

## Lesson 2 | Exploring my school

### Teacher background information

Using the knowledge developed in Lesson 1, students can put this into practice in a real-world environment – their school. Students will investigate their school environment and conduct an audit based on the CPTED principles.

CPTED principles:

- **Coming and going** looks at how we move around an area. What features such as fencing and paths help people find their way around confidently or to stop them from entering private or dangerous areas?
- **Keeping watch** assesses how we watch over an area. Is an area in full view so people can keep an eye on it easily? Are trees and bushes trimmed? Is there good lighting?
- **Showing we care** considers how we look after an area. Is the area clean and well maintained? Are broken windows and lights fixed? Rubbish bins emptied. Graffiti tagging cleaned up.
- **Having fun** explores how we use an area in positive ways. Is there play equipment? Picnic tables and benches? Sporting facilities?

When choosing an area of the school to investigate and audit, it is important to reflect on the actual usage of the grounds at your school.

- What areas are used by students and parents?
- Where do people like to congregate?
- Are there neglected spaces?
- What areas are problematic or invite dangerous behaviours?

### Examples of problematic areas:

- People wearing walking tracks through lawn and garden beds instead of using pathways
- Out of bounds areas that some students/parents like to use
- Lack of signage around schools which can lead to confusion for parents and visitors
- Areas that are difficult for teachers to supervise

### Learning intentions

We are learning how to examine a location to identify features that make an area safe or unsafe.



## Activity time

**Group size:** The school environment audit can be done as a whole class or in small groups depending on level and ability.

**Location:** Either one space can be chosen, or a range of locations can be assessed. Try to choose areas that cover as many of the principles as possible.

**Resources:** Print one Audit sheet for each group and location being audited. The Audit sheet is included on the following pages.

Encourage students to use their senses when assessing the location and to think of both the positive and negative aspects.

Students can also take photos or video clips of the positive and negative aspects of the location.



## Audit sheet

Student Name: \_\_\_\_\_

Location Name \_\_\_\_\_

**Coming and going** - Are there any signs, fences, paths or gates? Are they in good condition?

**Keeping watch** - Is it easy to see the area so teachers can supervise? Are there overgrown bushes? Are there lights and do they work?

**Showing we care** - Are there any bins, is there litter, is anything broken or smells bad? Is there graffiti or weeds?

**Having fun** - Are there any play equipment, sports areas, quiet zones or buddy/friendship seats?

# Exploring my School

## Audit sheet

Investigate the school environment and conduct an audit by filling in the table over the page.

- Explore the area and use your senses (sight, smell, touch, hearing).
- How do you feel about the location?
- What can be done to improve the location and make it safer?
- In each section list at least one thing positive and one thing negative.





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Location Name \_\_\_\_\_

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**Showing we care** - Are there any bins, is there litter, is anything broken or smells bad? Is there graffiti or weeds?

**Having fun** - Are there any play equipment, sports areas, quiet zones or buddy/friendship seats?