

# Green day

## A climate change activity kit for schools



## What is a green day?

Green day is a one-day event for schools about climate change, sustainability and the built environment. It is a fun and flexible way to integrate these themes into lessons and school-wide activities and aims to make schools more sustainable in the long term. It is promoted by CABE, the government's advisor on architecture, urban design and public space, as part of its education work.

## Sustainable schools

By 2020, the government wants schools to be models of energy efficiency, renewable energy use and water management, with a culture of sustainable development embedded into all areas of school life. For more information visit [www.teachernet.gov.uk/sustainableschools](http://www.teachernet.gov.uk/sustainableschools)

## CABE, education and climate change

A major part of CABE's work is about inspiring young people to get more out of buildings and spaces. The built environment contains a wealth of learning opportunities that can support both the national curriculum and informal learning. The potential to engage young people in the built environment is vast. Our educational work aims to ensure that young people understand the value of well designed buildings and spaces, and play an active role in improving the villages, towns and cities that we live in.

CABE believes that the global environment crisis we face is, in large part, a planning and design crisis. It is a consequence of how things are made, resources are used, land is developed, buildings constructed, services supplied and places connected. So tackling climate change involves using good design to create sustainable places.

## About the green day activity kit

This activity kit provides ideas, activities and resources for holding a green day in your school making it a more sustainable place in which to work, play and learn. It is designed to work in both primary and secondary schools (key stages 2 and 3).

The activities are written to fit certain subjects but some could be adapted to suit others. The kit is not prescriptive but aims to provide ideas to help teachers integrate the theme of climate change and the built environment into each subject area. We recommend that schools hold an INSET session to allow staff to prepare for the event.

Teachers will need to consider their pupils' ages and abilities and adapt these activities accordingly. We suggest that teachers engage pupils in a short starter activity to provide the background knowledge and put each lesson in the context of the wider global issue.

Please keep this activity kit or pass it on to an interested colleague.

## Climate change and the built environment

- Construction and use of the built environment accounts for around 50 per cent of carbon emissions in the UK.
- The UK's dwellings consume three times more energy than the UK's private cars.
- Buildings make up the UK's fastest growing source of CO<sub>2</sub> emissions.<sup>1</sup>
- Energy use in non-domestic buildings is increasing as fast as fuel for air travel.
- UK emissions of CO<sub>2</sub> account for about 2 per cent of the global total.

For further information on climate change visit: [www.wwf.org.uk/researcher/issues/climatechange](http://www.wwf.org.uk/researcher/issues/climatechange)

<sup>1</sup> Association of Environment Conscious Builders [www.aecb.net](http://www.aecb.net)

# A green day in the life

## How a typical school day could look...

### 1:15pm

Locally produced food is served in the canteen at lunch. Mr Meredith, a local farmer, has agreed to deliver fresh vegetables twice a week. He has also helped develop an area of the grounds into a garden where pupils are learning to grow their own vegetables.

### 2:00pm

The afternoon's timetable is collapsed so pupils work in assigned groups. Activities include painting recycling bins, storyboarding short films, creating awareness leaflets, visiting a sustainability careers fair and designing eco-clothes for an eco fashion show at the end of term.

### 8:45am

Students are beginning to arrive at the school gate. It is no different to any other school day, except that there are fewer cars outside the school. The students are all in uniform but have one distinctive feature. Almost all of them are wearing one green item of clothing, with green hats, hoodies, socks, and even green hair all visible in the gathering outside the assembly hall.

### 9:00am

The head teacher welcomes the school to its first ever green day and starts with a climate change video clip. She explains how the green day will launch the student eco committee and how it is a vital first step in the process of becoming a sustainable school. Reminding pupils of their environmental responsibilities in and out of school, she explains how climate change relates to all subject areas.

### 10:20am

It is period two and year 8 are in science. Having recently studied energy transfer, they are working in groups analysing the insulating properties of a number of materials and how they might be used to increase the school's energy efficiency. Across the corridor, in maths, Ms Simmons has developed statistics about school lunches and year 9 students are using a formula to work out their food miles and annual carbon footprint.

### 11:35am

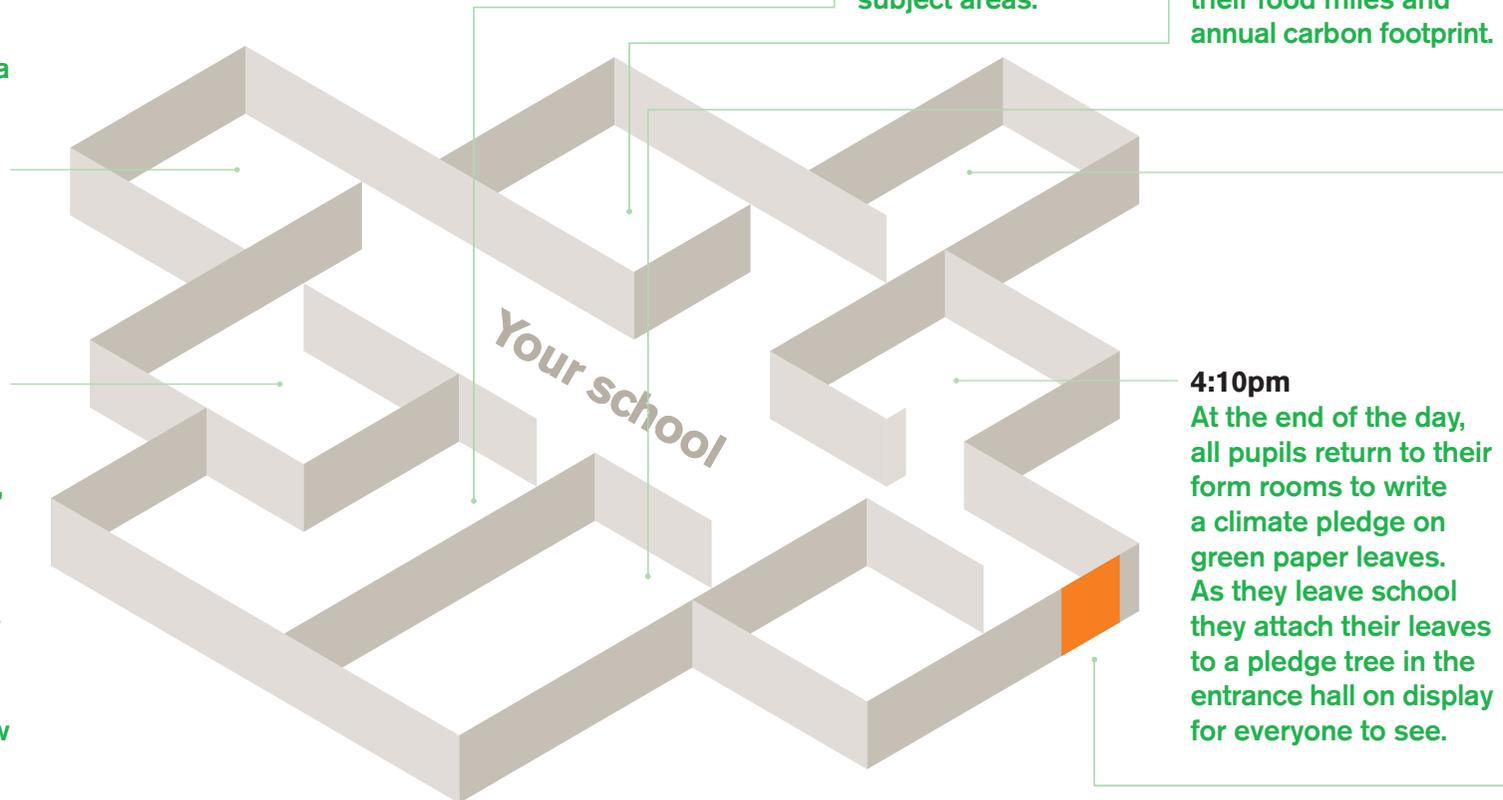
Throughout the morning issues of climate change and sustainability are applied to all lessons. In geography pupils conduct an environmental impact assessment on building a new bike shed on the school grounds. In English they study persuasive writing which they later use in ICT to create podcasts raising awareness of how their city could reduce its energy use.

### 2:45pm

The school's first 'eco-committee' meeting is under way and pupils are discussing the school's environmental action plan and the steps they need to take to achieve green flag status. At next year's green day they will be working with other schools helping them to do the same.

### 4:10pm

At the end of the day, all pupils return to their form rooms to write a climate pledge on green paper leaves. As they leave school they attach their leaves to a pledge tree in the entrance hall on display for everyone to see.



## School-wide activities

These are whole-school activities which can take place out of lesson time. For example the timetable could be collapsed in the afternoon to allow pupils to rotate between activities.

### Assembly

It is important to start the day by explaining what green day is about and why the school is taking part in the event. To provide a background understanding, it is vital to introduce the basics of the greenhouse effect and how it is causing climate change. This could be done using a short video or animation. For maximum impact, there should be an assembly held by the head teacher or visiting specialist. It would also be a great opportunity to announce any new sustainable schools policies. An alternative could be for each form tutor to introduce it to their respective form groups. Some short films and animations can be found at [tinyurl.com/2p9e8l](http://tinyurl.com/2p9e8l)

### One green item of clothing

An easy way to increase pupils' enthusiasm for the event is to allow (and encourage) them to wear one item of green clothing. This can be anything from a green sock or hair clip to a sweater or hat. It would help if a letter was sent to parents about green day at least a week in advance.

### Find out your school's footprint

Encourage all pupils, teachers and parents to calculate their carbon footprint at some point during the day. The carbon detectives' kit is an online carbon footprint calculator for schools in England and can be found at [www.carbondetectives.org.uk](http://www.carbondetectives.org.uk) Alternatively, pupils can work out their own footprint at [www.carboncontrol.org.uk](http://www.carboncontrol.org.uk) or [www.footprint.wwf.org.uk](http://www.footprint.wwf.org.uk) They will need to collect data in advance for this activity.

### Recycling champions

Organise a new recycling system for the school. Pupils could paint recycling bins around the school with colourful messages on them and one group could design recycling reminder signs to put on the regular bins. Establish small paper recycling trays in each classroom. A group of students could have a meeting with the school cleaners to arrange these paper bins to be emptied separately. See [tinyurl.com/386rsn](http://tinyurl.com/386rsn) Alternatively you could set up a composting system which could be used to fertilise the school garden [tinyurl.com/32rjey](http://tinyurl.com/32rjey)

### Start a green team

Establish a school green team. It could be modelled on the Eco-schools scheme, which sees pupils assemble their own eco-committees to audit the environmental performance of their school. Through consultation with the rest of the school and the wider community it is the pupils that decide which environmental themes they want to address and how they are going to do it. Eco-schools is an international award programme that guides schools on their sustainable journey, providing a framework to help embed these principles into the heart of school life. For more information go to [www.eco-schools.org.uk](http://www.eco-schools.org.uk)

### **Walk or cycle to school**

Hold a walk or cycle to school campaign. Provide incentives for walking or cycling to school. Pupils could be given cards to be stamped every time they walk or cycle to school as part of an award system. Pupils could be involved in designing and building a sustainable bike shed. Make green day a walk or cycle to school day too. Alternatively, try and encourage parents who have to drive to car-share or 'offset' their carbon by contributing to the materials for a new bike shed. [www.walktoschool.org.uk](http://www.walktoschool.org.uk)

### **Go on a trip**

Take a group of pupils to a local eco-friendly house, building, business or recycling plant. See if you can arrange for the architect or an employee to show you round and tell you a bit about it. Pupils could develop what they learnt during the visit back in the classroom and the outcomes could be displayed around the school. Alternatively, pupils could share what they have learnt with the rest of the school in an assembly. For further ideas about how to run a visit go to [tinyurl.com/346mwk](http://tinyurl.com/346mwk)

### **Design a garden**

Design and create a green area of the school grounds into a garden to grow fruit and vegetables which can later be eaten in the canteen. You could hold a design competition or get together a design team to develop plans and ideas and then set about transforming part of the school grounds into a more sustainable place. [www.teachernet.gov.uk/growingschools](http://www.teachernet.gov.uk/growingschools)

### **Is your school really performing?**

Assess the performance of the school building using a tool known as a design quality indicator (DQI). This is an industry-based tool for investigating how well a building works and performs on a day-to-day basis as judged by the people who use the building. Why not investigate the school building to look at how sustainable it is and what pupils like and dislike about the building and how it functions?

Use the *Which places work* DQI tool at [www.whichplaceswork.org.uk](http://www.whichplaceswork.org.uk) then collate the answers as a whole school community.

### **Pledge**

Encourage everyone in the school community to make a pledge about how they will use their building in a more sustainable way. Teachers will also have to make their own pledges and the head teacher can pledge a target for the whole school. The pledges could all be kept or displayed somewhere in the school or posted on the school website then revisited six months or a year later, to review what has been done and how school life has improved. You can also make pledges on the Marks & Spencer website. [tinyurl.com/2ugcbg](http://tinyurl.com/2ugcbg)

### **An eco fair**

Open the school for parents and their friends to celebrate your school's achievements. The school could hold a fair with stalls, games, food, second-hand sales, raffles all with an environmental theme. Pupils' work on the theme could be displayed and performances could be held in the afternoon. The revenue from the event could be put toward making the school building more sustainable.

**'Ask pupils to design an environmentally sound classroom'**

## Maths

### Create climate charts

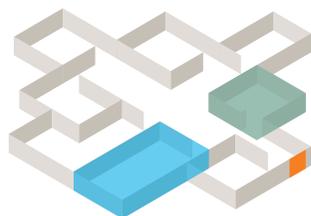
Collect climate change statistics such as different countries' or cities' annual carbon emissions. Use these figures to develop information. Ask pupils to work out the total, average, median, mode etc. How does your local town or city compare to others in the UK or worldwide? Pie charts or bar charts could be created to present the information. These could later be displayed on the classroom walls. The Met office provides useful climate statistics. [tinyurl.com/73dfd](http://tinyurl.com/73dfd)

### Work out your class's footprint

As homework, ask pupils to measure the metric volume of their houses and collect data on their energy and electricity bills at home. Then, together as a class, you could work out the average amount of energy used per year per student. This could later be worked out in carbon tonnes or displayed as graphs. A similar activity could be done with the school using the online carbon detective's kit (computers and school energy figures required). [www.carbondetectives.org.uk](http://www.carbondetectives.org.uk) or <http://footprint.wwf.org.uk>

### Draw a scale plan of an eco-classroom

Demonstrate how to draw a scale drawing of the classroom. Ask pupils to design an environmentally sound classroom of the future – you might want to list things to consider with the class first (eg materials, windows, lighting etc). This could be done individually, in pairs or small groups. Older pupils could create scale architectural drawings and plans of an environmentally friendly school. The plans could be converted into 3D models in follow-up lessons.



## English

### Persuade them till they're green

Pupils create an advert for a new ecological product for television, a billboard or for a magazine. Their aim is to persuade other young people to adopt a more eco-conscious lifestyle. This could be done in pairs or small groups and could be made into a competition. What will really make them change the way they live their lives and consider the environment more? They will need to consider where the best place to target these adverts would be and why.

### Life in the future

Encourage pupils to imagine what life might be like in 50 years' time. They could write a story, poem or day in the life of a pupil of their age (possibly their grandchild) and how life might be very different. What will their village, town or city look like in 50 years' time?

### Speaking and listening

Create a scenario in which various characters eg an elderly grandmother, a businessman, a student, a married couple and an 11-year-old visit a climate change festival in their city centre. Select one 'reporter' in each group to interview the others. Their opinions on climate change and the festival will vary

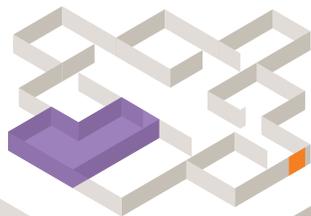
considerably and the role-plays could be very interesting!

### Local to global

How do students feel about their local environment? Have they thought about its elements and how any local problems relate it to the global environment? Read the *Kids may pay for climate change* article (see [tinyurl.com/3e2qcm](http://tinyurl.com/3e2qcm)). Then pupils can devise a questionnaire, with open and closed questions, for young people to talk about their own local environment.

**'What will their village, town or city look like in 50 years' time?'**

# 'Examine a building's materials. Do they benefit or harm the environment?'



## Sciences

### Mental materials

Collect a random mix of 30 small items (eg a pen, a postcard, an orange, a box, a teaspoon) from around school or home and cover them in a sheet before the lesson. Get pupils to sit around the sheet. Explain the activity. Remove the sheet and ask pupils to try to memorise the items. Cover them again after 30 seconds. Ask pupils to list the items they remember in two columns – organic and inorganic. Go through them. Then repeat the activity this time asking them to put them into recycling categories (eg plastics, metals, compost, paper, mixed etc).

### Biosphere in a bottle

This activity demonstrates how our earth's biosphere works. Collect and prepare some large plastic bottles prior to the lesson. In pairs pupils put water and various organic and inorganic materials into a bottle and seal it. Explain how it is a closed system just like earth – the biosphere bottle has its own climate, water and carbon cycles and can achieve a balance over time. Like Earth, the biosphere bottle responds to changes imposed on it and so there are numerous learning opportunities through studying it. Give yourself plenty of preparation time. [www.bottlebiology.org](http://www.bottlebiology.org)

### Which insulator?

Discuss the concept of insulation. Fill a number of plastic bottles with hot water. Wrap each bottle in a different material (eg foam, paper, plastic, foil, wool, bubble wrap etc). Measure the change in temperature every two minutes. Compare the results then draw a line graph to show the insulating properties of the different materials. Pupils could finish by writing a short paragraph explaining which material they would use to insulate their house.

### The burger tree

Show your class a picture of a burger. Ask pupils to list the different components (bread, beef, sauce, salad etc). Ask them what's needed to produce each component (eggs for mayonnaise, grain for cows, yeast for bread etc). Then relate it to the energy needed to produce each ingredient (transporting tomatoes, manufacturing cow feed, heating bread etc). Go into as much detail as possible. You could get them to represent this information as a tree with the burger as the trunk. Discuss with pupils the importance of considering their food, where it comes from and the impact of their choices.

### Grow your own lunch

Plan to create an area of your school grounds where fruit and vegetables could be grown. Ask pupils to consider from where the food they have at lunchtime might have originated. Is it locally grown or does it have to travel a long way? Then think about how the school grounds could be adapted and used to produce food for the school kitchens. What could be grown there? How would this change from season to season and in differing weather? Why would opting for locally grown food be better for the environment? Pupils could design their gardens in teams and present how they plan to overcome these issues to the class. [www.teachernet.gov.uk/growingschools](http://www.teachernet.gov.uk/growingschools)

### Create your own bio diesel

Highlight the problems of using fossil fuels and discuss the potential of bio fuels. For example you could demonstrate how to make bio diesel with the class. This can be made by reacting used vegetable oil, sodium hydroxide (soda lime) and methanol. Ensure adequate safety precautions are made as these components are very hazardous. It will take a week to settle and the by product can be used to make soap. This is a dangerous experiment for experienced chemists to demonstrate to older pupils only! Ensure you have practised the demonstration well in advance. See [tinyurl.com/33ovrn](http://tinyurl.com/33ovrn)

### Energy links and resources

Think energy [www.think-energy.co.uk](http://www.think-energy.co.uk)  
Sustainable energy for teachers [www.unitedutilities.com/teachers](http://www.unitedutilities.com/teachers)  
Energy Matters [tinyurl.com/yr2gsl](http://tinyurl.com/yr2gsl)

# ICT

## Movie making

Hold a video competition about climate change and the local environment. This could be a great end of year project over a few weeks. Students could work in pairs or small groups and storyboard a 30-second film. Then, using digital cameras (perhaps in drama lessons) they could produce their own short films. These could be edited using basic video editing software and the best could be displayed publicly or in a school assembly. Ensure you have the right equipment and software first.

## Leaflets

Using desktop publishing software, get pupils to design a foldable leaflet about climate change. The leaflet could include a title/introduction page, such as a diagram and explanation of the greenhouse effect, key facts and figures, the main causes of climate change, the global impacts it may have and a final page offering steps to reduce your carbon footprint. Much of the research could be done on the internet. These leaflets could also be created in another subject on paper or card.

## Trade carbon in Europe

Play the carbon game. This is a 30-minute online game in which pupils trade carbon with pupils from other schools around Europe. [www.carbongame.org](http://www.carbongame.org) Ensure plenty of time for planning and preparation.

## Create a web page or podcast

Design a page or podcast for the school website exploring ways to make your school more sustainable. Pledges and commitments to improving the sustainable actions of the school community could be posted and reviewed or a blog about the green day before and after the event could be posted. More information about improving your school's carbon footprint can be found at [www.google.co.uk/carbonfootprint/schools](http://www.google.co.uk/carbonfootprint/schools)

# 'Develop a vision of the ideal school of the future'

## Citizenship

### My school in the future

Develop a vision of the ideal school of the future both from individual and group perspectives. Ask pupils to close their eyes and imagine that they are at school in 2050. What will it be like? What will the physical building look like? What can they see? What will their learning day consist of? How will they learn? What will they learn? A guided script for running this activity is available at [www.dep.org.uk/scities/activities.php](http://www.dep.org.uk/scities/activities.php)

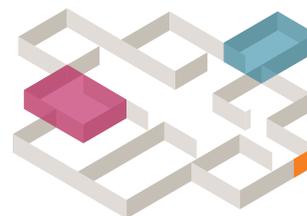
### Opinion poll

Conduct a poll showing people's different opinions on their local environment and how they feel climate change affects where they live.

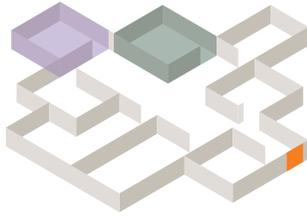
Pupils could interview their peers, teachers, parents, neighbours and members of the local community to gauge perception of how their local area is changing.

### Class campaign

Encourage pupils to participate in and take responsibility for action to change their local surroundings. Organise a debate or campaign about something the class feels passionately about and ask them to come up with suggestions for improvements of a local space or place. They could contact the local newspaper about how buildings contribute to climate change or write to a local councillor to ask for action to improve the area in which they live.



# Geography



## Design a sustainable city

Show EfficienCity (a new virtual and interactive sustainable city). See [www.greenpeace.org.uk/efficiency/about](http://www.greenpeace.org.uk/efficiency/about) as a starter activity. Allow pupils to consider how it might be different to their city (but do not go into too much detail). Ask them to work in pairs or small groups to design a sustainable city of the future. It could be their own city or town. They will need to consider buildings, energy and transport, and will need support with these initial ideas. At the end they can present their designs to the class and explain the thinking behind their designs.

## Sustainable communities

Explore concepts of place and sustainable communities with *Where will I live?*, a geography teacher's guide to exploring the key concept of place for key stage 3 and 4 pupils. [www.cabe.org.uk/AssetLibrary/8786.pdf](http://www.cabe.org.uk/AssetLibrary/8786.pdf)

## Future housing

Ask the class what sort of housing they think they might be living in, in 2023? A house? Flat? High-tech apartment? Old terrace? Urban? Rural? What technological advances, changes in lifestyle and environmental, social and economic factors will affect housing in the future? Six different housing scenarios are presented to encourage classroom discussion of sustainability and future living. *Living futures: my home* is a resource designed to allow key stage 3 geography and citizenship students to engage in the housing debate. It can be downloaded at [www.cabe.org.uk/AssetLibrary/8021.pdf](http://www.cabe.org.uk/AssetLibrary/8021.pdf)

# History

## What has been done?

Provide the class with a brief history of the climate change debate. [tinyurl.com/3a84t9](http://tinyurl.com/3a84t9) Ask students to research why it is that, although we have been aware of the greenhouse effect for some time, very little has been done about it. This could lead on to a discussion about whose role it is to make changes. They could create imagined source material such as a poem, newspaper article or cartoon, which might be helpful to a historian trying to answer these questions in a 100 years' time.

## Smoggy memories

Ask pupils to close their eyes and put their heads in their arms on their desks. Explain that you are going to read them a passage. Tell them not to look up at the end of the passage but just to imagine day-to-day life

in the city. Read an extract from Dickens's *Coketown* ([tinyurl.com/38n9b9](http://tinyurl.com/38n9b9)) to them. When finished, allow pupils to let their imaginations drift. After a couple of minutes allow them to look up and share their thoughts with each other and the class. The second part of the lesson could focus on looking at other sources or how the great smog was overcome in London.

## The industrial revolution – a good thing?

Discuss, using pictures and old maps, how your city grew during the industrial revolution and the effect this had on how people lived at the time (houses, neighbourhoods, transport, air quality). Provide relevant materials which will help pupils discuss how people coped with these developments. How have our lives improved? What can we learn from those experiences that will help us deal with

today's situation? [www.schoolshistory.org.uk/IndustrialRevolution/resources.htm](http://www.schoolshistory.org.uk/IndustrialRevolution/resources.htm)

## The future is in your hands

This is an online game. Pupils become president of the European Nations. They must tackle climate change whilst remaining popular enough with the voters to stay in office. This is a challenging activity for older pupils. You will need computers and plenty of preparation! [tinyurl.com/y839s3](http://tinyurl.com/y839s3)

'Design a sustainable city of the future'

## Art, design & technology

### School mural

Ask pupils to design and produce a mural or large-scale painting around the theme of climate change and the local environment. Working in teams, pupils design different elements and each develop a more stylised drawing. These can then be photocopied on to acetate and projected

onto a large background so that a composite design can be organised. Pupils should also consider where it might be placed and how it fits into its setting. If painted on plywood, it can be fixed on batons to a wall and easily maintained or changed.

### Sculptures and mosaics

Create a sculpture or mosaic from recycled materials such as bottle tops, drinks cans and egg boxes, to represent an environment issue. Pupils could communicate their impressions of their local environment and the effects climate change may have. Introduce them to similar works that might inspire them. [tinyurl.com/35sv84](http://tinyurl.com/35sv84)

### Design your own clothes

Pupils design their own fashion items from recycled materials and old clothes. Then an eco-fashion show could be held with a catwalk, music etc. This could then be performed to parents and would be a great opportunity to share the outcomes of their green day.

For more information, click on ecofashion at [www.stepin.org](http://www.stepin.org)

### Walk around the school

Examine the building's materials. Do they benefit or harm the environment? Perhaps there are older and newer parts of the school that could be compared and contrasted. List the materials that make up these structures (eg concrete, brick, stone, wood, glass etc) and ask pupils to think about whether they have a positive or negative affect on the environment. Are they made of renewable resources or environmentally friendly materials? Have any new and innovative materials been used? How do these materials affect

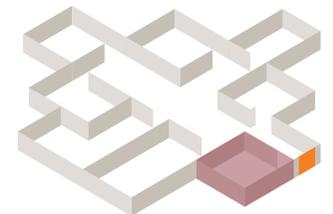
the way the building works in terms of it being heated and cooled or how much light it allows in?

### Design an environmentally friendly building

Discuss ways that buildings can be powered with alternative energy sources. Consider different ways a building needs energy such as lighting, heating, ventilation, insulation and water usage. How could existing buildings be adapted to be more energy efficient and use different types of energy sources such

as solar power, wind turbines, harvesting rainwater or using biomass fuels. Perhaps ask a local architect to come into school to talk about how buildings are powered and how they can be designed to be greener. Older pupils could start to develop 3D models of their designs. [tinyurl.com/2nptyv](http://tinyurl.com/2nptyv)

**'Consider different ways a building needs energy such as lighting, heating, ventilation, insulation and water usage'**



## Other subjects

### Religious education or PSHE

Discuss the ethical issues surrounding the climate change debate. Is it right that we consume so much? Do we have a duty to look after our planet for future generations? Do we need to shop to be happy? Is it right that the richer countries are polluting the most but it is the poorer ones which will suffer the most from climate change? What should be done? Whose responsibility is it to act on climate change – government, companies, scientists, consumers or voters? This could lead into a debate.

### Modern foreign languages – write about green day

Provide pupils with key vocabulary (eg recycling, environment, energy etc). This will depend on their level. Then ask them to write a postcard to their pen friend telling them about the green day. Explain what you did and why it was important. If this is too challenging, create a letter/worksheet (before the lesson) and ask them to fill in the blank spaces with key words from a word bank. Even younger students could learn keywords from flash cards and then they could play a memory game matching cards in pairs.

### Physical education – stay healthy

Although it is difficult to spot the obvious links here, there are overlaps. It would be valuable to highlight during the lesson how the environmental option is often also the healthy option. A discussion about the importance of walking or cycling to school or the shops, doing sport instead of playing video games and eating healthy food will help to reinforce their learning at other times of the day. An alternative would be to focus on play and games, see [tinyurl.com/2j3jf5](http://tinyurl.com/2j3jf5)

### Music – recycled orchestra

Pupils create their own musical instruments from recycled materials (boxes, bottles, tubes, elastic bands etc). This website provides ideas and instructions for building recycled instruments. [tinyurl.com/35ubwe](http://tinyurl.com/35ubwe)

### Drama – documentary about humans

Pupils work in pairs or small groups. One has to act out or mime the day-to-day life of a human – waking up, brushing teeth, eating breakfast, driving to school – and the other needs do a voice-over (David Attenborough style) describing how the behaviour of this species is affecting our

world. Once they have planned their sketches, they can act them out to the class.

### Business studies – green dragons den

Pupils, in pairs or small groups, create an ecological product or business. They need to consider its costs (financial and environmental) the potential revenue and how they will

develop, produce, market and advertise their business. They then have to pitch their idea to an investor (perhaps the head teacher) who will decide which products he wants to invest in.

Do we have a duty to look after our planet for future generations?

## Useful organisations

Architecture Centre Network ...  
[www.architecturecentre.net](http://www.architecturecentre.net)

Building Connections  
[www.buildingconnections.co.uk](http://www.buildingconnections.co.uk)

CABE  
[www.cabe.org.uk/teachingresources](http://www.cabe.org.uk/teachingresources)

Create  
[www.create.org.uk](http://www.create.org.uk)

Eco-schools  
[www.eco-schools.org.uk](http://www.eco-schools.org.uk)

Environment Agency  
[www.environment-agency.gov.uk/fun](http://www.environment-agency.gov.uk/fun)

Friends of the Earth  
[www.foe.co.uk/learning/educators/resource](http://www.foe.co.uk/learning/educators/resource)

Growing Schools  
[www.teachernet.gov.uk/growing-schools](http://www.teachernet.gov.uk/growing-schools)

Integer  
[www.integerproject.co.uk](http://www.integerproject.co.uk)

Learning through Landscapes  
[www.ltl.org.uk](http://www.ltl.org.uk)

Sustainable Learning  
[www.sustainablelearning.info](http://www.sustainablelearning.info)

Sustainable Schools  
[www.teachernet.gov.uk/sustainableschools](http://www.teachernet.gov.uk/sustainableschools)

Young People's Trust for the Environment  
[www.ypte.org.uk](http://www.ypte.org.uk)

## Useful resources

Which places work?  
[www.whichplaceswork.org.uk](http://www.whichplaceswork.org.uk)

Global CO2 map  
[tinyurl.com/29s5hq](http://tinyurl.com/29s5hq)

Oxfam's Climate chaos  
[www.oxfam.org.uk/education/resources/climate\\_chaos/](http://www.oxfam.org.uk/education/resources/climate_chaos/)

Cities of today, cities of tomorrow  
[www.un.org/cyberschoolbus/habitat/index.asp](http://www.un.org/cyberschoolbus/habitat/index.asp)

Greener Futures  
[www.greenerfutures.com/green/index.htm](http://www.greenerfutures.com/green/index.htm)

nD game  
[www.ndgame.org](http://www.ndgame.org)

Google UK carbon footprint project  
[www.google.co.uk/carbonfootprint/schools.htm](http://www.google.co.uk/carbonfootprint/schools.htm)

Learning for sustainable cities project  
[www.dep.org.uk/scities/activities.php](http://www.dep.org.uk/scities/activities.php)

## Financial support

Numerous organisations provide funding for environmental education initiatives.

The Environmental Funder's Network ([www.greenfunders.org/whos-involved](http://www.greenfunders.org/whos-involved)) and Sustainable Schools ([tinyurl.com/376p5h](http://tinyurl.com/376p5h)) list some.

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Green day is a one-day event for schools about climate change, sustainability and the built environment. It is a fun and flexible way to integrate these themes into lessons and school-wide activities and aims to make schools more sustainable in the long term. It is promoted by CABE, as part of its education work. This activity kit provides ideas, activities and resources for holding a green day in your school, making it a more sustainable place in which to work, play and learn.

1 Kemble Street  
London WC2B 4AN  
T 020 7070 6700  
F 020 7070 6777  
E [enquiries@cabe.org.uk](mailto:enquiries@cabe.org.uk)  
[www.cabe.org.uk](http://www.cabe.org.uk)

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