

Use this activity to

- * Start a new project
- * Establish some baseline information about your group
- * Initiate project themes and ideas
- * Initiate discussion around concepts and definitions
- * Create art work

Preparation

- * Collect together a wide range of materials that represent 'heritage' *Suggestions include; National Trust magazines and materials, local Tourist information leaflets, holiday brochures, wildlife and countryside pictures, gallery leaflets, exhibition materials, general interest magazines, recent newspapers, old letters, old stamps, train tickets, theatre tickets, old fabric, buttons, post cards, pressed plant materials, museum materials, photographs, old music, hand writing, poems,*
- * You will need background card or paper
- * (your creations can be large or in any format so think creatively... A2 paper, string, coloured card, art materials...)
- * You will need glue and scissors

Activity

Ask your participants to put together a collection of images and items from your collection which for them are interesting. Ask them to make a creation that represents the things that interest them, the things that they like. If possible at this early stage leave your group to make their choices without much intervention.

They may start quizzing you about the activity as it appears very open ended... what do you mean by interesting?

Again decide on how open you can leave their decisions. Facilitate their thoughts about colour, texture, the context of their images... who is in the image, where is the image, what is the image of... ask them to add these words to the collage or to post it notes. Why do they like these images/items? What is it about them?

At some point start to discuss their collage outcomes and the choices they are making. The materials you have gathered should be giving your group plenty of 'heritage' related choices.

Start to pull the discussion into thoughts about 'heritage' and how 'heritage' appears in the images and items collected. Now ask them what they feel 'heritage' means. Use individual collages to help the group focus on their particular interests or ideas. Find out why they made their choices.

For evaluation this discussion needs to be recorded in some way... collect post its of their ideas or record to a white board if this helps.

Use this activity to

- * Start a new heritage related project
- * Establish some baseline information about the group
- * Initiate project themes and ideas
- * Initiate discussions about heritage
- * Rank your group's 'heritage' interests

Note

This activity may be useful after the collage work, consolidating thoughts about heritage within the group.

Preparation

- * You will need to prepare a large poster with images that represent all the different elements that make up 'heritage' or a smaller A4 version.
- * Use this resource to decide on what these will be... Label them if this helps using the types of heritage listed in this resource (Natural, Industrial, Built, Cultural, Personal, Archaeological)
- * The materials listed under activity 1 will offer up images that represent these things
- * You will need sticky dots to act as votes for your group

Activity

Each participant has a number of voting dots, suggest 10 dots each. Ask them to make their votes about which of the images presented is about 'heritage' for them. Individually place your votes by sticking dots to the poster (either onto the image or near it).

Explain that if there are only 2 images that are really about 'heritage' for them then they place 5 dots on each of these images.

If you think your group will act as a 'collective' in that all will be influenced by others then create individual voting sheets for each of the group and ask them to vote at their desks.

The poster gives you an immediate idea of which elements of 'heritage' are well known to be heritage. This offers an opportunity to discuss 'heritage' elements more broadly and present ideas back to the group about all aspects of heritage.

Open up the discussion to find out what experiences your group has had of the different kinds of heritage. Use the questionnaire with this resource pack to help establish further baseline data.

For evaluation this discussion needs to be recorded in some way... collect post its of their ideas or record to a white board if this helps.

Use this activity to

- * Use this activity to;
- * To start a school based project
- * To start a visual exploration of your local environment
- * To collect together initial drawings for further development work

Preparation

- * You will need to prepare view finders for each student; cut out a small rectangular shape into card
- * Use cartridge paper or similar for the drawings; mark out each sheet with eight rectangles, the same size as the viewfinder shapes
- * Use pencils and fibre tip liner pens in varying grades as your starting media
- * As some general background research, consider your school environment in its entirety, thinking about the features which make it the place that it is...think about particular buildings and their shapes...windows, doors, school furniture, architectural structures and shapes...also think about the outdoor space...fences, trees, gardens, seating, steps, entrances.....
- * Depending on your group of students consider mapping out a route for them to follow that encourages them to observe these more interesting features

Activity

- Each student has cartridge paper, view finder and drawing media. Each student must find and draw, using the view finder (initially in their cartridge paper rectangles), the following;
- * 2 architectural features inside the school
 - * 2 architectural features outside the school
 - * 2 landscape views
 - * 2 school grounds features
- Emphasise for the students that the drawings are to be about shapes and negative spaces, looking at the detail and the obvious distinctive shapes.
- The drawings are to be quick and bold... mostly line drawings. These first 8 drawings are a useful starting point for 'connecting' with the school environment and the features that make this a particular space.
- Further purposeful development could go in different directions including;
- * Graphic design - designing of posters and post cards, logos, leaflets
 - * Design and technology - elements in new designs
 - * Geography - as map making symbols
 - * Citizenship - as indicators of belonging and potential to make the place more special, to preserve and build on character
 - * Art/Design - as sketch book starting points for further creative work

**Connecting to
Heritage**

In heritage terms these small drawings have started a connection with your immediate school environment. They represent a distinctive set of indicators about your place. They create a visual record of the 'nature of the place'.

These could help to initiate a discussion about

- * how particular features and special identity helps everyone to feel that they belong.
- * how this might be created further around the school environment.
- * how these features might be conserved, enhanced or restored.
- * how these features have come to be there and what they are made of. What is their particular history?

This activity could be carried out in the wider local environment and start further exploration and research.

Thanks to Power Drawing for inspiring this particular activity.

Additional Links

Supplementary planning design guidance.

Village and Town Design Statements

CABE Education resources

Power Drawing - The Campaign for Drawing

Local Distinctiveness - Common Ground.

Recharging the power of place - www.heritagelink.org.uk/docs/power.pdf

Bio Surveys - biodiversity and hedgerows

Use this activity to

Knowing what we have in terms of our biological reserves is important to the health and well-being of the planet. What you have on your doorstep begins to build up a picture of what the whole of the UK supports, which in turn adds to the resources held by the living planet.

‘Even in twenty-first century England the range of biodiversity is extraordinary. In the busiest city park and the quietest rocky cove there is an enormous number of individual species, each one superbly adapted for its own environmental needs.’

Curriculum links:

Geography / History / Maths / Science / PSHE / Citizenship

Preparation

- * OS map or plan
- * Hedgerow Survey Form for each hedgerow
- * Clipboard
- * Pens/pencils
- * Tree identification books
- * Tape measure

Activity

- * Familiarise yourself with your site or your local landscape.
- * Could you look at any old maps or aerial photographs of the area? These might begin to show you where hedgelines have been established. You might even see individual trees marked.
- * With your clip board, pencils, plans (find a map of your area using www.multimap.com) and reference materials begin to survey your school hedges (see Hedgerow Survey Form).
- * Look at all of your boundaries to build up a bigger site survey. Some of these might be fences; what are the fences made of? are these in good condition? Use your plans to make notes.
- * Take some photographs of your school boundaries and use these as a part of your survey technique.
- * Consider how you might collect data on the insect life that uses the hedgerow (see Hunting Expeditions), birds and mammals.
- * Consider how important the hedgerows are in visual terms to your school. Do they act as a buffer to housing or roads? What might the view be like if the hedgerow wasn't there? What would the view be like if the hedgerow grew as tall as a row of trees?

Why not ask a local ‘countryside worker’ to come into school to share with you further information on how hedges came to be a part of our landscape, how farmers and landowners manage their hedgerows and what special wildlife can be found there.

Some of these might be able to help you; countryside project officers working in local authorities, Wildlife Trust education officers, farmers and landowners, RSPB education officers. See contacts earlier in the pack...

Bio-Surveys - Hedgerow Survey Form

OS map grid ref:

Parish/town _____ School name _____

Please attach a sketch map, or Multimaps showing the location of the hedgerow with photos.

What kind of shrubs are in your hedgerow?

Look at the leaf shapes shown. Please circle any you find. If unsure, please collect leaf/twig. Please list other species here

Does the hedgerow join other hedgerows? Yes No

What is the land used for on either side of the hedge?
Eg. Garden/road/field/farmyard/playing field/sports area... other

How long is it? _____ How tall is it? _____ How wide is it? _____
One adult stride is roughly a yard/metre At ground level

Do you know how old the hedgerow is or any other information about it?
Please give details

Which of these drawings does your hedgerow best resemble?
Please tick a box

Drawings courtesy of RSPB



Is there anywhere in your school grounds where a new hedge could be planted?



Drawings by Peter Edwards

Use this activity to

- * Grounds development project – addressing a specific issue
- * Curriculum-linked work e.g.
 - Science - using simple keys;
 - Geography / *People and Place* – recognise how and why people can manage their environment and manage it sustainably;
 - English / *Language* – use reference materials.
- * LTL Toolkit – Stage 4, Establishing Needs; Stage 6, Identifying possible solutions.
- * Education for Sustainable Development / *Developing Informed Attitudes (Social and Environmental Responsibility)* is also addressed through this task.

Preparation

- * Discuss the benefits of trees on your site – shade, wildlife, pleasant to look at.
- * Take a tour of the site to see where you might like to plant individual or groups of trees.
- * As you tour, look at any existing trees on the site, identifying them if you can and looking at the differences in them.
- * Discuss the size of the trees, when they might have been planted and how tall they might grow.
- * Copies of the key. * Reference books, charts and/or posters of trees.
- * Plans of the school grounds if possible. * Pencils, pens etc.

Activity

- * Ask pupils to select a space where they want to plant a tree and mark it on a map.
- * Using the key, choose one of the trees on the key.

Follow up:

- * Use reference books, posters, the internet etc. to find out more about the trees selected.
- * Find out more about other trees that are native to your area and decide if any of these might be planted on your site.

Curriculum Links

- * Geography / *People and Place* – Recognise how the environment may be improved and sustained through planting and caring for trees and managing their growth.
- * Geography / *People and Place* – Using fieldwork skills and maps and plans. Identify where trees could be planted and mark them on a map of the grounds.
- * Science – Using simple keys of the trees, choose appropriate species to plant in the grounds.
- * English / Language – use reference materials to find out more about the trees on the list.
- * Citizenship – Involvement in activities within the school and wider community, including environmental projects and community service.

Please note: references to the Scottish Curriculum are in italics



Hearts and Minds School Action Plan

School Details

Key contact

Aims and objectives for the school's Hearts and Minds project

Curriculum areas identified -

Year group(s) - Approx. No. of pupils

Notes about school's approach to communication/management

Regular meetings with project worker
 Assembly time
 Display boards in school
 Newsletter
 Email/web presence
 Senior management meetings
 Steering group meetings
 School grounds management team
 Hearts and Minds steering group
 School Council
 PR opportunity

Expected partners that the school will work with

Expected outcomes/outputs

Artefacts
Celebration event

Who in your community will get involved? How?

Approx how many?

Progress on Expenditure plan...what will you spend your money on?

On behalf of the school

SignedDate

Project worker

SignedDate

Hearts and Minds - Questionnaire

School
Name
Year Group
Sex	<input type="checkbox"/> Male <input type="checkbox"/> Female

Please tick your response, thank you

1 Links with where you live...

What town or village do you live in?

A Do you enjoy living here? Yes No

B Do you feel part of this area? Yes No
 (do you belong to where you live, feel comfortable and happy there)

C Do you go to any local clubs / societies? Yes No
 (for example; scouts, church, youth group)

If yes which one(s)?

.....

D Have you visited any of these in the last 4 weeks?

- Library
- Local museum
- Local art gallery
- Local historical place eg. castle, house,
- Local country park or countryside
- Local park or recreation ground
- Your school grounds
- None of these

E What local places do you use and go to? Where do you meet your friends? And play football?
 (eg. youth centre, community centre, recreation ground) Give details

.....

F What other local places do you know about? But perhaps don't go to.

.....

.....

G Have you done any of these things in your area over the last year?

- Guided walk
- Community festivals
- Events
- Any others (please list)

.....

2 Your Local History

A What does local history and heritage mean to you now? *(please tick)*

- | | |
|---|--|
| <input type="checkbox"/> Old buildings | <input type="checkbox"/> Local sayings /dialects |
| <input type="checkbox"/> Monuments | <input type="checkbox"/> Local plants / animals |
| <input type="checkbox"/> Woodland and trees | <input type="checkbox"/> Rock, stones and soils |
| <input type="checkbox"/> Events | <input type="checkbox"/> Music and songs |
| <input type="checkbox"/> Customs | <input type="checkbox"/> Family |
| <input type="checkbox"/> Famous people | <input type="checkbox"/> Poems and stories |
| <input type="checkbox"/> Any others (please name) | |
| | |

B Do you feel you know anything about the local history / heritage of your area?

- Lots
- A bit
- Nothing at all

C Would you say your local area is rich in local heritage / history?

- Very rich
- Rich
- Don't know
- Poor
- Very Poor

D Are you interested in the local history / heritage of your area?

- Really interested
- Interested
- Don't know
- Not interested
- Really not interested

Why?

.....

E Do you think other people and organisations care about / look after local history / heritage?

- Really care
- Care
- Don't know
- Don't care
- Really don't care

Who are these people? Why do they care?

.....

F Do you know of any interesting historical facts about your local area?

- Yes
- No

If yes, what are they

.....

G What aspects of where you live would you be interested in finding out about?

.....

.....

.....