

PSHE Citizenship

THE ENVIRONMENT

The audio resources explore the environment. But it's not the global issues of climate change or the destruction of the rain forest that are in focus. Instead the resources explore the local environment...and the potential benefits and drawbacks of changing the local environment. The story focuses on a boy called Lee and his opposition to develop the local clay pits where he goes fishing into a theme park.

Before using the audio resources:

If possible, post some before and after photographs of environmental change in your local area (local newspaper archives may be able to help here). If this is not possible then search for photographs which show contrast (e.g. fields / motorway, woodland / housing). If there has been any environmental controversy in your area it may also be appropriate to post 'headlines' from the news as well as images.

Perhaps a group of pupils armed with a digital camera could investigate the school site and photograph examples where they perceive their environment to be 'good' or 'bad'. These photographs could be posted on the notice board and utilised in an activity after the programme (see suggested activities).

Using the audio resources:

1. Discussion. What is the 'local environment'? What are the things that the pupils like / don't like about their local environment (which could be near their home, near the school, or the village / town in general). What are the factors that influence what the local environment is like?

2. Listen to Voxpops 1. See below for a transcript.

Listen to Voxpops 1 either to help promote discussion/consideration or to reinforce the ideas the children have already expressed. In the audio the children talk about some of the things they either like or dislike about their local environment.

3. Drama, part 1. See below for a transcript.

Introduce the first part of the drama and remind pupils to listen carefully because soon it will be their opportunity to discuss what happens. The main characters in the story are:

Lee

Lucy - Lee's friend

Des - another friend

Councillor Bletchley - a local politician

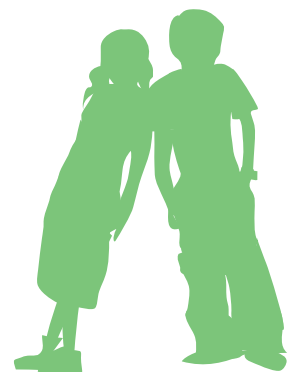
Mr Lucas - Des's father

You may wish to display a suitable image to act as a focus while listening to the drama. Use the online resources to display a large version of the claypit scene. Display this during the first part of the drama.

4. Discussion.

At the end of Drama, part 1 discuss/consider the following:

Based on what you've heard so far, what do you think of the proposal to build the new theme park on the clay pits? Will it be good for the local area...or not?





5. Voxpops 2. See below for a transcript. As preparation for the second part of the story you may wish to listen to some more responses from other children. In Voxpops 2 the children talk about what they think could be done to improve their local environment, including the sorts of facilities they'd like to see nearby.

6. Drama, part 2. See below for a synopsis. Explain that it's time to listen to the second part of the story, in which we'll find out how Lee goes about his campaign to stop the theme park.

Use the online resources to display a picture of a theme park ride. Display this during part 2 of the drama.

7. Final discussion.

At the end of Drama, part 2 discuss the following:

How do you strike a balance between commercial and environmental interests?
When is it right to develop...and when is it right to leave things as they are?
Is Lee right to feel hesitant at the end of the story?

Who should have the final say over developments such as the theme park? Should it be the local people...or is there a broader interest at stake?

8. Have your say! When you've discussed/considered the questions above please use the [Contact us](#) page of the School Radio website to let us know what you think about the story.

The significance of the theme:

This theme is a strong element in the citizenship strand of the National Curriculum as well as being relevant to strand 1: **Developing confidence and responsibility and making the most of their abilities**

Pupils should be taught:

a: to talk and write about their opinions, and explain their views, on issues that affect themselves and society

2 Preparing to play an active role as citizens

Pupils should be taught:

a: to research, discuss and debate topical issues, problems and events

b: why and how rules and laws are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules

f: to resolve differences by looking at alternatives, making decisions and explaining choices

h: to recognise the role of voluntary, community and pressure groups

It is likely that most pupils will be aware of environmental issues in their locality such as the route of a new road/motorway/by-pass; demolition and construction of major buildings; location/construction of local amenities etc. They are likely to echo the views of their parents or the local media, but after closer investigation they may well have well-reasoned views of their own. They will certainly appreciate, as the children in the drama do, that decisions are never quite as simple as they may first seem.

Follow-up activities:

Discuss the school environment (possibly using the digital photographs taken before listening to the programme as a focus). Suggest ways of improving the school environment. Reach a consensus. Put forward proposals to the School Council (if you have one), the headteacher and/or the governing body. Be prepared to give reasons for your proposals.

Select (by class consensus) a local community environmental issue. Discuss and debate considering all viewpoints (invite visiting speakers if appropriate). Decide on a course of action and follow it through (cf. National Literacy Strategy - letter writing - persuasive language).

Research a global environmental issue (rain forests, animal habitat,) using as wide a variety of source material as possible. Present findings in an 'original' creative way, perhaps culminating in some form of assembly performance to share information with the rest of the school.



Additional information:

www.greenpeace.org.uk The Greenpeace website with information of their campaigns

www.foe.org.uk Friends of the Earth website with details of their current campaigns

www.fee-international.org The site is intended to raise students' awareness of environmental and sustainable development issues (such as water, waste and energy).

The BBC is not responsible for the content of external websites.

Voxpops 1, transcript:

I like my village because there's lot of trees and woods to make dens and you can go fishing in the canal.

I like it because it's not like a city – really busy – there's not much traffic.

I like the view near the river...and all the little ducks and swans swimming around.

I like the place where I live because there's lot of fields to play in.

I don't like where I live because there's rubbish everywhere...but I do like it because there's parks to go to.

I don't really like big cities because there's hardly anything to do, because of the roads because it's too busy.

I don't like crowded towns because there's quite a lot of pollution from the cars and it gets in your mouth and you start to cough.

There's nothing for kids...there's nowhere much to play games with your friends or hang out with your friends.

Drama, part 1 synopsis:

The presenter introduces the first part of the story. 500 years ago the environment in this country was very different to today. The country was covered in woodland and the influence of humans was hard to detect. This story explores how change happens and is about a boy called Lee and his friends Lucy and Des.

Scene 1.

Lee is fishing on his own in the claypits when Lucy comes looking for him. Lucy wants him to play with the skateboard...he's looking for peace and quiet. Then Des arrives too and tells him 'fishing will be out'. Apparently there are plans for a theme park to be built on the claypits; there's been an article about it in the local paper.

Scene 2.

They all go to Des's house to read the report in the local paper. They learn that the plans have already been given to the council and 'comments are invited.' Des is confident that the theme park will be built and he's looking forward to it. Lee and Lucy aren't so sure. Where will he go to fish in future? And what about all the rare wildlife at the claypits – like kingfishers. But Des is sure 'it'll be the best thing that has happened around here for ages.'

Lee determines that they're going to try to stop the theme park development to conserve local wildlife and protect the environment.

Voxpops 2, transcript:

I think that we could improve the environment around this area by putting more litter bins because there's a lot of litter around the place.

I think there should be lots more shops in villages in the countryside.

I don't like the pollution that cars, with the petrol and gasses...they damage the trees and we need the trees to live.



I think there should be a law where people can't spit chewing gum out on the pavement or on the road because it looks horrible with those big, black blobs all over the place.

If I could change something in the environment I would change cars into electric cars and I would like to see more push bikes.

Drama, part 2 synopsis:

The presenter sets the scene again. The children's school is near the claypits where the theme park will be built; we rejoin the children in school...

Scene 1.

In class. The teacher explains that a local councillor – Cllr Bletchley - has come to speak to them about the proposed development. Lee is planning to ask some searching questions.

The councillor explains the consultation process that will take place before a final decision is taken – lots of discussions will happen with local people about how they feel on the issue. Lee interrupts to tell the councillor about the rare birds at the clay pits. She is apparently sympathetic but reminds Lee that the local wildlife is just one of the issues that they need to consider.

Scene 2.

The playground. The children consider Cllr Bletchley's visit. Lucy thinks a petition is the best way forward. As Lee does his paper-round they'll knock on doors to get signatures for the petition.

Scene 3.

Lee and Lucy knock on a door - and get a very negative response. They're finding that local support is not as much in their favour as they had assumed: they have just 34 responses in favour of the petition and they're getting tired.

They arrive at Des's house and he invites them in where they meet his dad, Mr Lucas. They speak to him about the development and it becomes clear that he's very much in favour of the theme park being built: it'll mean new, permanent jobs, extra business for local shops, etc.

It may mean the end of peace and quiet... but, for him, that's a price worth paying for the benefits the development will bring.

Scene 4.

When Lee and Lucy leave Des comes with them into the street. Des explains that it's a long time since his father had a job and the theme park development might give him a chance to get back to work.

Lee reflects that originally he was certain that the theme park was a bad idea...but now he's not so sure.