

From Green Flag to green roof

Pupils from Brookburn primary school had a bird's eye view of Unicorn's fresh organic goods. In return for Brookburn's hard work in achieving Green Flag Eco School status, Manchester City Council rewarded them by funding and organising a school trip to Unicorn grocers in Chorlton. The trip involved a morning of environmental activities that included learning about Unicorn's ethical principles, including the fact that it's a co-operative, sampling the fresh produce for lunch and investigating the green roof.

On the 7th May pupils walked to the bus station and surprised the conductor by asking for 36 tickets. Their first activity at the store was to investigate the shop floor using their 5 senses to compare how this grocers differed from a typical supermarket. Many of the pupils knew that the smells in supermarkets were artificial and used to attract customers, noting that Unicorn didn't smell of bread like all other supermarkets. The children also learned about Unicorn's policy of providing local, organic, fair



trade and wholesome goods, which taught them not only about healthy eating, but also global food issues and sustainable trade.

The pupils made their own nutritious lunch using fresh ingredients from around the store. They were shown how to make hummus using a blender and given salad, tabouleh and coleslaw to make their own delicious wraps. One of the pupils, Omar, thought that this wouldn't keep him going for a whole day - fortunately for Omar they also made and ate their own fruit kebabs.

The last activity of the day proved to be the most surprising as they discovered a beautiful pond on the roof. 'After a busy morning we then enjoyed our lunch on the decked area

of the green roof bathed in sunshine - what could be better than both learning and fun' said Wendy Eaden, teacher and Eco School co-ordinator at Brookburn primary.

The green roof was the first of its kind in the UK, incorporating sedum (low moisture plants), wetland (a pond with water plants) and brownfield (rubble left to self-colonise). This has increased local biodiversity and adds to Chorlton's network of green spaces. The store has since saved 25% on its heating bills and reduced water run-off by 10% due to the insulation the green roof provides.

Adele Jordan from Unicorn said that, 'We were delighted to open the roof up to local children, so they could see for themselves that cities don't have to be concrete jungles and can provide habitat for a wide range of wildlife.'

Unicorn is happy to talk to other schools who would like to arrange similar school trips. Please contact them on 0161 861 0010 or for more information visit www.unicorn-grocery.co.uk

Editor's notes Another summer is here and it's time to organise the summer fair, have sports day, and get digging in the grounds - all wonderful opportunities for building better links with parents and other members of the local community. This issue focuses on Local well-being, Doorway 7 of the Sustainable Schools Strategy, and we hope it gives you ideas and inspiration for strengthening and exploring your interaction with your local community.

Thanks for contributions go to : Wendy Eaden from Brookburn Primary, Neil Flint from Aspinall Primary, Anna Smith from PowWow Eco Arts, and Chris Linge for bringing it all together.

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How to reuse unwanted school furniture

Is your school undergoing a re-furb or a re-build? If so, why not do something useful with the old furniture and equipment?

Education For All aims to promote sustainability by making sure learning resources, furniture and equipment are reused or recycled and by redistributing items to under-privileged schools in Africa, Asia and eastern Europe. This limits waste and carbon emissions.

EfA have distributed 18 containers of school equipment to South Africa, accounting for over 13,500 items that are now in

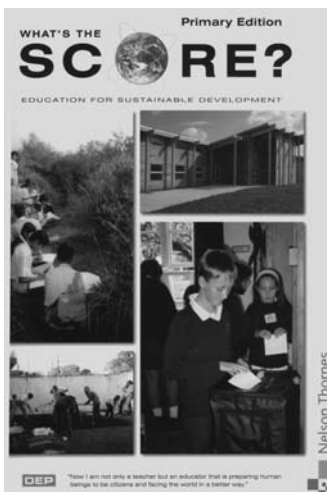
use in 31 different schools in the region. In turn this provides a practical solution to the UK's growing waste problem by diverting goods from landfill. This scheme helps to build the momentum behind pupils becoming global citizens and provides opportunities for teachers to illustrate issues around waste, poverty and global issues.

Within Oldham, Education For All has worked with two schools, Failsworth and Radcliffe secondary and, in Manchester, Melland specialist support high school is due for clearance

shortly. Simon Smeathers from EfA has estimated that approximately 7T of goods from these three clearances will have been saved from landfill and approximately 3 to 4T redistributed to schools overseas.

To arrange school clearances or enquire about unwanted furniture, equipment or uniforms contact Education for All on 0845 833 3878 or visit www.educationforall.com EfA also looks for sponsors to cover the costs of shipping containers overseas.

What's the Score? Education for Sustainable Development



This inspirational ESD resource has been produced by the Development Education Project. It's the result of the DEP's 'Learning for Sustainable Cities' which worked with partners in the Gambia, Italy, Brazil, Canada and India. This group of teachers worked with young people exploring the concepts of sustainable cities, communities and schools and identified opportunities to make positive change.

This resource contains practical advice on how to integrate ESD into your

curriculum and provides a framework for those wanting to deliver or enhance their ESD provision. It contains 200 photo-copiable activities, including a CD-ROM with customisable resource sheets. Activities include: making sustainable choices when buying certain products, ecological/global footprints, and activities that will connect pupils to nature. It is available in primary or secondary editions and is published by Nelson Thornes.

ISBN: 978 0 7487 8439 4

Ofsted Report - Schools and sustainability: A climate for change

The new Ofsted report, published on May 21st, assesses the extent to which schools are integrating sustainability into their curriculum and campus, and the progress that has been made in meeting the requirements of the Sustainable Schools National Framework.

A survey of 41 primary and secondary schools revealed that most schools had limited knowledge of sustainability, related initiatives and policies.

However, in the lessons that were observed, Ofsted commented that the teaching was often outstanding, incorporating imaginative activities which allowed pupils to explore complex ethical issues. Ofsted noted that the work carried out around sustainability tended to be limited to one off activities or events, lacking any integration into the curriculum.

This report sets various recommendations, of which

include, how sustainable schools need to become a higher priority, supported through funding and staff development; changes to the curriculum and the inclusion in school improvement plans, a greater link between the Building Schools for the Future program and sustainable development, for LAs to develop a clear vision defining a sustainable community and how schools contribute to this.

Building Sustainable Communities in New Mexico

New Mexico is an area of rich cultural, spiritual and social diversity. This is due to the various influences of Native American, Hispanic and Anglo-American populations. However, reduced employment availability in rural areas has led to an increasing inequality of opportunity, poverty and the migration of the skills and energies of young people into the cities. The Rural Revitalisation Initiative has been a grass roots response to this problem and is sustained and led by the local communities themselves in close partnership with school leaders.

Example A: Beloved Pecos Art Gallery



A local parent identified a one-time bakery as the perfect place to revitalise a sense of community spirit. She approached the local high school principle for his full support. Thanks to the commitment of these two people, the Beloved Pecos Art Gallery came to life as a centre for local people who gather at the café to chat and exchange stories. Local artists now have an outlet for their work and the building

doubles up as a centre for art and drama workshops for students of the Pecos High School. More inspiring is the fact that the person who manages this project is a young ex-pupil of the high school who returned after graduating from college and decided that his skills would be best suited for inspiring others to value the community that gave him so much.

Example B: New Mexico Community Education Association

The New Mexico Community Education Association is an organisation underpinned by the desire for social justice. Among many things, this contemporary swap shop of learning matches local community trades people and high school students in a mentorship programme that gives both pupils and mentors a sense of belonging and being valued. Meanwhile another associate of the group matches new entrepreneurs with local expertise to help them realise their visions and build new local businesses.

What is more amazing is that none of the above people are employed by the state or the district. Their motivation is simply to make a difference to their neighbours and ensure social justice.

In visiting these projects as part of a learning visit with fourteen other school leaders, I reflected on the cultural, social and spiritual differences between the rural districts of New Mexico and the urban wards of Manchester. However, there were also some significant similarities (poverty, lack of suitable housing, and need to rebuild community pride and spirit and the migration of young skills). Also that within the negative messages around both communities are shoots of inspiration; people that are determined to improve their communities and find creative ways to make a difference. So what lessons can school and community leaders here take from the examples in Santa Fe (of which there were many, many more)?

Firstly that true sustainable revitalisation of communities can only occur when local people realise the value in their own localities and find ways to promote and celebrate those things. Secondly that school leaders have the capacity to facilitate (but not control) this process. In order to do so, they need to actively seek out the visionary people in the community and enter into a dialogue around what might be. This takes time, commitment and a willingness to maintain a permeable barrier between the school and it's local community.

"Schools can rise no further than the expectations of the communities that surround them"

Dr Ernest Boyer

Neil Flint
Aspinal Primary School, Gorton

Local Well-Being

Doorway 7 of the Sustainable Schools Strategy

The DSCF recommends that: 'by 2020 the Government would like all schools to be models of good corporate citizenship within their local areas, enriching their educational mission with activities that improve the environment and quality of life of local people' (Sustainable Schools, 2006).

One way for schools to work with their local communities is to get involved in, or start up, community projects that improve

the local area. This will get young people to recognise the challenges in their local communities and take actions to make improvements. Projects illustrated in this edition of *Beehive*, seek to highlight that many schools are already involved in projects that link to this doorway. Aspinal primary school have been working with local groups to put on events which will benefit local people and the school through the building of relationships. A local

NGO, PoWWow have been working with 5 schools to improve local green spaces and local well-being, helping pupils make a positive contribution to the local environment.

Brookburn primary have worked with a local business to facilitate learning outside the classroom, educating pupils on healthy, locally produced, organic food, which in turn may benefit the business, pupils and their families.

PoWWow in the park

PoWWow Eco Arts, a not-for-profit organisation, seek to promote positive community involvement through the projects they run, paying particular attention to encouraging active participation from young people. Their School Planter Project based at Platt Fields Park targeted 5 local schools: Grange School for Autism, Wilbraham, St Edwards, Heald Place and Claremont primaries. Each school was assigned a planter and took over full responsibility for the planting and maintenance. The planters hold a prominent position in the park for all visitors to enjoy and the wooden engraved plaques identify each school's contribution, allowing the local community to appreciate the role these local schools have played in helping keep Platt Fields park an attractive and beneficial place to be.

The launch of this project was arranged to coincide with the Friends of the Park's Annual General Meeting to encourage



different members of the community to venture into their shared open space. Present on the day was local MP Gerald Kaufman, Executive Chairs of Manchester City Council, Community Support Police Officers, Friends of the Park, the pupils involved, teachers, local residents, user groups within the park and PoWWow Eco Arts. Entertainment was designed for all to enjoy, with a PoWWow recycled art "Welcome Spring" mural provided for children, food, live music, speeches and a

celebratory ribbon cutting to recognise the park's new community project.

Anna from PoWWow believes that, 'the project helps local well-being in the way that it provides an active education to the schools about the importance of improving the local environment and promoting respect for our outdoor spaces'. PoWWow enthusiastically believe that through illustrating these efforts, they can create a knock-on effect that

encourages others to exercise the same respect and care for the environment. The project also helps narrow the gaps between social groups through creating these positive traces that are on permanent show. It promotes the understanding that it is all of our responsibilities to care for our parks, subsequently developing social and aesthetic benefits that are imperative in ensuring a secured future of our beautiful parks.



On the 7th May, Aspinal and St James primary schools in Gorton collaborated to organise a 'Better Together' event with the aims of building local well-being and making change. Fifty people from professional agencies, school communities and local resident groups congregated in a school hall, ate Mexican food and listened to Mariachi music. Many of them moved in and out of the Tent of Hopes and Fears or the Dream Tent, hung their thoughts on washing lines surrounded by fairy lights or dream catchers. As the music faded, they took to their tables to begin the conversation, armed with pens to write words, thoughts and images on the table cloths. The main topic of conversation was 'learning in the wider community'.

A wealth of research has been gathered that supports the limited impact that schools can have on the life outcomes of children and young people. The evidence suggests that only 20% of the outcome is down to schools, while the rest is related to social (family, peers, neighbourhood)

and personal (motivation, aptitude). The problem for schools is to find ways to blur the edges. On the one hand this means influencing the personal where possible. This is a reasonably achievable aim with the correct resources and philosophies and there are many examples where this is happening. A good example is the extensive and school-wide provision for mental health that is a feature of the Calm Spaces schools across Manchester.

However, influencing the environmental factors outside of the school is more problematic. Changing such factors means the building and maintenance of relationships that might be full of tension, be unpredictable and often require a great deal of energy. Despite the cost being great, the price is even greater – promoting social capital.

The National College of School Leaders have been running a programme, now in its third year, aimed at supporting schools to do just that. Schools are the hub of services for their communities and as such they are

the ideal place for engagement.

Aspinal and St James' Primary Schools in Gorton have begun their Better Together journey with the community conversation described earlier. Each of these events is characterised by:

- Valuing questions more than answers
- Practicing power-with not power-over
- Being comfortable with ambiguity, uncertainty, knowing and paradox
- Caring about the learning of others as much as our own learning
- Devoting as much energy to listening as to speaking
- Valuing the process more than the outcome
- Being open to be changed by the conversation.

The final impact of this event will be further along the journey but what participants left with was a feeling of being listened to, the knowledge that their contributions were valued and maybe just a little bit more hope for the future of their community.

Inclusive and equitable dialogue is the key to building a trusting relationship. The Better Together Methodology is firmly rooted in the idea that out of dialogue comes relationships; from relationship comes a willingness to discover; and through discovery the will to find the mechanisms for change.

Neil Flint
Aspinal primary School, Gorton

Funding & Resources



Planning a sustainable school: Driving school improvement through sustainable development

Order by phone on 0845 602 2260
Quote reference:
00245-2008BKT-EN

This publication will prove to be a vital resource for those who want to introduce the concept of a sustainable school. It contains 14 participatory activities that will bridge the gap between the Sustainable School's recommendations and school improvement planning for the whole school community. Please contact MEEN, if you would like assistance in working with this toolkit.



Green Day: A climate change activity kit for schools

This is a free resource that can be downloaded through CABE at:
[www.cabe.org.uk/
teachingresources.aspx](http://www.cabe.org.uk/teachingresources.aspx)

A resource designed for key stage 2 and 3, with activities written for specific subjects, including Maths, English, Science, ICT, Citizenship, Geography, History, Art and Design Technology.

The kit provides ideas to help teachers to integrate climate change and the built environment into each subject area. Activities include creating a burger tree, which illustrates the importance of considering where food comes from and the impact of lifestyle choices. It also contains assembly ideas and suggestions for a Green Day.

Funding Sources

The following list of funding opportunities will help you to realise the community project that you would like to embark on, and for those who would like to work towards the 'local well-being' doorway of the Sustainable Schools initiative.

B&Q's One Planet Living Grant Scheme

Materials for sustainable projects that have long-term benefit to local communities are available from £50 to £500. Through the One Planet Living Grant scheme schools and charitable organisations can apply to their local B&Q store to fund a local community project. Projects should support at least one of the following themes: Environment/Energy Saving, Natural Habitats/Wildlife, Local Culture/Heritage.

www.diy.com/grants

Awards for All

This scheme is aimed at projects in local communities, which encourage people to take part in art, sport, heritage, and community activities, projects that promote education, the environment and health of the local people. Awards are available between £300 to £10,000 and suitable for schools to apply.

www.awardsforall.org.uk

Local Food Programme

This scheme is aimed at food related projects to make locally grown food more accessible and affordable to local communities. Schools can apply for grants to fund projects such as growing, processing, marketing and distributing local food;

composting and raising awareness of the benefits of such activities.

www.localfoodgrants.org

Community Spaces Programme (run by Groundwork UK)

This programme funds community groups who want to improve local green spaces such as play areas, community gardens, parks, wildlife areas and village greens. This scheme is designed for community groups to improve their local environment and not specifically for schools, however, schools may be able to collaborate with local groups to obtain funding to achieve a shared goal.

www.community-spaces.org.uk

Access to Nature Programme (run by Natural England)

A scheme that funds a range of organisations, including schools, who want to encourage people from all backgrounds to learn more about and enjoy the natural environment. Projects should focus on one of the following three themes: community awareness and active participation, education, learning and volunteering, welcoming, well-managed and wildlife-rich places .

www.naturalengland.org.uk/accesstonature

Manchester ESD Forum

Thursday June 5th 2008, 1 to 4:30pm

Bridge 5 Mill, 22a Beswick St, Ancoats, M4 7HR

A quarterly forum for practitioners of ESD from across Manchester to share good practice, keep up to date on local, regional and national initiatives, network and form partnerships. Contact MEEN for further information on 0161 273 8881.

School Travel Plan training

Thursday June 12th 2008, 1 to 4pm

Bridge 5 Mill, 22a Beswick St, Ancoats, M4 7HR

With Kathy Collins, School Travel Plan (STP) co-ordinator and Raichael Lock, MEEN. This session is for STP co-ordinators who are either setting up, or in the process of developing their STP. Please contact MEEN on 0161 273 8881 to book.

MEEN AGM

Thursday 26th June, 3:30 to 6pm
Bridge 5 Mill, 22a Beswick St, Ancoats, M4 7HR

MEEN's vision is for schools and their communities to contribute to the development of Manchester as a green and sustainable community. Come along and join us at our annual general meeting and hear all about our efforts to achieve that goal.

For details contact MEEN on 0161 273 8881

Setting up an Allotment Project

Thursday 3rd July 2008
Meanwood Valley Urban Farm, Leeds, West Yorkshire
£105/165 with Environmental Training Network.

Are you planning on setting up your own school allotment project or do you work with young people to promote

healthy eating? This is a popular course and early booking is advisable. It will introduce you to legal requirements, health and safety, risk assessments, choosing the plot, planning and designing, grants and fundraising and more. To book or enquire contact:: ETN@btcv.org.uk, or 0121 359 2113

Healthy Schools Award Ceremony

Thursday July 10th 9:30am to 12:00

Manchester City Stadium

This year the Healthy Schools Partnership awarding ceremony theme is 'The Olympics'. Fun activities will run throughout the morning finishing off with the awarding ceremony.

Working with Schools on Sustainable Development Education

Wednesday 16th July 2008
Birmingham, West Midlands
£105/165 with Environmental Training Network.

The event will be of interest to teachers and local authority officers, community and environmental workers who work with schools. It will introduce a range of approaches and frameworks for investigating sustainable development issues with children/young people, and include planning and evaluation, the National Curriculum, information and resources available.

ETN@btcv.org.uk, or 0121 359 2113

Linking Environmental Education to the National Curriculum

Tuesday 2nd September 2008
Leeds, West Yorkshire
£105/165 with Environmental Training Network.

Aimed at environmental educators, rangers, countryside wardens and others beginning to work with schools, this event will introduce you to the National Curriculum, including Education for Sustainable Development. We aim to de-mystify the curriculum and other schools related documents and to help you find out where your topic links to different subject areas, bringing your environmental work more in line with the needs of schools. We'll give guidance on where to start and how to develop and link activities together, and you'll put together some curriculum linked activities to take away.

ETN@btcv.org.uk, or 0121 359 2113

Introducing Environmental Games and Activities
Wednesday 3rd September 2008
Leeds, West Yorkshire
£105/165 with Environmental Training Network.

This event will provide an introduction to a range of activities and games suitable for Foundation stage, Key Stages 1 and 2. With the emphasis on doing and playing, we will look at games to achieve a variety of different outcomes and atmospheres and how to blend activities together to ensure coherence and help children get the most out of their experience. This event is suitable for those who are beginning to work with children in an outdoor setting.

ETN@btcv.org.uk,
or 0121 359 2113

What is Manchester Environmental Education Network?

Manchester Environmental Education Network (MEEN) is a membership-based organisation aiming "To inspire and motivate learning about sustainability by building a network of people actively committed to Education for Sustainable Development (ESD) in Manchester." The network was established by six partner organisations involved in the project, and currently employs a network coordinator and a Sustainable Schools Project coordinator.

Membership of the network offers:

- * free network directory (pay only for P&P) - while stocks last
- * free termly newsletter
- * support from network coordinator
- * reduced entrance to MEEN events
- * a voice in how MEEN is run and the activities of the network

Project Partners:

Development Education Project (DEP),

Laurel Cottage
c/o MMU 799 Wilmslow Road
Manchester M20 2RR
Tel: 0161 921 8020

Groundwork Manchester, Salford and Trafford,

Timber Wharf,
42-50 Worsley Street
Castlefield
M15 4LD
Tel: 0161 220 1000

Manchester Environmental Resource Centre initiative (MERCi),

Bridge-5 Mill,
22a Beswick Street, Ancoats,
Manchester. M4 7HR
Tel: 0161 273 1736

Manchester Healthy Schools Partnership,

Mauldeth House,
Mauldeth Road West, Chorlton.
Manchester. M21 7RL
Tel: 0161 882 2313

Environmental Campaigns

Manchester City Council

3rd Floor,
Pink Bank Lane,
Belle Vue,
Manchester
M12 5QN
Tel: 0161 953 2760

Mersey Basin Trust,

Bridge-5 Mill, 22a Beswick Street,
Ancoats, Manchester. M4 7HR
Tel: 0161 273 4207
merseybasintrust@hotmail.com
www.merseybasintrust.org.uk

Network Coordinator:

Raichael Lock,

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Membership of Manchester Environmental Education Network (MEEN)

Please fill in this form and return to the network coordinator at the above address, enclosing a cheque for the relevant amount.

Name School / Organisation Subject (where applicable)

Address

Tel Fax E-mail

Schools / Organisations - Manchester	£8
Individuals - Manchester (waged / unwaged)	£5 / £2
Non-Manchester based membership	£12
Please add P&P for directory	£2

TOTAL

I enclose a cheque payable to 'MEEN' for £_____