



**NO
PLANET B**

HOW
COULD I
LOOK MY
grandchildren
IN the eye and say
I KNEW what was
HAPPENING to the world and did
NOTHING

DALAI LAMA XIV

G7
UK 2021



GREEN CHARTER
for schools in Cornwall & the Isles of Scilly
www.cornwallgreenschools.co.uk

2021 CORNWALL SCHOOLS' **VIRTUAL** ECO-CONFERENCE | 7 June

Workshop Sessions

Summary of methodology and student engagement

Context & Purpose of this Document

Our 2021 Cornwall Schools' Eco-Conference was delivered in the context of the global coronavirus pandemic. It was delivered entirely online through Microsoft Teams.

In order to engage the student delegates as much as possible, we were keen to make use of the accelerated diffusion of digital technologies which continues to emerge as part of the ongoing impact of the pandemic. The schedule for the day therefore comprised:

- a combination of pre-recorded video messages from speakers and values-driven businesses and organisations;
- speakers and panellists delivering their messages live in real time from various places across the world;
- virtual break out rooms and interactive discussions facilitated by university undergraduates; and
- use of Padlet and Mentimeter to enhance student engagement.

This document focuses on the interactive workshops facilitated in virtual break out rooms by undergraduates from the University of Exeter.

Workshop planning was led by Brannel School, which is part of the Cornwall Education Learning Trust (CELT), working in partnership with the University of Exeter's Politics faculty and with Victor Rosansky, co-founder of LHR International, a U.S.-based management consultancy that aligns organisational culture and people. Workshops were facilitated by a group of Politics undergraduate volunteers, who were involved in the workshop design. The intention is for the undergraduate students to continue to provide mentoring to our school students after the conference. This document summarises the engagement of the student delegates, providing examples of Padlet posts. We hope this document provides a flavour of the level of engagement of our student delegates who attended from the school councils and eco committees.

Workshop Group 1

- Brannel School, St Stephen-in-Brannel
- Kunskapskolan Trelleborg, Sweden
- Helston Community College, Helston
- Newquay Tretherras School, Newquay

Workshop Group 2

- Penrice Academy, St Austell
- Sir James Smith's School, Camelford
- The Roseland Academy, Tregony

Workshop Group 3

- Mullion School, Mullion
- Shevington High School, Wigan
- Budehaven Community School, Bude
- Penair School, Truro

Workshop Group 4

- Camborne Science and International Academy, Camborne
- Looe Community Academy, Looe
- Cape Cornwall School, St Just
- Saltash Community School, Saltash

Workshop Group 5

- Humphry Davy School, Penzance
- Launceston College, Launceston
- Mounts Bay Academy, Heamoor
- Torpoint Community College, Torpoint

Workshop Group 6

- Redruth School, Redruth
- City Heights E-ACT Academy, London
- Passmores Academy, Essex
- Bodmin College, Bodmin

Workshop Group 7

- Poltair School, St Austell
- Liskeard School and Community College, Liskeard
- Richard Lander School, Truro
- St Ives School, St Ives

Workshop Group 8

- Five Islands Academy, Isles of Scilly
- Fowey River Academy, Fowey
- Wadebridge School, Wadebridge

Interactive Discussion

Identifying our Priorities

Purpose

Students were asked to discuss think about and discuss the following questions. They also posted their ideas on the conference Padlet.

1. What do you want the world leaders to be talking about (think locally and globally)?
2. Who do you think is responsible for looking after our planet?



Examples of Student Padlet Posts

"We would like the G7 leaders to discuss financial support for developing countries and communities that are already suffering from the effects of climate change. We would also like them to discuss further financing the mitigation of Climate Change and mass extinction."

"Locally, we need to rethink how agriculture works with nature. Globally, governments need to act more on the climate emergency. We believe it is everyone's responsibility to look after the planet."

"I would like the world leaders to talk about how we can prevent our world becoming uninhabitable."

"I would like them to talk about how to decrease the development gap effectively through multi-lateral aid so other countries who are currently LICs and NEEs can also partake in reducing carbon emissions and plastic pollution."

"I would like the world leaders to discuss plastic pollution in the oceans and how this is affecting the wildlife that live there."

"I want world leaders to discuss elimination of agribusiness and unethical farming practices and attack the big multinational corporations who are the culprits of exploitation of resources; they prioritise profits before people and planet."

"Local/global business sustainable plans e.g. responsibility for their own waste; renewable energy; actionable time-bound plans rather than 2050 deadlines and rhetoric. Reducing food and domestic waste internationally. Agricultural practices review - e.g. intensive farming."

"Everyone is responsible for looking after the planet, but those with the most power have the most responsibility."

"All individuals responsible for own actions, but wealthier nations which produce and consume the most should take responsibility for their actions. Not just G7, all G20."

"World leaders should raise the tax of plastic on companies like Apple, Amazon."

"They should try to sort a solution for deforestation by planting one tree every time one tree is chopped down."

"They have to build trust by not letting things happen like our recycling that has been exported to Turkey and just dumped or burnt. Systemic change is needed to drive the pace of change."

"Individuals are made responsible, yet large corporations and factories account for the most littering and pollution. It is politicians who hold the power for these companies to stay active."

"I would like world leaders to discuss how there are millions of cars in the world that all produce carbon emissions and acid rain and other greenhouse gases and how they could make cars more sustainable to counter this problem or start to introduce electric/battery cars that don't produce any carbon emissions when driving."

"Everyone is responsible for our planet as no one owns it. We just inhabit it, and it is our responsibility to safeguard the future of our earth for future generations."

"Overfishing is a huge problem which leads to habitat loss and mass extinction of underwater populations."

"Our global community is obsessed with profit and consumerism. Our minds should be elsewhere: thinking about the environment not the economy, because as it has been said before there is no planet B!"

"We need to change the school curriculum quickly enough to educate young people in a world where it should be the norm for everyone to care about the environment and act to safeguard it."

Workshop 1

Using Storytelling to Inspire Change

Purpose

1. To show how storytelling can engage listeners to feel empathy for change needed.
2. To create a shared feeling about a problem that can lead to partnership in problem solving.
3. To identify and prioritise problems to work on when back in your community, school or town.



ICE BREAKER (5 MINUTES)

Think of a time when a change happened to you. Perhaps you moved school, joined a sports club or had to make a big adjustment.

1. How did you feel?
2. How did you adjust?
3. What lessons did you learn about change?

Discuss your experience with a partner and post your ideas on our Padlet.

Examples of student Padlet posts

"I didn't like how the world had changed when Covid first took effect. I really hated home learning because I didn't feel like I was learning anything. I adjusted by just getting on with the work every day with the knowledge that I could go to school again soon."

"A few years ago I felt like the world was going to end because of our actions. I still feel this way but now I have hope that we can change and look after the world around us."

"When we went into lockdown I thought that hardly anything would be done. In the first lockdown, when I was in primary school, nothing did get done. Then a lot of companies like Microsoft started adapting their software so that we could do video conferences so that it would be easier to communicate for schools and companies when you work from home. It did get quite hard at times to talk because people felt awkward. When we finally got back to school, the homework system was better and it was easier to talk to the teachers about problems with the homework."

"I moved from Essex to Cornwall. Moving to a new county was a massive change!"

"When my parents split up I was eight and it really hurt. I adjusted by immersing myself in books and lessons."

"I moved from primary school to secondary school. This made me feel a bit nervous. I learnt that you have to be independent and resilient. Also, I noticed a change in the environment when we were in lockdown. This was a good change though."

"Six of us started sixth form during the pandemic. This involved online learning for a term and we also missed our celebrations. We learnt that digital platforms are very useful in times of crisis."

"Coronavirus. We felt isolated from the world and worried about what was to happen next. We also felt stressed. Lessons we have learned is to appreciate our families. Grateful for our family. Narrowed down wants and needs."

ACT 1 (10.25-10.35)

You are now a movie director of a TV show. We are going to create a story about change! First, we need a character. They live in a fairly uneventful world. Give the character a name, a lifestyle and a predictable daily routine. What is their name? What lifestyle do they lead? What kind of daily routine do they have?

ACT 2 (10.35-10.50)

A sudden, unexpected environmental event happens. It creates a really big problem for the character. Think what this event could be (floods, wildfires, acid rain, storms). How does it impact the character? What can the character do? What needs to change for this event to be prevented in the future? What would a 'new normal' look like?

Discuss your experience with a partner and post your ideas on our Padlet.

Example of student Padlet post

"Jane's lifestyle is boring. Every day she wakes up, works, eats, sleeps. Jane works at the office in Subway. She likes bowling but is too poor to play regularly. Jane suffers from imposter syndrome. Jane has a boyfriend called Tony. Tony is self-centred and narcissistic. Jane doesn't like Tony. She can't break up with Tony because her parents are pressuring her into marriage. Jane doesn't want to get married.

"All of a sudden, a tornado destroys Jane's beloved office at Subway, and Tony gets hospitalised by a landslide. Jane now has no job and has to pay health care for her dying boyfriend. Jane's brother Jim pays for the healthcare because he's super rich and can afford that (he works on oil rigs). Jane develops depression but can't afford antidepressants. Jane turns to James (her childhood friend) for help. James employs her at the Seal Sanctuary where Jane finds a love for the planet and decides to save up all her money so she can travel the world in a small, eco-friendly boat.

"Jane quits her job at the seal sanctuary to become a marine biologist because working with animals makes her happy. She decides to finally break up with Tony as his lifestyle was not eco-friendly. Jane's parents are

very upset that she broke up with Tony because they are very anti eco-friendly. Jane doesn't care because she knows she's doing the right thing for the environment. Jane then discovers she's a lesbian, so that's why she didn't like Tony. She finds a girl called Julie and marries her, but her parents are homophobic. A few years later, Jane's parents get divorced causing Jane's depression to increase and make her turn to alcoholism. She becomes an alcoholic.

"Jane, Julie and James put Jim's oil rigs out of business which makes Jane happy so she quits drinking alcohol. Jane has a midlife crisis and changes her appearance by dying and cutting her hair. Her mother dies because of a flash flood due to rising sea levels. Her Dad won't talk to her because he is grieving over his wife.

"Years later, the world's economy crashes and most businesses go out of business. The world is going into an apocalypse. Jane reconnects with Tony because he is a nice person now. Julie dies in a wind-storm and Tony dies in a flash flood. Her Dad and Jim are both killed in riots. Three years later, Jane dies of starvation because there is no food being made or grown due to the huge effect of climate change on the world.

"Earth is now a huge wasteland."

ACT 3 (10.50-11.05)

Finally, we need to think about solutions. Who should be involved in finding and enacting solutions to this problem? How do 'good stories' help us to involve people? Does social media play a role? What obstacles might we face and how can we overcome them?

Discuss with your neighbour and post your ideas on our Padlet.

Examples of student Padlet posts

"Give a real-life scenario and make people sympathise and realise it's real and make a change. Show people how it effects them personally in their daily life."

"To make people aware and try to get them to act I would use social media and emotional videos to try and get them to feel something and realise that this isn't far away, it is here NOW."

"Stories are some of the best types of media (just look at Harry Potter) they can transmit messages in a way that speeches can't."

"Contact celebrities and important people with a large following - people that will be listened to. You might not be the best with technology but you could have a Twitter and Facebook account, Instagram and snapchat... things like that so spread across many platforms."

"Make people aware of the severity of the amount of plastic in the oceans e.g. making model animals out of plastic found on beach cleans."

"A good way to make an impact is to link and join with the surrounding area and if we all support each other we can potentially make an unbreakable bond which can benefit our lives and lives to come in the near future."

"Using larger apps such as Tiktok contribute to making a change. By targeting younger audiences, there is a greater chance of getting around quicker due to the big followings they have."

"To convince the public and corporations you need to be gritty and macabre with what you discuss. You need to make the other person feel responsible and almost guilty in order for them to understand the depths of the problem with greenhouse gas productions."

"Work together as Student Council members, share with our peers in assembly, town council and local primary schools. We could work with Surfers Against Sewage."

"There's 8 billion people in the world so if a percentage of those people pick up litter and design better things we can have a better future."

"Post that you will be doing protests and people might join you and you will have a bigger protest and it will make it known."

"Although it is empowering for young people, it is frustrating that the older generation seem to be passing the issue onto us to deal with. Politicians and celebrities still have so much time to take action in their own lives, instead of just championing the actions of young people as a scapegoat to absolve their sins. None of the policies being made are fully contractual or have legal obligation/consequence for not fulfilling aims. The long-term deadlines just mean that actions are postponed to the next party in office. This means there is more pressure on us to take action, but without positive role models or influence."

Workshop 2

Overcoming Barriers to Change

Purpose

1. Decide on an environmental issue important to us.
2. Begin to develop an implementation plan.
3. Discuss what next steps come after today.



DISCUSSION 1 (11.30-11.40)

Who will be affected by changes we want to make? How can we make them more comfortable and less resistant to change?

DISCUSSION 2 (11.40-11.55)

Which change area do you want to improve? Whose support is important? How could you tell a story to include others? Who could you work with?

DISCUSSION 3 (11.55-12.15)

Other people's experiences help us to learn. What did you learn from the videos about being a changemaker? How do you feel about being in a change maker role? How can we share our experiences with other and make our change go viral?

Discuss with your neighbour and post your ideas on our Padlet.

Examples of student Padlet posts

"We should address all the tourists travelling to and from cornwall which creates pollution from cars. Farmland is also being used for houses so less food will be produced here."

"Boycott fruit in plastic packaging. Don't buy fruit with packaging around it. It has its own skin. Use beeswax wraps or cloth to wrap your sandwiches or Tupperware boxes."

"Get water in cans that you can easily recycle or reuse rather than single use plastic. Water in cans is a really good idea, I have seen it around. Governments should promote more ideas such as canned water."

"People whose support is important is the president, queen and council. We would tell our story proudly and how we could change our planet in different ways. I would work with my teacher first then the council to see if they could help. Like last year they put litter picking equipment on our beaches."

"Plastic pollution could be tackled in the school canteen since they use a lot of plastic and costs a lot to use. We could start small and work our way up to reduce the amount of plastic we use throughout the school. t's the little steps that results in big changes."

"Today I have learnt that being a changemaker is important because you don't have to be a world leader to speak up and raise awareness. I think that social media would be a good way to share your thoughts and raise awareness even though there could be hate. Making a documentary would also be a good way to share thoughts on things. Sharing what you think would be good because it's all well and good encouraging friends and family to recycle and cut down how much plastic they use but it wouldn't really make a difference if a large amount of people didn't do it."

"Greta is a good influence for the younger generation. Her passion motivates us to make a change. Greta's age is also a powerful tool for many people. She shows that no matter what age you are, you have the ability to make a difference!"

"Greenpeace offers opportunities for young people. Anyone can be involved for the fight!"

"You have to be passionate. You need to be committed to your beliefs. Passion and commitment are the two most important aspects of being a changemaker. We must stick to it if we are to save the planet."