



for a living planet[®]

LEARNING
FOR **SUSTAINABILITY**



“Everybody needs beauty as well as bread, places to play in and pray in where nature may heal and cheer and give strength to the body and soul.”

John Muir, pioneer in the field of preservation, 1838-1914



Learn

Welcome to Learn

WWF's termly free poster resource for schools

This edition of **Learn** focuses on 'Food and drink' – one of the 'Doorways' or access points identified for Sustainable Schools. See the 'In focus' section for more details.

If you would like to nominate a colleague to receive future issues, it couldn't be easier. Simply phone Liz Rossall on 01483 412494, email her at erossall@wwf.org.uk or complete our online form – www.wwflearning.org.uk/forms

Giving students a voice 11 – 22 June 2007

WWF is inviting schools to take part in the Doorways to Sustainable Schools student conference. This online event will provide a stimulating learning opportunity where students can explore sustainability issues with their peers from across the world to find solutions to sustainable living. One way in which this online conference differs from others you make have taken part in is that the content is produced in advance by hundreds of students both within the UK and abroad.

There is still time for your school to get involved in this major event. For further information visit: www.wwflearning.org.uk/yearofaction

Learning for Sustainability – 8 June 2007, London

Would you like to find out more about sustainable schools, share ideas with other teachers and take away some good ideas for taking your school forward? Then WWF's Learning for Sustainability 2007 conference could be for you. It is just £25 to attend!

Through a mixture of inspirational speakers, interactive workshops and informative seminars, you will have a day to remember. This year we have joined in partnership with the Department for Education and Skills, Field Studies Council, Groundwork and RSPB who will be running

Follow the bear...

Did you know that there are more than 22,000 polar bears in the Arctic but their survival is threatened if the Arctic continues to warm at twice the rate of the rest of the world? Polar bear scientists are now predicting that more than 30 per cent of polar bears will disappear in the next 35 to 50 years.



To help scientists learn important information about these beautiful creatures in their natural habitat and to monitor how climate change is affecting the environment, WWF has fitted two polar bears, Auro and Borea, with radio collars to track their movements.

If you want to follow the polar bears, learn about the Arctic region and the effects of climate change, visit the WWF-Canon Polar Bear Tracker website, www.panda.org/polarbears. The website contains lots of interesting information for teachers, parents and pupils.

Climate change film distributed to all secondary schools

The powerful Al Gore film *An Inconvenient Truth* will form part of a pack on climate change sent to every secondary school in England, Environment Secretary David Miliband and Education Secretary Alan Johnson announced in Spring 2007.

Check out TeacherNet for more information – www.teachernet.gov.uk/sustainableschools

workshops and contributing to the day.

Our keynote speaker is Camila Batmanghelidjh who will focus on the social dimension of sustainability. Through her keynote, she will explore the impact of motivation, empathy and compassion on sustainability. Visit our conference website to book your place – www.wwflearning.org.uk/conference2007



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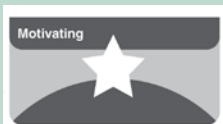
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You are what you eat

Ask pupils to make brief notes explaining how what we 'eat' connects with the following:

The planet – www.wwf.org.uk/core/about/scotland/sc_000001296.asp

Freedom – <http://news.bbc.co.uk/1/hi/world/africa/6517695.stm>

Justice – www.oxfam.org.uk/coolplanet/milkingit/index.htm

Oil – www.sustainweb.org/pdf/eatoil_sumary.PDF

Lives – www.actionaid.org.uk/1376/killing_fields.html

What are the consequences of this behaviour?

What steps are needed to change things and improve our diet?

Spot the issues

Show the virtual school day video at <http://foodinschools.datacenta.uk.net> and ask pupils to make notes about 'Food and drink' related sustainability issues that schools need to address.



They can use these websites to help them identify the issues:

www.suschool.org.uk

www.recyclezone.org.uk/fz_virtual.aspx

www.teachernet.gov.uk/sustainableschools/framework/framework_detail.cfm?id=1

Thinking about food and drink

Invite pupils to use the following quiz to find out what they already know about sustainable food and drink – <http://news.bbc.co.uk/1/hi/sci/tech/4038399.stm>

The class could design a project that will improve understanding and a quiz that will test progress.

Spot the links: local to global



Pupils create a mapping diagram to highlight the links between 'Food and drink' and some of the issues suggested by the photos on the following websites:

www.ledeveloppementdurable.fr/developpementdurable/poster/4.html

http://news.bbc.co.uk/1/hi/english/static/in_depth/world/2002/disposable_planet/slideshow

A mapping diagram resource sheet is available on www.wwflearning.org.uk/teachingandlearning.

Get cracking

Ideas for action in your school:

Composting

www.mansfieldct.org/Schools/MMS/compost

Growing your own grub

www.growinggrub.co.uk/intro/intro01_frameset.htm

Low-waste lunching

www.naturegrid.org.uk/eco-exp/waste-free.html



Food for thought

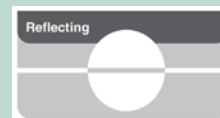
Ask pupils to reflect on the following:

I think the key issues about 'Food and drink' in schools are...

This topic has helped me realise that...

In future I will...

Invite pupils to reflect on the quote on the front of the poster.



which foods are good for me and the environment?

Want to explore things further?

**Check out
wwflearning**

These activity ideas fit within a learning cycle approach. Visit the 'Teaching and Learning' section of www.wwflearning.org.uk for more information and for activity outlines. Also visit the www.wwflearning.org.uk/yearofaction section for additional tools and links to help you with the Sustainable Schools 'Doorways' themes.





1. What do we know about this creature? How could we find out more?
2. How does this creature get its food and drink? How does this affect the environment?
3. How do we get our food and drink? How does this affect the environment?
4. How does our diet affect this creature's survival?
5. What other animals or habitats are threatened by our need for food and drink?
6. Think about the ways in which food and drink are used in your school:
 - How might we be affecting the environment?
 - What do we need to know?
 - What could we do to become more sustainable?
7. What do we know about food miles? What can we do to reduce them?
8. What do we know about waste-free lunches? What can we do to promote them?
9. Who makes the decisions that affect food and drink issues in school? How can pupils become more involved?
10. How can we persuade our parents and friends to become more sustainable in their consumption of food and drink?
11. How will our actions affect people in other countries?
12. Look at the quote on the poster. The human population is growing by 75 million per year. Is there room for beauty as well as bread? Is there room for creatures like the orang-utan?

Answers and interesting facts: 1 & 2 Orang-utan means 'person of the forest'. They live in the rainforests of Borneo and Sumatra and eat over 400 varieties of fruits, seeds and bark. 3. Think about natural habitats being turned into farmland, transport, pesticides, packaging, energy use and waste. 4. 80 per cent of orang-utan habitat was destroyed in the last 20 years – much of this for palm oil plantations. Palm oil is used in our bread. 7. The distance food travels to reach your plate – local produce and school gardens help to combat food miles. 8. Think about the 3R's – reduce, reuse, recycle and composting. 11. What would happen to workers on palm oil plantations if we boycott palm oil?

Food and drink

This edition of **Learn** focuses on 'Food and drink', one of the eight doorways identified in the Sustainable Schools National Framework. These doorways provide entry points through which we can explore elements of our journey towards greater sustainability.

"By 2020, the Government would like all schools to be model suppliers of healthy, local and sustainable food and drink. Food should, where possible, be produced or prepared on site. Schools should show strong commitments to the environment, social responsibility and animal welfare. They should also seek to increase their involvement with local suppliers."

Sustainable Schools, National Framework, DfES

The 'Food and drink' doorway offers a smorgasbord of opportunities which can be explored in schools.

'Food and drink' in the curriculum

- How does farming affect the natural environment? What are organic, free-range, factory-farmed and GM foods?
- Food manufacture – preserving, processing, packaging and transportation. What are the environmental impacts of this system?
- Food miles + fossil fuels = climate change. How can we alter the equation?
- Should we concern ourselves with healthy foods, animal welfare and habitat loss when 3 billion people struggle to survive on \$2 per day?



The school as a consumer of food and drink

- Where does the food in school meals come from?
- How can we reduce food miles?
- How can we create less waste?
- How can we grow some of our own food?
- What's the most sustainable way to provide drinks and snacks?

Links to...

Inclusion and participation

- Involving pupils in decisions about food and drink.
- Involving pupils in growing food or selling snacks and drinks.

Local well-being

- Inviting members of the community to share their skills, time and expertise.
- Providing information about healthy and sustainable food and drink.

Global citizenship

- Exploring the motivation behind and the benefits of Fair Trade.
- Thinking about the effects of campaigns, boycotts and consumer choice.

Websites

www.teachernet.gov.uk/sustainableschools/

www.ltscotland.org.uk/sustainabledevelopment/findresources/globalfootprint/learners/footprintcalculator/food/intro.asp



Factbites – Did you know...?

Food waste: Households in the UK throw away 6.7m tonnes of food every year – a third of all the food we buy.

Water use: Agriculture is responsible for per cent of global water withdrawals. It takes 130 litres of water to produce 500 calories in the form of maize; 4,900 litres in the form of beef.

For more facts and figures, visit www.wwflearning.org.uk/teachingandlearning/factbites