



'Cool It!' Tool kit



THE ROYAL BOROUGH OF
KENSINGTON
AND CHELSEA

In partnership with



TOMORROW'S CLIMATE
Today's Challenge



An Initiative by the Royal Borough of
Kensington and Chelsea

2007



'Cool It!' project tool kit

This tool kit is one of the major outcomes of a Defra funded climate challenge project. The key aim is to assist schools, local authorities and other organisations in the process of developing a project that involves young people in addressing environmental issues. 'Cool It!' is one example of a way that this process can be carried out. Included in this tool kit is a case study of the 'Cool It!' project which provides guidance on the ways that 'Cool It!' can be replicated, developed or used as a starting point for other projects or programmes.

In this tool kit you will find six sections to guide you through the process of developing a project, plus a range of useful links and tips for taking the project further. Each section and sub-section is numbered sequentially so users should be able to find their

way backwards and forwards through the cross-references. This tool kit has been developed by ecsc (the Energy Centre for Sustainable Communities) and is a free resource for institutions and individuals to use, providing that the authors are acknowledged. ecsc are also happy to provide support and guidance to those parties who are interested in carrying out a 'Cool It!' project or their own sustainable energy or climate change programme involving young people and schools.

To discuss your project and requirements, please contact Jesse Putzel, Programme Manager at ecsc on 020 7922 1657 or by email at

jesse.putzel@ecsc.org.uk

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Section One: Outline of the 'Cool It!' project

1.1 Introduction to the 'Cool It!' project

The 'Cool It!' project has been running in The Royal Borough of Kensington and Chelsea for three years. The main aim of the project is to introduce children to the issue of climate change and to engage them with interactive and fun activities, all focused on providing knowledge and inspiring action (both now and in the future).

Last year The Council received funding from the *Climate Challenge Fund* to develop the 'Cool It!' project. Climate Challenge is funded by the government (Defra) and is the first in a long line of initiatives to try and change attitudes on climate change across the country and inspire people into action in their everyday lives. The Energy Centre for Sustainable Communities (ecsc) have been contracted to coordinate the project this year on behalf of The Royal Borough of Kensington and Chelsea and have developed this tool kit to enable others to run 'Cool It!' projects or to develop their own project working with young people and schools, to take action on climate change.

The 'Cool It!' project works with schools and children, across Key Stage 2 to increase knowledge of climate change including how it is caused, what it's impacts are and what we can all do to reduce these impacts in the future.

NOTE: The principles employed can be adapted for use across all year groups. For more information on activities or projects for secondary schools please contact ecsc.

1.2 Aims and objectives of the project

The overall objective of the project is to change young peoples' attitudes to climate change, with the following aims:

- Informing: climate change is real; this is how it happens and what it means.
- Enabling: making sure young people know what they can do individually and collectively to take action against climate change.
- Encouraging: making sure young people feel enthusiastic, informed and supported in addressing climate change.
- Inspiring: you need to take ownership, it's your future.

The wider objectives of the project, in relation to schools and local authorities are to instil in young people (and schools as a whole) positive attitudes to actions that reduce carbon and to create sustained, long term commitment to these.

1.3 'Cool It!' project case study

In the first stage of the project facilitators from Big Foot Theatre Company visited 4 schools in the Royal Borough of Kensington and Chelsea for a morning to perform an interactive assembly with each and then work with students on drama and creative writing workshops. The assembly, which was developed by Big Foot in partnership with ecsc, followed a day in the life of a child living in London with his mum. The idea of the performance was to show the students that our every day behaviour can have serious implication upon the environment. The assembly was designed to be interactive so that students could change the characters' actions, by shouting 'Cool It!', every time they did something that could have an adverse effect upon the environment. After the assembly students participated in workshops



which allowed them to explore the issues surrounding climate change and the environment further. At the end of the session the students were given a mini project by Big Foot to create either a performance or a piece of creative writing to present at the 'Cool It!' day based on what they felt was important.

The 'Cool It!' day event took place on the 11th of June 2007 at Kensington Town Hall. It was split into two sessions. The morning session was attended by classes from four different schools that had not been involved in the earlier stage of the project. The event started with the climate change performance by Big Foot Theatre Company and was followed by some exciting activities, carried out by experienced facilitators, which focused on different areas of sustainability. At the end of the sessions the students participated in workshops put on by Big Foot.

The afternoon session was set up for the children who had previously received the pre-event assembly and workshops with Big Foot to present their pieces about climate change and display their creative writing in front of other schools. This set up allowed the students to share and communicate what they had learnt about the environment with students from other schools. Throughout the day students were taken aside and asked to participate in a short video. They were asked a series of questions relating to their opinions about climate change and what they thought should be done to tackle this problem. This footage was then edited into a short documentary.

1.4 Feedback from the 'Cool It!' project

The feedback from teachers about the project was very positive and many had used or developed the activities from the 'Cool It!' resource pack in the classroom. When asked about the 'Cool It!' day, the general opinion was that the students had learnt a lot and that the interaction between different

schools had been a really positive part of the day. Several teachers suggested that the following year parents should be invited to attend alongside children. The majority of teachers asked thought that the level of information presented was pitched at the right level. The consensus was that the programme was suitable for all Key Stage 2 pupils as it introduced new ideas to the younger children and reinforced and consolidated knowledge for older students.

All of the teachers asked stated that, through an active involvement in the 'Cool It!' project, they were able to incorporate climate change into their existing schemes of work. Several teachers also claimed that following the 'Cool It!' day event, issues relating to climate change were directly communicated to others at school by either themselves or their students.

The feedback from Big Foot Theatre Company was that, during the 'Cool It!' day, it showed that students had been motivated and inspired by the assembly performance, which they watched before participating in the workshops. Throughout the performance there was a positive buzz, fuelled by the interactive elements, with students chatting about climate change and the issues being raised. Big Foot claimed that a lot of the ideas covered in the performance were mentioned and explored by the students during the workshops.

Big Foot also stated that it was clear students had got a lot out of the 'Cool It!' project as the standard of their performance pieces and creative writing was very high. Students put a lot of thought into their work and had actually gone on to do further study on this topic area, which was the aim of the in school activities.

All of the teachers, staff and students who were asked said that they would be interested in participating in 'Cool It!' 2008.



1.5 Issues addressed by the 'Cool It!' Project

The issues touched upon in this project include;

- Climate change (the future potential effects)
- Personal actions to combat climate change
- Energy use in schools
- Energy use at home

1.6 Organisations involved

The lead organisations involved in the project were as follows;

The Energy Centre for Sustainable Communities (ecsc)

ecsc were responsible for the management of the 'Cool It!' project. ecsc is a not-for-profit company which concentrates on the design and implementation of projects to create socially responsible, sustainable energy futures. ecsc innovates practical, locally focused programmes throughout the UK, in households of all tenures and income levels, businesses, public sector establishments and local authorities.

Phone: 020 7922 1657
Email: info@ecsc.org.uk
Website: www.ecsc.org.uk

Big Foot Theatre Company

Big Foot Theatre Company were involved in the delivery of the 'Cool It!' project. Big Foot have a wealth of experience in designing bespoke, curriculum linked education programmes which tackle complex topics in interesting, fun and innovative ways.

Phone: 0870 0114 307
Email: info@bigfoot-theatre.co.uk
Website: www.bigfoot-theatre.co.uk

The Royal Borough of Kensington and Chelsea

The Royal Borough of Kensington and Chelsea have been running the 'Cool It!' project for three years. This year they provided funding and in-kind support for the development of the project.

Phone: 020 7361 3000
Email: information@rbkc.gov.uk
Website: www.rbkc.gov.uk

Section Two: Environmental projects and programmes

2.1 Environmental projects and programmes

One of the aims of this tool kit is to aid the development of projects and programmes that deal with issues such as climate change, using the 'Cool It!' project as an example. Climate change is a major issue in the world today, drawing all forms of media into what is turning into daily debate on the scale of the problem and what can be done to stop it. However this is still an area where there is a huge lack of general information and many people are unaware of the causes of climate change and what they can do to try and prevent it. Often, media around this issue is less than helpful, focusing on messages of fear and failing to lead people to take actions.

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For these reasons there have been a surge of programmes and campaigns, run by charities, NGOs or government funded bodies to educate and motivate the general public about these issues. Projects and programmes that focus on young people are particularly popular for several reasons, some of which are mentioned in more detail below.

- Projects aim to give young people a sense of ownership and accountability - most students know the facts already, however they often aren't encouraged to think about what they can do.
- As well as teaching new information about climate change, projects can act to consolidate what students already know.
- Working with young people on projects relating to climate change ensures that future generations of decision makers, shoppers and home owners make better, lower carbon choices.
- Young people can act as effective conduits of information to the wider community.
- Schools have a significant carbon emissions impact and working within schools and with young people will help to ensure this impact is reduced.



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2.2 Existing projects and programmes

Below is an example list of some current projects and programmes which work with young people on issues relating to climate change. Some of these are national and others regional. Use the links to find out more about these projects.

- The CRed (Carbon reduction) Schools' Energy Club programme
www.cred-uk.org/EnergyClub/EnergyClubHome.aspx?intPID=63
- Green Stars youth project as part of the Green City Action Group
www.leeds.ac.uk/union/socs/greenaction/
- Eco schools (See below)
www.eco-schools.org.uk/

2.3 Policy and governmental support

In March 2005 the Prime Minister launched the UK government's sustainable development strategy 'Securing the Future.' All government departments made a commitment to produce a sustainable development action plan based on the strategy. Within this was the five year strategy for children and learners. Prime Minister Tony Blair outlined the importance of sustainable development in education by stating;

"Sustainable development will not just be a subject in the classroom: it will be in its bricks and mortar and the way the school uses and even generates its own power. Our students won't just be told about sustainable development, they will see and work within it: a living, learning, place in which to explore what a sustainable lifestyle means." (Tony Blair, 2005, www.teachernet.gov.uk)

As a result, the DFES (Department for Education and Skills) which has recently become the Department for Children, Schools and Families (DCSF), has set out a sustainable schools framework. This is a national framework that sets out what schools need



to achieve in order to contribute effectively to the UK's sustainable development strategy but which also allows schools to develop their own unique approach (see below for more information). Furthermore, every school is also encouraged to have a sustainable action plan which includes creating a more sustainable curriculum, one that focuses on people and life in other countries, making schools' buildings and infrastructure more sustainable and improving students' well-being with school transport and health initiatives.

2.4 Opportunities and funding

Working with schools offers many opportunities to Local Authorities with an interest in wider community engagement on climate change (as part of a climate change strategy) and in carbon reduction programmes.

For schools and community groups funding for projects and programmes is available from a number of sources however it is important to remember that applying for funding can be an arduous and lengthy process.

Below are a list of sources where funding is available and some other opportunities that can arise from developing an environmental project/programme.

Funding for projects

- Local authority funded schemes
- Government funded schemes (e.g. Defra's Climate Challenge fund and the Local Network Fund (LNF) for children and young people)
- Trust funds (e.g. The City Bridge Trust)
- Capital fund projects

Funding for school improvements in school energy efficiency and renewable energy

- The Big Lottery Community Buildings Fund
- The Low Carbon Buildings Programme
- Utility Green Funds

Other opportunities

- Awards such as the Ashden Awards for Sustainable Energy and the London Schools' Environment Award
- Press coverage
- Recognition of the school within the community

Room for improvement

While there is support being provided to schools through national programmes such as Eco Schools and 'DfES Sustainable Schools' there is a need for more coordinated work, identifying specific services to build capabilities within schools and impetus to tackle issues such as carbon reduction and climate change.

For more detailed information on developing an environmental programme working with schools and young people or if you would like support, please feel free to contact ecsc.





Section Three: Engaging with young people in a community

3.1 Why work with young people?

Working with young people on issues such as climate change is very important as they are the next generation of decision makers and it is their future that will be directly affected by what we do now. Young people can also act as agents for change by disseminating information to their parents or guardians and the wider community.

Working with young people within an education context (i.e. linked with schools and the curriculum) can also help to build partnerships with other organisations, such as businesses. Businesses have traditionally liked linking with educational establishments as part of community programmes or future recruitment and growth programmes. As the private sector becomes more involved in the environment (and climate change) agenda, there will be more opportunities for cross sector learning and partnerships between businesses and schools on environmental programmes.

3.2 Important considerations when working with young people

- To work with young people you may need to have a CRB check. Unless you have a full check you may not be able to work directly with young people without supervision.
- Students learn in different ways and at different rates, projects must be adaptable and student centred.
- It is advisable to work closely with a teacher or group leader who knows the students, collaboration is also useful if discipline issues arise.

- Arguably the environmental message isn't representative of today's society in that it is largely focused at one sector of society and may not cater for cultural differences. Therefore it is important to adopt an inclusive, flexible teaching style and to not make assumptions about issues such as typical home energy consumption and other behaviours.
- Students shouldn't be made to feel guilty because of their personal situations or their parents' choices. As one student during the 'Cool It!' day revealed

“I tell mum and dad about these things but when they were younger they didn't have to worry about it so they don't pay much attention.”

- Students may feel anxious or depressed due to the subject matter. It's important to remain supportive and positive and aware of students' emotions.

3.3 Things to think about when designing a project for young people

Planning stage

- When planning always bear in mind what you want the project to achieve.
- Find out what students already know about the topic and their feelings about it.
- Try to use different ways of communicating your message, using different means such as performance, audio or video, art and design. The 'Cool It!' assembly utilised performance and audio methods to provide information about climate change and the workshops focused on drama and creative writing to develop these ideas with students.

During the project

- Be adaptable to the different learning styles of young people by using techniques that encourage these styles.
- If a method or activity doesn't work out as you expected then don't be afraid to alter it or drop it and try something else.

After the project

- Follow up with teachers/group leaders to find out how students responded to the project and get feedback about what they thought worked well and what could be improved.
- It's useful to carry out some form of evaluation with students to find out what they've learnt or found interesting. See section 6.5 for some ideas on how to conduct evaluations.
- Consider ways of getting students to think about putting into practice what they've learnt e.g. getting them to make pledges.

3.4 Communicating climate change to young people

- It's important that students don't think of the environment as a purely academic subject. The aim of the 'Cool It!' project is to make these issues come alive.
- Clearly define the reasons they should change – relate it to their lives at home and at school. As one student who was interviewed during the 'Cool It!' day pointed out,

“Maybe those small, everyday things like not leaving a TV on standby could really help.”

- Don't create fear or feelings of helplessness about climate change without showing what they can do about it.

- Try not to criticize what children might think of as normal behaviour but treat behaviour that reduces the threat of climate change as positive.
- Encourage peer tutoring, where students share ideas and teach each other.
- Relate it to an area in their lives that they understand and care about. The Big Foot performance was based around the relationship between a parent and child and used dialogue that would be familiar to young people. It also focused on things that most children could relate to such as watching TV and going on holiday.



3.5 Schools, community groups and events

The 'Cool It!' project is designed as a flexible project which is suitable to be carried out in schools as well as in community groups or organisations that work with young people. As a result, projects can be carried out with different impetus to achieve different end objectives.

Certain elements are transferable to any group such as:

- Having linked activities rather than one off events



- Using fun and interactive activities to get messages across rather than lectures and stand alone 'facts'
- Having sufficient scope for follow up work and evaluation

The scope of the programme can also differ, depending on available resources. Large and costly events are not necessary and programmes can achieve just as much by holding smaller, localised events or by engaging directly with young people within peer networks (either at school or in clubs and groups).

See below for the benefits and issues relating to carrying out an environmental project in collaboration with a school.

Section Four: Engaging with schools

4.1 Advantages of carrying out a 'Cool It!' project within a school

Schools offer the perfect opportunity to engage with young people on the issue of climate change. The advantages of working with class groups allows for peer to peer education. Schools also offer a safe and inclusive learning environment.

An added advantage of working partnerships with schools is that they offer an excellent opportunity to engage the wider community on issues such as climate change e.g. as part of a low carbon homes programme or climate change strategy.

4.2 Important considerations when working with schools

- It is difficult to encourage schools to take part in activities which are seen as

additional to existing work loads and curriculum responsibilities, therefore you need to think of a way to engage schools. (See below)

- Schools plan their syllabus months in advance and therefore need a lot of notice to make plans and arrangements.
- Teachers have very large work loads and may not be able to dedicate much time to the project.
- Consider the time of year that you want to run the project, make sure it doesn't clash with holidays or exam periods etc.
- Equipment is usually available but should be booked in advance.
- Timing is very important, sessions should not overrun or finish early.

4.3 Approaching schools

There are several different ways that schools can be approached to participate in a 'Cool It!' project or other related projects, for example;

- Identify an internal contact or 'champion' to push the idea forward.
- Network at sustainable schools task groups/committees.
- Use Local Authority/community/school environment committees as a route in.
- Identify school federations (they have project managers who initialise and develop projects and some have stand alone budgets to fund these).
- Advertise the project on websites that teachers use and find useful, for example Teacher Net.
- Advertise directly to governors either by attending a governors meeting or by using publicly available lists (Local Education Authorities hold lists of all governors).



- Use 'hooks', for example to show how a project can help to meet the requirements of;
 - sustainable development in the National Curriculum
 - government initiatives such as Sustainable Schools or Eco Schools
 - other audited areas of work (see the teacher resource pack for more information)
 -

4.4 How schools benefit from environmental projects

Climate change and related environmental issues are topical, cross curricular subject matters with touch points in many subjects (Maths, English, Science, History, Geography etc). Schools will benefit from projects in many ways including:

- Integrating projects provides a stronger sustainability focus in the syllabus.
- Projects can provide learning support for teachers.
- Environmental awareness can save the school money.
- Participating in, or running a project that focuses on climate change can be good for the school's reputation.
- The 'Cool It!' project relates to national campaigns such as Eco Schools, Every Child Matters and Healthy Schools (see below).
- If they have one, an environmental project would tie in with the school's sustainable development action plan, which enables schools to become 'sustainable schools.' (See below for further information).
- It could tie in with the School Development plan, a self evaluation, carried out by the head teacher and governors, of the areas in which the school needs to improve.

4.5 Sustainable Schools and other government initiatives

Running a project could enable a school to fulfil the criteria to meet new government initiatives, including;

1. Sustainable schools

This is a national framework through which schools may choose to initiate or extend their sustainable school activity through eight different approaches including; food & drink, energy and water, travel and traffic, purchasing and waste, buildings and grounds, inclusion and participation, local well-being and global dimension.

The framework focuses on ways in which sustainable development can be embedded into whole-school management practices and provides practical guidance to help schools operate in a more sustainable way. The key objective is to offer opportunities for improvement across the school's curriculum and grounds, and in its relationship with the local community.

www.teachernet.gov.uk/sustainableschools/framework/framework_detail.cfm

2. Eco schools

The Eco-Schools programme provides a simple framework for both primary and secondary schools to enable schools to become a more stimulating place in which to learn, whilst reducing the environmental impact of the whole school on the community. Pupil involvement is a key part of the Eco-Schools programme. Having pupils engaged in the whole process, including monitoring, action planning and decision-making, leads to genuine ownership of the programme and an increase in their sense of responsibility for the school environment and local area.



Once registered the school becomes part of an international group of schools working towards education for sustainable development (ESD) and a better quality of life for local and global communities. It is also an award scheme that raises the profile of schools within the wider community. There are three award levels: the bronze award, the silver award and the green flag.

www.eco-schools.org.uk

The issue of the environment ties in with many other issues affecting young people, which feature in the following frameworks.

3. Every child matters

Every child matters is a policy framework which details the government's overall approach to the well-being of children and young people. The aim is for every child, whatever their background or their circumstances, to have the support they need to:

- Be healthy
- Stay safe
- Enjoy and achieve
- Make a positive contribution
- Achieve economic well-being

The aim is for all organisations that are providing services to children to work together to help children and young people have more say about issues that affect them and their lives and the environment.

www.everychildmatters.gov.uk

4. Healthy schools

The national healthy schools programme is a long-term initiative which is making a significant difference to the health and achievement of children and young people. The programme has four themes which relate to both the school curriculum and the emotional and physical

learning environment in school Personal, Social and Health Education (PSHE), including

- SRE and drugs education
- Healthy eating
- Physical activity
- Emotional health and wellbeing

Each theme includes a number of criteria that schools need to fulfil in order to achieve national healthy school status.

www.healthyschools.gov.uk

5. SEAL

This framework focuses on the social and emotional aspects of learning, which aims to improve learning and improve behaviour.

www.teachernet.gov.uk/seal/

A 'Cool It!' project can be a valuable link (and addition) to all of the above programmes. More information about how environment and climate change issues can be linked to the national curriculum is included in the 'Cool It!' resource pack

www.rbkc.gov.uk/coolit_resources/general/teacherres.asp

Section Five: The delivery of a 'Cool It!' project

5.1 Tying the 'Cool It!' project in with the syllabus

The 'Cool It!' project has been designed in accordance with the National Curriculum, SEAL and the Primary Framework for teaching Literacy and Mathematics. See the 'Cool It!' resource pack for a comprehensive breakdown of where and how this programme conforms to the National Curriculum and relevant schemes of work, as well as how it endeavours to promote and develop the Primary Framework for teaching Literacy and Mathematics.



Although climate change itself is not a direct requirement for the current curriculum there are areas, under the broader theme of sustainable development, in which energy and climate change can certainly be investigated. The activities in the 'Cool It!' resource pack can be used as a basis on which to combine learning across the curriculum whilst simultaneously identifying and exploring how and why climate change has become such an integral part of school education.



5.2 The 'Cool It!' project procedure

The procedure of the 'Cool It!' project 2007 was as follows;

Before the 'Cool It!' day

1. The Royal Borough of Kensington and Chelsea were successful in their bid to Defra's climate challenge fund to develop the 'Cool It!' project. ecsc (the Energy Centre for Sustainable Communities) were contracted as project managers and employed Big Foot Theatre Company to deliver the project.

The targets in the original proposal were to:

- Work with 10 primary schools in RBKC
- Involve 250 Key Stage two students in the project

- Create a resource pack of activities for use in schools
- Create a tool kit to enable schools, local authorities and community groups to run their own environmental project
- Evaluate the results and outcomes of the project and produce a final report

2. A marketing plan was developed by ecsc.
3. More than 10 suitable schools were identified and contacted.
4. Schools were sent a pre-project questionnaire to identify what students already knew about climate change and their opinions on this topic.
5. The 'Cool It!' website was designed by ecsc and the content written.
6. The website was created by the Royal Borough of Kensington and Chelsea and became a live sub page of the RBKC homepage.
7. Research with teachers was carried out to ascertain their specific needs and requirements for the resource pack.
8. The activities and classroom materials for the resource pack were created by Big Foot Theatre Company in partnership with ecsc.
9. Resource packs were put onto CD Rom and sent to the 10 schools.
10. Big Foot Theatre Company created an interactive assembly and creative writing and drama based workshops, which addressed climate change and energy efficiency issues.
11. Actors were trained to perform the assembly and to carry out the workshops.
12. The actors performed the assembly and the workshops within the five schools that had been chosen to attend the afternoon session of the 'Cool It!' day. The students were challenged to create their own climate change pieces to perform during the 'Cool It!' day.
13. The venue for the 'Cool It!' day was chosen.
14. The schools were invited to the day.
15. Local authorities were invited to attend the day.
16. The schedule for the 'Cool It!' day was agreed.
17. Organisations to carry out environmental activities on the day were hired.

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18. Compostable bags were ordered to use as goody bags for students and were filled with environmental gifts such as recycled pens and save-a-flush devices.
19. Materials and resources for the day were collected.
20. Catering for the day was organised.

On the 'Cool It!' day

21. Before the day began the venue and the video equipment for the 'Cool It!' documentary were set up.
22. At 9.00 a.m the first schools were welcomed and photo consent forms were collected.
23. After the evaluation session goody bags were handed out as the schools left.
24. The venue was then set up for the afternoon session.
25. The afternoon schools were greeted.
26. After the evaluation session prizes for the performances were given out and a photographer from the Royal Borough of Kensington and Chelsea took photos of the students.
27. Goody bags were handed out as the students left.
28. The venue was tidied up (see the 'Cool It!' case study (appendix one) for further information about the 'Cool It!' day.)

After the 'Cool It!' day

29. The feedback from the evaluation forms collected during the event was collated and compared to the pre-project questionnaire feedback.
30. A case study of the 'Cool It!' day was written by ecsc.
31. The 'Cool It!' tool kit, which outlines how environmental projects and programmes for young people can be carried out, was developed by ecsc.
32. The tool kit was sent out to every school in RBKC.

33. Schools, community groups and Local Authorities were offered the tool kit.
34. The 'Cool It!' evaluation was written.

5.3 Organisations that were involved with the 'Cool It!' project

Activities

Waste Watch

www.wastewatch.org.uk

Funding

Defra Climate challenge

www.climatechallenge.gov.uk

Goody bags

Compostable bags

www.compakpackaging.com

Save a flush

www.thameswater.co.uk

Stickers

www.carbontrust.co.uk

Marketing

ecsc

www.ecsc.co.uk

SE2

www.se-2.co.uk

Materials/Resources

Good Going CD Rom

www.goodgoing.co.uk

Friends of the Earth Mad About posters

www.foe.co.uk

Partners

ecsc

www.ecsc.co.uk

Big Foot Theatre Company

www.bigfoot-theatre.co.uk

The Royal Borough of Kensington and Chelsea

www.rbkc.gov.uk



Press

RBKC Press Office
0781 424 7910

Venue

Royal Borough of Kensington and Chelsea Small Hall
www.rbkc.gov.uk/venueskensington/smallhall/

Video (Filming and editing)

Adam Ryzman
Ryzman_99@hotmail.com

All those contributing to the project offered an excellent service, whether they were providing free give-aways or were more involved in activities and the running of the day. For more information on any of the above organisations or individuals please feel free to contact ecsc.

5.4 Useful links

Appendix 2 has a large range of links that you will find useful and relevant for any project working with young people.



Section Six:

Developing your own programme for young people

6.1 The 'Cool It!' resource pack

Within the 'Cool It!' resource pack there is a lot of information regarding the various factors that need to be considered when addressing and understanding the complex and substantial topic of climate change. The pack contains a variety of fun games and activities, as well as a number of interesting facts, which are designed to help contextualise this subject and aid students' understanding of what climate change is, how we have contributed to it, predictions for future climate changes and how we can 'fix' it.

This resource pack can be used in a number of ways. For teachers it can be used as a guide to develop a sustainable element to the syllabus or to develop a specific climate change project/programme. The activity section is available as a teaching aid and can be altered or adapted to suit the class. Furthermore, activities can be used as a warm up to a lesson or to consolidate learning. For other community groups the resource pack can be used as a project guide and can be altered to suit the needs of the group.

To view the 'Cool It' resource pack go to http://www.rbkc.gov.uk/coolit_resources/general/teacherres.asp or if you would like to order a copy contact ecsc.

6.2 Adapting the 'Cool It!' project

The following ideas can be adapted to other Key Stages;



Key Stage 1

- Climate change story and related workshops (developed by Big Foot Theatre Company).
- Power rangers – students prevent energy, water and rubbish being wasted in their school.

Key Stage 3

- Climate change forum and workshops/feedback sessions (developed by Big Foot Theatre Company.)
- Develop a school council to focus on sustainability.
- Half term projects (these can be focused at 'gifted and talented' students.)
- Create an educational performance for community groups / primary schools.
- Create a film to raise awareness of environmental issues (working with City Learning Centres.)

6.3 Practical issues

- Whenever working with young people a risk assessment needs to be carried out prior to the event. In most cases the school will carry this out, however if the project is taking place outside of the school then this needs to be carried out by the organiser.
- Consent forms from parents or guardians need to be collected if photos are planned to be taken.
- Child friendly premises should be used for the project.
- If you intend to use multi-media check the availability of equipment, some community groups, for example, may not have access to everything that you need.

6.4 Using the 'Cool It!' Project as a starting point

The 'Cool It!' project is one example of a sustainability project for young people, however there are many other ways that projects or programmes can be undertaken. In each section of this tool kit you will find ideas on how to develop your own project. In the planning stage of your project we advise that you refer to our resource pack, which is designed to provide teachers and group leaders with as many flexible learning resources and activities as possible. We also recommend that you look at our 'Cool It!' project case study (appendix 1), which provides a useful guide to planning a project. The case study also highlights how we developed a sustainability project based on our original objectives, which were to inform, enable, encourage and inspire young people about issues relating to climate change.

By focusing on these sources in the planning stage of your project you will be able to identify which areas of the 'Cool It!' project you would like to replicate and which areas you would like to alter or build upon.

Running a 'Cool It!' project or similar programme, which links climate change education to current curriculum agendas, is an excellent way to involve schools in wider sustainability work. To take the project further, work should be done to marry the educational and interactive aspects of the programme with more practical actions, such as assessing energy use in schools and developing environmental plans.

6.5 Evaluation

It's useful to carry out some form of evaluation with students to find out what they've learnt or found interesting. During the 'Cool It!' day feedback was gathered in several ways. Evaluation charts were put up in the venue and students were asked to place stickers on these to indicate their opinions



about climate change. Teachers were also asked to fill in a questionnaire about the project.

In addition to this, throughout the day students were filmed talking about climate change and related issues. This was a really successful way of gathering students' opinions. During this process we found that most students were concerned about climate change but also the majority felt that we still had a chance to change things before it was too late. The interviews also showed that many students knew what they should be doing to combat climate change but weren't necessarily doing it. As one student admitted

“We do switch off the TV but we don't always switch off the lights, so I think we need to.”

On a positive note several students appeared to have been motivated by the experience and some even felt encouraged by the day to tell their teachers what they thought

“the teachers waste electricity, when it's sunny they don't switch off the lights. I think we should tell them right now.”

See below for some important considerations when evaluating the communication of the climate change message to young people;

- Try to make the evaluation simple and fun.
- Don't expect to come up with a simple/solid answer.
- Take into consideration that students' knowledge will have been influenced by external influences, for example through the media.
- If conducting an evaluation in the form of a video make sure that parental consent is collected.

- Be careful to pitch questions at a level that young people can understand.
- Remember that students' answers may be influenced by their peers.

6.6 Longer term development

There are many actions which could be developed out of a 'Cool It!' project to further the goals and objectives of a programme. What you choose to do and how you do it is likely to be defined by budget, staff resource and specific goals and work programmes of schools. For instance, the 'Cool It!' project carried out by pupils leading up to the event could be drawn out and used as a starting point for school energy management plans, a school environment council, or other similar initiatives.

Some key areas for further development of the 'Cool It!' project are listed below.

- A whole school focus, for example a school 'Green Week', where each class focuses on different issues of a related topic and these are presented in a school assembly or an event.
- Develop different length projects.
- Tie in parents/guardians and the wider community.
- Create an energy management system which can be run by students.
- Work with other schools in the area to develop more of a community focused project.
- Set up a programme with schools abroad, this allows young people to see how the environment is a global issue and also ties in with the sustainable school criteria.
- Develop a web page for the school website that shows tips for reducing climate change and highlights what the school is doing to reduce carbon.