

Sky Rainforest Rescue SCHOOLS CHALLENGE For Wales

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 Science and Art & Design.

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 for The School Curriculum for Wales.

Curriculum Links: The Food We Eat

<p>Curriculum Links KS2/3</p> <p>Wales</p> <p>The School Curriculum for Wales</p>	<p>English: (i) Pupils should be given opportunities to present their writing appropriately using appropriate features of layout and presentation, including ICT. (ii) Pupils should be given opportunities to develop their oral skills through using a variety of methods to present ideas, including ICT, e.g. drama approaches, discussion and debate on the topic of The Food We Eat.</p> <p>Maths: (i) Pupils use their number skills throughout the programme of study when solving problems in a variety of practical and relevant contexts and when investigating within mathematics itself. (ii) Pupils ask questions, explore alternative ideas and make links with previous learning in order to develop strategies to solve problems. They gather, select, organise and use information, and identify patterns and relationships. (iii) Schools should provide opportunities, where appropriate, for pupils to develop and apply their number skills across the curriculum by using mathematical information, calculating, and interpreting and presenting findings.</p> <p>Science: (KS2): Pupils should be given opportunities to carry out different types of enquiry, e.g. pattern-seeking, exploring, classifying and identifying, making things, fair testing, using and applying models, by following the planned. (KS3): Pupils should be given opportunities to carry out different types of enquiry, e.g. pattern-seeking, exploring, classifying and identifying, making things, fair testing, using and applying models.</p> <p>Art and Design: Pupils explore and experiment with a range of information and resources to plan, develop and reflect on their creative activities. They challenge assumptions, look at things in a new way and promote receptiveness to new ideas regarding their attitudes to food consumption.</p>
<p>Curriculum Links KS4</p> <p>Wales</p> <p>The School Curriculum for Wales</p>	<p>English: (i) Pupils present their writing appropriately using appropriate features of layout and presentation, including ICT (ii) Pupils should be given opportunities to develop their oral skills through using a variety of methods to present ideas, including ICT, e.g. drama approaches, discussion and debate about issues emerging from exploration of the topic The Food We Eat.</p> <p>Maths: (i) Pupils use their number skills throughout the programme of study when solving problems in a variety of practical and relevant contexts and when investigating within mathematics itself. (ii) Pupils ask questions, explore alternative ideas and make links with previous learning in order to develop strategies to solve problems. They gather, select, organise and use information, and identify patterns and relationships. (iii) Schools should provide opportunities, where appropriate, for pupils to develop and apply their number skills across the curriculum by using mathematical information, calculating, and interpreting and presenting findings e.g. demonstrating surprising facts about the ways in which different countries grow and consume food.</p> <p>Science: Pupils should be given opportunities to evaluate methods of collection of data and consider their validity and reliability as evidence.</p> <p>Art and Design: Pupils explore and experiment with a range of information and resources to plan, develop and reflect on their creative activities. They challenge assumptions, look at things in a new way and promote receptiveness to new ideas e.g. A 'The Food We Eat' campaign which is focussed in a variety of ways according the age group at which it is directed.</p>

Challenge Topic: The Food We Eat

Challenge Stage	Outcomes	Description	Resources
<p><u>Introduction</u></p> <p>Duration: 60mins</p>	<ul style="list-style-type: none"> Understand that our choices and actions can have environmental impacts (or be 'green'/environmentally friendly) in different ways. Understand that food choices can have environmental impacts, including where in the world it has come from. Understand that some food comes from or is linked to rainforest regions, and may have environmental impacts. 	<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"> The power of our actions. Food choices. Food and the rainforest. Fairtrade and Rainforest Alliance symbols. 	<ul style="list-style-type: none"> Introduction lesson plan. Rainforest food images. Sustainability images. Rainforest world map. <p>(all of these resources can be found in the Teachers HQ)</p>
<p><u>Investigation</u></p> <p>Duration: 90mins</p>	<ul style="list-style-type: none"> Understand the food consumption habits of the school community. Understand the availability and use of Fairtrade and Rainforest Alliance food products in the school. Understand the school community's awareness of environmentally friendly food products. 	<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"> Fairtrade and Rainforest Alliance food products at home and school. 	<ul style="list-style-type: none"> Schools investigation guide. Schools investigation sheet. Food symbols sheet. Home investigation guide. Home investigation sheet. <p>(all of these resources can be found in the Teachers HQ)</p>
<p><u>Challenge</u></p> <p>Duration: 30mins</p>	<ul style="list-style-type: none"> Identify key actions that will help the school improve its environmental performance and reduce its negative impacts on the rainforest. Understand the best ways to educate fellow students, friends and family about the rainforest. 	<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"> Practical and effective ways to educate others about the rainforest. 	<ul style="list-style-type: none"> Teachers' Guide to the Challenge Stage. <p>(this resource can be found in the Teachers HQ)</p>

<p><u>Taking Action</u></p> <p>Duration: 4-6 hours depending on the actions undertaken</p>	<ul style="list-style-type: none"> Educate the school community about the rainforest and how they can reduce their negative impact on the world's rainforests. 	<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"> Educating others about the link between the food we eat and rainforest. Taking action to help the rainforest. 	<p>The required resources will vary depending on the actions taken.</p> <p>The Hints and Tips section on the Team HQ page provides guidance on how to undertake the actions.</p>
<p><u>2nd Investigation</u></p> <p>Duration: 90mins</p>	<ul style="list-style-type: none"> Understand how the food consumption habits of the school community may have changed. Understand if the availability and use of Fairtrade and Rainforest Alliance food products in the school has changed. Understand if the school community's awareness of environmentally friendly food products has changed. 	<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"> Fairtrade and Rainforest Alliance food products at home and school. Measuring behaviour change. 	<ul style="list-style-type: none"> Schools investigation guide. Schools investigation sheet. Food symbols sheet. Home investigation guide. Home investigation sheet. <p>(all of these resources can be found in the Teachers HQ)</p>
<p><u>Celebrate success</u></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 Energy We Use

<p>Curriculum Links KS 2/3</p>	<p>English: (i) Pupils should be given opportunities to present their writing appropriately using appropriate features of layout and presentation, including ICT. (ii) Pupils should be given opportunities to develop their oral skills through using a variety of methods to present ideas, including ICT, e.g. drama approaches, discussion and debate which illustrate and elaborate on the theme of effective, considered energy use.</p>
<p>Wales</p>	<p>Maths: (i) Pupils use their number skills throughout the programme of study when solving problems in a variety of practical and relevant contexts and when investigating within mathematics itself. (ii) Pupils ask questions, explore alternative ideas and make links with previous learning in order to develop strategies to solve problems. They gather, select, organise and use information, and identify patterns and relationships. (iii) Schools should provide opportunities, where appropriate, for pupils to develop and apply their number skills across the curriculum by using mathematical information, calculating, and interpreting and presenting findings which strengthen the case for thoughtful energy use.</p>
<p>The School Curriculum for Wales</p>	<p>Science: (KS2): Pupils should be given opportunities to carry out different types of enquiry, e.g. pattern-seeking, exploring, classifying and identifying, making things, fair testing, using and applying models of energy use. (KS3): Pupils should be given opportunities to carry out different types of enquiry, e.g. pattern-seeking, exploring, classifying and identifying, making things, fair testing, using and applying models of energy use.</p> <p>Art and Design: Pupils explore and experiment with a range of information and resources to plan, develop and reflect on their creative activities. They challenge assumptions, look at things in a new way and promote receptiveness to new ideas about the ways in which we can and should use energy.</p>

Curriculum Links: The Energy We Use

<p>Curriculum Links KS4</p>	<p>English: (i) Pupils present their writing appropriately using appropriate features of layout and presentation, including ICT (ii) Pupils should be given opportunities to develop their oral skills through using a variety of methods to present ideas, including ICT, e.g. drama approaches, discussion and debate about issues emerging from exploration of the topic The Food We Eat.</p>
<p>Wales</p>	<p>Maths: (i) Pupils use their number skills throughout the programme of study when solving problems in a variety of practical and relevant contexts and when investigating within mathematics itself. (ii) Pupils ask questions, explore alternative ideas and make links with previous learning in order to develop strategies to solve problems. They gather, select, organise and use information, and identify patterns and relationships. (iii) Schools should provide opportunities, where appropriate, for pupils to develop and apply their number skills across the curriculum by using mathematical information, calculating, and interpreting and presenting findings e.g. demonstrating surprising facts about the ways in which different countries grow and consume food.</p> <p>Science: Pupils should be given opportunities to evaluate methods of collection of data and consider their validity and reliability as evidence.</p>
<p>The School Curriculum for Wales</p>	<p>Art and Design: Pupils explore and experiment with a range of information and resources to plan, develop and reflect on their creative activities. They challenge assumptions, look at things in a new way and promote receptiveness to new ideas e.g. A 'The Food We Eat' campaign which is focussed in a variety of ways according the age group at which it is directed.</p>

Challenge Topic: The Energy We Use

Challenge Stage	Outcomes	Description	Resources
<p><u>Introduction</u></p> <p>Duration: 60mins</p>	<ul style="list-style-type: none"> Understand that rainforests are valuable, unique and fragile ecosystems. Understand that rainforests are being deforested for their valuable resources. Understand that consumers create more demand for products which in turn contribute to deforestation. 	<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"> Why the rainforests are important. Threats to the rainforest (deforestation). The rainforest and climate change. 	<ul style="list-style-type: none"> Introduction lesson plan. Rainforests map. Climate change PowerPoint presentation. <p>(all of these resources can be found in the Teachers HQ)</p>
<p><u>Investigation</u></p> <p>Duration: 90mins</p>	<ul style="list-style-type: none"> Understand the school community's knowledge and awareness of the impacts of climate change on the rainforests. Understand the school's energy usage. Identify if and how energy is being wasted in the school. 	<p>Students and teachers undertake survey investigations and meter readings to understand:</p> <ul style="list-style-type: none"> school energy usage. awareness of climate change and its impact on the rainforests. <p><u>Key focus areas:</u></p> <ul style="list-style-type: none"> Student, friends and family awareness of man-made climate change and its impacts on the rainforest. Energy usage/wastage at school. 	<ul style="list-style-type: none"> School investigation guide. School Investigation sheet. Home investigation guide. Home Investigation sheet. <p>(all of these resources can be found in the Teachers HQ)</p>
<p><u>Challenge</u></p> <p>Duration: 30mins</p>	<ul style="list-style-type: none"> Identify key actions that will help the school improve its environmental performance and reduce its negative impacts on the rainforest. Understand the best ways to educate the school community about the rainforest. 	<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"> Educating others about saving energy, reducing the impacts of climate change and helping the rainforest. 	<ul style="list-style-type: none"> Teachers' Guide to the Challenge Stage. <p>(this resource can be found in the Teachers HQ)</p>

Sky Rainforest Rescue *SCHOOLS CHALLENGE*

www.skyrainforestrescueschoolschallenge.org

Celebrate success

Duration: how ever
long you like!

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!

Challenge Topic: The Stuff We Buy

Challenge Stage	Outcomes	Description	Resources
<p><u>Introduction</u></p> <p>Duration: 60mins</p>	<ul style="list-style-type: none"> Understand that rainforests are being deforested for their valuable resources. Understand that consumers create more demand for products which in turn contribute to deforestation. 	<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"> Resources that come from the rainforest. Resources that we use. Impacts of paper use. Recognise and understand FSC (Forestry Stewardship Council) and recycled logos. 	<ul style="list-style-type: none"> Introduction lesson plan. Impact cards. Rainforests map. FSC logo. Recycled logo. <p>(all of these resources can be found in the Teachers HQ)</p>
<p><u>Investigation</u></p> <p>Duration: 90mins</p>	<ul style="list-style-type: none"> Understand the school community's knowledge and awareness of rainforest friendly symbols on paper products. Understand the incidence of rainforest friendly and recycled paper products at home and school. Understand the effectiveness of the school's paper recycling system. 	<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"> Rainforest friendly and recycled paper products at home and school. 	<ul style="list-style-type: none"> Schools investigation guide. Schools investigation sheet. Paper symbols sheet. Home investigation guide. Home investigation sheet. <p>(all of these resources can be found in the Teachers HQ)</p>
<p><u>Challenge</u></p> <p>Duration: 30mins</p>	<ul style="list-style-type: none"> Identify key actions that will help the school improve its environmental performance and reduce its negative impacts on the rainforest. Understand the best ways to educate the school community about the rainforest. 	<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"> Practical and effective ways to educate others about rainforest friendly paper products. 	<ul style="list-style-type: none"> Teachers' guide to the challenge stage. <p>(this resource can be found in the Teachers HQ)</p>

<p><u>Taking Action</u></p> <p>Duration: 4-6 hours depending on the actions undertaken</p>	<ul style="list-style-type: none"> • Educate the school community about rainforest friendly paper products. • Educate the school community about how they can make decisions and take actions that help the rainforest and environment. 	<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><u>Key focus areas:</u></p> <ul style="list-style-type: none"> • Educating others about rainforest friendly products. • Educating others about the link between resource use, consumerism and deforestation. • Taking action to help the rainforest. 	<p>The required resources will vary depending on the actions taken.</p> <p>The Hints and Tips section on the Team HQ page provides guidance on how to undertake the actions.</p>
<p><u>2nd Investigation</u></p> <p>Duration: 90mins</p>	<ul style="list-style-type: none"> • Understand if the school community's knowledge and awareness of rainforest friendly symbols on paper products has improved. • Understand if the incidence of rainforest friendly and recycled paper products at home and school has improved. • Understand if the school's paper recycling system has improved. 	<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><u>Key focus areas:</u></p> <ul style="list-style-type: none"> • Rainforest friendly and recycled paper products at home and school. • Measuring behaviour change. 	<ul style="list-style-type: none"> ▪ Schools investigation guide. ▪ Schools investigation sheet. ▪ Paper symbols sheet. ▪ Home investigation guide. ▪ Home investigation sheet. <p>(all of these resources can be found in the Teachers HQ)</p>
<p><u>Celebrate success</u></p> <p>Duration: how ever long you like.</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>	