

Consumption and Waste

<p>Assembly Concepts</p>	<p>"The world has enough for everyone's need, but not enough for everyone's greed." Mahatma Gandhi</p> <p>Difference between need/want</p> <p>What really Matters?</p>
<p>Assembly Knowledge</p>	<p>Consumption and packaging</p>
<p>Key concepts</p>	<p>Assembly 1: Present linear mode of production/Circular economy</p> <p>Assembly 2: Over-consumption of goods – need and want</p> <p>7rs - Refuse, Reduce, Reuse, Repair, Repurpose, Recycle, Recover</p> <p>Assembly 3 -Overuse of packaging – Supermarkets/Packed lunches</p> <p>Assembly 4 - Use of water - pledges</p> <p>Assembly 5 - Plastics and the oceans - letters</p> <p>Assembly 6/7 - Solutions</p>
<p>Caring thinking in the environment</p>	<p>Resources in the classroom</p>

	<p>PCTA events – Fairs/discos etc.</p> <p>Children’ s Parade etc</p> <p>Avoiding dressing up days</p> <p>Free-cycling</p>
Family Commitment/ Pledge	<p>How to prepare package-free packed lunch https://www.wildlifetrusts.org/actions/waste-free-lunches https://www.theguardian.com/food/2019/jun/06/no-plastic-mum-make-waste-free-packed-lunches</p> <p>How to shop with less packaging</p> <p>Water use pledges</p>
½ termly climate challenge for a specific year group	<p>How can we make packed lunch free of packaging?</p> <p>Persuasive letters to supermarkets</p> <p>A video guide to zero waste living</p>
Awe and wonder opportunities above those already in curriculum	<p>Each class to organise a day out in the countryside – link to litter/beach clean + enjoyment</p>

Outdoor learning	Continue to review curriculum to ensure optimal use
Ethical purchasing/sustainable practice as a school	<p>Sustainable procurement policy</p> <p>Subject resourcing linked to procurement policy aiming for zero waste</p> <p>Packaging – approaching providers to see if they can use less, buying in bulk e.g. cleaning fluids, pva glue rather than glue sticks, use of biro/pencils rather than HW ink pens etc.</p> <p>Consumption of resources – establishing monitoring system based on reduction targets e.g. photocopying/laminating</p> <p>More sustainable principles behind stock</p>
Political Engagement	School policy on Climate Change Strikes
Connecting	<p>Local packaging- free shops</p> <p>Hisbee</p> <p>Waste House</p> <p>Open Market</p> <p>Green Centre</p> <p>Delphiseco</p>

	Plastic waste watch – The Pod 9-15 th March
Staff Behaviour	Commitment to not using single use plastic Story of Stuff in staff meeting Free Cycling of waste school equipment/cupboards etc.
Emotional Resilience/Learning Behaviours/Relationships	Creative thinking/solution based thinking

Key Ideas	By the end of Year 2:	By the end of Year 4:	By the end of Year 6:
Responses to climate change	<ul style="list-style-type: none"> Pupils can name some actions which would have a positive impact on the climate and some ways in which we can stop having a negative impact Pupils can choose some actions they / their class / their school / their family could take to have a positive impact on the climate Pupils can describe at least one simple / familiar example of how a group of people are taking positive climate action together 	<ul style="list-style-type: none"> Pupils can identify actions that they can take personally to reduce emissions / promote carbon sinks Pupils can identify actions that can be taken at the level of their school and locality Pupils understand that leaders of governments make agreements with each other about climate action and can identify some of the content of these agreements 	<ul style="list-style-type: none"> Pupils are familiar with a range of different climate action strategies including reducing consumption Pupils begin to discuss what makes some strategies more effective than others Pupils can identify actions they can take personally and with a group of which they are part Pupils are familiar with actions that are being taken locally, nationally; and with key content of international agreements

		<ul style="list-style-type: none"> Pupils can name different examples of how a group are taking climate action together and can talk about the outcomes. 	<ul style="list-style-type: none"> Pupils begin to form their own opinions on these responses Pupils can describe a range of examples of how a group have taken climate action together, both locally and across the world, and can talk about the outcomes Pupils can discuss what makes for effective climate action
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Key Ideas	By the end of Year 2:	By the end of Year 4:	By the end of Year 6:
Consumption and climate justice	<ul style="list-style-type: none"> Pupils know that many of the choices they and others make have an impact on the environment / climate Pupils begin to be able to rank human activities they are familiar with e.g. how they travel to school, according to how much of an impact they have on the environment / climate 	<ul style="list-style-type: none"> Pupils can name some of the things that they and others do that are responsible for climate change Pupils begin to explore alternatives to these activities which are less harmful Pupils understand that you can measure how much impact an activity has and know that different lifestyles have a greater or lesser impact Pupils understand that some individuals and countries are more responsible than others for greenhouse gas emissions to date Pupils compare the carbon footprints of people with a different lifestyle to them, including in other countries 	<ul style="list-style-type: none"> Pupils can clearly make the connection between climate change and things that they and others consume / activities they and others participate in Pupils understand that different lifestyles cause much lesser or greater carbon emissions Pupils can suggest a range of alternatives which might reduce greenhouse gas emissions Pupils can explain simply what a carbon footprint of an individual, a product, or an activity is Pupils can explain how some countries are more responsible than others for producing greenhouse gas emissions and compare this with where the climate crisis has the most severe impacts. They can use this information to begin to develop their own ideas about rights and responsibilities now and in the future.

Resources

<https://www.youtube.com/watch?v=iO3SA4YyEYU> Story of plastic animated short – quite political

<https://www.euronews.com/green/2020/04/13/toymakers-appeal-to-eco-conscious-generation-with-sustainable-changes> - sustainable toy manufacturers

<https://www.change.org/p/burger-king-mcd-s-save-the-environment-stop-giving-plastic-toys-with-fast-food-kids-meals> sisters campaigning to stop mcdonalds producing plastic toys

<https://www.youtube.com/watch?v=B27IR2tCazk> – Sisters war on plastic

<https://www.youtube.com/watch?v=B27IR2tCazk> solutions to packed lunch waste

<https://www.encore-environment.com/waste-wise-kids/> ideas for what to do with waste

<https://www.youtube.com/watch?v=eQDCq8uolUE> zero wasting shopping

<https://www.kidsagainstplastic.co.uk/supermarket-grilling/> children interview Iceland manager about amount of packaging

https://www.youtube.com/watch?v=-sj3BT_LLH8 shopping avoiding single use plastic for 30 days

https://www.epa.gov/sites/production/files/2015-09/documents/wastefreelunch_poster_508.pdf - waste free lunch poster

<https://nationwidewaste.com.au/how-to-reduce-waste-in-the-classroom/#:~:text=Use%20less%20paper&text=Encourage%20your%20students%20to%20use,to%20use%20the%20next%20year> – waste in the classroom

<https://www.biffa.co.uk/education> - fact generator/waste clock

<https://www.youtube.com/watch?v=-uyIzKIw0xY> e-waste explanation – yr 4/5/6

https://www.youtube.com/watch?v=B5ijPk5_8pM living a life of zero waste

<https://www.highspeedtraining.co.uk/hub/reducing-waste-in-schools/> - figures on educational waste

<https://www.youtube.com/watch?v=mxqz2g05MTI> amazon destroying unwanted goods

<https://www.youtube.com/watch?v=jNd4E02KCNo> - length of time for waste to decompose