

Lesson 5: School Summer Climate Action Challenge (Part two)

Exercise 1: Identifying your Summer Climate Action Challenge to set Brune Park and Bay House schools

Teachers notes: 40 minutes

Well done on creating an excellent mind map for how your schools currently generate a carbon footprint! [Take a look at the map.](#) [Is there anything else you have thought about/ noticed since then that you would like to add?](#)

From your map we can identify 4 main producers of your schools' carbon footprint, any of which could be the main theme of your whole school summer climate action challenge:

	<p>Heating, lighting, electricity and water – the people who manage your school will be doing a lot of work measuring how much is used and obtaining it from sources which have much less impact on the planet.</p> <p>It is also very important that all teachers and students across the school cut down on the amount of heating, lighting, electricity and water used unnecessarily.</p>
	<p>Materials used in teaching – pens, books, computers, sports equipment, fuel for the minibus etc. All of these will have an impact on the planet, some more than others. We can look at how the school currently sources these materials and explore ways we can source them in better ways for the environment.</p>
	<p>Food and drink consumed during the school day, both provided by the school and brought in from home. All of these will have an impact on the planet, some more than others. We can look at how we all currently source this food and drink and explore ways we can source them better.</p>
	<p>Uniforms you wear – in an earlier lesson last term we saw that clothing has a high carbon footprint and uniforms are no exception. The people who manage your school will already be thinking about this and we could organise a challenge that helps with this.</p>



Now you just have to decide on the main theme for the Challenge you are going to create! Here are some suggested short YouTube videos for you to view as a class to help you think about this!

[Sustainable schools energy and water](#)

[Sustainable schools recycling](#)

[Sustainability and food](#)

[Sustainability and pens](#)

[Sustainability and football](#)

[Sustainability and school uniforms](#)

If you do not have the facility to remove adverts etc. from YouTube, you may wish to download the compilation of these videos we have provided on Vimeo here:

[Sustainability YouTube Videos Curated Compilation](#)

Have a conversation about each theme and vote individually for the Services Six Team Top 3 – during this semester we will design an action challenge for the whole school based on one of the 3 top themes you have chosen.

Position	Theme	Reasons for score?
First Place:		
Second Place:		
Third Place:		

Exercise 2: Setting up your Summer Climate Action Challenge project team

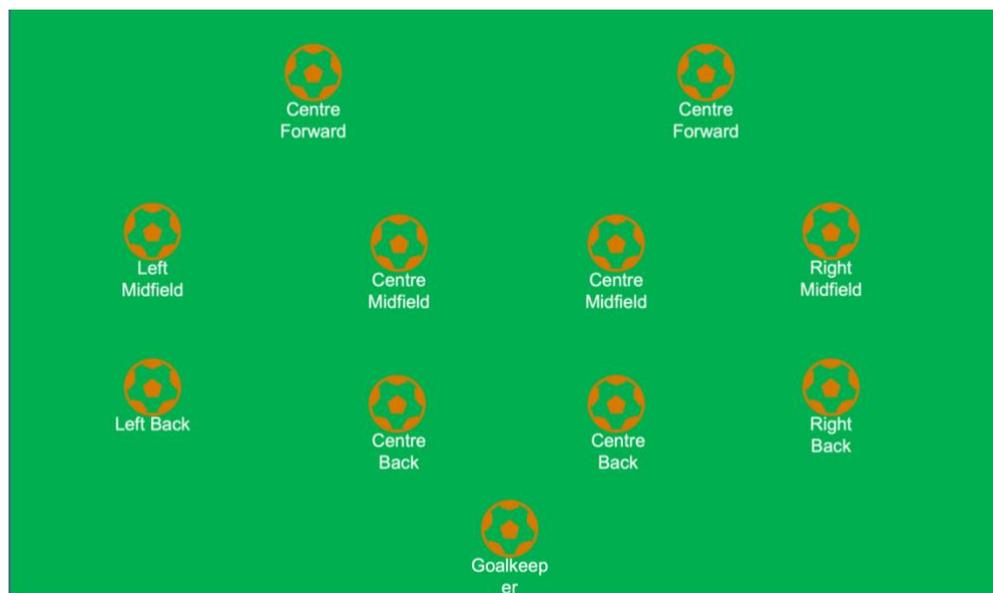
Teacher notes: 25 minutes

Over the next few months you will work as a team to design and develop the GFMAT Summer Climate Action Challenge. This will be a challenge that will be given to the whole school during a few weeks over the summer. It needs to be something that:

- Helps every student learn about the schools' current carbon footprint and how they can all individually and collectively work together to help reduce it
- Is both challenging and achievable for all ages across the school

In doing this together you will be working on a **project**. A project involves designing and running an activity which has a particular aim and its success can be measured against that aim.

Imagine a game of football as a project – the aim of the project is to enjoy playing and winning. You measure your success by the score at the end of the match and whether you are all happy and healthy or not! You play as a team in football with each of you playing a particular role or carrying out a particular task. [What are these roles and what do they do? Which one do you like most, if any?](#)





It is the same with any project team working on **developing and delivering** a project. Carrying on the football analogy, **development** is all the work you do in advance of a game (planning, training, tactics, travel etc.) and **delivering** is the doing or playing the game itself.

We need to set up our team to develop and deliver our GFMAT School Summer Climate Action Challenge. We will work together to come up with the ideas for the Challenge, and then work as a team to present our Challenge online and in person to the school. *As a first step, we will identify the roles we need people to play and who is going to work in these roles. For our Challenge we need 6 roles in the project team:*

	Internet researcher	Finding information out on the internet and sharing with the rest of the team
	Writer	Writing about the Challenge and what we would like students across the school to do
	Presenter	Talking about the Challenge and presenting to others
	Illustrator/ designer	Sourcing and making illustrations, helping with design
	Numbers guru	Helping with the maths involved in working with data
	Project manager	Coordinating the work of everyone else and making sure the team delivers the Challenge



Go round the table in your group and talk about the roles that interest you most – what ones you would like to do and any worries you might have about others.

By the end of the lesson, put your name against 2 or 3 of the roles you would prefer to undertake during this project.

We will start to design the Challenge in two weeks time.

Exercise 3: Initial project ideas

Teacher notes: 10 minutes

Spent a few minutes at the end of the lesson writing suggested individual project ideas for the Challenge onto a piece of recycled paper on the wall before leaving the classroom.