

# Onsite fieldwork

Is our school a bioeconomy?

Using our school for fieldwork

Name:

<b>Onsite Fieldwork —Key Question:</b>	<b>Method of data collection</b> 1. Primary or secondary data? 2. Quantitative or qualitative?	<b>How did we carry out this method?</b> (where, when, how long, how did we measure it)	<b>How did it help us with the key question?</b> (what is the geography we are trying to prove?)	<b>What are the strengths &amp; weaknesses of this method?</b>				
<b>Theory / concepts:</b>								
<b>Who did we interview, what did we want to know &amp; what did we find out?</b> (write down the answers to the interview questions in this space)					Interview			
					Transect of the school site			
	Sustainability Index Calculation							

A diagram consisting of a central rectangular box with the text "What are the elements of the bioeconomy?". Four thin blue lines radiate from the corners of this box towards the edges of the slide, forming a larger, faint rectangular frame.

**What are the elements of the bioeconomy?**

**Can we  
categorise  
these  
elements in  
anyway?**

# Tally Chart - tally evidence at each sampling point

	Sample point 1	Sample point 2	Sample point 3	Sample point 4	Total Tally
<b>Green space rating</b>					
Green space					
Ecological Variety					
Outside seating made from bio-material					
Large trees					
Vegetable patch					
<b>Transport</b>					
Carpark (how many cars, how many empty spaces?)					
Footpaths					
Bike lanes					
Bike storage					
Electric car charging points					
<b>Reducing waste</b>					
Recycling bins, including food waste					
Posters/signage encouraging waste reduction					
Drinks refill station					
Onsite composting/wormery					
<b>Energy – Reducing fossil fuel consumption</b>					
Renewable energy sources on site					
Sedum roof - insulation					

## Green space rating

	-4	-3	-2	-1	0	1	2	3	4
Area of green space (% cover)									
Variety of vegetation									
Outside seating									
Large trees									
Vegetable patch									

## Transport rating

	-4	-3	-2	-1	0	1	2	3	4
Full carpark (less cars = higher score)									
Footpaths and crossings to promote walking									
Bike lanes									
Bike storage									
Electric car charging points									

What is your overall rating?

Total divided by 80 X 100 = %

## Waste rating

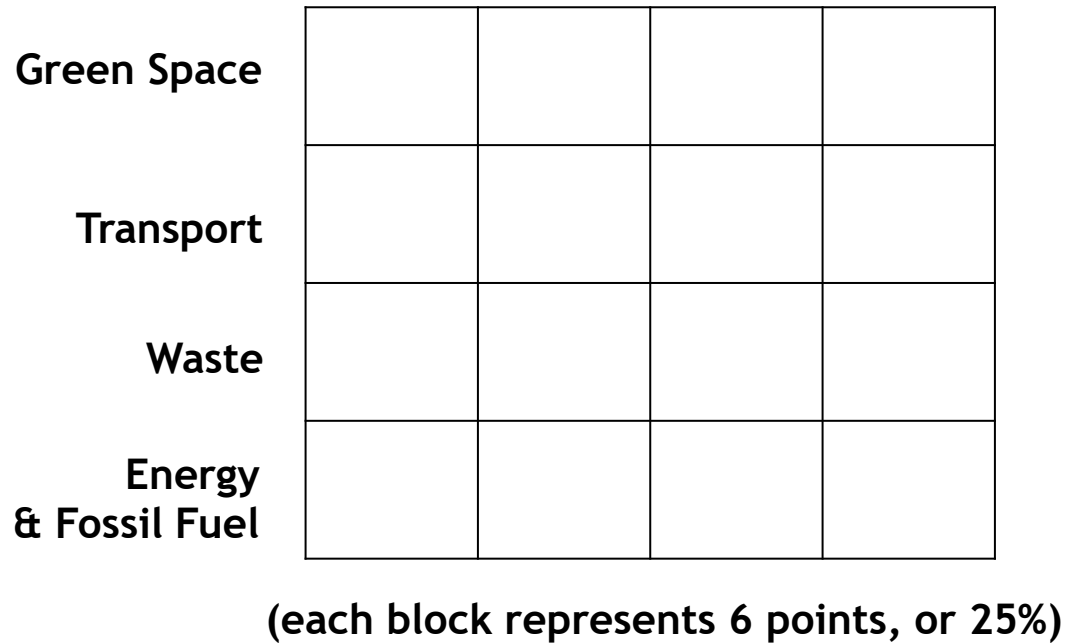
	-4	-3	-2	-1	0	1	2	3	4
Recycling bins									
Posters/signage encouraging waste reduction									
Washable plates & cutlery									
Drinks refill available									

## Energy rating – reducing fossil fuel consumption

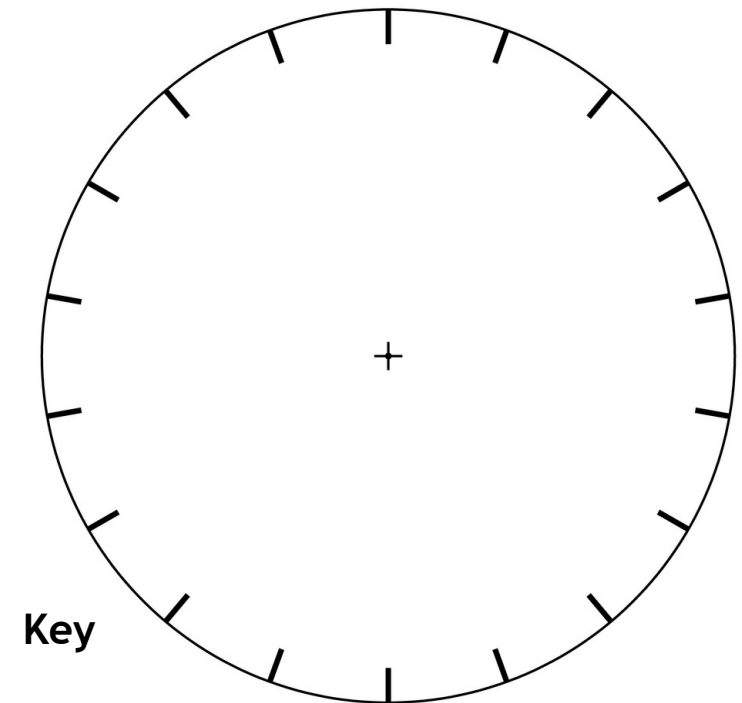
	-4	-3	-2	-1	0	1	2	3	4
Light sensors									
Energy saving lightbulbs									
Renewable energy sources on site									
Power down PCs/unplug electronics									
Sedum roof - insulation									

# Examples of data presentation

Data presentation: Horizontal bar chart



Pie chart



# Writing a good conclusion...

## What does your data show?

1. Which area of your school supports the Bioeconomy the most? What is its Bioeconomy index rating?
2. Which area of your school has the fewest elements of the Bioeconomy? What does it score on the Bioeconomy Index?
3. Describe the element that supports the Bioeconomy the most.
4. Explain how this element supports the Bioeconomy the most.

## **What might have affected your results?...**

1. What part of the fieldwork design caused errors to be introduced?
2. How could these problems have changed your results and changed your conclusion?
3. What geographical knowledge have I gained from carrying out this investigation?



# How do your results affect your understanding of the Bioeconomy?

1.What is the Bioeconomy?

2.Why is it important to use the planets resources responsibly?

3.Explain how local action, for example schools, can support a circular economy minimising waste and pollution by reducing damages from economic activities.