

# Sharing Our Space – Who Uses the Playground?



## Curriculum Links

### Scotland

I know that friendship, caring, sharing, fairness, equality and love are important in building positive relationships. As I develop and value relationships, I care and show respect for myself and others.

HWB-05

### UK

Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect.

## Key Concept

I can explore how different people use shared spaces and discuss ways to make them fairer for everyone.



## Background

Playgrounds are shared spaces where different people have different needs and activities. But is every space fairly used? This lesson helps learners explore who uses their playground, where conflicts might arise, and how to create fairer spaces for everyone. Through mapping and discussion, learners develop a greater awareness of inclusivity, fairness, and respectful decision-making.

## Resources

- Chalk (for drawing playground maps)
- Clipboards and pencils
- Coloured markers (optional, for mapping different activities)
- Cones or small objects (to mark areas of activity)

## Wider Skills

- Observation: Identifying how different groups use the playground.
- Collaboration: Working together to analyse and problem-solve.
- Problem-solving: Finding ways to improve fairness in space usage.
- Communication: Expressing and debating ideas about fairness.

## Metaskills

- Sense-making: Recognising patterns in how the playground is used.
- Critical thinking: Assessing what is fair and how to balance different needs.
- Communicating – Giving Information: Explaining their map and proposing improvements.
- Self-management: Respecting others' views and working collaboratively.

# Lesson

## Introduction (10 minutes) – Who Uses Our Playground?

- Ask: "Who plays in the playground? Do some people use it differently?"
- Discuss different playground activities (running, sitting, talking, games).
- Explain that they will map the playground and explore who uses different areas.

## Main Activity (30–40 minutes) – Mapping the Playground

### Part 1: Observing Use of Space (10–15 minutes)

- Learners explore the playground and record different activities:
  - Where do people run?
  - Where do people sit and chat?
  - Are some spaces crowded while others are empty?
- They mark their observations on a playground map (chalk or paper).

### Part 2: Identifying Issues & Solutions (15–20 minutes)

- Discuss:
  - Is there enough space for all activities?
  - Are any areas overused or underused?
  - Do some people struggle to find space to play?
- Learners suggest ways to make the playground fairer (e.g., shared zones, turn-taking rules).

## Plenary (10 minutes) – Reflecting on Shared Spaces

- Ask:
  - How do we make sure everyone enjoys the playground?
  - Why is fairness important in shared spaces?
- Learners write or draw one way to make the playground fairer and share their ideas.

## Key Discussion Questions:

- How do different people use the playground?
- What happens when a space is too crowded or unfairly shared?
- How can we make sure everyone feels included?

## Assessment

Observational skills: Did learners correctly map the playground's use?

Critical thinking: Did they suggest ways to improve fairness?

Communication: Could they explain their ideas clearly?

Collaboration: Did they work respectfully in groups?

## Notes

- If space allows, trial a fairer playground plan the next day to test changes.
- Extend learning by discussing fairness in bigger shared spaces (e.g., parks, cities).

## Younger Classes

- Use pictures or symbols instead of writing.
- Work in small groups to draw one area of the playground each.
- Use toy figures to show different playground users.

## Older Classes

- Introduce real-life case studies about fair space use (e.g., urban planning).
- Ask them to design new playground layouts using problem-solving skills.
- Encourage them to survey classmates about playground fairness.