Love food  Hate Waste resource

Pupils monitor energy use in school

These bundles could be so helpful in developing and creating a relevant, meaningful and creative curriculum offer, encompassing all subjects.

Bundle 1: Explore sustainable practices
- waste reduction, recycling, sustainable energy & water use, protecting biodiversity, responsible use of planet's resources, growing food, tackling climate change

Children and young people as campaigners and ambassadors

These topics should form the basis of the curriculum

Taking part in kite-mark programmes like Eco-Schools

Join community beach cleanup

Adopt a local wooded area and survey bio-diversity - citizen science in action

Contact local authority waste team & link in with their education resources

link with partners such as riverlife to take part in water surveys etc

Climate Ready Classrooms program

looks at the basis of school LFS ambassador project

covers a wide range of topics

some of these can be challenging for non social-subject teachers to tackle in secondary school due to constraints of curricular content
Class debates
Sell only Fair Trade goods in tuck shop

Bundle 2: Take part in global citizenship & international education projects
fair trade, learning for a better world, ethical issues, human rights, children’s rights, school-linking, links between environment & economy

link with partner school in Malawi
Invite learners of any age to discuss what these problems mean for them in their locality - problem posing education in action

Work towards kite mark schemes like Rights Respecting Schools

Connecting classrooms with British Council

Host a waste free shopping/cooking event for local community

Look at Scotland’s Green Plan that links with SDGs for discussion around economy & nature

lots of cross over with other bundles

Consider as leaders the relationship with this bundle and creativity... the unifier is how we facilitate, and listen, to the learner voice.

How could we link this to critical thinking?
Bundle 3: Connect with culture & heritage (local to global)

- Social & cultural diversity, identity & heritage, links between environment & economy, community partnerships

- In-school heritage celebrations, looking at the local area/key local figures
- Use of Lyfta platform for global citizenship
- Link with local greenspace officers to find areas of land that can be used and/or developed & also where food growing groups are placed. Could tie in & do joint projects

- Children and young people on the community council

- Take part in journeying to find out more about land & human impact on it

- Heritage Heroes award scheme from Archaeology Scotland

- Inter-generational gardening project with local allotments and the pupils

- Research local history; interview senior residents

- There is room to explore cultural connections (e.g. music/art/storytelling) between own school and local or international partner schools

- Good way to ensure pupils get to know local area

We all really need to discuss this theme in relation to social justice themes such as decolonising the curriculum and movements such as BLM.
Bundle 4: Explore values & attitudes

- discussing controversial issues,
- addressing discrimination & prejudice,
- peace & conflict

Debates around wind farms

Values and attitudes can be explored in across all subjects, regardless of content

Tie in with Youthlink about young people taking action

class discussion in secondary school in non social-subject contexts. E.g. discussion in Music on origins of Jazz music and morality/ethics of slave trade

Again need to link L/S to wider social justice themes such as decolonising and the significance of this to the climate crisis.

Debates to open up idea that it is ok to have different opinions & a debate format is a fair way for all to get ideas across
Bundle 5: Exercise activism

developing political literacy, engaging with democracy, eradicating poverty & inequality, human rights, social justice, equality & fairness, children’s rights

campaign to persuade parents to let them walk or cycle to school

currently piloting new children’s rights resource for CLD staff

Engaging with Youth Forum, Pupil Voice groups

taking action on dog litter in local greenspace

Taking part in local authority consultations. Engaging with Councillors, MSP’s, Hustings etc

discussion between professional values and curriculum content. We really need to be having the conversations about how our values are shifting in society and how this leads to tensions. I think it is essential to be talking about the tensions in

bring it into what can we do in our class, school & local community? For example Goal 6 - in school our PI investigated good handwashing & made good handwashing guides. We also measured how much water was used when