

all you need for a **SUSTAINABILITY ASSEMBLY**

What's our impact on the planet we all share? What can we do to reduce it?

These assemblies are designed to engage pupils in thinking about these questions, about the choices we make and about their impact locally and globally. Each assembly can stand alone or they can be used in sequence.

One of the key aims of the National Curriculum is to promote pupils' spiritual, moral, social and cultural development and prepare all pupils for the opportunities, responsibilities and experiences of life. It should develop pupils' awareness and understanding of, and respect for, the environments in which they live, and secure their commitment to sustainable development at a personal, local, national and global level.

By exploring sustainability issues relating to food, waste and climate change, these assemblies aim to:

- raise pupils' awareness of ways in which their everyday choices affect their own environment and the environments of others
- encourage pupils to think critically about what influences the choices they make and choose wisely
- ensure pupils understand that individuals working together can make a difference and bring about change for the better
- empower pupils to take action and make a positive contribution as Global Citizens

Although designed for the age groups indicated, the assemblies can easily be adapted for older or younger pupils. Each should take about 20 minutes to run, depending on the level of pupil participation.

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KS 1/2

FOOD shopping for planet earth

aim

To raise awareness of the impact our choice of food in the supermarket has on the planet.

time	activity	resources
5 mins	<p>Introduction This is an assembly about food – ask for show of hands...</p> <ul style="list-style-type: none"> • Who's had something to eat today? • Who's had cereal for breakfast? • Who's had a biscuit? • Who's had some bread? • Who's had a bit of fruit? <p>This assembly is for you!</p> <p>Person 1 holds and slowly turns the globe Person 2 cuts up apple as described below, holding up pieces as appropriate Person 3 tells audience</p> <p>This apple represents the world: $\frac{3}{4}$ of it represents the sea and $\frac{1}{4}$ of it represents the land. If we cut the land quarter into 8 pieces, just 1 of these pieces represents the land upon which we can grow our food. If we peel the skin off that piece it represents the soil in which all our food grows...it's a precious resource.</p>	<p>globe, apple, plate, knife</p> <p>three volunteers</p>
10 mins	<p>Tell the audience they are to keep a close eye on what's going on in the supermarket where many of us buy our food...</p> <p>Planet Earth is at the checkout today and wants your help in deciding what will be good for her. Person 1 asks audience for thumbs up or down for each item... whichever way audience reacts, she shakes her head... sighs... groans and gives a brief explanation of the problems each item creates (see p4). Shopper at the checkout, Person 2, empties basket, holds up each item and says what it is and then packs it into supermarket carrier bag.</p> <ul style="list-style-type: none"> • plantation bananas • imported veg (something which could be grown locally) • biscuits with lots of packaging • factory farmed eggs • can of cola • dried fruit with lots of packaging 	<p>inflatable or soft globe to go on Earth's head – or an appropriate sign, table and chair for check out, toy till – or just mime it, 2 x shopping baskets with products in them, supermarket carrier bag, 2 volunteers to be the Earth and the Shopper</p>

	<p>Shopper comments on trying to save time, effort and money, but never thought about it from the earth's point of view...</p> <p>A week later</p> <p>Planet Earth again asks audience to help in deciding what will be good for her... however audience react, she nods her head... smiles... cheers and gives a brief explanation of why items in this basket are an improvement (see p5).</p> <p>Shopper at the checkout again empties basket holds up each item and says what it is... and this time packs it into own canvas bag</p> <ul style="list-style-type: none"> • fairtrade bananas • locally grown veg • biscuits with less packaging • free-range eggs • local apple juice • packet of organic raisins. <p>Shopper comments on trying to be earth-friendly and then shakes Earth warmly by the hand!</p>	<p>reusable cloth bag</p> <p>1 volunteer holding a sign saying <i>A week later</i></p>
3 mins	<p>What can we do?</p> <p>Our lunch boxes and school dinners can make a difference – empty out an earth-friendly lunch box: local, organic, fair trade. Talk about earth-friendly school dinners.</p>	lunchbox to empty
2 mins	<p>Conclusion</p> <p>Hold up sliver of apple peel from the introduction.</p> <p>All the food we produce in the world depends on a thin layer of soil.</p> <p>There is only one planet earth. If everybody in the world lived in the same way as we do by 2050 we'd need 8 more planet earths to provide enough resources. (Person with globe turns slowly.).</p> <p>Key messages</p> <ul style="list-style-type: none"> • we all need to be earth-friendly • reduce amount of packaging: if it is necessary try to reuse it, then recycle it • buy local, organic, fairtrade • tell other people • we can all make a difference 	<p>sliver of apple peel, 1 volunteer with globe</p>



suggestions for what the Earth and the Shopper could say

Shopping basket 1

Bananas

- **Earth** Grown on a plantation, mass produced using lots of pesticides to kill the bugs which like bananas. Workers' homes get sprayed with pesticides too – from the air. Many workers get sick from handling bananas soaked in pesticides
- **Shopper** But these bananas last longer than the others
- **Earth** That's probably because they're covered in chemicals

Imported veg

- **Earth** They've arrived in England by air! Think how much pollution planes cause and the effect that they have on global warming – they've travelled too many food miles for my liking
- **Shopper** But I want to eat them all year round – English ones are only available for a short time
- **Earth** Why not try eating local food that's in season? It won't have travelled by air – it's better for me and for you

Biscuits with lots of packaging

- **Earth** Look at all the packaging! There's layers of it – if it gets thrown out with the rubbish it'll get put in a hole in the ground and take hundreds of years to rot away
- **Shopper** Yes but it's OK if I recycle it
- **Earth** Recycling doesn't mean things disappear! Energy is still used to make packaging and then to recycle it. It's much better to use less packaging

Eggs

- **Earth** The hens who laid these are kept in small cages where they can hardly move – factory farming uses lots of antibiotics to try to keep the birds and other animals healthy but this can be unhealthy for you. They're often fed on waste products too
- **Shopper** But these eggs are much cheaper than the others
- **Earth** They may be cheaper for you, but the hens suffer as a result and so do I

Can of coke

- **Earth** Coca Cola is made all over the world. In countries like India local people are running out of water – my precious water! Wells used by local people are running dry because the company are using the water to make the coke
- **Shopper** But the children really like it
- **Earth** What would you think if children here didn't have enough clean water because it was being used by a Coca Cola factory? Would you be happy? Why not find something that's better for children and better for me?

Dried fruit

- **Earth** These look healthy, but they're in layers of packaging like the biscuits
- **Shopper** But it's so much more convenient for me to buy it like this – they can go straight in the children's lunch boxes
- **Earth** Just a little more effort from you would really make a difference... and DO YOU HAVE TO TAKE A NEW CARRIER BAG EVERY TIME?! Every year millions of carrier bags find their way into our seas via drains and sewage pipes and this does terrible damage to wildlife

Shopping basket 2

- **Shopper** Fairtrade bananas
- **Earth** YES! These bananas were grown on a small banana farm, not a plantation – they've got the Fairtrade Mark, so we know the workers are paid fairly, and they use fewer pesticides than the plantation bananas
- **Shopper** Local veg
- **Earth** YES! These have only travelled 30 miles instead of 3,000. Think of all the food miles, fuel and pollution that's saved! Better still, why not grow your own vegetables at home or at school if you can?
- **Shopper** Biscuits with less packaging
- **Earth** YES! That's much less to recycle – much better for me
- **Shopper** Free-range eggs
- **Earth** YES! Happy hens and healthier for everyone. Don't forget you can put the eggbox on the compost heap and that's a great way of recycling
- **Shopper** Local apple juice
- **Earth** YES! This has been produced from apples grown in this part of England, where companies are checked so they don't cause problems with the local water supply
- **Shopper** Large packet of organic raisins
- **Earth** YES! Its easy to divide those up for lunch boxes – less waste and a healthy organic treat
- **Shopper** AND I'VE GOT MY OWN SHOPPING BAG!!!
- **Earth** Fantastic! Do you know in South Africa, Ireland, China, Rwanda and Bangladesh free plastic carrier bags have been banned – people soon remember to bring their own bags shopping!
- **Shopper** I'd never thought about shopping from the earth's point of view... but I will now!

Shake hands



photo: www.greencone.com

KS 2/3

re-thinking WASTE

Aim

To explore the options we have for dealing with the waste we produce, before we recycle it.

time	activity	resources
5 mins	<p>Introduction</p> <p>This is an assembly about waste – what we do with the things we throw away. Show the audience the bin bag of rubbish.</p> <p>Ask the audience to count on their fingers every time what you say also applies to them. Use appropriate props from the bin bag and mime each action.</p> <ul style="list-style-type: none"> • When I unwrap food I put all the packaging straight in the rubbish bin • I chuck out clothes I don't want because they're not fashionable • I pick up free plastic carrier bags to bring shopping home • I dump anything that's broken – it's easier to buy a new one than mend it • At school I throw any plastic bottle or can I've been drinking from into the playground or classroom bin <p>Key point</p> <p>If everyone in the world wasted as much as we do in Britain we'd need 8 more planet earths to keep going. (Greenpeace 2006)</p> <p>Reveal the 8 globes.</p>	<p>bin bag containing items of rubbish listed below:</p> <p>pizza box, old item of clothing, plastic carrier bag, broken mobile phone, empty plastic water bottle</p> <p>rubbish bin, with a large picture of a landfill site hidden from view (p5);</p> <p>8 globes (if available from around the school) or 8 enlarged copies of planet earth (p9)</p>
5 mins	<p>Explain that the extra number of planets we would need isn't really relevant – because we only have 1 planet earth. To make sure we look after it we need to waste less. For example we throw away a huge amount of 'rubbish' each day. Instead we can... introduce the words on each placard, allowing time for each volunteer to read the information on the back. The words should be introduced in the following order:</p> <p>RECYCLE, RECHARGE, RECLAIM, REPAIR, REFILL, REUSE, REDUCE, REFUSE, RETHINK.</p> <p>Point out that if none of the <i>Re</i> words can be applied then waste has to go to landfill sites. Indicate the bin at the end of the line, with the picture of the landfill site revealed.</p> <p>Depending on the age of the pupils and the time available it may be appropriate to use only 5 or 6 or all 9 words, but always include RECYCLE and RETHINK.</p>	<p>up to 9 volunteers, each holding a large placard with one of the Re words on the front and the key fact relating to it on the back (see p7-8)</p> <p>a rubbish bin with large picture of a landfill site on it</p>

10 mins	<p>Ask for volunteers from the audience to pick an item of ‘rubbish’ from the bin.</p> <p>Holding up each item, walk slowly along the line of placards. Ask the audience to raise their hands as you pass each option, if they think it’s appropriate for the chosen item. Those with the relevant placards step forward.</p> <p>The audience then vote, with a show of hands, on which option has the least impact and is best for the planet. Leave the item with the chosen placard bearer – if possible it could be attached to the placard. None of the items should end up in the bin.</p> <p>Summarise what the results show, emphasising the options we have before we recycle something. Show audience the empty bin.</p>	<p>possible items to include in the bin: plastic carrier bag, battery, T-shirt, wrapping paper, mobile phone, piece of fruit, paper used only on one side, plastic water bottle, printer cartridge, crisp packet, polystyrene</p>
2 mins	<p>Key messages</p> <ul style="list-style-type: none"> • there’s a lot we can do with waste to stop it from going to landfill • there’s also a lot we can do with waste before we recycle it • the most effective thing we can do is use less • we are all responsible for the waste we produce • we can all make a difference 	

<h1>Recycle</h1>	<p>When we put something in the recycle bin it doesn’t disappear! Energy is used to take things to the recycle centre, sort them and turn them into something else. It can take more energy to recycle things than to get rid of them.</p>
<h1>Recharge</h1>	<p>50 times as much energy is used to make a battery as it provides. How many things do you use that could have rechargeable batteries?</p>
<h1>Reclaim</h1>	<p>This is the step between reusing something and recycling it. Clothes can be made from reclaimed products, for example you can turn a pair of jeans into shorts instead of throwing them away.</p>

<p style="text-align: center;">Refill</p>	<p>We produce and use 20 times more plastic today than we did 50 years ago – if you refill plastic bottles you use less plastic and less energy.</p>
<p style="text-align: center;">Repair</p>	<p>Computers thrown away produce dangerous waste - it can find its way into the soil and water supply. Millions of PCs end up in landfill every year. What other things can you repair instead of dumping?</p>
<p style="text-align: center;">Reuse</p>	<p>Did you know a glass milk bottle can be reused more than 20 times – think of all the glass that saves. Are there other things you can reuse?</p>
<p style="text-align: center;">Reduce</p>	<p>If everyone in the world were as wasteful as we are in the UK, we'd need 8 more worlds to keep going. If we reduce the amount we buy and use we'd waste less.</p>
<p style="text-align: center;">Refuse</p>	<p>Every year food shops in Britain give away approx 8 billion plastic carrier bags – enough to cover the whole of London in a layer of plastic. If we refuse plastic bags in shops we are saving on plastic, and on the energy needed to produce and recycle them.</p>
<p style="text-align: center;">Rethink</p>	<p>Every year we produce 3% more waste than the year before – we need to RE THINK what we are doing before we throw things away.</p>



KS 1

CLIMATE CHANGE and us

Aim

To raise awareness that climate change is to do with us. Its impact is local and global and we can all do something about it.

time	activity	resources
5 mins	<p>Introduction</p> <p>What am I? Put your hand up when you think you know the answer.</p> <ul style="list-style-type: none"> • There's only one of me... • I've been here for millions of years... • I look green and blue and sometimes partly white • I'm partly solid, partly liquid, partly gas • I'm home to many living things • I spin around all the time; it takes me 24hours to do one spin • I'm warming up <p>Ask a volunteer for the answer – and reveal the globe.</p> <p>Explain this is an assembly about climate change and how it's affecting our planet and all of us, both in (name of school's location) and across the world.</p>	globe, under a cover
5 mins	<p>Climate change means that the weather is changing. This has always happened, with the earth getting hotter or colder, since the world began. But in the last 100 years the world is warming up a lot because of the choices that people make.</p> <p>Some of the things that people do mean that carbon dioxide and other greenhouse gases are made; these gases go into the air and make a layer like a blanket so the world warms up.</p> <p>If you've been in a greenhouse you will know that the light gets in through the glass and turns into heat but not all the heat escapes through the glass.</p> <p>Ask children to suggest good and bad things about warming up.</p> <p>Good things: peaches, grapes, sunny days, earlier flowers (children who make suggestions come up and, looking happy, hold up symbols/props)</p> <p>Bad things: sunburn, too hot, more bugs, bad storms, flooding here and around the world (children who make suggestions come up and, looking miserable, hold up symbols/props)</p> <p>Sometimes it seems as if it would be nice to have hotter, drier weather. But is it still nice when there isn't enough water to have baths or showers whenever you want?</p> <p>Or the trees and bushes start dying because there isn't enough water?</p> <p>Or there's a hosepipe ban and we can't fill the paddling pool?</p> <p>It isn't too late to make a difference.</p>	symbols/props for children to show, eg fruit, bucket and spade, bunch of flowers, sunburn cream, umbrella, mosquito net

10 mins	<p>Let's think about some of the things we do that make global warming worse, then what we can do to make it better.</p> <p>I'm going to tell you about some children who make it worse – think about whether you do any of the things they do.</p> <p>Careless Carla comes to school by car. Maybe she could share a car journey with friends or if she lives near enough find friends to walk to school with. Cars produce lots of carbon dioxide which is warming the world (<i>cover the globe with a blanket</i>).</p> <p>If you come to school by car but you could walk, cycle or share a journey instead, put up a finger.</p> <p>Thoughtless Thorin washes his hands before lunch but leaves the tap running. Apart from wasting water he is also wasting the electricity used to pump and clean the water (<i>cover the globe with another blanket</i>).</p> <p>Put up a finger if you leave the tap running after you wash your hands or while you brush your teeth.</p> <p>At lunchtime Careless Carla dumps her empty cardboard packet and plastic bottle in the ordinary bin. Cardboard can go in the compost or recycling, and plastic bottles can be used again and again for water or juice. Reusing saves energy, but Carla doesn't realise this (<i>cover the globe with another blanket</i>).</p> <p>Put up a finger if you don't reuse plastic bottles or don't put paper and cardboard to be recycled.</p> <p>When Wasteful Ms Whatnot leaves the classroom at the end of the day she leaves the computer on. Computer monitors and televisions left on standby for more than a few minutes waste electricity. When power stations make electricity a lot of carbon dioxide is produced, so wasting electricity means more carbon dioxide is warming up the world (<i>cover the globe with another blanket</i>).</p> <p>Put up a finger if your teacher leaves the computer on at the end of the day and you don't remind him or her to switch it off, or if your family leave the TV on standby all the time.</p> <p>When Thoughtless Thorin goes shopping with his uncle, Thorin forgets to take a bag with him. His uncle picks up a new plastic bag at the shop. What a waste of all that energy getting oil from the ground to make plastic, turning the oil into plastic and then into a bag and then getting it to the shops. Put up a finger if you often forget to take a bag shopping and have to use a new plastic bag (<i>cover the globe with another blanket</i>).</p> <p>Have you got any fingers up?</p> <p>If you haven't then well done – you are doing things to help looking after our world. We all need to think carefully about our choices so that we don't do things which make climate change worse.</p> <p>If, like me, you have got even one finger up then you need to think harder about your choices. I am going to hang a bag right near my front door so I don't forget to take one with me when I go shopping. I am also going to ask my class to make me a sign to remind me to shut down my computer at the end of each day when I go home.</p>	<p>5 old blankets/ rugs;</p> <p>props/pictures to represent each action, eg toy car, tap, plastic bottle, computer mouse, TV remote control, plastic carrier bag</p>
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	<p>What will you do to make a difference? (list suggestions on big paper)</p> <p>Remove blankets from globe as list of suggestions grows.</p>	<p>big bit of paper and pen to list suggestions</p>
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Definitions of key terms

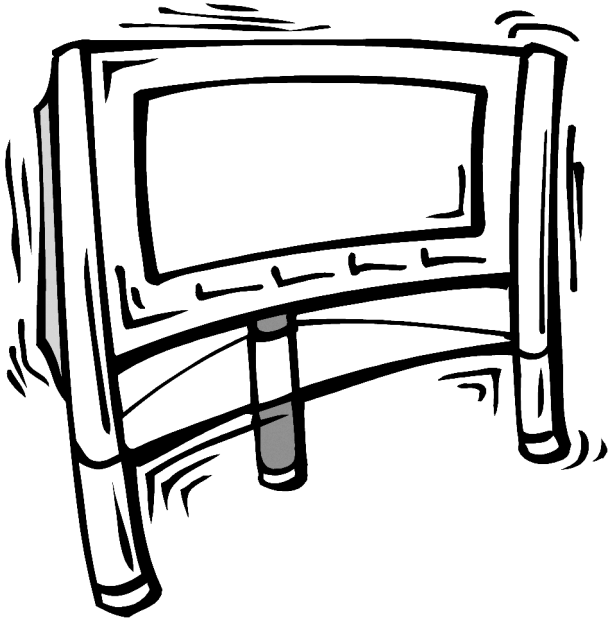
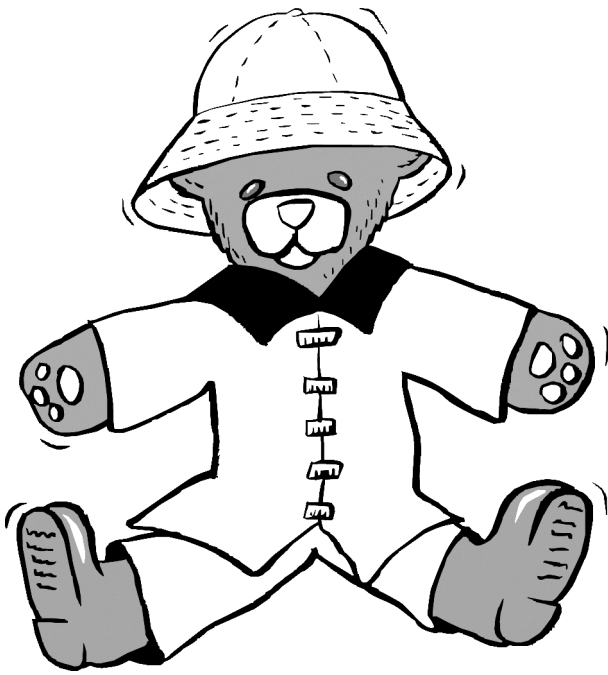
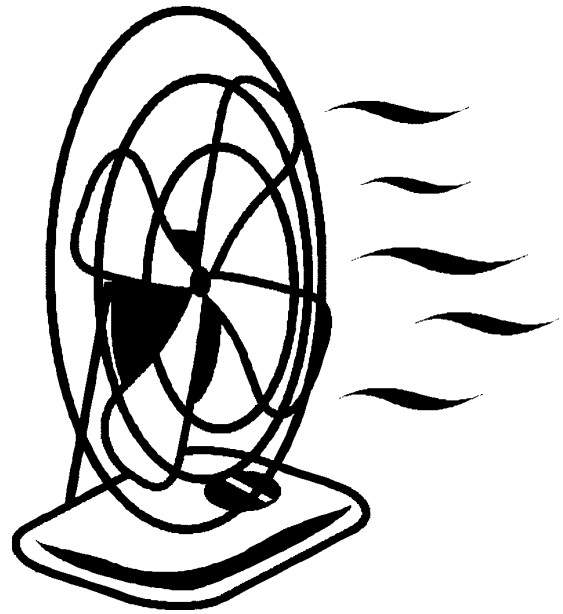
Climate change

Since it formed, the earth has got warmer and cooler, wetter and dryer, because of natural cycles. A few scientists still think people may not be affecting these changes, but most scientists believe human actions are causing our climate to change

Global warming

In the last 100 years the earth has become hotter. Sea levels are rising, the ice caps are melting, deserts are spreading. The rise in temperature is because gases in the atmosphere trap heat reflecting it back to the earth's surface. This keeps us warm, but too much causes overheating. Some of these gases (eg carbon dioxide, methane) are released into the atmosphere by people burning coal and oil.





KS 2/3

CLIMATE CHANGE and us

Aim

To raise awareness that climate change is to do with us. Its impact is local and global and we can all do something about it.

time	activity	resources
5 mins	<p>Introduction</p> <p>What am I? Put your hand up when you think you know the answer.</p> <ul style="list-style-type: none"> • There's only one of me... • I've been here for millions of years... • I look green and blue and sometimes partly white • I'm partly solid, partly liquid, partly gas • I'm home to many living things • I spin around all the time, it takes me 24hours to do one spin • I'm warming up <p>Ask a volunteer for the answer – and reveal the globe.</p> <p>Explain this is an assembly about climate change and how it's affecting our planet and all of us, both in (name of school's location) and across the world</p> <p>Briefly explain the key terms climate change and global warming – displaying the definitions so the audience can see them.</p>	<p>globe, under a cover</p> <p>definitions of key terms, p16</p>
5 mins	<p>As you describe your day, ask the audience to count up how many of your actions are things that they do too</p> <p>Ask the group of volunteers to mime each action then 'freeze' while the question is asked/explanation given. Ask one of the other volunteers to do this, while the second one wraps a blanket around the globe with each action</p> <p>In the morning, when I get up, I reach for the remote and put the TV on – it's been on standby all night. (<i>Did you know that over a year, a family leaving 2 TVs on standby use as much energy as driving 25 miles in a car?</i>)</p> <p>I have something to eat and put the packaging straight in the rubbish bin. (<i>The rubbish we throw away in the UK each year is the same weight as 3 and a half million double decker buses. Imagine that! The queue of buses would stretch from London to Australia and back again!</i>)</p> <p>I get my PE kit out of the tumble drier... (<i>Why not use a washing line instead? It's a great way to use solar and wind power – no carbon dioxide produced to cause the earth to heat up.</i>)</p> <p>... then I quickly clean my teeth with the tap running... (<i>Did you know that apart from wasting precious water you are also wasting the electricity used to pump and clean the water?</i>)</p> <p>... before I get in the car to come to school. (<i>If you can walk, cycle or catch a bus to school this saves on cars producing more carbon dioxide.</i>)</p>	<p>small group of volunteers to mime actions,</p> <p>two other volunteers,</p> <p>appropriate props to help mime the day's actions,</p> <p>pile of old blankets/rugs</p>

	<p>The radiators in the classroom are so hot that we have to open the windows to let some cool air in. (<i>Turning the heating down just a little bit at school and at home will cut down on the oil, gas or electricity being used to heat the building.</i>)</p> <p>At dinner time I dump my empty plastic water bottle in the playground bin... (<i>Reusing things instead of throwing them away saves on energy too.</i>)</p> <p>... before getting a load of extra paper from the classroom cupboard in case I need it for homework. (<i>Every day businesses in America use so much paper that it would circle the globe 20 times!</i>)</p> <p>On the way home we drive to the supermarket to get something for tea. I like strawberries all year round, even if they've been flown half way round the world... (<i>A typical Sunday dinner may have travelled 49,000 miles if we buy food that has come from abroad.</i>)</p> <p>... and things like that in fancy packaging look so delicious. I pick up a plastic carrier bag and a free newspaper as I leave.</p> <p>I put the computer on and leave it running so I can check my messages during the evening.</p> <p>Before I go to bed I plug my mobile in to recharge. I always leave the charger switched on – it's more convenient. (<i>A monitor left on standby overnight uses as much energy as it takes to print on 800 sheets of A4 paper.</i>)</p>	
5 mins	<p>Explain how much warmer the earth is with all the layers of blankets – the warmer temperatures have led to changes in the climate which mean in different parts of the world it's getting dryer, warmer, wetter and windier.</p> <p>Show the audience the climate wheel and ask volunteers to come and attach the images to the appropriate sections.</p> <p>Summarise what this shows for us locally and for people globally – who will be affected most? How?</p>	enlarged version of the climate wheel, p16 images to attach to it, p12-13
5 mins	<p>Key messages</p> <ul style="list-style-type: none"> • Many of the things we do every day are having an impact on the world's climate – and on people in our local area and across the world. Show Christian Aid images on PPT or OHT. Emphasise that our actions locally have an impact globally • This is often because fuel burned to make electricity causes more carbon dioxide to be released into the atmosphere. This is like a blanket, making the world warmer, because the heat is trapped instead of escaping into space. Burning oil and gas for our heating, cooking and for transport also produces CO₂ • We can all make a difference, locally and globally, by thinking about our actions and trying to reduce the amount of carbon we produce (our carbon footprint) <p>Ask the audience how we can do this. With each suggestion from the audience remove a blanket from the globe. Stress that our individual actions combined will make a difference.</p> <p>End with a quote appropriate to the age group.</p>	<p>Christian Aid Crazy Climate images http://learn.christianaid.org.uk/TeachersResources/primary/crazyclimate.aspx#</p> <p>climate change quotes, p16</p>

Definitions of key terms

Climate change

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Quotes

“ *All of life is interrelated. We are all caught in an inescapable network of mutuality, tied to a single garment of destiny. Whatever affects one directly affects all indirectly.* ”

Martin Luther King USA 1965

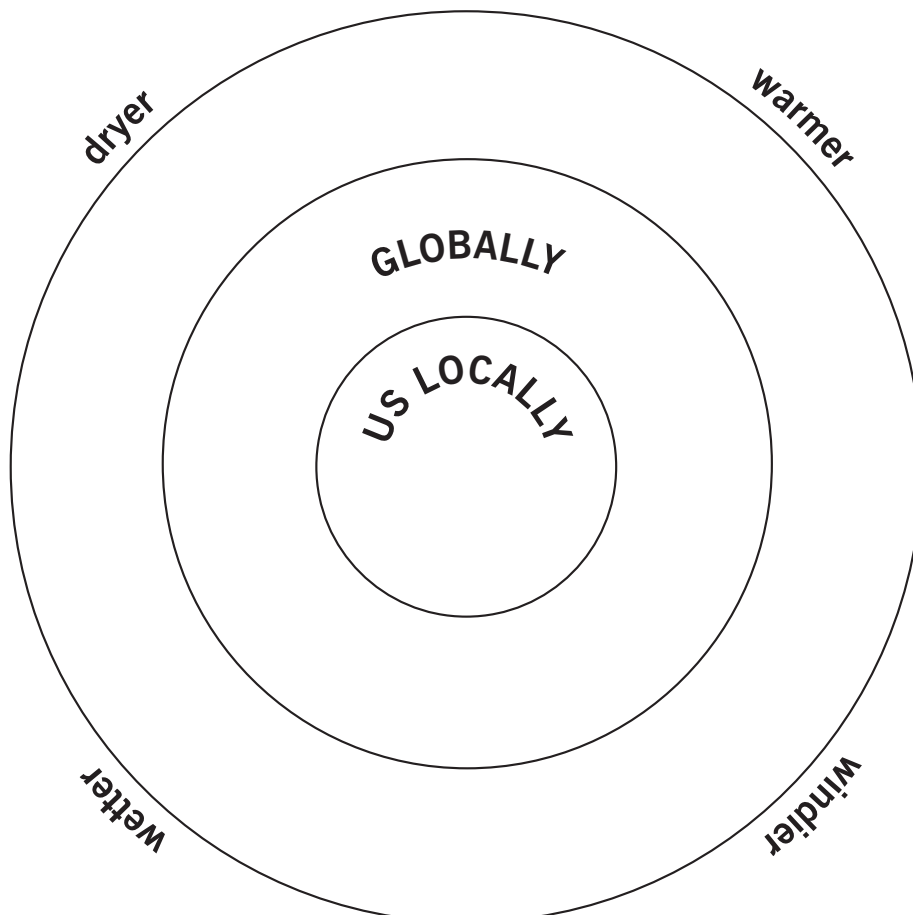
“ *One cannot live for half the day concerned with the environment and the other half ignoring or destroying it.* ”

Suryo Prawiroatmodja, Indonesia

“ *It's all about caring for things so they can live.* ”

5 year old, UK 2004

Climate change wheel



resources

- Growing Up Global, Early Years Global Education Handbook*** RISC
This best-selling resource is full of global activities with a sustainability focus, from identifying every day objects made from plants to using reclaimed materials creatively. **early years – KS1**
- George Saves the World By Lunchtime*** Jo Readman Eden Project Books
George and his grandfather spend the morning exploring how they can make a difference to the planet in this colourful, information-packed story book. **KS1-2**
- Global Garden*** Kate Petty Eden Project Books
This pop-up book looks at where many everyday objects originate, the plants that provide the materials they are made of, and how they reach us. **KS1-2**
- Re-Using and Recycling series: Glass, Paper, Rubber, Metal, Plastics, Clothes*** Franklin Watts
Engaging books for exploring the importance of re-using before recycling, with suggestions and activities from around the world. **KS1-2**
- Thengapalli & Forests and Futures*** Hampshire DEC
A cross-curricular resource focused on an Indian village and its remarkable environmental movement. **KS2**
- Climate Change ~ local and global*** TIDE
An accessible and very useful guide using an enquiry approach to explore climate change, its impact and actions we can all take to reduce it. **KS2-3**
- The Future of the Earth – an introduction to sustainable development for children***
Robert Burleigh Abrams
With beautiful images from *The Earth From the Air* this appealing resource explores sustainable development, in language suitable for pupils at **KS2**.
- Food and Farming ~ local and global*** TIDE
This action packed resource looks at issues surrounding food production and how it links our own communities with the wider world. **KS2-3**
- Where's the Impact?*** Centre for Alternative Technology
An interactive and original activity to explore the footprint of the items we buy; this can be used to address the many ways our consumption impacts on the planet. **KS2-4**
- Citizenship for the Future*** David Hicks WWF
This classic resource encourages students to consider what kind of future they would like for the planet - and challenges them to change their behaviour in order to achieve it. **KS3-4**
- Climate Change, Small Guides to Big Issues*** Melanie Jarman OXFAM
This is one of a pocket-sized series of books, packed full of information and ideas. **KS3-4**

For Teachers

- No Nonsense Guides: Climate Change, Water, Globalisation, Fair Trade*** New Internationalist
These books give a glimpse into the complex debates on a range of compelling issues. They are short, accessible, comprehensive and very useful for busy teachers.
- The Atlas of Climate Change*** Earthscan
One of a series of atlases, this provides an in-depth look at the impact of human action on environments around the world.
- Teaching About Sustainability*** RISC
This contains guidance on how to include a wide range of sustainability issues in every part of the curriculum as well as lists of recommended resources. This free leaflet for primary and secondary teachers is an invaluable starting point for any work on sustainability.
- Rethink Refuse Reduce, Education for Sustainability in a Changing World*** Ken Webster FSC Publications
A thought provoking and practical guide, focusing on the ethos of education for sustainability. It offers a new approach through a set of useful stimuli and ideas.

weblinks

Sustainability

- www.earthfromtheair.com Fantastic images of the earth, its conservation and future.
- www.ecofoot.org Learn more about your global footprint and how it compares.
- www.eco-schools.org International programme for environmental education and sustainability.
- www.globalfootprints.org Global Footprints project, information, activities and quizzes.
- www.teachernet.gov.uk/sustainableschools How to become a sustainable school.
- www.wwf-uk.org.uk/core/takeaction/rethink.asp Activities and campaigns to educate about preserving our living environment.

Food

- www.bananalink.org.uk Campaigns for small scale banana producers and plantation workers.
- www.edenproject.com Activities and facts about plants and food around the world.
- www.face-online.org.uk Farming and Countryside Education, with a directory of resources.
- www.foe.org.uk Friends of the Earth, information about the Real Food for All Campaign.
- www.plantcultures.org.uk Explore plants and food from around the world, useful activity ideas.
- www.soilassociation.org Promotes sustainable organic farming.
- www.teachernet.gov.uk/growingschools Encourages practical growing activities and promotes an understanding of farming.
- www.tescopoly.org.uk Campaign website supporting small businesses, a legally binding code of practice for supermarkets and more local farming.

Energy

- www.cat.org.uk The Centre for Alternative Technology, with lots of resources and ideas.
- www.create.org.uk/schools/default.asp Creating sustainable schools to address climate change.
- www.energychest.net Information and activities for KS2&3.

Water

- www.environnementetressources.ca/proj-h2o An interactive website about water consumption.
- www.nrdc.org/water Provides information on water issues, conservation, oceans, everglades, drinking water and pollution.
- <http://oceans.greenpeace.org/en> Greenpeace's website about oceans with information activities and ideas for action.
- www.oxfam.org.uk/education/resources/water-for-all OXFAM's website for activities on water.

Waste

- www.wastewatch.org.uk Leading national organisation promoting action on the 3 R's, reduction, reuse, recycling. Visit the recycle zone.
- www.weeeman.org See the sculpture made with typical waste electrical products, and calculate your own impact on the environment.
- www.oxfam.org.uk/what_you_can_do/recycle/index.htm How to recycle unwanted items.

Transport

- www.bbc.co.uk/learning/subjects/environmental_studies.shtml BBC webpage.
- www.coolkidsforacoolclimate.com A climate change tree calculator will work out how many trees must be planted to soak up carbon dioxide produced by your journey.
- www.bettertransport.org.uk National campaign for environmentally friendly transport.
- www.saferoutestoschools.org.uk School travel plans and classroom activities from Sustrans.
- www.myclimate.co.uk An initiative to promote climate protection and sustainable development. Calculate your carbon emissions on a journey.

about risc



Reading International Solidarity Centre

Our activities include:

- developing an urban roof garden for local & global education
- organising a programme of events and exhibitions on global issues and speakers from the Majority World (countries in Africa, Asia, the Caribbean and Latin America)
- providing Global Citizenship training for teachers and youth workers on development education resources
- producing resources such as teaching packs and exhibitions for use by schools, and youth and community groups
- selling books and development education resources; fiction and non-fiction for children and adults on global issues
- promoting campaigns on local and international issues
- providing a loan service of artefacts and education packs for schools
- selling fairtrade, organic and environmentally-friendly products, and world music CDs
- giving work experience opportunities for volunteers.

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*If
the Earth were only
a few feet in diameter, floating
a few feet above a field somewhere,
people would come from everywhere to marvel
at it. People would talk around it, marvelling at its
big pools of water, its little pools and the water flowing
between the pools. People would marvel at the bumps
on it, the holes in it, and they would marvel at the very thin
layer of gas surrounding it and the water suspended in the gas.
The people would marvel at all the creatures walking around the
surface of the ball, and at the creatures in the water. The people
would declare it as sacred because it was the only one, and they
would protect it so that it would not be hurt. The ball would be
the greatest wonder known, and people would come to pray to
it, to be healed, to gain knowledge, to know beauty and to
wonder how it could be. People would love it, and defend
it with their lives because they would somehow know
that their lives, their own roundness, could be
nothing without it. If the Earth were only a
few feet in diameter.*

”

Steve Smith



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