

6

NEIGHBOURHOOD AND ENVIRONMENT

AIM

The aim of this unit is to encourage students to think about the kind of local environment they would like to live in.

CONTEXT

Before starting this unit, you might like to consider:

- **Do your students like the environment they live in?**
- **Do they always feel safe in it?**
- **How aware are they of 'green' issues?**
- **Do they see litter as a problem?**
- **What is their attitude towards their neighbours?**

CURRICULUM

Aspects of national curriculum citizenship covered:

- Key stage 3 – 1 (a), (c); 2(a), (b); 3 (a);**
Key stage 4 - 1 (a), (f), (h), (j); 2(a), (b); 3 (a).

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6.1

NEIGHBOURHOOD AND ENVIRONMENT WHAT IS IT LIKE LIVING ROUND HERE?

AIM

To explore some of the positive and negative things about the neighbourhood

LEARNING OUTCOMES

To understand what a local authority is
To know which local authority your PRU is in
To be able to name three things for which local authorities are responsible

ACTIVITIES & EXPERIENCES

To have taken photographs of positive and negative things in the neighbourhood
To have expressed an opinion about who is responsible for these

KEYWORDS

Community: a group of people who live together in one place

Local authority: the people in charge of your community

Council: another word for local authority

6.1

NEIGHBOURHOOD AND ENVIRONMENT **WHAT IS IT LIKE LIVING ROUND HERE?**

ACTIVITY

Make sure that each of your students has access to a camera. They can use their mobile phone camera if they have one or, failing that, a disposable one.

- Explain to students that you are going to create a 'time capsule' – that is, you are going to bury a container containing items that will help people in one hundred years in the future to know what their neighbourhood used to be like. In particular, you are going to include some photographs to show them the good things and bad things about living in their area.
- Ask students for ideas of things they could photograph to illustrate these things?
- Give students the disposable cameras and give them the opportunity to go out and take the photographs.
- When the photographs have been developed put them up in the classroom in two displays: good things and bad things.
- Encourage students to reflect on the good things:

Who do you have to thank for these things? Who made them good?

- Then encourage them to reflect on the bad things:

**Who is to blame for these things? Who made them bad?
What things could be done to improve them?
Whose job is it to do these things? Why?**

6.1

NEIGHBOURHOOD AND ENVIRONMENT WHAT IS IT LIKE LIVING ROUND HERE?

ACTIVITY

INFORMATION POINT

There is an opportunity here to explain what a local authority is and some of the things a local authority is responsible and is not responsible for.

For details, go to <http://www.thesite.org> and click on '**Home, Law & Money**', then on '**Law – Your rights**' and on '**Local council services**'.

Also, see **Changing Places**, pp. 132-5.

VISITOR OPPORTUNITY

There is an opportunity here for students to meet and question someone from their local authority who has responsibility for one of the aspects of local life they have expressed concern about.

INTERNET RESEARCH

Q1 What is the crime rate in your neighbourhood?

Q2 Who are your local council representatives?

To find the answers, go to <http://www.upmystreet.com> and click on '**Explore – Local Area**', then enter your postcode or the name of your area, and on '**Police & crime**' and on '**crime figures**' – or on '**Council & representatives**' and on '**representatives**'.

6.2

NEIGHBOURHOOD AND ENVIRONMENT **WHO DROPS ALL THE RUBBISH?**

AIM

To explore issues of litter and litter removal

LEARNING OUTCOMES

To understand what is meant by biodegradable

To be able to name five items commonly left as litter

To be able to name two items of litter which are not biodegradable

ACTIVITIES & EXPERIENCES

To have taken part in a survey of rubbish dropped in the PRU grounds and surrounding area

To have expressed an opinion about what should be done about the situation

KEYWORDS

Rubbish: something you no longer have a use for

Litter: rubbish left lying around in public

Pollution: when the environment is harmed by rubbish

ACTIVITY

Make a copy of the Rubbish Hunt checklist (page 09) – or several copies if students are working individually.

- Take your students for a short walk around the grounds of the PRU and the surrounding area.
- Ask them to keep their eyes open for the items on the checklist.
- When an item is found, tick it off – or ask students to tick it off - on the checklist and note down where it was found.
- Where students each have their own checklist, see who is able to find the most items.
- Return to the classroom and go through the list of items you have found and where you have found them.
- Ask students:

Who has put all this rubbish there?

Do you think they should get into trouble for it? Why or why not?

Whose job do you think it is to clean it up? Why?

ACTIVITY

INFORMATION POINT

There is an opportunity to explain about different kinds of rubbish and their effects on people and the environment.

It is common to talk about three different sorts of rubbish:

- domestic - rubbish from households;
- industrial and commercial - rubbish from factories, offices, shops and schools;
- hazardous - rubbish which needs to be disposed of in a careful way to prevent pollution, e.g., chemicals used to make paint, used syringes.

Rubbish is made up of different substances and materials:

- biodegradable rubbish - breaks down naturally in the environment and eventually disappears, e.g., left-over food and paper;
- non-biodegradable rubbish - does not break down naturally in the environment, e.g., drinks cans and plastic bottles.

For more details, go to <http://www.recycle-more.co.uk>

VISITOR OPPORTUNITY

There is an opportunity here for students to meet and question someone from your local authority with responsibility for waste management.

INTERNET RESEARCH

Q1 Why do people in this country throw away more rubbish than they used to?

To find some answers, go to <http://www.recycle-more.co.uk> and click on '**household**' and '**why do we recycle?**'

Q2 Is it against the law to drop litter? If so, what can happen to you if you are caught?

To find the answer, go to <http://www.askthe.police.uk/Content/@1.htm> and enter your town or area, then click on the letter '**L**' and on '**Litter**'.

Q3 If someone has thrown rubbish into your garden, whose job is it to remove it?

To find the answer, go to <http://www.askthe.police.uk/Content/@1.htm> and enter your town or area, then click on the letter '**F**' and on '**Fly tipping**'.

Q4 If a motor car has been abandoned near you, what can you do?

To find the answer, go to <http://www.askthe.police.uk/Content/@1.htm> and enter your town or area, then click on the letter '**A**' and on '**Abandoned motor vehicles**'.

6.2

NEIGHBOURHOOD AND ENVIRONMENT **WHO DROPS ALL THE RUBBISH?**

STUDENT RESOURCE: RUBBISH HUNT

Type of rubbish	Tick	Where found
sweet wrapper		
crisp packet		
drinks can		
takeaway		
dog poo		
plastic bottle		
cigarette packet		
chewing gum		
cigarette		
magazine/newspaper		
syringe		
abandoned car		
other		

6.3

NEIGHBOURHOOD AND ENVIRONMENT **WHY RECYCLE?**

AIM

To explore the recycling of waste

LEARNING OUTCOMES

To know what is meant by recycling

To be able to give two reasons for recycling

To be able to name four kinds of waste that can be recycled

ACTIVITIES & EXPERIENCES

To have calculated the amount of drinks cans they use

To have tested drink cans to see what they are made of

To have taken part in a brainstorm on recyclable waste

KEYWORDS

Waste: another word for rubbish

Recycle: to make something new out of a used item

Landfill: burying waste in the ground

ACTIVITY

Bring in a selection of (full!) drinks cans - one for each student and member of staff – and a magnet.

- Ask students what their favourite drinks are.
- Then ask them how many cans they think they drink in an average week.
- From this, help students to do a calculation of how many cans they are likely to drink in a year.
- Then ask:

Where do all your drinks cans go when you have finished with them?

Can drinks cans be recycled?

What does 'recycled' mean?

ACTIVITY

INFORMATION POINT

There is an opportunity here to explain what drinks cans are made of and reasons for recycling them.

Most drinks cans are made of aluminium – about 75%, but some are made from steel. An easy way to check is to test the side of a can with a magnet - if the magnet doesn't stick, it's aluminium. Aluminium cans are lighter than steel and the metal is more shiny - if you compare the base of a steel can to one made of aluminium you can see the difference.

It has been estimated that every household in the UK consumes around 200 aluminium drink cans every year. Each one of these can be recycled back into new drink cans over and over again. Recycling aluminium cans saves energy and natural resources, and also reduces the pressure on landfill sites - if all the aluminium cans sold were recycled there would be 14 million fewer dustbins emptied into landfill sites every year.

Aluminium cans are recycled in the UK by Alcan, which operates Europe's only dedicated aluminium beverage can recycling plant. Here cans are melted down and turned into ingots of aluminium which are used to make new cans. This is called closed loop recycling, because old cans go in and new cans come out.

The magnetic properties of steel make the recovery of steel cans and other steel packaging somewhat easier. Large industrial electromagnets can be used to recover steel cans from household rubbish.

For more details, go to <http://www.recycle-more.co.uk>

ACTIVITY

Give students an opportunity to use the magnet to check what the drinks cans you have brought in are made of.

Then ask:

If it is such a good idea to recycle drinks cans, why doesn't everybody do it?

Encourage students to brainstorm other kinds of waste that can be recycled:

What other kinds of rubbish can be recycled? How many can you think of?

Finally, share out the drinks cans!

INTERNET RESEARCH

Q1 What kind of label shows that drinks cans are made of:

a) recyclable aluminium?

b) recyclable steel?

To find the answers, go to <http://www.recycle-more.co.uk> and click on **'household'**, then on **'labels on packaging – material specific'** and on **'metals'**.

Q2 What are the different stages in recycling aluminium drinks cans?

To find the answer, go to <http://www.recycle-more.co.uk> and click on **'recycling specifics'** and on **'aluminium recycling – the loop'**.

6.4

NEIGHBOURHOOD AND ENVIRONMENT **HOW CAN YOU SAVE ENERGY?**

AIM

To explore ways of saving energy

LEARNING OUTCOMES

To be able to describe three general ways of saving energy

To be able to describe five specific ways of saving energy in the classroom

To be able to describe two benefits of cutting energy waste in the classroom

ACTIVITIES & EXPERIENCES

To have taken part in a practical investigation of how energy is wasted in the classroom

To have expressed an opinion on who is responsible for this

To have brainstormed different ways in which energy can be saved in the classroom

KEYWORDS

Energy: the power that makes things work

Reduce: to use less

Recycle: to make something new out of a used item

ACTIVITY

Prepare your classroom to illustrate as many examples of energy being wasted as you can think of, e.g., lights and electrical items (such as PCs, interactive whiteboard) left on unnecessarily – including a PC with a screen saver, TV on standby, taps dripping, recyclable items thrown in or around the litter bin (such as drinks cans, paper, plastic carrier bags, old envelopes, cardboard), doors and windows left open, conventional as opposed to low-energy light bulbs, and put up one or two greetings cards.

- Explain to your students that things are being wasted in the classroom in a number of different ways (it might help to specify ‘in at least ____ ways’) and they have to see how many different ones they can find.
- Give students some time to look round the classroom.
- Write – or ask a volunteer – to write up each item as students find it.
- Then draw students back to their seats and point out any items they have failed to find, e.g., are they aware that:
 - you can re-use envelopes by using sticky labels?
 - you can send e-cards instead of paper or card ones?
 - screen savers on PCs – don’t save energy and some consume quite a bit of power?
 - cathode ray tube monitors use less power than flat display versions?
- Ask them to think about everything they have found:

Do you think it is wrong to waste all these things? Why or why not?

Whose fault is it that they are wasted? Why?

Whose job is it to stop them being wasted? Why?

6.4

NEIGHBOURHOOD AND ENVIRONMENT **HOW CAN YOU SAVE ENERGY?**

ACTIVITY

INFORMATION POINT

There is an opportunity here to explain the three generic ways in which energy can be saved – the three 'R's:

- reduce = use less in the first place, e.g., packaging;
- reuse = use it again, e.g., carrier bags;
- recycle = make something so you can use it again, e.g., drinks cans.

For more details, go to: <http://www.recycle-more.co.uk> and click on '**Schools**' and then on '**rubbish facts**' and '**what you can do**'.

- Finally, ask students to brainstorm some other ways in which your PRU can (1) reduce waste, (2) reuse waste and (3) recycle waste.

INTERNET RESEARCH

Q1 Think of a way in which your PRU could save energy on:

- a) heating;**
- b) hot water;**
- c) appliances;**
- d) lighting.**

To find the answers, go to <http://www.foe.co.uk/sitemap> and click on '**Living – Homefront**' and on '**No cost ways to save energy**'.

Q2 Do you know how to send an e-card?

To find the answer, go to <http://www.foe.co.uk/cards>

6.5

NEIGHBOURHOOD AND ENVIRONMENT **HOW ACCESSIBLE IS YOUR PRU?**

AIM

To explore issues of disability access

LEARNING OUTCOMES

To be able to name two forms of disability

To be able to name three aspects of school life where disabled access might be an issue

To know two of the provisions of the law on disabled access

ACTIVITIES & EXPERIENCES

To have taken part in an exercise simulating disability

To have expressed an opinion about the level of disabled access in your PRU

To have expressed an opinion about the level of disabled access in the surrounding area

KEYWORDS

Disabled: when you are unable to do something because of a physical or mental difficulty

Access: to be able to use something

Equal: to be treated the same as others

ACTIVITY

On a large piece of paper, draw a rough plan of your PRU and its grounds, showing all the entrances and exits and areas your students might need to go, e.g., toilets – or, if students are working individually, make a number of smaller plans.

Find some crutches, a wheelchair and other items that students might use to simulate a range of disabilities, e.g., two pairs of dark sunglasses to simulate partial-sightedness.

- Ask for a volunteer and choose a disability to simulate.
- With your students, follow the volunteer round the PRU observing the obstacles they encounter.
- Write – or ask a student – to write down the obstacles as they encountered.
- Repeat the process to simulate another form(s) of disability.
- Return to the classroom and go over the obstacles that the volunteers have encountered, marking them on the plan you have prepared – different disabilities represented by different colours.
- Ask students to think about what they have found:

Do you think it is fair that it is more difficult to get around the PRU for some people than for others? Why or why not?
Do you think that everyone has the right to come here – no matter how disabled they are?
Whose job do you think it is to pay for everyone to have equal access? Why?

ACTIVITY

INFORMATION POINT

There is an opportunity here to explain the law on disability access for public buildings like schools and colleges.

Under the Disability Discrimination Act, schools and colleges are legally obliged to take reasonable steps to ensure that disabled students are not disadvantaged in any way. It is illegal for a disabled student to be treated less favourably than their able-bodied classmates unless there is a good reason for doing so.

The legal definition of disability includes '**hidden**' conditions, such as mental illness and dyslexia.

For more information, go to <http://www.direct.gov.uk/DisabledPeople/fs/en> and click on '**Education & training**', then on '**School and pre-school**' and on '**School accessibility**'.

- Finally, ask students to think about the level of disabled access in other places where they go, e.g., leisure centre, youth club, shops, etc.

VISITOR OPPORTUNITY

There is an opportunity here for students to meet and question someone from their local authority with responsibility for disability issues or a representative from a voluntary agency working in this area.

INTERNET RESEARCH

Q1 Which of the following are expected to make sure they give equal access to disabled people:

- a) football grounds?**
- b) cinemas?**
- c) buses?**
- d) parks?**
- e) trains?**
- f) hospitals?**

To find the answers, got to

<http://www.bbc.co.uk/dna/actionnetwork/A1184672> and scroll down to '**Who has to comply with the act**'?

6.6

NEIGHBOURHOOD AND ENVIRONMENT **HOW SAFE ARE YOU?**

AIM

To explore issues of personal safety in the local area

LEARNING OUTCOMES

To be able to name three danger 'hotspots' for young people in the local area

To be able to name three danger 'hotspots' for another social group in the same area

To be able to name one thing you are allowed to do in self-defence and one you are not allowed to do

ACTIVITIES & EXPERIENCES

To have located danger 'hotspots' for young people on a map of the local area

To have expressed an opinion on who is responsible for making them safer

To have discussed local dangers for another social group

KEYWORDS

Danger: when you are at risk of being hurt

Vulnerable: to be in danger

Precaution: something you do to avoid danger

ACTIVITY

On a large piece of paper, draw a rough sketch-map of the area where your students live (page 24) – to include the PRU and the other main places they visit.

- Ask students to look at the map and point out the places which they think are most dangerous places for young people, e.g., where they are more likely to be threatened or bullied, or have an accident.
- Mark – or ask students to mark – these places on the map.
- Then ask students:

What different kinds of dangers do you think young people have to face in this neighbourhood?

What do you think could be done to make it safer for young people?

Whose job do you think it is to do this? Why?

INFORMATION POINT

There is an opportunity here to explain the law on self-defence.

You have the right to defend yourself with reasonable force and this includes using items you have with you such as an umbrella, bag, briefcase or keys. However, you shouldn't carry or use anything that the law would regard as an offensive weapon. Once you've achieved your primary aim of stunning or surprising your attacker, you should get away as fast as you can. If you manage to overcome them don't attack again, you could be putting yourself in more danger or you could end up being charged with assault.

For more details go to

<http://www.bbc.co.uk/crime/prevention/selfdefence.shtml>

6.6

NEIGHBOURHOOD AND ENVIRONMENT **HOW SAFE ARE YOU?**

ACTIVITY

- Finally, ask students to think about the places in their neighbourhood that are particularly dangerous for other groups in society, e.g., young children, the elderly.

VISITOR OPPORTUNITY

There is an opportunity here for students to meet and question a local crime prevention officer or a representative from a voluntary agency concerned with personal safety, such as the Suzy Lamplugh Trust.

INTERNET RESEARCH

Q1 If someone asked you for advice on how to keep safe, what would you advise them to do in the following circumstances:

- a) If you often have to walk home in the dark?**
- b) If someone grabs a bag you are carrying?**
- c) If you think someone is following you?**

For ideas on what to say, go to

<http://www.crimereduction.gov.uk/personalsafety> and scroll down to '**Staying safe when you're out and about**'.

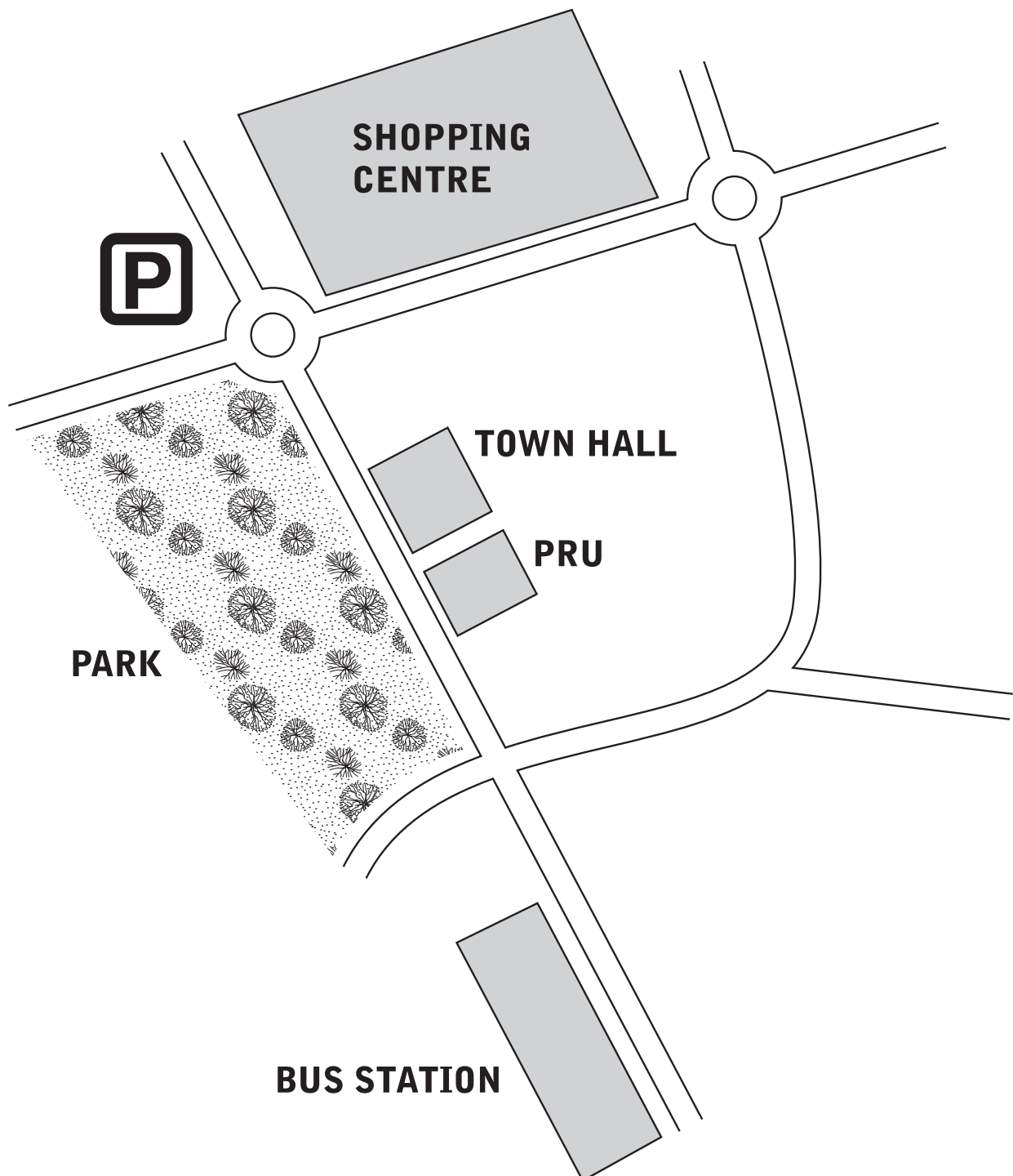
Your students may also like to play the interactive game on personal safety between home and school at

<http://www.suzylamplugh.org/smartkids>

6.6

NEIGHBOURHOOD AND ENVIRONMENT **HOW SAFE ARE YOU?**

STUDENT RESOURCE: MAP OF NEIGHBOURHOOD



6.7

NEIGHBOURHOOD AND ENVIRONMENT **WHAT CAN YOU DO ABOUT NUISANCE NEIGHBOURS?**

AIM

To explore nuisance behaviour cause by neighbours

LEARNING OUTCOMES

To be able to name five types of nuisance behaviour caused by neighbours
To be able to give two ways in which an individual can deal with this
To be able to give three ways in which the law can act against different kinds of nuisance

ACTIVITIES & EXPERIENCES

To have take part in an imaginary exercise about neighbours in TV soaps
To have brainstormed different forms of nuisance behaviour caused by neighbours
To have expressed an opinion about who should prevent this

KEYWORDS

Nuisance: something that annoys you

Harassment: pestering people and making their lives a misery

Anti-social behaviour: the kind of behaviour that annoys other people or makes them feel threatened

ACTIVITY

- Make a copy of the Nuisance Neighbours checklist (page 28) – or several copies if students are working individually.
- Choose two (nuisance) families from two different TV soaps and ask students who they would least like to live next door to.
- Ask: students to justify their choice:

What is it about these people that would make you not want to live next to them?

- Allow time – where possible – for students to compare and discuss their ideas.
- Then read out the first question from the Nuisance Neighbours checklist:

How can neighbours cause a nuisance with their music?

- Ask students to brainstorm as many different things they can think of.
- Then repeat the process with some of the other questions on the checklist.
- Suggested ideas:

- 1. Music – noisy parties, bands practising, loud stereos, etc**
- 2. Pets – dangerous dogs, dog poo, etc.**
- 3. Gardening – bonfires, rubbish encouraging rats, etc.**
- 4. Work – noisy drills, dust, customers calling all hours, etc.**

- Ask students:

Whose job do you think it is stop your neighbours doing these things? Why?

6.7

NEIGHBOURHOOD AND ENVIRONMENT **WHAT CAN YOU DO ABOUT NUISANCE NEIGHBOURS?**

ACTIVITY

INFORMATION POINT

There is an opportunity here to explain the law as it relates to nuisance behaviour from neighbours.

For details, go to <http://www.thesite.org> and click on '**Home, Law & Money**', then on '**Law – Your rights**' and on '**Neighbours from Hell**'.

VISITOR OPPORTUNITY

There is an opportunity here for students to meet and question their local authority Environmental Health Officer or a local councillor who is on the Environmental Health committee.

INTERNET RESEARCH

Q1 What are most common kinds of neighbour noise?

To find out the answer, go to <http://www.encams.org/advice> and click on '**Neighbour noise**', then scroll down to '**What are most common kinds of neighbour noise?**'

Q2 If the noise from next door is outrageous:

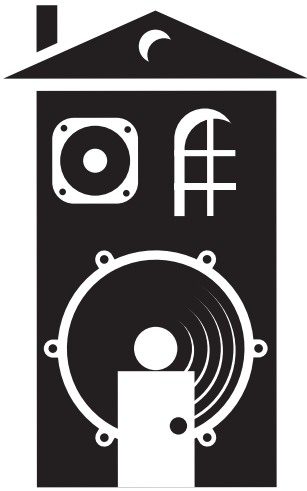
- a) What can you do?**
- b) What can the council do?**

To find some answers, go to <http://www.thesite.org> and click on '**Home, Law & Money**', then on '**Law – Your rights**' and on '**Noise**'.

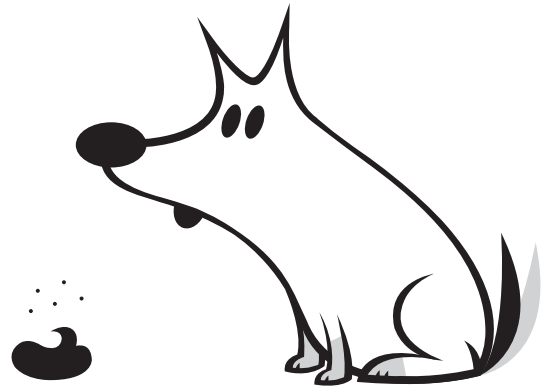
**STUDENT RESOURCE:
NUISANCE NEIGHBOURS**

**How can neighbours cause a nuisance
with their:**

1. Music?



2. Pets?



3. Gardening?



4. Work?

