

# Big Foot?

<b>Season:</b> All	<b>Duration:</b> 1 hour													
<p><b>Overview:</b> Investigate the eco-footprint of an everyday product to find it's far reaching affect on the environment. Using a fun mapping game groups will track the global transport routes for the ingredients of a Kinder Egg and identify ways to reduce the eco-footprint. Groups are then challenged to identify ways of reducing their own day-to-day eco-footprints.</p>														
<p><b>Learning Objectives:</b></p> <ul style="list-style-type: none"> <li>• Understand that products we buy locally are often made with globally sourced ingredients/materials.</li> <li>• Understand the concept of an eco-footprint.</li> <li>• Recognise what contributes to a large/unsustainable eco-footprint.</li> <li>• Identify ways to reduce an eco-footprint.</li> </ul>	<p><b>Key Vocabulary:</b></p> <table> <tr> <td>Eco-footprint</td> <td>Oil</td> </tr> <tr> <td>Carbon footprint</td> <td>Carbon dioxide</td> </tr> <tr> <td>Pollution</td> <td>Global warming</td> </tr> <tr> <td>Non-renewable</td> <td>Climate Change</td> </tr> <tr> <td>Renewable</td> <td>Fossil fuels</td> </tr> <tr> <td>Resources</td> <td></td> </tr> </table>		Eco-footprint	Oil	Carbon footprint	Carbon dioxide	Pollution	Global warming	Non-renewable	Climate Change	Renewable	Fossil fuels	Resources	
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<p><b>National Curriculum Links</b></p> <p><b>Geography:</b> 'Geographical enquiry and skills' 2c: to use atlases and globes, maps and plans at a range of scales 'Knowledge and understanding of places': 3e: To identify how and why places change and how they may change in the future. 3g: To recognise how places fit within a wider geographical context and are interdependent. 5a/b 'Knowledge and understanding of environmental change and sustainable development'</p> <p><b>Citizenship:</b> 'Preparing to play an active role as citizens': 2a: to research, discuss and debate topical issues, problems and events Breadth of opportunities' 5c :Participate 5g: Consider social and moral dilemmas that they come across in life.</p> <p><b>English:</b> En1: Speaking and listening: 3: Group discussion and interaction.</p>														

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**Resources to be provided by school:**

Interactive whiteboard or projector and screen

**Materials to be brought by children:**

None

**Outline of Activities with approximate timings:**

**Please note: We can tailor activities to suit the abilities of your class and time available.**

**Introduction (10 mins)**

Introduce the concept of eco-footprints and carbon footprints on a local and global scale using a Kinder Egg and its six main ingredients/materials – sugar, milk, cocoa, aluminium, oil (plastic), paper.

**Big Foot Game (30 mins)**

Using flashcards and a world map students have to piece together where all these materials come from and their destinations for processing and production, i.e. aluminium (bauxite) quarried in Australia, shipped to Iceland for smelting and then shipped to India for printing. Students plot the path of each material on the world map and identify how many ships and lorries are used to transport the materials.

**Big Foot Discussion (10 mins)**

Discuss with students the environmental implications of so many materials sourced so widely across the globe. Students will then try and reduce the eco-footprint of the Kinder Egg, i.e. remove the toy and reassess how many countries, lorries, ships are needed.

**Our Eco-footprint (10 mins)**

Students are asked to look at their own eco-footprint through the means of travelling to school and conserving energy at home. Summarise the work students have completed and discuss with them the need to keep thinking about their eco-footprint and make choices in the future that will lessen their impact on the environment.

**Eco– Schools Links:**

Curriculum-linked activities and practical action linked to global dimensions could be used as evidence towards an Eco Schools Award. For more information visit:

<http://www.keepbritaintidy.org/ecoschools/>

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## Suggested follow-up activities:

- A variety of global citizenship resources for teachers have been developed by Oxfam and Action Aid: <http://www.oxfam.org.uk/education/>  
[http://www.actionaid.org.uk/index.asp?page\\_id=100006](http://www.actionaid.org.uk/index.asp?page_id=100006)
- The story 'Galimoto' by Karen Lynn Williams is a great starting point for discussions on a variety of themes. A teachers guide for using the book as a basis for classroom activities is here : [http://www.karenlynnwilliams.com/files/galimoto\\_guide.pdf](http://www.karenlynnwilliams.com/files/galimoto_guide.pdf)
- Get global perspectives into your school by linking up with a school from another part of the world. The British Council 's database has more than 40,000 schools and colleges from all over the world who are interested in starting a school partnership:  
<http://schoolsonline.britishcouncil.org/partnerfinding>.
- Cut your food miles, carbon footprint, and enhance your school garden by growing and cooking your own vegetables. As well as linking to the Eco-schools and Healthy Schools awards schemes, school gardening projects provide a wealth of cross-curricular learning opportunities. There are a number of organisations providing encouragement, ideas and support :  
<http://www.growingschools.org.uk/>  
<http://www.thegrowingschoolsgarden.org.uk/>  
<http://www.gardenorganic.org.uk/organicgardening/schools.php>  
<http://apps.rhs.org.uk/schoolgardening/default.aspa>  
<http://www.foodforlife.org.uk>

## Useful websites:

- Find out more about saving energy in school and reducing your carbon footprint  
<http://www.carbondetectiveseurope.org/Country.aspx?CountryID=10>
- Use a footprint calculator  
<http://footprint.wwf.org.uk/>