

Less is More?



Less is More?

EDUCATION FOR SUSTAINABLE DEVELOPMENT:

Where did we start?:

- Changed our way of working
- Aimed to begin to change 'hearts and minds'
- Ran whole school projects to kick start the thinking
- Taught thinking skills specifically
- Ran mini-activities to focus on various areas, such as 6 Rs, to keep the momentum
- Involved school council
- Started eco-council
- Involved parents
- Modelled it from the top (HT, Govs and SLT)

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EDUCATION FOR SUSTAINABLE DEVELOPMENT:

Learning Activities:

- 6 R's Activity (Y5)
- School Council/Eco Council Meetings/info gathering
- Posters around School
- Kings Castle Project - Science & DT Challenge
 - Drama in Assembly, freeze frame, link to literacy
 - Picture enquiry activity - 'what if'? type questions
 - Draughtometers, draught excluders,
 - Experiments on materials/insulation,
 - Research into 8 doorways
 - Presentations in assemblies
 - Followed the children's ideas

2 Days planning turned into a term's work!

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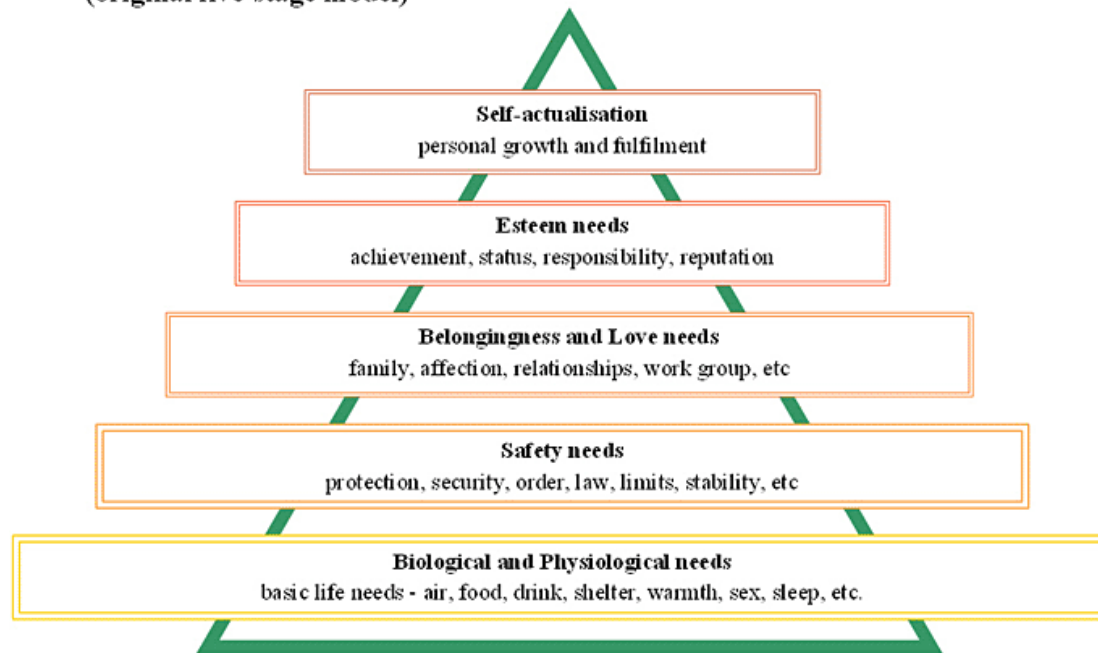
EDUCATION FOR SUSTAINABLE DEVELOPMENT:

- 6 R's

- **RECYCLE**
- **RETHINK**
- **RE-USE**
- **REDUCE**
- **REPAIR**
- **REFUSE**
- Can you put them in order and justify your decisions?

Less is More?

Maslow's Hierarchy of Needs
(original five-stage model)



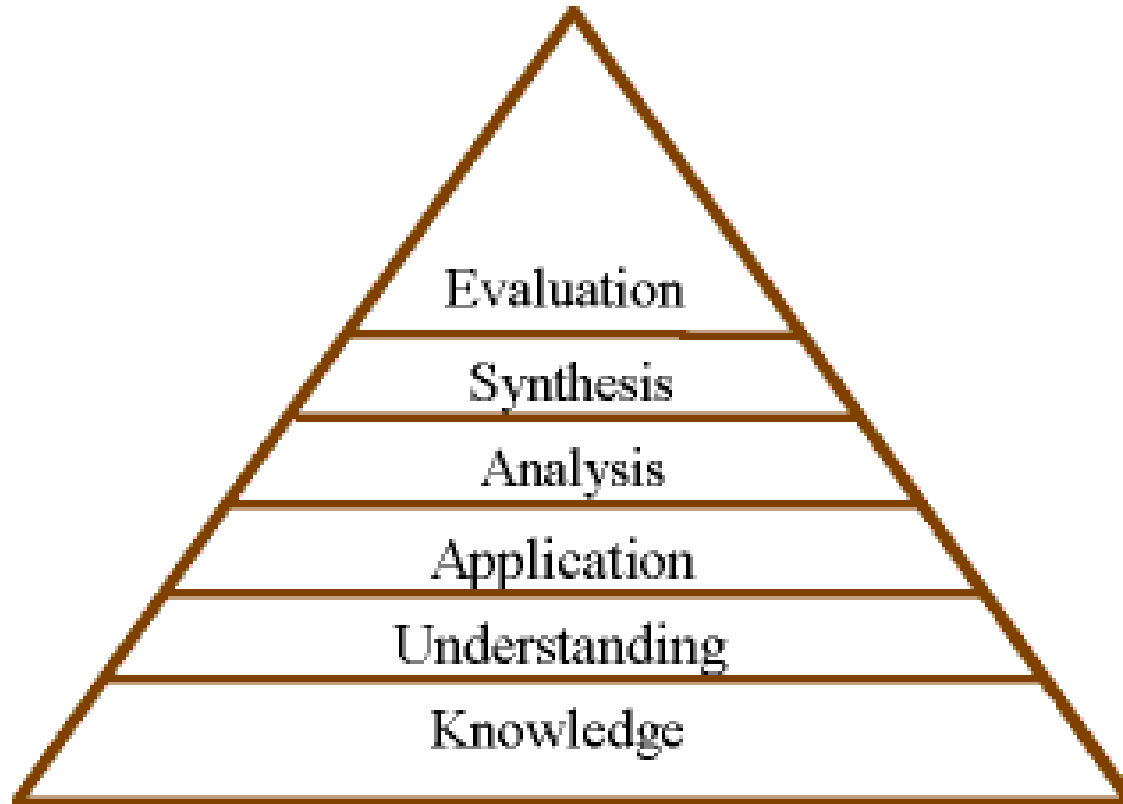
© alan chapman 2001-4, based on [Maslow's Hierarchy of Needs](#)

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- You can't expect someone to work as a team member (level 3) when they're having their house re-possessed (level 2).
- If children are tired or hungry (level 1) they won't learn or engage as well, until they are fed or rested
- If children come into school having had an argument at home (level 3) they won't be able to achieve, take responsibility etc (level 4)
- *Children won't show their optimum learning potential unless they feel they belong, there is a real purpose to their work, they understand why they are doing it and have some control over their learning.*

Less is More?



Bloom's Taxonomy

Less is More?

- **Knowledge:** arrange, define, duplicate, label, list, memorize, name, order, recognize, relate, recall, repeat, reproduce state.
- **Comprehension:** classify, describe, discuss, explain, express, identify, indicate, locate, recognize, report, restate, review, select, translate,
- **Application:** apply, choose, demonstrate, dramatize, employ, illustrate, interpret, operate, practice, schedule, sketch, solve, use, write.
- **Analysis:** analyze, appraise, calculate, categorize, compare, contrast, criticize, differentiate, discriminate, distinguish, examine, experiment, question, test.
- **Synthesis:** arrange, assemble, collect, compose, construct, create, design, develop, formulate, manage, organize, plan, prepare, propose, set up, write.
- **Evaluation:** appraise, argue, assess, attach, choose + compare, defend, estimate, judge, predict, rate, score, select, support, value, evaluate.

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BENEFITS

- Whole school activity (community building)
- Joint working for staff, pupils and parents - children leading learning
- Mixture of skills development **and** real application and purpose (ownership)
- Golden opportunity for CPD and monitoring for subject leaders/SLT
- ECM Outcome areas addressed throughout
- Audit of resources and pupils' needs in a wide range of areas of School Self Evaluation

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WHAT DOES OFSTED THINK?

- ‘Pupils’ awareness of the importance of looking after the planet for future generations is being developed extremely well through various eco-projects that focus on teaching an understanding of sustainability. For example, pupils have had to consider the ethical dilemma of whether it is good to use weed killer in the gardens, even if it means a higher output of produce. Pupils are very keen to take responsibility through activities such as the school council and by being house captains. They do so exceptionally well and this helps them to make an excellent contribution to the community.’
- **Grade 1 for contribution to the community!!**

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WHERE NOW?

- Revised medium term planning format
- Plans take into account suggestions for the New National Curriculum
- All curriculum plans have an element for sustainable development
- Learning for Sustainable Development is here to stay ...

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..\Curriculum\EH teaching Sept 09\Planning Themes - Fun, Feasts and Festivals Spring 2010 - Class 3.doc

..\Curriculum\Planning Theme - Whole School Summer 2010.doc

Unit of Work - MTP Mar 10.doc

..\Curriculum\Planning\Planning Themes - blank NNC Mar 10.doc



Less is More?

- It's about *HOW* we do things (the process and principles), it is not a topic (ie *WHAT* we do).
- 'Give away and share learning'
- it's the best gift you have!

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