

TEACHER'S PAGE/Worksheet #2

TOPIC: The School Facility

Student Assignments:	1. Completion of Worksheet #2
	2. Vocabulary development
	3. Written assignment: description of classrooms
	4. Activity: drawing of school facility
	5. Activity: three-dimensional model of school facility

On Worksheet #2 the students will determine the designs of their school facilities.

Vocabulary Development:

1. architecture	2. facility	3. characteristics
4. design	5. aesthetic	6. acoustics

I. Key Concept: The design of a school facility can take many forms. The quality of this design can affect many aspects of the educational process.

II. Group Discussion Ideas:

- A. Is a pleasing architectural design important for a school? Why or why not? Does it really matter what a school looks like? (*Suggestion: Bring in some pictures of different school buildings and evaluate them together.*)
- B. What are some physical characteristics a school should have (large rooms, a multipurpose room, windows to let in plenty of light, etc.)?
- C. Does the climate of an area affect the way a school should be designed? In what ways?
- D. How important is the landscaping around a school? Do you think it is a waste of money to have trees, flowers, etc.? Why or why not?
- E. How much play area, if any, should be provided at a school facility? Is it really very important? Why or why not?
- F. Schools must be designed with safety in mind. What are some things that architects must think about when they design a safe school?
- G. Rate your real school on each of the following items. Are these facilities good, bad, or nonexistent? Discuss each in detail. What changes would you make? **Why?**
 - 1. classroom size
 - 2. safety
 - 3. office
 - 4. architectural design
 - 5. school canteen
 - 6. nurse's area
 - 7. play area
 - 8. auditorium
 - 9. landscaping
- H. Do you think that, overall, the design of your real school facilitates learning or hinders it? Why?

III. Written Assignment: Students are to describe the classrooms in their fictional schools.

IV. Activity: Students are to draw detailed illustrations of the designs of their fictional schools.

V. Activity: Students are to build three-dimensional models of their fictional schools. They may use wood, boxes, clay, or any other appropriate materials. Landscaping should also be indicated.

TEACHER'S PAGE/Worksheet #1

TOPIC: Location of School

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|----------------------|---|
| Student Assignments: | 1. Completion of Worksheet #1 |
| | 2. Vocabulary development |
| | 3. Written assignment: description of neighbourhood |
| | 4. Activity: drawing of neighbourhood, as described in written assignment |
| | 5. Activity: drawing of six people in the neighbourhood |

On Worksheet #1 the students will determine the locations of their schools. They will describe and discuss the neighbourhoods in which they are situated.

Vocabulary Development

- | | | |
|------------------|-------------|------------------|
| 1. urban | 2. suburban | 3. rural |
| 4. neighbourhood | 5. ethnic | 6. multicultural |

I. Key Concept: The location of a school will determine many of its characteristics. Schools often reflect their neighbourhoods.

II. Group Discussion Ideas:

- A. What do the words *urban*, *suburban*, and *rural* mean?
- B. List possible features of each type of neighbourhood. (The features suggested below are, of course, generalities. Encourage students to offer ideas of their own.)
1. *An urban neighbourhood:*
 - a. high-density population
 - b. industries and businesses within the neighbourhood
 - c. culturally rich environment
 - d. a population of flat dwellers
 - e. a multicultural population
 2. *A suburban neighbourhood:*
 - a. mostly single family homes
 - b. little business or industry within the neighbourhood
 - c. most residents commute to work
 - d. less ethnically diverse (This is changing.)
 - e. frequent moves by residents
 3. *A rural neighbourhood:*
 - a. farming communities
 - b. one school serving a large area
 - c. population of long-time residents or workers who move as crops are harvested
- C. In what ways might urban, suburban, and rural schools differ from each other?
1. Urban schools may be more crowded than suburban or rural schools. Why?
 2. In urban areas land is scarce; schools are often multi-storey. Playground space and playing fields may not be as large or plentiful as in suburban or rural schools.
 3. Many urban schools are located in ethnically mixed neighbourhoods. This results in schools filled with students of widely diverse backgrounds.
 4. Means of transportation to and from schools will differ with the location of the school.
- D. What is your *own* neighbourhood like? Rural? Suburban? Urban?
- E. In what specific ways does your real school reflect the neighbourhood you live in?

III. Written Assignment: Students are to describe in detail the neighbourhoods of their fictional schools.

IV. Activity: Students are to make drawings of their neighbourhoods.

V. Activity: Students are to make drawings of six people from their neighbourhoods.

3. Each student must also have a stapled pad of approximately 20 sheets of lined paper. This will be used for the vocabulary development exercises at the top of each worksheet. Students may label the pad *Create-A-School Word List*.
4. Each group of students working together must have a chairperson. It will be the responsibility of the chairperson to inform the teacher of the group's progress and any problems encountered. Provide each chairperson with progress forms that may be submitted at regular intervals and/or as necessary. This will help the teacher keep information about each group's work, and will also help the students to be organized. Students working alone may also follow this procedure.

A possible design for a Progress Form is provided below.

PROGRESS FORM	
Chairperson _____	Date _____
Name of School _____	
Current Assignment _____	

Comments _____	

FINAL ACTIVITY—A SCHOOL YEARBOOK

As a culminating activity for the Create-A-School projects, students may organize, design, and write their own school yearbooks. These are at present perhaps a more common American phenomena. However, like a diary, they allow the opportunity for each student to record personal, meaningful events and happenings. They complement the school magazine with a personal record.

Six copy-master pages have been included to give students a start on the project, but they should be encouraged to add more pages of their own. The school yearbooks will allow students to share the total scope of their fictional schools with others.

YEARBOOK SUGGESTIONS

1. Talk about how yearbooks are organized, what they include, and *why* they are done.
2. Before beginning the yearbook project, have students list all the things they would like to include. They can then work from that outline.
3. Have students design their own covers, perhaps utilizing some aspect of school identity (mascot, colours, facility, etc.)

CREATE-A-SCHOOL

BASIC SOCIAL STUDIES CONCEPTS

Written by Marcia Shank and La Vonne Miller

NOTE TO TEACHERS

Create-A-School: Basic Social Studies Concepts gives students the opportunity to critically analyse the goals, functions, responsibilities and the physical plan of a school. By designing their own fictional schools, students can better comprehend the interrelated elements that are involved in organizing and maintaining a successful school.

The *Create-A-School* book contains eleven sequential copy-master worksheets and corresponding teacher's pages. The teacher's pages offer guidelines and suggestions for that topic. In addition, six copy-master worksheets have been included for use in designing student yearbooks (culminating activity).

Each teacher's page contains:

- list of student assignments
- vocabulary development words
- key concepts
- group discussion ideas
- suggestions for use
- copy of the corresponding worksheet printed on back

Each student worksheet contains:

- vocabulary development exercises
- written assignments
- instructions for related art and written assignments

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Page	12-17	Useful topics in Designing a Student Yearbook

SUGGESTIONS FOR USE

1. Follow the sequence in this book. Lessons have been planned to build upon each other. Information given on one worksheet may be used to determine information on the next.
2. Students may work in small groups or individually. *Each* student must have a folder in which to keep worksheets and assignments. The folder should be available for daily use.