

## EDUCATIONAL PACK FOR TEACHERS

### Purpose of the Pack

This pack helps pupils explore a local “treasured place” through geography, ecology, storytelling, art, and community thinking. It’s a way to spark curiosity about place, belonging, sustainability, and the more-than-human world.

The activities can be adapted for P5-S3, and linked to multiple curriculum areas.

### Curriculum Connections (examples)

#### Social Studies

- Investigating how people, nature and history shape places.
- Understanding land use, community needs, and environmental impacts.

#### Sciences

- Exploring biodiversity, life cycles, soil, habitats, and ecological relationships.
- Observing living things and investigating how environments support life.

#### Literacy & English

- Descriptive language, oral presentation, reflective writing.
- Group dialogue, listening, summarising.

#### Expressive Arts

- Mapping through drawing, collage, or model-making.
- Creative storytelling linked to place.

#### Health & Wellbeing

- Outdoor learning, cooperation, confidence-building, respectful dialogue.
- Understanding shared spaces and collective responsibility.

#### Learning for Sustainability

- Caring for local environments.
- Taking collective action.
- Considering the rights and needs of future generations.

# TREASURED PLACES

## TEACHER PACK CONTENTS

The following guide is to give teachers an initial idea as to how the Treasured Places guide could be used in classroom. Every school, class and location is different so feel free to make it yours. Cut, paste and edit to your hearts content so it works for you

### 1. Teacher Preparation

Choose your approach:

- A single shared place (playground, local woodland, riverbank, beach, park).
- Or individual pupils choose their own treasured places (home street, a tree, a favourite walk, a corner of the school grounds).

Gather materials:

- Large paper (A3-A1), sticky notes, coloured pens.
- Printed worksheets/posters.
- Maps or aerial images (e.g. school grounds map, OS maps).

Plan for outdoor learning:

- A short walk around the chosen place works beautifully.
- Encourage pupils to observe quietly, listen, sketch, or photograph.

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## 2. Workshop / Lesson Sequence

### **Lesson 1 – Introduction to Place (30-40 mins)**

Learning intention: Understand what “place” means and why places matter.

Success criteria: Pupils can describe a place using multiple perspectives.

Activities:

- Class discussion: What makes a place special? Who uses it?
- Contrast “place” (lived, relational) with “landscape” (mostly visual).
- Quick warm-up: pupils list the living and non-living elements in a familiar place.

### **Lesson 2 – Walk & Observe the Place (30-50 mins)**

Learning intention: Observe a place with curiosity and attention.

Success criteria: Pupils identify patterns, sounds, textures, and users of the place.

Activities:

- Silent minute of observation.
- “Five Senses” notes: things seen, heard, touched, smelled.
- Who/what is here? (humans, animals, plants, weather, stories).
- Sketching, simple mapping, or note-taking.

### **Lesson 3 – Mapping Our Treasured Place (45-60 mins)**

Learning intention: Represent a place creatively and clearly.

Success criteria: Pupils produce a map showing features, flows and relationships.

Activities:

- Pupils draw a map of the place (accuracy not required).
- Add paths, boundaries, hidden corners, favourite spots.
- Mark signs of life: insects, birds, people, water, plants.

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## **Lesson 4 – Three Rounds of Insight (45 mins)**

Learning intention: Explore who uses the place and how to improve it sustainably.

Success criteria: Pupils identify multiple users and propose thoughtful improvements.

Using sticky notes, reveal each question in turn:

1. Who lives, grows, or passes through this place?

Pupils consider people, animals, plants, soil life, weather, stories.

2. Who could also belong here?

Species that could return, people who might feel excluded, way nature could flourish.

3. How could the place be improved for all users?

Encourage solutions that balance human and ecological needs.

## **Lesson 5 – Designing Improvements (45-60 mins)**

Learning intention: Develop actionable ideas for stewardship.

Success criteria: Pupils create at least three realistic improvements.

Activities:

- Pupils annotate their maps with ideas for change.
- Prioritise ideas: Which improvements would matter most? Which are easy wins?
- Optional: model-building with cardboard, natural materials, clay.

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## **Lesson 6 – Group Sharing & Reflection (30-45 mins)**

Learning intention: Communicate clearly and listen respectfully.

Success criteria: Pupils present ideas and reflect on differences and similarities.

Activities:

- Groups present their maps and proposals.
- Classwide discussion on themes, conflicts, opportunities.
- Reflection sheet:
  - What did I notice today that I hadn't seen before?
  - Whose perspective challenged mine?
  - How could we care for this place better?

## **Optional Lesson 7 – Action Project / Community Link (variable)**

This is where learning becomes real.

Examples:

- Invite a ranger, ecologist, artist, or local historian.
- Write letters or create posters for local decision makers.
- Build a “mini-improvement” in the school grounds (pollinator patch, bug hotel, small survey)
- Create a class exhibition or corridor display.

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## Assessment Opportunities

- Observation checklists.
- Map quality and detail.
- Pupil reflections.
- Group presentation.
- Evidence of collaboration.
- Link to Eco-Schools portfolios or evidence for LfS awards.

**Copy the above into an AI engine and ask it to produce Downloadable Materials You**

For example:

- A3 teacher posters
- A full printable Teacher Pack PDF
- Pupil worksheets (mapping sheets, reflection sheets, sticky-note sheets)
- A PowerPoint version for classroom use
- An illustrated zine-style version
- A simple version for primary / a more analytical version for secondary