

Your project

SHORT PROFILE	
Project Title	Queen Mary's Grammar School
Contact name with email address	Rob Matley (rjmatley@hotmail.com)
Summary (incl. aim, place/area, approach, outcome) max. 300 words	<p>A workshop with Geography A level students looking to develop a game board to deal with their studies and curriculum with a wider view to making it a national school resource.</p> <p>Alister Scott from BCU and Rob Matley from Queen Mary's Grammar School facilitated two workshops enabling the board to be designed, populated with questions as well as play a draft game. Tasks associated with different question spaces were allocated to different tables with questions designed according to a set goal. The goal related around the need to understand contested issues around the urban rural fringe as it affects the sustainable development agenda. This was translated into specific entry and end tasks</p> <p>Workshop 1 October 2015 involved designing some questions around the board based at Queen Mary's Grammar School. Issues associated with the PLAY mode were also discussed. Workshop 2 December 2015 was at BCU and involved interaction with our planning students to build and develop a full set of questions</p> <p>After this all the questions were merged into one document and then a game was played. Time limited question verification but the end result was very positive.</p>
Website (if available)	http://www.qmgs.walsall.sch.uk/ Twitter feed: @qmgsgeoging
Key words	

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If you would like to provide more detailed information about your project, please fill out the following:

IN-DEPTH PROFILE	
Project Title	Urban rural fringe Case Study Workshop
What was the aim of the project	To develop a learning resource to aid Geography A level students understand sustainability issues in the urban rural fringe. The game should allow pupils to identify and develop synoptic links between a range of geographical topics.
Contact name with email address	Rob Matley (rjmatley@hotmail.com)
Website (if available)	http://www.qmgs.walsall.sch.uk/
Start date (and end date if appropriate)	October to December 2015.
Where is the location and setting of the project?	Queen Mary's Grammar School and BCU Millennium Point.
How and why did the project come about?	Project partner in the Rufopoly Resource Kit project. Previous exposure to Rufopoly in the school setting led to a desire to create a learning resource with local, regional and national application. Initial contact was made through the Geographical Association magazine, which asked for schools interested in being involved. This resulted in the initial involvement of pupils in November 2012.
What PARTICIPOLOGY Resources did you use in the design and play of your game?	<p>A multifunctional board was downloaded from the templates available. PARTICIPOLOGY Question sheets were provided to enable questions to be adapted to the goal of the project.</p> <p>In workshop 1 the essential aspects of DESIGN and PLAY were briefed to the group in time allotted sessions. The students were on 4 tables and each table was given different numbered spaces to design questions around. The pupils were told to think their own experiences, particularly in topics they had studied/were studying – energy, urban redevelopment, rivers, conflict etc. Ideas for the play mode were also developed with each table putting forward suggestions to carry through to the next workshop. Most wanted to see a role play idea used and a group consensus style approach reflecting political realities. The pupils were keen to have some kind of outcome to the game, although they did not feel that they necessarily needed to have a 'winner'.</p> <p>In workshop 2 the Queen Mary Students engaged with BCU university students. This enabled an exchange of experiences to help design more questions (22) and to modify existing ones.</p> <p>The consensus and role play model was favoured together with our role play cards.</p> <p>During discussion the pupils were keen to add some kind of scoring/weighting to each question. The categories of 'Healthy, Happy & Prosperous' were used. For the entrance, players of the game were asked to rank their preferences (Healthy = environmentally friendly; Happy = socially beneficial; Prosperous =</p>

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	<p>economically beneficial) based upon their assigned role. After discussion of each question (with players in certain roles) a consensus was reached and the group ranked their solution/outcome in terms of the three categories, 3 points for the top option, then 2 etc. This then constituted the end of the game, where the overall scores in the three categories were totalled and each player could then compare to their original preferences.</p>
<p>Did you have any comments on the value of the guidance in helping you design, play and evaluate the game?</p>	<p>The workshops were 2 x 2.5 hours duration. It was intense but the students were very motivated and generally worked very well in the DESIGN and PLAY stages. Given the time constraints and numbers of people (12) it was not feasible to print out or enable web portal access. Thus the facilitators used the essential aspects in oral briefings. This is both a strength and weakness as participants did not engage with the guidance explicitly.</p>
<p>How did you play the game?</p>	<p>The board was selected by Rob Matley in advance of the event. Copies were printed for the session.</p> <p>DESIGN</p> <p>Workshop 1</p> <p>The group was split into 4 tables. Each table was allocated a number of questions to develop with specific spaces on the grid. Our preselected ones (circulated in paper form) were there as prompts, allowing them to see the kind of formats that worked and some of the issues that could be utilised.</p> <p>The group as a whole agreed the overall aim of the project before any question design started. This was focussed on “understanding contested issues around the rural urban fringe”.</p> <p>As questions were designed and approved by the table they were presented to the BCU facilitators for typing into ONE list.</p> <p>Given the time constraints this was extended into a second session at BCU where the school students worked with the university planning students to design more questions and agree the entrance and exit questions. This iterative process with new people worked very well.</p> <p>PLAY</p> <p>There was a discussion and agreement as to how the game was to be played. The group agreed a role play format using the PARTICIPOLOGY character profiles. This was allocated randomly using numbers.</p> <p>The entrance question was used to assign priority issues based on sustainable development criteria using the character profile. (see task) <i>Development proposed should help develop happier, greener and more prosperous places (i.e.</i></p>

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	<p><i>benefit social, environmental and economic interests). According to your prescribed role, please rank the three in order of importance.</i></p> <p>After the throw of dice a question was read out and answered over a 10 minute discussion. For each question the immediate gut reaction was noted down by each respondent. There then followed a discussion and then a group view was recorded with a supporting justification.</p> <p>A vote was taken to agree a majority decision if people differed in views. People also logged their own informed decision as this may have changed from the gut reaction.</p> <p>For each question the overall response was captured by one person. After 4 goes the exit question (see questions) was then answered.</p> <p><i>Looking over the decisions that you have made, do you feel we have a winning outcome for the community?</i></p> <p>All information was recorded on pieces of paper as a record. Some groups scored each question, whilst others waited until the end to allocate points for each answer, according to their contribution to happier, greener and more prosperous living. This enabled participants to compare the outcome with the original ranking of the three criteria.</p> <p>A final discussion of the outcomes for each role helped all players to reflect on the process and the suitability of the outcome for their character.</p>
<p>What would you say were the main strengths?</p>	<p>Intense learning experience</p> <p>Designing the questions bought considerable ownership and learning into the process.</p> <p>The dice threw up challenges and questions that took people outside comfort zones.</p> <p>The hypothetical nature of the area was good because people could still draw from their own experience.</p> <p>The integration of Queen Mary's Students with BCU students was very positive.</p> <p>The two stages actually helped the process rather than trying to develop the game resource in one session.</p> <p>The free thinking of the students, who were not constrained by pre-existing game formats, allowing them to think outside of conventional formats more readily.</p> <p>The learning links associated with the entrance and exit tasks.</p> <p>Role play character profiles help the students develop personalities that went beyond stereotypes. This developed their ability to empathise, which is a key skill for A-Level study.</p>

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What would you say were the main weaknesses?	Lack of time. Lack of question verification; good questions take time to develop and test. Role plays; there was a need for more character profiles.
What lessons did you learn from developing / using the PARTICIPOLOGY / playing the game?	This was a resource that could have wider value within the school community. The need for the students to design the questions. The random nature of dice is key to maintaining interest. The process by which the game was developed was a fun aspect of the whole exercise but hard work.
What, if anything, was the 'added value' of the game? (e.g. in terms of engagement, process or outcomes)	It generated huge amounts of discussion that would not necessarily have arisen from the questions being asked in other ways. Pupils were making a number of synoptic links naturally, without being explicitly told to do so. The discussion of each question made the students interact in a professional manner, being aware that each player was not necessarily representing their own views, as they were in a role.
Long-term aspiration for the project / What next?	This could be a resource that could be developed more widely for schools. There is an opportunity to develop a school resource for use across the region/nation on selected issues to help young people engage with sustainability issues and dilemmas. There seems to be great potential for use in Geography. We have discussed a number of board designs that could help to link together a number of physical and human landscapes (glaciated, coastal, river basin, tourist facilities etc). This could then be used as a revision tool, with some questions based on processes, as well as human uses of the areas. This would emphasise the interaction of humans and physical landscapes.
Funding, cost	No costs involved. BCU resources for maps.
Key documents, Publications and further resources (Please provide weblink where available)	
Optional: photos, videos or podcasts	Photographs have been used on the web site.

Board used.

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QMGS Questions

ENTRY: Development proposed should help develop happier, greener and more prosperous places (i.e. benefit social, environmental and economic interests). According to your prescribed role, please rank the three in order of importance.

For each question, please note down your own role-play 'gut-reaction' answer before engaging in discussing the issue as a group

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1. Jaguar Land Rover are putting a bid to relocate on the RUF industrial estate. Through this 10 local businesses will close, and 200 homes will be destroyed; however, the overall infrastructure and transport links will be improved, and a new park will be opened. What option do you favour for the potentially displaced people take?

- a. Compensation of £50,000 per house hold
- b. Full relocation to the new housing estate on grid 14
- c. Full protest
- d. Take legal action against JLR
- e. No action

2. The local authority have compulsorily purchased land for major development, The following options are on the table for consideration.

- a. Theme park
- b Formula 1 park
- c Horse racing or polo pitch
- d Golf course
- e. other

4. Proposed development is to reduce existing and future transport congestion in an area adjacent to housing area. There has been strong local opposition to taking-up of local for this type of proposal. As part of this proposal slipways have been designed into the brief; this would adversely affect the area. Discuss the strengths and weaknesses of this proposition at a local and strategic level. As a group decide on the best way forward.

5. The brownfield site is vacant and is therefore available for development. Should different types of housing be built here to support the demands of a growing population, or alternatively restored as a wildlife conservation area due to its proximity to the pond?

Another option is that the site is developed into a recreational centre, making full use of the pond as a water sports area. What, in your opinion, is the best option for this brownfield site?

6. A local adventure activity group want to create a new site in this area. Do you allow them to go ahead with their plans?

7. It has been suggested that the plot of land around area 7 has investment potential to produce a nature reserve and lake used for recreational activities; for holiday homes to be built in the nearby area; and an eco-friendly café to be built by the lake side. This would all be accessible by the neighbouring steam railway.

8. A local farmer wants to increase the value of his land by developing the field next to the industrial park as a windfarm with maximal 5 new generation wind turbines (bird friendly and relatively quiet). The Local Authority is currently making grants available for such energy schemes to help meet government carbon reduction targets. During the initial survey, the site was identified as being part of a bat feeding corridor with a population of Pipistrelle residing nearby. To what extent do you agree that this site is suitable for renewable energy development?

9. The area received a government grant to encourage the reduction of cars on the road, the options for development involve improving the rail patronage although the creation of a new railway station or the creation of new bus routes and / or supply of new bus routes. Discuss the merits of these proposals and suggest the most appropriate way forward.

How far do you feel the local government should invest in making the area around area 7 a tourist attraction and recreational area?

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10 Land to the south of the town has become available for mixed use. What uses do you think are best suited for the benefits of residents and the community?

11. Should the school field be turned into a commercial site? List the advantages and disadvantages and make a decision.

12. The local area lacks local amenities, such as a supermarket. Half of the local school playing field (the big one shaped like a grand piano) has been put forward for sale. Which option for development would you support and why?

- a) A large supermarket (Tesco extra) with a large above ground 2-level car park
- b) A Marks and Spencer, discounter (Aldi) and a local market facility
- c) Community buy-out of the land to develop it as a local protected greenspace

13 As a group, discuss the merits of a new mixed-use development in this area. There is a national and local push to retain high-quality graduates in the area. The development needs to reflect this ambition. Development on this land would involve the selective release of productive agricultural land. Discuss the type and range of tensions involved with this proposal.

14. You are currently living on the RUF housing estate, the Lovell housing group invites you to a conference regarding the potential extension of this estate on the adjacent land which has historical links. The new eco-state has a target of using 90% recyclable material and the introduction of solar panels and renewable energy.

Would you be in favour of this new development and explain why?

15. An application for an intensive poultry unit has been submitted. What is your view on the proposal and what are the problems and benefits

16. This area has been designated by the government as a biofuel area. Is it fair on the farmer to lose part of his livelihood and agree to the compulsory purchase?

17. A large-scale mixed-use development (including a hotel, leisure, conference and office facilities) located in the greenbelt has been proposed to service the nearby airport. This will bring a substantial economic benefit to the area and create a range and variety of jobs. However, there are local concerns about the development in the greenbelt. Discuss the merits of the proposal and suggest a way forward.

18. The local county council has highlighted this area as a growth area for the town what would be the best development area given the current infrastructure to maximise the government's economic growth agendas

19. Is a motorway service station an appropriate development project over an expanse of green belt? List the advantages and disadvantages and make a decision.

22. A compulsory purchase order is to buy a tract of land. This is to create a high-density development; a proportion of this will be affordable housing. This would satisfy the local need for affordable housing. There is some local opposition to this development. List the strengths and weaknesses of this proposal and make a decision as to how to proceed.

EXIT:

Looking over the decisions that you have made, do you feel we have a winning outcome for the community?

Allocate points for each answer according to their contribution to happier, greener and more prosperous living. How well did the outcome match your original ranking of the three criteria?