**Activity: How we use shade in our school**

**Learning intentions:**

This activity can be completed as a social action inquiry.

It enables students to:

* Investigate the importance of shade.
* Examine the current use of shade in their school.
* Research an identified shade issue in the school.
* Provide practical solutions to the identified shade issue.

Students may then choose to present a case to the Principal or Board of Trustees to establish or modify a shade area in the school or change the way students use shade and shade areas in the school.

The activity can be used in Health and Physical Education, Social Science, Science or Technology learning areas and can include Mathematical measuring.

The activity encourages students to use critical thinking processes to make sense of information, experiences and ideas. Students ask questions, seek answers from a range of sources, process information and use this knowledge and understanding to make and evaluate decisions.

Students can review and manage their own behaviour in relation to using shade, particularly in terms 1 and 4, and work together to address an issue and improve the school environment.

**Activity**

**Part 1: Why is shade at school important?**

Students can use material available on the website [www.sunsmartschools.co.nz](http://www.sunsmartschools.co.nz) to answer questions they generate about

* Why we need shade in schools?
* When students need to be in the shade?
* What sort of shade and shade structures schools can have**?**

**Part 2: What shade areas/structures do we have at our school and do we need more or different shade areas/structures?**

Students can:

* Draw a map for the school and include all the shade areas/structures. They can visit the areas/structures before school, at morning break, at lunchtime and at end of school and mark the boundaries of the shade with different coloured chalk. They can use different colours on their map to show what happens to the shade provide by each shade area or shade structure during the day.
* Identify the source of the shade e.g. building, tree, fence, shade cloth, or special shade structure.
* Identify the activities that occur in the shade during morning break and lunchtime.
* Identify activities that occur in the sun during morning break and lunchtime.
* Keep a personal log over three days and identify times when they were in the shade and in the sun during a school day, and compare their log with other students.
* Use ‘[plus, minus and interesting](http://www.globaleducation.edna.edu.au/globaled/go/pid/1825)’ approach to review natural shade and constructed shade and specific shade structures at their school.
* Use the Internet to see what sorts of shade areas and shade structures other schools in New Zealand have.
* Develop questions and conduct surveys with students, teachers and other school staff including the Principal and ground staff to investigate:
* Whether they think the school has enough shade areas?
* What activities they would like to be able to do in the shade?
* If there are current shade areas that are not used well and why they are not used?
* What shade areas are well used and why?
* What new shade areas the school could develop and why?
* What encourages them to use the shade and what discourages them from using the shade?

Students may want to interview the Principal or a member of the Board of Trustees to find out:

* If the school has policies about creating and using shade?
* If the school has current plans to develop more shade areas?
* What would encourage the school to create more shade areas?
* What barriers there could be to establishing more shade areas and how these can be overcome?

**Part 3: What can we conclude about the use of shade at our school?**

Students can:

* Collate their information about the use of shade at school.
* Review the information and decide if there is an identified need for new shade structures and/or if students use the opportunities they have to be in the shade in the terms 1 and 4.

**Part 4: Researching a new use of shade at our school and /or promoting the use of shade**

Students can decide what actions they want to take after they have reviewed the use of shade at school.

This may involve conducting research into the development of a particular shade structure for an identified area of the school (e.g. shade over the climbing area, shade over a walkway) and then presenting a case to the Principal or Board of Trustees for the new shade area or structure.

Websites of New Zealand shade structures or other shade solutions will provide information for students to consider however this checklist may be useful.

|  |  |
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| Our new shade area/structure:  How have we considered: | |
| Need for the area or structure? |  |
| Who will use it and when and why? |  |
| Features that will encourage students and visitors to the school to use it and respect it? |  |
| Safety? |  |
| Ability to provide shade at right time of day? |  |
| Ability to prevent all or 94% UV radiation from coming through? |  |
| Ability to handle wear and tear? |  |
| Ability to handle local weather conditions? |  |
| How it will look? |  |
| Possible vandalism? |  |
| Idiot proofing - can it handle someone being silly or over energetic near it? |  |
| Cost? |  |
| What it will be made of and why? |  |
| What ongoing care and maintenance will the area/structure require? |  |
| Why is this the best shade option for the site and to solve the identified issue? |  |

The students research may have lead them to decide that the best way to keep students safe from UV radiation may be to change the way students use existing shade or change the timing of certain activities.

They will need to consider how to present a case to the school (Principal, Board of Trustees, teachers and students) to bring about a behavioural change.

**Part 5: Reflecting on their learning**

Students can:

* Reflect on what their learning means for them personally and for others at their school.
* Decide if there are other actions they want to take.
* Review the process they used to gather information and make decisions.
* Reflect on how they can use their knowledge about the need to be in the shade as they are out and about in their home and local community in the summer months.

**Safety Considerations:**

* Students out in the sun need to be wearing sunhats and use sunscreen.

**Equipment:**

* Material to record observations e.g. paper and coloured pens.
* Chalk.
* Computer**.**

**Location:**

School grounds

**Time:**

Variable