

YEAR 1



Eco-Schools Curriculum Tool



Welcome

Thank you for using this guide. This guide was designed to highlight some of the ways the National Primary Curriculum can support teaching and learning about sustainability and the natural environment. If your school is working towards an Eco-Schools award, this guide is designed to help with Step 6: Linking to the Curriculum (see below). Regardless of whether you have Eco-Schools awards in your sights, we hope this guide will help you to do some meaningful learning about our amazing world, its environmental challenges and possible solutions.

Eco-Schools topics

To be consistent with Eco-Schools we have organised this guide by Eco-Schools topic. Don't be put off by the term 'topic' - Eco-Schools aren't expecting you to organise a whole term's work around each one. The 'topics' in this sense are key sustainability themes which the Eco-Schools programme is based around. Your Eco-Committee, if you have one, will be organising their activities to fit in with one or more of the topics:

**Biodiversity Energy Waste Litter Transport Water School Grounds Healthy Living
Global Citizenship**

You will notice a lot of cross-over between Eco-Schools topics (learning about marine plastic pollution, for example, could fit under both the Waste and Water topics), and also between curriculum areas (doing a litter survey could involve mathematical and geographical skills, and also link to PSHE, SMSC etc). Of course this is by no means complete list of possible curriculum links to the environment and your imagination will be the only limit.

Online resources

We have tried to signpost to resources that are age-appropriate and available for free online. Again this isn't an exhaustive directory of environmental teaching resources available online—there are thousands! We have tried to include those that are good quality and clearly link with curriculum objectives, with some locally-sourced resources where possible.

On the 'Inspiration' pages are suggestions of possible extra-curricular activities that link to the topics—these could form the basis of Eco-Committee or whole-school or community projects. Here you can also find details of local organisations that can help you and examples of work from other schools.

Much of this information in this guide is duplicated from the Eco-Schools England website www.eco-schools.org.uk but we thought it would be helpful to collate this information together for easy reference.

Eco-Schools award criteria

The Green Flag award criteria for Step 4: Linking to the Curriculum is:

'Environmental issues have been covered in at least three areas of the curriculum by most year groups; this is clearly evident in schemes of work and lesson plans.'

Although this can seem a big ask, the statutory learning that you do can go a long way towards meeting this requirement. We hope this guide will help you to see where you already touch on Eco-Schools topics in your teaching, and provide ideas as to how you could enhance existing links and broaden into new curriculum areas.

For further help with Eco-Schools locally, you can visit www.dorsetforyou.gov.uk and search 'Sustainable Schools' or contact the Dorset County Council Community Energy Team on 01305 224802.



Topic: Biodiversity

Biodiversity is the variety of plants and animals that we share the planet with. Amazingly, we don't even know how many other species we share the planet with—but the diversity of life is dazzling! Besides being amazing to study and enjoy, the Earth's biodiversity performs many important jobs for us—from providing food, materials and medicines to purifying water and regulating the climate. The Key Stage 1 curriculum provides opportunities for children to learn about plants and animals in their local environment, developing their curiosity about the natural world and inspiring them to protect the nature around them.

Biodiversity Curriculum Links

Resources online

SCIENCE

PLANTS

- Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees
- Identify and describe the basic structure of a variety of common flowering plants, including trees

Notes and guidance (non-statutory)

- *Use the local environment throughout the year to explore and answer questions about plants growing in their habitat. Where possible, they should observe the growth of flowers and vegetables that they have planted.*
- *Become familiar with common names of flowers, examples of deciduous and evergreen trees, and plant structures (including leaves, flowers (blossom), petals, fruit, roots, bulb, seed, trunk, branches, stem).*
- *Work scientifically by: observing closely, perhaps using magnifying glasses, and comparing and contrasting familiar plants; describing how they were able to identify and group them, and drawing diagrams showing the parts of different plants including trees.*
- *Keep records of how plants have changed over time, for example the leaves falling off trees and buds opening; and compare and contrast what they have found out about different plants.*

ANIMALS INCLUDING HUMANS

- Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets)

Notes and guidance (non-statutory)

- *Use the local environment throughout the year to explore and answer questions about animals in their habitat.*
- *Understand how to take care of animals taken from their local environment and the need to return them safely after study.*
- *Become familiar with the common names of some fish, amphibians, reptiles, birds and mammals, including those that are kept as pets.*
- *Pupils should have plenty of opportunities to learn the names of the main body parts.*
- *Work scientifically by: using their observations to compare and contrast animals at first hand or through videos and photographs, describing how they identify and group them; grouping animals according to what they eat; and using their senses to compare different textures, sounds and smells.*

Leaf ID sheets:

woodlandtrust.org.uk/naturedetectives

- **Young Peoples Trust for the Environment Plants resource**
<http://ypte.org.uk/lesson-plans/>

Resources from the Pod jointhepod.org

- ⇒ Biodiversity Assembly
- ⇒ Biodiversity information pack
- ⇒ Winter lesson plans
- ⇒ Autumn Lesson Plans
- ⇒ Spring Lesson Plans
- ⇒ Summer Lesson Plans
- ⇒ Applebee Book
- ⇒ Compost Lesson plan
- ⇒ How does your garden grow?
- ⇒ Outside Learning Information pack:
- ⇒ The Pollination Game – Quick Activity

Minibeast & wildlife ID sheets:

wildlifewatch.org.uk/spotting-sheets

Resources from the Pod jointhepod.org

- ⇒ Draw a bug quick activity
- ⇒ Habitats lesson plan:
- ⇒ Bug Hunt quick Activity
- ⇒ I Spy wildlife activity

Make a sweep net & other activities

moors-valley.co.uk/kids-only/letsgowild/letsgowild/

What's Under Your Feet? Citizen science

jointhepod.org/campaigns

Chester Zoo biodiversity resources

chesterzoo.org/education/learning-resources

Moors Valley Country Park Kids Activities:

moors-valley.co.uk/kids-only/fun-activities/

Wildlife Watch activity sheets:

www.wildlifewatch.org.uk

Bumblebee activities:

bumblebeeconservation.org/get-involved/bumble-kids/activities/

Young Peoples Trust for the Environment Animals resource

<http://ypte.org.uk/lesson-plans/>





Topic: Energy

We use lots of different types of energy in our everyday lives, often without even thinking about it! Energy links to the big issue of climate change. You can prepare children to understand climate change later on by exploring the climate and weather. Of course the sun and wind can be used to make renewable energy, so studying these elements of the weather can lay the foundations for learning about renewable energy in future years.

You can also start the discussions about our use of energy, especially electricity—what things do we use it for? Where does it come from? How do we use it safely? And how can we make sure we don't waste it?

Energy Curriculum Links

Resources online

SCIENCE

SEASONAL CHANGES

- Observe changes across the four seasons
- Observe and describe weather associated with the seasons and how day length varies.

Notes and guidance (non-statutory)

- *Pupils should observe and talk about changes in the weather and the seasons.*
- *Pupils might work scientifically by: making tables and charts about the weather; and making displays of what happens in the world around them, including day length, as the seasons change.*

Idea:

Discuss things that run on electricity. Make lists of all the things you do in a day that use electricity, and encourage children to write pledges to say how they will not waste electricity e.g. turning appliances off standby, or turning off the TV when no one is watching.

- **The Woodland Trust seasonal resources**
www.woodlandtrust.org.uk/naturedetectives/schools-and-groups/

- **The Met Office weather and seasons resources**
www.metlink.org/primary/key-stage-1/

- **Resources from the Pod** jointhepod.org

Weather

- ⇒ How to Make a Windmill
- ⇒ How to Make an Anemometer
- ⇒ Wind Watch Lesson Plan
- ⇒ Big Weather Story Quick Activity
- ⇒ Time Capsule Quick Activity
- ⇒ Weather Forecasting Quick Activity

Energy, Electricity & Climate

- ⇒ Eco-Snakes & Ladders game
- ⇒ Busta's Energy Film
- ⇒ Energy Illustrations
- ⇒ Electricity Lesson Plan
- ⇒ Energy Adventure Quick Activity
- ⇒ Energy Information Pack
- ⇒ Watt Can You Power Lesson Plan
- ⇒ Climate Science Information Pack

- **Dorset Community Energy Teachers Pack**
www.dorsetcommunityenergy.org.uk/education/

- **Switched On Kids electricity resources**
www.switchedonkids.org.uk/teachers-and-parents

- **Sunny Schools resources: solar in the developing world**
<https://solar-aid.org/sunny-schools/>

- **Solar for Schools resources** edu.solarforschools.co/gb/learn/ages/3-5
 - ⇒ Electricity in School
 - ⇒ What is Electricity and How is it Measured?
 - ⇒ Energy Detectives

GEOGRAPHY

SEASONAL CHANGES

- Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles
- Use simple compass directions (North, South, East and West)

Idea:

Map out the features of the school grounds and work out where the sun is in the morning and afternoon. If your school has solar panels, work out which direction they face. If not, work out where would be the best place to put them to catch the most sun.





Topic: Waste & Litter

Schools in England throw away the equivalent of 185 double decker buses in waste every day—mostly paper and food waste. If waste isn't disposed of carefully it can end up in landfill, or as litter on our streets and in our oceans where it can cause huge problems. If you're doing Design & Technology or learning about materials, why not incorporate thinking about what happens to products and packaging when we have finished using them?

Waste & Litter Curriculum Links

Resources online

SCIENCE

EVERYDAY MATERIALS

- Distinguish between an object and the material from which it is made
- Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock
- Describe the simple physical properties of a variety of everyday materials
- Compare and group together a variety of everyday materials on the basis of their simple physical properties.

Idea:
Learn to identify the 'recyclable' sign on products.
Practise sorting items into recyclable and non-recyclable groups, and create posters for school or home to remind people what to recycle.

- **Eco-Schools resources** www.eco-schools.org.uk/topics/litter/
 - ⇒ Describing Materials worksheet
 - ⇒ Let's Talk Rubbish lesson plan
 - ⇒ Please put your rubbish in the bin stick and colour poster
- **Resources from the Pod** jointhepod.org
 - ⇒ Busta's recycling film
 - ⇒ Waste Scientists Take it home sheet
 - ⇒ Waste facts
 - ⇒ Waste Superhero Quick Activity
 - ⇒ Waste Board Game Quick Activity
 - ⇒ E-Waste lesson plan
 - ⇒ Recycling Assembly
 - ⇒ Recycling game quick activity
 - ⇒ Recycling symbols quick activity
 - ⇒ Food Waste Quick Activity

DESIGN & TECHNOLOGY

- Design purposeful, functional, appealing products for themselves and other users based on design criteria
- Select from and use a wide range of materials and components, according to their characteristics
- Explore and evaluate a range of existing products
- Evaluate their ideas and products against design criteria
- Build structures, exploring how they can be made stronger, stiffer and more stable

- **Resources from the Pod** jointhepod.org
 - ⇒ Recycling Paper Quick Activity
 - ⇒ How to turn a cup into a pencil
 - ⇒ Plastic Bottle Waste Quick Activity
 - ⇒ Junk modelling activity

Idea:
Create some art using plastic e.g. plastic bottles, bottle tops or carrier bags. What structures and shapes can children make with these materials? Don't forget to discuss with children why it's important to keep plastic out of landfill and the natural environment.

ART

- Use a range of materials creatively to design and make products

- **Milk Bottle Challenge art activities** themilkbottlechallenge.org/art





Topic: Transport

Why do we travel? How do we like to get around? How has transport changed over the years? What have been the environmental impacts of our changing modes of transport?

The Transport topic provides opportunities for children to consider transport through history and use their imaginations to design new modes of transport. Transport can link closely to the Eco-Schools Energy and Healthy Living topics, and can feature in PSHE discussions about how children can stay healthy and be safe.

Transport curriculum Links

Resources online

DESIGN & TECHNOLOGY

- They should work in a range of relevant contexts e.g. the home and school, gardens and playgrounds, the local community, industry and the wider environment.
- DESIGN purposeful, functional, appealing products for themselves and other users based on design criteria
- MAKE Select from and use a range of tools and equipment to perform practical task
- SELECT from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics
- EVALUATE Explore and evaluate a range of existing products.
- Evaluate their ideas and products against design criteria
- Explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.

- **Make a wind-powered car**
www.housingaforest.com/wind-powered-cars/
- **Resources from the Pod** jointhepod.org
 - ⇒ Electric Vehicles Lesson
 - ⇒ Transport information pack
 - ⇒ Transport Lesson
 - ⇒ Transport Maze Quick activity:
 - ⇒ Transport Quick Activity—designing gadgets

Idea:
Design some decorations and gadgets to decorate your bike or scooter. What characteristics to the gadgets need to have? E.g. bright, lightweight, waterproof.

HISTORY

- Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life
- Events beyond living memory that are significant nationally or globally (for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries)
- The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods

Idea:
Have children talk to older people about how they have travelled in their lives. E.g. how did they get to school? When did they first travel by plane? Did they own a car when they were an adult?

PSHE

- Being safe and healthy

- **Sustrans classroom activities**
www.sustrans.org.uk/our-services/who-we-work/teachers/classroom-activity-sheets
 - ⇒ Staying Safe
 - ⇒ Being Healthy
 - ⇒ Exploring
 - ⇒ Future Journeys





Topic: Water

The Water topic can encompass a whole range of areas, from the biology of aquatic life to the problems of water pollution, and how water can help us to maintain healthy bodies.

A changing climate and growing population could mean more of us having to share less and less water. Children can respond to the challenge by learning how to conserve water in school and at home.

Water curriculum links

Resources online

SCIENCE

ANIMALS INCLUDING HUMANS

- Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets)
- Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.

Notes and guidance (non-statutory)

Pupils should use the local environment throughout the year to explore and answer questions about animals in their habitat. They should understand how to take care of animals taken from their local environment and the need to return them safely after study. Pupils should become familiar with the common names of some fish, amphibians, reptiles, birds and mammals, including those that are kept as pets.

Pupils might work scientifically by: using their observations to compare and contrast animals at first hand or through videos and photographs, describing how they identify and group them; grouping animals according to what they eat.

Idea:

Why do we need water? Learn why water is important for a healthy body and think of some ways of reminding ourselves to drink water, e.g. designing posters, putting 'drink me' stickers on taps or making up a '6 glasses a day' rap.

- **OPAL Pond Invertebrates guide**
www.opalexplornature.org/identification
- **Hydration for children fact sheet**
www.naturalhydrationcouncil.org.uk/hydration-facts/fact-sheets/
- **Anglian Water Sploshometer (wee chart!)**
anglianwater.co.uk/_assets/media/Weechart.pdf

GEOGRAPHY

LOCATIONAL KNOWLEDGE

- Name and locate the world's seven continents and five oceans

Idea:

Study the impact of marine litter on oceans. For example the 'Great Pacific Garbage Patch'. How does the rubbish get to these distant parts of the oceans?

- **Marine litter lesson plans on TES**
www.tes.com/teaching-resource/marine-environmental-conservation-6177753

PSHE

- Being safe and healthy

- **Toilet Twinning schools resources**
www.toilettwinning.org/group/schools/
 - ⇒ Story with audience actions
 - ⇒ Toilet twinning song
 - ⇒ Toilet Quiz
- **Water Aid handwashing resources**
www.wateraid.org/uk/get-involved/teaching/ks1-resources





Topic: School Grounds

Your school grounds offer opportunities to bring the curriculum to life, encouraging children to be physically active, and also opportunities to create spaces for wildlife to flourish. In the school grounds children can learn to grow plants, study the weather and climate, study habitats and animal life cycles. This topic also lends itself to your work with on other Eco-Schools topics Biodiversity, Waste and Litter.

School Grounds Curriculum Links

Resources online

SCIENCE

PLANTS

- Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees
- Identify and describe the basic structure of a some common flowering plants & trees

Notes and guidance (non-statutory)

- *Pupils should use the local environment throughout the year to explore and answer questions about plants growing in their habitat. Where possible, they should observe the growth of flowers etc. that they have planted*
- *They should become familiar with common names of flowers, deciduous and evergreen trees, and plant structures*
- *Pupils might work scientifically by: observing closely, e.g. using magnifying glasses, and comparing and contrasting familiar plants; describing how they were able to identify and group them, and drawing diagrams*
- *Pupils might keep records of how plants changed over time, compare and contrast what they find out*

SEASONAL CHANGES

- Observe changes across the four seasons
- Observe and describe weather associated with the seasons and how day length varies.

Notes and guidance (non-statutory)

- *Pupils should observe and talk about changes in the weather and the seasons.*
- *Pupils might work scientifically by: making tables and charts about the weather; and making displays of what happens in the world around them, including day length, as the seasons change.*

ANIMALS INCLUDING HUMANS

- Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets)

Notes and guidance (non-statutory)

Pupils should use the local environment throughout the year to explore and answer questions about animals in their habitat. They should understand how to take care of animals taken from their local environment and the need to return them safely after study.

Pupils might work scientifically by: using their observations to compare and contrast animals at first hand or through videos and photographs, describing how they identify and group them; grouping animals according to what they eat; and using their senses to compare different textures, sounds and smells.

- **OPAL Pond Invertebrates guide**
www.opalexplornature.org/identification
- **Woodland Trust plant & minibeast ID sheets:**
woodlandtrust.org.uk/naturedetectives
- **Countryside Classroom resources:** countrysideclassroom.org.uk
 - ⇒ Growing Schools Year Planner
 - ⇒ Yorkshire Arboretum summer activities
 - ⇒ Plants love Compost video
- **RHS School Gardening Resources**
schoolgardening.rhs.org.uk/resources
 - ⇒ Seed Safari
 - ⇒ Make a leaf compost bin
 - ⇒ What part of the plant do we eat?
 - ⇒ Where in the World?
- **Resources from the Pod** jointhepod.org
 - ⇒ Winter lesson plans
 - ⇒ Autumn Lesson Plans
 - ⇒ Spring Lesson Plans
 - ⇒ Summer Lesson Plans
- **Make a mini wormery in bottle**
schoolgardening.rhs.org.uk/Resources/Activity/Mini-wormery
- **Countryside Classroom resources:** countrysideclassroom.org.uk
 - ⇒ Recycling minibeasts video
 - ⇒ Creating a wildlife tower
 - ⇒ Understanding Bees
- **Learning Through Landscapes resources**
www.ltl.org.uk/resources
 - ⇒ Crazy creatures

GEOGRAPHY

GEOGRAPHICAL SKILLS AND FIELDWORK

- Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.

- **RSPB Homes For Nature school grounds mapping activity**
www.tes.com/member/RSPB
- **Resources on Countryside Classroom** countrysideclassroom.org.uk
 - ⇒ Geography Skills Sharing resources—landscape poetry, photo orienteering, mapping treasure hunt

ART

- Use a range of materials creatively to design and make products
- Use drawing, imagination and sculpture to develop and share their ideas
- Develop a wide range of art and design techniques in using colour, pattern, shape etc.

- **RHS School Gardening Resources**
schoolgardening.rhs.org.uk/resources
 - ⇒ Ephemeral Art
- **Learning Through Landscapes resources**
www.ltl.org.uk/resources
 - ⇒ Bean bag art





Topic: Healthy Living

This is such a broad topic area and an opportunity to make links in children’s minds about the connections between a healthy environment and a healthy life. This topic can encompass work you do to improve the school environment, outdoor lessons, healthy eating and physical exercise. Of course it’s not just about physical health. Friendship, being part of something, helping others, taking notice of the world and feeling connected to nature all contribute to good emotional health.

Healthy Living Curriculum Links

Resources online

SCIENCE

ANIMALS, INCLUDING HUMANS

- Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.

Non Statutory:

- Pupils should have plenty of opportunities to learn the names of the main body parts (including head, neck, arms, elbows, legs, knees, face, ears, eyes, hair, mouth, teeth) through games, actions, songs and rhymes.*

- OPAL Pond Invertebrates guide**
www.opalexplornature.org/identification
- RHS Activities**
<https://schoolgardening.rhs.org.uk/resources>
 - ⇒ Sensory Touch Boxes
 - ⇒ Draw a Sound Map

PE

- Develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others.
- Be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.
- Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities
- Participate in team games, developing simple tactics for attacking and defending
- Perform dances using simple movement patterns.

Idea:
Be brave and go for a barefoot walk in your school grounds (check the route carefully first!)

- Jigsaw resources**
- Change4Life Resources: Let’s Play**
www.nhs.uk/Change4Life/supporter-resources/downloads/EY_LetsPlay_A4_Poster_acc.pdf

DESIGN & TECHNOLOGY

- Use the basic principles of a healthy and varied diet to prepare dishes
- Understand where food comes from

Idea:
Grow, prepare and eat a simple salad – radishes, lettuce, spinach and carrots and peas can be grown easily in the summer term.

- Twinkl Healthy Eating Resources** www.twinkl.co.uk/
 - ⇒ Healthy eating plate activity
 - ⇒ Design a healthy eating meal activity
 - ⇒ Healthy Eating Week resource pack
- Change4Life Resources**
campaignresources.phe.gov.uk/schools/topics/healthy-eating/overview
 - ⇒ Supermeals Eatwell Plate KS1
 - ⇒ Be Food Smart KS1 Toolkit
- RHS School Gardening resources:**
schoolgardening.rhs.org.uk/resources
 - ⇒ Growing Schools Year Planner
 - ⇒ Crop sheets for common crops





Topic: Global Citizenship

We share the planet with billions of people, animals and plants. The curriculum provides opportunities to study how the physical environment and climate influence the different ways people live around the world, and prepares children to understand the many ways they are connected to people all over the planet.

Global Citizenship Curriculum Links

Resources online

GEOGRAPHY

LOCAL KNOWLEDGE:

- Name and locate the world's seven continents and five oceans
- Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas

PLACE KNOWLEDGE:

- Understand geographical similarities and differences through studying a small area of the UK and a contrasting non-European country

HUMAN AND PHYSICAL GEOGRAPHY:

- Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.

GEOGRAPHICAL SKILLS AND FIELDWORK:

- Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage

- **OPAL Pond Invertebrates guide**
www.opalexplornature.org/identification

- **OXFAM activities**
www.oxfam.org.uk/education/resources
 - ⇒ Your World My World
 - ⇒ Global Citizenship activities for Under 5s
 - ⇒ All in a Day

- **Global Dimension resources**
<https://globaldimension.org.uk/resources/>
 - ⇒ Celebrating Antarctica
 - ⇒ Lessons From Africa

- **Send a Cow Resources**
www.sendacow.org.uk/lessonsfromafrica/resources/
 - ⇒ Ugandan Landscapes images
 - ⇒ Ugandan Schools images
 - ⇒ African Food Gallery

MUSIC

- Use their voices expressively and creatively by singing songs and speaking chants and rhymes
- Play untuned instruments musically

- **Global Dimension resources**
<https://globaldimension.org.uk/resources/>
 - ⇒ Sounds of Peace toolkit

- **OXFAM activities**
www.oxfam.org.uk/education/resources
 - ⇒ Global Music Lessons

PHYSICAL EDUCATION

- Participate in team games, developing simple tactics for attacking and defending
- Perform dances using simple movement patterns

- **Send a Cow Resources**
www.sendacow.org.uk/lessonsfromafrica/resources/
 - ⇒ Ugandan Children's Games
 - ⇒ Make a Plastic Bag Football

Idea:
Learn a game from another country and teach it to another class.

