



A third of UK households don't have adequate access to greenspaces close to where they live, with fundamental disparities disproportionately affecting children from Black, Asian and minority ethnic backgrounds and those living on a lower income.

Lack of diversity and inclusion is also found in environmental education and professions. The disciplines of science, technology, engineering, and math (STEM), suffer from extremely low participation of women and underrepresented minorities, whilst the environmental profession is the second least ethnically diverse in the UK.

Socioeconomic inequality is a crucial component to take into account when working towards solutions to the ecological crisis. A wide variety of ideas and solutions is needed to address the complex problems we face and ensure no one is left behind.

Why is it important to understand the community you and your students want to engage with?

Every community has differences and similarities, whether you are engaging with them in person or online. Getting to know the community you wish to work with, can help you design activities that are exciting, engaging and accessible to the people you want to reach.

Student Activity: Getting to know my community

Resources: Worksheet/scrap paper, coloured pencils



Step 1: Who do you want to reach?

Begin by asking the pupils to decide if their engagement activity is going to be online or in-person, as this will help decide how they can find out more about their chosen community.

Step 2: Getting to know your community

Support pupils to design their research approach.

How are they going to learn more about their chosen community?

This can be through local surveys with community members, speaking to community leaders, individual observations or online research. Through this process they should focus on 3 main themes:

What access to nature does your community have?

What motivates your community to spend time in nature?

What does your community like to do when in nature?

Additional curiosity questions:

What barriers does your community face to spending time in nature?

What are your communities biggest concerns about the environment?

What does your community already do to protect the environment?

Step 3: Mapping out findings

Ask pupils to summarise their research onto the template worksheet, or scrap paper.

Step 4: Plenary

Bring the class together to discuss their findings.

What new information did they discover?

What did they find surprising?

How will their research influence their activity design?

