



LESSON PLAN

Mapping playground puddles



"... go up to your headteacher and say I think we should do this, I think getting kids outdoors is a good idea. It might be November and it might be pouring with rain but we're so lucky to live in a country where it is safe to go outdoors all year round and that isn't the case for all of the world. So rain shouldn't stop us..."

Lorna Cumming-Bruce
Change-maker. Semble.

LESSON OVERVIEW

Aim: To investigate and map the puddles in your playground after the rain.

Suggested lesson time: Approx. 45 minutes

Age range: Any age/ ability - the lesson is designed to be adapted accordingly by varying complexity of language, performance, independence etc.

Main subject focus: This is probably a Geography lesson but the idea could easily be adapted to suit other lessons e.g. Art, Maths, MFL .

Inspiration: Lorna works with Semble to find ways to help young people to engage in climate actions that are based on their own place (e.g. school, local community).

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Preparation

1. Read the lesson plan below
2. Consider how to set this lesson in the context of your other lessons (see resources notes)
3. Consider how you will differentiate it
4. Consider how much direction you will give your students and follow up lessons



MAIN LESSON PLAN

(suggested resources on next page)

Introduction: why map puddles?

- Explain that in this lesson students will be mapping the puddles in their playground. Discuss why this might be worth doing. Are puddles a problem or a fun, temporary resource?
- Agree methodology and fieldwork rules (see resources)

Main: Mapping the puddles

- Students map the puddles of their playground using whatever resources you feel appropriate for your context (e.g. blank paper for sketch map, printed outline map of playground, digital technology)
- Students should consider including the following information onto their map such as
 - Location of puddle
 - Size and shape of puddle
 - Depth of puddle (is it the same depth throughout) - students may want to do a detailed map of one puddle)
 - Other playground features including ground cover (is it all tarmac?)
 - And remember - Maps don't have to be the same. Be creative. Make them beautiful.

Plenary

- Each student/ group feeds back their maps
- Discuss next stages - e.g. will these maps be redrawn back in class next lesson?
- Possible fun end to session if wearing wellies - synchronised puddle jumping!!

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Resources



- Puddles - prepare your students that they will be mapping puddles in a future lesson when there are puddles to map!
- Decide if you want to add extra raininess by mapping in the rain. Do you have wellies/ waterproofs/ waterproof paper etc. It's probably a lot easier (but arguably less fun) when the rain has stopped.
- Listen to the connected podcast interview with Lorna if you need to get inspired to take your students outside in the rain!
- Use a mapping technique that best suits you children - it can be done at any level but the complexity of mapping and the subsequent analysis will need to be appropriate.
- Consider what you will do with your fieldwork map - will you produce a classroom version in the following lesson.
- Consider registering your project with [Backyard Nature](#).

While you're at it you might want to do these four things:

- Sign up for [Outdoor Classroom Day](#)
- Register for [Eco-Schools](#)
- Join the [London National Park City Schools Network](#)
- Find amazing resources at [Transform Our World](#)



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