

Key Stage 1 and 2 Big Foot? workshop

Somerset Waste Action Programme

Please Note: The activities included in a Big Foot? workshop may vary depending on your school's specific circumstances and the Waste Action Officer attending. When you book your workshop we will discuss your needs with you.

Pre-workshop preparation to set up Big Foot? equipment: 15 - 20 minutes
Workshop duration: 1 – 1.5 hours depending on class size and ability

National Curriculum Links:

Geography: 2c 'Geographical enquiry and skills'
 3e/3g 'Knowledge and understanding of places'
 5a/b 'Knowledge and understanding of environmental change and sustainable development'
 Citizenship: 2a 'Preparing to play an active role as citizens'
 5c/g 'Participate and consider'

Links to DCSF/ QCA Schemes of work:

Geography Unit 24 'Passport to the world'
 Citizenship Unit 5 'Living in a diverse world'
 Literacy strands 'Speaking' and 'Listening'

Objectives of the workshop:

- To understand that products we buy locally are often made with globally sourced ingredients/materials.
- To understand the concept of an eco-footprint.
- To recognise what contributes to a large/unsustainable eco-footprint.
- To identify ways to reduce an eco-footprint.

Assessment criteria:

- Students recognise aspects of their own eco-footprint.
- Students recognise ways in which they can reduce their own eco-footprint.

Vocabulary:

- Eco-footprint
- Pollution
- Global warming
- Carbon footprint
- Non-renewable resources
- Fossil fuels

Resources to be provided by school: N/A

Resources to be provided by SWAP:

World maps, flashcards, PowerPoint presentation, worksheets.

Introduction:

- Introduce the Kinder Egg and its six main materials – sugar, milk, cocoa, aluminium, oil (plastic), paper.
- Using flashcards and a world map students have to piece together where all these materials come from and their destinations for processing and production, i.e. aluminium (bauxite) quarried in Australia, shipped to Iceland for smelting and then shipped to India for printing.
- Students plot the path of each material on the world map and identify how many ships and lorries are used to transport the materials.

Development:

- Discuss with students the environmental implications of so many materials sourced so widely across the globe.
- Introduce students to the concept of an eco-footprint.
- Students are asked to try and reduce the eco-footprint of the Kinder Egg, i.e. remove the toy and reassess how many countries, lorries, ships are needed.
- Students are encouraged then to look at their own eco-footprint through the means of travelling to school and conserving energy at home.
- Student to work in groups for all tasks.

Plenary:

- Summarise the work students have completed and discuss with them the need to keep thinking about their eco-footprint and make choices in the future that will lessen their impact on the environment.