

WE TAKE CHARGE

*An educational
resource for teaching
sustainable living.*

PRIMARY LESSON PACKAGE
FOR SCOTLAND

AN INITIATIVE OF



WE TAKE CHARGE: PRIMARY LESSON PACKAGE FOR SCOTLAND

■ BACKGROUND

Together, let's help young people make the changes today that will create a better tomorrow, preserving the world for future generations. Introduce pupils to the issue of sustainability, help them understand specific matters of sustainability by examining them from a new perspective, and challenge them to live more sustainably every day.

WE Take Charge is a package of lessons that brings the issue of sustainability into the classroom and engages pupils in learning about the importance of living sustainably every day so future generations have the same opportunities that they have. Pupils will look at the matters within the issue of sustainability from a new perspective in order to better understand the topic. Consisting of lessons founded in the WE Schools Learning Framework, the programme will educate young people and help them find the role they play in the global sustainability movement.

This lesson package has been designed to meet the Experiences and Outcomes set out in Curriculum for Excellence. It follows the principles of "Getting it Right for Every Child" (GIRFEC) by developing the promotion and support of the eight Well-being Indicators. Where possible, Scottish resources and references have been used to ensure it is relevant to young people in Scotland today. Each lesson in the package is organised into starters, main activities and plenaries, with suggestions for differentiation. Clear learning objectives and success criteria following Bloom's Taxonomy of Learning ensure progression within each lesson and the package as a whole.

These lessons develop many aspects of character education with a holistic and tangible approach, encompassing local and global social awareness and action, and empowering young people to make positive changes in the world around them.

Encourage your pupils to use the Student Guide to develop campaign ideas, then create detailed action plans using the Student Yearbook.

Core Skill Sets

Look for these icons at the top of each lesson. The icons identify the most relevant core skills being developed. Learn more about the WE Schools Learning Framework at WE.org/weschools.



■ DETAILS

Suitable for: P4-P7, and Second Level.

Themes: Awareness, campaigning, environment, global issues, local issues, social action, socially conscious living, sustainability, values, and ethics.

Curriculum links: Please see individual lesson plans for links to Curriculum for Excellence.

UNCRC: Each lesson is linked to the United Nations Convention on the Rights of a Child articles, and can be used as evidence for schools working towards UNICEF's Rights Respecting Schools Award.

■ WE LIVE SUSTAINABLY



Learning objective: To understand why living sustainably is important.

Success criteria:

- I can **define** the term “sustainable living.”
- I can **give examples** of how we can be sustainable.
- I can **investigate** the ways in which stories teach us to live sustainably.

Differentiation:

- Support less able pupils by creating a group mind map of sustainability promises and then choosing which one they feel most confident to make.
- Encourage more able pupils to evaluate how effectively they feel their assigned story teaches children about the benefits of sustainable living.

Resources required: Jar of dirty water, scrap paper, and computers.

Duration: 60 minutes

Starter:

1. Fill a large jar with dirty water, a little rubbish, soil, and stones (anything to make it look unpleasant) then use the following questions to guide a discussion:
 - Would you drink the water? Why/why not? How much would you have to be paid to drink the water?
 - Would you swim in water like that?
 - What can you see in the water?
 - If this water was in a natural environment how do you think the water would get like that? Who would cause it and how?
2. As a class, define the phrase “being sustainable” (maintaining the world we live in by making environmentally friendly choices) and ask for different examples of being sustainable (e.g., walking to school instead of using the car, growing vegetables instead of importing them, turning lights off when they leave a room).

Teacher’s note: If possible, find copies of the original storybooks for pupils to also explore.

Main:

3. Organise the class into four groups and assign them each a story from the list below.
 - The Giving Tree by Shel Silverstein
www.youtube.com/watch?v=zWu_eJTLngs
 - The Lorax by Dr Seuss
www.youtube.com/watch?v=aKmbSJjXzFk
 - On Meadowview Street by Henry Cole
www.youtube.com/watch?v=qhy8SvmM6Vs
 - The Tree by Dana Lyons
www.youtube.com/watch?v=szUEvjUPZP4
4. In their groups, pupils should explore their assigned story in order to find the answers to the following questions:
 - What is the plot of the story?
 - What does the story teach us about living sustainably?
 - Why are the lessons from this story important?
 - How might this story inspire someone to live sustainably?
5. Pupils may record their answers in a method of their choice. They should share their answers with the rest of the class, and discuss why living sustainably is important.

Plenary:

6. Ask the pupils to find a scrap piece of paper and write down a sustainability promise (e.g., a way that they can give back to nature). Alternatively, pupils can use leaves fallen to the ground for their promises and then display them in the class.

Teacher’s note: For younger pupils, watch this short animation (youtube.com/watch?v=o023Jy09kf4) to help them develop ways in which they can help the planet in their day-to-day lives.

Links to the UNCRC:

Article 12
Article 24
Article 29

Experiences and outcomes covered:

TCH 2-02a, TCH 2-03b, TCH 2-08a
HWB 2-09a, HWB 2-12a, HWB 2-13a
SOC 2-08a
LIT 2-04a, LIT 2-07a, LIT 2-09a

■ WE HAVE AN IMPACT



Learning objective: To understand what factors affect an ecological footprint.

Success criteria:

- I can **explain** the meaning of “ecological footprint.”
- I can **examine** my own ecological footprint and the impact of it.
- I can **compare** the environmental impacts of different products.

Differentiation:

- Support less able pupils by organising them into mixed ability pairs to allow for peer reading support.
- Encourage more able pupils to give reasons why they think certain products are worse for the environment, namely whether it is due to manufacturing, selling, the use or disposal of the product that negatively affects its rating.

Resources required: Newspaper, Good Guide Product Match (Appendix 1), and computers with access to the Internet.

Duration: 60 minutes

Starter:

1. Give each pupil a sheet of newspaper and ask them to draw around their foot on the paper. Once completed, compare the footprints as a class. Who has the biggest foot? The smallest? Broadest?

Main:

2. Ask pupils if they know what the term “ecological footprint” means. As a class define the term and ask pupils to write it onto their footprints. (Definition: Ecological footprint is the amount of land that is required to support the resource needs and waste of a person.)
3. With their footprint cut-outs in front of them, explain to pupils that, just like our real footprints, our ecological footprints can vary in size. Ask pupils for ideas on what could affect the size of their ecological footprint.
4. Share the World Wildlife Foundation’s online quiz (www.footprint.wwf.org.uk) with the class. Either individually or in pairs, ask the pupils to complete the quiz to find out their environmental footprint.

Teacher’s note: The ecological footprint for Scotland has been estimated to be 4.8 global hectares per capita (gha/capita). This is 48,000 square metres per person, roughly the size of eight football pitches! If everyone in the world consumed at this level, we would need 2.3 Earths.
Source: www.gov.scot/Resource/Doc/289580/0088635.pdf

5. Once completed, ask the pupils to compare their results with each other, using the following questions as a guide:
 - Were you surprised by the size of your ecological footprint?
 - What is the environmental impact of your footprint?
 - What changes can you make to your lifestyle to make it more sustainable?

Teacher’s note: When using the **Good Guide Product Match (Appendix 1)**, support less able pupils by directing them to the colour coded dots. They are rated using the traffic light system, whereby green means the product has little negative impact on the environment, orange means it has an average impact on the environment, and red means it has a negative impact on the environment. You may wish to set pupils a challenge to use the website to find items rated green.

Plenary:

6. Organise the class into groups of three and distribute **Good Guide Product Match (Appendix 1)** to each group. They must decide which products are best for the environment (10) or worst for the environment (0). Explain that ratings are taken from www.goodguide.com, which bases its ratings on the potential environmental impacts of manufacturing, selling, using and disposing of the product. Emphasise to pupils that although some food may be healthy, it might not be environmentally friendly. Once pupils have matched up the answers, discuss:
 - Which results surprised you? Why?
 - Is being environmentally friendly the only important factor to consider when buying food?
 - Is being healthy the only important factor to consider when buying food?
 - How do you think a compromise can be reached?
 - What factors should you consider when shopping for products?
 - How could you change the way you shop now?

Links to the UNCRC:

Article 12
Article 24
Article 29

Experiences and outcomes covered:

TCH 2-02a, TCH 2-03b, TCH 2-08a
HWB 2-09a, HWB 2-12a, HWB 2-13a, HWB 2-36a, HWB 2-37a
SOC 2-08a
LIT 2-04a, LIT 2-07a, LIT 2-09a

■ WE TAKE CHARGE



Learning objective: To design an engaging and informative infographic.

Success criteria:

- I can **explain** what makes an effective infographic.
- I can **design** an engaging infographic.
- I can **give reasons** for my design choices.

Differentiation:

- Support less able pupils by allowing them to work in small groups to create their infographic.
- Encourage more able pupils to research their own statistics to turn into an infographic.

Resources required: Computers with access to the Internet, Infographics (Appendix 2), and paper.

Duration: 60 minutes

Starter:

1. Organise the class into pairs and ensure they have access to a computer. Provide them with the following link (www.greenerscotland.org/my-greener-plan) and go through the quiz together to find out how green they are.

Main:

2. When all pupils have completed the quiz and found out their result, lead a discussion with the following questions:
 - What green rating did you get?
 - What actions can you take to live a greener lifestyle?
 - How can making small changes make a difference?
3. Explain to pupils that it's great that they now know more about living sustainably but with great power comes great responsibility! They now need to take charge and spread the word. Their task is to create infographics to display around school to tell other pupils about sustainable living.
4. Show pupils **Infographics (Appendix 2)** and explain that an infographic is a fun and interesting way to show information in a way that attracts a reader's attention. Ask pupils why they think the images are interesting and why they would be appealing to other pupils at the school.

5. Pupils must now choose one of the following statistics and create an infographic to display around school:
 - Electricity generation causes 40% of global greenhouse gas emissions.
 - Plastics require 100 to 400 years to break down in a landfill.
 - The energy saved from recycling one glass bottle can operate an 100-watt light bulb for four hours.
 - Recycling one tonne of paper saves enough energy to heat an average home for half a year.
 - The average Scottish household throws away nearly £470 worth of food every year.
 - One tonne of recycled paper = 17 happy trees making oxygen for the planet.
 - The average person in Scotland uses 150 litres of water each day.
 - One recycled glass bottle would save enough energy to power a computer for 25 minutes.
 - Each year in the UK we throw away 1.2 million tonnes of electrical items—that's the same as 150,000 double decker buses.
 - Two million plastic bottles are used in the UK every day.

Teacher's note: Don't forget to sign up to the WE Take Charge campaign by visiting WE.org/gb/wetakecharge. Share your milestone moments with others using #WETakecharge and show the world your impact!

Plenary:

6. When pupils have finished, ask them to justify why they have chosen certain images to represent their statistic. Then, display the infographics around your school with a note directing the rest of the school to ask your class for more information about sustainable living.

Links to the UNCRC:

Article 12
Article 24
Article 29

Experiences and outcomes covered:

RME 2-05b, RME 2-08a
HWB 2-09a, HWB 2-12a, HWB 2-13a
TCH 2-03b, TCH 2-04a
SOC 2-08a, SOC 2-15a, SOC 2-17a
LIT 2-20a, LIT 2-24a, LIT 2-26a, LIT 2-28a, LIT 2-29a
ENG 2-27a

■ WE TAKE CHARGE REFLECTION

Teacher's note: The purpose of this reflection activity is for the pupils to take time to consider the action they have taken, why they have taken it and the impact it has had on themselves and others. Therefore, learning objectives and success criteria have not been included, as the activity is focused on the responses of the pupils. It can be adapted for the needs and learning styles of the pupils you work with.

Duration: 30 minutes

Thought for the day:

"For what we waste and throw away future generations will have to pay." - unknown.

"What I stand for is what I stand on." – Wendell Berry, b: 1934, American Novelist, poet and environmental activist.

1. Ask the class to read the above quotes. You may focus on one quote, or look at both, depending on the age and ability of your pupils.
2. Following the pupils' lead, facilitate a discussion into the meaning of the quote/s. Encourage pupils to relate them to their own experiences and, if comfortable, share an experience of your own.
3. Guide pupils to think about the issue the quotes are referring to and the impact those issues have on peoples' lives, based on what they learned through participating in the WE Take Charge campaign.
4. Ask each pupil to write a short paragraph or draw a picture to describe how they feel about their sustainability pledge, and how they hope to continue making a difference in the future, to change the tomorrows of people around the world.
5. Place each pupils' reflection in a sealed jar or container, creating a time capsule. Decide on when it will be re-opened, ensuring it is a time when all the members of the group will be able to read their reflections.

Breathing:

Read the exercise out slowly and softly, allowing the class to focus on their breathing and to relax. You may wish to play soft music in the background to promote relaxation.

1. Sit in a position that is comfortable for you.
2. Let your hands rest loosely in your lap, or by your side.
3. Take a long, deep breath in through your nose, filling your lungs. Hold it for a moment, then exhale slowly through your mouth.
4. Let your eyes gently close and continue to take deep, calming breaths.
5. As you breathe in, imagine you are being filled with positive thoughts and feelings.
6. Happiness and light fill your body and mind.
7. As you breathe out, imagine any feelings of discomfort or pain leaving your body.
8. With each breath, things that upset you are breathed out and drift away.
9. You are filled with happiness and light.
10. Now, imagine you are rising up, through the sky, above the earth. See towering mountains, winding rivers, vibrant rainforests. You see all creatures, from the scurrying ant, to the mighty whale. Look at the beauty and wonder below you. There is no other planet like it. There is only this one.
11. See yourself as a guardian of this planet, a protector. Think about what you will do to shield this planet from harm.
12. See yourself floating gently back down to earth. Look around you. Think about the small actions you will take each day to protect the earth. Imagine yourself taking that action. See your actions spread across the world.
13. Take a few more deep breaths and when you are ready, open your eyes and stretch.

APPENDIX 1:

GOOD GUIDE PRODUCT MATCH

		✂
	Fizzy drink can	● 5.8
	Tin of tomato soup	● 7.6
	Milk	● 5.2
	Frozen pizza	● 4.3
	Tinned tuna	● 4.8

APPENDIX 1:

GOOD GUIDE PRODUCT MATCH CONTINUED

		✂
	750ml water (in plastic bottle)	● 6.8
	Instant noodle pot	● 4.8
	Yoghurt pot	● 7.0
	Ketchup bottle	● 7.4
	Box of cereal	● 6.0

GOOD GUIDE PRODUCT MATCH: ANSWERS

Fizzy drink can	4.3
Tin of tomato soup	5.2
Milk (in plastic carton)	6.8
Frozen pizza	7.0
Tinned tuna	5.8
750ml Water (in plastic bottle)	7.4
Instant noodle pot	4.8
Yoghurt pot	6.0
Ketchup bottle	4.8
Box of cereal	7.6

APPENDIX 2:

INFOGRAPHICS



 WE SHARE 
THE PLANET WITH
8.7 million
SPECIES



OF RECYCLED PAPER

===== EQUALS =====



16 HAPPY TREES



**MAKING
OXYGEN**



**FOR THE
PLANET**

■ ADDITIONAL RESOURCES

In addition to the lesson plans, share these resources with your pupils:

- WE's WE Take Charge webpage: [WE.org/gb/wetakecharge](https://www.wetakecharge.org/gb/wetakecharge) to register for the campaign and access free resources and downloads.
- Greener Scotland: www.greenerScotland.org
- BBC Bitesize: www.bbc.co.uk/education/topics/zshp34j
- Schools Global Footprint: www.educationscotland.gov.uk/schoolsglobalfootprint/index.asp
- Young People's Trust For The Environment: ypte.org.uk/factsheets/sustainability/about-sustainability
- Keep Scotland Beautiful: www.KeepScotlandBeautiful.org
- Ollie's World, Sustainability Resource: www.olliesworld.com
- Eekoworld: pbskids.org/eekoworld
- Global Climate Change: www3.epa.gov/climatechange/kids/index.html
- Recycle City: www3.epa.gov/recyclecity/mainmap.htm
- Energy Kids: www.eia.gov/kids