**Sustainable Eden Sessions**

**IMPORTANT:** This session is designed for pupils who already have a secure understanding of the key concepts relating to sustainability and sustainable development. It would ideally be delivered to a class who have already completed Eden’s **‘Our Sustainable School: An Introduction to Sustainability’ lesson plan.**

**Description:** Using the ‘[Eden Sessions’](https://www.edensessions.com/) as an example, pupils will develop their understanding of sustainability through the lens of hosting a live music event. Focussing predominantly on food, they will learn how the Eden Sessions are used to demonstrate and inspire positive action for our planet. Pupils will use their knowledge of sustainability, and the [Development Compass Rose](https://developmenteducation.ie/wp-content/uploads/2015/12/Development-Compass-Rose-Framework-full.pdf) to complete their own ‘Sessions’ focussed challenges.

**Who:** Upper KS2 /Lower KS3

**Curriculum links**

We have designed these lessons to help teachers cover the following areas of the KS2 and KS3 curriculum:

**KS2 Citizenship-** Developing confidence and responsibility and making the most of their abilities:

* Talk about their opinions, and explain their views, on issues that affect themselves and society; Recognise their worth as individuals by identifying positive things about themselves and their achievements; Face new challenges positively by collecting information, making responsible choices, and ‘taking action’.

**KS2 Citizenship-** Preparing to play an active role as citizens:

* Research, discuss and debate topical issues, problems and events; Understand that resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment.

**KS2 Design and Technology**

* Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups.

**KS3 Geography**

* The use of natural materials and how human activity relies on effective functioning of natural systems.

**KS3 Citizenship**

* Students will study the roles played by institutions and voluntary groups in society, and the ways in which citizens work together to improve their communities, including opportunities to participate in school-based activities.

**KS3 Design and Technology**

* Develop specifications to inform the design of innovative, functional, appealing products that respond to needs in a variety of situations.

This session also addresses the aims of [**DfE Sustainability and Climate Change Strategy**](https://www.gov.uk/government/publications/sustainability-and-climate-change-strategy#:~:text=To%20do%20this,%20the%20Department%20for%20Education%20(DfE)%20has%20developed), where all children learn about the importance of sustainability.

**Students will:**

This lesson will enable students to:

* Develop and apply their understanding of sustainability to a business context.
* Assess the choices that others make in relation to all areas of sustainability.
* Make their own sustainability-focussed choices.
* Design appealing products with sustainability in mind.

**Overview for this lesson:**

We will begin this lesson by reminding pupils of the key concepts relating to sustainability and revise how the [Development Compass Rose](https://developmenteducation.ie/wp-content/uploads/2015/12/Development-Compass-Rose-Framework-full.pdf) can be used as a tool to assess the impacts of our choices in relation to each area of sustainable development (Nature/ Environment, Economic and Social). Pupils will then be introduced to the [Eden Sessions](https://www.edensessions.com/) and learn how these are delivered with sustainability at their heart. They will then use the Development Compass Rose to help them choose the most sustainable food vendor to sell their dishes at this year’s Eden Sessions. Finally, pupils will apply their knowledge of sustainability to design their own persuasive food vendor leaflets.

**How Long?** 2-3 hours

**Resources**

For this lesson, you will need:

* ‘Sustainable Eden Sessions’ PowerPoint (see downloads).
* Putting on music event statements (see downloads).
* ‘Sustainable Eden Sessions- Development Compass Rose’ worksheet (see downloads).
* Food Vendor Leaflets (see downloads).
* Food Vendor Reference sheet.
* ‘Develop your own food offer’ worksheet (see downloads).
* Sticky notes.

**The Support Act [30 mins]**

* Slide 2 - Begin the lesson by asking your pupils to remember the three key aspects of sustainability (Nature/Environmental, Social and Economic) and making sure they understand what is meant by each of these terms. If necessary, use the video [‘Sustainability in 4 minutes- Sustainable Explainable’](https://www.youtube.com/watch?v=t69P9_v7jrU) , from Slide 3, to consolidate their understanding.
* Slide 4- Summarise that sustainability is about **‘human beings existing in a way that meets the needs of the present without compromising the ability of future generations to meet their own needs.’**
* Slide 5- Explain that the Eden Project has to consider all three key aspects of sustainability when thinking about everything that they do - from putting on big events to deciding what type of coffee to sell in their cafes.
* Slide 6- Explain that to help them do this, Eden use a tool called ‘[The Development Compass Rose](https://developmenteducation.ie/wp-content/uploads/2015/12/Development-Compass-Rose-Framework-full.pdf)’. This is a really useful means for remembering the three aspects of sustainability, and a great tool that can be used to help consider the positive and negative impacts of our choices in relation to each area.

**Activity- Sustainable Eden Sessions**

* Slide 7- Tell your pupils that they are going to use the Development Compass Rose to help answer the question: **Should the Eden Project put on a large music event?**
* Provide each pair/small group of pupils with the ‘Putting on music events’ statement cards and a copy of the Development Compass Rose (see downloads).
* Ask the pupils to read through the statement cards. After reading each one, they should decide which aspect of sustainability it relates to (Nature, Economy or Social) and whether it is a positive or negative impact of putting on an event like that. Once they have decided, they should place the card in the appropriate place on the activity sheet.

**Note:** It is possible for some of the statements to fit under more than one heading, in which case they should put that card between those two groups. If it could go in all three, they should put it somewhere in the middle.

* Having sorted their statements under the correct headings on the Development Compass Rose, ask your pupils to share some examples of where they have put certain statements. Does everyone else agree they have put it in the right place?
* Return to the original question: **Should the Eden Project put on a large music event?**
* Ask your pupils to imagine that they are part of the ‘Events’ management team at the Eden Project. Now that they understand the Nature, Economic and Social impacts of delivering music events, they need to decide whether or not they think the Eden Project it should host some of their own. This is the **‘who decides’** aspect of the Development Compass Rose.
* Pupils should consider the positives and negatives in relation to each area and decide whether they think that this is something that the Eden Projects should do. They should record their answers on their sheet before explaining and justifying their answer to the rest of the class.
* Slide 8- Summarize the activity by explaining to the class that there is not necessarily a ‘right’ or ‘wrong’ answer. However, it is important for us all to remember that the decisions we make throughout our lives have a wider impact than we may have previously realised. It is important to be ‘critical thinkers’ and use the information that we have available to make the best choices that we can at the time.
* Explain that by using the Development Compass Rose we can make sure that we are making decisions with sustainability in mind.

**Headliners (45 mins)**

* Slide 9- Explain that, although there are quite a few ‘negatives’ when it comes to putting on large music events, the Eden Project actually hosts a series of live outdoor music concerts every summer called the [Eden Sessions](https://www.edensessions.com/).
* Slide 10- Introduce pupils to the Eden Sessions using the video: [Eden Sessions summer concerts at the Eden Project](https://www.youtube.com/watch?v=ir1tKhN4LhU)
* Having watched the video, ask: how can the Eden Project justify putting on an event like this when we have just seen all the negative impacts that they can have on the environment, economically and socially?
* Slide 11- Explain that one of the reason Eden puts on these shows is to demonstrate how big events like this can be delivered in a far more sustainable way.
* Play the **Sustainable Sessions Video**, from the PowerPoint, showing the actions that Eden has taken to improve how sustainable their events are. Pupils will need to record all of the actions they see from the video on sticky notes (each action should be recorded on a separate note).
* Having finished watching the video, write the headings Nature, Economic and Social on the board and ask your pupils to place the sticky notes that they have written under the right headings.

**Note:** they should have spotted some of the following actions:

* *100% of our grid electricity comes from renewable energy sources (wind, solar and hydro-electric power).* ***Nature***
* *Eden Sessions offer a paper-less ticketing service.* ***Nature***
* *Eden uses rain water to flush their toilets.* ***Nature***
* *There is no single-use plastic on site.* ***Nature***
* *Eden sell re-usable, recyclable cups which visitors can take home.* ***Nature, Economic***
* *85% of food comes from local suppliers.* ***Nature, Social, Economic***
* *Eden recycles their glass, metal cans, paper and plastic.* ***Nature***
* *Eden turns food waste into fertiliser and compost.* ***Nature***
* *Eden uses rechargeable electric vehicles to get around their site.* ***Nature***
* *Visitors encouraged to use public transport as much as possible when travelling to the Eden Sessions.* ***Nature, Economic***
* *Visitors are also encouraged people to car-share (via the national lift sharing network) where possible.* ***Nature, Economic, Social***
* *Visitors encouraged to try a meat-free options.* ***Nature, Social***
* *Eden employs local people to help staff the events.* ***Social, Economic***
* *Eden offers additional access for people with disabilities or additional needs e.g. free entry for personal assistants, free wheelchairs, relaxed/ accessible viewing areas.* ***Social***
* *Free entry to Eden on the day of the session and for the following day as well.* ***Economic***
* Read through the sticky notes and summarise that these are just some of the steps that the organisers of the Eden Sessions have taken to demonstrate how some of the ‘negatives’ of putting on music events can be minimized. This means that people can enjoy watching their favourite artists without worrying, maybe quite so much, about the wider impacts of their actions.

**Introducing the challenge**

* Slide 12 - Explain to the class, that as the managers of the Events Team, they now have an important decision to make about the food that is going to be served at the sessions!
* Introduce the challenge: **“5 food vendors have sent you their leaflets, hoping to persuade you to let them sell their food at the Eden Sessions. Unfortunately, there is only enough room for one more food stall. You need to read all of the information and use the Development Compass Rose to help you decide which of these vendors best fits the sustainable ethos of the Eden Sessions.”**
* Provide pairs/ small groups of pupils with a set of Food Vendor Leaflets and a copy/ copies of the Development Compass Rose for them to make notes about each vendor on, before starting them off. Pupils should use the Food Vendor Reference Sheet (see downloads) to help them identify and focus on the key information from each leaflet.
* After 20-30 minutes, ask each group to feedback to the class which vendor they have chosen and why they picked this one over any of the others. Pupils should refer to the different aspects of sustainability in their responses.
* Slide 13- Having listened to each pair/ group’s response, reiterate that, again, there is not necessarily a ‘right’ or ‘wrong’ answer. However, it is important to be ‘critical thinkers’ and use the information that we have available to make the best choices that we can at the time.

**The Encore (1 hour)**

* Explain to the class, that now they have a better understanding of what kind of food could be sold at the Eden Sessions, they are now going to apply their knowledge of sustainability by put themselves in the shoes of the food vendors.
* Slide 14- Introduce them to the next challenge**: We want you to come up with your own sustainable food offer that could be sold at the Eden Sessions. You need to decide what kind of food you want sell and then design your own food vendor leaflet. The food that you choose should not only be delicious but should also appeal to people attending the Eden Sessions and fit Eden’s sustainable ethos.** This activity could be done individually or in pairs.
* Use slide 15 to provide the class with some guidance about the different kinds of considerations that they will need to make when coming up with their food option. They should make notes relating to each of these areas on the ‘Develop your own food offer’ worksheet (see downloads)
* Give the class 45 minutes to decide on what kind of food they are going to sell and to design their leaflets- this could either be done by hand or using computer software.
* Finish the lesson by giving your pupils the opportunity to present their work to the rest of the class, explaining why their stall is suitable for the Eden sessions and what makes their food stall sustainable.

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