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Every Child Matters

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# Building for the future

How Built Environment Education can deliver  
the *Every Child Matters* agenda

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PRODUCED BY THE ARCHITECTURE CENTRE, BRISTOL

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# Every Child Matters

## Introduction

*Every Child Matters: Change for Children* is a new approach to the well-being of children and young people from birth to age 19.

The Government's aim is for every child, whatever their background or their circumstances, to have the support they need to:

Be healthy

Stay safe

Enjoy and achieve

Make a positive contribution

Achieve economic well-being

*'This means that the organisations involved with providing services to young people, will be teaming up in new ways, sharing information and working together, to protect children and young people from harm and help them achieve what they want in life. Children and young people will have far more say about issues that affect them as individuals and collectively.'*

Every Child Matters: Change for Children – DFSC (2005)

Involving children and young people in the creative industries, including the design of buildings and spaces, can have a positive impact on children's lives, raising their aspirations, their self-esteem, and creativity.

The built environment can be used to support the formal school curriculum and make connections between schools, young people and the wider community. Involving children and young people in design decisions about the places in which they live, learn and play can help produce inspiring buildings that are respected, instil a sense of ownership and community and are fit for purpose.

The work that is carried out by artists, architects and built environment educationalists with and for children and young people can make a significant contribution to their personal and social well-being, their creative development, their understanding of the world around them, and their ability to learn and communicate with confidence.

This document sets out how Architecture and Built Environment Centres (ABECs) such as The Architecture Centre in Bristol, can use built environment education as a valuable and creative means of meeting the important Every Child Matters agenda.

# Be healthy

## 1

- Mental/emotional health
- Physically healthy
- Healthy lifestyle choices

### How The Architecture Centre can deliver this:

Provide workshops and projects that:

- Demonstrate the impact of building design on the health and concentration of pupils – particularly natural light/ventilation
- Show how well designed landscaping and outdoor play areas can contribute to healthy lifestyles/exercise
- Demonstrate how design affects school identity and sense of place/belonging
- Show how design can make a building safe/secure
- Show how the design of buildings and the materials used, can help make them healthier places to live, learn and work
- Support the Building Schools for the Future programme.

## CASE STUDY

### BUILDING SCHOOLS FOR THE FUTURE – MAKING SPACES WORKSHOPS

During *Architecture Week 2006* The Architecture Centre hosted two creative, hands-on workshops, with Key Stage 3/4 pupil stakeholder groups from the local schools being rebuilt under the *Building Schools for the Future* programme. Delivered with the support of artist Deborah Jones, these workshops, explored the concept of social spaces – both indoor and outdoor – within school buildings.

The pupils investigated 'making spaces' using a range of materials, researched their current school social spaces and constructed their own communal social spaces in model form. The workshops were creative and physical and triggered much discussion. The workshops formed part of a pupil engagement programme which elicited opinions on their current school building and their aspirations for the design of their new school buildings. The activities were documented by the pupils and formed part of an exhibition at The Architecture Centre.

These workshops were part of the Architecture Centre's ongoing support of pupil engagement with the *Building Schools for the Future (BSF)* programme in the region. We are also working with Creative Partnerships to develop a pupil commissioning team for the development of public art in a local BSF school project.

These workshops were funded by Arts Council England as part of *Architecture Week 2006*.



## Stay safe

# 2

- Safe from crime and anti-social behaviour in and out of school
- Safe from maltreatment, neglect, violence, abuse and exploitation
- Safe from bullying and discrimination
- Have security, stability and are cared for
- Safe from accidental injury and discrimination

### How The Architecture Centre can deliver this:

- Provide creative workshops for children to express their ideas/concerns about the places and spaces they inhabit
- Help pupils explore how the design of buildings can help reduce bullying and anti social behaviour and create safe/secure spaces
- Provide workshops which explore the concept of 'homes/belonging/sense of place'
- Help pupils explore issues of how design can make a buildings community spaces safe/secure
- Help pupils explore issues of safe design in buildings, considering access, materials and designing out crime
- Involve pupils in projects at a school/community level – this can instil a sense of ownership, respect and civic pride which can help counter crime and anti-social behaviour.

## Enjoy and achieve

# 3

- Enjoying school
- Achieving educationally
- Achieving personally
- Working with parents/carers so they support their child's education
- Attend and enjoy school

### How The Architecture Centre can deliver this:

- Develop projects of a cross curricular nature which include real life decision making and are engaging/ holistic
- Provide workshops which include a range of practical activities giving varied learning experiences to cater for audio, visual and kinaesthetic learners
- Provide opportunities for interactions with industry professionals – this can help raise aspirations and confidence
- Help pupils explore the concept of school identity through the built environment – this can help foster a sense of pride and identity
- Develop projects that involve the wider school community
- Facilitate building visits and tours and trips which explore spaces and places – these activities can cater for a range of different learning styles (audio, visual and kinaesthetic) and inspire pupils.

### CASE STUDY

#### BUILDING SCHOOLS FOR THE FUTURE – SCHOOL GROUNDS LANDSCAPING PROJECT

These sessions were part of on-going stakeholder engagement activities with pupils, parents and staff from 3 local schools. A primary, secondary and special school in South Bristol are coming together to form a new community campus development, currently under construction through the Government's Building Schools for the Future rebuilding programme.

A workshop day was held with each school to explore the outside spaces and landscaping of the schools existing site and facilities. The events were delivered by a local landscape architecture facilitator and representatives from the Architecture Centre, Real Ideas Organisation (RIO) and the project Landscape Architect for the site.

Each stakeholder group had to evaluate their existing outdoor space using a young person's spaceshaper tool developed by CABE. This encouraged the group to rate their existing space by exploring issues such as:

- Are there all the things I need in the space?
- Does this place feel healthy?
- Is this space well looked after?
- How safe do you feel when you are using this space?

This activity stimulated a lively discussion around the issues that the pupils felt were important:

- lack of social spaces for different aged pupils bullying hotspots
- lack of activities, seating and shelter
- specific play requirements of children with special educational needs
- fences that don't keep pupils safe
- lots of hard concrete surfaces.

During the second part of the session the pupils took the project architect on a tour of their existing schools grounds to highlight and record the positive and negative features and finally they worked with the architect to develop designs for specific areas of the new school grounds.



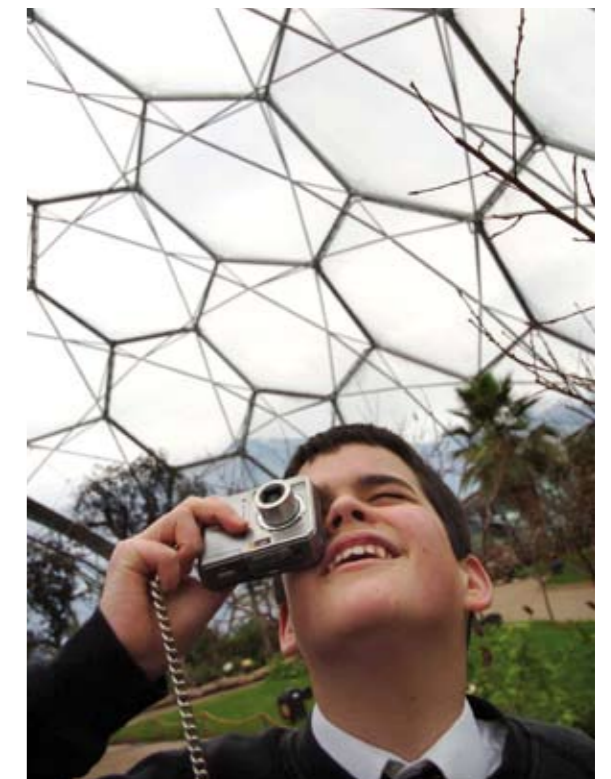
### CASE STUDY

#### HOW PLACES WORK

*How Places Work* is a new national education initiative from the Commission for Architecture and the Built Environment ([www.cabe.org.uk](http://www.cabe.org.uk)), which is being delivered in the South West by The Architecture Centre, Bristol. It aims to give young people from Key Stage 3 the chance to find out what makes a variety of places work well – or not so well - through an in depth visit to a contemporary building.

Visits are facilitated by *Inspirers*, who know a building inside out and are trained to communicate with young people. Locations include shopping centres, arts venues, sports stadiums, civic buildings, museums and universities. During the visits pupils are encouraged to evaluate the effectiveness and sustainability of the building they are visiting using Design Quality Indicators, and to find out more about the career path of their *Inspirer*, a professional from the Built Environment sector.

The visits have the potential to enhance curriculum areas from Design and Technology or Science, to Work Related Learning or Geography. Year One projects enabled pupils from the South West to visit sustainable buildings such as the Genesis Project in Taunton, the awe-inspiring Eden Project in Cornwall, and the landmark Maritime Museum in Falmouth. The visits provided a catalyst for the development of focussed curriculum projects.



# Make a positive contribution

## 4

- Engaging in decision making
- Supporting community events
- Positive behaviour
- Choosing not to bully or discriminate
- Developing confidence
- Successfully dealing with significant life changes and challenges
- Developing enterprising behaviour.

### How The Architecture Centre can deliver this:

- Supporting children engaging in regeneration projects with the wider community
- Facilitate workshops which explore built environment career options
- Provide workshops/activities that include industry professionals – help pupils develop creative means of communication and increase confidence
- encourage pupils and teachers to articulate confidently their ideas/views in consultation activities
- Provide opportunities for pupils to learn about industry and enterprise via processes and interaction with professionals
- Help pupils develop the skills needed for building sustainable communities
- Help pupils explore cultural and historical elements of their local area through the built environment
- Develop workshops/opportunities for pupils to learn about the importance of sustainability (economic, environmental, social)
- Involve pupils in design decisions- this can increase their confidence and sense of ownership and involvement in school/community issues.

### CASE STUDY

#### ARCHIMEDIA SUMMER SCHOOL

For the last three years The Architecture Centre has worked in partnership with Bristol City Council and the Knowle West Media Centre to deliver week long built environment summer schools for local Year 6 pupils from five primary schools in South Bristol.

The 2006 summer school involved pupils in a hands-on design challenge with support from local artists and designers. At the start of the week, the challenge was unveiled: 'to design environmentally-friendly outside landscaped areas for the new Knowle West Media Centre building'. The subsequent days were spent working in teams learning about design and the built environment, concluding with a presentation of the teams' finished models and designs. The pupils explored seating, lighting, planting, security, recycling, parking, play areas, disabled access, signage and public art.

To gain an understanding of some of the issues involved in designing buildings and their surroundings, pupils built willow shelters with Bristol-based artist Deborah Jones, visited the CREATE Centre eco-home, and contributed to a workshop with a landscape architect.

A local young photographer from the Knowle West Media Centre documented the week, and five young people from the local area, who are part of the Archimedia core group, acted as trained peer tutors for the younger pupils. The peer tutors attend various local secondary schools and colleges and it was a great opportunity for them to develop their creative skills and self confidence. The summer school also helped create a smoother transition to Key Stage 3 for the Year 6 pupils involved.



## 5

# Achieve economic well-being

- Learning about the value of studying and further training
- Developing good homework and learning skills
- Learning about the meaning of money
- Learning about life values and how they apply to managing money
- Living in decent homes and sustainable communities

### How The Architecture Centre can deliver this:

- Tackle issues of gender/race in the built environment industry by involving professionals in projects to provide positive career role models
- Provide workshops which include real life design/construction scenarios including financial decision making
- Help pupils explore career opportunities in design, construction, the arts, planning and regeneration and promote the value of further training and education and the impact it can have on an increased standard of living throughout a young person's lifetime
- Provide workshops which promote and explore enterprising behaviour
- Facilitate pupils learning about artistic/design processes which professionals use
- Support pupils learning about the value of good design in relation to homes, schools, community buildings and spaces – to empower young people to expect and demand better quality buildings
- Facilitate workshops/interactions with professionals which promote interest in built environment careers and increase aspirations.

### CASE STUDY

#### THE SKY IS THE LIMIT

This exciting one-day workshop for local A-level girls involved female professionals from architecture, landscaping, engineering, planning and surveying sectors, and aimed to give the students an insight into built environment careers. The workshop involved two site visits and a practical model-making activity to design the exterior of a new office for the Soil Association, the Bristol-based charity which certifies and promotes organic food and farming.

Organised by The Architecture Centre, Bristol and Employability Skills at Connexions, the event encouraged local female students to consider the variety of interesting careers available in the built environment sector, where women are under-represented. There was also a strong focus on sustainability and environmental design features, as these are central to the ethos of the Soil Association. The event enabled the students to learn more about the design process and how to respond to the requirements of a client.

Inspiring presentations from a range of female professionals were combined with a site visit to the existing Soil Association building, led by Kathie Burton, Operations Manager, who explained what the charity desired from a new national office. The students then visited a redundant site on the Bristol Harbourside, which became the theoretical site for the development of the new office building.

The students then took on the roles of designers and architects, and produced their own inspiring designs for the new building. The final designs were appraised by the Soil Association's Operations Manager, Kathie Burton, and Project Architect, Mark Hoare, who were impressed by the students' ability to incorporate their design brief into original and innovative designs. A small exhibition documenting the day and showcasing the models was displayed at The Architecture Centre.



# Learning Outside the Classroom

## Manifesto

Built environment education encourages the exploration and investigation of the buildings, streets, parks and neighbourhoods that surround our homes and schools. This form of active 'out-of-classroom' learning experience enables learners to observe and evaluate different environments and learn in a holistic and 'real-life' context. The work of ABECs in delivering inspiring site visits, building tours, and 'hands on' planning and design challenges, fully supports the objectives of the Learning Outside the Classroom Manifesto.

Built Environment Education can help deliver the ambitions of the Government's *Children's Plan* and can contribute to the '*Cultural Offer*' that all children are now entitled to access.

## FIND OUT MORE ABOUT BUILT ENVIRONMENT EDUCATION

### [www.architecturecentre.co.uk](http://www.architecturecentre.co.uk)

The Architecture Centre in Bristol exists to foster a greater understanding and enjoyment of architecture and of the benefits of a better built environment. We believe that by increasing public awareness we will help raise expectations and thereby provide both opportunities and demand for better buildings and places.

The Architecture Centre is concerned with all aspects of the designed built environment including architecture, engineering, interior design, landscape design, planning, and urban design. The Centre's work encompasses cultural, social and economic concerns and the processes and philosophies of design. A cornerstone of The Architecture Centre's mission is to support sustainable approaches to architecture and design.

Our activities take place at the Centre in Bristol and throughout the South West region, in collaboration with the Architecture Centre for Devon and Cornwall.

The Architecture Centre, Bristol is one of 23 regional Architecture and Built Environment Centres (ABECs).

### [www.cabe.org.uk](http://www.cabe.org.uk)

The Commission for the Advancement of the Built Environment (CABE) provides a useful list of projects and teaching resources based on the Built Environment. It also offers teachers the opportunity to join the education network and receive copies of their *360°* education magazine.

### [www.architecturecentre.net](http://www.architecturecentre.net)

The Architecture Centre Network provides information and links to all of the Architecture and Built Environment Centres in the UK. Many of the centres have information, links and project resources linked to the built environment.

### **360° Awards Resource Publication**

This resource contains useful case studies of how Key Stage 3/4 subject teachers have used the built environment successfully to deliver their area of the curriculum. This resource was produced by The Architecture Centre, Bristol and supported by CABE and Arts Council England. To receive a copy please email: [info@architecturecentre.co.uk](mailto:info@architecturecentre.co.uk) or call 0117 9221540.

### **Laying the Foundations: Using the Built Environment to Teach (DCMS & DFES 2006)**

#### [www.culture.gov.uk](http://www.culture.gov.uk)

*Laying the Foundations: Using the Built Environment to teach*, is a joint publication from DCMS and DfES that shows how more and more teachers are working with architecture and heritage organisations to unlock the learning potential of the built environment.

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