

VALUING VILLAGES

RESOURCE PACK and TEACHERS' NOTES



FARMING AND COUNTRYSIDE EDUCATION (FACE)
on behalf of the **COUNTRYSIDE AGENCY**

Resource Pack Teachers' Notes

Sections 1-4:

Village Community Action Plan Application Form.

At the end of each session, ask the children to complete part of the form. This is really an individual activity, other than Part 4, when the class has to come to a consensus on what they will actually focus on (a vote could be held). A guided writing session would be the best way to tackle this. Parts 2 and 3 offer good opportunities for literacy work and could easily be incorporated into your writing scheme.

Section 1:

Photocopy Master 'Our village.'

Using this sheet, identify what is in the village. There is a list here, but encourage the children to volunteer suggestions. Remember to include services and meetings of groups. Children could mind map this as a group, as individuals or instead of using the **Photocopy Master** devise a whole class activity using a chalk or white board. As an alternative, arrange the components of the village as anagrams for the children to solve, e.g. sposh = shops, gallive nereg = village green.

Section 1:

Photocopy Master Our Village – Evaluating Environments.

Ask the children in groups or individually to stick appropriate faces by the places/amenities/services of the village. Encourage children to justify why they chose the face they did, e.g. Q: 'Why have you put a sad face by the pub?' A: 'I'm not allowed in and the noise at night wakes me up at closing time.' e.g. Q: 'Why are you angry about the village green?' A: 'There's dog poo on it and I stand in it when I'm playing there.'

Section 1:

Photocopy Master Local Eyesore, Local Treasure.

You may need to adapt the sheet to your situation as, for example, you may have more than two pubs or churches on your walk route. As parishes can be big and take in more than one settlement, a decision about the area you wish to cover has to be made, e.g. restrict it to the centre of the village. Ordnance Survey online has a 'get-a-map' service using postcode addresses as well as historical maps of the same area which would be useful.

You will need a large map in Section 2 for the hot spots appraisal activity. Your LEA may be able to help with this if you don't already have one in school.

Photos (digital or other) can be used in the display. The work produced in this unit will be useful for the presentation to be made in Section 4. Camcorders and taped commentaries would be an exciting way of enhancing the activity and would be excellent for special needs children who struggle with recording. A commentary could be written for a camcorded tour once back in class as an additional activity.

Section 2:

Clubs and Organisations in the Village.

This would be a good research project for homework if time is limited. Alternatively remember to go and look at the village notices and shop windows and include it when touring the village, or gather the information yourself to present to the class for tabulation.

Section 2:

Questionnaire.

A 'ready to use' questionnaire is in the resource pack, however encourage the children to devise their own if possible. This could be done in a literacy hour or possibly as a homework activity. When collecting the data try to include a cross-section of young people in the village, young people who live outside, but use the services of the village.



Section 3:**Photocopy Master The Good Life.**

It would be appropriate to provide opportunities for the children to discuss what makes for a good quality of life and put their ideas into a blank worksheet as an alternative to using the ideas provided. Remember to allow the children to explore how someone else might arrange the pieces. Pre-cut and laminate the set to provide a more permanent resource.

Section 3:**Points of View – Characters and Who says What?**

Laminated speech bubbles could be used and would save time cutting out during the lesson itself. There are many possibilities as to who might be saying what; justifying choices is the important thing. Work this in table groups (less preparation of resources) or as individuals if preferred.

Section 3**Hot Seating.**

Some children will be very familiar with hot seating. The cards support the invention of the character and help the child doing the acting to get into role. The bulleted points on the 'Issues' sheet are to help the rest of the class begin to ask questions of the character. Remember simple questions like, 'How many children do you have?' directed to the young mum, will help the hot seated child to get into role. If you are not comfortable with hot seating, ask the class to devise a list for and against the development. Either way the literacy that comes from this activity can be rich.

Section 4:**Presentation and Question Time Session.**

In Section 4, having completed the Community Action Plan, the children need to communicate this to members of the local community. Preparing a presentation for an assembly; showing the school and invited guests what the class had been doing

and presenting their intended actions are appropriate activities. The stages are outlined below:

Stage One – the preparation.

- A.** If they have not done so already, the class decide upon the focus for their action plan. As a class or as guided groups, write an action plan (part 4 of the Village Community Application Form).
- B.** Class prepares a presentation about what they have been doing and the choices that they have made. The draft plan is completed ready to be presented to the parish clerk.
- C.** Decide what member(s) of the local community should be invited. School governors may be able to contribute to the debate. It is worthwhile inviting one or two people who do play an official role in the village community so that they can spend a few minutes explaining what they do and how it impacts on the village, if this has not already been done in Section 1.

Suggestions for the panel:

- Parish clerk
- Specific members of the parish council – someone concerned with transport if the focus has been on traffic
- l Local farmer if the focus has been on the environment, food or local food shops
- Representative of a wildlife organisation – RSPB, local wildlife trust
- Local policeman

Stage Two – the event.

1. Invited guests introduce themselves.
2. Class presentation on their project and their choices.
3. Question Time Debate after the presentation.

Stage Three – the evaluation.

1. Class review their action plan.
2. Class make minor changes to their plan following the debate.
3. Plan is presented to parish clerk.



Supplement for Key Stage 3

About the Unit

In this Unit, there are opportunities for students to undertake geographical enquiry through fieldwork and to identify issues in the local rural environment using the four enquiry question section headings outlined below.

The Unit also has links to Citizenship Education: developing skills of enquiry and communication and of participation and responsible action.

Students gather views and factual evidence about local rural issues and use them to reach conclusions. They collect data using a land use map and a questionnaire in order to record and present evidence. A variety of appropriate techniques can be used in order to analyse and evaluate the evidence and draw and justify conclusions. Valuing Villages helps students to appreciate their own and other people's values and attitudes about the rural environment. The investigation may include social, economic, political and environmental issues that arise in rural communities.

There is scope for students to communicate their findings in a variety of appropriate ways. The Unit can be used to develop geographical skills- vocabulary about the rural environment, the selection and use of appropriate fieldwork techniques, the selection and use of secondary sources of evidence about the village population, using and drawing village maps at a range of scales using symbols, keys and scales, and communication and decision making skills, including the use of ICT skills when analysing and making decisions about how things can be changed for the better in the village.

Valuing Villages helps students to appreciate how and why places differ, why they change and the issues that arise from these changes.

Sections

1. What are the features/landmarks of the village?

Focuses on identifying the location, growth and nature of a rural community. The resources can be used to collect data for a evaluative land use map which will help students to investigate the rural environment.

2. What do I think about the village?

Focuses on the identification of issues about the provision of goods and services within the village. The data is collected by a questionnaire.

3. What do others think of the village?

Focuses on investigating the viewpoints of the community based on the analysis of data collected from the questionnaire. How and why the village is changing and how these changes affect groups of people in different ways is analysed.

4. How can things be changed for the better?

Focuses on the quality of life of different groups of people within the village, how conflicting demands on the environment arise and how attempts are made to plan and manage environments.

Resources

Useful web site resources include:

- **The Countryside Agency:**
www.countryside.gov.uk
- **Planning for Real:** a resource originally developed by the Neighbourhood Initiatives Foundation to explore the ideas of participative planning around the needs of school children
www.nifonline.org
- **FACE:**
www.face-online.org.uk
- **Ordnance Survey:** online 'get-a-map' service using postcode addresses
www.getamap.ordnancesurvey.co.uk
- **Old maps** are available from;
www.old-maps.co.uk
- **BBC Village Snapshot:**
http://news.bbc.co.uk/1/shared/spl/hi/picture_gallery/04/in_pictures_village_life/html/1.stm
- **Office for National statistics** holds a large range of demographic data:
www.ons.gov.uk

Where the Unit fits in

Geography Key Stage 3

- Geographical enquiry and skills
1a, 1b, 1c, 1d, 1e, 1f, 2a, 2bb, 2c, 2d, 2e, 2f, 2g
- Knowledge and understanding of places
3c, 3d
- Knowledge and understanding of patterns and processes
4a, 4b
- Themes
6g, 6i, 6j, 6k, 7b, 7c, 7d

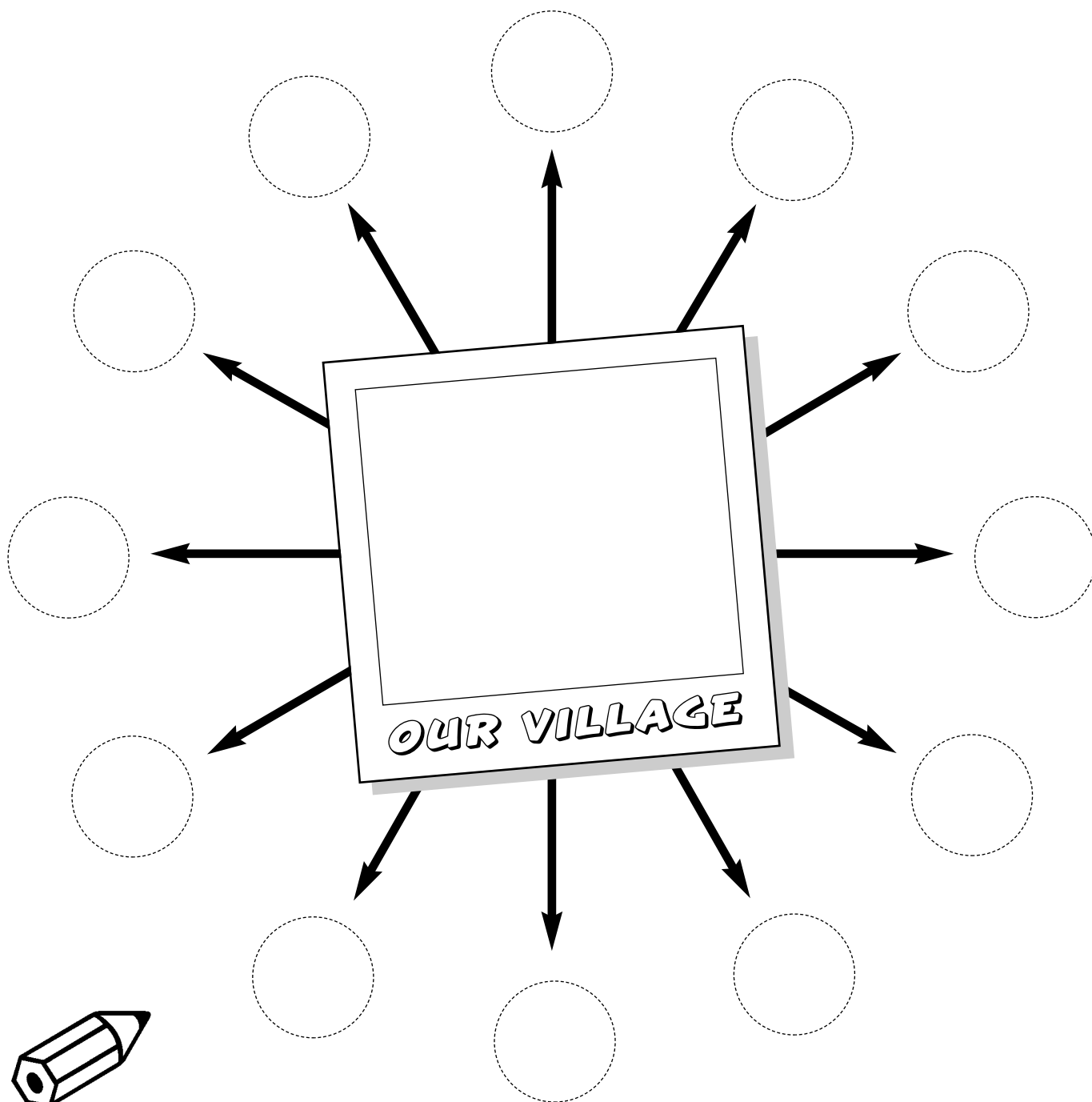
Citizenship Key Stage 3

- Developing skills of enquiry and communication 2a, 2b, 2c
- Developing skills of participation and responsible action
3a, 3b, 3c



OUR VILLAGE

What do you think 'makes up' our village?

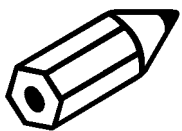
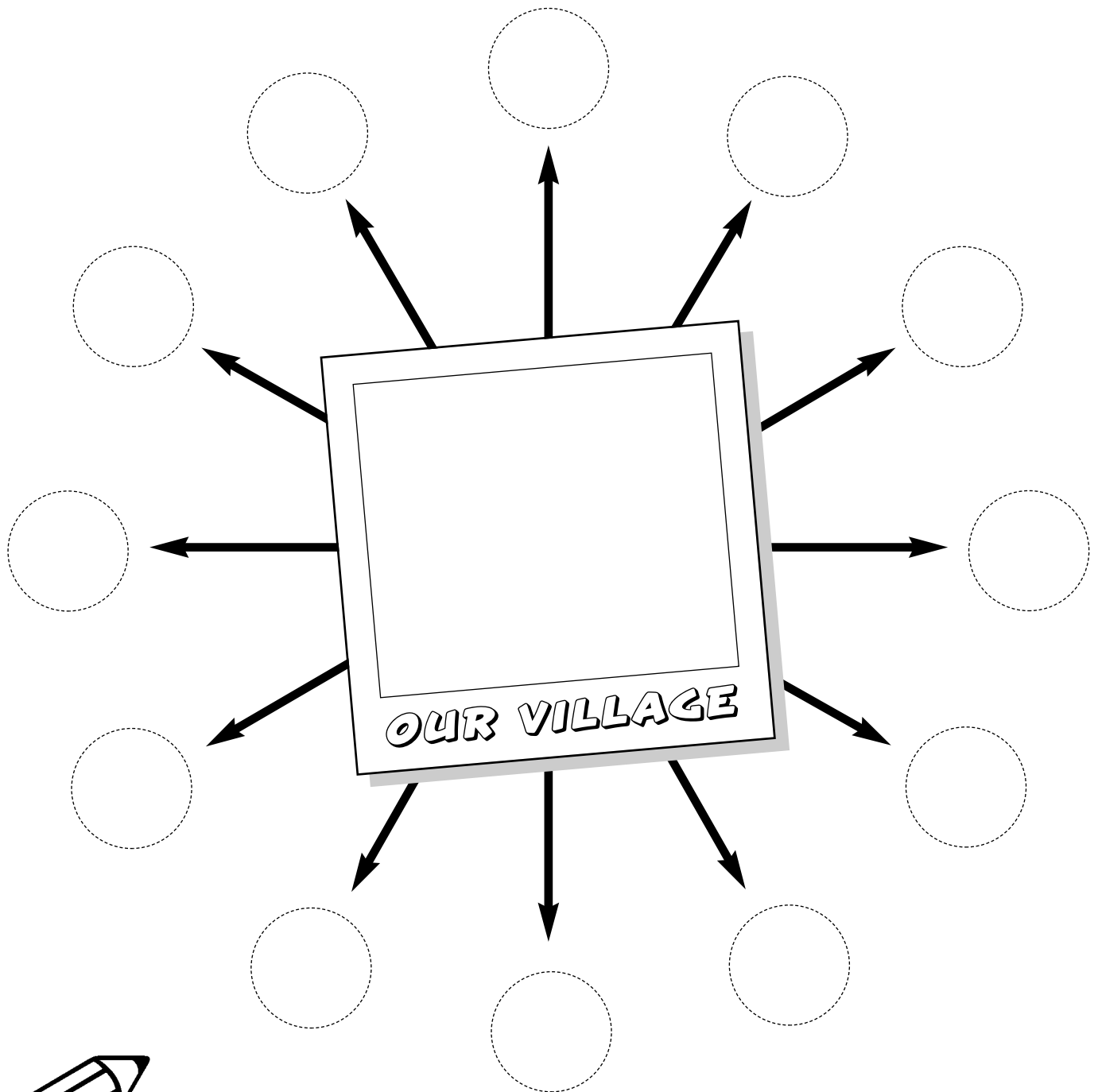


Include services like bus services, mobile libraries, mother and toddler groups (you may not automatically think of these, but they are part of what 'makes' the village too).

OUR VILLAGE

Evaluating Environments

What do you think of our village? Choose a face from the sheet provided which represents the way you feel about the place or amenity.



LOCAL EYESORE

LOCAL TREASURE

Take a walk around your local area/village. Make sketches and take photos showing some of the things to be found. Use the table to help you decide about whether what you find is either a 'local eyesore' or 'local treasure'.

A. BUILDINGS		<i>Eyesore</i>	<i>Treasure</i>	<i>Score out of 10</i>
	<i>church(es)</i>			
	1.			
	2.			
	<i>school(s)</i>			
	1.			
	2.			
	<i>shop(s)</i>			
	1.			
	2.			
	3.			
	4.			
	<i>public house(s)</i>			
	1.			
	2.			
	<i>village hall</i>			
	<i>new housing</i>			
	<i>old housing</i>			
	<i>petrol station/ garage(s)</i>			

LOCAL EYESORE, LOCAL TREASURE

B. AMENITIES/ STREET FURNITURE		<i>Eyesore</i>	<i>Treasure</i>	<i>Score out of 10</i>
	<i>paths</i>			
	<i>roads and tracks</i>			
	<i>street name plaques</i>			
	<i>lighting</i>			
	<i>bollards.</i>			
	<i>benches</i>			
	<i>litter bins</i>			
C. OPEN SPACES				
	<i>playgrounds</i>			
	<i>wasteland</i>			
	<i>woods</i>			
	<i>war memorial</i>			
	<i>pavements</i>			

Tick whether you decide the landmark is more an eyesore or a treasure and give it a score out of 10. (0 = BIG eyesore and 10 = BIG treasure!)



FACES FOR ENVIRONMENTS

Photocopy this sheet twice. Each child should have 6 of each of the 12 types of faces. (ie 6 'happy', 6 'joyful', 6 'optimistic', etc.)



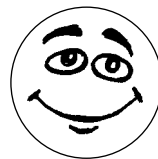
Optimistic



Joyful



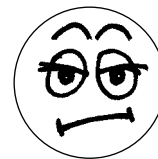
Happy



Satisfied



Lonely



Indifferent



Undecided



Frightened



Proud



Miserable



Disgusted



Anxious



Optimistic



Joyful



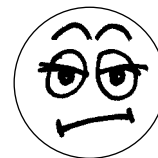
Happy



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Anxious



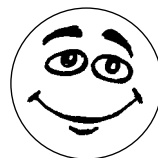
Optimistic



Joyful



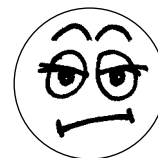
Happy



Satisfied



Lonely



Indifferent



Undecided



Frightened



Proud



Miserable



Disgusted



Anxious

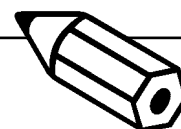


CLUBS AND ORGANISATIONS IN THE VILLAGE

Obtain the information from the village notice board or find out what groups use the village hall.

Complete the following table:

<i>Name of club or organisation</i>	<i>How often do they meet?</i>	<i>Where do they meet?</i>	<i>Who is the club for? Children/ teenagers/ adults/retired people</i>
<i>Brownies/Beavers/ clubs etc.</i>			
<i>Sport activities</i>			
<i>Playgroup</i>			
<i>Social</i>			
<i>Cultural</i>			
<i>Village business</i>			



VILLAGE QUESTIONNAIRE

The class will need to find out about what the young people and children of the village think is good about the village. Remember to ask brothers, sisters and their friends. Try to ask a range of ages.

For each respondent (Please tick one) Male Female

1. How old are you?
Please tick one)

5	6	7	8	9	10	11	12	13	14	15	16	17	18
---	---	---	---	---	----	----	----	----	----	----	----	----	----

2. Do you use the village shop? Yes No

3. How often do you use it?

Daily Weekly Monthly Sometimes Never

4. Where does your family go shopping for?

Hardware goods (tools, nails etc)

Building and plumbing supplies

Carpets and furnishings

Meat

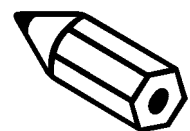
Bread

Cinema

Accident and emergency facilities

5. What do you do in your spare time? (Please tick as many boxes as you need to)

- Visit friends at their home/have friends round to your home
- Meet on street/at park etc.
- Use skateboard ramp
- Informal BMXing/biking/fishing/rollerskating/skateboarding
- Shopping
- Watch TV
- Visit cinema in your local town
- Visit cinema elsewhere
- Ten pin bowling – where?
- Scouts/Guides/other uniformed groups
- Youth groups – youth clubs/church clubs etc.
- Sports/swimming teams/training or clubs
- Use computer/internet/games consoles at home
- Use computer/internet/games consoles elsewhere



6. Where do you go outside of the village for leisure activities?

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

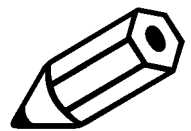
Other place?

7. Why do you go there?

8. How do you get about? (tick all that apply to you)

	<i>Around the village</i>	<i>To and from</i>	<i>To and from</i>	<i>To and from</i>
<i>Walk</i>				
<i>Bike</i>				
<i>Bus/coach</i>				
<i>Motorbike/moped</i>				
<i>Lift with parents</i>				
<i>Lift with friends</i>				
<i>Train</i>				

9. From the list below, score the things you value most about the village.
0 = poor, 10 = excellent. There is space to add things to the list.



- | | | |
|---|--|--------------------------|
| <input type="checkbox"/> Church | <input type="checkbox"/> School | <input type="checkbox"/> |
| <input type="checkbox"/> Doctor's surgery | <input type="checkbox"/> Post Office | <input type="checkbox"/> |
| <input type="checkbox"/> Village policeman | <input type="checkbox"/> Children's playground | <input type="checkbox"/> |
| <input type="checkbox"/> Pub | <input type="checkbox"/> Village hall | <input type="checkbox"/> |
| <input type="checkbox"/> Visiting mobile library | <input type="checkbox"/> Public transport facilities | <input type="checkbox"/> |
| <input type="checkbox"/> Clearly marked footpaths | <input type="checkbox"/> Off-street parking | <input type="checkbox"/> |
| <input type="checkbox"/> Well kept gardens | <input type="checkbox"/> Village green | <input type="checkbox"/> |
| <input type="checkbox"/> Peaceful atmosphere | <input type="checkbox"/> Beautiful scenery | <input type="checkbox"/> |

10. Is there anything that causes you a problem or worries you?
Can you identify things that are an issue for you in the village?

Issue – Tick if relevant

- Being pestered when out
- Your property being stolen or damaged
- Being bullied
- Being offered drugs
- Groups of people hanging around
- Being hassled by adults
- Traffic/speeding cars/cyclists on footpaths
- Poor or no street lighting
- Dogs and/or dog mess



Identify as many problems and issues as possible and where they are found in the village. The list could be very different from the one given. Add things that are important for your village.

Issue	Where they occur
<i>The position of graffiti</i>	
<i>Other types of vandalism</i>	
<i>Litter</i>	
<i>Ugly buildings</i>	
<i>Roadside area with no pavements</i>	
<i>Infrequent bus service</i>	
<i>No shops</i>	
<i>Large advertising boards</i>	
<i>Things that do not fit into the village landscape</i>	

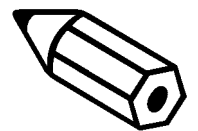
11. What do you think will make the village a better place for young people now and in the future?

- Wider choice of things to do
- More youth club activities
- Youth club/drop in coffee bar
- After school activities
- Better transport to larger towns
- More say for young people in community decisions
- More access to sports facilities – organised
- More access to sports facilities – unorganised
- More choice of shops

- clothes
- CDs/videos and games
- Other (please state)



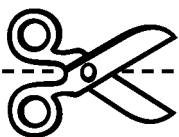
- More jobs
- More affordable housing
- More places for young people to meet



THE GOOD LIFE

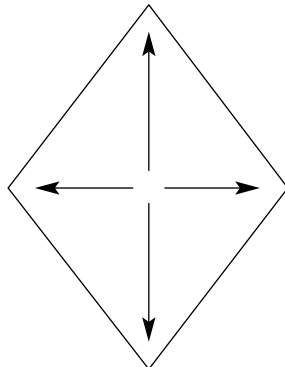
Cut out the statements below and order them from most to the least important. (You may wish to define 'good'.)

<i>Good jobs</i>	<i>Small village where you know people</i>
<i>People's gardens are kept neat</i>	<i>Plenty of places to go and play</i>
<i>Not much traffic in the village</i>	<i>Clubs for young people</i>
<i>A range of good shops in the village</i>	<i>An unpolluted environment</i>
<i>The village has lots of visitors</i>	<i>The village has a good school</i>



The boxes could form a diamond shape similar to this diagram.

IMPORTANT



LESS IMPORTANT

*Can you think of any more?
Add your own ideas.*

POINTS OF VIEW - CHARACTERS

Teenager



Retired senior citizen



Local child



Local farmer



Young business commuter



Local tradesman



Shopkeeper



Young mum



POINTS OF VIEW - WHO SAYS WHAT?

I'm going to enjoy the sense of community in the village.

The people moving in don't understand countryside ways!

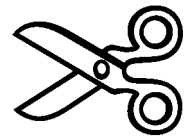
I'm hoping it brings work into the village for me.

We will be losing some of our best farm land if the scheme goes ahead!

The village will not be the same with all the new people!

I'd like to start a mother and toddler group as the village needs one.

I'll have more friends to play with!



POINTS OF VIEW - WHO SAYS WHAT?

*I think
it's a good idea;
there will be more
customers in my
shop!*

*The
housing will bring
more cars and local
roads will be
busier.*

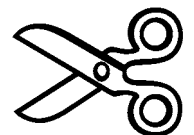
*A new road
right by my house...
oh no!*

*I'd be
miles from the
night-life of the
city!*

*I'll miss
the open space –
that was once a
farm.*

*The new
estate will be
full of people who
shop in the
village.*

*I remember
when that land was
farmed and supported
10 men and their
families!*



HOT SEATING CARDS

Character Card

YOUNG MUM

"We have been looking for a move to a village out of the city for a few years. This new housing gives us the chance to move. The school will be great for my 3 year old and we can easily commute to the city for work."

Character Card

FARMER

"It was my land I've sold for the development. With my farm income so low, the farm needs the cash to survive. Anyway, the housing will bring new life into the village."



Character Card

LOCAL TEENAGER

"I think it's a good thing; we could do with some more young people, though I don't know if the houses are just for old people because they're quite expensive. If more young people are in the village, we will need more clubs and stuff for them to do. I think I'll probably be leaving the village for the city in a year or two anyway."

Character Card

SHOPKEEPER

"It could be good for me if they bother to shop with me. The new supermarket is already taking business away from me. I support local growers and farmers and the stuff is tasty and healthy. Older folk are more likely to use my shop as they don't have to travel far."

HOT SEATING - ISSUES

Character Card

YOUNG MUM

- *After school care, especially if commuting.*
- *Increased traffic.*
- *Use of local facilities/shops.*
- *School pupil places.*
- *'Fitting in' to village life.*

Character Card

FARMER

- *You've made an irreversible change - unpopular with some.*
- *New housing spoils 'look' of village.*
- *Environmental impact on trees, hedges, wildlife, etc.*

Character Card

LOCAL TEENAGER

- *New young people may cause trouble.*
- *Few clubs/activities for teenagers.*
- *Only one shop.*
- *Rival gangs possible; 'locals' versus 'newcomers'.*
- *Young people always leave the village as they get older.*

Character Card

SHOPKEEPER

- *Parking facilities not good.*
- *Supermarkets are cheaper.*
- *Freshness of products.*
- *People are too busy to shop at little shops. Like the 'one-stop' supermarket.*



VILLAGE COMMUNITY PLAN APPLICATION FORM

The appropriate section of this application form should be completed at the end of each Unit of work. Please use all the ideas and information you have collected while using the Units to complete the form.

WHAT IS THE VILLAGE COMMUNITY PLAN ALL ABOUT?

This project is about the choices you have to make living in and contributing to the local community.

1. TELL US ABOUT YOUR VILLAGE

to be completed at the end of Unit 1

Name of village

Name of the county in which the village is located

Number of people living in the village

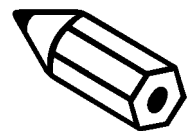
Name of the main contact for this application

Position in the school community

Tell us about your village. Describe in your opinion, what is good about your community and also where it could do better.

GOOD NEWS

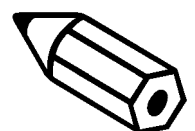
COULD DO BETTER



2. TELL US ABOUT YOUR VILLAGE AND THE VIEWS OF THE PEOPLE OF THE VILLAGE

to be completed at the end of Unit 2

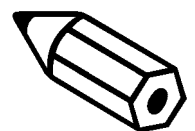
Describe what your village is like. Write about the buildings, the people and the clubs and organisations. What is good about your village and where could it be better? Write a balanced argument highlighting the good features of the village and its areas for development. Make sure the views of the community are covered in your work.



3. TELL US WHAT YOU HAVE FOUND OUT ABOUT THE NEEDS OF YOUR VILLAGE

to be completed at the end of Unit 3

What choices have you made that would improve the village for the whole community? Outline how you, your class or school will contribute something to improve the village.



4. NOW TELL US HOW YOU WILL CARRY OUT THE CHOSEN PROJECT IN MORE DETAIL

to be completed at the end of Unit 4

What have you as a class decided to focus upon?

Tell us about it

Who will benefit from your project?

How will your project be conducted?

What organisations and other people in the village will support you?

What meetings need to be or have been held?

