

Purpose

The purpose of this campaign is to work with schools in the Birmingham City Council (BCC) borough to encourage children to design an anti-litter or dog fouling poster and enter it into our competition. The winning design would then be featured on a station within the BCC borough to promote proper waste disposal and caring for local environment.

The overall aim of the competition is to raise engagement and awareness within local schools surrounding the issues of littering, dog fouling, and caring for the local community environment. Throughout the campaign we expect aforementioned issues to reduce in the community.

According to GVI (2022), **“schools are one of the best places for cultivating environmental awareness early on. The earlier individuals learn about the environment, the sooner they’ll be able to contribute to safeguarding it”.**

Inclusion of schools – how, why, what?

How?

We will promote the campaign throughout all primary schools and SEN schools within the BCC borough. I recommend targeting the campaign to Key Stage 2 children (aged 7-11). To promote equality and inclusivity, this competition will be open to all abilities, including children with additional needs.

To engage the participation of schools, we will emphasise the importance of schools being a part of the community.

To achieve this, we will compile several e-shots and social media posts targeting schools, teachers, and key stakeholders within the Local Educational Authority (LEA).

Key words to target schools: inclusion, attainment, community, empowerment

Why?

A relationship between schools and communities is a vital one, especially schools within disadvantaged communities. Working in partnership has shown to raise educational attainment and help bridge the achievement gap between lower socio-economic areas and more well-off areas.

One important role of a school which is often overlooked is the responsibility they have to shape and develop their students to become contributing members of their local community and beyond.

What?

It is paramount that throughout the competition we ensure no child is at a disadvantage, especially children with SEN needs.

Including children with SEN needs is vital for their own holistic development. Research has shown that including children with SEN needs benefits their **"academic achievement and social skill development"** (Wang, 2009).

To do this, we will ensure all competition materials are accessible and are in a format which suits the individual needs of the child. This is something which can be stated throughout the initial communications with schools and emphasise the importance of all children feeling included and empowered.

The Benefits

Schools

The schools will benefit in various ways due to our competition. The winner of the competition will have the opportunity for their design to be featured on a station located near the school. This will impact the school and it will help reduce litter and encourage children to look after their environment. Not to mention, the winning design will also feature in local press/media, which will in turn promote the school and show the community the work that they are participating in.

Some aspects of the competition will link to National Curriculum (NC):

Art

"A high-quality art and design education should engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design."

National Curriculum aims relevant to art include:

- Produce creative work, exploring their ideas and recording their experiences
- Become proficient in drawing, painting, sculpture and other art, craft and design techniques

Science

Links to **"Living Things and Their Habitat"**

National Curriculum aims relevant to science include:

- Recognise that environments can change and that this can sometimes pose dangers to living things

PSHE

Links to **“Living in the wider world – Economic wellbeing and being a responsible citizen”**

National Curriculum aims relevant to PSHE include:

- Respect for self and others and the importance of responsible behaviours and actions
- Rights and responsibilities as members of families, other groups and as members of society
- Different groups and communities
- Respect to equality and to be a productive member of a diverse community
- The importance of respecting and protecting the environment

Children

The competition will benefit the children in many ways.

Empowerment

Children will feel proud of the work they enter. The sense of empowerment will be high in the winner. As a result of this, more children may feel motivated to do more for their community and their environment.

Belonging

Working with the school and community enables the child to feel a sense of belonging. A sense of belonging is key for children to develop their identity and finding their place in the world around them.

Community

“Strong links with the community can make a particular contribution to the work of schools serving disadvantaged communities.” (Optimus Education, 2022)

The work that the children are doing within the school will cross over with the work in the community. Children may feel empowered and encouraged to make a difference in their school environment, but then take that desire and motivation home, seeking to continue their efforts within family/friends. The actions of the children may involve their parents more within their school and community. Many studies have documented that when a parent is involved in the education of the child, the impact that has on not only academic attainment, but holistic development, is quite significant. This can improve the attendance of the child, lower their risk of missing education through exclusion, and enable them to succeed in education.

The Outcome

The overall outcome of this campaign is to promote the work we are doing within the borough of BCC and to improve the local areas regarding litter and dog-fouling.

Our measures of success will include the following:

- Data on dog fouling and litter issues in participating areas
- Data from direct emails to schools, stakeholders, local authority
- The data from schools which have taken up our offer
- The total number of submissions received
- The number of submissions from each school
- Data on dog fouling, litter issues in participating areas after the competition/station erected

