

An educational toolkit with ideas for engaging children and young people with the buildings, spaces and places around them.



Stone, Sea and Sky is a Doors Open Days 2019 Project Delivered by Scottish Civic Trust. This project is part-Financed by the Scottish Government and the European Community Argyll and the Isles and Outer Hebrides Leader 2014-2020 Programme.

## About this resource

This educational toolkit aims to encourage children and young people to engage with the buildings, spaces and places around them. This toolkit provides three activities that help participants to form a sense of the built structures that form local civic identity and foster a sense of ownership through a playful investigation of local places. This educational toolkit has been put together by the Scottish Civic Trust to support the Stone, Sea and Sky project – a Doors Open Days 30th anniversary initiative funded by LEADER.

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## Resources checklist

- Print-out images of buildings in your local area
- Map of your local area – as large as possible
- Sticky notes
- Markers, crayons
- Coloured paper
- Drawings pack
- Rubbings pack
- Questions pack
- Scissors
- Pens
- Glue

(head to [bit.ly/StoneSeaSky](https://bit.ly/StoneSeaSky)  
to download and print)

# Learning objectives

These activities have been designed to provide creative learning opportunities that correspond with the Curriculum for Excellence second and third stages. These activities are interdisciplinary, covering the curriculum areas of literacy, social studies, health and wellbeing, expressive arts and science.

- **Pupils will be able to discuss their local environment with their peers, sharing their own knowledge and experiences of the built environment to create a shared understanding of place**

While I engage with others, I can respond in ways appropriate to my role, show that I value others' contributions and use these to build on thinking.

**Literacy and English/Gàidhlig 2-02a**

I am developing confidence when engaging with others within and beyond my place of learning. I can communicate in a clear, expressive way and I am learning to select and organise resources independently.

**Literacy and English/Gàidhlig 2-10a**

Having explored my local area, I can present information on different places to live, work and relax and interesting places to visit.

**Social Studies 2-10a**

I am aware of and able to express my feelings and am developing the ability to talk about them.

**Health and Wellbeing 2-01a**

I value the opportunities I am given to make friends and be part of a group in a range of situations.

**Health and Wellbeing 2-14a**

- **Pupils will be able to interact with their local built environment through a playful interrogation of its form (sketches, rubbings, questions)**
- **Pupils will be able to design alterations for existing local buildings or create designs for new buildings for the community**

Inspired by a range of stimuli, I can express and communicate my ideas, thoughts and feelings through activities within art and design.

**Expressive Arts 2-05a**

I can create and present work that shows developing skill in using the visual elements and concepts.

**Expressive Arts 2-03a**



# Learning objectives

- Pupils will be able to explain why they have suggested alterations of local buildings, with particular attention to aesthetic, environmental and/or community needs

By considering examples where energy is conserved, I can identify the energy source, how it is transferred and ways of reducing waste and energy.

## Science 2-04a

Through exploring non-renewable energy sources, I can describe how they are used in Scotland and express an informed view on the implications for their future use.

## Science 2-04b

I can explain how the needs of a group in my local community are supported.

## Social Studies 2-16a



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## Activities

This toolkit is comprised of a wellbeing warm-up followed by three activities that aim to engage children and young people with the built environment. Educators may choose to deliver all activities in succession, or choose to deliver just one or two of the suggested activities. However, it is recommended that all begin with the wellbeing warmup and Activity 1 (What makes here, here?), which have proven an effective way to begin discussions about local built heritage

**Note:** Workshop research, along with other strands of activity carried out by the Scottish Civic Trust Diverse Heritage project, suggests that the use of the word 'heritage' can be a barrier to engagement with the built environment. Educators may wish not to use 'heritage' during the activities. The following synonyms may be helpful:

Memories of places

Stories of our places and spaces

Experiences with and in local buildings

Old buildings

## Wellbeing warmup

For pupils to achieve creatively they have to be engaged and motivated to learn. The warm-ups detailed below are crucial to the success of the workshops and establish immediately an atmosphere of cooperation and support. We have found that the quality of pupils' work is directly related to the level of active participation that can be established in the first 15 minutes of any activity.

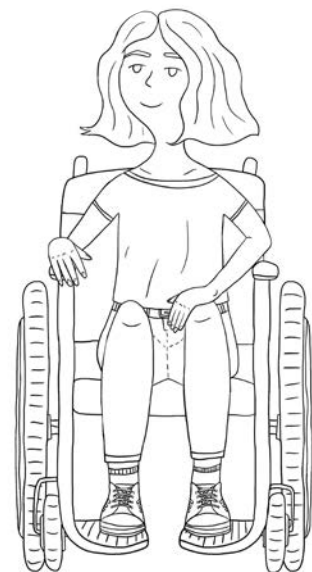
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### Introductions

Begin with introductions in a circle, with pupils saying their name and sharing one thing about themselves. Emphasis should be placed on cooperation and the value of everyone's contribution.

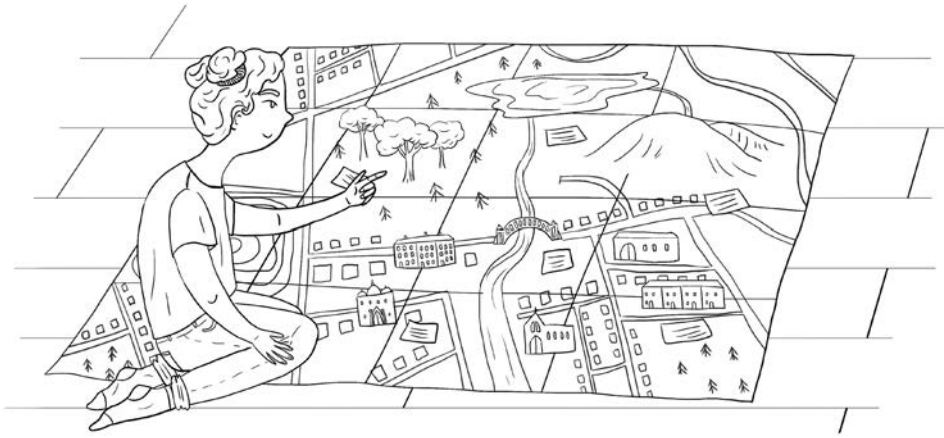
### Teamwork

Ask pupils to arrange themselves in a few different orders: in height order from tallest to smallest, in order of the month of their birth from January to December, to find people with the same favourite colour, who have the same favourite food. Introduce the concept of the built environment and ask pupils to find others who live in the same type of house as them. Introduce some vocabulary of local buildings (detached, semi-detached etc). Facilitate some discussion about the people the pupils live with, the type of housing which is more dominant in their area and other buildings which they can see.



### Visual and Physical Understanding

Divide the pupils into groups and ask them to create a building to live in using just their bodies. Through discussion and trial and error, the pupils should work out the elements which would be essential (roof, walls, door etc.) and cooperate with each other to show this visually. Have each group present their work to the class. Introduce the central idea of the educational experience: how we relate to the built environment and how we live within it.



1

## What makes here, here?

This activity is a facilitated discussion about local built heritage. It aims to help people begin to think about the buildings and spaces that surround them.



Cover the walls of the workshop space with images of local buildings. And place a large map of your local area on the floor or distribute medium sized maps of your local area to groups of pupils. Facilitate a discussion about your local area, focusing on buildings that the pupils think are significant to local identity.

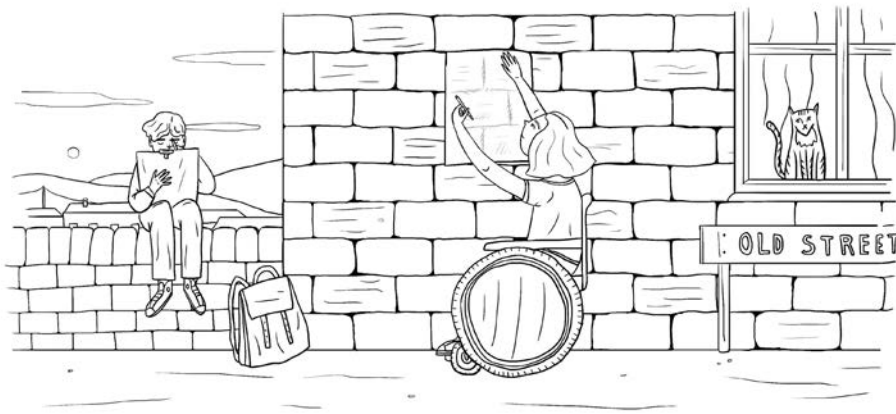
### **Suggested line of questioning**

*Look around the walls at all the different buildings we found here. What's the first place you think of when you think of [place name]? Is it on the wall or is it one we have missed out?*

Make a list of the buildings the participants mention, paying particular attention to those that are brought up more than once. Identify where these buildings are on the map of your local area; consider marking routes between the buildings to see where these buildings are in relation to each other. Have participants write down on sticky notes why they chose certain buildings; tape these onto the map.

### *Suggested segue to next activity...*

“So these are the buildings that most of you have said make up the picture of [place name] in your head – this is your image of where we are. We’re going to take a walk now to explore our local area and take a closer look at those buildings. I’ll give you some small activities to complete during our walk that will help you think about local buildings in new ways! When we come back, we’re going to see how we can make those buildings more interesting and better for the environment, so decide while we’re out which is the one you’d most like to change”



2

## Focussing on the familiar

This activity is composed of a walk around the local area, with a series of small tasks and informal group discussions. It aims to encourage people to focus on their everyday surroundings and see them in a different way.



Number of chaperones/educators permitting, split the group into small groups of 4-5 people. Each group should choose three buildings to visit. Each group member should get a pencil and crayon. Each pupil should receive a Drawings, Rubbings and Question pack (head to [bit.ly/StoneSeaSky](https://bit.ly/StoneSeaSky) to download and print).

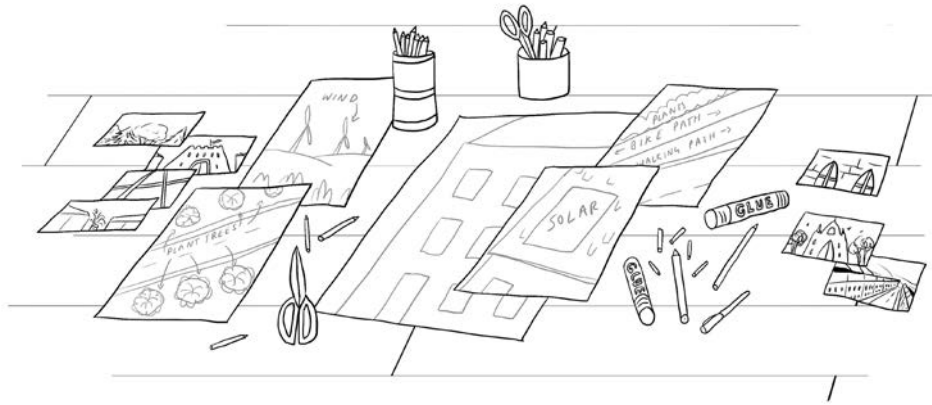
Accompany the group to their three buildings. At each building, encourage participants to engage with the site through using their Drawings, Rubbings and Questions packs. Also, highlight the group's location relative to their starting point and other buildings. This reinforces the building as a destination in and of itself and as part of a network of structure defining the place. While pupils/people make sketches and rubbings, you could engage them in conversation to help them more deeply ruminate on their surroundings and spark ideas for their list of questions.

### Possible conversation starters

- Encourage participants to look at the building and decide what parts of the building are interesting – very big or small windows, a turret, stonework, a big car park.
- Ask them what their experience of the building is – have they been inside it? If not, do they want to go in? Have they looked out from the windows and seen the other buildings nearby look different?
- Ask participants what it adds to the streetscape – does it make people feel welcome? Is it a bit scary? Does it make the landscape around it look more interesting?
- Ask them how they think it could be made more environmentally-sound – solar panels? More insulation? Wind turbine? Etc.

### Suggested segue to next activity...

“Now we'll head back to the [workshop location], where we're going to discuss our questions about our local buildings. Then, we will think together about how we could change these buildings to address a community need, or to make them more interesting and better for the environment”



3

## (Re) Designing (Place name)

This activity is composed of a sketching and collaging session in which participants suggest possible alterations to their local built environment.



MINUTES

Return to the workshop location and spend some time discussing participants' questions. Some participants may be able to suggest answers to others' questions, providing an opportunity for peer-to-peer knowledge sharing. Identify some key themes from questions, focusing on any questions that address the themes of community needs and/or sustainability.

### **Suggested introduction to the activity**

"Now we're going to see what we can add to our buildings to make them look more interesting, be friendlier to the environment, be easier to use and more accessible to everyone or better suit community life. We're going to hand out big photos of the buildings we looked at – choose one and decide how you would change it. Think about incorporating some decorations from your drawings and sketches. You could also design an entirely new building for the area. Make notes on the drawing of why you're doing what you're doing, thinking about the questions we've been discussing."

Distribute art materials (colour paper, glue, scissors, markers, images of local buildings). Support participants as they alter and design their buildings and make sure they annotate their drawings with their rationales for modification.

Wrap up the activity with a small facilitated discussion

### **Suggested line of questioning**

Great work everyone! [Place name] looks very different now – would you like it if all these changes were made? Or maybe just some of them?



# Differentiation options

Educators often need to account for different learning styles and levels within their class or group. Below, we have provided some options for how the activities could be altered in order to suit different learning styles.

Even before getting into the activities, educators could increase the accessibility of their workshop by beginning with a short Powerpoint that outlines the day's activities and provides pictures of the activities to come. This would engage both visual learners with words and pictures and auditory learners through lecturing. The Powerpoint could be accompanied by completed examples of the work that will be produced during the activities. This finished work could be passed around to engage tactile learners. Furthermore, outlining clear expectations is also amongst best practices for working with people with autism.

1

## What makes here, here?

This activity is focused on a facilitated discussion, which can favour auditory learners, who easily learn by listening to lectures and conversations. Part of the activity also involves putting sticky notes onto a map, which favours bodily-kinaesthetic and tactile learners. To increase the accessibility of the activity and cater to students of different learning types, educators could make the following adjustments depending on their pupils or group.

### For visual learners

Main discussion points could be listed on the board

### For tactile learners

Images of buildings could be passed around to the class

2

## Focussing on the familiar

This activity caters well to many different learning styles. Auditory learners will engage with the discussions had amongst group members. Visual learners will engage with their environs and surroundings. Bodily-kinaesthetic learners will engage with their local area by being physically active and moving through it. Tactile learners will engage with the built environment through making the sketches and rubbings.

3

## (Re) Designing (Place name)

This activity is well-suited to visual and tactile learners. Visual learners will engage with the opportunity to visualise spatial designs and tactile learners will engage with the physical process of sketching the building alterations.

### For auditory learners

Return to a large group at the end for a discussion about each person's design

### For bodily-kinaesthetic learners

Hang up everyone's design and have the group circle the room, looking at each design and placing a comment next to the design with a sticky note.

## Ideas for next steps and further resources

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### Collect your pupils' artworks and stage an exhibition!

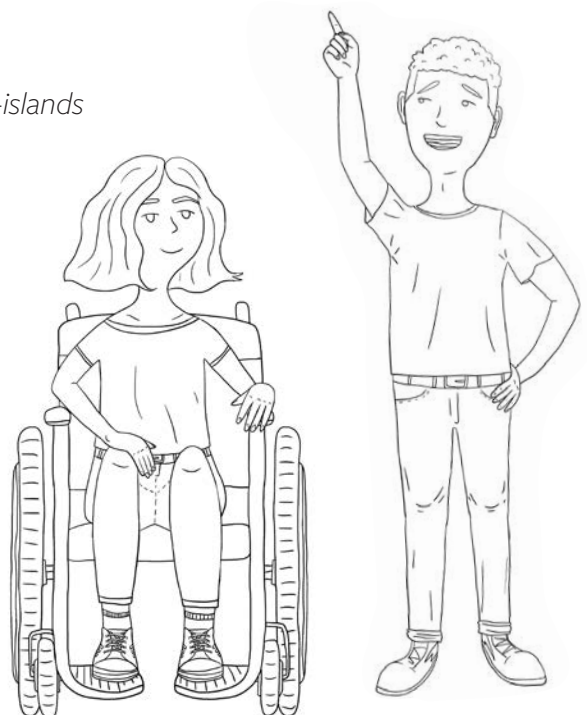
- Consider partnering with a local cultural venue to host the exhibition or hang up the artwork in your classroom/elsewhere at school.
- Invite other classes to come visit. This will enhance Health and Wellbeing outcomes through socialisation and spread discussion about local built heritage throughout the school.

### Create kaleidoscopes

- This will encourage pupils to head outside and engage in their local built environment in another different way.
- Steps to build a simple kaleidoscope can be found here:  
[buggyandbuddy.com/science-for-kids-how-to-make-a-kaleidoscope](http://buggyandbuddy.com/science-for-kids-how-to-make-a-kaleidoscope)
- This will expand the CfE learning experiences and outcomes to include those in technologies.

### Utilise the Building our Islands Education Pack

- Created by an Lanntair and Western Isles Architects Group to support the RIAS Festival of Architecture in 2016, this pack suggests 9 activities that aim to promote the importance of the built environment throughout the Outer Hebrides
- The pack can be found here:  
[lanntair.com/creative-programme/building-our-islands](http://lanntair.com/creative-programme/building-our-islands)



## Participate in Scottish Civic Trust's My Place Photography Competition

- My Place Photography is a Scotland-wide photographic competition for school age children that encourages young people to explore their built environments in a creative way. Entry is free and all submissions will be featured in an exhibition.
- This will encourage pupils to head outside and engage in their local built environment in another different way.
- This will expand the CfE learning experiences and outcomes to include those in technologies.
- More information on the competition and entry deadline dates can be found here: [www.scottishcivictrust.org.uk/my-place-photography](http://www.scottishcivictrust.org.uk/my-place-photography)

## Attend Doors Open Days

- Doors Open Days is Scotland's largest free festival that celebrates culture, heritage and the built environment. Doors Open Days offers free access to over a thousand venues across Scotland's 32 regions throughout September.
- More information can be found here: [www.doorsopendays.org.uk/about](http://www.doorsopendays.org.uk/about)

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Other websites to check out for more information about Scotland's built environment include:

Architecture & Design Scotland [www.ads.org.uk](http://www.ads.org.uk)

and Planning Aid for Scotland [www.pas.org.uk/localplaceplans](http://www.pas.org.uk/localplaceplans)


### Scottish Civic Trust

 [www.scottishcivictrust.org.uk](http://www.scottishcivictrust.org.uk)

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### Doors Open Days

 [www.doorsopendays.org.uk](http://www.doorsopendays.org.uk)

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