

# TEACH for ESD



## GREENING SCHOOL ACTIVITIES & EVENTS

### OVERVIEW

A great way to implement ESD is through the normal operations of the school. Throughout the school year, there are many regular activities and events for teachers, learners and the whole school community. These are some of the areas where there is the opportunity to implement sustainable practices and provide extra learning opportunities about the environment and sustainability.

School events can be **daily or weekly events** such as the morning line up or a staff meeting. They can also be **annual events** such as the year end awards ceremony, first day of school or sports day. Many of our schools also implement **school programmes**, such as the school feeding programme. These too can be made more sustainable. By reflecting on all of the events that our school organises, there are many opportunities to integrate ESD and improve the sustainability of our schools.

# 1. DAILY AND WEEKLY ACTIVITIES

Think about a typical day or week at school. What activities take place on a regular basis? What about the daily line-up, weekly assembly, break-times and staff meetings? How can these regular activities also become opportunities for us to integrate ESD in our schools?

*"Every day do something that will inch you closer to a better tomorrow."*

DOUG FIREBAUGH

## RESOURCE CHECK

Go to **pgs. 90 - 94** in ***Towards a Green School*** to get ideas and read case studies for greening common school activities.

## LINE-UP AND ASSEMBLIES

Important announcements are usually made during line-ups or register periods. We can add a regular environmental announcement to these, in order to continuously raise awareness and make environmental messages standard. Weekly assemblies can be utilized to share environmental club activities, upcoming events, host environmental speakers or give environmentally-themed performances.



## SCHOOLYARD LITTER CLEAN-UP

Many schools have a litter clean-up as part of their regular routine. With a clean schoolyard we can give a good first impression to new visitors. It informs our school community that a clean school environment is valued. We can make this into a learning opportunity as well and ensure that all are involved. It is important that we do not use clean-ups as a form of punishment. Refer to ***Toolkit 3.3 – Reduce Resource Use*** for more information about reducing and managing waste.

## RESOURCE CHECK

Read the ***School Grounds Clean Up Campaign Kit*** for ideas.

### CLEAN UP BUDDIES

*"Create leadership opportunities by pairing up older students with younger students to clear areas of the school together."*

ECOSCHOOLS CANADA, 2014

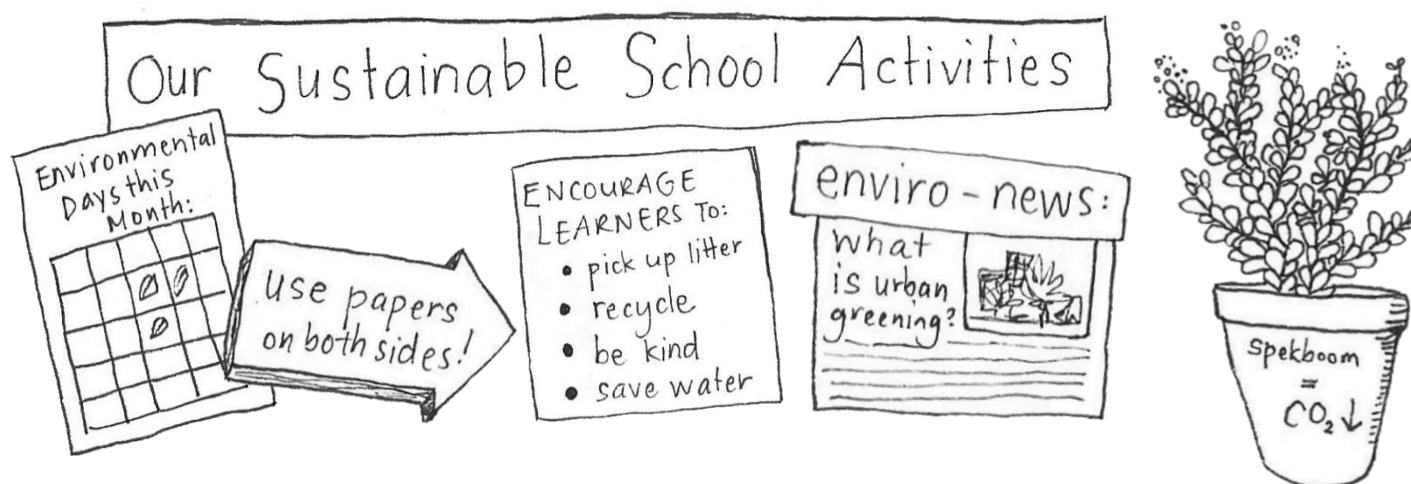


## STAFF ROOM AND PROCUREMENT

Our staff meeting rooms, kitchen and the administration buildings of the school are also important areas to improve environmental practices and purchases. Refer to **Toolkit 3.6 – Greening Leadership** on policies and develop a green procurement policy for typical school purchases.



Meetings are also opportunities to share our environmental audit analyses from **Toolkit 3.3**. We can also leave one or two ESD resources in the staffroom for our colleagues to have a look at, and put up a 'Sustainable School' noticeboard in both the staffroom and kitchen. Remember we are role models and therefore should make sure to practice the advice that we are giving!



Here are some tips for improving our own sustainable procurement:

- Make sure to always take a cloth bag when purchasing items for the staff kitchen
- Buy food items in bulk and store in reusable containers
- If possible, don't buy items in plastic packaging
- Support local entrepreneurs and businesses
- Buy healthy food items
- Serve from reusable tableware instead of throw-away items



Here are some ways to have a "greener" office, staff-room and classroom:

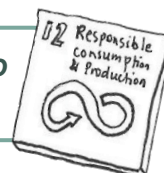
- Make sure to reuse paper, e.g. print/write on both sides
- Save waste paper for making recycled fire balls
- Move desks closer to natural light to reduce the need to switch on lights

"It takes 10 L of water to produce one A4 sheet of paper."

UNESCO, 2020



Look at **pgs. 8 and 18** in the **Staff Guide for a Green UNESCO** for more tips on greening offices and procurement.



Use **A Guide to Shopping Sustainably** and **Green Procurement Guidelines** for more advice in greening procurement. Also refer back to the **Nutrition Challenge Badge, pg. 132 - 138** in **Toolkit 3.2**.

## COMMUTE TO SCHOOL

Where we go to school and how we get there plays an important part of our school life. For those of us whose schools do not have hostels, commuting takes place on a daily basis. It involves any combination of vehicles (private or public), walking to school and in a few cases bicycles. We can conduct an environmental audit on school transport (see **Toolkit 3.3**) to get a better understanding of our school's situation. Some learners may come from far distances, so to make walking safer, we can organise a "walking bus" to school. Let us set a good example and reduce our carbon footprint!

### WALKING BUS

A group of children walk to or from school supervised by volunteer adult escorts.

UK DEP. FOR EDUCATION AND SKILLS, 2007

RESOURCE CHECK

Go to **pgs. 27 - 29** in *Sustainable Schools Best Practices Guide* and read **Top Tips for Sustainable School Travel**.

## CARBON DIOXIDE EMISSIONS OF DIFFERENT TYPES OF TRANSPORT

**1710 g**

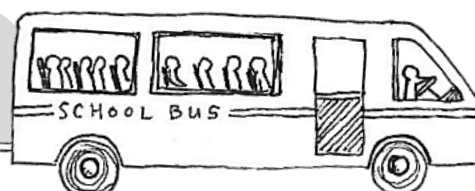
CO<sub>2</sub> / person / 10 km



Driving alone

**1040 g**

CO<sub>2</sub> / person / 10 km



Driving with a bus

**430 g**

CO<sub>2</sub> / person / 10 km



Driving with a taxi / car pooling



= 250 g CO<sub>2</sub>

**0 g**

CO<sub>2</sub> / person / 10 km



Walking

**0 g**

CO<sub>2</sub> / person / 10 km



Cycling

For schools with a hostel, the issue of commuting is different. Learners may be coming from rural areas within the region or they may be coming from a completely different area. Another interesting perspective is the issue of parent involvement in school (see **Toolkit 3.6**) and the parents' ability to support their children. We can consider a new approach to schooling as presented in this study from UNICEF.

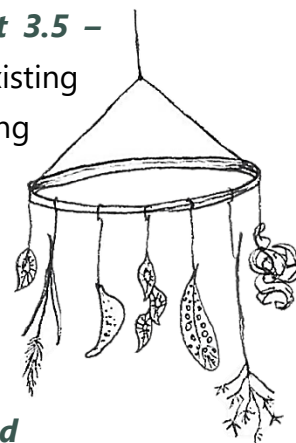
RESOURCE CHECK

Read the *UNICEF* report on **Free Home-to-School Learner Transport** to view this issue from a different perspective.



## 2. ANNUAL AND SPECIAL EVENTS

We can also host an event that is focused on the environment – see **Toolkit 3.5 – Celebrate the Environment** – or we can integrate environmental activities into existing events such as soccer matches, cultural festival, fun days and the prize giving ceremony. Greening our school events is an excellent way to share our school's sustainability vision with the community as these events are usually attended by many parents, relatives and local stakeholders. There are several basic principles of greening an event including reducing our resource use – see **Toolkit 3.3** –



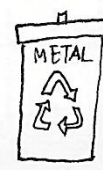
considering our school grounds and biodiversity – **Toolkit 3.4 – Bring Biodiversity into the Schoolyard** – and improving our buying practices (procurement) to include environmentally and socially responsible products and services.



Use the **Leaving a Greening Legacy** to get a comprehensive overview on hosting green events. See **pg. 45** for green procurement, **pg. 56** for green food & beverage services and **pgs. 64 - 65** for a greening checklist.



Use the **Smart Events Handbook** to help plan and implement a more sustainable event at our schools. Remember to adapt it to our contexts.



One of the most significant environmental impacts that many of our school events have is rubbish, which adds up if we tend to serve single-use items. Instead of purchasing sweets and chips – which comes with lots of plastic – we can buy or ask our parents to make homemade goodies in returnable containers. We can also set up a beverage station that uses reusable cups or bottles and serves water from the tap or a large container instead of buying bottled water.



Watch this video **The Story of Bottled Water** and get ideas from the **Recycle Rally Kickoff Event Guide** and **Games to Make Recycling Fun** for addressing waste and raising awareness about recycling.

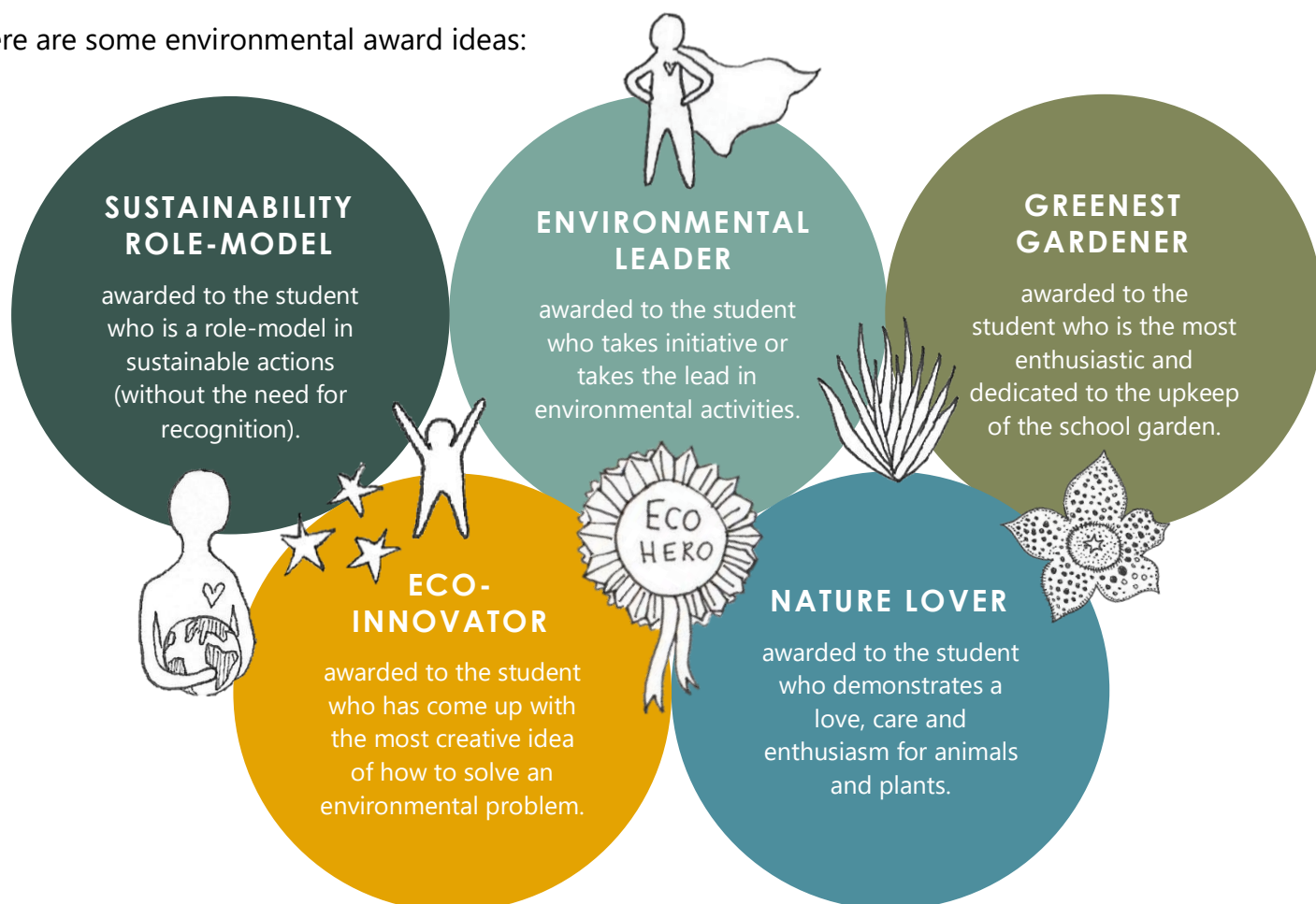
Make a sign to inform people that this is a "green" water station!



## SCHOOL PRIZEGIVING

In our school prizegiving we can include awards and recognition for our learners that are involved in ESD activities. This will give environmental action-taking a level of importance and be recognised as a valuable contribution to the school community, similar to leadership, sport and art awards.

Here are some environmental award ideas:



We can also include special environmental prizes for projects or assignments about environmental topics (also see **Toolkit 3.5**). For example, there could be a prize for:

- Best Environmental Essay
- Most moving Environmental Poem
- Most inspiring Environmental Artwork
- Most innovative Environmental Science Project



Watch the video, **Recycling DIY Plastic Bottle Trophy**, to truly practice that which is being awarded - sustainable practices!



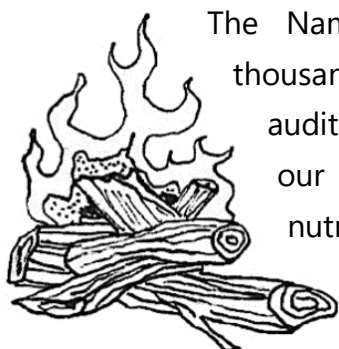
For some more ideas for an Environmental Student Award visit the **GreenHeart Education** website.



### 3. SCHOOL PROGRAMMES

Established school programmes are also an important place for us to green our school. These can include on-going, nationally-coordinated programmes, such as the school feeding programme, as well as initiatives such as the UNESCO Associated Schools Project (ASPNet) or Social Accountability and School Governance initiative. These are complementary, and we can often utilise the same resources for dual purposes. By working and collaborating on initiatives we can improve the overall quality of our schools.

#### NATIONAL SCHOOL FEEDING PROGRAMME



The Namibian National School Feeding Programme provides thousands of children with a meal during school hours. We should audit the environmental impact of the programme at our schools with a focus on energy use and nutrition. Then we can plan as to how we can make the feeding programme more sustainable by addressing SDG3 and SDG7.



RESOURCE  
CHECK

Become familiar with **NSFP Implementation Action Plan (2019-2024)** especially regarding the use of energy saving stoves and use of gardens.

RESOURCE  
CHECK

Read the comic **Making your School a Better School** for ideas on engaging with stakeholders.

Make sure to include the staff or volunteers who prepare the food in the "greening".

Many school feeding programmes prepare meals using firewood on an open-fire. We can reduce the amount of firewood or eliminate it by introducing fuel-efficient stoves and recycled fire balls. Although these still produce smoke (and thereby CO<sub>2</sub>), it is much less. Recycled fire balls help to re-use paper waste products and reduce deforestation. The production of recycled fire balls can be done as a class project or as an after-school activity. Many of our schools already have large black cooking pots that make using a fuel-efficient stove difficult; however, it is still possible to construct wind blocks, improving the cooking efficiency.

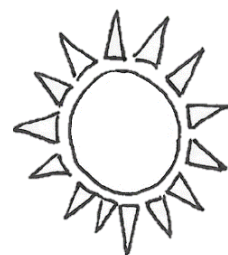
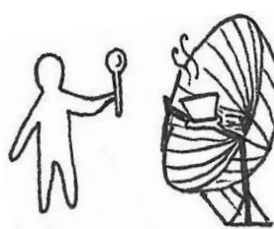
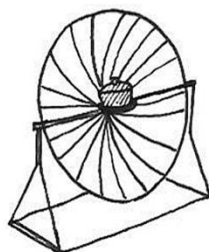
RESOURCE  
CHECK

Go back to **Toolkit 3.3** and see **It's Time to be Efficient** where you can learn how to make a fuel-efficient stove and recycled fire balls on **pg.18**.



## TOOLKIT 3.7 GREENING SCHOOL ACTIVITIES AND EVENTS

We can make our cooking 100% carbon-free by introducing solar cooking. This will require us to adjust our methods in cooking, but with significant financial savings.



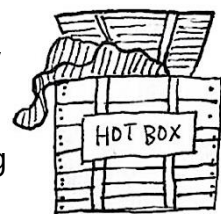
RESOURCE  
CHECK

Use the following resources to understand solar cooking and how to do it: ***It's Time to Solar Cook***, ***Here Comes the Sun*** and ***Solar Cookers: How to Make, Use and Enjoy***.

RESOURCE  
CHECK

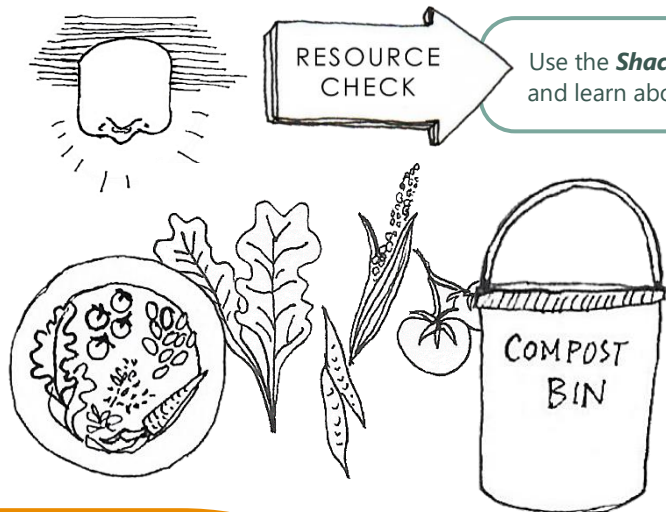
Also go back to **Toolkit 3.2** and see from **pg. 18** and **12** of the ***Living Permaculture Handbook***.

We can keep our food warm for longer by using a hotbox instead of using more energy to re-heat our food. In addition, many of our school kitchens lack insulation. They are very hot in summer and very cold in winter. This can also be addressed through greening initiatives.



RESOURCE  
CHECK

Use the ***Shack Insulation Guide*** to improve insulation with re-usable materials and learn about bottle sky-lights in ***It's Time to be Efficient*** (from **Toolkit 3.3**).



We can improve other aspects of the school feeding programme by ensuring that our school gardens provide the kitchen with nutritious vegetables and fruits – see **Toolkit 3.2 – Promote Learner Well-being**. In return, our school kitchens can provide the garden with organic waste (uncooked food) for the compost heap.

It is essential that we reduce our food waste. We can do this by:

- carefully planning our meals
- storing food items correctly
- using vegetable peels / bones to make stock for soups etc.

*"If food wastage were a country, it would be the third largest (greenhouse gas) emitting country in the world."*

FAO, 2015

reduce  
food  
waste

RESOURCE  
CHECK

Read the ***Food Wastage Footprint & Climate Change*** article.



## RESOURCES

## SOURCE KEY

Hardcopy



Softcopy



Online



## 1. DAILY AND WEEKLY EVENTS

## Towards a Green School



**MANUAL:** This booklet explains the concept of a green school and seeks to be a guide on initiating the practices and policies. It guides on the profile of a green school, curriculum, practices, and implementation.

**AUTHOR:** K. Sharma, M. Pandya (2015)

Link: <https://ncert.nic.in/dee/pdf/Towards%20A%20green%20School.pdf>

## School Grounds Clean Up Campaign Kit



**MANUAL:** This booklet guides on initiating and running a school clean-up campaign. It also gives ideas for corresponding whole school and in-class (per phase) activities, including corresponding supportive materials.

**AUTHOR:** EcoSchools Canada (2014)

Link: [https://ecoschools.ca/wp-content/uploads/2014/11/ES-KIT-CleanUp\\_FIN.pdf](https://ecoschools.ca/wp-content/uploads/2014/11/ES-KIT-CleanUp_FIN.pdf)

## Staff Guide for a Green UNESCO



**MANUAL:** This instructional booklet guides on daily best practices and activities to greening UNESCO at the headquarters and worldwide. Practical tips and guidance cover work, home, and commuting, with the inclusion of relevant environmental policies.

**AUTHOR:** UNESCO (2020)

Link: <https://unesdoc.unesco.org/ark:/48223/pf0000375334>

## A Guide to Shopping Sustainably



**MANUAL:** Including guidance on all areas of purchasing, this booklet outlines sustainable shopping practices, gives tips and considerations for reducing commodity consumption, and informs home greening methods.

**AUTHOR:** Marlborough District Council (n.d)

Link: <https://www.marlbrough.govt.nz/repository/libraries/id:1w1mps0ir17q9sgxanf9/hierarchy/Documents/Environment/Environmental%20Education/A%20Guide%20to%20Shopping%20More%20Sustainably%20List/A%20Guide%20to%20Shopping%20Sustainably%20Printable.pdf>

## Green Procurement Guidelines



**MANUAL:** This guide introduces the concept of green procurement, its benefits, and an example of such a policy. It includes objectives, a checklist sample, and links to resources for further information and guidance.

**AUTHOR:** CERES (2013)

Link: <http://sustainability.ceres.org.au/wp-content/uploads/sites/4/2013/04/CERES-Guidelines-for-Green-Purchasing-Policy.pdf>

## RESOURCES

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Hardcopy



Softcopy



Online



### Sustainable Schools Best Practices Guide



**MANUAL:** With practical guidance, tips and checklists for creating and maintaining a sustainable school, this booklet goes through each major practice area and motivates methods of sustainable improvement.

**AUTHOR:** British Columbia Ministry of Education (n.d)

Link: <https://www2.gov.bc.ca/assets/gov/education/kindergarten-to-grade-12/teach/teaching-tools/environmental-learning/sustbestpractices.pdf>

### Top Tips for Sustainable School Travel



**MANUAL:** Presenting 10 tips, this guide gives practical, easy to implement ways to increase sustainability of school travel from an urban perspective. It takes safety into consideration and uses a whole school approach.

**AUTHOR:** CORE (2007)

Link: <https://core.ac.uk/download/pdf/4157655.pdf>

### Free Home-to-School Learner Transport



**REPORT:** This review explores the possibility of a free school commute for learners in Namibia. It explains the current transport issue and outlines the social implications and financial logic of offering a free system.

**AUTHOR:** UNICEF (n.d)

Link: <https://www.moe.gov.na/files/downloads/03a-Free%20home-to-school%20learner%20transport%20A%20possibility%20for%20Namibia.pdf>

## 2. ANNUAL EVENTS

### Leaving a Greening Legacy: Guidelines for Event Greening



**BOOKLET:** Divided into three sections, this guidebook explains how to communicate the importance of greening events, how to practically green an event, and major points of consideration for greening an event.

**AUTHOR:** Greening the WSSD (2002)

Link: [https://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=&cad=rja&uact=8&ved=2ahUKewjhuiOwrMTxAhXUSsAKHZQ0DXYQFjAAegQIBRAD&url=https%3A%2F%2Fwww.undp.org%2Fcontent%2Fdam%2Fundp%2Flibrary%2FEnvironment%2520and%2520Energy%2FIntegrating%2520Environment%2520into%2520Development%2FGWSSD%2520Handbook%20leaving%2520a%2520greening%2520legacy.pdf&usg=AOvVaw1at1dzyst8kL78\\_GkIUbr7](https://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=&cad=rja&uact=8&ved=2ahUKewjhuiOwrMTxAhXUSsAKHZQ0DXYQFjAAegQIBRAD&url=https%3A%2F%2Fwww.undp.org%2Fcontent%2Fdam%2Fundp%2Flibrary%2FEnvironment%2520and%2520Energy%2FIntegrating%2520Environment%2520into%2520Development%2FGWSSD%2520Handbook%20leaving%2520a%2520greening%2520legacy.pdf&usg=AOvVaw1at1dzyst8kL78_GkIUbr7)

### Smart Events Handbook



**MANUAL:** Divided into sections what, why, how, and resources, this handbook on sustainable organisation, implementation and hosting of events gives best practice guidance for sustainability at all levels of events.

**AUTHOR:** City of Cape Town (2010)

Link: [https://www.aquarium.co.za/uploads/files/Smart\\_Events\\_Handbook\\_Part\\_2.pdf](https://www.aquarium.co.za/uploads/files/Smart_Events_Handbook_Part_2.pdf)

## RESOURCES

## SOURCE KEY

Hardcopy



Softcopy



Online



## The Story of Bottled Water



**VIDEO:** This educational video highlights unsustainability of “manufactured demand.” The concept explained through the story of bottled water (production, consumption, and disposal), raises awareness for the issue.

**AUTHOR:** The Story of Stuff Project (2010)

Link: <https://www.youtube.com/watch?v=Se12y9hSOM0>

## Recycle Rally: Kickoff Event Guide



**MANUAL:** This booklet is a get-started guide to holding a school recycling drive. It explains the who, what, when, where, how and why of such an initiative and includes practical tips, suggestions and checklists.

**AUTHOR:** PepsiCo Recycling (2020)

Link: <https://resources.pepsicorecycling.com/resources/how-to-get-started-with-recycle-rally/>

## Games to Make Recycling Fun



**LESSON PLAN:** This overview provides teachers with links to lesson plans on how to engage students in recycling practices. It includes games, videos and online activities to build students connection to recycling.

**AUTHOR:** PepsiCo Recycling (2020)

Link: <https://resources.pepsicorecycling.com/resources/these-recycling-games-are-so-much-fun/>

## Recycling DIY: Plastic Bottle Trophy



**VIDEO:** This how-to video shows the steps to upcycle a plastic bottle to make a simple, effective trophy using basic tools and few other materials.

**AUTHOR:** WeAreTeachers (2017)

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

## GreenHeart Education



**WEBSITE:** The GreenHeart Education website includes materials, information, and ideas to do with greening education and schools. With a sustainability focus, the website provides knowledge and teaching resources.

**AUTHOR:** Green Heart Education

Link: <https://www.greenhearted.org>

## 3. SCHOOL PROGRAMMES

## Namibian School Feeding Policy Implementation Action Plan (2019-2024)



**REPORT:** This policy implementation plan outlines what the NSFP intends to achieve and the strategy and plans that are involved. It shows the objectives, targets and their timeline, as well as, responsible parties.

**AUTHOR:** Namibia Ministry of Education Arts and Culture (2019)

Link: [https://www.moe.gov.na/files/downloads/254\\_SFP%20Implementation%20Action%20Plan%20\(2019-2024\).pdf](https://www.moe.gov.na/files/downloads/254_SFP%20Implementation%20Action%20Plan%20(2019-2024).pdf)

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### Making Your School a Better School



**COMIC:** From all perspectives in the school community, this comic illustrates how schools can, and should, be held accountable for the provision of quality education in a safe environment.

**AUTHOR:** Legal Assistance Centre (n.d)

Link: <http://www.lac.org.na/projects/grap/Pdf/comicsfeedingtextbooks.pdf>

### It's Time to Solar Cook – A Guide and Cookbook



**BOOKLET:** This guidebook focuses on the why and how of solar cooking. It is aimed for adults and also includes recipes in English and Afrikaans.

**AUTHOR:** V. Keding, E. Lammert (2010)

Link: [https://nadeet.org/sites/default/files/pdf/educational\\_material/It's%20Time%20to%20Solar%20Cook.pdf](https://nadeet.org/sites/default/files/pdf/educational_material/It's%20Time%20to%20Solar%20Cook.pdf)

### Here Comes the Sun – Options for Using Solar Cookers in Developing Countries



**BOOKLET:** This case study booklet shows examples of solar cooking across various developing countries. It highlights the different methods, trends and practices.

**AUTHOR:** GTZ (2007)

Link: <http://digicollection.org/eebea/documents/s20568en/s20568en.pdf>

### Solar Cookers: How to Make, Use and Enjoy



**MANUAL:** This booklet explains the concept of solar cooking, types of cookers and guides on their creation and use. It includes building plans, recipes, tips and ideas for teachers to engage students in solar cooking.

**AUTHOR:** Solar Cookers International (2004)

Link: [http://www.solarcookers.org/files/7914/5687/8521/How\\_to\\_make\\_use\\_understand\\_English\\_Update.pdf](http://www.solarcookers.org/files/7914/5687/8521/How_to_make_use_understand_English_Update.pdf)

### Shack Insulation Guide



**HOW-TO:** This guide illustrates how to insulate a shack and explains the difference it makes, and how. It includes a materials and tools list, followed by a step-by-step guide, on how to install the insulation.

**AUTHOR:** Living Permaculture Project (2020)

Link: <https://livingpermacultureproject.files.wordpress.com/2020/08/shack-insulation-poster-.pdf>

### Food Wastage Footprint and Climate Change



**ARTICLE:** Including presentation of data and statistics, this article explores the link between food waste, its relating carbon footprint, and climate change. It also proposes waste reduction scenarios, and those effects.

**AUTHOR:** Food and Agriculture Organisation of the United Nations (2015)

Link: <http://www.fao.org/3/bb144e/bb144e.pdf>