

SUSTAINABLE 'CAFÉ' ACTIVITY

Purpose

To engender discussion and conversations about sustainable practices, behaviours and actions that can be incorporated into school environments.

Outline

- **Introduce** the activity – it is adapted from the Primary Connections workshop, which some people may have attended.
- Explain the **purpose**.
- Ask for 3 **volunteers**
- Give each volunteer their **prop** (each has a name badge attached):
 - Bobbie Burner, Lab Assistant – white lab coat
 - Cornelia Crunch, Canteen Co-ordinator – red apron
 - GA Joe, General Assistant – ear muffs to wear around neck.
- Explain the **role and task** of the characters: They work at Sustainable Heights HS and have a tendency to eavesdrop in on conversations among staff members who have discussions around the school. Today they need to jot down notes of the key points that they hear in the discussions happening at their location. (Give them each a clipboard.) They can't enter the conversation. They will then report back to everyone the key things that they heard.
- Everyone else will be split into 3 groups and each group will move to one of the **locations** in the room. Each location represents some typical areas within a school. Hold up a copy of each poster showing the areas represented:
 - Lab (science, computer), library, classroom
 - Staff room, office, canteen, cleaner's cupboard
 - Hard surfaces, toilets, grounds, bins
- At each location the participants have a **conversation** with the people around them as they would at school in the staffroom, corridors, etc. There will be time to visit each location and as people move from one to the other they'll end up having conversations with different people.
- **Ask the groups to have conversations about:**
 - Changes you could make to the **physical environment** to make it more sustainable, using examples from your school
 - **Behaviours** that could change – of the people who use the space – to be more sustainable, using examples from your school
 - Ways that any changes made could be integrated into teaching and learning in the **curriculum**, with examples
 - Mention could also be made of outside **experts and funding** sources.
- Send the eavesdroppers to their locations:
 - Bobbie Burner - Lab (science, computer), library, classroom
 - Cornelia Crunch - Staff room, office, canteen, cleaner's cupboard
 - GA Joe - Hard surfaces, toilets, grounds, bins
- Give **up to 3 minutes per area** for conversations, encouraging participants to visit each location.
- After the conversations, participants return to their seats and the eavesdroppers **report back** to the whole group.
- **Collect** their sheets with notes to put up on the website.

Equipment

- Props: lab coat, ear muffs, apron
- Nametags – attached to props
- Clipboards with blank paper and pencil
- Posters of areas
- Blue tac/hangers

NAME TAGS

BOBBIE BURNER
LABORATORY ASSISTANT

Sustainable Heights High School

G.A. JOE
GENERAL ASSISTANT

Sustainable Heights High School

CORNELIA CRUNCH
CANTEEN CO-ORDINATOR

Sustainable Heights High School