



# Project Suggestions Guide

for the Scottish Curriculum for Excellence



The logo for the TOTAL Green School Awards. It features a stylized graphic on the left consisting of a green mountain peak, a blue wave, and a white swoosh. To the right of the graphic, the word "TOTAL" is written in red, "Green" in green, and "School Awards" in orange and blue.

# TOTAL Green School Awards

Open up your creative energies

This Project Ideas Guide provides some useful ideas for possible projects to be undertaken when entering the TOTAL Green School Awards. It is designed to give teachers the starting point for an entry in the Awards, whilst attempting to show the opportunities for introducing environmental issues to the teaching of a wide range of Curriculum areas. The Guide is not intended to be prescriptive and there are many other opportunities to complete projects for the TOTAL Green School Awards. The only limits are your imagination, and that of your pupils.

Project ideas contained in this guide have been referenced specifically to Experiences and Outcomes of the Scottish Curriculum for Excellence. There are almost certainly further cross-curricular links to some of the project ideas outlined in the guide. However, we hope that it will be a useful starting point for teachers in Scotland, teaching Early, First and Second Curriculum levels.

Further copies of this guide can be downloaded from [www.totalgreenschoolawards.org](http://www.totalgreenschoolawards.org)

Teachers requiring further assistance should contact the Young People's Trust for the Environment on 01460 271717 or [info@ypte.org.uk](mailto:info@ypte.org.uk)



[www.ypte.org.uk](http://www.ypte.org.uk)

# Literacy and English

Project ideas	Related TOTAL Green School Award categories	Experiences and outcomes
<p><b>Class debate:</b> on an important environmental issue: Examples include:</p> <ul style="list-style-type: none"> <li>• Fossil fuels vs. alternative technologies</li> <li>• Global warming</li> <li>• Logging and mining vs. conservation in the rainforests</li> <li>• Conventional vs. organic farming</li> </ul> <p>Record or report the main findings - this kind of debate works well when videoed.</p>	<p>Totally clued up</p> <p>Totally powered up</p>	<p><b>First:</b> LIT 1-02a, ENG 1-03a, LIT 1-04a, LIT 1-05a, LIT 1-06a, LIT 1-07a, LIT 1-08a, LIT 1-09a, LIT 1-10a, LIT 1-25a, LIT 1-28a/ LIT 1-29a, SOC 1-08a, SOC 1-15a, SOC 1-16a, TCH 1-01c, TCH 1-02a, TCH 1-03a, TCH 1-03b, EXA 1-01a, EXA 1-12a, EXA 1-13a, EXA 1-14a, EXA 1-15a.</p> <p><b>Second:</b> LIT 2-02a, ENG 2-03a, LIT 2-04a, LIT 2-05a, LIT 2-06a, LIT 2-07a, LIT 2-08a, LIT 2-09a, LIT 2-10a, LIT 2-14a, LIT 2-15a, LIT 2-25a, ENG 2-27a, LIT 2-28a, LIT 2-29a, SOC 2-08a, SOC 2-09a, SOC 2-09a, SOC 2-15a, TCH 2-01a, TCH 2-01b, TCH 2-20a, TCH 2-02b., TCH 2-03a, TCH 2-03b, EXA 2-01a, EXA 2-12a, EXA 2-13a, EXA 2-14a, EXA 2-15a.</p>
<p><b>Research and Role-play:</b> Think about the imagined discoveries and experiences of people, events and societies of significance from around the world. Possible examples include the adventures of a Victorian explorer, the life of a tribe in the Amazon rainforest, villagers in England who are about to have a wind farm built near them.</p>	<p>Totally clued up</p> <p>Totally creative</p> <p>Totally powered up</p>	<p><b>Early:</b> LIT 0-02a/ ENG, LIT 0-04a, LIT 0-09a, LIT 0-10a, LIT 0-14a, LIT 1-14a, LIT 1-15a, LIT 0-26a, LIT 0-09b, SOC 0-01a, SOC 0-02a, SOC 0-04a, SOC 0-09a, EXA 0-01a, EXA 0-12a, EXA 0-13a, EXA 0-14a, EXA 0-15a</p> <p><b>First:</b> LIT 1-02a, ENG 1-03a, LIT 1-04a, LIT 1-05a, LIT 1-06a, LIT 1-07a, LIT 1-08a, LIT 1-09a, LIT 1-10a, LIT 1-25a, LIT 1-28a/ LIT 1-29a, ENG 1-31a, SOC 1-01a, SOC 1-03a, SOC 1-04a, TCH 1-01c, TCH 1-02a, TCH 1-03a, TCH 1-03b, EXA 1-01a, EXA 1-12a, EXA 1-13a, EXA 1-14a, EXA 1-15a.</p> <p><b>Second:</b> LIT 2-02a, ENG 2-03a, LIT 2-04a, LIT 2-05a, LIT 2-06a, LIT 2-07a, LIT 2-08a, LIT 2-09a, LIT 2-10a, LIT 2-14a, LIT 2-15a, LIT 2-25a, ENG 2-27a, LIT 2-28a, LIT 2-29a, ENG 2-30a, ENG 2-31a, SOC 2-01a, SOC 2-04a, TCH 2-01a, TCH 2-01b, TCH 2-20a, TCH 2-02b., TCH 2-03a, TCH 2-03b, EXA 2-01a, EXA 2-12a, EXA 2-13a, EXA 2-14a, EXA 2-15a.</p>
<p><b>Write the diary of an imagined character</b>, e.g. A Day in the Life of Running Bull (native American).</p> <ul style="list-style-type: none"> <li>• What foods did he eat?</li> <li>• How did he get his food?</li> <li>• How did he make his clothes</li> <li>• How did he make equipment and tools?</li> </ul> <p>Research the character - using fiction and non-fiction books, magazines, the internet, TV, radio, etc and discuss as a group.</p>	<p>Totally clued up</p> <p>Totally creative</p>	<p><b>Early:</b> LIT 0-02a/ ENG, LIT 0-04a, LIT 0-09a, LIT 0-10a, LIT 0-14a, LIT 1-14a, LIT 1-15a, LIT 0-26a, LIT 0-09b, SOC 0-01a, SOC 0-02a, SOC 0-04a, SOC 0-09a</p> <p><b>First:</b> LIT 1-02a, ENG 1-03a, LIT 1-04a, LIT 1-05a, LIT 1-06a, LIT 1-07a, LIT 1-08a, LIT 1-09a, LIT 1-10a, LIT 1-25a, LIT 1-28a/ LIT 1-29a, ENG 1-31a, SOC 1-01a, SOC 1-03a, SOC 1-04a, TCH 1-01c, TCH 1-02a, TCH 1-03a, TCH 1-03b.</p> <p><b>Second:</b> LIT 2-02a, ENG 2-03a, LIT 2-04a, LIT 2-05a, LIT 2-06a, LIT 2-07a, LIT 2-08a, LIT 2-09a, LIT 2-10a, LIT 2-14a, LIT 2-15a, LIT 2-25a, ENG 2-27a, LIT 2-28a, LIT 2-29a, ENG 2-30a, ENG 2-31a, SOC 2-01a, SOC 2-04a, TCH 2-01a, TCH 2-01b, TCH 2-20a, TCH 2-02b., TCH 2-03a, TCH 2-03b.</p>

# Literacy and English

Project ideas	Related TOTAL Green School Award categories	Experiences and outcomes
<p><b>Research a writing project</b> - on an environmental aspect of your local region, country or a foreign country such as global warming, flooding, climate change, fishing and hunting, agriculture, rainforests or pollution.</p>	<p>Totally clued up</p> <p>Totally powered up</p>	<p><b>Early:</b> LIT 0-02a/ ENG, LIT 0-04a, LIT 0-09a, LIT 0-10a, LIT 0-14a, LIT 1-14a, LIT 1-15a, LIT 0-26a.  <b>First:</b> LIT 1-02a, ENG 1-03a, LIT 1-04a, LIT 1-05a, LIT 1-06a, LIT 1-07a, LIT 1-08a, LIT 1-09a, LIT 1-10a, LIT 1-25a, LIT 1-28a/LIT 1-29a, TCH 1-01c, TCH 1-02a, TCH 1-03a, TCH 1-03b.  <b>Second:</b> LIT 2-02a, ENG 2-03a, LIT 2-04a, LIT 2-05a, LIT 2-06a, LIT 2-07a, LIT 2-08a, LIT 2-09a, LIT 2-10a, LIT 2-14a, LIT 2-15a, LIT 2-25a, ENG 2-27a, LIT 2-28a, LIT 2-29a, TCH 2-01c, TCH 2-02a, TCH 2-03a, TCH 2-03b.</p>
<p><b>Compare poems about nature</b> from your own and different countries – What do the poems tell you about the differences in lifestyle, resources, geography and culture?            Write your own poems taking inspiration from nature, in the style of your choice and read aloud.</p>	<p>Totally clued up</p> <p>Totally creative</p>	<p><b>Early:</b> LIT 0-01a, LIT 0-11a, LIT 0-20a, LIT 0-01b, LIT 0-01c, LIT 0-09a, LIT 0-09b, LIT 0-31a, LIT 0-12a/ LIT 0-13a, LIT 0-21a, LIT 0-26a.  <b>First:</b> LIT 1-01a, LIT 1-04a, LIT 1-05a, LIT 1-06a, LIT 1-07a, LIT 1-09a, LIT 1-10a, LIT 1-11a, ENG 1-12a, LIT 1-13a, LIT 1-19a, LIT 1-20a, LIT 1-22a, LIT 1-23a, LIT 1-24a, LIT 1-26a, ENG 1-30a, ENG 1-31a.  <b>Second:</b> LIT 2-01a, ENG 2-03a, LIT 2-04a, LIT 2-05a, LIT 2-06a, LIT 2-07a, LIT 2-08a, LIT 2-10a, ENG 2-12a, LIT 2-13a, ENG 2-19a, LIT 2-20a, LIT 2-22a, LIT 2-23a, LIT 2-24a, LIT 2-26a, ENG 2-27a, LIT 2-28a, ENG 2-30a, ENG 2-31a.</p>
<p><b>Write a letter to your local newspaper</b>, TV news station, or your MP, about a local environmental issue that concerns you, e.g.</p> <ul style="list-style-type: none"> <li>the cutting down of woodland</li> <li>a proposal for better recycling facilities</li> <li>the building of a wind turbine farm</li> </ul> <p>Remember to cover both sides of the debate, and if possible go out and find evidence of the issue you are concerned with.            Write a newspaper article or make a newspaper/ magazine based on the above.</p>	<p>Totally clued up</p> <p>Totally creative</p> <p>Totally powered up</p>	<p><b>First:</b> LIT 1-01a, LIT 1-02a, LIT 1-05a, LIT 1-06a, LIT 1-08a, LIT 1-09a, LIT 1-10a, LIT 1-13a, LIT 1-14a, LIT 1-15a, LIT 1-18a, LIT 1-20a, LIT 1-22a, LIT 1-23a, LIT 1-24a, LIT 1-25a, LIT 1-26a, LIT 1-28a, LIT 1-29a, ENG 1-30a, SOC 1-07a, SOC 1-08a.  <b>Second:</b> LIT 2-01a, LIT 2-02a, LIT 2-04a, LIT 2-05a, LIT 2-06a, LIT 2-08a, LIT 2-09a, LIT 2-10a, LIT 2-14a, LIT 2-15a, LIT 2-16a, ENG 2-17a, LIT 2-18a, LIT 2-20a, LIT 2-23a, LIT 2-24a, LIT 2-25a, LIT 2-26a, ENG 2-27a, LIT 2-28a, LIT 2-29a, ENG 2-30a, SOC 2-08a, SOC 2-08b, SOC 2-09a .</p>

# Literacy and English

Project ideas	Related TOTAL Green School Award categories	Experiences and outcomes
<p><b>Write an adventure story</b> with an environmental theme, e.g.:</p> <ul style="list-style-type: none"> <li>• discovering or saving a new or endangered species,</li> <li>• stopping deforestation,</li> <li>• discovering a new clean energy source.</li> </ul> <p>Use your imagination.</p>	<p>Totally clued up</p> <p>Totally creative</p> <p>Totally powered up</p>	<p><b>First:</b> LIT 1-01a, LIT 1-02a, ENG 1-03a, LIT 1-05a, LIT 1-06a, LIT 1-08a, LIT 1-09a, LIT 1-10a, ENG 1-12a, LIT 1-13a, LIT 1-14a, LIT 1-15a, LIT 1-18a, LIT 1-20a, LIT 1-22a, LIT 1-23a, LIT 1-24a, LIT 1-25a, LIT 1-26a, LIT 1-28a, LIT 1-29a, ENG 1-30a, ENG 1-31a.</p> <p><b>Second:</b> LIT 2-01a, LIT 2-02a, LIT 2-04a, LIT 2-05a, LIT 2-06a, LIT 2-08a, LIT 2-09a, LIT 2-10a, ENG 2-12a, LIT 2-14a, LIT 2-15a, LIT 2-16a, ENG 2-17a, LIT 2-18a, LIT 2-20a, LIT 2-22a, LIT 2-23a, LIT 2-24a, LIT 2-25a, LIT 2-26a, ENG 2-27a, LIT 2-28a, LIT 2-29a, ENG 2-30a, ENG 2-31a.</p>
<p><b>Write a play</b> about any environmental issue. Perform it with different roles such as environmentalists, corporate leaders, native people, animals etc.</p>	<p>Totally clued up</p> <p>Totally creative</p>	<p><b>First:</b> LIT 1-01a, LIT 1-02a, ENG 1-03a, LIT 1-05a, LIT 1-06a, LIT 1-08a, LIT 1-09a, LIT 1-10a, ENG 1-12a, LIT 1-13a, LIT 1-14a, LIT 1-15a, LIT 1-18a, LIT 1-20a, LIT 1-22a, LIT 1-23a, LIT 1-24a, LIT 1-25a, LIT 1-26a, LIT 1-28a, LIT 1-29a, ENG 1-30a, ENG 1-31a, EXA 1-01a, EXA 1-12a, EXA 1-13a, EXA 1-14a, EXA 1-15a, TCH 1-01c, TCH 1-02a, TCH 1-03a, TCH 1-03b</p> <p><b>Second:</b> LIT 2-01a, LIT 2-02a, LIT 2-04a, LIT 2-05a, LIT 2-06a, LIT 2-08a, LIT 2-09a, LIT 2-10a, ENG 2-12a, LIT 2-14a, LIT 2-15a, LIT 2-16a, ENG 2-17a, LIT 2-18a, LIT 2-20a, LIT 2-22a, LIT 2-23a, LIT 2-24a, LIT 2-25a, LIT 2-26a, ENG 2-27a, LIT 2-28a, LIT 2-29a, ENG 2-30a, ENG 2-31a, EXA 2-01a, EXA 2-12a, EXA 2-13a, EXA 2-14a, EXA 2-15a, TCH 2-01c, TCH 2-02a, TCH 2-03a, TCH 2-03b</p>

# Numeracy and Mathematics

Project ideas	Related TOTAL Green School Award categories	Experiences and outcomes
<p><b>Waste measurement</b> - Discuss ways of going about measuring different forms of waste, e.g. paper, plastic, organic matter etc. either at home or at school. Come up with a strategy. Measure the weight and volume of the waste (paper, plastic, organic matter etc.) produced by the school/households in a day/week/month.</p> <p>Calculate from this the amount that would be produced in one year. Represent results by means of graphs etc. showing amount of waste produced in different parts of the school eg. kitchen, staffrooms, office, classrooms.</p> <p>Carry out a plastic bag survey at a local supermarket. Based on a one hour observation, calculate how many bags leave the shop in a day, a week and a year. Discuss solutions to the problem. Learn about the environmental damage caused by plastic bags.</p>	<p>Totally clued up</p>	<p><b>Early:</b> MNU 0-01a, MNU 0-02a, MNU 0-03a, MNU 0-11a, MTH 0-16a, MNU 0-20a, MNU 0-20c.</p> <p><b>First:</b> MNU 1-01a, MNU 1-03a, MNU 1-07a, MNU 1-07b, MTH 1-07c, MNU 1-10c, MTH 1-12a, MTH 1-15a, MNU 1-20a, MNU 1-20b, MTH 1-21a, MNU 1-22a.</p> <p><b>Second:</b> MNU 2-01a, MNU 2-02a, MNU 2-03a, MNU 2-03b, MTH 2-03c, MNU 2-07a, MNU 2-07b, MNU 2-10b, MTH 2-12a, MNU 2-20a, MNU 2-20b, MTH 2-21a, MNU 2-22a.</p>

# Numeracy and Mathematics

Project ideas	Related TOTAL Green School Award categories	Experiences and outcomes
<p><b>Environmental Opinion Poll</b> – Design, implement and analyse an opinion poll on an environmental issue – at home, at school, or in the community.</p> <ul style="list-style-type: none"> <li>• How can this be achieved scientifically?</li> <li>• What do the results show?</li> <li>• How can this information best be displayed and how can it be used?</li> </ul>	<p>Totally clued up</p>	<p><b>Early:</b> MNU 0-01a, MNU 0-02a, MNU 0-03a, MNU 0-11a, MTH 0-16a, MNU 0-20a, MNU 0-20c.  <b>First:</b> MNU 1-01a, MNU 1-03a, MNU 1-07a, MNU 1-07b, MTH 1-07c, MNU 1-10c, MTH 1-12a, MTH 1-15a, MNU 1-20a, MNU 1-20b, MTH 1-21a, MNU 1-22a.  <b>Second:</b> MNU 2-01a, MNU 2-02a, MNU 2-03a, MNU 2-03b, MTH 2-03c, MNU 2-07a, MNU 2-07b, MNU 2-10b, MTH 2-12a, MNU 2-20a, MNU 2-20b, MTH 2-21a, MNU 2-22a.</p>
<p><b>Making bird nest boxes</b> – using our nest box fact sheet which has exact dimensions.            Note that the lengths have to be precise in order for the box to be built correctly and establish a good site in the school grounds, away from walls, trees, etc. that cats could climb up, but near a window so that students can watch the birds.</p>	<p>Totally clued up             Totally creative             Totally powered up</p>	<p><b>Early:</b> MNU 0-01a, MNU 0-02a, MNU 0-03a, MNU 0-11a, MTH 0-16a, MNU 0-20a, MNU 0-20c.  <b>First:</b> MNU 1-01a, MNU 1-03a, MNU 1-07a, MNU 1-07b, MTH 1-07c, MNU 1-10c, MTH 1-12a, MTH 1-15a, MTH 1-16a, MTH 1-16b, MNU 1-20a, MNU 1-20b, MTH 1-21a, MNU 1-22a.  <b>Second:</b> MNU 2-01a, MNU 2-02a, MNU 2-03a, MNU 2-03b, MTH 2-03c, MNU 2-07a, MNU 2-07b, MNU 2-10b, MTH 2-12a, MTH 2-16a, MTH 2-16b, MTH 2-16c, MTH 2-17b, MTH 2-17d, MNU 2-20a, MNU 2-20b, MTH 2-21a, MNU 2-22a.</p>

# Numeracy and Mathematics

Project ideas	Related TOTAL Green School Award categories	Experiences and outcomes
<p><b>Bird feeding experiment</b> – study the frequency of visits to a bird table.</p> <ul style="list-style-type: none"> <li>• Are birds influenced by colour, type of food, time of day?</li> <li>• Which birds visit the table? How often?</li> <li>• Does this change as the season progresses?</li> <li>• Do different species prefer different foods?</li> </ul> <p>Plot changing times on a graph. When all the data is in – what are the different ways of compiling and displaying the results (tables, pie charts etc.)</p>	<p>Totally clued up</p> <p>Totally active</p>	<p><b>Early:</b> MNU 0-01a, MNU 0-02a, MNU 0-03a, MNU 0-11a, MTH 0-16a, MNU 0-20a, MNU 0-20c.</p> <p><b>First:</b> MNU 1-01a, MNU 1-03a, MNU 1-07a, MNU 1-07b, MTH 1-07c, MNU 1-10a, MNU 1-10c, MTH 1-12a, MTH 1-15a, MNU 1-20a, MNU 1-20b, MTH 1-21a, MNU 1-22a.</p> <p><b>Second:</b> MNU 2-01a, MNU 2-02a, MNU 2-03a, MNU 2-03b, MTH 2-03c, MNU 2-07a, MNU 2-07b, MNU 2-10b, MNU 2-10c, MTH 2-12a, MNU 2-20a, MNU 2-20b, MTH 2-21a, MNU 2-22a.</p>
<p><b>Design a pond, wildlife area, a hide, sensory garden, herb garden or create vegetable plot</b> within the school grounds. Plot the area on a map or blue-print of the school grounds, go outside and map the area itself, create designs.</p> <p>Use grids or graph paper, draw plans to scale for a wildlife area. Include curved paths, a pond, bird table, planters etc. Make scale models of the garden, bird tables or planters.</p> <p>If you are able, make your designs a reality within the school grounds.</p>	<p>Totally clued up</p> <p>Totally active</p>	<p><b>Early:</b> MNU 0-01a, MNU 0-02a, MNU 0-03a, MNU 0-11a, MTH 0-16a, MNU 0-20a, MNU 0-20c, TCH 0-02a, TCH 0-12a, TCH 0-14a.</p> <p><b>First:</b> MNU 1-01a, MNU 1-03a, MNU 1-07a, MNU 1-07b, MTH 1-07c, MNU 1-10c, MTH 1-12a, MTH 1-15a, MTH 1-16a, MTH 1-18a, MNU 1-20a, MNU 1-20b, MTH 1-21a, MNU 1-22a, TCH 1-02a, TCH 1-03a, TCH 1-03b, TCH 1-08a, TCH 1-12a, TCH 1-13a, TCH 1-14a.</p> <p><b>Second:</b> MNU 2-01a, MNU 2-02a, MNU 2-03a, MNU 2-03b, MTH 2-03c, MNU 2-07a, MNU 2-07b, MNU 2-10b, MTH 2-12a, MTH 2-16a, MTH 2-16b, MTH 2-16c, MTH 2-17a, MTH 2-17b, MTH 2-17c, MTH 2-17d, MTH 2-18a, MNU 2-20a, MNU 2-20b, MTH 2-21a, TCH 2-02a, TCH 2-03a, TCH 2-03b, TCH 2-08a, TCH 2-12a, TCH 2-13a, TCH 2-12a, TCH 2-13a, TCH 2-14a.</p>

# Sciences:

Project ideas	Related TOTAL Green School Award categories	Experiences and outcomes
<p><b>Acid rain simulation</b> – Carry out experiments on a tray of cress and test different strengths of acidity (i.e. water, dilute, vinegar and lemon juice etc.)</p> <ul style="list-style-type: none"> <li>• Create a project from the group’s findings.</li> <li>• What impact could acid rain have on different areas of the environment e.g. ponds, woodland, buildings, rock.</li> <li>• Why and how does this happen?</li> </ul>	<p>Totally clued up</p> <p>Totally active</p>	<p>Early: SCN 0-01a, SCN 0-03a, First: SCN 1-01a, SCN 1-03a, SCN 1-15a, SCN 1-16a, TCH 1-02a, SCN 1-20a. Second: SCN 2-01a, SCN 2-02b, SCN 2-03a, SCN 2-14a, SCN 2-18a, SCN 2-19a, SCN 2-20b.</p>
<p><b>Plant energy and fossil fuels</b> – Follow the process of a forest from life to decay, to nutrients, to compression, to fossil fuel, to gas and energy.</p> <ul style="list-style-type: none"> <li>• Create a project from your findings.</li> <li>• What types of power are there?</li> <li>• How do we use energy?</li> <li>• How can we create energy in harmony with the environment whilst recognising the realities of the modern world and the needs of the human race?</li> </ul>	<p>Totally clued up</p> <p>Totally powered up</p>	<p>Early: SCN 0-04a, SCN 0-07a, SCN 0-09a., SCN 0-20a. First: SCN 1-04a, TCH 1-02a, SCN 1-20a. Second: SCN 2-02a, SCN 2-02b, SCN 2-03a, SCN 2-04a, SCN 2-04b, TCH 2-02b, SCN 2-10a, SCN 2-17a, SCN 2-20b.</p>
<p><b>Design and make</b> an environmentally friendly lighting system – use low-energy light bulbs, run a clock on a potato or design a solar-powered fountain.</p>	<p>Totally clued up</p> <p>Totally powered up</p>	<p>Early: SCN 0-04a, SCN 0-07a, SCN 0-09a., SCN 0-20a. First: SCN 1-04a, TCH 1-02a, SCN 1-09a, SCN 1-20a. Second: SCN 2-02a, SCN 2-02b, SCN 2-03a, SCN 2-04a, SCN 2-04b, TCH 2-02b, SCN 2-09a, SCN 2-10a, SCN 2-17a, SCN 2-20b.</p>

# Sciences

Project ideas	Related TOTAL Green School Award categories	Experiences and outcomes
<p><b>Micro-organisms and waste</b> – Learn about the role of micro-organisms in the breakdown of waste e.g. through work on composting.</p> <ul style="list-style-type: none"> <li>• Set up a school compost bin/heap to recycle schools’ organic waste.</li> <li>• Investigate food chains through identifying the decomposer invertebrates.</li> </ul>	<p>Totally clued up</p> <p>Totally active</p>	<p><b>Second:</b> SCN 2-01a, SCN 2-02a, SCN 2-02b, SCN 2-03a, SCN 2-13a.</p>
<p><b>Rare species study</b> - Choose an endangered native species or foreign species to study. This can be either an animal or plant.</p> <ul style="list-style-type: none"> <li>• What are the major threats to the species?</li> <li>• What is currently being done to protect it?</li> <li>• What could be done to better protect it?</li> </ul>	<p>Totally clued up</p> <p>Totally active</p>	<p><b>First:</b> SCN 1-01a, SCN 1-02a, SCN 1-03a.  <b>Second:</b> SCN 2-01a, SCN 2-02a, SCN 2-02b, SCN 2-03a, SCN 2-14a, SCN 2-20a, SCN 2-20b, SOC 2-08a, SOC 2-08b.</p>
<p><b>Human Habitat Comparison Study</b> e.g. motorway verges and an intensively farmed arable land. Create a project by researching and compiling species lists for each, display findings and suggest reasons for the differences.</p>	<p>Totally clued up</p>	<p><b>Second:</b> SCN 2-01a, SCN 2-02a, SCN 2-02b, SCN 2-03a, SOC 2-08a, SOC 2-08b, SOC 2-09a</p>

# Sciences

Project ideas	Related TOTAL Green School Award categories	Experiences and outcomes
<p><b>Keep a 'Food and energy levels' diary</b> - Note food eaten and a description of energy levels before and after eating. Eat a variety of foods. Describe and explain findings.</p>	<p>Totally clued up Totally powered up</p>	<p><b>Early:</b> HWB 0-27a, HWB 0-28a, HWB 0-29a, HWB 0-30a, HWB 0-32a. <b>First:</b> SCN 1-12a, HWB 1-15a, HWB 1-27a, HWB 1-28a, HWB 1-29a, HWB 1-30a, HWB 1-30b, HWB 1-32a. <b>Second:</b> SCN 1-12a, HWB 2-15a, HWB 2-26a, HWB 2-27a, HWB 1-28a, HWB 2-29a, HWB 2-30a, HWB 2-32a, HWB 2-36a.</p>
<p><b>Make two electrical circuits</b> - one with a conventional light bulb and one with a low energy light bulb. Comment on the energy consumption of each. <b>Research statistics from a fossil fuel power station and a wind farm</b> - Compare levels of energy produced and their environmental impacts. Plot results and discuss findings.</p>	<p>Totally clued up Totally powered up</p>	<p><b>First:</b> SCN 1-04a, SCN 1-09a, SOC 1-08a, TCH 1-01a, TCH 1-01b, TCH 1-01c, TCH 1-02a, TCH 1-08a, TCH 1-09a <b>Second:</b> SCN 2-04a, SCN 2-04b, SCN 2-09a, SCN 2-10a, SCN 2-19a, SOC 2-08a, TCH 2-01a, TCH 2-01b, TCH 2-02a, TCH 2-02b, TCH 2-08a.</p>
<p><b>Waste Material Investigation</b> – Group and classify different types of waste materials e.g. different types of plastic, card, paper.</p> <ul style="list-style-type: none"> <li>• What are they made up of and where did their raw materials come from?</li> <li>• How far has the waste travelled from production to bin?</li> <li>• What were they used for?</li> <li>• Are they necessary?</li> <li>• Could the group come up with an alternative product or a secondary use for the waste material?</li> </ul>	<p>Totally clued up Totally active</p>	<p><b>First:</b> SCN 1-15a, TCH 1-02a, TCH 1-11a, TCH 1-11b. <b>Second:</b> SOC 2-08a, SOC 2-08b, SOC 2-15a, SOC 2-16a, SCN 2-13a, SCN 2-15a, SCN 2-16a, SCN 2-17a, TCH 2-02a, TCH 2-11a, TCH 2-12b</p>
<p><b>Animal Athletes</b> – Using the mini-beast study below, hold a mini-beast race. Compare the creatures and make a report on:</p> <ul style="list-style-type: none"> <li>• How do different types of animals move?</li> <li>• How fast can they go?</li> <li>• What is the best way to record the findings?</li> <li>• Why are some faster/or more mobile than others?</li> </ul> <p>For further information, see YPTE's Conservation Education on 'How animals move', available from <a href="http://www.ypte.org.uk/downloads.php">www.ypte.org.uk/downloads.php</a></p>	<p>Totally clued up Totally powered up</p>	<p><b>Early:</b> SCN 0-01a, SCN 0-07a <b>First:</b> SSCN 1-01a, SCN 1-02a, SCN 1-12a <b>Second:</b> SCN 2-01a, SCN 2-02a, SCN 2-07a, SCN 2-08a</p>

# Sciences

Project ideas	Related TOTAL Green School Award categories	Experiences and outcomes
<p><b>Mini-beast pitfall trap</b> – Cut a milk carton in half and bury it in the soil up to the rim. Put a piece of fruit in it and go back the next day and see what has fallen in. Remember to return the mini-beast to the wild afterwards. Carry out a full investigation of the species using a mini-beast identification key.</p> <ul style="list-style-type: none"> <li>• Is it an insect, arachnid or something else?</li> <li>• Did different types of food lure different mini-beasts?</li> <li>• Was the positioning of the trap relevant to its success in capturing a mini-beast?</li> </ul> <p>Create a project from the findings.</p>	<p>Totally clued up</p> <p>Totally powered up</p> <p>Totally active</p>	<p><b>Early:</b> SCN 0-01a, SOC 0-07a, SOC 0-08a.  <b>First:</b> SCN 1-01a, SCN 1-02a.  <b>Second:</b> SCN 2-01a, SCN 2-02a, SCN 2-14a.</p>
<p><b>Create a key</b> - for identifying pond-life or different minibeasts. Once you have your animal key you could design more complex diagrams like food chains and/or food webs and then categorize the animals in the chain e.g. insect → amphibian → fish → bird → mammal.</p>	<p>Totally clued up</p> <p>Totally active</p>	<p><b>Early:</b> SCN 0-01a, SOC 0-07a, SOC 0-08a.  <b>First:</b> SCN 1-01a, SCN 1-02a.  <b>Second:</b> SCN 2-01a, SCN 2-02a, SCN 2-14a.</p>
<p><b>Plant a pip/seed and watch it grow</b> – Plant an orange pip, avocado stone, lemon pip or grape seed in half a milk carton (these are biodegradable and can later be replanted in the school grounds or at home). Make a project of the findings. Grow in different conditions:</p> <ul style="list-style-type: none"> <li>• in the dark,</li> <li>• under permanent light,</li> <li>• outdoors and indoors</li> </ul>	<p>Totally clued up</p> <p>Totally creative</p> <p>Totally powered up</p>	<p><b>Early:</b> SCN 0-01a, SCN 0-03a, SOC 0-07a, SOC 0-08a.  <b>First:</b> SCN 1-01a, SCN 1-02a, SCN 1-03a, SCN 1-14a  <b>Second:</b> SCN 2-01a, SCN 2-02a, SCN 2-02b, SCN 2-14a, SCN 2-14b</p>

# Social Studies

Project ideas	Related TOTAL Green School Award categories	Experiences and outcomes
<p><b>How green and pleasant was Britain in World War II?</b> Interview great grandparents, neighbours and other senior citizens about life when they were children.</p> <ul style="list-style-type: none"> <li>• What was recycled then and why?</li> <li>• How different was packaging?</li> <li>• What crops were commonly grown?</li> <li>• What food was available compared to today?</li> </ul> <p>Where did they buy their food?</p>	<p>Totally clued up</p> <p>Totally creative</p>	<p><b>Early:</b> SOC 0-01a, SOC 0-02a, SOC 0-04a, SOC 0-07a, SOC 0-08a,  <b>First:</b> SOC 0-01a, SOC 1-02a, SOC 1-03a, SOC 1-04a, SOC 1-08a, SOC 1-09a,  <b>Second:</b> SOC 2-01a, SOC 2-02a, SOC 2-03a, SOC 2-04a, 2-08a, SOC 2-09a.</p>
<p><b>Local history study</b> – My city/town/village since 1600 (amend to whichever particular era you are covering under the syllabus) –</p> <ul style="list-style-type: none"> <li>• What aspects of the local area have changed?</li> <li>• What are the effects of national events or development?</li> <li>• Use old maps, old hedgerows, field patterns, houses and road lines to discover local history.</li> <li>• Check local records, museums, newspaper archives, the Internet, pictures and maps.</li> </ul> <p>Make a map of the local area – how did it look at different time intervals – say 1450, 1700, 1900, today.</p>	<p>Totally clued up</p> <p>Totally creative</p>	<p><b>Early:</b> SOC 0-01a, SOC 0-02a, SOC 0-04a, SOC 0-07a, SOC 0-08a,  <b>First:</b> SOC 0-01a, SOC 1-02a, SOC 1-03a, SOC 1-04a, SOC 1-08a, SOC 1-09a,  <b>Second:</b> SOC 2-01a, SOC 2-02a, SOC 2-03a, SOC 2-04a, 2-08a, SOC 2-09a.</p>
<p><b>Seasonal scrap book</b> – choose an outdoor setting on the school grounds (a tree or a copse is good). Take photographs, draw pictures, collect leaves, buds and flowers, and take bark rubbings to document the changes that happen to the tree over a term, or school year.</p>	<p>Totally clued up</p> <p>Totally creative</p>	<p><b>Early:</b> SCN 0-01a, SCN 0-06a, MNU 0-10a  <b>First:</b> SCN 1-01a, SCN 1-03a, SCN 1-06a, MNU 1-10a, MNU 1-10b, MNU 1-10c.  <b>Second:</b> SCN 2-01a, SCN 2-02a, MNU 2-10a, MNU 2-10b.</p>

# Social Studies

Project ideas	Related TOTAL Green School Award categories	Experiences and outcomes
<p><b>Role Play – The Ancient World (pre 5AD)</b> – be a Celt or Pict and create a project on it.</p> <ul style="list-style-type: none"> <li>• Did the Romans get as far as your town?</li> <li>• What would you have worn and eaten?</li> <li>• Where would you have lived?</li> <li>• What work would you have done?</li> <li>• What did the people of this time believe in?</li> <li>• What did they achieve?</li> </ul>	<p>Totally clued up</p> <p>Totally creative</p>	<p><b>Early:</b> SOC 0-01a, SOC 0-02a, SOC 0-04a, SOC 0-07a, SOC 0-08a,  <b>First:</b> SOC 0-01a, SOC 1-02a, SOC 1-03a, SOC 1-04a, SOC 1-08a, SOC 1-09a,  <b>Second:</b> SOC 2-01a, SOC 2-02a, SOC 2-03a, SOC 2-04a, 2-08a, SOC 2-09a.</p>
<p><b>Create a map</b> to show the before and after of an environmental change - either improvements e.g. wildlife areas, species return following new environmental regulations etc. or disasters e.g. new roads, housing developments or chemical spillages.</p>	<p>Totally clued up</p> <p>Totally creative</p>	<p><b>Early:</b> SOC 0-07a, SOC 0-08a  <b>First:</b> SOC 1-07a, SOC 1-08a,  <b>Second:</b> SOC 2-07a, SOC 2-07b, SOC 2-08a, SOC 2-08b, SOC 2-09a</p>
<p><b>Keep a weather diary</b> with reference to daily activities and how they were affected by the weather conditions.</p> <p><b>Create a local map</b> with descriptions of key habitats and other important features.</p>	<p>Totally clued up</p> <p>Totally active</p>	<p><b>Early:</b> SOC 0-07a, SOC 0-08a, MNU 0-10a, SCN 0-06a.  <b>First:</b> SOC 1-07a, SOC 1-08a, MNU 1-10a, MNU 1-10b, MNU 1-10c, SCN 1-06a.  <b>Second:</b> SOC 2-07a, SOC 2-07b, SOC 2-08a, SOC 2-08b, SOC 2-09a, MNU 2-10a, MNU 2-10b.</p>
<p><b>Report on a case study:</b> research a major world climatic disaster e.g. Hurricane Katrina and New Orleans and compile a report.</p>		<p><b>Second:</b> SOC 2-07b, SOC 2-08a</p>

# Social Studies

Project ideas	Related TOTAL Green School Award categories	Experiences and outcomes
<p><b>Patterns and processes study</b> – Carry out a study of bus routes/train facilities:</p> <ul style="list-style-type: none"> <li>• How many people have reasonable access to public transport?</li> <li>• How frequent are the buses/trains/tubes/trams?</li> <li>• How long is the average journey?</li> <li>• How much do different journeys cost?</li> <li>• How many seats are available and how many people actually travel?</li> <li>• What impact does public transport have on energy use?</li> <li>• What might the bus or train of the future look like?</li> </ul>	<p>Totally clued up</p> <p>Totally creative</p>	<p>Early: SOC 0-07a, SOC 0-09a, SOC 0-16a            First: SOC 1-07a, SOC 1-08a, SOC 1-16a, TCH 1-01a, TCH 1-01b, TCH 1-01c, TCH 1-02a            Second: SOC 2-08a, SOC 2-09a, SOC 2-15a, SOC 2-16a, TCH 2-01a, TCH 2-01b, TCH 2-02a, TCH 2-02b</p>
<p><b>Issues of waste and litter</b> – Investigate ways of improving the local environment, e.g. by reducing the level of resource use, reducing damage by fly-tipping, incineration, etc. You could run a campaign to clean up a local community area e.g. a park, common area or pond.</p>	<p>Totally clued up</p> <p>Totally active</p>	<p><b>First:</b> SCN 1-15a, SOC 1-08a, TCH 1-02a, TCH 1-11a, TCH 1-11b.  <b>Second:</b> SOC 2-08a, SOC 2-08b, SOC 2-15a, SOC 2-16a, SCN 2-13a, SCN 2-15a, SCN 2-16a, SCN 2-17a, TCH 2-02a, TCH 2-11a, TCH 2-12b</p>

# Social Studies

Project ideas	Related TOTAL Green School Award categories	Experiences and outcomes
<p><b>Carry out a shopping survey</b> – Survey fellow students, teachers, parents, grandparents.</p> <ul style="list-style-type: none"> <li>• How often do they travel to the shops?</li> <li>• What distance do they travel generally?</li> <li>• What foods are bought?</li> <li>• Where does it come from – how far has it travelled ('food miles')?</li> <li>• What mode of transport do shoppers take?</li> <li>• How often do they do grocery shopping?</li> <li>• What are the consequences and possible solutions of travel for shopping?</li> </ul>	<p>Totally active</p> <p>Totally clued up</p>	<p><b>Early:</b> SOC 0-07a, HWB 0-35a, MNU 0-01a, MNU 0-02a, MNU 0-03a, MNU 0-11a, MTH 0-16a, MNU 0-20a, MNU 0-20c, .</p> <p><b>First:</b> SOC 1-08a, SOC 1-15a, SOC 1-16a, HWB 1-35a, HWB 1-37a, MNU 1-01a, MNU 1-03a, MNU 1-07a, MNU 1-07b, MTH 1-07c, MNU 1-10c, MTH 1-12a, MTH 1-15a, MNU 1-20a, MNU 1-20b, MTH 1-21a, MNU 1-22a.</p> <p><b>Second:</b> SOC 2-08a, SOC 2-09a, SOC 2-15a, SOC 2-16a, HWB 2-35a, HWB 2-37a, MNU 2-01a, MNU 2-02a, MNU 2-03a, MNU 2-03b, MTH 2-03c, MNU 2-07a, MNU 2-07b, MNU 2-10b, MTH 2-12a, MNU 2-20a, MNU 2-20b, MTH 2-21a, MNU 2-22a.</p>
<p><b>Carry out a 'rights and responsibilities' survey</b> - Find out from friends, family and neighbours what they think our local environment should be like and what we should be expected to do to help make it so.</p>	<p>Totally clued up</p> <p>Totally creative</p>	<p><b>Early:</b> SOC 0-07a, SOC 0-08a, SOC 0-16a, SOC 0-17a, HWB 0-09a, HWB 0-12a, HWB 0-13a.</p> <p><b>First:</b> SOC 1-08a, SOC 1-15a, SOC 1-16a, SOC 1-17a, HWB 1-09a, HWB 1-12a, HWB 1-13a.</p> <p><b>Second:</b> SOC 2-08a, SOC 2-08a, SOC 2-09a, SOC 2-15a, SOC 2-16a, SOC 2-16b, SOC 2-16c, SOC 2-17a, HWB 2-09a, HWB 2-12a, HWB 2-13a</p>

# Technologies

Project ideas	Related TOTAL Green School Award categories	Experiences and outcomes
<p><b>Design and make</b> an environmentally-friendly lighting system – use recycled components and low-voltage bulbs. Could it also be run on an environmentally-friendly energy source?</p>	<p>Totally clued up</p> <p>Totally creative</p> <p>Totally powered up</p>	<p><b>First:</b> TCH 1-01a, TCH 1-01b, TCH 2-01c, TCH 1-02a, TCH 1-12a, TCH 1-13a, TCH 1-14a, SCN 1-04a, SCN 1-09a <b>Second:</b> TCH 2-01a, TCH 2-01b, TCH 2-02a, TCH 2-02b, TCH 2-12a, TCH 2-13a, TCH 2-14a, SCN 2-04a, SCN 2-04b, SCN 2-09a, SCN 2-10a.</p>
<p><b>Investigate energy sources</b> – Design and make a potato-powered clock, solar-powered mini-fan, solar-powered model car etc. Is it possible to set up a small wind turbine or windmill on the school grounds? Or design and make a water feature that runs on solar power or a pond that constantly recycles water using some form of energy?</p>	<p>Totally clued up</p> <p>Totally creative</p> <p>Totally powered up</p>	<p><b>First:</b> TCH 1-01a, TCH 1-01b, TCH 2-01c, TCH 1-02a, TCH 1-12a, TCH 1-13a, TCH 1-14a, SCN 1-04a, SCN 1-09a <b>Second:</b> TCH 2-01a, TCH 2-01b, TCH 2-02a, TCH 2-02b, TCH 2-12a, TCH 2-13a, TCH 2-14a, SCN 2-02a, SCN 2-04a, SCN 2-04b, SCN 2-09a, SCN 2-10a.</p>
<p><b>Waste re-using project</b> Collect appropriate waste from school and/ or home and find as many items as possible that can be re-used, either for the same purpose or for new ones. Report on the materials they are made of and suggest alternatives to these materials that are more environmentally-friendly. Display ideas and discuss how to encourage people to re-use more. Optionally, create a new business making new items from recycled waste.</p>	<p>Totally clued up</p> <p>Totally creative</p>	<p><b>Early:</b> TCH 0-01a, TCH 0-02a, TCH 0-12a, SOC 0-08a, EXA 0-02a. <b>First:</b> TCH 1-01a, TCH 1-01b, TCH 1-02a, SOC 1-22a, TCH 1-11a, TCH 1-11b, TCH 1-12a, TCH 1-13a, TCH 1-14a, SOC 1-08a, EXA 1-02a, EXA 1-05a, EXA 1-06a. <b>Second:</b> TCH 2-01a, TCH 2-02a, SOC 2-22a, TCH 2-11a, TCH 2-11b, TCH 2-12a, TCH 2-13a, TCH 2-14a, SOC 2-08a, EXA 2-02a, EXA 2-04a, EXA 2-05a, EXA 2-06a.</p>

# Technologies

Project ideas	Related TOTAL Green School Award categories	Experiences and outcomes
<p><b>Designing and making</b> - For example, design and build a nature hide/ nest boxes/ wildlife garden.            Research the animal you are building for/ appropriate plant species to plant. Use the internet to carry out your research and create your designs using a computer. Take into account the terrain, weather and habitats of the creature you are going to watch when creating your design. Make scale models of your garden (optional).</p>	<p>Totally clued up            Totally creative            Totally powered up</p>	<p><b>Early:</b> TCH 0-02a, TCH 0-12a, TCH 0-14a, SCN 0-01a, SCN 0-03a, MNU 0-01a, MNU 0-02a, MNU 0-03a, MNU 0-11a, MTH 0-16a, MNU 0-20a, MNU 0-20c.  <b>First:</b> TCH 1-02a, TCH 1-03a, TCH 1-03b, TCH 1-08a, TCH 1-12a, TCH 1-13a, TCH 1-14a, SCN 1-03a, MNU 1-01a, MNU 1-03a, MNU 1-07a, MNU 1-07b, MTH 1-07c, MNU 1-10c, MTH 1-12a, MTH 1-15a, MTH 1-16a, MTH 1-18a, MNU 1-20a, MNU 1-20b, MTH 1-21a, MNU 1-22a,.  <b>Second:</b> TCH 2-02a, TCH 2-03a, TCH 2-03b, TCH 2-08aTCH 2-12a, TCH 2-13a, TCH 2-12a, TCH 2-13aTCH 2-14a, SCN 2-02, SCN 2-02b, SCN 2-03a MNU 2-01a, MNU 2-02a, MNU 2-03a, MNU 2-03b, MTH 2-03c, MNU 2-07a, MNU 2-07b, MNU 2-10b, MTH 2-12a, MTH 2-16a, MTH 2-16b, MTH 2-16c, MTH 2-17a, MTH 2-17b, MTH 2-17c, MTH 2-17d, MTH 2-18a, MNU 2-20a, MNU 2-20b, MTH 2-21a.</p>
<p><b>Roof garden/urban garden/school garden design</b> – Try to grow fruit, vegetables, herbs or plants (sunflowers, fig trees etc) from pips, seeds and bulbs – indoors in a terrarium or ‘garden corner’, on the school roof, in window boxes or in a corner of the playground/playing field.            The design and layout will need to be researched before planting and be specific to the plants’ individual needs.</p>	<p>Totally active            Totally clued up</p>	<p><b>Early:</b> TCH 0-02a, TCH 0-12a, TCH 0-14a, SCN 0-01a, SCN 0-03a, MNU 0-01a, MNU 0-02a, MNU 0-03a, MNU 0-11a, MTH 0-16a, MNU 0-20a, MNU 0-20c.  <b>First:</b> TCH 1-02a, TCH 1-03a, TCH 1-03b, TCH 1-08a, TCH 1-12a, TCH 1-13a, TCH 1-14a, SCN 1-03a, MNU 1-01a, MNU 1-03a, MNU 1-07a, MNU 1-07b, MTH 1-07c, MNU 1-10c, MTH 1-12a, MTH 1-15a, MTH 1-16a, MTH 1-18a, MNU 1-20a, MNU 1-20b, MTH 1-21a, MNU 1-22a,.  <b>Second:</b> TCH 2-02a, TCH 2-03a, TCH 2-03b, TCH 2-08aTCH 2-12a, TCH 2-13a, TCH 2-12a, TCH 2-13aTCH 2-14a, SCN 2-02, SCN 2-02b, SCN 2-03a MNU 2-01a, MNU 2-02a, MNU 2-03a, MNU 2-03b, MTH 2-03c, MNU 2-07a, MNU 2-07b, MNU 2-10b, MTH 2-12a, MTH 2-16a, MTH 2-16b, MTH 2-16c, MTH 2-17a, MTH 2-17b, MTH 2-17c, MTH 2-17d, MTH 2-18a, MNU 2-20a, MNU 2-20b, MTH 2-21a.</p>

# Technologies

Project ideas	Related TOTAL Green School Award categories	Experiences and outcomes
<p><b>Form a company to make and sell environmentally friendly products.</b>            Examples of ventures include:            Making and selling bird nest boxes, making and selling recycled Christmas cards, making and selling recycled paper, making and selling recycled textile-based products such as pin cushions, scarves, blankets.            Planting, growing and selling organic vegetables from the school gardens.</p>	<p>Totally clued up             Totally creative             Totally powered up</p>	<p><b>Early:</b> TCH 0-01a, TCH 0-02a, TCH 0-12a, SOC 0-08a, EXA 0-02a.  <b>First:</b> TCH 1-01a, TCH 1-01b, TCH 1-02a, SOC 1-22a, TCH 1-11a, TCH 1-11b, TCH 1-12a, TCH 1-13a, TCH 1-14a, SOC 1-08a, EXA 1-02a, EXA 1-05a, EXA 1-06a.  <b>Second:</b> TCH 2-01a, TCH 2-02a, SOC 2-22a, TCH 2-11a, TCH 2-11b, TCH 2-12a, TCH 2-13a, TCH 2-14a, SOC 2-08a, EXA 2-02a, EXA 2-04a, EXA 2-05a, EXA 2-06a.</p>
<p><b>Create an animation or set of animations on environmental theme(s).</b>            Research the issues, create the storyboards, write the script, build the scenery and characters, shoot the animation using stop-motion photography, record the soundtrack and create final video files for viewing. Present to the rest of the school/ post to the school's website for public viewing.</p>	<p>Totally creative             Totally clued up</p>	<p><b>First:</b> TCH 1-01a, TCH 1-01b, TCH 1-01c, TCH 1-02a, TCH 1-03a, TCH 1-03b, TCH 1-04a, TCH 1-04b, TCH 1-08a, TCH 1-11b, TCH 1-12a, TCH 1-13a, TCH 1-14a, LIT 1-01a, LIT 1-02a, ENG 1-03a, LIT 1-05a, LIT 1-06a, LIT 1-08a, LIT 1-09a, LIT 1-10a, ENG 1-12a, LIT 1-13a, LIT 1-14a, LIT 1-15a, LIT 1-18a, LIT 1-20a, LIT 1-22a, LIT 1-23a, LIT 1-24a, LIT 1-25a, LIT 1-26a, LIT 1-28a, LIT 1-29a, ENG 1-30a, ENG 1-31a, EXA 1-01a, EXA 1-12a, EXA 1-13a, EXA 1-14a, EXA 1-15a  <b>Second:</b> TCH 2-01a, TCH 2-01b, TCH 2-02a, TCH 2-02b, TCH 2-03a, TCH 2-03b, TCH 2-04a, TCH 2-04b, TCH 2-08a, TCH 2-11b, TCH 2-12a, TCH 2-13a, TCH 2-14a, LIT 2-01a, LIT 2-02a, LIT 2-04a, LIT 2-05a, LIT 2-06a, LIT 2-08a, LIT 2-09a, LIT 2-10a, ENG 2-12a, LIT 2-14a, LIT 2-15a, LIT 2-16a, ENG 2-17a, LIT 2-18a, LIT 2-20a, LIT 2-22a, LIT 2-23a, LIT 2-24a, LIT 2-25a, LIT 2-26a, ENG 2-27a, LIT 2-28a, LIT 2-29a, ENG 2-30a, ENG 2-31a, EXA 2-01a, EXA 2-12a, EXA 2-13a, EXA 2-14a, EXA 2-15a.</p>

# Technologies: General

Project ideas	Related TOTAL Green School Award categories	Experiences and outcomes
<p>Any TOTAL Green School Awards project that makes use of computers in some way - e.g. using the internet for research, in the production of a report, PowerPoint presentation, video or audio based project, use of digital photography, production of animations etc. will assist in the delivery of the above Experiences and Outcomes for the new Scottish Curriculum for Excellence at early through to second curriculum level. This includes any of the Literacy and English, Numeracy and Mathematics, Sciences and Social Studies project suggestions above.</p>	<p>Totally active            Totally clued up            Totally creative            Totally powered up</p>	<p><b>Early:</b> TCH 0-01a, TCH 0-02a, TCH 0-03a, TCH 0-04a, TCH 0-04b, TCH 0-11a, TCH 0-12a, TCH 0-14a.  <b>First:</b> TCH 1-01a, TCH 1-01b, TCH 1-02a, TCH 1-03a, TCH 1-04a, TCH 1-04b, TCH 1-08a, TCH 1-09a, TCH 1-11a, TCH 1-11b, TCH 1-12a, TCH 1-13a, TCH 1-14a,  <b>Second:</b> TCH 2-01a, TCH 2-01b, TCH 2-02a, TCH 2-02b, TCH 2-03a, TCH 2-03b, TCH 2-04a, TCH 2-04b, TCH 2-08a, TCH 2-09a, TCH 2-11a, TCH 2-11b, TCH 2-12a, TCH 2-13a, TCH 2-14a.</p>

# Expressive Arts

Project ideas	Related TOTAL Green School Award categories	Experiences and outcomes
<p><b>Write and perform a mime, ‘silent play’ or dance</b> using objects and movement to highlight an environmental issue. <b>Record the performance as a video.</b></p>	<p>Totally creative</p>	<p><b>Early:</b> EXA 0-01a, EXA 0-08a, EXA 0-09a, EXA 0-10a, EXA 0-11a, EXA 0-12a, EXA 0-13a, EXA 0-14a, EXA 0-15a,  <b>First:</b> EXA 1-01a, EXA 1-08a, EXA 1-09a, EXA 1-10a, EXA 1-11a, EXA 1-12a, EXA 1-13a, EXA 1-14a, EXA 1-15a, TCH 1-04a, TCH 1-04b.  <b>Second:</b> EXA 2-01a, 2-08a, EXA 2-09a, EXA 2-10a, EXA 2-11a, EXA 2-12a, EXA 2-13a, EXA 2-14a, EXA 2-15a, TCH 2-04a, TCH 2-04b.</p>
<p><b>Write a play with an environmental theme</b> – characters could be human, e.g. hunters/poachers, conservationists, environmentalists, native people or animals. Tell us about the creative process, include drafts etc. <b>Record the performance as a video.</b></p>	<p>Totally creative</p>	<p><b>First:</b> LIT 1-01a, LIT 1-02a, ENG 1-03a, LIT 1-05a, LIT 1-06a, LIT 1-08a, LIT 1-09a, LIT 1-10a, ENG 1-12a, LIT 1-13a, LIT 1-14a, LIT 1-15a, LIT 1-18a, LIT 1-20a, LIT 1-22a, LIT 1-23a, LIT 1-24a, LIT 1-25a, LIT 1-26a, LIT 1-28a, LIT 1-29a, ENG 1-30a, ENG 1-31a. EXA 1-01a, EXA 1-12a, EXA 1-13a, EXA 1-14a, EXA 1-15a  <b>Second:</b> LIT 2-01a, LIT 2-02a, LIT 2-04a, LIT 2-05a, LIT 2-06a, LIT 2-08a, LIT 2-09a, LIT 2-10a, ENG 2-12a, LIT 2-14a, LIT 2-15a, LIT 2-16a, ENG 2-17a, LIT 2-18a, LIT 2-20a, LIT 2-22a, LIT 2-23a, LIT 2-24a, LIT 2-25a, LIT 2-26a, ENG 2-27a, LIT 2-28a, LIT 2-29a, ENG 2-30a, ENG 2-31a, EXA 2-01a, EXA 2-12a, EXA 2-13a, EXA 2-14a, EXA 2-15a.</p>
<p><b>Organise a role-play</b> based on a controversial environmental issue.</p> <p><b>Write and perform a fictional play</b> based on the realistic discussion and the argument that would happen if a controversial scheme were to be proposed in your local area e.g. proposed construction of a nuclear power station, wind farm or major road or in another country e.g. deforestation in the Amazon. <b>Record the performance as a video.</b></p>	<p>Totally active</p> <p>Totally clued up</p>	<p><b>First:</b> LIT 1-01a, LIT 1-02a, ENG 1-03a, LIT 1-05a, LIT 1-06a, LIT 1-08a, LIT 1-09a, LIT 1-10a, ENG 1-12a, LIT 1-13a, LIT 1-14a, LIT 1-15a, LIT 1-18a, LIT 1-20a, LIT 1-22a, LIT 1-23a, LIT 1-24a, LIT 1-25a, LIT 1-26a, LIT 1-28a, LIT 1-29a, ENG 1-30a, ENG 1-31a. EXA 1-01a, EXA 1-12a, EXA 1-13a, EXA 1-14a, EXA 1-15a  <b>Second:</b> LIT 2-01a, LIT 2-02a, LIT 2-04a, LIT 2-05a, LIT 2-06a, LIT 2-08a, LIT 2-09a, LIT 2-10a, ENG 2-12a, LIT 2-14a, LIT 2-15a, LIT 2-16a, ENG 2-17a, LIT 2-18a, LIT 2-20a, LIT 2-22a, LIT 2-23a, LIT 2-24a, LIT 2-25a, LIT 2-26a, ENG 2-27a, LIT 2-28a, LIT 2-29a, ENG 2-30a, ENG 2-31a, EXA 2-01a, EXA 2-12a, EXA 2-13a, EXA 2-14a, EXA 2-15a.</p>

# Expressive Arts

Project ideas	Related TOTAL Green School Award categories	Experiences and outcomes
<p><b>Mimic bird songs and animal noises</b> - from around the world, using voices, instruments, random objects. Record on CD or DVD.</p>	<p>Totally creative</p>	<p><b>Early:</b> EXA 0-01a, EXA 0-16a, EXA 0-17a, EXA 0-18a, EXA 0-19a, TCH 0-04b.  <b>First:</b> EXA 1-01a, EXA 1-16a, EXA 1-17a, EXA 1-18a, EXA 1-19a, TCH 1-04a, TCH 1-04b.  <b>Second:</b> EXA 2-01a, EXA 2-16a, EXA 2-17a, EXA 2-18a, EXA 2-19a, TCH 2-04a, TCH 2-04b.</p>
<p><b>Write an environmental song/dance</b> - either a new piece or new words to a well-known tune. Perform it as a group and shoot the results on video. Perform a dance to some of the song and include it in the video.</p>	<p>Totally creative</p>	<p>Early: EXA 0-01a, EXA 0-08a, EXA 0-09a, EXA 0-10a, EXA 0-11a, EXA 0-12a, EXA 0-13a, EXA 0-14a, EXA 0-15a, EXA 0-16a, EXA 0-17a, EXA 0-18a, EXA 0-19a, TCH 0-04b.  First: EXA 1-01a, EXA 1-08a, EXA 1-09a, EXA 1-10a, EXA 1-11a, EXA 1-12a, EXA 1-13a, EXA 1-14a, EXA 1-15a, EXA 1-16a, EXA 1-17a, EXA 1-18a, EXA 1-19a, TCH 1-04a, TCH 1-04b.  Second: EXA 2-01a, EXA 2-08a, EXA 2-09a, EXA 2-10a, EXA 2-11a, EXA 2-12a, EXA 2-13a, EXA 2-14a, EXA 2-15a, EXA 2-16a, EXA 2-17a, EXA 2-18a, EXA 2-19a, TCH 2-04a, TCH 2-04b.</p>
<p><b>Make instruments</b> - from recycled objects or everyday objects. Scavenger hunt for noisy things outside.</p> <ul style="list-style-type: none"> <li>• Make a percussion instrument like a drum, maracas or a tambourine.</li> <li>• Make tones from different levels of water in bottles or glasses.</li> <li>• Create a piece of music using the recycled instruments.</li> </ul>	<p>Totally active  Totally creative</p>	<p><b>Early:</b> EXA 0-01a, EXA 0-16a, EXA 0-17a, EXA 0-18a, EXA 0-19a, TCH 0-02a, TCH 0-04b, TCH 0-12a.  <b>First:</b> EXA 1-01a, EXA 1-16a, EXA 1-17a, EXA 1-18a, EXA 1-19a, TCH 1-02a, TCH 1-04a, TCH 1-04b, TCH 1-12a, TCH 1-13a, TCH 1-14a.  <b>Second:</b> EXA 2-01a, EXA 2-16a, EXA 2-17a, EXA 2-18a, EXA 2-19a, TCH 2-02a, TCH 2-04a, TCH 2-04b, TCH 2-12a, TCH 2-13a, TCH 2-14a.</p>

# Expressive Arts

Project ideas	Related TOTAL Green School Award categories	Experiences and outcomes
<p><b>Waste investigation</b> – Investigate the use of waste materials in art and design. Create artwork making use of waste materials e.g. paper, plastic, aluminium foil etc.</p>	Totally creative	<p><b>Early:</b> TCH 0-01a, TCH 0-02a, TCH 0-12a, SOC 0-08a, EXA 0-02a EXA 0-05a, EXA 0-06a.  <b>First:</b> TCH 1-01a, TCH 1-01b, TCH 1-02a, SOC 1-22a, TCH 1-11a, TCH 1-11b, TCH 1-12a, TCH 1-13a, TCH 1-14a, SOC 1-08a, EXA 1-02a, EXA 1-03a, EXA 1-05a, EXA 1-06a.  <b>Second:</b> TCH 2-01a, TCH 2-02a, SOC 2-22a, TCH 2-11a, TCH 2-11b, TCH 2-12a, TCH 2-13a, TCH 2-14a, SOC 2-08a, EXA 2-02a, EXA 2-03a, EXA 2-04a, EXA 2-05a, EXA 2-06a.</p>
<p><b>Make things from nature:</b> create a collage/poster/mural/model/sculpture using natural materials or using nature for pattern ideas, colours, textures &amp; forms. In contrast, create the same with man-made materials.</p>	Totally creative	<p><b>Early:</b> SOC 0-08a, EXA 0-02a EXA 0-05a, EXA 0-06a, SCN 0-01a, SCN 0-15a.  <b>First:</b> SOC 1-08a, EXA 1-02a, EXA 1-03a, EXA 1-05a, EXA 1-06a, SCN 1-01a, SCN 1-15a, TCH 1-02a.  <b>Second:</b> SOC 2-08a, EXA 2-02a, EXA 2-03a, EXA 2-04a, EXA 2-05a, EXA 2-06a, SCN 2-01a, SCN 2-13a, SCN 2-14a.</p>
<p><b>Build a creature out of recycled objects:</b> It can be either a real or imagined animal. Research or invent a life for this creature –</p> <ul style="list-style-type: none"> <li>• Where does it live?</li> <li>• What does it eat?</li> <li>• How does it move about?</li> <li>• What is its habitat/environment?</li> </ul>	Totally creative	<p><b>Early:</b> SOC 0-08a, EXA 0-02a EXA 0-05a, EXA 0-06a, SCN 0-01a, SCN 0-15a, LIT 0-01a, LIT 0-09a, LIT 0-09b, LIT 0-11a, LIT 0-20a, LIT 0-31a,  <b>First:</b> SOC 1-08a, EXA 1-02a, EXA 1-03a, EXA 1-05a, EXA 1-06a, SCN 1-01a, SCN 1-15a, TCH 1-02a, LIT 1-09a, LIT 1-10a, LIT 1-20a LIT 1-28a, ENG 1-31a.  <b>Second:</b> SOC 2-08a, EXA 2-02a, EXA 2-03a, EXA 2-04a, EXA 2-05a, EXA 2-06a, SCN 2-01a, SCN 2-13a, SCN 2-14a, LIT 2-09a, LIT 2-20a ENG 2-27a, LIT 2-28a, ENG 2-30a, ENG 2-31a.</p>

# Expressive Arts

Project ideas	Related TOTAL Green School Award categories	Experiences and outcomes
<p><b>Nature in traditional art</b> –artists have long taken inspiration from nature, be it landscapes, animals, still lifes, cave paintings, aboriginal art.</p> <ul style="list-style-type: none"><li>• Create your own art with nature as the theme.</li><li>• How is it interpreted by the rest of the class?</li></ul>	Totally creative	<p><b>Early:</b> SOC 0-02a, SOC 0-08a, SOC 0-09a, EXA 0-02a, EXA 0-05a, EXA 0-06a, SCN 0-01a, SCN 0-15a.</p> <p><b>First:</b> SOC 1-03a, SOC 1-07a, SOC 1-08a, EXA 1-02a, EXA 1-03a, EXA 1-05a, EXA 1-06a, SCN 1-01a, SCN 1-15a, TCH 1-02a.</p> <p><b>Second:</b> SOC 2-04a, SOC 2-08a, EXA 2-02a, EXA 2-03a, EXA 2-04a, EXA 2-05a, EXA 2-06a, SCN 2-01a, SCN 2-13a, SCN 2-14a.</p>

# Health and Wellbeing: Physical activity and sport

Project ideas	Related TOTAL Green School Award categories	Experiences and outcomes
<p>Participation in any <b>Totally active</b> project is likely to involve learning and working outdoors, coupled with physical activities, thereby assisting with the learning outcomes at early to second curriculum levels.</p> <p><b>Examples include:</b></p> <ul style="list-style-type: none"> <li>• creation/ restoration of school wildlife area</li> <li>• making a pond</li> <li>• making and siting bird nest boxes in the school grounds</li> <li>• creating an outdoor classroom</li> <li>• visiting a local wild area/ nature reserve.</li> </ul>	<p>Totally active</p>	<p><b>Early:</b> HWB 0-01a to HWB 0-16a inclusive, HWB 0-19a, HWB 0-20a, HWB 0-23a, HWB 0-25a, HWB 0-27a, HWB 0-28a</p> <p><b>First:</b> HWB 1-01a to HWB 0-16a inclusive, HWB 1-19a, HWB 1-20a, HWB 1-23a, HWB 1-25a, HWB 1-27a, HWB 1-28a</p> <p><b>Second:</b> HWB 2-01a to 2-16a inclusive, HWB 2-19a, HWB 2-20a, HWB 2-23a, HWB 2-25a, HWB 2-27a, HWB 2-28a</p>

# Health and Wellbeing: Food and health

<p>Participation in any <b>Totally active</b> project which involves growing and tasting foods, or which investigates and uses locally-sourced foods will contribute to the learning outcomes at early to second curriculum levels.</p> <p><b>Examples include:</b></p> <ul style="list-style-type: none"> <li>• writing a recipe book using only locally sourced ingredients, an analysis of food miles at a local shop</li> <li>• a comparison of a locally-grown fruit or vegetable with those imported from overseas. e.g. apples.</li> </ul> <p><i>Compare appearance, shelf life, season length, environmental impact, consumer preference survey in local shops and supermarkets.</i></p>	<p>Totally active</p> <p>Totally clued up</p>	<p><b>Early:</b> HWB 0-01a to HWB 0-16a inclusive, HWB 0-19a, HWB 0-20a, HWB 0-23a, HWB 0-25a, HWB 0-27a, HWB 0-28a, HWB 0-29a, HWB 0-30a, HWB 0-32a, HWB 0-33a, HWB 0-35a</p> <p><b>First:</b> HWB 1-01a to HWB 0-16a inclusive, HWB 1-19a, HWB 1-20a, HWB 1-23a, HWB 1-25a, HWB 1-27a, HWB 1-28a, HWB 1-9a, HWB 1-30a, HWB 1-30b, HWB 1-33a, HWB 1-35a, HWB 1-37a</p> <p><b>Second:</b> HWB 2-01a to 2-016a inclusive, HWB 2-19a, HWB 2-20a, HWB 2-23a, HWB 2-25a, HWB 2-27a, HWB 2-28a, HWB 2-29a, HWB 2-30a, HWB 2-32a, HWB 2-33a, WHB 2-35a, HWB 2-36a, HWB 2-37a</p>
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