

# Sky Rainforest Rescue *SCHOOLS CHALLENGE* For England

## Sky Rainforest Rescue Schools Challenge for England

### Curriculum Links and Scheme of Work

The Sky Rainforest Rescue Schools Challenge is an online programme that educates students and teachers about how everyday actions can have an impact on the world's rainforests; it guides participants through the process of planning and taking actions to reduce these impacts. The Sky Rainforest Rescue Schools Challenge supports learning outcomes for a range of subjects but is particularly connected to Citizenship and Geography.

#### Objectives:

Students and staff taking part in the Sky Rainforest Rescue Schools Challenge will:

- Understand how their daily actions can have an impact on the world's rainforests
- Educate the rest of the school about how daily actions can have an impact on the world's rainforests
- Identify actions to improve their school's overall environmental performance and reduce the negative impacts on the world's rainforests
- Develop and implement initiatives that reduce their school's impact on the rainforests, improve overall environmental performance and save money.

#### Content:

Participating schools can choose from one of three challenge topics and will undertake a series of activities relating to each topic. Schools can undertake one Challenge at a time or do all three at the same time. The Challenge topics are:

- The Energy We Use
- The Food We Eat
- The Stuff We Buy

This document outlines the schemes of work and curriculum links for the English National Curriculum.

**Curriculum Links: The Energy We Use**

<p><b>Curriculum Links</b> KS2</p> <p><b>The National Curriculum</b></p> <p><b>England</b></p>	<p><b>Art and Design:</b> Exploring a range of different starting points for practical work e.g. create posters/display advertisements which prompt people to consider issues associated with energy-saving and its implications for UK and other countries.</p> <p><b>PSHE:</b> Preparing to play an active role as citizens e.g. exploring the key themes of The Energy We Use and how pupils and their families can make lifestyle changes that will bring positive change to society.</p> <p><b>English:</b> Choose form and content to suit a particular purpose e.g. produce creative writing on topic of The Energy We Use.</p> <p><b>Geography:</b> Knowledge and understanding of environmental change and sustainable development e.g. explore ways in which the ways in which we use energy affects other countries and how changes they make can positively influence the lives of others.</p> <p><b>History:</b> Identify and describe reasons for, and results of, situations e.g. how and why we have a developing awareness of how energy use has altered over the years.</p> <p><b>ICT:</b> Developing ideas and making things happen, how to develop and refine ideas by bringing together, organising and reorganising text, tables, images and sound as appropriate e.g. producing appropriate forms of display (graphs, diagrams etc) which demonstrate aspects of study and research around the topic of The Energy We Use.</p> <p><b>Maths:</b> Using and applying number e.g. using number to identify energy consumption trends within school/in the home/nationally/internationally.</p>
<p><b>Curriculum Links</b> KS3/4</p> <p><b>The National Curriculum</b></p> <p><b>England</b></p>	<p><b>Art and Design:</b> Designing for different purposes e.g. create posters/display advertisements for school magazine etc. to raise awareness levels of the implications of energy use.</p> <p><b>Citizenship/PHSE:</b> Responsible citizens who make a positive contribution to society e.g. exploring key energy sources and the impact they have on society.</p> <p><b>English:</b> Persuasive writing (Writing to Argue, Persuade and Advise) e.g. produce persuasive writing on the topic of energy use, how to reduce it and the compelling reasons for raising everyone's awareness of the issue.</p> <p><b>Geography:</b> Exploring the social, economic, environmental and political connections between places and understanding the interdependence in change at all scales e.g. explore ways in which the use of energy has national and international ramifications.</p> <p><b>History:</b> Considering the significance of events, people and developments in their historical context and in the present day e.g. exploring the background to the way in which we source and distribute energy and ways in which this has altered.</p> <p><b>ICT:</b> Applying ICT learning in a range of contexts and in other areas of learning, work and life e.g. producing appropriate forms of display (graphs, diagrams etc.) which show patterns of energy consumption.</p> <p><b>Maths:</b> Understanding that mathematics is used as a tool in a wide range of contexts e.g. using maths to analyse key trends in energy generation and consumption.</p>

**Challenge Topic: The Energy We Use**

Challenge Stage	Outcomes	Description	Resources
<p><b><u>Introduction</u></b></p> <p>Duration: 60mins</p>	<ul style="list-style-type: none"> <li>Understand that rainforests are valuable, unique and fragile ecosystems.</li> <li>Understand that rainforests are being deforested for their valuable resources.</li> <li>Understand that consumers create more demand for products which in turn contribute to deforestation.</li> </ul>	<p>An introductory lesson on how energy consumption and climate change are impacting the world's rainforests.</p> <p><u>Key focus areas:</u></p> <ul style="list-style-type: none"> <li>Why the rainforests are important.</li> <li>Threats to the rainforest (deforestation).</li> <li>The rainforest and climate change.</li> </ul>	<ul style="list-style-type: none"> <li>Introduction lesson plan.</li> <li>Rainforests map.</li> <li>Climate change PowerPoint presentation.</li> </ul> <p>(all of these resources can be found in the <a href="#">Teachers HQ</a> )</p>
<p><b><u>Investigation</u></b></p> <p>Duration: 90mins</p>	<ul style="list-style-type: none"> <li>Understand the school community's knowledge and awareness of the impacts of climate change on the rainforests.</li> <li>Understand the school's energy usage.</li> <li>Identify if and how energy is being wasted in the school.</li> </ul>	<p>Students and teachers undertake survey investigations and meter readings to understand:</p> <ul style="list-style-type: none"> <li>school energy usage.</li> <li>awareness of climate change and its impact on the rainforests.</li> </ul> <p><u>Key focus areas:</u></p> <ul style="list-style-type: none"> <li>Student, friends and family awareness of man-made climate change and its impacts on the rainforest.</li> <li>Energy usage/wastage at school .</li> </ul>	<ul style="list-style-type: none"> <li>School investigation guide.</li> <li>School Investigation sheet.</li> <li>Home investigation guide.</li> <li>Home Investigation sheet.</li> </ul> <p>(all of these resources can be found in the <a href="#">Teachers HQ</a> )</p>
<p><b><u>Challenge</u></b></p> <p>Duration: 30mins</p>	<ul style="list-style-type: none"> <li>Identify key actions that will help the school improve its environmental performance and reduce its negative impacts on the rainforest.</li> <li>Understand the best ways to educate the school community about the rainforest.</li> </ul>	<p>Based on the investigation results students are presented with a tailored list of actions to help them share all they've learned about the rainforests with their fellow students, friends and family.</p> <p>Example required actions include: present an assembly, designing posters, create a display board, make "switch off" labels for lights and gadgets, write "turn off" checklists for classrooms, appoint energy monitors and write energy saving top tips.</p> <p>Example optional actions include: run a promotional stall, get staff involved, hold a low energy day and reward classes for turning things off.</p> <p><u>Key focus areas:</u></p> <ul style="list-style-type: none"> <li>Educating others about saving energy, reducing the impacts of climate change and helping the rainforest.</li> </ul>	<ul style="list-style-type: none"> <li>Teachers' Guide to the Challenge Stage</li> </ul> <p>(this resource can be found in the <a href="#">Teachers HQ</a>)</p>

<p><b><u>Taking Action</u></b></p> <p><u>Duration: 4-6 hours depending on the actions undertaken</u></p>	<ul style="list-style-type: none"> <li>• Educate the school community about the links between energy consumption, climate change and the rainforest.</li> <li>• Educate the school community about how they can make decisions and take actions that help the rainforest and the environment.</li> </ul>	<p>Students run a communication campaign and implement actions to educate the school community about saving energy, reducing the impacts of climate change and helping the rainforest.</p> <p>Students implement additional actions of their choice to educate fellow students, staff and family members about the links between energy conservation, climate change and the rainforest.</p> <p>Key focus areas:</p> <ul style="list-style-type: none"> <li>• Educating others about energy use, climate change and the rainforest.</li> <li>• Taking action to help the rainforest.</li> </ul>	<p>The required resources will vary depending on the actions taken.</p> <p>The Hints and Tips section on the <a href="#">Team HQ</a> page provides guidance on how to undertake the actions.</p>
<p><b><u>2nd Investigation</u></b></p> <p><u>Duration: 90mins</u></p>	<ul style="list-style-type: none"> <li>• Understand if the school community's knowledge and awareness of climate change and its impacts on the rainforest has increased.</li> <li>• Understand if the school has reduced its energy usage.</li> <li>• Understand if the school is now using energy more efficiently.</li> </ul>	<p>Students repeat a second round of survey investigations to understand if:</p> <ul style="list-style-type: none"> <li>• the school has reduced its energy consumption.</li> <li>• if fellow students, friends and family member awareness of climate change and its impacts on the rainforest has increased.</li> </ul> <p>Key focus areas:</p> <ul style="list-style-type: none"> <li>• Student, staff and family member awareness of man-made climate change and its effect on the rainforest.</li> <li>• Energy usage/wastage at school.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Schools investigation guide.</li> <li>▪ Schools investigation sheet.</li> <li>▪ Schools investigation sheet for teachers.</li> <li>▪ Home investigation guide.</li> <li>▪ Home investigation sheet.</li> </ul> <p>(all of these resources can be found in the <a href="#">Teachers HQ</a> )</p>
<p><b><u>Celebrate Success</u></b></p> <p><u>Duration: how ever long you like.</u></p>		<p>You've worked hard to educate the rest of the school about the links between energy usage, climate change and the rainforest; it's time to celebrate your success!</p>	

**Curriculum Links: The Food We Eat**

<p><b>Curriculum Links KS2</b></p> <p><b>The National Curriculum</b></p> <p><b>England</b></p>	<p><b>Art and Design:</b> Exploring a range of different starting points for practical work e.g. create posters/display advertisements which prompt people to consider food-related issues.</p> <p><b>PSHE:</b> Preparing to play an active role as citizens e.g. exploring the key themes of The Food We Eat and how they can make changes that will bring positive change to society.</p> <p><b>English:</b> Choose form and content to suit a particular purpose e.g. produce creative writing on topic of The Food We Eat.</p> <p><b>Geography:</b> Knowledge and understanding of environmental change and sustainable development e.g. explore ways in which the food we eat affects other countries and how they can positively influence the lives of others.</p> <p><b>History:</b> Identify and describe reasons for, and results of situations e.g. exploring the background to eating habits, diets and menus and how these have changed over the years.</p> <p><b>ICT:</b> Developing ideas and making things happen, how to develop and refine ideas by bringing together, organising and reorganising text, tables, images and sound as appropriate e.g. producing appropriate forms of display (graphs, diagrams etc.) which demonstrate aspects of their The Food We Eat study and research.</p> <p><b>Maths:</b> Using and applying number e.g. using number to identify food production and consumption trends.</p>
<p><b>Curriculum Links KS3/4</b></p> <p><b>The National Curriculum</b></p> <p><b>England</b></p>	<p><b>Art and Design:</b> Designing for different purposes e.g. create posters/display advertisements for school magazine etc. to promote the concept of using Fairtrade and Rainforest Alliance Group products and the concept of considered food choices.</p> <p><b>Citizenship/PHSE:</b> Responsible citizens who make a positive contribution to society e.g. exploring the key themes of The Food We Eat.</p> <p><b>English:</b> Persuasive Writing (Writing to Argue, Persuade and Advise) e.g. produce persuasive writing on the topic of The Food We Eat.</p> <p><b>Geography:</b> Exploring the social, economic, environmental and political connections between places and understanding the interdependence in change at all scales e.g. explore ways in which the food we eat affects other countries.</p> <p><b>History:</b> Considering the significance of events, people and developments in their historical context and in the present day e.g. exploring the background to the ways in which we source and distribute food around the world.</p> <p><b>ICT:</b> Applying ICT learning in a range of contexts and in other areas of learning, work and life e.g. producing appropriate forms of display (graphs, diagrams etc.) which illustrate, explain and interpret patterns of food supply and consumption.</p> <p><b>Maths:</b> Understanding that mathematics is used as a tool in a wide range of contexts e.g. using Maths to analyse key trends in food supply and distribution.</p>

Challenge Topic: The Food We Eat

Challenge Stage	Outcomes	Description	Resources
<p><b><u>Introduction</u></b></p> <p>Duration: 60mins</p>	<ul style="list-style-type: none"> <li>Understand that our choices and actions can have environmental impacts (or be 'green'/environmentally friendly) in different ways.</li> <li>Understand that food choices can have environmental impacts, including where in the world it has come from.</li> <li>Understand that some food comes from or is linked to rainforest regions, and may have environmental impacts.</li> </ul>	<p>An introductory lesson on how our food choices can have an impact on the environment and rainforest.</p> <p><u>Key focus areas:</u></p> <ul style="list-style-type: none"> <li>The power of our actions.</li> <li>Food choices.</li> <li>Food and the rainforest.</li> <li>Fairtrade and Rainforest Alliance symbols.</li> </ul>	<ul style="list-style-type: none"> <li>Introduction lesson plan.</li> <li>Rainforest food images.</li> <li>Sustainability images.</li> <li>Rainforest world map.</li> </ul> <p>(all of these resources can be found in the <a href="#">Teachers HQ</a> )</p>
<p><b><u>Investigation</u></b></p> <p>Duration: 90mins</p>	<ul style="list-style-type: none"> <li>Understand the food consumption habits of the school community.</li> <li>Understand the availability and use of Fairtrade and Rainforest Alliance food products in the school.</li> <li>Understand the school community's awareness of environmentally friendly food products.</li> </ul>	<p>Students undertake survey and spot check investigations to understand awareness levels and consumption of sustainable food products at home and school.</p> <p>Students upload their findings to the website to find out the results of their investigation.</p> <p><u>Key focus areas:</u></p> <ul style="list-style-type: none"> <li>Fairtrade and Rainforest Alliance food products at home and school.</li> </ul>	<ul style="list-style-type: none"> <li>Schools investigation guide.</li> <li>Schools investigation sheet.</li> <li>Food symbols sheet.</li> <li>Home investigation guide.</li> <li>Home investigation sheet.</li> </ul> <p>(all of these resources can be found in the <a href="#">Teachers HQ</a> )</p>
<p><b><u>Challenge</u></b></p> <p>Duration: 30mins</p>	<ul style="list-style-type: none"> <li>Identify key actions that will help the school improve its environmental performance and reduce its negative impacts on the rainforest.</li> <li>Understand the best ways to educate fellow students, friends and family about the rainforest.</li> </ul>	<p>Based on the investigation results students are presented with a tailored list of actions to help them share all they've learned about the rainforests with their fellow students, friends and family.</p> <p>Example required actions include: present an assembly, design posters and create a display board.</p> <p>Example optional actions include: running a promotional stall and holding a Fairtrade coffee morning.</p> <p><u>Key focus areas:</u></p> <ul style="list-style-type: none"> <li>Practical and effective ways to educate others about the rainforest.</li> </ul>	<ul style="list-style-type: none"> <li>Teachers' Guide to the Challenge Stage.</li> </ul> <p>(this resource can be found in the <a href="#">Teachers HQ</a>)</p>

<p><b><u>Taking Action</u></b></p> <p>Duration: 4-6 hours depending on the actions undertaken</p>	<ul style="list-style-type: none"> <li>Educate the school community about the rainforest and how they can reduce their negative impact on the world's rainforests.</li> </ul>	<p>Students implement actions to educate the school community about the rainforest.</p> <p><u>Key focus areas:</u></p> <ul style="list-style-type: none"> <li>Educating others about the link between the food we eat and rainforest.</li> <li>Taking action to help the rainforest.</li> </ul>	<p>The required resources will vary depending on the actions taken.</p> <p>The Hints and Tips section on the <a href="#">Team HQ</a> page provides guidance on how to undertake the actions.</p>
<p><b><u>2nd Investigation</u></b></p> <p>Duration: 90mins</p>	<ul style="list-style-type: none"> <li>Understand how the food consumption habits of the school community may have changed.</li> <li>Understand if the availability and use of Fairtrade and Rainforest Alliance food products in the school has changed.</li> <li>Understand if the school community's awareness of environmentally friendly food products has changed.</li> </ul>	<p>Students conduct the surveys and spot check investigations for a second time to understand if the school community's awareness and consumption of sustainable food products has improved as a result of the actions taken in the previous stage.</p> <p><u>Key focus areas:</u></p> <ul style="list-style-type: none"> <li>Fairtrade and Rainforest Alliance food products at home and school.</li> <li>Measuring behaviour change.</li> </ul>	<ul style="list-style-type: none"> <li>Schools investigation guide.</li> <li>Schools investigation sheet.</li> <li>Food symbols sheet.</li> <li>Home investigation guide.</li> <li>Home investigation sheet.</li> </ul> <p>(all of these resources can be found in the <a href="#">Teachers HQ</a> )</p>
<p><b><u>Celebrate Success</u></b></p> <p>Duration: how ever long you like!</p>		<p>You've worked hard to educate the rest of the school about the rainforest and how they can reduce their negative impacts on the rainforest; it's time to celebrate your success!</p>	

**Curriculum Links: The Stuff We Buy**

<p><b>Curriculum Links KS2</b></p> <p><b>The National Curriculum</b></p> <p><b>England</b></p>	<p><b>Art and Design:</b> Exploring a range of different starting points for practical work e.g. create posters/display advertisements for school magazine etc. to raise awareness levels of the implications of our buying habits.</p> <p><b>PSHE:</b> Preparing to play an active role as citizens: e.g. exploring the key themes of buying habits and how pupils and their families can make lifestyle changes that will bring positive change to society.</p> <p><b>English:</b> choose form and content to suit a particular purpose e.g. produce creative writing on topic of buying habits and their implications for others.</p> <p><b>Geography:</b> Knowledge and understanding of environmental change and sustainable development e.g. explore buying habits, and how they can affect the lives of others.</p> <p><b>History:</b> Identify and describe reasons for, and results of, situations e.g. the historical background to our buying habits.</p> <p><b>ICT:</b> Developing ideas and making things happen, how to develop and refine ideas by bringing together, organising and reorganising text, tables, images and sound as appropriate e.g. producing appropriate forms of display (graphs, diagrams etc) which demonstrate aspects of study and research around the topic of The Stuff We Buy.</p> <p><b>Maths:</b> Using and applying number e.g. using numbers to identify buying habits within school/in the home/nationally.</p>
<p><b>Curriculum Links KS3</b></p> <p><b>The National Curriculum</b></p> <p><b>England</b></p>	<p><b>Art and Design:</b> Designing for different purposes e.g. create posters/display advertisements for school magazine etc. to raise awareness levels of the implications of our buying habits.</p> <p><b>Citizenship/PHSE:</b> Responsible citizens who make a positive contribution to society e.g. exploring our buying habits and the reasons for them.</p> <p><b>English:</b> Persuasive Writing (Writing to Argue, Persuade and Advise) e.g. produce argumentative writing on the topic of our buying habits, how they affect others and the compelling reasons for changing these where possible.</p> <p><b>Geography:</b> Exploring the social, economic, environmental and political connections between places and understanding the interdependence of countries e.g. explore ways in which our buying habits have national and international ramifications.</p> <p><b>History:</b> Considering the significance of events, people and developments in their historical context and in the present day e.g. exploring the background to the way in which buying habits have come about and how they could change (and be changed) in the future.</p> <p><b>ICT:</b> Applying ICT learning in a range of contexts and in other areas of learning, work and life e.g. producing appropriate forms of display (graphs, diagrams etc.) which elucidate patterns within buying habits.</p> <p><b>Maths:</b> Understanding that mathematics is used as a tool in a wide range of contexts e.g. using Maths to analyse key trends in buying habits.</p>

**Challenge Topic: The Stuff We Buy**

Challenge Stage	Outcomes	Description	Resources
<p><b><u>Introduction</u></b></p> <p>Duration: 60mins</p>	<ul style="list-style-type: none"> <li>Understand that rainforests are being deforested for their valuable resources.</li> <li>Understand that consumers create more demand for products which in turn contribute to deforestation.</li> </ul>	<p>An introductory lesson on how consumer choices can have an impact on the rainforest.</p> <p><u>Key focus areas:</u></p> <ul style="list-style-type: none"> <li>Resources that come from the rainforest.</li> <li>Resources that we use.</li> <li>Impacts of paper use.</li> <li>Recognise and understand FSC (Forestry Stewardship Council) and recycled logos.</li> </ul>	<ul style="list-style-type: none"> <li>Introduction lesson plan.</li> <li>Impact cards.</li> <li>Rainforests map.</li> <li>FSC logo.</li> <li>Recycled logo.</li> </ul> <p>(all of these resources can be found in the <a href="#">Teachers HQ</a> )</p>
<p><b><u>Investigation</u></b></p> <p>Duration: 90mins</p>	<ul style="list-style-type: none"> <li>Understand the school community's knowledge and awareness of rainforest friendly symbols on paper products.</li> <li>Understand the incidence of rainforest friendly and recycled paper products at home and school.</li> <li>Understand the effectiveness of the school's paper recycling system.</li> </ul>	<p>Students undertake survey and spot check investigations to understand awareness levels and use of rainforest friendly paper products at home and school.</p> <p>Students upload their findings to the website to find out the results of their investigation.</p> <p><u>Key focus areas:</u></p> <ul style="list-style-type: none"> <li>Rainforest friendly and recycled paper products at home and school.</li> </ul>	<ul style="list-style-type: none"> <li>Schools investigation guide.</li> <li>Schools investigation sheet.</li> <li>Paper symbols sheet.</li> <li>Home investigation guide.</li> <li>Home investigation sheet.</li> </ul> <p>(all of these resources can be found in the <a href="#">Teachers HQ</a> )</p>
<p><b><u>Challenge</u></b></p> <p>Duration: 30mins</p>	<ul style="list-style-type: none"> <li>Identify key actions that will help the school improve its environmental performance and reduce its negative impacts on the rainforest.</li> <li>Understand the best ways to educate the school community about the rainforest.</li> </ul>	<p>Based on the investigation results students are presented with a tailored list of actions to help them share all they've learned about the rainforests with their fellow students, friends and family.</p> <p>Example required actions include: presenting an assembly, designing posters, creating a display board, buy or make recycling bins, label recycling bins, write an article and appoint recycling monitors.</p> <p>Example optional actions include: run a class debate, get staff involved, make your own paper and use scrap paper trays.</p> <p><u>Key focus areas:</u></p> <ul style="list-style-type: none"> <li>Practical and effective ways to educate others about rainforest friendly paper products.</li> </ul>	<ul style="list-style-type: none"> <li>Teachers' guide to the challenge stage.</li> </ul> <p>(this resource can be found in the <a href="#">Teachers HQ</a>)</p>

<p><b><u>Taking Action</u></b></p> <p><u>Duration: 4-6 hours depending on the actions undertaken.</u></p>	<ul style="list-style-type: none"> <li>• Educate the school community about rainforest friendly paper products.</li> <li>• Educate the school community about how they can make decisions and take actions that help the rainforest and environment.</li> </ul>	<p>Students run a communication campaign and implement actions to educate fellow students, friends and family about rainforest friendly and recycled paper products.</p> <p>Students can also implement additional actions of their own choice.</p> <p>Key focus areas:</p> <ul style="list-style-type: none"> <li>• Educating others about rainforest friendly products.</li> <li>• Educating others about the link between resource use, consumerism and deforestation.</li> <li>• Taking action to help the rainforest.</li> </ul>	<p>The required resources will vary depending on the actions taken.</p> <p>The Hints and Tips section on the <a href="#">Team HQ</a> page provides guidance on how to undertake the actions.</p>
<p><b><u>2nd Investigation</u></b></p> <p><u>Duration: 90mins</u></p>	<ul style="list-style-type: none"> <li>• Understand if the school community's knowledge and awareness of rainforest friendly symbols on paper products has improved.</li> <li>• Understand if the incidence of rainforest friendly and recycled paper products at home and school has improved.</li> <li>• Understand if the school's paper recycling system has improved.</li> </ul>	<p>Students repeat a second round of survey investigations to understand if the school community's awareness and use of rainforest friendly and recycled paper products has improved.</p> <p>Key focus areas:</p> <ul style="list-style-type: none"> <li>• Rainforest friendly and recycled paper products at home and school.</li> <li>• Measuring behaviour change.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Schools investigation guide.</li> <li>▪ Schools investigation sheet.</li> <li>▪ Paper symbols sheet.</li> <li>▪ Home investigation guide.</li> <li>▪ Home investigation sheet.</li> </ul> <p>(all of these resources can be found in the <a href="#">Teachers HQ</a> )</p>
<p><b><u>Celebrate Success</u></b></p> <p><u>Duration: how ever long you like</u></p>		<p>You've worked hard to educate the rest of the school about rainforest friendly and recycled paper products and how they can reduce their negative impacts on the rainforest; it's time to celebrate your success!</p>	