

COP26 Resource

Creating 20 Minute Neighbourhoods

Places that are good for people and for the planet

Welcome to our COP26 20 minute neighbourhood school resource pack! In this document you will find lesson outlines for each of the sessions, along with curriculum links.

Aims:

- To inform pupils of COP26 and why it is relevant
- To develop understanding of 20 minute neighbourhoods and the importance of place
- To explore and evaluate the local area
- To create a vision of a 20 minute neighbourhood

The workshop series consists of four sessions, as outlined below.

1. Engage

This session is available either as two sessions (1a and 1b) which delve into more depth, or one condensed session for older pupils who are familiar with the subject of climate change.

Session 1a:

- Climate Change – its causes and impacts
- Introduction to COP26 – what is it trying to achieve and why is it relevant
- Where do emissions come from and how can they be reduced

Session 1b:

- Introduce the concept of 20 minute neighbourhoods – what are they and what are their benefits
- Prepare for the next session – plan route and split into focus groups

Session 1: Condensed session – a quick recap of climate change (for classes who have covered this recently), introduction to COP26 and 20 minute neighbourhoods

2. Explore

- Explore the local area within a 10 minute radius following a planned route
- Take notes and pictures using the worksheet to help with the next session

3. Evaluate

- Using the notes/pictures/videos taken during the last session, evaluate your local area using the 20 minute neighbourhood criteria
- Annotate a map of the local area to display findings

4. Create

- Create a vision of a 20 minute neighbourhood
- Think about what needs to be improved in your local area, and design what you would like to see

Curriculum Links

Primary

SOC 2-08a

I can discuss the environmental impact of human activity and suggest ways in which we can live in a more environmentally-responsible way.

SOC 2-08b

I can consider the advantages and disadvantages of a proposed land use development and discuss the impact this may have on the community.

SOC 2-09a

Having explored the ways journeys can be made, I can consider the advantages and disadvantages of different forms of transport, discussing their impact on the environment.

SOC 2-10a

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

SOC 2-14a

To extend my mental map and sense of place, I can interpret information from different types of maps and am beginning to locate key features within Scotland, UK, Europe or the wider world.

Secondary

SOC 3-08a

I can identify the possible consequences of an environmental issue and make informed suggestions about ways to manage the impact.

SOC 4-08a

I can discuss the sustainability of key natural resources and analyse the possible implications for human activity.

SOC 4-09b

I can assess the impact of developments in transport infrastructure in a selected area and can contribute to a discussion on the development of sustainable systems.

SOC 4-10a

I can develop my understanding of the interaction between humans and the environment by describing and assessing the impact of human activity on an area.

SOC 4-10b

I can explain the development of the main features of an urban area in Scotland or elsewhere and can evaluate the implications for the society concerned.

SOC 4-10c

Having studied an economic activity, I can explain its development and assess the impact of change within its locality and beyond.

SOC 3-14a

I can use a range of maps and geographical information systems to gather, interpret and present conclusions and can locate a range of features within Scotland, UK, Europe and the wider world.

SOC 4-14a

I can use specialised maps and geographical information systems to identify patterns of human activity and physical processes.

Session 1a: Engage

Aim: Discuss the causes and impacts of climate change and the importance of COP26

Learning Intentions

- Understand the causes and impacts of climate change
- Learn about COP26 and what it is trying to achieve
- Discuss UK emission sources and how Scotland is trying to reduce emissions

Success Criteria

- Define Climate Change, explain why it is happening, and identify its main causes
- Explain what COP is and outline the main goals of COP26
- Outline the main sources of emissions in the UK
- Suggest ways to limit greenhouse gas emissions, both nationally and personally

Resources

- Session 1a PowerPoint with notes
- Session 1a climate pledge worksheet
- Large paper for mind maps

Session Structure

Please follow the accompanying PowerPoint which contains extra information and suggested questions and activities for the class.

To start:

Give a brief introduction to the workshops and to the main concepts, using the PowerPoint to guide you.

Main content:

- Climate Change – Class discussion around climate change and its causes.
- What can we do about climate change – discussion of the climate strikes and an introduction to COP26.
- Emissions – match up the categories activity. Pupils to work in pairs to match the sector/mode to the percentage of emissions. Discuss results.
- Scotland's plan – discuss net zero and where personal emissions come from. Think about the changes required in the way we travel.

Task: In groups, create a mind map about the impacts of climate change.

To finish:

My personal climate pledge.

- Encourage each pupil to think of a small action they could take to reduce their impact on the environment.

Session 1b: Engage

Aim: Gain an understanding of 20 minute neighbourhoods.

Learning Intentions

- Gain an understanding of 20 minute neighbourhoods and be able to discuss their benefits
- Work as a class to plan a walking route around your local neighbourhood for the next session

Success criteria

- Define 20 minute neighbourhoods and list their components
- Describe the benefits associated with 20 minute neighbourhoods
- Use a map of the local area to identify a route

Resources

- Session 1b PowerPoint with notes
- Large paper for mind maps
- Map of your local 20 minute neighbourhood (provided by Sustrans - please email schools-scotland@sustrans.org.uk)

Session Structure

Please follow the accompanying PowerPoint which contains extra information and suggested questions and activities for the class.

To start:

Give a recap of last session.

Main content:

- What is a 20 minute neighbourhood and what is it trying to achieve – videos on PowerPoint
- What elements need to be in a 20 minute neighbourhood – class discussion and mind map activity
- What are the benefits of a 20 minute neighbourhood – group/class discussion

Task: In groups, create a mind map of the features of a 20 minute neighbourhood.

To finish:

Plan for next session

- Using google maps (on your smartboard) and the map supplied outlining your 20 minute neighbourhood, plan a route to take next session

Session 2: Explore

Aim: Explore your local 20 minute neighbourhood

Learning Intentions

- Explore the local area within a 10 minute radius of the school (your 20 minute neighbourhood) following the planned route
- Record what you find in your 20 minute neighbourhood using the worksheet

Success Criteria

- Safely and sensibly walk round my local area
- Identify elements of a 20 minute neighbourhood within my local area
- Record what I can see using a survey

Resources

- Session 2 survey worksheet
- Route maps – from the previous sessions
- Pen / pencil
- Clip boards
- Camera / filming device

Session Structure

To start:

Prepare to go out. Recap the route and make sure that every pupil has a survey sheet, pencil and clip board.

Main content:

Follow the route planned in the previous session to explore the 20 minute neighbourhood around the school.

Task: Pupils to fill in their worksheet to document what they see.
Taking photos/videos would also be useful.

Session 3: Evaluate

Aim: Evaluate your local 20 minute neighbourhood

Learning Intentions

- Evaluate the local 20 minute neighbourhood using surveys and pictures
- Annotate a map of the local area to display findings
- Think about ways in which your local area could be improved

Success Criteria

- Describe your local area and identify missing elements of a 20 minute neighbourhood
- Plot what you have found on a map of your local area
- Identify what you have found using symbols/colours and a map key
- Discuss ways in which your local neighbourhood could be improved

Resources

- Completed worksheets from previous session
- Session 3 PowerPoint
- A3/A2 maps of 20 minute neighbourhood (provided by Sustrans - please email schools-scotland@sustrans.org.uk)
- Pens and colouring pencils
- Session 3 worksheet

Session Structure

To start:

Recap what you did last session and the elements of a 20 minute neighbourhood.

Main content:

Annotate a map of your local 20 minute neighbourhood, recording what you found on your walk and survey, and evaluating what is good and what could be better.

Task: In groups, pupils to annotate maps of their 20 minute neighbourhoods with their findings.

- Begin by annotating what you found during your walk
- Then add annotations thinking about what could be improved
- You may want to decide on some symbols/colours as a class, or can leave groups to decide their own key.
- After a given amount of time, encourage each group to share what they have done with the class – two things that they liked about their neighbourhood and two things they would like to change (and how)

To finish:

Each pupil to fill in the session 3 worksheet summarising what they have found through their evaluation. This worksheet will provide useful prompts during the next session.

Session 4: Create

Aim: Create a vision of a 20 minute neighbourhood

Learning Intentions

- Creatively demonstrate what you would like to see in your 20 minute neighbourhood
Think about what needs to be improved in your local area, and design what you would like to see

Success Criteria

- Express my ideas creatively

Resources

- Art materials
- Worksheets from the previous session

Session Structure

This is a very flexible session, and can be run however you wish.

The aim is to use art to demonstrate a vision for a 20 minute neighbourhood, whether this be focusing on a specific element or area, or looking at the big picture.

This could include, but is not limited to;

- Redrawing/painting part of your neighbourhood showing the changes you would like to see
- Redrawing part of the map showing how things could be changed
- Making a model of something you would like in your neighbourhood
- Create a collage of ideas using images from the internet
- Annotating a photo of your local area
- For pupils who are reluctant to do art, this could include writing a poem or story