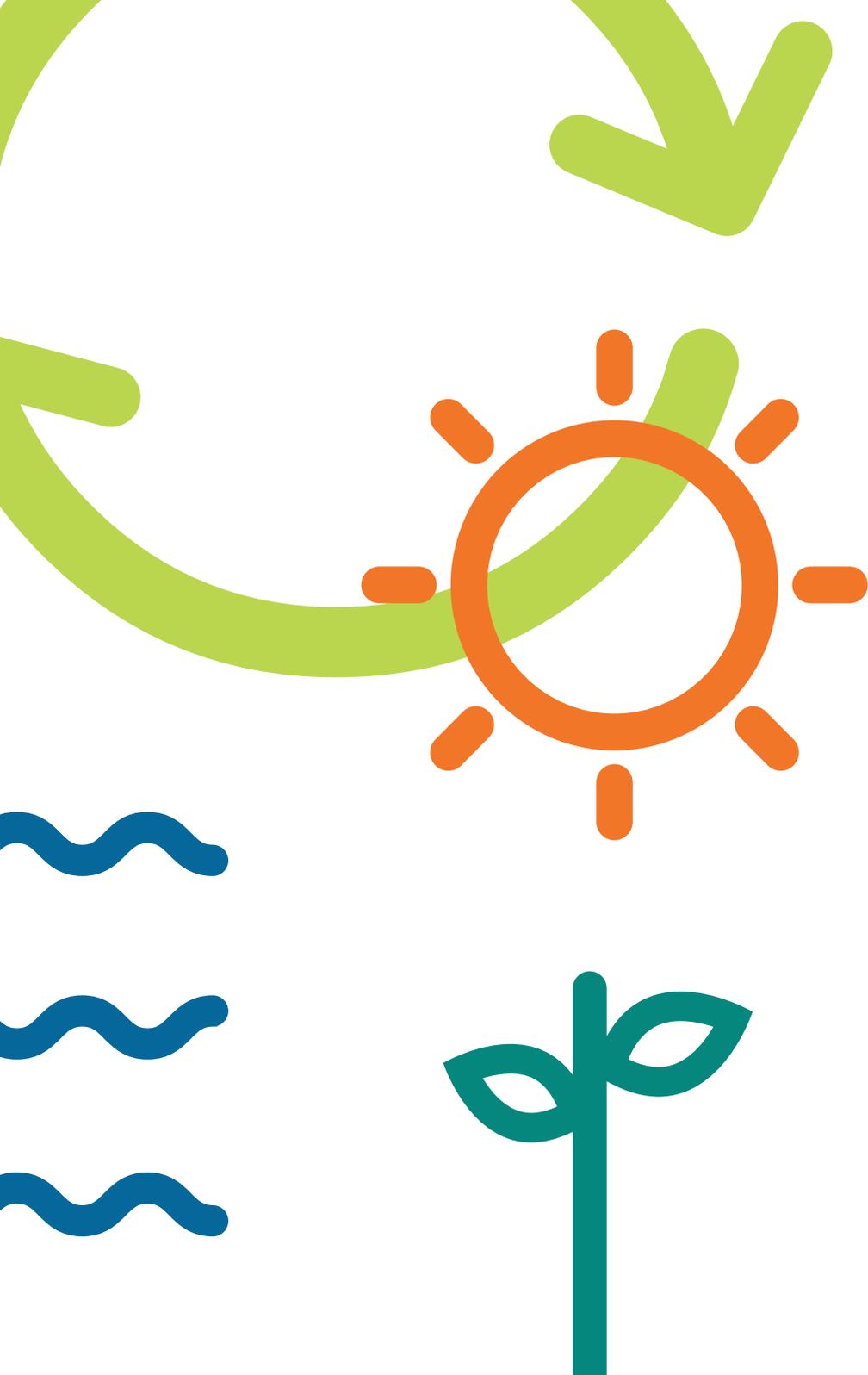


# CLIMATE ACTION PROGRAMME



GREEN  
SCHOOLS  
PROJECT

## KEY POINTS

- Provide an adequate response for your school to tackle the climate and ecological crises.
- Enable your teachers to feel confident educating students about climate change through a series of CPD sessions.
- Use the natural world as a unifying thread for learning.
- Develop a powerful curriculum intent that will motivate students to become academically successful.

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Children all over the world are waking up to the extent of the climate and ecological breakdown. They understand these twin crises as an existential threat. The scientific evidence shows that they are right.

Over a million school students have gone on strike around the world this year, joining Greta Thunberg's Fridays For Future movement. This is the tip of the iceberg as awareness grows and spreads among many more children and adults.

What does this mean for our education system and how we prepare our young people for an uncertain future? Does the way that we teach and learn make sense in a climate and ecological emergency?

A recent survey showed that 69% of teachers believe that there should be more teaching about climate change in schools, while 75% don't feel that they have received adequate training to educate students about it.

We have developed a new 'Climate Action' programme for primary and secondary schools which is a series of CPD sessions and additional support. It will help schools to engage fully with the crisis, come to terms with the reality themselves and make it their mission to equip our children with the knowledge, skills and resilience they need to live in a world where this will be the defining issue of the century in which they live their lives.

The programme is grounded in an appreciation that we must learn from the natural world in order to protect it. Nature provides a theme around which much of the learning in a school can take place, and which can provide a relevance and purpose to students that is often missing from many classrooms.

Changing the way a school operates in order to address these global challenges is not only the right thing to do, but if it is done well, it will be beneficial for current accountability measures.

The new Ofsted framework looks for a clearly defined curriculum intent that is 'ambitious and designed to give all learners the knowledge and cultural capital they need to succeed in life'. Using the natural world and the protection of the living planet as a unifying thread provides the ideal opportunity to do this.

This does not need to come at the expense of academic success. Schools that provide opportunities for young people to learn about and become actively involved in protecting the living planet will have more motivated, enthusiastic and academically successful students.

There is no issue of greater importance to young people as it is something that threatens their future. As a banner at a recent school climate strike put it: 'Why are we studying for a future we don't even have?'



# HOW IT WORKS

The 'Climate Action' programme is a series of CPD sessions delivered over a year with support for your staff and students alongside.

## 1. FOREST SCHOOL

- A trained forest school teacher will take your staff to a local natural space to get them to experience the benefits of being outside and the learning opportunities that it offers.
- Outcomes include: developing a connection to nature which improves mental health and wellbeing of staff; changing mindsets and developing motivation for the rest of the programme.
- This will be the most fun and memorable INSET day your staff will ever have!

## 2. CLIMATE REALITY AND RESPONSE

- Two hour session on the reality and science of the climate and ecological crisis and developing an appropriate whole school response.
- Outcomes include: staff given the opportunity to reflect on and connect to the reality of the situation that we face; start the process of embedding the protection of the living planet into the ethos of the school.

## 3. VALUES AND SKILLS

- Two hour session on developing strong values and skills to enable the whole school community to contribute positively to the natural world.
- Outcomes include: staff contribute to a coherent set of values; teachers understand how skill development can support these values.

## 4. CURRICULUM

- Half or full day session on how to use Nature and the natural world in teaching all subject areas to create a powerful curriculum intent.
- Outcomes include: staff given the opportunity to develop individual lessons and termly plans on incorporating the natural world into the curriculum.

## 5. PROGRESS AND PLANNING FOR THE FUTURE

- The final session will review all the previous ones, give an opportunity to reflect on progress made and make a commitment to continuing the process.

Alongside these CPD sessions, we will help the school to set up a student Eco-Team and support a climate action lead teacher. This support would include:

A university student volunteer; an assembly for students to improve understanding of the climate crisis and to and recruit an Eco-Team; access to Green Schools Project support materials; access to an online student portal; on-going support as required.



# HOW MUCH WILL IT COST?

We are looking for 5 schools to pilot this programme at a reduced rate of £1,950.

After these five places have been taken up we will charge a higher price according to the size of the school.

Please get in touch if you would like to tailor a package of sessions specific to your school.

In addition to all the educational benefits provided by the programme we will support the school to reduce energy usage for which savings of thousands of pounds are achievable. If a 10% saving is made that would equate to over £10,000 per year for an average secondary school or £2,000 per year for a primary school.

For more information about Green Schools Project and its benefits visit the website [www.greenschoolsproject.org.uk](http://www.greenschoolsproject.org.uk)

or contact:

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## FOUNDER PROFILE



Henry Greenwood is founder and managing director of Green Schools Project. In the summer of 2015 he gained an award from UnLtd which provides funding for social entrepreneurs, has been supported by the Teach First Innovation Unit, has won funding and support from the RSA and gained a place on the School of Social Entrepreneurs Start Up Programme.

As part of the first cohort of Teach First in 2003 Henry trained as a Maths teacher at Kingsmead School in Enfield. After teaching in Asia for a few years he returned to Kingsmead in 2009, and wanting to combine his passions for education and the environment, he created and developed the role of Sustainability Coordinator.

Having assembled a group of enthusiastic Year 12 students they embarked on an energy saving campaign that saved the school over £35,000 over 3 years, started a recycling competition in which 93% of forms took part, installed solar panels, created a vegetable garden selling potatoes, onions and carrots to staff, and carried out various other projects for which they were awarded the Eco-Schools Green Flag.

After 2 years as Head of Maths at Skinners' Academy he decided to step out of teaching in order to start Green Schools Project. The ideas and resources built up during the successful programme at Kingsmead have been used as the basis for this.