

KS3 Curriculum Making Education for Sustainable Development

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The Global Challenge: Will we eventually destroy the planet?

Learning Objective	Key Resources	Activities	Differentiation	Assessment for Learning
<p>1. Will we eventually destroy the planet?</p> <p>To introduce the idea there are many environmental issues in the news that are threatening our planet.</p>	<p>1. Starter-Video for 5 mins. Start of David Attenborough 'Climate Chaos'.</p> <p>2. Power Point Look at slides</p> <p>3. Laminated newspaper articles.</p> <p>4. Plenary Power point slide listing the issues we will be looking at this unit.</p>	<p>1. Observation of video</p> <p>2. Class discussion to identify what is the environmental issue from the slides.</p> <p>3. One between two. Read the newspaper article and answer questions in the back of their books.</p> <p>4. Students report back to the rest of the class.</p>	<p>Newspaper articles are in a range of depth and from a range of newspapers.</p>	<p>Homework on slips. Imagine you are an Inter-galactic visitor. Report back on what they thought of the way people treated Earth.</p>

<p>2. Are we wasting our planet?</p> <p>To discover what happens to our waste in Sheffield.</p> <p>To realise that what happens to waste is a contentious issue.</p>	<ol style="list-style-type: none"> <li>1. Starter- Power point Statistics about the amount of waste we produce in the UK and Sheffield.</li> <li>2. Video- Waste 15 mins from Environments tape.</li> <li>3. Power point showing what happens to Sheffield's waste.</li> <li>4. Bag of Rubbish – Guess how long it takes to decompose?</li> <li>5. Information sheet on Energy recovery</li> <li>6. Plenary – What about the future?</li> </ol>	<ol style="list-style-type: none"> <li>1. Observation of video</li> <li>2. In pairs or as a class rank objects in order of decomposition and guess how long it takes to decompose.</li> <li>3. Read the opposing views on energy recovery and write a letter to Veolia asking them to reduce or increase the amount of waste that goes to incinerator.</li> </ol>		<p>Letter writing activity shows understanding of both sides of the issue of energy recovery. Possible complete for homework.</p>
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<p>3. Are we wasting our planet?</p> <p>Understand how we can waste less by reduce, reuse, recycle.</p>	<ol style="list-style-type: none"> <li>1. Starter - Questionnaire on recycling.</li> <li>2. Power point – Introduce idea of reduces, reuse and recycle.</li> <li>3. Box of objects (Shopping bag, jumper, packaging, wine bottle) to illustrate.</li> <li>4. Leaflet for Veolia to deliver to homes in Sheffield.</li> <li>5. Plenary on Power point. Where does our recycled waste go? Slides of Ch</li> </ol>	<ol style="list-style-type: none"> <li>1. Students complete questionnaire about their own recycling. Discussion about their answers.</li> <li>2. Class discussion about what to do with objects and how to encourage reduce, reuse recycle.</li> <li>3. Make a leaflet for people of Sheffield.</li> </ol>	<p>The leaflet is set out in sections and guidance for students. The leaflet could be more visual and have less text.</p>	<p>Leaflet shows the extent that students have understood the concepts of reduce, reuse and recycle. Possible complete for homework.</p>
<p>4. How sustainable are our lives?</p> <p>Understand the concept of sustainable development</p> <p>Understand that our current lifestyles are</p>	<ol style="list-style-type: none"> <li>1. Starter – Internet link on power point so students can calculate their ecological footprint</li> <li>2. Carbon Emissions – video clip (10 mins) from</li> </ol>	<ol style="list-style-type: none"> <li>1. Using the internet link carbon footprint can be worked out – this can done as a class taking averages</li> <li>2. Video observation</li> </ol>	<p>Differentiation by outcome.</p>	<p>Pupils establish a definition of sustainable development and show how aspects have been applied to the Greenwich Peninsula.</p>

<p>unsustainable</p> <p>Be able to recognise features which would contribute to a place becoming more sustainable</p>	<p>'Climate Chaos' D. Attenborough</p> <p>3. Understanding Sustainability – discussion around the concept of sustainable development using quotes &amp; images on power point presentation</p> <p>4. Greenwich Peninsula – looking at ways to make places more sustainable</p>	<p>3. Pupils to work out which quote best describes sustainable development on PPT then establish their own definition</p> <p>4. Using laminated info sheets pupils to answer questions about the Greenwich Peninsula</p>		
<p>5. How can our homes be made more sustainable?</p> <p>Pupils are to utilise their knowledge of sustainable development and apply those concepts to modern living</p>	<p>1. Starter – video clip (10 mins) from 'Climate Chaos' D. Attenborough with ideas to make homes more sustainable</p> <p>2. Assessed task – designing an Eco-House, instructions set out on PPT</p>	<p>1. Video Observation</p> <p>2. On A3 outline pupils are to design an eco-house including annotations and labels of what makes their home sustainable</p>	<p>Less able pupils can use outline guide to design their Eco house. More able pupils to design their home freely on A3 paper.</p>	<p>Level descriptors shown on PPT as pupils are completing the assessed task.</p>