



## BIODIVERSITY



### Eco-Action 1: Museums

Many museums and art galleries offer free, online virtual tours, we highly recommend visiting the world-famous **Natural History Museum in London** by clicking here or on the link below.

**Nursery:** Visit the Hintze Hall, can you find a penguin? What other animals can you find?

**Primary:** Visit the Hintze Hall, who is sitting at the top of the stairs? Can you learn five interesting facts from your virtual tour to tell your friends or family?

**Secondary/College:** Expand your mind—visit the interactive experience and learn about everything from meteors to dinosaurs.

<https://artsandculture.google.com/partner/natural-history-museum>

### Eco-Action 2: Trees

Did you know many countries have an official national tree?

**Nursery:** Can you find out the national trees for England, Ireland, Scotland and Wales? Can you spot any of these trees from your window?

**Primary:** Can you find out the national trees for England, Ireland, Scotland and Wales? Research why they are our national trees and the legends associated with them.

**Secondary/College:** Find out what is the national tree for the different countries you have to learn about as case studies in your geography lessons. Which national tree do you think has the most interesting story?

### Eco-Action 3: Art and Design

Art and nature go hand in hand, be inspired by the natural world.

**Nursery:** Use recycled materials to create a sculpture of your favourite animal.

**Primary:** Use recycled materials to create a mural of your favourite animal.

**Secondary/College:** Draw or paint your favourite animal in different styles—pop art, art deco, surrealism etc.



## Eco-Action 4: Palm Oil

Acres of Rainforest are cut down everyday to produce palm oil leading to a loss of habitat for many endangered animals. How many products containing palm oil can you find in your home?

**Nursery:** Do any of these items have the sustainable palm oil logo? Count the number of logos you can find.

**Primary:** Research the effects of palm oil and write a persuasive e-mail to one of these companies encouraging them to switch to sustainable palm oil or stop using palm oil altogether.

**Secondary/College:** Use the internet to research alternative products your family can buy that contain sustainable (or no) palm oil.

## Eco-Action 5: Love Your Plants!

Find a plant you can adopt either in your house or garden.

**Nursery:** Name your plant! Find out what plants need to grow, does your plant have everything it needs to be healthy?

**Primary:** Name your plant, then find out it's botanical name. Use the internet to research how to look after your plant: does it get enough sunlight (or too much)? How frequently does it need watering and how much water does it need? Does it need pruning?

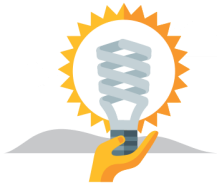
**Secondary/College:** Name your plant and find out it's botanical name, use the internet to find out if it has everything it needs. Have a look at plant adaptations, how has your adopted plant adapted to live in its natural habitat?



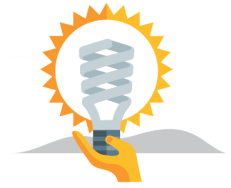
**For more Biodiversity #EcoSchoolsAtHome inspiration visit our Eco-Schools Pinterest account**

**<https://www.pinterest.co.uk/ecoschoolsengla/biodiversity-topic/>**





## ENERGY



### Eco-Action 6: What's a Watt?

With most people (young and old) now working from home, more energy will be used, so its time to investigate your energy bills!

**Nursery:** Look around your home and count how many devices you can find that use electricity.

**Primary:** If you have a smart meter, use it! Find out how much energy you use each day and when your energy use is at its peak—do you know why you use more energy during these peak hours? If you don't have a smart meter, take a meter reading at the same time each day to work out how much energy you use in 24 hours. **Please ask an adult to help you with this.**

**Secondary/College:** Either read your smart meter or take meter readings to work out how much energy is used in your house each day. Check online whether your energy use is above or below the average energy use in the UK and/or other countries around the world.

### Eco-Action 7: Watt Can You Save?

Simple changes can help you to save money on your energy bills, so now its time save electricity and money!

**Nursery:** Investigate what electrical devices are switched on in your house, discussing whether they need to be switched on: freezer yes! Lights during the daytime, no!

**Primary:** Audit energy use in your house, if any devices are left on standby, when not being used, switch them off. Make sure phone (and other chargers) are unplugged or turned off at the wall when not in use. Make sure lights are off during the daytime! See if you can reduce your energy use this week.

**Secondary/College:** Use the internet to research simple tips for saving energy at home and share this information with the other members of your household e.g. wash at 30 degrees (or less)!



## Eco-Action 8: Watt Tariff?

Check who your energy provider is and what energy tariff you are on to save the planet (and some money).

**Nursery:** Discuss where your energy comes from, what is electricity? Why is it important? What would life be like without electricity?

**Primary:** Find out who supplies your energy and what energy sources they use. With your parent or guardian, visit a price comparison website and find out how much your energy would cost if you switched to a green energy supplier.

**Secondary/College:** With a parent or guardian visit a price comparison website to work out how much your energy bill would be with a green energy supplier, discuss whether you could switch now or at a later date. Research the nearest renewable energy source to your home.

## Eco-Action 9: Watt's Your Carbon Footprint?

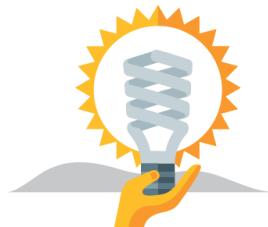
Your carbon footprint is the amount of Carbon Dioxide released into the atmosphere as a result of your activities. Lowering your carbon footprint will help tackle climate change.

**For All ages:** Calculate your carbon footprint at [www.footprintcalculator.org](http://www.footprintcalculator.org)

## Eco-Action 10: Take A Break From Electricity.

During self-isolation electricity is vital, it helps us: learn, keep in contact with loved ones and pass the time, but it's also important to take some time off!

**For All ages:** Take a one-hour break from electricity everyday for a week: do some exercise, read a book, create something. This task is good for you and the planet!



**For more Energy #EcoSchoolsAtHome inspiration visit our Eco-Schools Pinterest account**

[www.pinterest.co.uk/ecoschoolsengla/energy-topic/](http://www.pinterest.co.uk/ecoschoolsengla/energy-topic/)





## GLOBAL CITIZENSHIP



Welcome to our **#EcoSchoolsAtHome** Global Citizenship World Tour! Before completing any of our tasks, please choose two Eco-Schools countries. Pick a country you have to study in class for a certain subject such as geography and then pick another country you would like to visit in the future. You can change countries for each task if you wish, but all countries must operate the Eco-Schools programme!

**Find your Eco-Schools country here!**

**<https://www.ecoschools.global/national-offices>**

### Eco-Action 11: Plants and Animals

**Nursery:** Draw a picture of an animal, tree or flower from the country you have chosen and tell us one wild fact about it.

**Primary:** Find out which plant and animal species are endangered in your chosen Eco-Schools countries, and create your own 'Eco-Creature Super Hero,' with all your favourite features of these endangered plants or animals.

**Secondary/College:** Find out which species are critically endangered in your chosen Eco-Schools countries, compare and contrast the reasons for this. Is there anything you and your family can do to help protect a critically endangered species? The IUCN Red List will help.

### Eco-Action 12: Weather and Climate

**Nursery:** Keep a weather diary for the week and see how different our weather is compared to your chosen Eco-Schools country—is it colder or wetter there?

**Primary:** Try to pick two Eco-Schools countries with different climates, why do you think their climates might be different? Try to find out if climate change has had an impact on one or both of these countries.

**Secondary/College:** Focusing on one Eco-Schools country research the effects of climate change on that nation. Has there been any action in that country (apart from the Eco-Schools programme) to reduce the impacts of climate change? Have students in this country been involved in the climate strikes? Send a message on social media to show your support to young people from this country.



## Eco-Action 13: Language

**Nursery:** Find out how to say 'hello' in the language of your chosen Eco-Schools country—maybe you and your family are lucky and already know how to say hello in a different language.

**Primary:** Why not visit the Eco-Schools website of the country that you have picked, can you translate any words from the website? Do all countries use the term 'Eco-Schools' or do they say something different? Is Eco-Schools written using a different alphabet? Try to find as many ways to write Eco-Schools as possible and share with us!

**Secondary/College:** Pick 20 key words linked to the environment and translate into the chosen language of your Eco-Schools country. If you are studying a GCSE/A 'level Language: challenge yourself and try to include these 20 words in sentences using past, present and future tenses.

## Eco-Action 14: Culture

**Nursery:** Draw and colour a flag of your Eco-Schools country. Then, you could display your flag in the window to show you're thinking of others around the world!

**Primary:** What is the national dish of the countries you have chosen? Are you able to make this as a meal for you family? If not, why not make an international menu of all your favourite foods from across the Eco-Schools nations!

**Secondary/College:** Listen to music from your chosen Eco-Schools nations. Can you find any current artists, from that country, who are writing music about global issues? Listen to their lyrics and try to write your own climate action song.

**When you have completed any of the Eco-Schools World Tour actions, on social media, share with the national Eco-Schools offices of your chosen countries along with us and use #EcoSchoolsAtHome**



**For more Global Citizenship #EcoSchoolsAtHome inspiration visit our Eco-Schools Pinterest account**

**[www.pinterest.co.uk/ecoschoolsengla/global-citizenship-topic/](http://www.pinterest.co.uk/ecoschoolsengla/global-citizenship-topic/)**





## HEALTHY LIVING



### Eco-Action 15: Laughter

**Nursery:** Find your favourite silly joke that makes you and your family giggle. When you have your joke ask an adult or older sibling to help you write it out and display in your window or on your door for neighbours to read and enjoy. You could even write a new joke each day!

**Primary:** Create your own comedy sketch that lasts for 2 minutes, then perform it to your family—maybe you could include props from around the home. Record your comedy sketch and ask your family to share with your friends to brighten their day!

**Secondary/College:** Write a satire essay or poem based on an environmental topic of your choice. Who will be your target audience? What form of satire will you use: Horatian, Juvenalian or Menippean? What were different peoples views on your satire?!

### Eco-Action 16: Senses

**Nursery:** Every day focus on a different sense: touch, sight, hearing, smell, taste. What is your favourite thing to touch, see, hear, smell or taste? Experiment with your senses: close your eyes when you are chewing your food, does it make your food taste different? What are your favourite toys - how do they feel? How do they smell?

**Primary:** Incorporate 3 senses into your daily exercise. What can you hear, see and smell as you walk, run or cycle? Try to notice different things each day and keep a record in a sensory diary or map. Does the weather change what you see? Does the time of day change what you hear? Does location change what you smell?

**Secondary/College:** What is proprioception? Find some examples of proprioception and see how different people in your home carry out these actions.

### Eco-Action 17: Mindfulness Minutes

**For All ages:** Head over the Eco-Project page of our Eco-Schools website to download our special **#EcoSchoolsAtHome Mindfulness Minutes** campaign and help us as a nation reach 1,000,000 minutes of mindfulness before 30th June 2021.

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



## Eco-Action 18: Home Spa Day

**Nursery:** Ask different members of your home what makes them happy and relaxed (don't forget to include yourself) everyday try out one of these activities with your family and make a 'happy tally chart' to see which activity is the most relaxing!

**Primary:** Look in your bathroom, how many different soaps, shampoos, creams, cosmetic and cleaning items can you find? What are their ingredients and do they cause any damage to the environment? Are there alternatives that you could try making at home. **Please do this task with an adult.**

**Secondary/College:** Look at the sanitary and beauty products that you use on a daily basis. Carry out some research to see if these products are kind to the environment, are any of them vegan friendly? Can their packaging be recycled? What is the most environmentally friendly product you can find? Let us know on social media so we can share with others!

## Eco-Action 19: Perfect Park

**Nursery:** With your family draw or make a collage of the most exciting park you can imagine. Make it as bright and as colourful as possible and include all your favourite things from nature.

**Primary:** Draw or create a 3D model of your perfect park, remember to make it as eco-friendly as possible. Label different habitats for wildlife and annotate how different sections may change over the seasons. Extra challenge—can you think of ways to include elements of all the Eco-Schools 10 topics into your perfect park design!?

**Secondary/College:** Create your ultimate urban park that includes areas that are appealing to you and your friends. Try to think how this space could be made sustainable and the benefits it would bring to your local community. What marketing campaign would you use to launch the opening of your perfect park?



**For more Healthy Living #EcoSchoolsAtHome inspiration visit our Eco-Schools Pinterest account**

**<https://www.pinterest.co.uk/ecoschoolsengla/healthy-living-topic/>**







## LITTER



**As Eco-Schools England is part of Keep Britain Tidy, the following eco-actions are suitable for ALL ages!**

### **Eco-Action 20: Stay at Home Litter Pick**

Looking around your home how many items can you find that are no longer used by your family, but still are working well or could be used? Collect these items over the week and decide as a family what you are going to do with these items. Did you forget you had them and will start using them again? Could you donate them to friends, family or charity? Could you upcycle them into a new more useful item?

### **Eco-Action 21: Voice for Nature**

Litter doesn't just look ugly and cost money to clean up, it also harms wildlife. Write and plan a short presentation (no longer than a few minutes) about the dangers of litter to wildlife and what we could all do to prevent these dangers. Your presentation should include images and text and can focus on any form of wildlife, including aquatic. You may decide to focus your presentation on one creature and carry out a little more research about specific dangers of litter to them. Once you have created your presentation we would like you to safely deliver it to your class (maybe during an online lesson or assembly) or to your family. Let others know all about your findings and ask if they have ideas to protect wildlife from the dangers of litter too.

### **Eco-Action 22: Litter Healthy Living Campaign**

Many littered items are linked to fast food, snacks and fizzy drinks. Based on this we would like you and your class, or family, to create a 'Healthy Living Anti Littering,' Campaign that includes a memorable slogan, eye-catching logo and a poster. Think carefully about the words you'll use in your slogan and what colours or images you'll use in your anti-litter logo to make it eye-catching and powerful. How can you get all your local community and wider family to support your new healthy living, anti-littering campaign?





## Eco-Action 23: The History of Litter

Is the amount of litter getting worse? We would like you to think of 3 litter related questions to safely ask an older person either in school or at home (maybe a grandparent via zoom!) about the problem of litter in England. You could ask whether there is new items of litter that never used to be an issue. You could even ask them if they remember any of our old Keep Britain Tidy litter campaigns from a generation ago!

## Eco-Action 24: The Story of Litter

Often archaeologists use the discarded items from hundreds, or thousands, of years ago to paint a picture of what everyday life used to be like. Imagine 500 years from now at a future archeology site, what do you think the littered plastic items they find may tell them about our society? Write a short statement about our society from the point of view of a future historian.

## Eco-Action 25: Litter Letter

Get persuasive and write a letter to your MP or local business about any specific litter problems in your local area—maybe this could be about PPE or helping to support and promote your 'Healthy Living Anti Littering Campaign' (Eco-Action 22). Ask them for advice and help on reducing litter near your school or home. You could also ask them if they would be willing to visit your school for a litter picking event (when its safe to do so) in the future.

## Eco-Action 26: Litter Poster

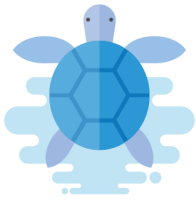
Draw, paint or collage an imaginative anti littering poster to put on display in a window in school or at home to let others know you are anti-litter and care about the environment. The poster can be personal to you—why do you think it's important to not drop litter? Be as creative as you can and use lots of bright, bold colours to help your poster stand out and make your message clear. As a class, or family, you could make lots of posters and place one in every window!



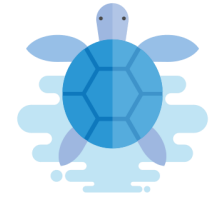
**For more Litter #EcoSchoolsAtHome inspiration visit our  
Eco-Schools Pinterest account**

**[www.pinterest.co.uk/ecoschoolsengla/litter-topic/](https://www.pinterest.co.uk/ecoschoolsengla/litter-topic/)**





## MARINE



### Eco-Action 27: Rivers and Canals

**Nursery:** Do you know the name of your nearest stream, river or canal? Make a list of all the things you might find in this stream, river or canal. Divide this list into things that should be in the water and things that should not (e.g. plastic pollution).

**Primary:** Even if someone doesn't live near the coast, plastic waste they discard can end up in the sea or ocean. Draw a diagram explaining how plastic waste from inland can, over-time, travel to the ocean becoming a threat to marine life.

**Secondary/College:** It is not just litter that ends up polluting our rivers and canals. Research an example of where a pollutant has been released into a waterway—this can be from overseas. How has this pollution been managed in the short and long term? Has the pollution reoccurred? If so why?

### Eco-Action 28: Seas and Oceans

**Nursery:** Pick your favourite ocean creature can you create a sculpture of this creature using single-use plastics to raise awareness of how plastic pollution effects marine life.

**Primary:** Use the internet to research five reasons the oceans are so important to human life. Do any of these surprise you? Create a virtual wave by forwarding your favourite ocean fact to a friend or relative and asking them to do the same.

**Secondary/College:** What would the World look like if all the ice melted and sea levels rose? Using different continent flood maps, from the National Geographic, pick two countries affected by the sea level rise and think of 3 social, 3 economic and 3 environmental effects a sea level rise may have on these countries.



## Eco-Action 29: Coral Grief

**Nursery:** Look at pictures of coral on the computer. What colours can you see? What shapes can you see? Does it look smooth or rough? Does it look soft or spiky? Do you think fish and other animals would like to live there? Why/why not?

**Primary:** Look at pictures of coral reefs on the internet. Next, create your own coral ecosystem mobile consisting of both coral and the creatures found in this habitat. Don't forget to ask your parent or guardian to share with us on Twitter!

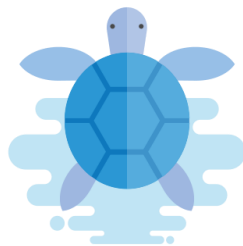
**Secondary/College:** Look at pictures of a healthy coral reef and bleached coral using your favourite art style create a leaflet, poster or artwork highlighting what coral bleaching is whilst also demonstrating differences between healthy and bleached coral.

## Eco-Action 30: Beaches

**Nursery:** One of the beach activities the Eco-Schools team enjoys most is building sandcastles. Can you design your own perfect sandcastle? If you have a sand pit at home you could design and create it.

**Primary:** Work out the distance to your nearest beach—what creatures might you expect to see if you visited? Using single-use plastics create a sculpture of one of these creatures to raise awareness about how plastic pollution affects marine life.

**Secondary/College:** Some of the biggest fashion brands from around the world are creating fashionable and innovative clothing using recycled marine plastic. Design a fashionable beach outfit made entirely out of ocean litter—don't forget you'll need a towel!



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## SCHOOL (OR HOME) GROUNDS



### Eco-Action 31: Tree Watch

**Nursery:** Listen to the noise the leaves on a tree make as the wind blows through them. Imagine the trees are talking to each other—what do you think the trees could be saying to each other? Draw a picture of your favourite tree and add nice messages the tree might say to make other plants and animals around it feel happier.

**Primary:** Pick a tree from your local neighbourhood or within school grounds, give your tree a name and write a diary entry from the tree's perspective—including details of the animals you see and how the weather effects your branches and leaves. Does your tree have any friends that they regularly wave to in the wind?

**Secondary/College:** Watch this short clip about the 'Wood Wide Web,' list the different ways that trees interact with each other. Create an ecosystem and food web mind map for a UK woodland or tropical rainforest with trees at the centre—how might this change if trees are removed?

[www.youtube.com/watch/yWOqeyPIVRo](https://www.youtube.com/watch/yWOqeyPIVRo)

**For all ages:** Imagine your home or school is in the centre of a 100m<sup>2</sup> grid. Count how many trees are in your imaginary grid—do you think there are enough to keep the people around you happy and healthy? If not consider how you could increase the number of trees in your area: Asking local 'Friends Of,' groups or the council? Writing to your local MP? You could use these ideas to green your local area when lockdown ends!

### Eco-Action 32: Moss and Lichen

**Nursery:** Look at walls or fences outside your home can you spot any natural, different coloured patches? This is probably lichen or moss! have a closer look and see if you can find any tiny creatures on the lichen or moss. Imagine what it would be like to be so small you could live on moss or lichen!

**Primary:** Find some lichen or moss on a wall or fence outside, look closely at it. Next, produce a piece of art mimicking the magnified colours and textures of moss/lichen.

**Secondary/College:** Lichen and moss are good indicators of air quality with more present in areas with better air quality. Use this link to determine the level of air pollution around your home by carrying out a lichen audit.

[www.bbc.co.uk/bitesize/guides/zw4n97h/revision/6](http://www.bbc.co.uk/bitesize/guides/zw4n97h/revision/6)



## Eco-Action 33: Green Fingers

**For all ages:** You don't need an allotment, garden or even garden centre to grow your own! Our challenge to you, is to see how many vegetables you can grow on a windowsill: Can you grow spring onions in water using the leftover roots? Can you plant potato peelings? Can your carrot tops sprout new carrots? There are plenty of YouTube videos and online guides to help you grow your own—we challenge you to give it a try!

## Eco-Action 34: Ground Designs

**Nursery:** On a piece of paper draw a picture, using all of your favourite colours, of the flowers and plants that you like the most. Next time you are doing your daily exercise, see if you can spot any flowers or plants that look like the ones you have drawn. When you return to nursery or school, show your teacher the drawing and ask them if they can help make your school or nursery as colourful as your picture.

**Primary:** Fold a piece of paper so you have four sections, each one of these sections will be one of the four seasons (Spring, Summer, Autumn & Winter). In each of the seasons, write or draw plants and wildlife that thrive during that season. When you return to school show this to your Eco-Coordinator, they may be able to use it as a blueprint for making your school eco all year round!

**Secondary/College:** Design a new natural area of your school grounds, that would cost very little to create—think about how you could repurpose items, get seeds for free or ask for donations. When you return to school, show your plans to your Eco-Coordinator to see if it's possible to make your budget eco-garden a reality.



**For more School or Home Grounds #EcoSchoolsAtHome inspiration visit our Eco-Schools Pinterest account**

[www.pinterest.co.uk/ecoschoolsengla/school-grounds-topic/](http://www.pinterest.co.uk/ecoschoolsengla/school-grounds-topic/)





## TRANSPORT



### Eco-Action 35: Food Miles

**Nursery:** Look through your kitchen cupboards, fridge and freezer look at all the different countries that your food comes from (it should tell you on the packaging), then, see if you can find these countries on a map of world.

**Primary:** Pick just one cupboard or your fridge/freezer, list all the different countries that the food you find has come from. Then using the link below work out roughly how far the food has travelled to reach your home. Add the total number of miles all the food has travelled - has it travelled enough miles to go around the world or reach the moon? [www.foodmiles.com](http://www.foodmiles.com)

**Secondary/College:** Keep a food diary for a week, recording everything you eat. When you have your food diary use it to give you a rough estimate of your diet's Carbon Footprint using the BBC Food Calculator. When you have a rough estimate of your diet's carbon footprint, think about the easy and more challenging changes you could make to reduce your footprint.

[www.bbc.co.uk/news/science-environment-46459714](http://www.bbc.co.uk/news/science-environment-46459714)

### Eco-Action 36: Time travel

**Nursery:** Imagine you're all grown up and travelling to work. Draw a picture of yourself as a grown up you showing how you would like to travel to work. Make sure you think about having a pleasant journey to work and being as eco as possible!

**Primary:** Recently, innovative shoe design helped Eliud Kipchoge complete a marathon in under 2 hours, design a futuristic perfect pair of shoes that will help everyone walk, cycle or scoot to school more quickly and safely in 2050. Give your shoes a name and label the features on the shoe that make them faster and safer.

**Secondary/College:** Will you be learning to drive in the future or are you learning to drive now? Think about what type of vehicle you could be driving in 2050. Design a sustainable mode of public transport that is suitable for all and has a low (or no) impact on the environment. The technology for your ideas may not currently exist, however, don't let that limit your creative vision!



## Eco-Action 37: Spring Map

**Nursery:** When you are out for your daily exercise near your home see how many different coloured spring flowers you can spot. How many insects and birds can you see? When you get back home decide, with your family, which area near your home makes you the happiest and why—has the amount of natural life influenced your choice?

**Primary:** Draw a map of the streets and roads that surround your home. Whilst you are out on your daily exercise, over the next week, try to spot as many signs of spring as possible. When you come home from your walk add these to your map - you could even take photos of the flowers you see and add them to your Spring Treasure map.

**Secondary/College:** Being at home, not seeing friends and family or worrying about when you might be able to return to school can be extremely stressful. Take some time to go out to create a spring break walk around your local neighbourhood. Produce a guide for your walk, including a map detailing interesting sights and picturesque gardens. Share your walk with a friend and you may even bump into them en-route (maintaining social distancing of course).

## Eco-Action 38: Sustainable Travel

**For all ages:** A positive from lockdown is that people are rediscovering the joy of sustainable transport: walking, cycling, scooting and jogging. Help to promote the benefits of these modes of transport by creating an advert for your chosen type of transport. Your advert might be a poster, flyer or video, it's up to you! When you have created your advert make sure to share with friends, family and Eco-Committee members.



**For more Transport #EcoSchoolsAtHome inspiration visit our Eco-Schools Pinterest account**

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## WASTE



### Eco-Action 39: Food

For our Transport **#EcoSchoolsAtHome** (Eco-Action 35) you looked at where your food travels from and now we're going to make sure it wasn't a wasted journey!

**Nursery:** Check the use by dates on items of food in your fridge and help a parent or guardian plan your lunches and dinners so no food is wasted this week.

**Primary:** Check the use by dates on items of food in your fridge and find a recipe, that you can help an adult to cook, which uses food items that may otherwise go past their use by date.

**Secondary/College:** In Eco-Action 35 we asked you estimated your diet's carbon footprint. Now we would like you to try and reduce your footprint by minimising food waste. Check the use by dates of food items in your fridge, then research recipes you could create (with permission) to help minimise your food waste e.g. banana bread was a lockdown number 1 staple for many households.

### Eco-Action 40: Rethink Your Waste

**Nursery:** At Eco-Schools we love creating art from recycled material—your task is to create a sculpture or piece of art made from recycled materials. If you need some inspiration our friends at RSPB have guides for creating bug, birds and woodland artwork. [www.rspb.org.uk/fun-and-learning/for-families/family-wild-challenge/activities/upcycling-for-nature/](http://www.rspb.org.uk/fun-and-learning/for-families/family-wild-challenge/activities/upcycling-for-nature/)

**Primary:** Our friends at RSPB have fantastic guides for creating your own bird feeders using recycled materials. Use their design to create your own bird feeders using a plastic bottle (make sure you ask an adult for help before beginning). Once you have made your bird feeder, you may also wanted to consider what type of bird food is available in at your new 'Bird Feeder Restaurant' and the different mixes of feed you can use to attract different birds to your garden. [www.rspb.org.uk/fun-and-learning/for-families/family-wild-challenge/activities/feed-the-birds/](http://www.rspb.org.uk/fun-and-learning/for-families/family-wild-challenge/activities/feed-the-birds/)

**Secondary/College:** Create your own face covering, rather than buying new face coverings, is a great way of repurposing old clothing. Use this BBC guide (which includes three different designs) to create your own face mask.

[www.bbc.co.uk/news/uk-52609777](http://www.bbc.co.uk/news/uk-52609777)



## Eco-Action 41: Recycle Education

**Nursery:** Have a recycling quiz! Ask a parent or guardian to gather rubbish for a day, rather than putting it straight in the bin. When a good amount of rubbish has been collected, have a recycling quiz seeing if you and other members of your household can guess the correct bin for each item e.g. cereal box—cardboard recycling.

**Primary:** Use the internet to research what can be recycled in your local area (you can do this by searching the name of your local authority + recycling), your local authority should have guidance for which bin to use in your area. When you have completed your research, share your findings with other members of your household and check your bins to see if you have been correctly recycling!

**Secondary/College:** Use the internet to research what can be recycling in your local area (you can do this by searching the name of your local authority + recycling). When you have done this, research further recycling tips (e.g. if you flatten boxes more can fit in each bin, meaning more can fit in each collection saving petrol). When your research is complete, tell other members of your household how to recycle correctly and efficiently.

## Eco-Action 42: Donate

**For all ages:** Donating old clothes, books, toys or games is great! It is better for the environment, helps others in need, declutters your bedroom and helps to protect our natural resources and the planet. All of these combine to make you feel great when you donate because you know you're doing something for a good cause. Take an hour out of your day to look through your belongings and see if there is anything you no longer use that you could donate, maybe set yourself a target such as filling a tote bag with donations. When lockdown is over, you can give your donations to a friend, relative or local charity shop (with adult permission of course). You could even begin planning a **(Re)Love Our Stuff** project in school. [www.eco-schools.org.uk/eco-projects/relove-our-stuff/](http://www.eco-schools.org.uk/eco-projects/relove-our-stuff/)



**For more Waste #EcoSchoolsAtHome inspiration visit our Eco-Schools Pinterest account**

[www.pinterest.co.uk/ecoschoolsengla/waste-topic/](http://www.pinterest.co.uk/ecoschoolsengla/waste-topic/)







## WATER



### Eco-Action 43: Where Is Our Water?

**Nursery:** Draw two pictures to show a sunny and a rainy day, describe what impact the different weather has on you, how does it make you feel?

**Primary:** Take a look at the Met Office map of rainfall in the UK, can you describe what parts of the UK get the most and least rain? Which are the wettest and driest countries, cities and towns?

**Secondary/ College:** Have a look at the pattern of average rainfall in the UK using the Met Office Map. Can you explain why rainfall is uneven? Can you find rainfall data to compare London with other capital cities around the world?

[www.metoffice.gov.uk/weather/learn-about/weather/types-of-weather/rain/how-much-does-it-rain-in-the-uk](http://www.metoffice.gov.uk/weather/learn-about/weather/types-of-weather/rain/how-much-does-it-rain-in-the-uk)

### Eco-Action 44: A Precious Resource

**Nursery:** Explore your house! Try and count all the things in your home which use water. Decide which of these things is most important and explain to an adult why you think it is the most important.

**Primary:** Carry out a 'water audit' in your home. Do you think you have anything which might be leaking or are there any areas of the home where you could use less water? Can you think of a clever way to record this information? You might find some more ideas to help with this action here: [www.thameswater.co.uk/about-us/responsibility/bin-it](http://www.thameswater.co.uk/about-us/responsibility/bin-it)

**Secondary/College:** Design an action plan for reducing the amount of water you use at home. The link below will give you some ideas to save water in your kitchen and bathroom which might help you with this task. In addition, you could even invent your own gadget to save water in your home: [www.thameswater.co.uk/help/water-saving](http://www.thameswater.co.uk/help/water-saving)

### Eco-Action 45: Down The Drain

**For all ages:** Watch this BBC video of a disgusting fatberg! Talk about what it is made of, then draw your own revolting fatberg monster! [www.bbc.co.uk/newsround/47117422](http://www.bbc.co.uk/newsround/47117422)





## Eco-Action 46: Slow The Flow

**Nursery:** Explore a variety of materials around the home. Find three materials in your house or garden that soak up water, and three materials which repel water.

**Primary:** Reducing and slowing the amount of rainwater going into our sewers can help prevent the system from filling up too quickly and overflowing. When it rains, lots of water runs off your roof. Re-design your roof to slow the rainwater down, or harvest it to use for something else.

**Secondary/ College:** Design your perfect garden, in a way that reduces the amount of rainwater going into the sewers and doesn't require too much watering! Have a look on the RHS website at The Thames Water Flourishing Future Garden for ideas.

[www.rhs.org.uk/shows-events/rhs-hampton-court-palace-garden-festival/gardens/2019/the-thames-water-flourishing-future-garden](http://www.rhs.org.uk/shows-events/rhs-hampton-court-palace-garden-festival/gardens/2019/the-thames-water-flourishing-future-garden)

## Eco-Action 47: Life In Water

**Nursery:** Find out about the wildlife that lives in our rivers and ponds. Draw a picture of a river or pond including some of the wildlife you have discovered.

**Primary:** Our rivers, lakes and ponds are vital for wildlife, use the Freshwater Habitats Trust website to create a British fresh water food web or chain. <https://freshwaterhabitats.org.uk/>

**Secondary/ College:** Our rivers, lakes and ponds are vital for wildlife, use the Freshwater Habitats Trust website to research three freshwater creatures in Britain. Can you understand and describe how your three creatures are well adapted to life in fresh water? <https://freshwaterhabitats.org.uk/>



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