



Climate Ready
School Grounds

Workshop three

How can we get there?

Problem solving and
identifying solutions

● Previous learning required

- Pupils have reviewed the survey of their school grounds based on the six technical areas as a focus for action.
- Pupils have developed and/or reviewed a vision statement created by others for how their grounds will be used and/or changed in response to climate change.
- Pupils have taken part in developing the priorities for the project or had a chance to review and discuss them.

● Learning outcomes

- To review the outcomes of workshop two.
- To voice personal opinions about priorities for actions within their school grounds.
- To review and reflect on the final vision and priorities for their school grounds in relation to climate change.
- To identify realistic, practical nature-based solutions that will help your school to adapt to or mitigate the impacts of climate change.
- To identify what help and resources may be required and what that might look like.
- To communicate the importance of positive action in a variety of ways.

● Equipment

For activity one

- Flip chart paper and pens
- Post it notes
- Sticky coloured dots (optional)

For activity two

- A printed map of the school grounds highlighting the footprint of the building and the surrounding grounds - the bigger the map, the better!
- Tracing paper
- Examples of images of possible resources and actions or links to further information. (You can use images from the 'How to guides' and images from online or places you have visited)
- Flip chart paper and pens
- Coloured pens, pencils, glue and scissors

For activity three

- Large sheets of paper or you can complete this electronically
- Flip chart pens
- A 1m ruler (optional)

Activity one

The aim of this activity is to identify possible solutions for the issues you have identified and prioritised in workshop two.

1. Write each of the names of the technical areas you have prioritised at the top of flip chart paper – one area at the top of each sheet.
2. Discuss the types of changes you could make in response to the issues you have identified in previous workshops.
3. Pupils then write down their ideas for solutions on sticky notes ideas under each heading, e.g. under temperature stress they could write 'plant more trees'.
4. Make sure that any repeated ideas are grouped together or, better still, placed on top of each other so that there are no repeats showing.
5. Each pupil then has three votes for each technical area. They can choose how they use their votes – all three on one idea on a sheet or split votes across two or three ideas. Sticky dots are a fun and effective way to vote.
6. At the end of the activity you will have gained clarity as to which changes you agree are important.

Activity two

The aim of this activity is to create a vision plan for your grounds, indicating where different changes will take place.

1. Refer back to your vision statement to make sure your plan fits with your stated aims.
2. You will need to use one or more plans of your site for this activity. This could be one very large plan for everyone to work on, several smaller plans for group work, or you could work online possibly using GIS.



3. Start by laying tracing paper over the plan(s). This way you can mark up information without ruining the original map. You can use layers of information in a similar way with electronic versions of this activity.

4. On the tracing paper identify where the issues you have prioritised are causing problems e.g. somewhere there is no shade.
5. When you have done this look back at the possible solutions you have identified for each of the issues marked on your plan.
6. Look at different possible solutions for each technical area you have identified. Depending on the age and ability of your pupils you can research these in more detail, considering costs, skill level needed to implement change and impact of change.
7. Find images or create sketches of the solutions you have decided upon and put these around the outside of your plan near to where you want the changes to take place.
8. Use a piece of string or a straight line to connect the images to the location for that specific change.
9. Display these for other pupils and staff to see.

Activity three

The aim of this activity is to create an action plan for your project.

1. Now that you know where and what you need and want to change in your grounds you need to decide what order they should take place in.
2. Depending on the age and ability of your class you can provide or research information on costs, skills needed to make the changes, and impact of change.
3. You can either do this on paper or electronically depending on the group working on this section of the project.
4. You will need to consider:
 - The cost of the changes identified
 - If you need to raise funds or other resources and how long that might take
 - Whether you have the knowledge and skills to undertake the work within the school community or whether you need to pay for an expert
 - Whether changes need to be carried out at a certain time of year e.g. you should plant trees when they are dormant over winter
 - The impact of change
 - Who will carry out the change and when they are available
5. Create a table detailing the issues, actions, people responsible, and timelines, as per the example on the next page.
6. Fill in your table providing more specific information about the timeline as you go i.e. short term could be next week or by the end of term. Some actions may need to be repeated at various intervals, so make sure this is indicated on your plan.



Example table

© This table was created by the Learning through Landscapes Trust to accompany workshop three of the Climate Ready School Grounds project.

| Issue | Action | Who | Timeline | | | |
|---|-------------------------------------|---|-------------|-------------|-----------|--|
| | | | Short term | Mid term | Long term | Repeated |
| Courtyard gets too hot in summer | Plant trees in courtyard | Year 5 supported by grounds staff | | Winter 2028 | | Check health every summer, replant as required in the winter |
| Drains regularly flood at the main entrance | Clear drains next to front entrance | Grounds staff | | | | Every February |
| Lack of plants for pollinators | Sow seeds of flowering plants | Year 3 supported by form teachers and TAs | Spring 2027 | | | Repeat in different areas every spring |