

<b>An Enterprising lesson</b>	
<b>Subject</b>	<b>Portree Primary P5 - Environmental Studies(Whole class) Ms Harriet Forrest, Class Teacher.</b>
<b>Lesson</b>	P5 – Series of Lesson tracing the natural changes throughout the seasons of the year.

**Brief description**

Pupils recorded the changing seasons to produce a stunning calendar that sold worldwide. They also produced a high quality and informative workbook for visitors and other groups taking part in Environmental Studies projects.

**“Enterprising” it!**

1. How we made learning **relevant** by putting into a **real context**

This was a unique and enterprising project developed by children using their own enterprising spirit and creativity, as well as the local environment and community, to develop skills and attitudes and a product that has sold worldwide and has promoted and advertised Portree, Skye and the Highlands in a very positive manner.

2 How we encouraged pupils to take **responsibility**

To focus the explorations the class decided to make both a calendar and an activity book. Pupils learn as they progressed about the process of taking an idea and developing it as a product. The standards had to be high, which was motivating and hidden talents emerged. Pupils had their own management committee which was set up democratically and they also held update and monitoring meetings with the Head Teacher. They visited designers and printers and after many decisions as to layout and content ended up with the finished activity book and calendar. The calendar includes photographs, art work, poetry and prose completed by the class.

At the initial whole class meeting pupils decided who was going to do the different jobs to make the activity book – Minute Secretary, Editors, Script Helpers, Art Helpers, Layout, Market Research and Recorder. Pupils decided on topics for the pages of the workbook, the size and style of book, working methods to ensure completion and quality control. Pupils had a monthly topic with input from outside agencies.

### 3 How we involved partners in learning – building **relationships**

**External** = Business / Community / Parents & Families

The P5 teacher thought that it would be wonderful to take her class around the walk at Scorrybreac each month for a year. She felt that the benefit of making a study over the year would be to generate interest in the local environment and that by focusing on different elements of Scorrybreac each month the class would develop a deep appreciation of their heritage. Three ecologists were asked to join the class in their walk, a Highland Council Ranger, and partners from an ecological company. Each month had a different focus: habitats and biodiversity, colour, mammals, history and archaeology, geology, mapping, song birds, seashore, insects, freshwater and flowers. Different experts from the Isle of Skye led many of the excursions and a local photographer accompanied the pupils.

**Internal** = Other adults in school

### 4 How we **reflected** on its success - assessment

Pupils and staff felt that they all developed skills and attitudes consistent with a Curriculum for Excellence. All learning outcomes were met and responses from staff, pupils and parents has been very positive

### 5 **Review** - further ideas for development

The pupils having gained this experience in P5 are now looking to develop another enterprise project in P6. Both the pupils and school staff will be aiming for progression of skills acquired in P5.

### 6. **Links** with ACfE

The pupils demonstrated the development of the 4 capacities in the following ways.

#### **Site Visits and Product Development**

Site visits took place throughout the year and demonstrated and developed their capacity to communicate their thoughts and feelings as well respond to those of other people both other pupils and visiting experts. This helped them to develop as **confident individuals**. Pupils developed as **effective contributors** as they worked with Business Plans and accounts when planning the development of the calendars and guidebooks which were subsequently sold. The whole project incorporated investigating, observing, exploring and recording the changing natural habitat throughout a calendar year. This ensured that as pupil's interest and understanding of the living world increased they began to develop their skills as **successful learners**. Pupils gradually built up a framework of geographical and environmental understanding which aided their development as **responsible citizens**.