



**FirstNews**



**TAKEOVER CHALLENGE**

How **GREEN** can you go?

**WALKTHROUGH**



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Empowering planet-friendly career pathways



# TAKEOVER CHALLENGE: HOW GREEN CAN YOU GO? PRIMARY WALKTHROUGH

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This resource is designed in partnership with WWF-UK as part of the *First News* Takeover Challenge. This year the Takeover Challenge is a campaign called 'How Green Can You Go?' which focuses on encouraging children to think about business and sustainability. This resource provides a walkthrough to help young people better understand sustainability, sustainable businesses and greenwashing.

The content is provided as three short guided discussion and demonstration walkthroughs that should each take about 20 minutes to complete. It is designed for learners aged 7-11. Completing this will equip young people with the knowledge they need for the Takeover Challenge when they ask local businesses about their sustainability practices.

## WALKTHROUGH 1 (20 minutes): What is sustainability?

### Aims:

To provide pupils with a basic understanding of sustainability

### Objectives:

At the end of this activity, pupils will be able to:

- Understand what natural resources are
  - Define sustainability
  - Explain what happens when things are not sustainable
  - Use their knowledge to engage in group discussions about sustainability
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## WALKTHROUGH 2 (20 minutes): What is a sustainable business?

### Aims:

To provide pupils with an understanding of how sustainability can be applied to individual lifestyles and businesses

### Objectives:

At the end of this walkthrough, pupils will be able to:

- Understand the concept of a 'footprint' for an individual or a business
  - Identify examples of sustainable and unsustainable choices that affect the size of a footprint
  - Understand that businesses can be sustainable or not in the same way as individuals
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## WALKTHROUGH 3 (20 minutes): What is greenwashing?

### Aims:

To provide pupils with a basic knowledge of greenwashing and equip them with the tools they need to be able to spot it

### Objectives:

At the end of this walkthrough, pupils will be able to:

- Explain what greenwashing is
- Identify a sustainable business from one that is greenwashing

# WHAT IS SUSTAINABILITY?

## WALKTHROUGH 1: WHAT IS SUSTAINABILITY? (20 minutes)

<p><b>Walkthrough 1</b> (20 minutes) <b>What is sustainability?</b> Slide 1</p>	<p><b>Aims</b> To provide pupils with a basic understanding of sustainability</p> <p><b>Objectives</b> At the end of this activity, pupils will be able to:</p> <ul style="list-style-type: none"><li>● Understand what natural resources are</li><li>● Define sustainability</li><li>● Explain what happens when things are not sustainable</li><li>● Use their knowledge to engage in group discussions about sustainability</li></ul>
<p><b>Resources</b> You will need:</p>	<ul style="list-style-type: none"><li>● Slides</li><li>● Whiteboard/Smartboard</li><li>● 20 x unifix bricks or alternative resources (e.g. pens) to represent units</li></ul>
<p><b>Introduction to natural resources</b> (5 minutes) Slides 2-3</p>	<p>Our planet provides the things we need to live.</p> <p><b>Class prompt</b> <b>Slide 2</b> – What things can we think of that we need, and that the planet gives to us? E.g. food, water, air, wood, paper, medicine etc.</p> <p><b>Teacher guidance</b> As each thing is added to the list, expand the discussion to ask HOW the planet creates that. (E.g. food – plants growing, animals eating food then feeding us with their eggs, milk, or meat, seafood growing in the ocean, forests cleaning our air and making wood)</p> <p><b>Plenary</b> <b>Slide 3</b> – Everything we need to live and be healthy is provided by our planet and it can do this because it is alive. When our planet is healthy and working well it makes all of these important things for us. We call these things ‘natural resources’.</p> <p><b>Teacher instruction</b> Check the class understand the term. Relate it to ‘resources’ such as art supplies. Things they can use – but for everyone to take part in the activity the resources must be shared amongst the class.</p>



## WALKTHROUGH 1: WHAT IS SUSTAINABILITY?

<p><b>Reflection</b> (5 minutes) Slide 4</p>	<p><b>Teacher instruction</b> <b>Slide 4</b> – Show the ‘Earthrise’ photo (on slide) and ask students to reflect and share the words that come to mind (probably ‘blue’, ‘space’, ‘pretty’ etc). <b>Optional:</b> You could do this as a Think Pair Share activity.</p> <p><b>Plenary</b> People say that seeing Earth from space was a very important moment for humans, because it allowed us to see the planet as one living thing, like a single human body. The clouds carrying rainwater, or rivers, don’t stop at the border to a country, and something that makes the planet less healthy affects everyone on it. It also shows that Earth has limits – we have a certain amount of natural resources, and we need to share them carefully to make sure we all have enough and we don’t run out.</p>
<p><b>Finding balance</b> (10 minutes) Slides 5-7</p>	<p><b>Demonstration</b> <b>Teacher instruction</b> Present a stack or pile of 20 items (unifix cubes or alternative resources that represent units e.g. pens, pencils, etc) and say that these are the natural resources on the planet today.</p> <p>Recap on learning by asking the class what these resources might include e.g. forests, freshwater, land to grow food, fish in the ocean etc.</p> <p><b>Slide 5 – What activities might humans do that use up or destroy these resources?</b> (Farming, cutting forests, fishing, digging up coal etc for fuel.) As each idea is presented, take one unit away from the pile and put it to one side.</p> <p><b>Slide 6 – What might make the pile bigger again?</b> (Plants growing and producing oxygen, fish and animals being born, rainfall etc). This means that if we are only taking as much as is being replaced by the planet, the amount in the pile doesn’t get smaller. That means we could carry on taking that much and living in the same way for ever without running out of resources. It also means that the people who come after us have the same amount of resources as we had so they can also live in this way and not worry about running out.</p> <p><b>What happens if we take more than the planet can put back?</b> Demonstrate by taking six and putting back three. The pile gets smaller. This means we have less left, and if we carry on in this way we could run out of natural resources. It also means that there is less nature on our planet, which means fewer natural resources being made, so the pile is added to more slowly. We need to take less than we have before to keep it from getting smaller.</p> <p><b>Plenary</b> <b>Slide 7</b> – When the amount we take is less or the same as what the planet can replace, we are being ‘sustainable’. That’s because you can ‘sustain’ (carry on) living like that forever. If you are taking more than the planet can replace, this is ‘unsustainable’ because you cannot carry on forever. The pile will run out.</p>

# WHAT IS A SUSTAINABLE BUSINESS?

## WALKTHROUGH 2: WHAT IS A SUSTAINABLE BUSINESS? (20 MINUTES)

<p><b>Walkthrough 2</b> (20 minutes) <b>What is a sustainable business?</b> Slide 8</p>	<p><b>Aims</b> To provide pupils with an understanding of how sustainability can be applied to individual lifestyles and businesses</p> <p><b>Objectives</b> At the end of this walkthrough, pupils will be able to:</p> <ul style="list-style-type: none"><li>● Understand the concept of a 'footprint' for an individual or a business</li><li>● Identify examples of sustainable and unsustainable choices that affect the size of a footprint</li><li>● Understand that businesses can be sustainable or not in the same way as individuals</li></ul>
<p><b>Resources</b> You will need:</p>	<ul style="list-style-type: none"><li>● Slides</li><li>● Whiteboard/Smartboard</li></ul>
<p><b>Recap on last session</b> (4 minutes) Slides 9-10</p>	<p><b>Teacher guidance</b> Can students define 'sustainability'?</p> <p><b>Slide 9</b> – Show the UN definition of sustainability and check that it matches student understanding.</p> <p>“Meeting our own needs without compromising the ability of future generations to meet their own needs.”</p> <p>So, what does being sustainable mean in our lives?</p> <p><b>Class prompt</b> <b>Slide 10</b> – Has anyone heard of the idea of having a 'footprint'? (If no immediate response, mention 'climate footprint' and 'environmental footprint'.)</p>



## WALKTHROUGH 2: WHAT IS A SUSTAINABLE BUSINESS?

**Environmental footprints**  
(8 minutes)  
Slides 11-13

### **Guided discussion**

If we are walking on wet sand on a beach, what happens?  
(Footprints are left behind us, but they fill in straight away or when the waves wash over them.)

If we are walking with an adult who is much bigger and heavier than us, whose footprints do we think would last the longest?  
(The adult because they are heavier and have bigger feet, so their footprints are deeper and wider. This means it takes longer for the sand to fill in the hole, or more waves.)

### **Plenary**

We use the idea of a footprint to show how we affect the planet throughout our lives. Anything that uses natural resources or changes/damages the planet is part of our footprint. The more resources we use or the more damage we cause to the planet, the 'bigger' our footprint.

### **Slide 11 – What things might contribute to our 'footprint'?**

**Optional:** This could be a Think Pair Share activity, or students can be tasked with drawing a footprint and filling it with pictures or labels of all the things that contribute to their footprint.  
(Travel, food, clothes, toys etc.)

### **Slide 12 – Pick on one thing that comes out of the discussion, e.g. travel.**

When we travel somewhere there might be other choices we can make that mean we get where we need to go but have a different amount of impact on the planet.

### **Can anyone think of choices we might have about travelling somewhere?**

(Walk/cycle/bus/train/petrol car/electric car etc.)

The choices that someone makes will have an impact on the size of their footprint.

But the way people live is not just down to what they want. What might affect how someone travels to work or school?

(Distance, cost, whether there is a bus route, how safe it is to cycle etc.)

### **Plenary**

**Slide 13 –** Two people may have different sized footprints even if they come from the same area of the world and are in similar situations. People's footprints are likely to be very different if they live in different situations in different parts of the world (e.g. rural India vs a city in the UK).



## WALKTHROUGH 2: WHAT IS A SUSTAINABLE BUSINESS?

**Businesses and sustainability**  
(8 minutes)  
Slides 14-15

### **Guided discussion**

**Slide 14** – It's not just people who have a footprint that shows their effect on the planet. Businesses and organisations can have one too.

### **What businesses do you know?**

Build up a list and try to tease out some variety e.g. a company that makes clothes or toys, a supermarket, a particular food product, an airline or train company etc.

Pick on two contrasting examples.

### **What might add to the footprint of these businesses?**

(The materials they use, the way they power their offices, the way they transport things, the packaging etc.)

### **Plenary**

Just like with individuals, businesses can have a bigger or smaller footprint depending on choices they make e.g. by using sustainable materials.

### **Who do you think usually has a bigger footprint – a person or a business?**

A business – everything bigger scale.

### **Slide 15 – How do businesses affect our lives?**

Products and services that give us choices for our own lifestyle.

### **How can we affect what businesses do?**

Only buy from those we think are doing good, tell them what we do and don't like, work for them and make those better choices ourselves.

### **Plenary**

Influencing businesses as customers or employees is a way to have a bigger positive impact on the planet than by just making choices about our personal actions.

# WHAT IS GREENWASHING?

## WALKTHROUGH 3: WHAT IS GREENWASHING? (20 MINUTES)

<p><b>Walkthrough 3</b> (20 minutes) <b>What is greenwashing?</b> Slide 16</p>	<p><b>Aims</b> To provide pupils with a basic knowledge of greenwashing and equip them with the tools they need to be able to spot it</p> <p><b>Objectives</b> At the end of this walkthrough, pupils will be able to:</p> <ul style="list-style-type: none"> <li>● Explain what greenwashing is</li> <li>● Identify a sustainable business from one that is greenwashing</li> </ul>
<p><b>Resources</b> You will need:</p>	<ul style="list-style-type: none"> <li>● Slides</li> <li>● Whiteboard/Smartboard</li> <li>● Three small cups (opaque), three small cups/glasses (transparent) and three balls/marbles OR three pieces of card of the same size (about playing card size) and coloured pen/3 stickers</li> </ul>
<p><b>Recap on last session</b> (2 minutes)</p>	<p><b>Why is it important for businesses to be sustainable?</b> They have a much bigger footprint than individuals, and what they do can affect how people live. By giving people choices of products or ways to do something, businesses can have an impact on sustainability.</p>
<p><b>Judging businesses</b> (5 minutes) Slides 17-18</p>	<p><b>Guided discussion</b> <b>Slide 17 – How might we know if a business is being sustainable?</b> Website, information on packaging, reports, reviews.</p> <p><b>Why might a business make unsustainable choices?</b> It's cheaper for them so they make more profit.</p> <p><b>Why might a business want people to think they are sustainable?</b> To attract customers who care about the planet and make money.</p> <p><b>Explain</b> <b>Slide 18 –</b> When businesses tell people they are sustainable when they are not, this is called greenwashing.</p> <p><b>Optional:</b> You could explain that something very dirty or rotting could be 'whitewashed over' (painted white) and from a distance would look new and in good condition. Greenwashing is similar – painting something to look green (environmentally friendly) when underneath it is not.</p>



## WALKTHROUGH 3: WHAT IS GREENWASHING?

**Practical demonstration**  
(8 minutes)  
Slides 19-20

### Teacher guidance

**Slide 19** – Put a small ball/marble under two of three cups without the class seeing, then show the class the third ball and let them see you put it under the third cup. Mix up the cups (but not too quickly!) and select one of the ones that already had a ball under it that the class didn't see you put there. Ask the class if they think it is empty or has a ball. If some or all the class say they think it is empty, reveal the ball. Then ask about one of the others, and when they all say it must be empty reveal the second ball, then the third.

**Teacher tip:** Instead of balls and cups you can use pieces of card. Add coloured dots with pen or stickers to two of the cards and place them face down. Show the third one is blank and put the dot on in front of pupils.

### Plenary

When you asked them to choose a cup, they didn't have the full picture that would allow them to make an informed choice. You never lied to them, but let them assume something, hiding what you didn't want them to know. This is like a company that talks about something good it's doing so people assume it is guided by good values, but people don't see that they are also doing something bad.

Now briefly repeat the challenge but with transparent cups or with the cards face up. Of course, students can instantly see which cup/card has a ball/dot.

**Slide 20** – If a company is transparent and allows customers to see everything it does, it allows customers to make informed decisions (and to trust the claims they make about sustainability).

### Class discussion

If a company is hiding details of what it is doing (like when the balls/spots were covered over), what might we think about that company?  
A business may not want us to know the truth because it is not good.

**Spotting greenwashing**  
(5 minutes)  
Slides 21-22

### Explain

**Slide 21** – Although businesses may have sustainable values, sometimes they can be lying about these or exaggerating, which is greenwashing. However, some companies commit to being transparent about their impact on the planet. One way of knowing that they really are telling the truth is through official accreditation and logos. You may have heard or seen some of these, such as Fairtrade and FSC (Forest Stewardship Council). Another example is if a business is certified as a 'B Corp'.

**Slide 22** – B Corp is a short way of saying Benefit Corporation. If a business is a B Corp, it means that it is trying to bring good to the planet. It is not just focused on making money. To become a B Corp, a business must show how it is being sustainable in a big report. You can find out which businesses are B Corps by looking for this symbol (displayed on the slide).

### Take it further

A suggested B Corp example that will be familiar to this age group:

[www.micro-scooters.co.uk/protecting-tomorrow](http://www.micro-scooters.co.uk/protecting-tomorrow)