ENRICHMENT ACTIVITY

PLANET EARTH GAMES

January-April 2024

IMPACT

'The ESOL department's participation in the Planet Earth Games has had a significant impact on our learners. Through activities like litter picks, walks around Bradford, tree planting, mushroom identification, and a trip to Scarborough, our students have gained a deeper understanding that sustainability encompasses much more than they initially thought. They are now considering how sustainability relates to their future careers and applying these concepts directly to their own lives. Learners are feeling empowered as they recognise their individual ability to make a positive impact through simple actions.
For the ESOL tutors, this involvement has highlighted the strong connections between the area and the UN's Sustainable Development Goals. Exploring real-world sustainability initiatives has allowed staff to make the curriculum more relevant and engaging for my students. They are gaining invaluable cultural capital and hands-on learning experiences through the enrichment opportunities provided by the Planet Earth Games. Overall, this partnership has been an extremely beneficial way to broaden our learners' perspectives and empower them to take ownership of environmental and social issues.'



Contact: Cristina Nicolae

Participants: staff & students

SDG CURRICULUM MAPPING

MATHS AND ENGLISH

30th April 2024

IMPACT

During the SDG mapping exercise with the curriculum managers for Maths and English, opportunities were identified to incorporate more of the SDGs into lessons through the use of resources and questions.

Following this, the Learning Innovators delivered training sessions to teachers in these areas to improve awareness of the SDGs and share useful resources.

Staff then created short maths starters relating to each of the 17 SDGs to be used within every maths lesson - this means that all learners doing GSCE Maths will be exposed to the SDGs in context; this is around 70% of our learners. This resource has now been shared with tutors delivering maths in the ESOL department too.



Contact: Margaret Gough and Adam Longden

STAFF DEVELOPMENT

CARBON LITERACY TRAINING

29th May 2024



IMPACT

'The session was very relevant, impactful and informative. It was delivered well and there were lots of opportunities to ask questions, reflect and understand what practical ways the knowledge I gained could be put into practice. I've already started putting into practice what I have learned an example of this was not providing all staff disposable bottled water in the last staff development day to save on plastic usage.

I think this training will be valuable to Bradford College as it will demonstrate that we are looking to embed behaviour change and empower staff and students to do the same. This will have a very positive impact on our reputation to both students and partners from businesses that we work with.'

NEXT STEPS

21 places have been booked with EAUC in October for further Carbon Literacy training with a view to rolling this out to all staff by 2030.

Contact: Jo-Anne Starsmore

Participants: 3

CURRICULUM SESSION

LEVEL 3 AWARD HEALTH AND SOCIAL CARE

23rd & 24th April 2024



BACKGROUND

Sarah attended the PSET session organised by Katya in which I had encouraged the group to consider how they could embed the SDGs into their own teaching, following this she asked me to deliver an introduction to sustainability for her own learners.

IMPACT

'They were engaged in the session and interested to find out how sustainability relates to them in college, at home and work place as well as the wider environment. The students were able to relate the SDGs to their experiences of other countries e.g. health care in Pakistan.
We discussed career progression and how sustainability relates to different careers.'

NEXT STEPS

Sarah is currently planning delivery of the first year T-level in Health to begin in September and has asked me to work with her to map the units against the SDGs.

Contact: Sarah Barton

Participants: 46



CURRICULUM SESSION

POST-SECONDARY EDUCATION AND TRAINING (PSET)

4th March 2024

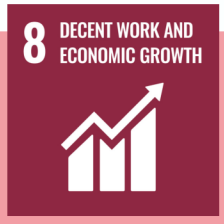


IMPACT

'The impact of Chelsie's sessions has been evident in observed lesson observations by the PSET Team and reflected in trainee feedback and reflections on teaching. For instance, a Biology teacher (Nick Whitaker) incorporated sustainability into teaching via the Harvard Step Test, aligning it with the college's sustainable development goals to promote health and wellbeing. He included this in planning documentation and promoted the goals to L3 students. Similarly, a Media teacher (Lucy Boyd) utilised resources from wearealbert.org to advocate for sustainable production practices in the subject specialism. In both sessions students at Bradford College were made aware of the importance of sustainability and given tools to promote it meaningfully within their subject specialisms. Asraar Lohn, an in-service Plumbing lecturer, dedicated his Action Research Project to sustainability, experimenting with innovative solutions to tackle wastage at Trinity Green.

Chelsie's contribution has significantly impacted our team's development, particularly in addressing my concerns about approaching sustainability merely as a tickbox exercise. I am delighted with the outcome and envisage making this an annual event, with the possibility of follow-up sessions for trainees to evaluate the long-term impact on practice. There's a real sense that this year's trainees will be ambassadors for ESD.'





Contact: Katya Kitchingman

Participants: 35

CURRICULUM SESSION

LEVEL 3 TRAVEL & TOURISM

30th January 2024

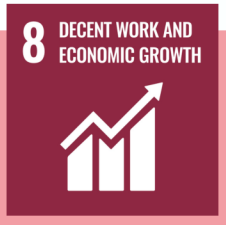


IMPACT

'It has been great to be able to work with Chelsie to help highlight to students the importance of sustainability and how it relates to Responsible Tourism. Chelsie has been able to share some resources with me which have been really helpful. As well as explaining sustainability and some of the terms students may not been aware of, Chelsie talked about how jobs in the future will be greener and therefore how the skills students develop by doing the Responsible Tourism unit will be beneficial.

Students really enjoyed the task Chelsie had prepared which compared getting to travel destinations across the world by different forms of transport and which was the most sustainable. There were some surprising results for them. Chelsie has encouraged students to take part in Planet Earth Games and also to be Sustainability Champions and some of my students are attending regular meetings with her. It has also been interesting to complete the SDG tracker to show where we are covering sustainability in the curriculum and where it can be added in the future. I think all of the above is contributing well to students making more responsible and sustainable choices. I also think the fact College has Chelsie as a Sustainability Lead shows students how important it is that organisations are more sustainable.'





Contact: Faye McFadyean

Participants: 36

CURRICULUM SESSION

BA HONS ED STUDIES

1st February 2024



IMPACT

'Chelsie's session on sustainability within the context of Bradford College's Education Studies course had a significant impact on both the learners and the curriculum. With a focus on broadening the understanding of sustainability, Chelsie's session prompted students to consider its implications beyond the classroom, particularly in relation to their future careers and personal lives. By delving into how sustainability applies to their everyday actions and the potential impact they can make, learners gained a deeper awareness of their role in promoting sustainability.

The session not only provided valuable insights for the students but also indirectly impacted my teaching practice. As a facilitator, integrating sustainability into the curriculum aligns with the broader educational goals and values I aim to instil in my students. By inviting Chelsie to lead the session, I underscored the importance of incorporating real-world issues into our academic discourse, enriching the learning experience for my students.

The participants were actively engaged in the discussion and activities, reflecting the interest and relevance of the topic to the students.'

Contact: Sarish Nasir

Participants: 10



CURRICULUM SESSION

LEVEL 2 BEAUTY THERAPY

5th September 2024

IMPACT

'I booked this workshop to help my learners gain a better understanding of sustainability and how we can be more sustainable in the beauty industry.

The workshop had a significant impact by encouraging learners to critically evaluate the products they use daily and providing them with the tools to identify companies that test on animals.

The learners were very satisfied with the workshop, describing it as informative, interesting, and fun. The engaging and interactive format not only made the learning process enjoyable but also ensured that the desired learning outcomes were achieved.

Learners left with a deeper understanding of sustainability in the beauty industry and felt empowered to make more ethical and environmentally friendly choices.'



Contact: Kim Ewart

Participants: 45

STAFF DEVELOPMENT

CLIMATE FRESK

2nd July 2024

BACKGROUND

The Climate Fresk is an interactive, educational workshop designed to raise awareness about climate change. Suitable for beginners, it aims to help participants understand the complex mechanisms of climate change.

IMPACT

'I organised the Climate Fresk workshop for our Learning Assistants in Disability Services to raise awareness of environmental issues and gain a better understanding of the science behind climate change.
We enjoyed working together to map out climate change scenarios. The workshop helped us grasp the complexities of climate change in a fun way; it was great for team building too. Working together on something meaningful has inspired some of the team to consider becoming sustainability champions.
The session was fully interactive throughout, with a good group size and a very knowledgeable trainer. Overall, it was an excellent experience that I would highly recommend to other teams. I am now more confident in my own understanding of climate change, its causes, and its impacts. I think that this experience will enable us to make more informed and responsible decisions in the future.'

Contact: Julie Hackett
Participants: 16



CURRICULUM SESSION

AMBITION HUB

6th March 2024

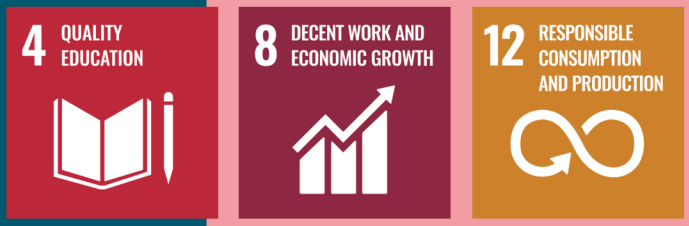


BACKGROUND

At the Ambition Hub Construction lead event, Chelsie presented a session on the College's strategic approach to sustainability, highlighting how it integrates with both the curriculum and industry practices. She also designed the practical element of the session, where students worked collaboratively to construct a wildlife shelter. This hands-on activity brought a unique perspective that is highly relevant to the green skills being delivered to our Level 2 students.

IMPACT

Constructing a wildlife shelter provided practical experience; for the learners from areas other than construction, this was the first time most poof them has used tools, which gave the construction students the opportunity to share their expertise and support their peers. Working together and sharing skills encourages collaboration and teamwork, which are essential sustainability skills. These are essential in the 'green economy', where projects often require multidisciplinary teams to work together towards common sustainability goals.



Contact: James Haigh

Participants: 120

CURRICULUM SESSION
LEVEL 5 PSET (SECOND YEAR)

2nd October 2024

BACKGROUND

The Level 5 Certificate in Education (Further Education) is designed for those aiming to teach in Further Education and training settings; many of those enrolled are already in service teachers within the College. This course equips learners with the skills and knowledge needed to become competent and confident educators.

IMPACT

'I booked the workshop to inspire trainee teachers to consider sustainable development in their professional practice. I was very satisfied with the workshop, as trainees signed up to be sustainability champions, indicating high engagement and impact. Trainees spoke with enthusiasm about their plans for embedding sustainability in post-session tutorials. I was really impressed by the sustainability skills model (hierarchy). It's crucial for teachers, especially in higher education, to bridge the gap between theory and practice. Additionally, it's important for them to recognise that educators are not just delivering content but also actively creating and contributing to knowledge in their specialist field. I plan to follow this up and help link their efforts to their research.

The impact of this initiative is twofold. As trainee teachers, they will take what they have learned back to their departments within the college, influencing their colleagues. They are becoming the sustainability experts and champions for their subject areas, with guidance from the sustainability lead. This not only enhances their own professional development but also promotes a culture of sustainability across the institution.'

Contact: Katya Kitchingman

Participants: 27



EVENT

CREATIVE EARTH ECO FEST

3rd August 2024

BACKGROUND

The Welcome Cafe project was approached by the organisers of the 'Eco Fest' to provide the catering because the zero waste ethos of the project aligned with the sustainability theme of this event.

IMPACT

The event, supported by College staff, provided learners with an invaluable opportunity to gain work experience and take on leadership roles, all while promoting sustainability. The event promoted teamwork and peer support, showcased plant-based foods from various cultures, and emphasised zero waste and recycling practices. It showcased what we can achieve when working together. The festival encouraged community participation and successfully raised funds for the Millside Centre, where the Welcome Cafe is based.

As the first event of its kind, it garnered significant outside publicity. Students took ownership of the project, recognising and leveraging each other's strengths, with full support from College staff, including a dedicated sustainability worker and commitment from the executive team. This event was a fantastic opportunity for our students, who loved being part of it. Everyone involved learned a lot and appreciated the chance to contribute to such a meaningful cause.

Contact: Waryam Singh

Participants: 12

2 ZERO HUNGER

12 RESPONSIBLE CONSUMPTION AND PRODUCTION