



Police Station

Our Green Police Station

Keywords:

sustainability, energy efficiency, community, police station, green building

Target group:

primary school pupils
(ages 6-11)

Objectives:

This activity introduces pupils to the concept of sustainability in the context of public buildings by inviting them to design an eco-friendly police station. Through creative teamwork and model building, pupils will explore how renewable energy sources, such as solar and wind power, and environmentally responsible materials can be used to reduce the environmental footprint of community infrastructure. They will reflect on how thoughtful design can make public spaces more energy-efficient and welcoming. By the end of the activity, pupils will be able to explain key features of sustainable building design, work collaboratively to develop creative solutions, and understand the role of public services.

General Guideline on Time Allocation:

The duration needed to carry out this activity may vary depending on the specific group of children. Teachers are encouraged to adapt the implementation according to the needs, interests, and dynamics of the group.

In the preparatory phase, teachers may use a variety of activities to introduce and contextualize the chosen topic. These can include discussions, videos, drawings, storytelling, or even a field trip, depending on the age and background knowledge of the children.

The main construction phase, during which children plan and build their urban element using LEGO bricks, should typically not exceed 45 to 60 minutes. However, this phase often stimulates further curiosity and questions among the children, potentially leading to extended engagement or follow-up activities. For more detailed instructions and pedagogical support on how to implement activities of INNO-kids project, please download the Teacher's Methodological Guide.

Materials and Resources Needed:

- Large sheets of paper or cardboard
- Markers, crayons, and coloured pencils, scissors, glue, and tape (for assembly and creative detailing)
- Recycled materials such as plastic bottles, cardboard boxes, egg cartons, and bottle caps (for constructing building elements and sustainable features)
- LEGO bricks or other types of building blocks
- Pictures or diagrams of sustainable infrastructure elements (e.g. solar panels, wind turbines, green roofs, rainwater collection systems)
- Images of community spaces and police officers interacting with the public (to inspire ideas about how the station serves the community)

Note: Encourage pupils to repurpose available materials creatively. If LEGO bricks are not available, pupils may use basic craft supplies to bring their ideas to life through drawings and handmade models.

Introduction:



Begin the activity by discussing the role of police stations in the community. Ask pupils what they know about the work of police officers and how police stations help keep people safe. Then introduce the idea that even buildings like police stations can be designed in a way that protects the environment. Use simple visual aids — such as pictures of solar panels, green roofs, or energy-efficient lighting — to help pupils understand how buildings can be both functional and environmentally friendly.

Procedure:

Preparation:

- Divide pupils into small groups of three to four members. Begin with a short discussion about sustainability and energy efficiency, using simple language and real-life examples relevant to pupils' daily lives. Introduce basic concepts such as saving energy, using renewable resources like the sun or wind, and building with environmentally friendly materials.
- Encourage pupils to think about how public buildings, including police stations, can become more sustainable and community-friendly. Support this with photos showing police stations as welcoming public spaces that include features such as gardens, community rooms, and bicycle parking.



Construction:

Provide each group with craft supplies, recycled materials, and optional building blocks. Invite them to plan and build a model of a sustainable police station. Begin with a group brainstorming session where pupils decide which green features they want to include. They may sketch their design before beginning construction. Encourage groups to integrate environmental features into their models, such as:

- Solar panels or wind turbines for renewable energy
- A green roof with plants for insulation and clean air
- Rainwater harvesting systems for watering community gardens
- Large windows to allow natural light
- Energy-efficient lighting or smart systems
- Community spaces such as gardens, meeting rooms, or play areas
- Safe pedestrian access and bicycle parking around the station

Details

While groups are building, circulate around the classroom and ask guiding questions: How does your design reduce energy use? How do you welcome the community into your space? What features make this building environmentally friendly?

Stories:

Invite pupils to imagine that their green police station has just opened. Ask them to create a short story or scenario about a typical day at the station.

The story could focus on how the sustainable features are used in practice — for example, how the solar panels power the lights, or how rainwater is collected to water the community garden.

Encourage each group to include different perspectives in their story — such as a police officer, a community member, or even an element of nature (like a plant on the green roof or a bee in the garden).



Presentation:

Invite each group to present their model of a green police station to the class. Pupils should describe the key features of their design, focusing on how these elements support environmental sustainability and respond to community needs.

After each presentation, allow time for classmates to ask questions, offer compliments, and give constructive feedback.



Tips:

- Encourage pupils to think creatively and practically as they design their green police stations. Support them in exploring how even small changes — like adding natural light or planting greenery — can make a big difference for people and the environment.
- Remind pupils to consider the needs of everyone who might use the station, including children, elderly people, or cyclists.

Additional Considerations:

Differentiation:

Provide additional support or simplified instructions for pupils who may require extra assistance. For advanced pupils, offer extension tasks such as researching further sustainable practices or designing more complex models.

Assessment:

Assess pupils based on their participation and engagement during discussions and hands-on activities. Evaluate the creativity, effort, collaboration, depth of understanding demonstrated in their models, critical thinking, ability to provide constructive feedback and presentation skills.

Extension Activities:

Invite a local police officer to speak about their role in the community and how the station could be improved to be more environmentally friendly. If possible, organise a visit to a police station to explore how buildings are currently used and where sustainability improvements could be made.

Curriculum

Connections:

This activity integrates:

Science (*renewable energy sources, energy efficiency, and environmental impact*)

Social Studies (*public safety, public services, community planning*)

Art (*creativity, spatial reasoning, and model construction*)

Language (*oral communication, storytelling, and listening skills*)

SDG Connections:

- **SDG 7:** Affordable and Clean Energy – Pupils explore how solar and wind energy can be used in public infrastructure to reduce reliance on fossil fuels.
- **SDG 11:** Sustainable Cities and Communities – Pupils design a public building that supports community needs while being inclusive, safe, and sustainable.
- **SDG 13:** Climate Action – The activity encourages the use of renewable energy and eco-friendly building features to help mitigate climate change.