



Climate Ready  
School Grounds

Workshop two

# Where do we want to be?

Creating a vision statement  
and identifying priorities for  
change

## ● Previous learning required

- Pupils have discussed the causes and effects of climate change and related this to their local environment, specifically their school grounds.
- Pupils have undertaken a survey of their school grounds based on the six technical areas as a focus for action.

## ● Learning outcomes

- To review the outcome of [workshop one](#).
- To review, reflect on, and understand the results of the School Grounds Climate Survey and how they relate to climate change.
- Contribute to a discussion by putting forward their ideas and perspectives.
- To discuss different perspectives and ideas and look at a topic from different viewpoints.
- To understand the key priorities for your grounds and use these to help create a vision for your school grounds in relation to climate change.

## ● Equipment

For activity one

- The results from the survey
- Flip chart paper and pens or chalk
- A6 pieces of card and pens

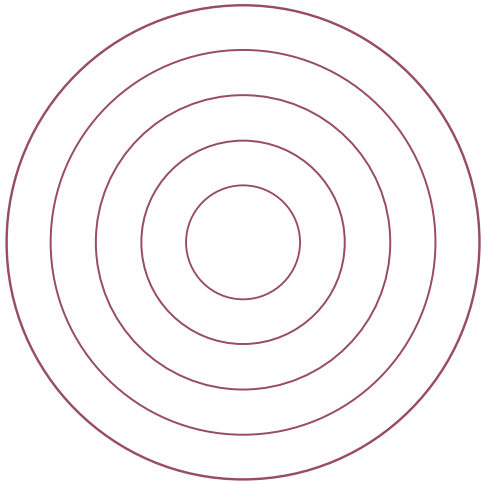
For activity two

- Flip chart paper and pens.

## Activity one

The aim of this activity is to identify which issues you want to prioritise and which will be addressed further down the timeline. Don't worry at this stage about the cost or ease of change, those issues will be covered later when you look at solutions.

1. Review workshop one and the outcome of the School Grounds Climate Survey linked to the six technical areas.
2. Draw concentric circles on the playground or onto a large sheet of paper.



3. Write the technical areas from the survey on A6 pieces of card or similar (if you are doing this outside you may need something heavy to stop them blowing away).
4. Put each of the survey technical areas around the outside of the circles.

5. Stand around the outside of the circles and discuss each technical area in turn. You might talk about the scale of the problem and what the impact of change needs to be, e.g. we have an area that floods so we want to do something to reduce or stop the flooding.
6. After the discussions each person moves around the circle. Allow everyone three votes each as to which areas they think would be best to address first. Someone's vote means that they can move the card for that area a circle nearer the centre.
7. After everyone has voted, you will have found the priorities for your group. You can look to see if these were the same as the outcomes of the survey. Discuss why they are the same or different.

## Activity two

The aim of this activity is to develop a shared understanding of what you want to achieve so that everyone has an idea of where you are heading and how you can all work together towards a shared aim.

1. Review workshop one and the outcome of the School Grounds Climate Survey linked to the six technical areas.
2. Review the priority areas identified in activity one. Do they match? If not, why?
3. Working in groups, brainstorm words and phrases that you think are important in relation to these areas and your school grounds.

4. Share these words and discuss why they were chosen. Groups can add words from other peoples ideas to their selection.
5. Groups can then put together a vision for their grounds that builds on their survey work. This should centre around how they feel their grounds can help with climate change education and/or how they can use their grounds to address some of the impacts of climate change. It can be helpful to give them some starting points for their vision statement, such as:
  - Our school grounds will become climate ready by...
  - We will use our grounds to address climate change impacts through...
  - Climate change impacts will be...
  - We will use our school grounds to...
6. Share the vision statements and discuss which elements you think are right for your school grounds in relation to climate change.
7. Together, make decisions about which elements of different vision statements should be included in the final statement.
8. Each group can then rewrite their vision statement, incorporating the decisions from the discussion.
9. Read out and vote upon all the final statements.
10. Make any final amendments to the overall school vision statement that everyone chooses to take forward.