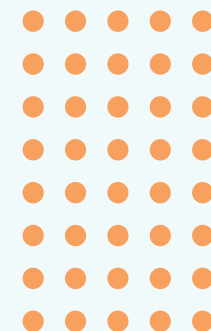




Education Pack



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How to use this pack

Your local primary school is full of enquiring minds who are being encouraged to consider the future of the planet and ways to sustain it. If we can speak with children about the benefits of borrowing and sharing, we stand a good chance of affecting behaviour change amongst their parents and the wider community.

The circular economy is a topic that is taught at KS2 as part of a much broader curriculum and we can input some knowledge to the teaching staff to both assist them and engage with our communities through the young people.

There is a new curriculum for Wales ([see page 15](#)) and if you can demonstrate how your work can fit with schools' work, providing easy solutions through a range of opportunities, this will be very helpful and hopefully will open doors.

This pack is for you to dip into according to your needs and those of the schools you engage with. Some schools will be open to you taking an assembly, others will welcome a visit to your venue or a workshop.

We hope that some may want to open their own **Benthyg!**

This engagement is time consuming but forging links and fostering a good relationship with the local schools can be invaluable. Use your existing members who are parents and carers to establish contacts as making the initial contact with schools is not always easy.

Offering a range of ideas is a great starting point however, especially if you are delivering for free.

We also encourage you to seek out any opportunities to collaborate locally with like-minded organisations.

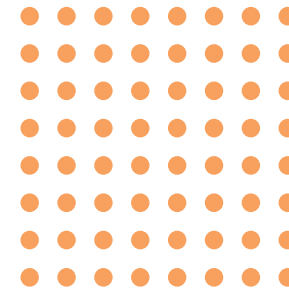
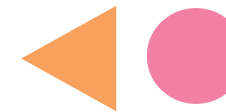
Although this pack is aimed at KS2 some could be adapted for across the primary levels.



Assemblies

Visitors from the local community are generally welcomed in schools and an assembly might be a good starting point if you can demonstrate how learning about the local library of things can link to the curriculum.

Here are three simple suggestions for assembly presentations. Try to make the sessions interactive with lots of questions to be answered.



1

Take a selection of items with you and talk about their usage and lifespan and compare with the natural world. This could lead on to talking about linear and circular economies.

- Ask the children about items in their homes – how often does the drill get used? Hedge trimmers? Bread maker?
- Where do the unwanted items go? The Eco Schools resource on [page 16](#) provides useful information or you could use the Ellen Macarthur video – the first half has a clear explanation.
- Introduce the concept of borrowing and sharing and discuss the idea of a library of things rather than a library of books. Do the children borrow books? Why is borrowing a good thing? What are the advantages?

You know the answers!

2

Focus on toys, games and costumes – this could be beneficial at Christmas or Halloween and could link to the school organising a toy or costume swap with your help.

- Take a selection with you and talk about what happens to them when they are no longer needed, as above.
- Ask the children for suggestions to solve this problem – can they fix it?

3

What is a library of things?

- Ask the children if they have heard of it? What is it?
- Explain the concept simply
- What could they donate?
- What would they like to borrow – for them? For their family?

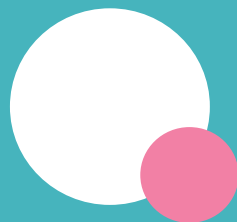
Workshops

As a means of initial engagement the offer of a practical workshop for free should be attractive to schools.

Linking to the national curriculum will be beneficial as will the offer of further support should the school want to organise swaps or begin to consider setting up their own Benthyg.

The offer of a choice to schools is preferable – they may want something similar to the assembly topics or something more specific. If your school is an Eco School they will be keen to involve the children in any organising activities, such as a toy swap or uniform exchange (you can find out more about these later) and there are some fact sheets available on their website that you could use even if the school isn't an Eco School.

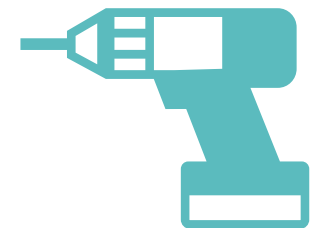
Here are two themes you could use.



1

What's in your house?

- 1 Ask the children to work in pairs or small groups (be led by the teacher on this) and to think about their homes and what might be in cupboards, drawers, kitchen, the garage, garden shed, attic. Each pair/group could be assigned a particular space. Give examples for each space.
- 2 Children make a list of items and share with each other when asked. The lists could be made with post it notes and stuck on a sheet to be displayed.
- 3 Whole group activity - Divide items into usage – daily, occasionally, annually. This could be written on a whiteboard or post it notes could be moved into columns on whiteboard
- 4 Whole class discussion about the occasional and annual lists – do we need to own these items? Could we give them away? Could we borrow them? What are the benefits of owning? What are the benefits of borrowing/sharing?

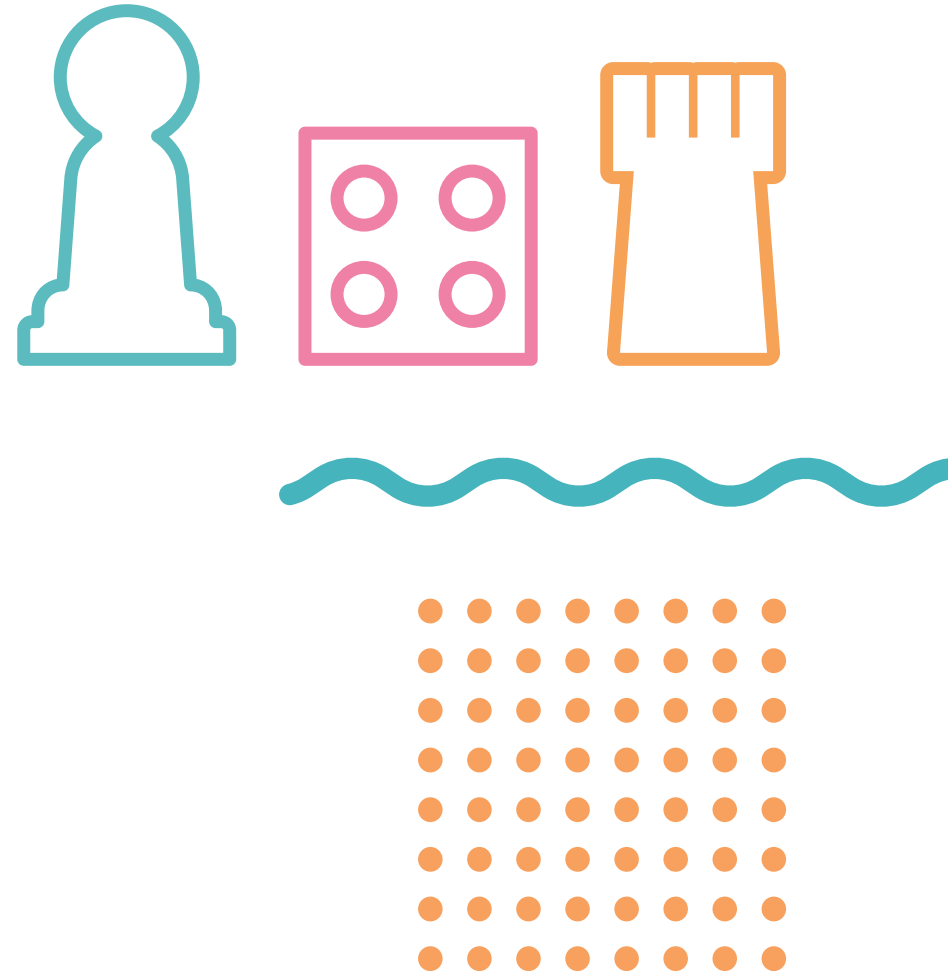


2

Design a board game

- 1 Prepare for this by illustrating the linear and circular economy visually and asking questions to check understanding. You could use the examples under resources ([see page 16](#)) or simply use a whiteboard asking the children to help you.
- 2 Talk about the stages in each system and ask for examples of each. They can then be incorporated into the game. E.g. recycle – taking items to the tip, using green bags, taking to a tetrapak collection point, making a greenhouse from plastic bottles.
- 3 Ask the children to consider the following – Will the game involve choices cards? Will it use dice? Will there be rewards? What will the route represent? What will you use as a playing piece? Could this be replicated online?

The game could illustrate the positives of the circular economy and negatives of linear. Give the children the tools and the information and wait to see what they come up with.



Visits

This will depend on your venue but if you have space you could invite small groups to visit and arrange a fun activity such as putting up a tent, counting and weighing parts of games (jigsaws, construction sets)

If you have a Repair Café locally you could organise this together and combine with bringing along something that is broken to be mended.

Make sure that you can give each visitor something to take away with them that they can show to their parents/ carers. This could be a token for a free borrow or a flyer or any other offer you might want to organise.

If the children have been stimulated and inspired they will want to share their new knowledge and ideas with parents/carers, so is great publicity for your local Benthgy.

Don't forget to undertake a risk assessment first and send to the school as they will then be able to incorporate with their own.

Toy swaps

A toy swap could lead to a discrete toy library if there was sufficient space within a school.

A toy swap could be done class by class initially to gauge interest. The children bring in toys they no longer want and are willing to give away. They would have to be complete and clean.

For each item you donate you receive a token which can be given in exchange for another item.

Or you may decide to organise differently – the children may come up with their own ideas. Not every child will want to take anything and nor do they have to.

This initiates the concept of keeping unwanted items in use and could either lead to the school establishing its own toy library if they have the space and interest, or encouraging membership and donations to the local Benthgy.

You could arrange collections on a termly basis from the school which would also serve to raise awareness.

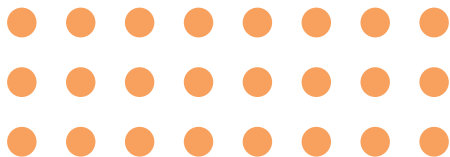


Costume library

Schools are frequently asking for children to dress up throughout the school year and having to buy new is clearly wasteful as well as costly.

Many Benthys already have a section of dressing up costumes so it might be as simple as publicising this fact to schools, but it could also progress to becoming a dedicated Costume Library within the school if they have sufficient space and you could offer to help with this.

Again, as with toys and games, the items would need to be clean and in good condition.



Christmas jumpers

Similar to the costumes idea – why not suggest to your school and offer to assist in the run up to Christmas?

Uniform exchange

This has been achieved successfully in a number of areas, with sometimes schools doing the organising and sometimes the local Benthys or a community group. Uniforms are collected and sorted into sizes. They are washed and ironed and can be loaned for a period of time such as a term or longer. This could be as part of your Benthys catalogue or you could link in to raise awareness or suggest to your local school to try as a partnership.



Junk modelling

If you have a local scrapstore why not join forces and offer a session.

It doesn't necessarily have to be during school hours – how about an after school session involving parents. This would provide an opportunity to engage and recruit members and even volunteers.

Or your local scrapstore might be able to host if the school is unable to.



Loose parts

If Loose Parts are used in your local school it could be a useful way in to talk about repurposing and reuse.

Even if they aren't you could still organise an event and invite families to participate.

Loose parts are used to stimulate creativity and improve problem solving skills.

Both activities are ways to introduce the concept of reuse and repurposing.

You could use this activity as a follow up, having asked the children to bring in items from home that can be used to make something new.

It could be combined with a visit to a scrapstore or a shop that is looking for a home for waste materials. Maybe even the local tip!

www.re-create.co.uk

www.resourcewales.com



Storytelling and creative writing

Do you know of any local storytellers? Storytelling is a lovely way to introduce an idea and storytellers will be able to find an appropriate story to link in with work you may be doing with a school and also to prepare for any creative writing. If viewed as a project between the school and your library, small amounts of funding may be available to cover the costs of a storyteller.

Here is a list of storytellers. It isn't specific to Wales, so you may also like to contact Beyond the Border who will have local suggestions.

www.sfs.org.uk/storytellers-directory

www.beyondtheborder.com



Creative writing can also be an extension activity, which could be undertaken in tandem with some creative drawing.

Here are some ideas:

- Acrostic poem using the letters of **BENTHYG** or **BORROW (ING)** or **SHARING** or any other related word.
- Imagine the lifecycle of an object from start to finish to illustrate the circular economy
- Write a blog or an article for the school newsletter or the local newspaper
- Create a comic character who encourages us to reuse, recycle and repurpose



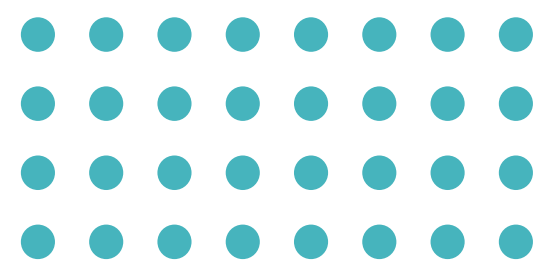
Quiz

Children love quizzes and it's a great way to impart knowledge, check understanding and encourage innovation, plus it's a fun way to either start or end a session and you could offer free borrows for all participants as an incentive.

You could add in some questions specific to your local Benthylg, such as how many times has the pressure washer been borrowed in the last 6 months? Can you guess how many tents we have? Or you could ask a question about local carbon and/or cost savings if you have the data.

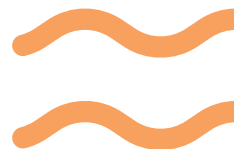
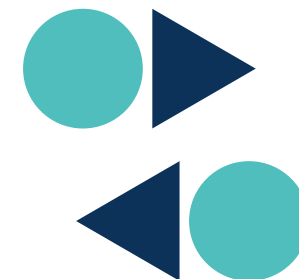


- 1 Which of the below is a renewable form of energy?
 Coal Nuclear energy Wind Natural gas
- 2 How much rubbish does the average person throw away daily?
 1 kilos 2 kilos 5 kilos 10 kilos
- 3 How much of the rubbish we throw away can be recycled?
 10% 20% 50% 75%
- 4 What type of useful metals can we find in electronic waste ?
 Gold Silver Copper All of them
- 5 When is Earth Day?
- 6 Which is the most eco friendly form of transportation?
 Car Aeroplane Bike Motorcycle
- 7 How long does it take for a glass bottle or jar to decompose?
 10 years 100 years 1,000 years 40,000 years
- 8 How much food is wasted in a year?



Quiz answers

- 1 Renewable energy sources are those abundant and continually renovating in nature, like the wind!
- 2 The average person throws away 2 kilos of rubbish every day. Multiply that by 7 billion (how many people there are), and that's a lot of rubbish!
- 3 50% can be recycled and more than that can be reused
- 4 Metal is a non-renewable natural resource, meaning that earth makes it naturally, but only has a certain amount of metal that we will use up completely if we're not careful. But, you can recycle metal! Lots of useful metal, like gold, silver, or copper, can be found in electronics. So instead of throwing away a broken electronic, take it to a recycling center instead!
- 5 The Earth Day is a day to remind us of the importance of adopting more eco-friendly lifestyles. Although it is celebrated on April 22nd, Earth Day is actually everyday!
- 6 Instead of burning fossil fuels that pollute and heat our planet, when we bike we are only burning calories
- 7 A glass bottle will take 40 centuries to decompose if it isn't recycled. Recycling a single glass bottle or jar will save enough energy to power a light bulb for four hours
- 8 A whopping 9.5 million tons of food is thrown away each year. If we composted that amount of food to turn it into soil, it would have the same effect as removing at least half a million cars off the roads



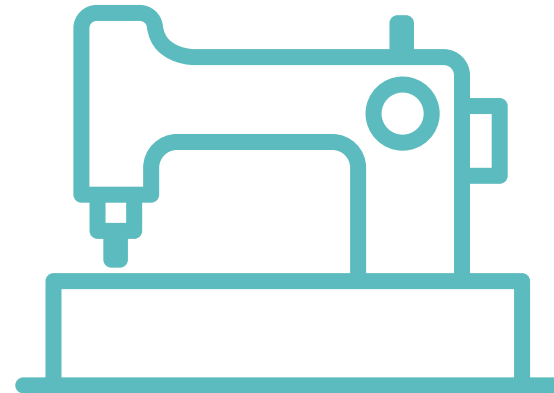
Skills exchanges

Offering family friendly skills exchanges is a further option to consider when working with schools.

Be mindful of safety issues and carry out a risk assessment prior to an event.

Put out a call for people to demonstrate skills via the school and your own contacts.

Invite your local Repair Café to join with you – a brilliant example of creating resilience within our communities.



Suggested activities could include:

- Making bread in the bread maker
- Making jam in the bread maker
- Using the popcorn maker
- Using the ice cream maker
- Using the pasta maker
- Using a dehydrator
- Erecting a tent
- Garden games
- Using the sewing machine

Working with schools

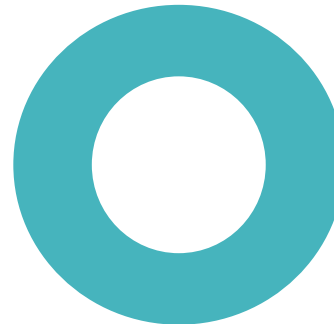
The Welsh Government are keen for all schools in Wales to be Community Focused Schools which means:

- building a strong partnership with families
- responding to the needs of their community
- collaborating effectively with other services



This is what Welsh Government say about schools and community engagement:

- Acting as a key part of the local community, offering opportunities to use the school facilities for adult learning, well-being, play, sporting, cultural and other community activities.
- Signposting to other support or advice services.
- Utilising the skills and organisations within the community to extend and enrich learning opportunities and to positively influence change.



The National Curriculum for Wales

You can see from the four purposes and six areas of learning set out below that your work with Bentyg can link very well.

The Curriculum for Wales aims to prepare children to thrive in a future where digital skills, adaptability and creativity are crucial, and that is rooted in Welsh values and culture.

The four purposes

The new Curriculum for Wales has been developed to fulfil four key purposes. It aims to produce children who are, or will become:

- Ambitious, capable learners
- Healthy, confident individuals
- Enterprising, creative contributors
- Ethical, informed citizens

Your library of things is an important part of the local community and schools will hopefully be more than happy to welcome you in to share ideas with the children and enrich their learning and development

Areas of learning

The Curriculum for Wales will have six areas of learning.

- 1 **Expressive arts** incorporating art, dance, drama, film and digital media, and music. It will encourage creativity and critical thinking, and include performance.
- 2 **Humanities** incorporating geography, history, RE, business studies and social studies. It will be based on human experiences and will also cover Welsh culture.
- 3 **Health and wellbeing**: this covers the physical, psychological, emotional and social aspects of life, helping students make informed decisions about their health and wellbeing and learn how to manage social influences. It will include PE.
- 4 **Science and technology** incorporating biology, chemistry, physics, computer science, and design and technology.
- 5 **Mathematics and numeracy**: in the early years, this will involve learning through play. In later stages, it will include working both independently and collaboratively with others.
- 6 **Languages, literacy and communication**: this will include Welsh and English, literature and international languages. Welsh language teaching will still be compulsory (as an additional language for children who don't use Welsh as their first language).

In addition, literacy, numeracy and digital skills will be embedded throughout all curriculum areas.

And finally...

...please let us know how you get on with working with your local schools, and remember Benthg Cymru is here to offer our support and guidance.

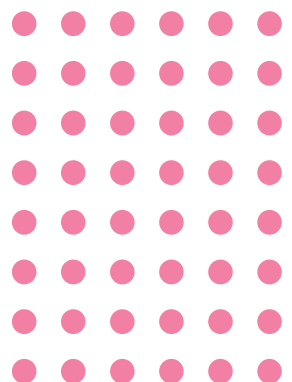
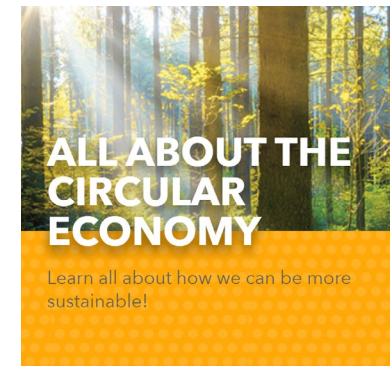
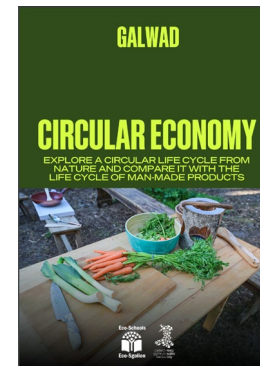
Please take photos where appropriate and shout about your achievements.

And please share with other network members so that we can learn from each other.

Schools are at the heart of communities and we want to be there with them, making borrowing as easy as popping out for a loaf of bread!

Resources

Some links to other documents and videos that you may find useful.



Contact

www.benthyg-cymru.org

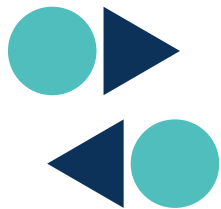
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Borrow



Donate



Share

