

NEVER REFUSE TO REUSE

INTRODUCTION

Never Refuse to Reuse is a film produced by S4 pupils at Kirkcaldy High School in Fife. This was their first film making experience and the low carbon, sustainable business knowledge was also entirely new to them.

Their school uniform is an Eco-uniform that was made by David Luke, uniform supplier. The pupils involved in this project decided to make a film which had some hard hitting facts about plastic waste so that it would resonate with the audience, the importance of understanding where products come from and their impact on the environment. They were also keen to show what they as a school community are doing to help the environment. The Eco-uniform is new to the school but has been received well by both pupils and parents/guardians.

Watching this short film, hopefully you and your pupils will have an idea of the impact plastic waste is having on the environment but also that as a school there are ways that you can do your bit to help. The film will serve as an opportunity for group discussions on the social, moral and environmental implications of business and the importance of ethical and sustainable business practice.

This film is aimed at S1-S6 pupils with a view of opening their minds to a world beyond home and school, where they can reflect on their own behaviours as consumers and make more informed choices about the environmental or ethical risk involved in their buying decisions. This is a flexible resource that can be adapted and used as suits your audiences' needs with suggested inquiries that can be developed immediately after watching the film or at a later date.

BEFORE THE FILM - LINES OF INQUIRY

Before watching the film, it presents a great opportunity to have discussions about sustainable business, why it's important and what it means to be a sustainable business.

1. WHAT IS SUSTAINABLE BUSINESS?

Assess how much knowledge your pupils have about sustainable business and encourage them to work in groups where they can share any knowledge or experiences. If you have any experiences, this would be a good time to share with the group. An example might be changing from one product to another because you found out something about a supplier that made you want to make the change.

2. ENVIRONMENTAL IMPACTS

Why is it important to be aware of businesses practices and policies? This is a good time to have a look at the environment around us. What do your pupils think the local and global issues are?

Do some research and gather some facts on what is damaging our environment. This is a good time to look at Renewable and Non-Renewable energy, its impact globally and also consumerism, material and food waste, what is the scale of this?

Have a look at the Global Goals for Sustainable Development – these may deepen understanding about global issues <http://worldslargestlesson.globalgoals.org/>

3. SUPPORTING SUSTAINABLE BUSINESS

Encourage your pupils to do some research on well-known brands to see just how sustainable they are and what processes they have in place to ensure that they are lowering their carbon footprint. The information your pupils find might surprise them. They can present their findings to the class.

If a company says they have an ethical policy in place to ensure they are operating sustainably, what does that mean? Dig below the surface and find out exactly what they are doing to help the environment.

AFTER THE FILM - LINES OF INQUIRY

Some of these suggested lines of inquiry can be presented for individuals to reflect upon after watching the film and/or used as a basis for group discussions at the end. Some could be ongoing activities or activities that can be done at another time.

1. ECO-UNIFORM

Why have a uniform?

People tend to have many different opinions about uniform. What do you think its purpose is? You may wish to discuss the following articles where uniform has been hot topic:

<https://www.theguardian.com/education/video/2016/sep/07/hartsdown-academy-pupil-describes-uniform-upset-but-head-defends-clear-message-video>

<https://www.theguardian.com/education/mortarboard/2013/oct/03/why-wear-school-uniform>

Our Current Uniform Supplier

Where does your current uniform come from? Do they use Fairtrade cotton? Are they operating as a sustainable business? Perhaps your pupils can contact your supplier to find out more about the company, they might want to ask them what their Ethical Policy Statement is? Is it their intention to become a more sustainable business? Are they aware of their own Carbon Footprint?

What about an Eco-Uniform?

Do you have an Eco-uniform in school? Is this something that you have ever thought about?

Discuss what the options are to potentially go down this route of having an Eco-Uniform. What are the cost implications? How do you get your school community on board?

Please visit www.davidluke.com which will provide you with lots of helpful information. Also watch 'Message in a Bottle', a film about David Luke and their passion to become a more sustainable business which may inspire your pupils further.

We are Consumers

When talking about uniform you may also want to encourage pupils to think about their own behaviours as consumers. Where do their clothes come from? What is the real cost of clothing that isn't ethically produced? Do they re-use clothes e.g donate any school clothing that no longer fits that others may find a use for? Is it taboo to wear second hand clothes and if so, why? Do we really need the amount of clothing we currently have?

2. REDUCING PLASTIC USE

What is Plastic?

What is plastic made from? Is it a sustainable material? Where does it end up when we throw it away? Does it biodegrade? Plastic is a very useful material that we have become accustomed to, is there an alternative? What do we want/need to use it for?

Investigate the impact that plastic is having on our environment, the stats might surprise you. How can we share this information which is so important? Perhaps your pupils can create posters and

place them around the school. It would be great if they could raise the issue at an Assembly, maybe even show this film or the 'Message in a Bottle', David Luke film.

Reducing Our Plastic Waste

It is astounding just how much plastic we go through each year and the impact it is having on our environment. With your pupils discuss how many products they use or consume in a day that are contained in plastic, is there a way that they can reduce their own plastic use? E.g. instead of buying water in plastic bottles, can they buy a re-usable water bottle so they are reducing their plastic waste.

AFTER THE FILM – REFLECTION

Here are some questions you can use after watching the film to encourage your audience to reflect on what they have seen and heard and what they might like to do next.

- Did you enjoy watching Never Refuse to Reuse?
- Did the activities change the way you think about the film?
- What is the most significant thing you learnt through partaking in the activities around the film?
- Are there any issues highlighted in the film or from your activities that you would like to explore further?
- Do you think you will share what you have learnt with friends and family?
- Do you feel confident expressing your opinions about sustainable living?

CURRICULUM FOR EXCELLENCE EXPERIENCES & OUTCOMES

SOCIAL SUBJECTS

I can discuss the environmental impact of human activity and suggest ways in which we can live in a more environmentally responsible way.

SOC 2-08a

I can identify the possible consequences of an environmental issue and make informed suggestions about ways to manage the impact.

SOC 3-08a

I can discuss the sustainability of key natural resources and analyse the possible implications for human activity.

SOC 4-08a

I have developed an understanding of the importance of local organisations in providing for the needs of my local community.

SOC 1-20a

When participating in an enterprise activity, I can explore ethical issues relating to business practice and gain an understanding of how businesses help to satisfy needs.

SOC 3-20a

I am aware that different types of evidence can help me to find out about the world around me.

SOC 0-15a

I can use evidence selectively to research current social, political or economic issues.

SOC 2-15a

I can consider ways of looking after my school or community and can encourage others to care for their environment.

SOC 1-08a

SCIENCES

I am aware of different types of energy around me and can show their importance to everyday life and my survival.

SCN 1-04a

HEALTH & WELLBEING

Through contributing my views, time and talents, I play a part in bringing about positive change in my school and wider community.

HWB 0-13a / HWB 1-13a / HWB 2-13a / HWB 3-13a / HWB 4-13a

I can describe some of the kinds of work that people do and I am finding out about the wider world of work.

HWB 0-20a / HWB 1-20a

I am developing the skills and attributes which I will need for learning, life and work. I am gaining understanding of the relevance of my current learning to future opportunities. This is helping me to make informed choices about my life and learning.

HWB 3-19a

While working and learning with others, I improve my range of skills, demonstrate tactics and achieve identified goals.

HWB 2-23a

LITERACY & ENGLISH

When I engage with others, I can make a relevant contribution, encourage others to contribute and acknowledge that they have the right to hold a different opinion. I can respond in ways appropriate to my role and use contributions to reflect on, clarify or adapt thinking.

LIT 3-02a

As I listen or watch, I can make notes and organise these to develop thinking, help retain and recall information, explore issues and create new texts, using my own words as appropriate.

LIT 3-05a / LIT 4-05a

I can show my understanding of what I listen to or watch by commenting, with evidence, on the content and form of short and extended texts.

LIT 3-07a

To help me develop an informed view, I can distinguish fact from opinion, and I am learning to recognise when my sources try to influence me and how useful these are.

LIT 2-08a

I am developing confidence when engaging with others within and beyond my place of learning. I can communicate in a clear, expressive way and I am learning to select and organise resources independently.

LIT 2-10a / LIT 3-10a

When listening and talking with others for different purposes, I can: • communicate information, ideas or opinions • explain processes, concepts or ideas • identify issues raised, summarise findings or draw conclusions.

LIT 3-09a

To help me develop an informed view, I can identify and explain the difference between fact and opinion, recognise when I am being influenced, and have assessed how useful and believable my sources are. LIT 2-18a

Using what I know about the features of different types of texts, I can find, select and sort information from a variety of sources and use this for different purposes.

LIT 2-14a

I can make notes, organise them under suitable headings and use them to understand information, develop my thinking, explore problems and create new texts, using my own words as appropriate.

LIT 2-15a

RELIGIOUS & MORAL EDUCATION

I can share my developing views about values such as fairness and equality and love, caring, sharing and human rights.

RME 2-05b

I can explain why different people think that values such as honesty, respect and compassion are important, and I show respect for others.

RME 2-09c

I can apply my developing understanding of morality to consider a range of moral dilemmas in order to find ways which could promote a more just and compassionate society.

RME 4-02b

I can demonstrate my developing understanding of moral values through participating in events and projects which make a positive difference to others.

RME 3-05b

I can explain how the different beliefs that people have, including beliefs which are independent of religion, relate to their moral viewpoints and how this leads them to respond to moral issues.

RME 3-09c

TECHNOLOGIES

From my studies of sustainable development, I can reflect on the implications and ethical issues arising from technological developments for individuals and societies.

TCH 3-02a

Having analysed how lifestyle can impact on the environment and Earth's resources, I can make suggestions about how to live in a more sustainable way.

TCH 2-02a

Throughout all my learning, I take appropriate action to ensure conservation of materials and resources, considering the impact of my actions on the environment.

TCH 1-02a

Throughout my learning, I share my thoughts with others to help further develop ideas and solve problems.

TCH 0-11a

RESOURCES

FILM: Never Refuse to Reuse <https://www.youtube.com/watch?v=NOiXdzFfJUu>

FILM: Message in a Bottle <https://www.youtube.com/watch?v=uF8Zghd5V0M>

<http://worldslargestlesson.globalgoals.org/>

<https://www.theguardian.com/education/video/2016/sep/07/hartsdown-academy-pupil-describes-uniform-upset-but-head-defends-clear-message-video>

<https://www.theguardian.com/education/mortarboard/2013/oct/03/why-wear-school-uniform>

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