



# Footprint On Earth



Key Stage 2

## Summary of Activity

This activity is a fun introduction to the different ways in which human activity can affect the earth. This activity enables pupils to explore their own ecological footprint on earth and ways of reducing this footprint in the future.

## Learning Objectives

1. To describe how day to day actions impact the earth.
2. To identify ways in which we can reduce our impact on the earth.

## Preparation

- Enlarge the cut-out sheets to create one set of footprints and to create a set of earths (3 or 4) for every pupil.
- Photocopy Eco-footprint Score Sheet (one for each pupil).
- Ask pupils to collect and bring in old envelopes and cereal packets.
- You may wish to order a whole set of Best Foot Forward cards (£30 for 10 packs from [www.bestfootforward.com](http://www.bestfootforward.com))

## Resources

- Pack of Best Foot Forward Cards
- Eco-footprint Score Sheet
- Set of earths
- Set of footprints
- Clipboards and pencils
- Old branch displayed in a bucket of sand

## Health and Safety Consideration

1. Refer to your risk assessment for your school grounds.
2. Complete a risk assessment if you leave the school grounds. Refer to Norfolk guidance at [www.norfolkesinet.org.uk](http://www.norfolkesinet.org.uk)
3. Consider pupil specific risks.
4. Consider activity specific risks such as damaging eyes on pledge tree.



People at Cley next the sea



# Activity



## Introduction – Eco-Footprints

1. Please note this activity works best outdoors because this provides a more inspiring learning context and pupils are more likely to find it easier to relate to, and focus upon, the global issues covered by this activity.
2. Question pupils about their own lifestyles.
3. Advise pupils that by doing such activities we are having an impact on the earth.
4. Ask pupils to consider how a washing machine impacts the earth.
5. Discuss what people leave behind when they walk over wet sand. Explain that when going about our day to day lives we also leave behind a footprint on the earth - our eco-footprint.
6. Pass different sized footprints around the class. Explain that people across the world have different sized eco-footprints and that we are going to calculate the size of ours.

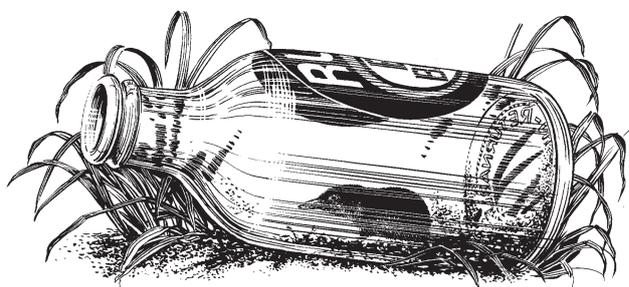
## Main Activity – How Big Is Your Eco-Footprint?

1. Divide class into small groups, each with a set of Best Foot Forward cards if possible.
2. Give each pupil an A5 Eco-footprint Score Sheet.
3. Ask pupils to read each side of one of the cards and choose the side that relates best to their lifestyle. Pupils should transfer the relevant score from the 'footprint' to their Eco-footprint Score Sheet. Repeat this process for all cards except the 'economy' card.
4. On their Eco-footprint Score Sheets pupils should total up all of their scores and divide that figure by 100. The resulting figure is

the number of earths that would be needed if everyone on earth lived their lifestyle. Demonstrate the size that a footprint would need to be to fit in with the earth's capacity.

## Plenary – Making Pledges

1. Ask pupils whether it would be desirable to alter the size of their footprint and discuss ways in which this could be achieved.
2. Ask pupils to consider what sort of pledge they would like to make to alter the size of their footprint. Pupils may wish to refer back to the Best Foot Forward cards and consider pledges that may help them to reduce their score.
3. Distribute old envelopes and cereal packets. Pupils use their own foot as a template to create a 'pledge card' from a cereal package. Pupils write their pledge on their 'footprint' and decorate it and hang it on a displaced 'pledge tree.'



# Follow-up Ideas



Follow up the pledges by reflecting on pupils' progress towards them at a later date.



Enable parents to calculate their ecological footprints by lending pupils sets of cards or by having a 'footprint' stall at an open day.



Set up simple spreadsheets to calculate points and the number of worlds. Choose graphs to illustrate the class's data.



Consider the impact of eating by examining a typical packed lunch and investigating its impact. Challenge pupils to bring in a 'low impact lunch' which could be in a re-useable box, with all packaging recyclable, with locally produced, in-season food and maybe some organic or fair trade produce too!



Personal pledges might link to many areas of the school grounds' development.



Discuss the diversity of people on earth and the inequality between how we use resources across the world. Refer to 'The Global Village' (in ***Lessons in Sustainability*** ISBN 0948838876- order from [www.tidec.org](http://www.tidec.org))



A useful book is ***One Small Step - Understanding The Science of Environmental Issues*** by Mike Summers et al (ISBN 0863573207- order from [www.ase.org.uk](http://www.ase.org.uk)) which teases apart the key facts relating to the main environmental issues.



Calculate the size of an eco-footprint belonging to a Victorian or Tudor person and compare this to their own footprint. This could be done after an off-site visit to an historical site.



Consider the eco-footprint of your whole school. Perhaps use the Think Leadership online assessment tool ([www.thinkleadership.org.uk](http://www.thinkleadership.org.uk)) or link into Eco-Schools ([www.eco-schools.org.uk](http://www.eco-schools.org.uk))

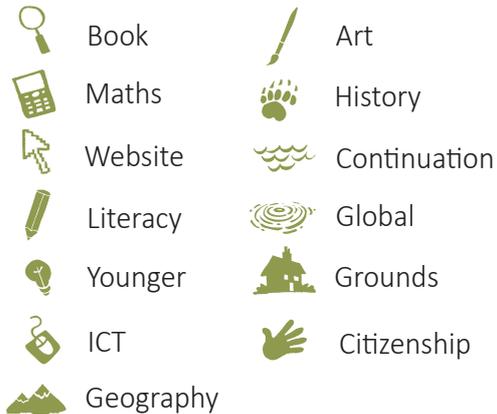
# Follow-up Ideas



Consider case studies of people living in developing countries and use this information to estimate the size of their eco-footprint, perhaps during contrasting locality work.



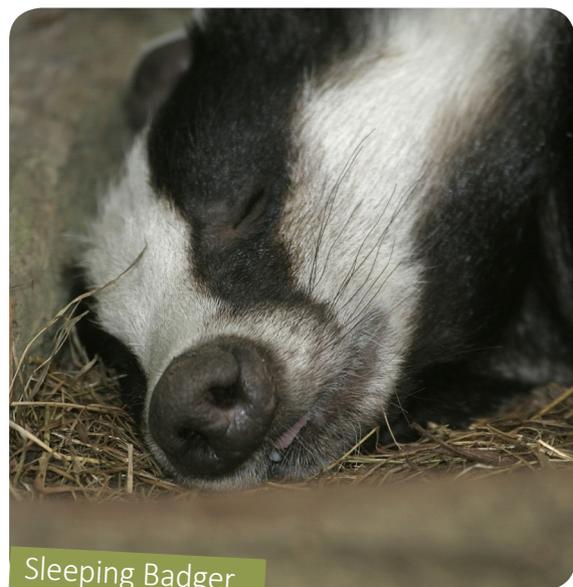
Make a CRed pledge as a school or individually. CRed is the Community Carbon Reduction Project. Go to [www.cred-uk.org](http://www.cred-uk.org) to post your pledge to reduce carbon emissions.



Use the supplied Account of Life in Victorian Times as a shared text. Ask pupils to read the account, check comprehension and ask them to select the information they need in order for them to calculate the size of a footprint of a local person, Billy, during Victorian times. Pupils could use the text as a basis from which to create an illustrated book about Billy.



Owl Perched on a Fence



Sleeping Badger

# Cut-out Sheet 1



# Cut-out Sheet 2





# Eco-footprinting Score Sheet



WATER

PAPER

ELECTRICITY

HEATING

FOOD

TRANSPORT

HOLIDAY

WASTE

**TOTAL SCORE**

Total Score  
Divided by 100

If everyone in  
the world lived  
like me, we  
would need

planet Earths  
to provide  
everything  
we need



**Saving Norfolk's Wildlife for the Future**

# Life In The Broads During Victorian Times



Hello. My name is Billy. I'm 10 years old and I live in a cottage with my Mum and Dad, three brothers and five sisters. We live very close to the River Ant and the marshes where my Dad works. He is a marshman who cuts reeds during the winter and sedge during the summer. Sometimes I help him, and I've even had a go with the scythe. The scythe is made from an older branch which Dad cut two years ago. I helped him to choose it one day while we were sailing down the river. We often travel by boat; up to Irstead or down to Lodham Bridge. We also walk a lot. I like walking but sometimes we meet people on the road and we are supposed to say hello. I always feel shy about doing this as I'm not used to seeing anyone from outside my family.

My mum works hard to look after us all, and we help out too. I weed the garden where we grow lots of vegetables and herbs. The end of the summer is our busiest time when we all help to preserve our extra fruits and vegetables so that we have things to eat over the winter. My favourite is the bottled raspberries but I don't really like the salted runner beans - Mum makes me eat them because they are good for me. Other food we eat comes from the area around us. Dad catches eels in the river, either using an eel spear or an eel basket. We also set traps to catch rabbits and sometimes take eggs from duck nests. All our food comes from the garden or the river or the marshes, although I once saw a market in Stalham when I went with Dad to sell eels. That's the furthest I have been from home because there's always so much to do that we don't go very far.

Sometimes we walk by the river all together and when it's hot we are allowed to swim in the lovely clear water. We often see the wherries sailing by and the skipper always waves. He's very friendly. We are lucky because we have a well in our garden. This means that when we collect water for the house we do not have to carry the water very far. The water bucket is very heavy. We use the water to fill up jugs for the bedroom which hold the water we use to wash with. Mum also uses lots of water in her tub every Friday which is the day she washes all of the family clothes.

There are always so many birds by the river and marshes. The marsh harrier soars overhead, searching for their dinner and the bitterns boom all summer long. The marshes are very beautiful. I like to watch the wind blow through the reeds in the winter. After Dad has cut and bundled the reeds and stacked the bundles on the staiter, we can see lapwings crying their pee-wit call and defending their nests in springtime. The new reeds soon grow and then the marsh is a lovely blanket of green.

Winter is very cold and we need extra peat to burn on the fire. Dad digs it up with his special spade and we all carry it home to dry. Winter is hard for the family as we only have three rooms in the whole house and it's a bit of a squash when we can't spend so much time outside. It is nicer sharing a bed with two of my brothers in winter though because we keep each other warm at night. We also need more rush candles as it gets darker so early, so my brothers and I are busy making them from rushes that we pick in the grazing marsh. My eldest brother is already working with Dad on the marsh and he is going to be a marshman. I think I'd rather be a thatcher.



**Saving Norfolk's Wildlife for the Future**