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EARLY YEARS SETTING IMPLEMENTATIONPACK



Image Credits: -
“Children using the compost heap”
Our Lady of Pity
Hoylake

Early Years Eco Guide - Foreword

In this guide you will find a wealth of information and resources to help your setting commence or develop its sustainability journey.

We are all too aware of the difficulties and challenges settings face when trying to integrate sustainable practices and learning opportunities into your setting.

In order to fulfil the three pillars of sustainability, we would strongly encourage you to involve families, the local and wider community, colleagues, local similar provision and most importantly, the children in your settings.

As you progress with your sustainability journey, we would appreciate your help and co-operation by completing the activity reflections so that we may continue to develop and grow the available resources.

Any comments and suggestions are most welcome!

Diane Boyd

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Early Childhood Education for Sustainable Development Framework. (ECEfS)

Introduction to the framework

Within Early Childhood we believe in a more environmentally sustainable and socially just world where people live healthy, enjoyable lives in thriving environments. What young children experience and learn today can influence how future generations live. This framework hopes to promote the growing global movement that seeks to nurture knowledge, creativity, kindness, wisdom, critical thinking, empathy and many more of the skills and values that will allow sustainable development to flourish and a better world to emerge.

Humanity will continue to be challenged by numerous inter-connected environmental, social and economic issues. Globally issues such as climate change, biodiversity loss, natural resource pressure, extreme weather events, water stress and deforestation are all already impacting on communities economically, environmentally and culturally.

Some progress has been made to address these challenges with one example being the introduction of the 17 Sustainable Development Goals 2015-2030. (See appendix 1a) Internationally, countries across the world signed an agreement recognising the value of these goals to work towards a more sustainable future. Despite this, the problems are largely getting worse with implications for social and economic equality both within and between countries. If societies fail to overcome these problems evidence suggests that we will destroy the ability of the planet to sustain the natural biological, physical and atmospheric systems that support life on Earth. Our current ways of living are environmentally unsustainable and, therefore, ultimately socially and economically unsustainable too.

This is the problem we in early childhood are trying to solve. The responsibility for solving this problem, or at least attempting to, lies with many stakeholders across many sectors. The early childhood care and education sector have a vital role to play. We believe that this framework will support providers to develop an education for sustainability lens and encourage young children to become agentic. This framework encompasses many supporting elements that will help and support all practitioners and providers regardless of which setting or organisation they belong to. The framework and accompanying poster highlight **the three interconnecting and supporting pillars from the Brundtland Report (1987) of the Social/Cultural dimension, the economic and environmental.**

UNCRC Article 12 states "children have a right to give their opinions on all decisions that affect them." Practitioners need to develop strong listening skills in order to allow young children to have their opinion heard. This is discussed in more detail in the **"Rights of the Child"** section.

Underpinning the whole framework is the recognition of the importance of **reflective practitioners,** the values they hold and place upon the characteristics of effective learning – *how* children learn. As stated within the statutory EYFS (DfE, 2017:10)-

1.9. In planning and guiding children's activities, practitioners must reflect on the different ways that children learn and reflect these in their practice.

Three characteristics of effective teaching and learning are:

- ***Playing and exploring - children investigate and experience things, and 'have a go'***

- ***Active learning - children concentrate and keep on trying if they encounter difficulties, and enjoy achievements***

- ***Creating and thinking critically - children have and develop their own ideas, make links between ideas, and develop strategies for doing things.***

These **characteristics of effective learning** compliment the **prime areas** (Personal, emotional and social development; Communication and Language and Physical development) which are recognised as universal in early childhood, as well as the **four interconnecting specific areas**. (Literacy, Mathematics, Understanding the World and Expressive Arts and Design.)

In the revised Early Years Foundation Stage Statutory framework (DfE, 2017: 17) there is now a clear, explicit expectation that all providers recognise the **Fundamental British Values.** This ECEfS compliments these values as they are an intrinsic part of the Social/Cultural dimension. Core values of equity, justice, rights and inclusion are clearly embedded throughout and will offer examples to support practitioners fulfil this duty.

Additionally, the framework recognises **the nine themes of the Eco School** England programme to help practitioners plan activities. Eco-Schools was developed in 1992 by the Foundation for Environmental Education (FEE) in response to the UN Conference on Environment and Development. FEE's aim for Eco-Schools is to "empower students to be the change our sustainable world needs by engaging them in fun, action- orientated learning". The belief that children of all ages should have the opportunity to learn about their natural environment and develop the knowledge, skills and values that will help them thrive in a more environmentally sustainable world is crucial. The Eco-Schools programme has been successful because it helps passionate children and adults channel their enthusiasm for the environment into a strategic and organised plan of action and learning for sustainability.

Place based experiential learning offers further opportunities to engage with the natural world, with communities and culturally specific places within different geographically contexts throughout England. Suggestions for place based experiences are clearly highlighted through both the poster and the pedagogical tool kit. Examples are beach, museum, parks and allotments. Nurseries, Preschools, Reception classes and childminders all have an important role to play and this framework should support the delivery of effective and inspiring education for sustainability.

Why is this important and who benefits?

We all benefit from education for sustainability. When children, young people and adults develop sustainability knowledge, skills and values they become better equipped and more motivated to create a fairer, greener society. It has the power to be transformative for all. Research shows that embedding an education for sustainability perspective in England has positive impacts on wellbeing, behaviour, motivation and cognitive skills that also benefit the whole school community. These learning benefits were in addition to the sustainability performance benefits that were also confirmed. Settings will benefit holistically from engagement with this ECEfS framework as well remembering that people, animals, plants, insects, rivers, oceans and skies now and in the future benefit hugely too.

We hope that you enjoy this resource and have fun engaging with the opportunities if offers.

Thank You

Diane Boyd (Project Lead)

With Catherine McNeill and Nicky Hirst

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Many thanks to all participating stakeholders that have engaged with this project.

Eco Guide – Top Tips

Many leaders and managers often state time, knowledge, budget constraints and staffing issues restricts their ability to operate a more sustainable setting.

When considering on embarking on or developing your existing sustainability journey, some of the very important things to consider include gaining support from management, staff and families. Effective communication is also key.

In this section, we discuss top tips for success in order for your journey to be a smooth one.

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Sustainability – It's Easier Than You Think!

GAIN SUPPORT

The most successful settings are the ones which make a conscious decision to embed a sustainability philosophy into their whole operation with the full support and commitment from their senior management team and staff.

KEEP IT SIMPLE

Start off by introducing small, low cost measures and use the action plans provided to build up to larger, more complex projects which require large amounts of time and money. Colleagues and management will more likely support bigger projects when they have witnessed and been part of smaller successful projects.

CONNECT WITH OTHER EXPERIENCED, SUSTAINABLE SETTINGS

Make contact with an established and experiences setting, further down their sustainable journey. Learn from their mistakes and listen to their advice. Make a trusted friend.

ESTABLISH A SUPPORT NETWORK OF OTHER SETTINGS IN A SIMILAR POSITION

There are a whole host of networking opportunities available including Early Years hubs, childminder networks and authority advisory teachers available for networking opportunities. Seek them out!

FAMILY AND CHILD INVOLVEMENT

There are a range of ways to get families involved in your setting. Collecting resources for nature play or craft activities, help create a nature play area, to name but a few! Have a clear communication channel, ideally a website and email newsletter, Facebook page, Twitter account etc. and allow them opportunities to help out and get involved. At the centre of all that you do should be the children. Involve them in decision making, allow their voices to be heard, and allow them to take part. Taking a participatory, democratic approach from the outset will enable you to have a smooth sustainable journey.

RESOURCEFULNESS, CREATIVITY AND STREAMLINING

Don't be afraid to try something new, take risks! Being creative and resourceful can help to keep costs down. Always be sure to ask for help when needed. Carefully consider the amount of paperwork produced and explore alternative methods of recording information. This saves time and money!

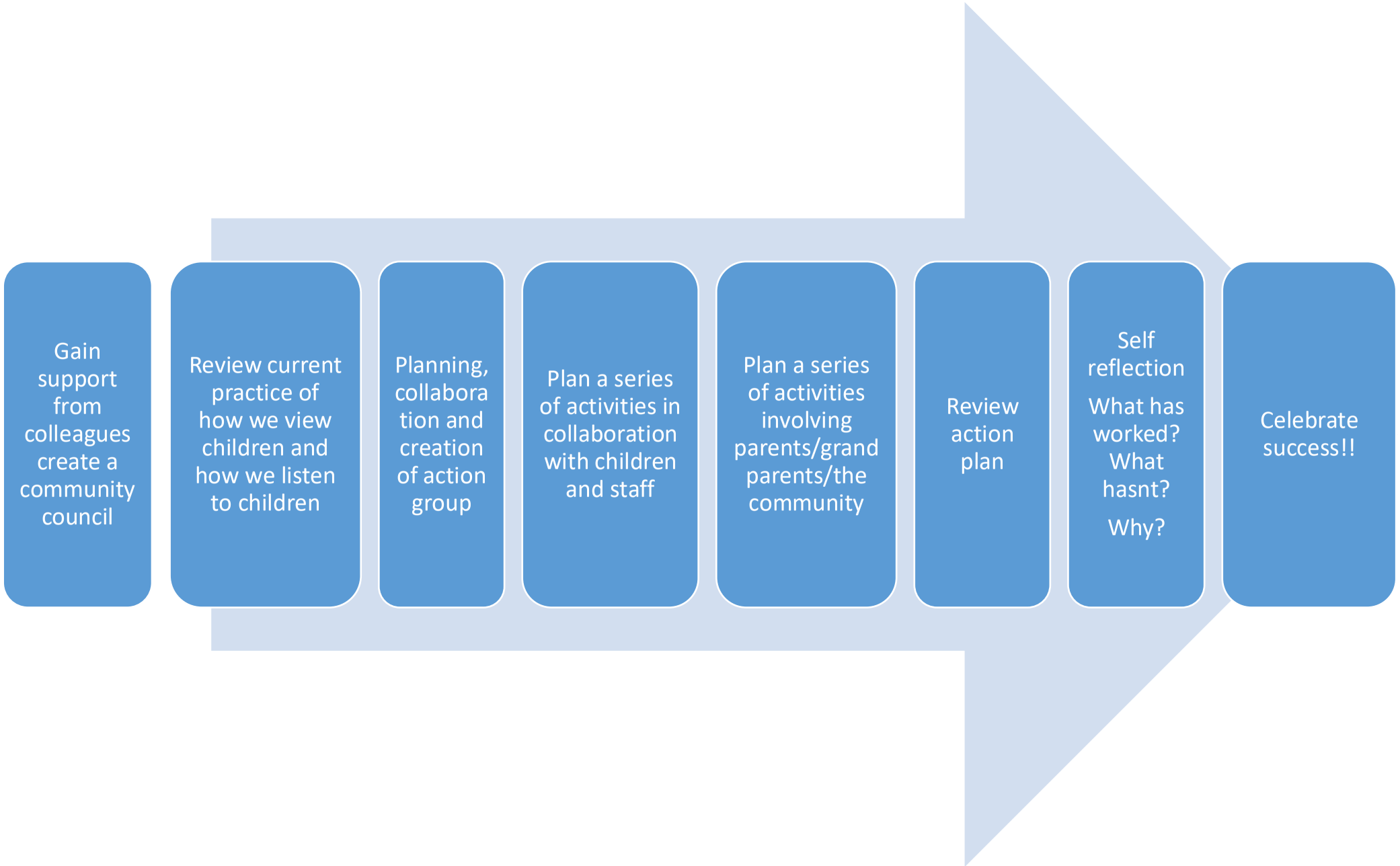
COMMUNICATION

At the heart of your journey should be communication. Parents, families, staff, management and most of all children need to be given a voice and be heard! Effective communication will lead to an effective sustainable setting.

CELEBRATE AND SHARE!!!!!

Celebrate successes, show appreciation for staff, children and families recognising their achievements and commitment. Share your experiences, good or bad, with us and the sustainable community. Together we can make a massive difference!

THE ECEFS JOURNEY



HOW DO WE VIEW CHILDREN?

"Children have been taken for granted for far too long. Adults are happy with their power over children and childhood" Mayall (1996 as cited in Thompson, 2005 pg.25)

How you view children and the purpose of childhood will influence your expectations of them.

Ask yourself - How do you see children? Vulnerable and in need? Or active and competent?

Luff and Martin (2005) suggest babies and infants are entirely dependent upon others but, are not passive recipients of care, direction and guidance. They are active social agents.

EYFS (DfE, 2017) makes no explicit reference to child's rights, voice or participation; however, strong emphasis is placed upon positive relationships through the key person approach.

Part of the key person role is to be aware of a child's point of view and advocate for the rights of the child (Elfer, 2005).

Attachments such as key person are essential for survival and development skills.

Once we determine how we view a child we can begin to develop a more democratic, participatory approach to learning which is discussed in more detail on the Listening to Children guide.

HOW DO WE LISTEN TO CHILDREN?

In order to support young children's engagement and participation, recognising the value and contribution of listening, consultation and participation is a crucial skill practitioners need to develop.

WHY LISTEN?

When we listen to children, we are recognising the importance of young children's talk. Active listening can lead to participatory learning.

WHAT IS LISTENING?

Listening is an active rather than passive process, which involves children and adults discussing meanings and is a crucial factor in understanding children's experiences (Alison Clark, 2005).

Listening means the direct involvement of children in decision making about matters that affect their lives.

Article 12 of the UNCRC states "Children have a right to express their views freely in all matters affecting them and their views are to be given due weight".

WHEN CHILDREN ARE NOT LISTENED TO THEY FEEL:-

Invisible
Ignored
Sad
Angry
Frustrated
Hurt

WHEN CHILDREN ARE LISTENED TO THEY FEEL:-

Loved
Valued
Worthy
Happy
Heard
Wanted

FOUR RULES FOR ACTIVE LISTENING

Ask open questions
Don't assume/Be judgemental
Give your undivided attention
Don't interrupt
Stop talking

HOW? TIME, SPACE AND ORGANISATION

Planning needs to involve children's interests and ideas
Respect what children say
Respond to children's views appropriately
Provide more freedom around time allowance and children being able to choose whether they take part (McLeod, 2016)

CRITICAL REFLECTION

WHAT IS CRITICAL REFLECTION?

Critical reflection is an internal process which consists of exploring personal beliefs, emotions, assumptions, thoughts and actions (King and Kitchener, 2004; McLellan, 2004)

Critical reflection in relation to early years pracitioners means that teaching, as a whole becomes an examination through different 'lenses' (McLeod, 2015)

WHY REFLECT?

Whatever beliefs and assumptions we have will determine our practice with children.

We should be striving for a democratic approach, be open and engaging creating possibilities as participatory as possible.

We need to take responsibility for our actions and question whether what is happening is appropriate.

WHY IS REFLECTION IMPORTANT?

Developing a reflective approach will promote a desire to question

A reflective approach offers the potential to transform understanding and empower practitioners to see new perspectives and possibilities

Reflection is integral to continuous professional development

For a more in depth analysis of critical reflection Dr. Naomi McLeod writes extensively. We highly recommend the following article:-

McLeod, N. (2015) Reflecting on Reflection: improving teacher's readiness to facilitate participatory learning with young children. *Professional Development in Education*. Vol. 41.2, 254-272.

SELF ASSESSMENT MATRIX – BIODIVERSITY

Lower Effort and/or Cost  Higher Effort and/or Cost	Actions	Tick when complete
	Undertake discussions with children and families to find out how they would like to make changes to the outdoor area to support local diversity and nature play	
	Borrow a bug, reptile or mammal collection	
	Put up posters of animals, birds and insects in your setting and try to identify visitors to your garden.	
	Plant a range of plants in your garden to provide shelter, nesting and food for animals and birds that might be passing through your outdoor area. Include or retain trees and tall shrubs, dense or spikey lower shrubs, plants that provide fruit, nectar and seeds. Talk to your local nursery to select suitable plants for your outdoor area	
	Tell your families about the actions you've completed to increase your settings' biodiversity. Include tips in your newsletter. It might inspire families to look at what they can do in their own garden!	
	Add mulch, logs, large flat rocks and stone piles for lizards, animals and insects	
	Add a nesting box to your outdoor area to replicate natural shelters such as tree hollows. They are fun, cheap and easy to make	
	Create a frog pond that is safe for your children at your setting to access.	

SELF ASSESSMENT MATRIX – ENERGY

Lower Effort and/or Cost	Actions	Tick when complete
	Maximise the use of natural light and ventilation during the day	
	Turn off lights each day during rest time	
	Place signs near all light switches, power points to act as reminders to turn off when not needed	
	Use a check list at the end of each day to make sure all lights and appliances are turned off	
	Use fans where possible instead of air conditioners	
	Use correct temperature settings on air conditioners and section off rooms when heating or cooling	
	Make sure children are appropriately dressed requiring less use of heating and cooling appliances	
	Tell your families about the actions you are taking to reduce energy use. Include energy saving tips in your newsletter	
	Always use cold water for washing, wait for a full load and use the Eco cycle	
	Minimise the use of clothes dryers. Use the clothes line instead	
	Conduct an energy audit to eliminate unnecessary power use	
	Switch to more energy efficient lighting	
	When purchasing new appliances consider those with high energy star ratings	
	Install sensor lights in infrequently used areas	
	Consider installing a solar hot water system	
Higher Effort and/or Cost	Consider installing a solar power system	

SELF ASSESSMENT MATRIX – HEALTHY LIVING

Lower Effort and/or Cost	Actions	Tick when complete
	Discuss with families, children and staff your plans to become healthier setting and ask for suggestions as to how this can be achieved. The more involved families feel, the chances of them adopting healthier habits increases	
	Encourage a walk to setting day for families and staff	
	Increase the physical activity levels of all children and staff	
	Ensure staff understand the long and short term benefits of adopting a healthier lifestyle	
	Ensure staff act as positive role models for children and are observed making healthy food choices and keeping active	
	Encourage staff and children to eat together	
	Invite families into setting to share a healthy picnic and ask them to bring in a healthy food choice	
	Encourage breastfeeding and regularly hold information sessions for families	
	Buy local/organic/fair trade/produce where possible	
	Consider installing a vegetable garden/salad patch	
	Plant fruit trees	
Higher Effort and/or Cost	Invite families in to setting for a themed healthy food tasting session. For example, this event can be a regular occurrence, choosing different healthy foods from around the world or different fruits from around the world	

SELF ASSESSMENT MATRIX – TRANSPORT

Lower Effort and/or Cost	Actions	Tick when complete
	Consult your families and staff and discuss ways to reduce your settings' carbon footprint	
	Carry out an audit of staff daily journeys consider offering car share options	
	Encourage families to walk to setting by establishing walk to setting initiatives	
	Introduce awards for the children who walk to setting on a regular basis	
	Train staff on the impact of heavy vehicle use on the environment	
	Invest in a variety of alternative modes of transport for the children including bicycles, trikes, scooters, balance bikes, wheelbarrows	
	Carry out a transport audit and consider the number of deliveries that arrive at setting, can any of these be reduced? Once a week to once a fortnight or once a month?	
	Visit a train station, fire station or farm to allow children to experience modes of transport in their natural environment	
	Communicate with families through your newsletter the various ways you are striving to reduce the settings carbon footprint and encourage them to adopt the same strategies	
Higher Effort and/or Cost	Invite transport operators into setting e.g. fire engines, ambulance, refuse collection, milk float allowing children to experience a wide variety of transport	

SELF ASSESSMENT MATRIX – WASTE & LITTER

Lower Effort and/or Cost	Actions	Tick when complete
	Use reusable shopping bags every time you shop instead of plastic bags	
	Ask staff to be aware of packaging waste and encourage them to seek out products with little or no packaging	
	Ask families to bring in recyclable items for children's activities and set up a useful box in each room to store them in. Encourage children to build and create using the recyclable items	
	Set up paper collection points in each craft area and encourage children to re-use one sided paper	
	Encourage families to reduce food packaging by introducing a package free lunch box initiative	
	Train staff on how to recycle more effectively	
	Place colour coded bins in each room or in a central location	
	Assess whether you need to increase the number of recycle bins	
	Identify families who will take home excess organic waste home for their own compost or worm farm	
	Introduce a worm farm/compost bin to your setting and provide training for all staff	
	Use worm castings and juice from your worm farm on your own veggie garden.	
	Reassess the number of general waste bins and frequency of pick up following the introduction of measures to reduce waste	
	Look for opportunities to use recycled materials from parents when planning new spaces	
Higher Effort and/or Cost	Move to online assessments and parental notifications so that documentation and newsletters are not printed out	

SELF ASSESSMENT MATRIX – SCHOOL GROUNDS

Lower Effort and/or Cost	Actions	Tick when complete
	Introduce more plants both indoors and outdoors. Ensure all staff know the watering, light and feeding requirements of the plants you purchase. For the outdoors, look for varieties that are low maintenance and have less watering requirements. These will also create habitat for local wildlife	
	Incorporate stones and other natural materials including shells, pebbles and pinecones into both the indoor and outdoor learning environments and encourage imaginative play	
	Create a mud pit or sand pit	
	Create a mud kitchen	
	Create a permanent display table with interesting natural and sensory elements such as leaves, seeds and shells	
	Construct a tee pee using bamboo and grow climbers such as beans over the frame to create unique and interesting spaces	
	Consider incorporating pets into your outdoor space e.g. rabbits, guinea pigs, chickens – these can make excellent pets for young children	
	Undertake discussions with your children and families to find out what they would like to see in their outdoor area. Talk about how you could incorporate more natural elements e.g. logs, stepping stones, seating and balance beams. Replace soft fall areas with sensory gardens and textured pathways	
	Hold an activity day, inviting parents to help develop outdoor areas	
Higher Effort and/or Cost	Consider investing in a bee hive and equipment	

SELF ASSESSMENT MATRIX – WATER

Lower Effort and/or Cost	Actions	Tick when complete
	Use the eco cycle on washing machines and dishwashers and only when full	
	Use a full sink of water to wash or soak items such as art supplies rather than use running water from the tap	
	Tell your families about the actions you are taking to reduce water use. Include water saving tips in your newsletter	
	Investigate the opportunity to label bed sheets so they can be used on the same child for consecutive days	
	Increase mulching of gardens to prevent evaporation to reduce garden's watering needs	
	Conduct a water audit to eliminate unnecessary water use, and compare water bills when available this is very motivating for staff and children	
	Locate your water meter and take manual water readings. Consecutive readings at the beginning and end of each day will highlight if water is being lost outside business hours. Ensure timely repairs of leaks	
	When purchasing water using fixtures and appliances, select those with the highest water efficiency rating	
	Install low flow taps including push taps to prevent water wastage through taps being left on	
	Ensure all toilets are converted to dual flush toilets with hippos fitted	
	Install a rainwater tank with a gauge and connect to toilets and washing machine. Monitor the gauge	
	Consider installing a water butt	
Higher Effort and/or Cost	Install a water wall for children's play area	

Action Plan

Come up with ideas for activities and short and long term planning

How does it work?

Once you begin to consider the endless sustainability possibilities in your setting, you will have sparked many ideas for potential projects. You now need to draw up a workable plan with details of the projects you want to take action on. It will include lists of tasks, equipment needed and people to involve for each project. You may also want to outline a timetable and, if necessary, draw up a simple budget. Copies of the Action Plan should be made available for everyone to see; the more that people are aware of what you are trying to do, the more likely they are to get involved and play their part.

Informing and Involving

Let the whole setting and wider community know what you are doing

How does it work?

To spread the impact of your project it will be beneficial to get as many people involved as possible. They might also want to get involved with sustainability projects that are happening nearby. Having a prominent and eye-catching noticeboard, giving assemblies and presentations and by organising some fun events will help raise the profile of your projects. Posters are a great way of showcasing your work! By involving the wider community you will be helping even more people to learn for sustainability along the way.

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Monitoring and Evaluation

Measuring change and finding out what works and what doesn't

How does it work?

In making any project successful it is important to monitor whether things are changing or have changed. There are lots of different ways to do this: before and after photos, knowledge and attitude questionnaires, meter readings, analysis of electricity and water bills, transport surveys, litter counts, biodiversity surveys, waste audits and so on. Team members need to lead on design and implementation of their monitoring and evaluation but they might want to ask children, parents, staff and managers for input.

GLOSSARY

Biodiversity The variability among living organisms from all sources, including terrestrial, marine and other aquatic ecosystems and the ecological complexes of which they are part. Biodiversity includes diversity within and between species and the diversity of ecosystems.	**Carbon Footprint** A carbon footprint is an estimate of how much carbon dioxide is produced to support your lifestyle. Essentially, it measures your impact on the climate based on how much carbon dioxide you produce. Factors that contribute to your carbon footprint include your travel methods and general home energy usage. Carbon footprints can also be applied on a larger scale, to companies, businesses, even countries.
Carbon Neutral Every time we travel or turn on our computers, we add greenhouse gases to the atmosphere. This is because most of the energy we use comes from fuels like oil, coal, and gas. Other types of energy, like solar and wind power, do not contribute to climate change. But they are often more expensive. Being "carbon neutral" means removing as much carbon dioxide from the atmosphere as we put in. How can we remove carbon dioxide from the atmosphere? One way is to buy "carbon offsets". This supports projects like a wind farm or solar park. It helps make clean energy more affordable. It reduces future greenhouse gas emissions to make up for our travel and electricity use today.	**Climate Change** Climate change refers to any significant change in measures of climate (such as temperature, precipitation, or wind) lasting for an extended period (decades or longer). Climate change may result from: natural factors, such as changes in the sun's intensity or slow changes in the Earth's orbit around the sun; natural processes within the climate system (e.g. changes in ocean circulation); Human activities that change the atmosphere's composition (e.g. through burning fossil fuels) and the land surface (e.g. deforestation, reforestation, urbanization, desertification, etc.)
Compost A mixture of decaying organic matter, as from leaves and vegetable and fruit scraps, used to improve soil structure and provide nutrients. Well-balanced compost requires air, moisture, carbon and nitrogen materials, micro and macro-organisms.	**Conservation** The management of human use of nature so that it may yield the greatest sustainable benefit to current generations while maintaining its potential to meet the needs and aspirations of future generations.
Cultural diversity Variety or multiformity of human social structures, belief systems, and strategies for adapting to situations in different parts of the world. Language is a good indicator of cultural diversity, with over 6,000 languages currently being spoken.	**Culture** A collective noun for the symbolic and learned, non-biological aspects of human society, including language, custom and convention. The concept of culture is often used synonymously with 'civilisation'. However, it does have a range of meanings, including understandings of culture as norms and values; culture as meaning; and culture as human activity.

Deforestation Those practices or processes that result in the conversion of forested lands for non-forest uses. This is often cited as one of the major causes of the enhanced greenhouse effect for two reasons: 1) the burning or decomposition of the wood releases carbon dioxide; and 2) trees that once removed carbon dioxide from the atmosphere in the process of photosynthesis are no longer present.	**Education for Sustainability** Education for sustainability includes many of the founding principles of environmental education but with a stronger human focus, recognising that fundamental human rights and social justice are just as essential to sustainable development as environmental sustainability.
Environment Environment includes ecosystems and their constituent parts, natural and physical resources, the qualities and characteristics of locations, places and areas, the heritage values of places, and the social, economic and cultural aspects of these things.	**Global Warming** Global warming is an average increase in the temperature of the atmosphere near the Earth's surface and in the troposphere, which can contribute to changes in global climate patterns. Global warming can occur from a variety of causes, both natural and human induced. In common usage, "global warming" often refers to the warming that can occur as a result of increased emissions of greenhouse gases from human activities.
Global citizenship Global Citizenship is a way of living that recognises our world as an increasingly complex web of connections and interdependencies. One in which our choices and actions may have repercussions for people and communities locally, nationally or internationally. Global citizenship nurtures personal respect and respect for others, wherever they live. It encourages individuals to think deeply and critically about what is equitable and just, and what will minimise harm to our planet. Exploring global citizenship themes help learners grow more confident in standing up for their beliefs, and more skilled in evaluating the ethics and impact of their decisions.	**Green Procurement** Green Procurement considers the environmental aspects, potential impacts and costs, associated with the life cycle assessment of goods and services being acquired. It focuses on the practice of procuring products and services that are less harmful to the environment (land, air and water). Green products purchased should be those that are made with less harmful materials or which when produced or used or consumed would have a minimal impact on the environment. This includes buying local and reducing your carbon footprint.
Indigenous Indigenous people or things that are native to or exist naturally in a particular country, region or environment.	**Natural resources** Natural resources are often classified into renewable and non-renewable resources. Renewable resources are generally living resources (fish, coffee, and forests, for example), which can restock (renew) themselves if they are not overharvested. Renewable resources can restock themselves and be used indefinitely if they are used sustainably.

Project-Based Learning Students go through an extended process of inquiry in response to a complex question, problem, or challenge. Rigorous projects help students learn key academic content and practice 21st Century Skills (such as collaboration, communication & critical thinking).	**Renewable Energy** The term renewable energy generally refers to electricity supplied from renewable energy sources, such as wind and solar power, geothermal, hydropower, and various forms of biomass. These energy sources are considered renewable sources because they are continuously replenished on the Earth.
Sustainable Development Development that meets the needs and aspirations of the current generation without compromising the ability to meet those of future generations.	**Sustainability** There is no one agreed upon definition for sustainability. SSP defines it as "improving the quality of life for all – economically, socially, environmentally – now and for future generations.

Children's Books

- The Nature Corner - M.Van Leeuwen
- Where Does the Garbage Go? - P. Showers
- Why Should I Recycle? – J. Green
- The Three Rs – N. Roca
- I Can Save the Earth! – A. Inches
- The Adventures of a Plastic Bottle – A. Inches
- The Adventures of an Aluminium Can – A. Inches
- 10 Things I can do to Help My World – M. Walsh
- Yucky Worms – V. French
- The Night Iceberg – H. Stevens
- The Bee Tree – P. Polacco
- Juliana's Bananas – R. Walton

Practitioner's Resources

- *Research in Early Childhood Education for Sustainability* – J. Davis
- *Global Childhoods* – M. Edwards
- *Risk Challenge and Adventure in the Early Years* – K. Solly
- *Making A Mud Kitchen* – J. White
- *Encounters with Materials in Early Childhood Education* – V. Pacini – Ketchabow
- *Education in Times of Environmental Crises: Teaching Children to be Agents of Change* – K. WInograd

Websites

www.muddyfaces.co.uk

www.worldforumfoundation.org.uk

www.janwhitenaturalplay.wordpress.com

www.bumblebeeconservation.org

www.rspb.org.uk/youth/learn/earlyyears

www.naturedetectives.org.uk

www.woodlandtrust.org.uk/learn/children-and-families
www.eco-schools.org.uk

www.lotc.org.uk

www.outdoor-learning.org.uk

www.loveoutdoorplay.net

www.naee.org.uk

www.se-ed.co.uk

www.gardeningwithchildren.co.uk

www.foodforlife.org.uk

www.faceonline.org.uk

www.makeitandmendit.com

www.childrensscrapstore.co.uk

www.wrap.org.uk

www.ltl.org.uk

www.reepinfo.org.uk

USEFUL LINKS

http://www.worldomep.org/wp-content/uploads/2013/12/combined_ESD_book.pdf

http://www.327matters.org/Sustainability/index.html

http://www.worldomep.org/en/esd-scale-for-teachers/

http://www.gu.se/digitalAssets/1320/1320257_ijec-vol-41-no-2.pdf

JANUARY	FEBRUARY	MARCH
Big Energy Saving Week National Bird Day National Story Telling Week World Religion Day	Fairtrade fortnight World Wetlands Day 	Earth Hour World Water Day Waste Week Vegetarian Week International Day of Forests
APRIL	**MAY**	**JUNE**
The Big Pedal World Book Day Earth Day 	National Walking Month Compost Awareness Week International Day for Biological Diversity	Volunteers Week World Environment Day Recycle Week Empty Classroom Day 
JULY	**AUGUST**	**SEPTEMBER**
Oxfam Water Week National Marine Week Love Parks Week Plastic Free July	National Honey Bee Day World Breastfeeding Week 	Waste Less, Live More Week Read a Book Day British Food Fortnight Ozone Day
OCTOBER	**NOVEMBER**	**DECEMBER**
Global Handwashing Day World Animal Day World Food Day 	World Toilet Day Universal Children's Day Energy Month Global Entrepreneurship Week	Human Rights Day International Volunteers Day 

Please see www.awarenessdays.co.uk for exact dates – varies year to year
Please see:- http://www.interfaith-calendar.org/ for multi faith festival dates

AWARENESS DATES FOR YOUR DIARY

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LIVERPOOL JOHN MOORES UNIVERSITY

Courtesy of the United Nations, 2017



EARLY CHILDHOOD EDUCATION FOR SUSTAINABILITY

Social and Cultural

Rule of Law
Social Justice
Social stereotypes
Mutual Respect
Democracy
Cultural diversity
Human rights
Individual Liberty
Equality



Economic

Costing role play
Purchasing decisions
Resource conservation





Environmental

Environmental protection
Rule of Law
Resource availability
Individual Liberty
Environmental policies
Democracy
Energy efficiency
Mutual Respect



MUTUAL RESPECT—RULE OF LAW—FUNDAMENTAL BRITISH VALUES—DEMOCRACY—INDIVIDUAL LIBERTY

EYFS PRIME AREAS PHYSICAL DEVELOPMENT * COMMUNICATION AND LANGUAGE * PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

SPECIFIC AREAS LITERACY * NUMERACY * UNDERSTANDING THE WORLD * EXPRESSIVE ARTS AND DESIGN

9 INTERCONNECTING ECO—THEMES

Healthy Living	Biodiversity	Global Citizenship	Energy	Litter	Waste	Transport	School Grounds	Water
								
* Eg Edible Garden * Plant and Grow	* Eg Nature Trails . * Going on a Bear Hunt	* Eg Earth Day * Big Earth, Little Me	* Eg Kites and Windsocks * Solar Story time	* Eg Litter Stories * Litter Patrol	* Eg Birdfeeders . Loose Part/OEP	* Eg Bike Explorers * Wildlife Walk	* Eg Campfire * Green fingers	* Eg Water Art * Mud Kitchen
PLACE BASED LEARNING ALLOTMENTS	PLACE BASED LEARNING THE BEACH	PLACE BASED LEARNING WOODLAND	PLACE BASED LEARNING MOORLAND	PLACE BASED LEARNING PARKS	PLACE BASED LEARNING ZOO	PLACE BASED LEARNING FARM	PLACE BASED LEARNING MUSEUM	PLACE BASED LEARNING RIVER

PLAY AND EXPLORATION — ACTIVE LEARNING — **CHARACTERISTICS OF EFFECTIVE LEARNING** - CREATING AND THINKING CRITICALLY

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