book your place on CDEC's Eventbrite page <https://bit.ly/40gIsSy>, or by contacting debbie@cdec.org.uk

Places are limited- so do book early.

MIGRATION STORIES NORTH WEST

The need to belong is fundamental to all humans and our well-being. One of the lenses we use to engage with the concept of migration in the Migration Stories North West project is belonging to a place and community.

In the second year of the project we are looking at how belonging, being connected and embedded, fitting in, and feeling "at home" are experienced by people who left their homes.

This year pupils from Ullswater Community College and St Catherine's Primary school in Penrith will be connecting with community members who have migrated to and from Cumbria to hear and record real stories that will form part of the interactive map of migration and widen our understanding of this phenomenon.
<https://www.migrationstoriesnw.uk/stories/>



EXPLORING GREEN SPACE - ACTIVITY

Activity Overview: A classroom/discussion based activity to consider humanity's relationship to the planet – and how to focus on green spaces at local scale. This would be the perfect way to start planning a project for your green space, helping children to understand that when everyone takes local action, it becomes global action!

Time: 1 hour

Resources: A screen and projector, paper or post it notes, and pens/pencils



1. Find your location on Google Earth, and zoom right out so you can see the whole planet. Invite participants to take a moment to reflect, and then share initial thoughts and feelings that arise. Explain that it was a pivotal moment in human history when humans first went to the moon and were able to look back and view the Earth from a distance and appreciate it's uniqueness and beauty. It also fuelled the early environmental movement – an awareness of how precious the Earth is and that it needs protecting, not just for us but for the millions of other species we share it with.

2. Explain that collectively, humans are having a huge impact on the world. Ask the group to discuss in pairs if there is anything that worries them about the state of the planet. Invite a few people to share with the whole group. NB. The intention for this exercise is to create space for young people to share existing concerns rather than bombard them with hard hitting facts about the planet which might generate anxiety. Having said that it might be helpful to have a few examples to hand to help develop their understanding.

3. Ask the group if they have examples of the positive things humans are doing to support a healthy living planet. Examples if needed: creating and protecting habitat and other species, reducing the resources we take from the earth and choosing renewable/biodegradable resources. Share that it can feel very daunting thinking about big global issues, and we can feel a bit small and powerless. However it can help to focus on the positive things we can do in our local area, and our local green spaces, where we can have a direct influence.

4. Zoom into your local area on google maps. Ask participants for initial observations – what stands out? Is there a lot of green space? Which areas might be good for humans, wildlife? We can't assess this easily from just an aerial view. In small groups invite participants to think of questions they'd like to explore about their local area in more depth, and write them down. Share questions with the whole group.

OCEAN JOURNEYS - ACTIVITY

World Oceans Day is celebrated every year on 8 June. This is the perfect opportunity to learn about the oceans and seas, particularly those off the coast of Cumbria, and their importance in our lives, and to think about what we can do to protect them and keep them clean and healthy.

Ask your students to research what animals live off the coast of Cumbria. Ask them to draw Cumbria's coastline and label what animals live where. Research what other oceans these animals live in and where they might migrate from/to, then create a map of the world's oceans and track these journeys on it.



CDEC'S RESOURCE BOXES

Our resource boxes are an ideal complement to your teaching and stimulate pupil learning and imagination. There is something for every primary key stage and for secondary citizenship. The boxes include teaching packs, books, artefacts and a variety of activities to bring your classroom to life. We also have a range of guidance materials to support implementing global learning in the classroom.



HIDDEN STORIES, SHARED LIVES

Explore what it means to be from somewhere and what home means to each of us. From experiences of real people who have made Cumbria their home, find out how we all have independent and diverse stories.

With story books of journeys, story cubes and activity cards, there is plenty here to start talking about our own lives and the lives of those around us who may be new in our communities.



WILD WORDS IN THE WORLD

Discover a sense of place, a space for reflection and 'spells' to unlock new vocabulary! These resource boxes include 10 copies of 'The Lost Words' books (MacFarlane and Morris) for you to explore with your pupils, the 'Explorer's Guide To the Lost Words', plus 'Wild Words' challenge cards and posters. These resources aim to help children explore the outdoors, observe nature and inspire them to write their own interpretations.

Linked to English, Science and Art curriculums KS1 & 2.



LAKES AND LANDSCAPES

Find out more about the habitats and animals living in our amazing lakes and the environmental challenges that the lakes are facing. Focussing on Lake Windermere and Bassenthwaite Lake, this teachers pack and a full set of activities provide many ways to investigate the local landscapes of the Lake District, what we can practically do to combat biodiversity loss and conserve our heritage.

Linked to Science, Geography, History and Art curriculums KS1 & 2.



RESOURCE BOX HIGHLIGHT

AS A MEMBER, YOU CAN BORROW OUR BOXES FOR FREE



KS1 CLIMATE CHANGE

We are happy to introduce our brand new KS1 Climate Box. The box introduces climate change in an age appropriate way, through different resources and activities.

The box is themed around trees: what they do for us, how deforestation impacts upon the climate, how we can help to protect trees and also the role they play in agriculture and our food supply. Visit our website or get in touch with us at office@cdec.org.uk to reserve your resource box.

