

Year 7 Environmental Rangers lesson Timetable

Booklet for each child to be completed

Lesson	Topic	Notes
1	A Code for the Outdoor Environment (countryside code)	<p>Based in school grounds</p> <p><u>Learning intentions</u></p> <ul style="list-style-type: none"> • Creating our code - why do we need codes? • Understand the Countryside Code • Relate the Countryside Code to the places that we will visit and the school grounds <p>Need: clipboards workbooks orienteeing punchers - box of 10 - tie up with string at locations in advance and remove at the end of the session</p> <p>Workbook tasks to understand why we need a countryside code and how we feel when people misuse the countryside as well as understanding impacts</p> <p>Orienteering task complete midway through the lesson, then come back to finish up in classroom</p> <p>Following orienteeing task, complete personal countryside/school code for using the environment</p> <p>Ask admin to send out letters to pupils/parents/carers. Permission form must be completed_ put reminder on Edulink</p>
2	Is it worth protecting Bexhill against sea level rise? **if terrible weather, could be completed using google maps & street view**	<p>Sea level rise - beach visit lesson</p> <p><u>Learning intentions</u></p> <ul style="list-style-type: none"> • What is the danger with sea level rise? • What protection is at Bexhill and how much does it cost? • What is being protected? Is it worth it? <p>Need workbooks clipboards</p> <p>Pupils need to complete slides before they go out - make a copy for each in the google classroom so they can edit it. 15-20 mins max - they follow it through and write on the slides.</p> <p>Pupils to understand the role of the Environment Agency in coastal management and the threat of sea level rise.</p> <p>Using annotated photos(if wet) or visit the beach to note the examples of coastal management.</p> <p>Complete costs of management section (numeracy skills)</p> <p>Explore cost benefit analysis by completing the table for land uses</p> <p>Pupils to conclude whether it is worth protecting</p>
3	Our history	<p>Town history - town visit lesson</p> <p><u>Learning intentions</u></p> <ul style="list-style-type: none"> • What history is related to our seafront?

		<ul style="list-style-type: none"> • What is special about the buildings? • How are they protected? <p>Need workbooks clipboards</p> <p>Begin by watching a very quick video to watch (while taking register) so get out fast but introduces the concept of art deco Go straight to De La Warr and walk back answering questions in reverse order in the workbook</p> <p>Bexhill Museum and town cultural Heritage kindly supported this lesson</p>
4	<p>What is living on our shores? ** low tide ideal but not essential**</p>	<p>Understand the species living on our shores - beach visit <u>Learning intentions</u></p> <ul style="list-style-type: none"> • What different species are living on our shores? • What benefit do they bring to our shores? • Do they need protection? How can this happen? <p>Need clipboards workbooks survey sheets - laminated - to be returned a camera</p> <p>10-15 mins in classroom to set scene first</p> <p>Get out quickly so they can have time to return and enter their results in the various online surveys - groups of 4 or 5 - work half the beach in 2s/3s and share results. Complete Environmental Surveys recording form in workbook using transect areas for each group Will need access to camera. Please reiterate countryside code - take memories, don't even leave footprints! Put links from last slide into google classroom so pupils can record results into national survey of seaweed and mermaid's purse.</p> <p>If plenty of time can complete a beach scavenger hunt</p>
5	<p>How can local environments facilitate mindfulness? **this can be done from the classroom if wet**</p>	<p>Mindfulness Learning intentions</p> <ul style="list-style-type: none"> • What is mindfulness? • How can we be mindful? • Practising mindfulness <p>Need Might need colouring pencils ... could pupils bring their own? Clipboards Workbooks Quick session in class before going down.</p> <p>If wet - use webcam from sailing club, and photograph of beach for the drawing exercise</p>

		<p>Before they start writing on the beach - get pupils to sit in silence, look around them, take a few minutes to concentrate on breathing and being in the space. Then complete senses task - record what you can see, hear, smell, taste and touch in this place., before moving onto pair work.</p> <p>List similes and metaphors in the surroundings.</p> <p>They should write their own poem.</p> <p>They can colour the mindfulness picture here, or create their own mandala based on what they can see. Then colour it.</p>
6	<p>What's the problem with pollution?</p>	<p>Learning intentions</p> <ul style="list-style-type: none"> • What pollutants are on our shores? • What impact do they have? • What actions can I take to reduce pollution on our beaches? <p>Need pickers hoops bin bags sharps box scales hand gel</p> <p>Teacher led slides to complete the workbook about pollution on the shore and its impact including biodegradability. LEAVE workbook in classroom when going to clean the beach.</p> <p>Pupils need to be in groups of 3 - 1 picker, 1 with a hoop & bag, 1 to record - see sheet in workbook to create a tally chart. At the end :- Please decant bags into one - weigh this and email results for national survey. Keep rubbish bags on the hoop that can be used again. Result sheets need to be given to teacher lead - even better, please collate (get some pupils working on this?) in google sheets (see lesson folder) and share with me! ALL must hand gel hands on return. Please ensure you have some from the caretaker.</p> <p>Some review questions in workbook and slides to discuss in classroom to complete</p>
7	<p>End of unit Reflection</p>	<p>Learning intentions</p> <ul style="list-style-type: none"> • What have I learnt over this topic? • What have I enjoyed and why? • What can I add to my learning? • How effectively can I present my learning? <p>Need Workbook</p> <p>First lesson - complete reflection activity in pairs - on laptops / computers on own. Create as slides for a 1 minute presentation about what they enjoyed, learnt about the coastal environment or town of Bexhill and something they</p>

		<p>will take forward with template in Google slides and ideas in workbook. Second lesson - present slideshows -template here - rest of the class complete peer assessment on presentation with oracy skills categories for pupils to assess with. Everyone has to present / say something. Look at criteria for oracy skills and public speaking before presentations start.</p> <p>If weather is nice - can present down on the beach</p>
8	Beach olympics	<p>Extra lesson if required Ideas here - teacher copy only needed for scores This final session is the one to cut if lessons are cut. Activities include:-</p> <ul style="list-style-type: none"> ● Oil drill = Digging deepest hole in the sand (using the yellow cups to avoid cold, wet hands) - ensure any holes are filled ● Relay race = dribble ball with hockey stick weaving in and out of stones/cones ● Vortex = set up target zones at different distances on the sand with points for each zone. The further the throw, the more points. ● Buried alive = Burying team member in stones in time limit. Watch carefully ● Shell relay = balancing shell on forehead ● Stone stacking relay = One by one, each team mate sprints to groyne to add their stone onto the pile, then sprints back and tags next person. ● Sandcastle building competition = Build the biggest, most impressive sandcastle in a given time limit. Need to check tides ● Fill the cup (summer only) = Filling up a cup with water using only hands (sea 15-20m away).