



Respecting our community and the environment: what can we do?

At St Edward's, the ethos and values that underpin all that we do and all that we are is expressed in the word RESPECT. As we journey together to be 10:10 people and seek to live life in all its fullness, we must also reflect on the world around us. In PSHE (personal, social, health education) we learn

- how to show compassion for the environment, animals and other living things
- about the way that money is spent and how it affects the environment
- to express our own opinions about our responsibility towards the environment

We hope that this week, you will enjoy learning about how you can do your part – and some cuddly animals too!

Your tasks:

- On the following pages, you will find a variety of tasks. They are linked to the RESPECT and British Values. You will investigate famous people, learn about their contributions to our society and develop skills such as research and debate.
- Try to spend 1 ½ to 2 hours a day on completing the tasks. You can do them in any order. You also have a choice of how to complete the tasks and how to present what you learn.
- For the QR codes, just open your camera on your phone or tablet, hover over the QR code and it should take you to the video – magic! You can also click on them too.
- When you have completed your project, you can email your completed task to your designated teacher. If you log into your own school email via the website and begin to type in your form tutor's name, you should find them! Don't forget to add the attachment. You can also send us a picture of your work if you would like to.

Top tips

What are teachers hoping to see?

That you have done the following:

- have had a go at several of the learning tasks;
- presented what you have found out clearly – show us what you know. Think about including who, what, when, where, why; dates or data; a quotation or an image;
- used your imagination or been creative – have you drawn a picture, used technology or presented your ideas in an unusual way?
- checked your work – corrected spellings, used capital letters correctly, used grammar (.,?:).

Encourage: how can we help look after the world around us?

Mathematics

To interpret data and investigate the effect changes to the environment has on endangered species

English

To inform them about an endangered animal
To encourage them to care
To encourage them to help your organisation help these animals in the wild

Science & Computing

To encourage all to acknowledge how humans are harming our planet and take responsibility for saving it.

World Studies

To examine the impact that plastic pollution has on our planet and consider alternatives

To learn some vocabulary related to recycling in French

Art and Sport

To understand the 6 Rs -how we can make a difference and help protect the environment

RE

To encourage reflection on how and why religious believers try to look after the environment

Mathematics



Year	Number of Cross River Gorillas
1950	1000
1960	950
1970	800
1980	650
1990	300
2000	100
2010	50



Year	Number of South China Tigers
1970	459
1975	418
1980	397
1985	350
1990	216
1995	170
2000	240
2005	268
2010	212
2015	180



Year	Number of Vaquita's remaining
2000	92
2002	67
2004	55
2006	93
2008	84
2010	56
2012	32
2014	22

Year	Number of Leather - Back Turtles remaining on the planet
1980	358
1985	320
1990	312
1995	260
2000	213
2005	185
2010	145
2015	273

This week you will be looking at the effect the environment has on the endangered species of the world.

The data above is the official estimated number of animals remaining on the planet.

Your task is

- Choose at least two of these animals (or any endangered animals if you would like to research your own)
- Draw a suitable graph which shows the impact on the numbers of each animal per year.
- Research and discuss why this might be the case.
- What is being done to help and what can we do to help

English

Task:

Imagine you work for the World Wildlife Fund. Produce a leaflet for middle school pupils to inform them about an endangered animal they may see in a zoo or elsewhere in captivity. Write in the first person (as if you are the animal) so your readers identify with the animal and perhaps feel sorry for its situation.



Audience: Children from 9-13

Purpose:

- To inform them about an endangered animal
- To encourage them to care
- To encourage them to help your organisation help these animals in the wild

Point of view: The animal's

Content:

Include information under the following headings:

- how to recognise me (appearance)
- where I come from
- my habitat (where I spend my time)
- what I like to eat
- how I spend my time (lifestyle)
- interesting facts about me
- you and me (how humans are a problem for this creature)

Format: You must present your information carefully. **Include:**

- different styles and sizes of lettering
- at least one illustration/photo/a model that you could photograph
- some information in a panel
- bullet points
- headings and sub headings
- plenty bold use of colour

Content:

- I look like
- I come from
- I live in
- I like to eat
- I spend my time
- some interesting facts about me are
- humans are a problem for me because.

Format:

- different styles and sizes of lettering
- at least one illustration/photo
- some information in a panel
- bullet points
- headings and sub headings
- colour

Use of language:

- The facts I will include are...
- I will make the reader feel sorry for me by telling them...
- I will use my own words...
- I will make it easy for 9-13 year olds to understand...
- I will write in the first person - as if the animal is writing the leaflet
- I will use different kinds of sentences (commands, exclamations, questions and statements).

Science & Computing

Encourage all to acknowledge how humans are harming our planet and take responsibility for saving it.

This week you shall be learning about different ways in which human activity is harming our planet and everything living on it. You will gain more information on problems that are a global concern, how it effects the environment and ways in which we can all do our bit to prevent the damage in the future.

Below are 4 examples of global problems caused by humans that are affecting our environment and living things within it.

Deforestation for Palm oil

Rainforests which are habitats to loads of animals are being cleared to grow palm oil crops.



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Food waste

Tons of food is thrown away each day which has taken money, water and energy to produce.



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Climate change

Burning fossil fuels, deforestation, farming and other actions of humans is causing the planet to heat up creating many problems.



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Air pollution

Pollutant gases from traffic is causing health problems especially outside of schools.



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Instructions:

1. Click or scan the code to watch the video link for each example
2. Have a discussion about each of the issues and share your feelings and opinion
3. If you have access to the internet, research further into the environmental problem
4. Choose at least 1 of the problems to complete your choice of task from the list below

How you could present your task:

- Create a TV advert. You could act it out, create a motion animation or a story board.
- Write a newspaper article or news report
- Write a story from the perspective of something other than a human e.g. orang-utan, air, earth, ice cap, a piece of wasted food etc
- Compose a song, rap or poem
- Create a PowerPoint to inform others of one of the problems
- Create a billboard that are displayed on the side of school entrance to make parents aware of air pollution from cars
- Design a new school building and grounds to minimise and absorb air pollution
- Design a city to solve the air pollution problem caused by cars – draw it or make it
- Design a promotional t-shirt with a logo and slogan – you could draw on an old t-shirt!
- Design other merchandise to go with your t-shirt e.g. pencil case, badge, poster, bag, phone case
- Create a 3D model of a rainforest, earth and atmosphere, city with smog,
- Monitor the food waste your house produces and work out the cost and come up with a strategy to prevent it
- Find out how many products and foods in your home contain palm oil by looking on the ingredients list

Extra tasks:

Research how to **make** a terrarium or wormery in a plastic bottle.

Explore the NASA Climate kid's website:
<https://climatekids.nasa.gov/>



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Listen to a speech about climate change from David Attenborough:

<https://www.youtube.com/watch?v=b6Vh-g0oZ9w&safe=active>



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Arts & Sport

In this task you will be learning about the 6Rs in design. Encouraging sustainable design. *Only 1 in every 10,000 products are designed with the environment in mind...* (Edwin Datschefski)

RETHINK: Do we make too many products? Design in a way that considers people and the environment.

REFUSE: Don't use a material or buy a product if you don't need it or if it's bad for people or the environment.

REDUCE: Cut down the amount of material and energy you use as much as you can.

REUSE: Use a product to make something else with all or parts of it.

RECYCLE: Reprocess a material or product and make something else.

REPAIR: When a product breaks down or doesn't work properly, fix it.



Another useful keyword - sustainability - the quality of causing little or no damage to the environment and therefore able to continue for a long time.

Task 1 – Talk - Have a conversation with family or friends about the 6Rs individually; talk through the definition of each to make sure you understand them all. How do you think the 6Rs could help our planet? Think about pollution, use of single use plastics, sustainability and waste.

Task 2 – Think – Thinking about one of more of the 6Rs, what products do you think designers have already designed/redesigned? Tips - look at biodegradable plastic bags, reducing packaging, second hand shops/sites, redesigning products to use different materials?

Task 3 – Research – What steps have already been taken to help designers/companies save our planet? Tip - This links looks at 25 UK companies that have considered sustainability.



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<https://www.businessleader.co.uk/25-sustainable-uk-companies-that-are-out-to-save-the-planet/66208/>

Task 4 – Create – Select one or more of the 6Rs and design a new product or redesign an existing one to make it more environmentally friendly/sustainable. This can be designed on a piece of paper with notes, or actually made. You could then take a photo of it or draw a picture!



How you could present your tasks:

Produce a poster/leaflet with your findings, research and task 4.

Write or record a creative interview discussing the importance of the 6R's in design and how we could improve our environment. Make sure you include your ideas from task 4.

Write a rap, song or poem about the 6R's and produce a design for task 4.

Create a PPT presentation of your findings and your own design.

Extension

Fair trade - Look at how Fairtrade products are helping people round the world. Remember Fairtrade products include things like foods and textiles.

Food waste - Look at the impact of food waste on the planet, how could we reduce it?

RE

ENCOURAGE-reflection on how and why religious believers try to look after the environment.

WHY IS IT IMPORTANT FOR RELIGIOUS BELIEVERS TO LOOK AFTER THE ENVIRONMENT?

Religious believers have different views on how we should look after our environment, but most agree that if God has created the world then we need to preserve and look after all of creation. But does being religious make any difference to how a person acts in the world and should it make a difference?

Use the links and ideas below to help you to find out more and to reflect on your opinions and those of your friends and family. You are free to present your work as creatively as you wish.



Watch the following clip:

<https://www.arocho.org/en/resources/a-rocha-brazil-turning-bottles-into-brooms/>.



Consider: What do you think about this product? Write down five positives and two negatives of the product



Create Can you design and draw (and make?!) a product that would use junk/recycled material (like the brooms in the clip) Explain the benefits of your products. Why is it a good idea? Label your picture and write a paragraph to explain how your product could change the world in a positive way.



Watch <https://www.truetube.co.uk/film/cleaner-medina>



Consider: The Cleaner Medina project is a clean-up initiative run by the Muslim Community in Birmingham. **What do you think about the project? Summarise your thoughts in 10 words.**



WHY IS IT IMPORTANT FOR RELIGIOUS BELIEVERS TO LOOK AFTER THE ENVIRONMENT?



Watch the following clips to find out how Christians try to help the environment.

www.youtube.com/watch?v=LHGy27qt4BE

<https://request.org.uk/issues/the-natural-world/environment/>



Write a response:

As a Christian school what could we do to be more proactive in looking after our world?

Why do religious believers think it is important to help the environment?



Discuss with your friends and family: **Do you think religious believers should do more to help the environment? Why? Why not?**



Watch <https://www.youtube.com/watch?v=-1calPRNack>

Tearfund's motto is 'We're Christians passionate about ending global poverty'. Tearfund is a Christian charity which seeks to end poverty and injustice and work to support all those in need.



Draw 5 different pictures to show how Tearfund is helping people in need.



Watch <https://www.youtube.com/watch?v=whziSjKHSLA>



Discuss with your friends and family: **What do you think about their project? Do you like their idea? Do you think it will help to look after the environment?**

Geography - Plastics and our Planet

This week, we will learn about the effects which plastic pollution has on our environment.

We will consider what we could do to help reduce the amount of plastic we use every day.



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Using the 'Plastics and our Planet' powerpoint which can be found on Go4Schools, watch this clip from Blue Planet II (Plastic Pollution Awareness), then have a go at the 'Geography Snapchat' where you will learn some facts and figures about plastic waste.

<https://www.youtube.com/watch?v=xLx4fVsYdTI>



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Watch this video link which shows you what really happens to the plastic we throw away.

How does this make you feel?

https://www.youtube.com/watch?v=_6xINyWpP8&safe=active



SCAN ME

This clip, also from Blue Planet II, illustrates the importance of the future of the oceans for our planet.

https://www.youtube.com/watch?v=1_HBgymrhGU&safe=active

AT HOME, IN YOUR LUNCHBOX OR IN YOUR CLASSROOM

Look around you and note 5-10 items which are made out of plastic.



Are these items re-usable or disposable?

What alternatives could be used, if any?

French – Le Recyclage

In French, there are many words that look and sound similar to their English counterparts which we call 'cognates'. Can you work out what these words related to the environment might mean in English?

le plastique le recyclage l'environnement le papier le métal les gaz d'échappement

Using the 'Recyclage' section on linguascope beginners section, see how many of these 10 French words you can learn. Begin with the 'présentation' section and then you can choose any of the activities and games to practise.



<https://www.linguascope.com/secure/students/beginner/topic.php?language=french&topic=recycling>