

KNOWSLEY SUMMER SCHOOL PROJECT ACTION PLAN

Summer school background

Knowsley LEA plan to run one-week summer schools in the Kirkby, Huyton and Whiston & Prescott City Learning Centres in weeks beginning 25 July and 1 August.

They are intended for children in years 5-8. The first week will be for years 5&6 and second week will be for years 7&8. Each CLC will recruit 40 children for the school – hence approximately 240 children will participate in the programme altogether.

The summer schools will deliver a multimedia educational program based on conservation issues in Brazil, in collaboration with a group of independent explorers and Nextnorth.

A timeline is attached as Appendix One to this plan.

Scenario

The base scenario that will provide structure to the weeks' activities is as follows:

Our expedition team has come to the Jaguar Ecological Reserve in the Pantanal region of Brazil to see Jaguars in the wild. They find out that much of the surrounding land is under threat from big landowners who want to drain the wetlands and cultivate soybeans.

Executives from a major American Tour company are arriving in the area at the end of the week. The last chance for the wetlands is to convince the Americans to buy the land and set up an eco-tourism business. Our team has five days to draw up a plan...

We will be based in the reserve for the week. We will gather information about the area, its people, landscape and wildlife. At the end of the week, we will present the plan to the Americans and seek their approval to proceed.

If they don't succeed, the land and its precious wildlife will be lost forever...

In addition the children will follow the progress of Simon Chapman – an independent explorer who is travelling in Bolivia – close to the Mato Grosso region of Brazil where the JER is located. Simon will phone in his daily position and leave phone messages describing his adventures.

The scenario will be delivered partly through role-play by the explorers although the progress of the expedition will be real-life and communicated through reality-tv type techniques (video conferences and diaries, online journals etc.).

Lead-in Activities

Parents Evening

Held in one central location two weeks prior to start of summer school. Aim is to engage parents in project.

Proposed agenda (duration c.one hour):

- Introduction to summer school aims
- Simon Chapman gives a 30 min talk on his experiences in Brazil
- More detail about activities and educational objectives
- Time for questions at end

To be confirmed:

- When – Proposed date is 12 July
- Where (potentially 200 attendees) – Proposed TCC Conference Room
- JK to lead parents session

Taster Session

Held in each centre one week prior to start of summer school. Aim is to introduce project and complete administration tasks.

Proposed agenda (duration c.90 minutes)

- Introduce project scenario and expedition members (talking head video)
- Explorers suitcase game (video to be supplied)
- Administration tasks

Summer School Content

1. Daily Video-Conference

Daily videoconference using Learnlink software to explain day's activities and report back information

On day 1, the videoconference is an introduction to expedition aims and project scenario.

On days 2 to 4, the conference would have a more structured content:

1. Review previous day's activities and status of expedition
2. Allow informal questions for team
3. Establish goals for afternoon's site visit

On day 5, the videoconference is a live message of thanks to be broadcast at end of presentations.

Planning points

- Schedule for 2 pm UK time
- Total duration 15 minutes
- Link is to all three centres (except Weds - Kirkby only because of activity day)
- 5 minutes for each of content items above
- Each centre can submit two questions for part 3 (ideally pre-arranged between centres)

2. Site Visits

There are three site visits planned for days 2, 3, & 4. They tie in with the three project areas identified below:

The sites proposed are:

1. Local towns of Pocone and Porta Joffry (social)
2. Macaw site & proposed luxury tent site (tourism)
3. Rainforest hide (conservation)

Planning points

- Schedule for 2pm UK time
- Total duration 45 minutes (depending on content)
- Aim is to answer requests for information set out in morning VC- so communication is primarily one-way – Brazil to UK
- Mixture of interviews, film of site and talking heads

3. Activity Day

Planned for Wednesday at Kirkby. Will involve Samba and Football activities in Performance Centre and Ball Hall respectively. To include other non physical activities such as art (local artist to lead) to support inclusively. Some students may continue to work on presentation for example. It is important that these are options and that students 'opt in' rather than be forced to opt out. Schedule to be set prior to event.

Day will end with outdoor "festival".

Planning points

- Videoconference must be with Kirkby on Wednesday (This is where opt in is crucial ie group to decide who be best to do this – good team skills).

4. Project work

Alongside activities, children will split into three groups of ten to work on projects. The project areas are as follows:

Tourism

- Design an "eco-friendly" resort
- Produce an illustrated tourist map of the area
- Draw up an itinerary for tourists
- Produce a marketing video or brochure
- A day in the life of a tourist guide

Social

- Design a school
- Prepare a development plan for Porta Joffry
- Find out about the history and people of the Pantanal
- Find out about the food and languages of the Pantanal
- A day in the life of a child in Porta Joffry

Conservation

- A day in the life of a Jaguar
- Find out about the animals and insects of the Pantanal
- Find out about the climate and flora of the Pantanal
- Find out about the threats to the Pantanal's environment
- Prepare a plan to regenerate Jaguar population

Curricular targets can be set out for each area – e.g. “design a tourist resort” would require:

- Literacy skills to present project and describe facilities
- Maths skills to compute land requirement, draw plans, calculate costs & charges
- Artistic skills to draw buildings, prepare wall chart
- IT skills to research similar resorts on internet, prepare 3D simulation of site

Planning points

- Teachers to develop guidance for project areas
- Timetable time to complete projects on Thursday pm – in time for presentation on Friday
- Nextnorth to provide a bank of digital images, film and website links for each area.

5. Final presentation

Will take part in individual centres. Proposed format is as follows:

- Introductory video – compilation of clips from the week
- Each group will give a ten-minute presentation (taking one of the project areas each)
- Closing VC from explorers thanking them and saying goodbye

Planning points

- Schedule for 2pm on Friday afternoon
- Duration – approximately 45 minutes
- Opportunity afterwards for parents to view work
- Introductory film to be compiled on Thursday evening

6. Writing project

Engage writer to help children revisit the summer school learning.

Children from each school would meet up for one day in October half-term. Writer would attend all three centres on that day as part of the week long extension activity.

Digital resources

1. Website

A “template” website will be set up that can be used by each CLC. The website will be updated in three phases

Prior to summer schools

Launch four weeks before first summer school. At this point it contains background to expedition, region and conservation issues.

During summer schools

Updated with daily journal from expedition – together with images, film etc. that can be transmitted during the week.

After summer schools

Updated with children’s work and film of presentations.

At the end of this process, there will be 6 separate websites that can then be accessed by children downstream as a learning resource.

2. Database of digital images and film

A central server will be set up which will contain images and film from this and previous expeditions – organised by subject type.