

R-Generation

A guide for secondary school teachers

Through the R-Generation programme, your students will become active citizens.

They will think about how your school community can use our planet's resources more sustainably and make real change. They will develop leadership and communication skills that will help them in their future.

R-Generation is led by a team of around 10 to 20 R-Generation Ambassadors.

The Ambassadors take part in a series of workshops to build an Action Plan to make your school community more sustainable. They then involve the rest of the school community to make the plan a reality.

The R-Generation Ambassadors might be:

- from a single form or a year group, or from across the school
- an existing School Council, Eco-club or Eco-Schools team
- a new committee, perhaps with representatives from each form.

This guide is for the teacher(s) leading R-Generation in your school. How much involvement the lead teachers will need to have will depend on the ages and abilities of the students on the R-Generation committee.

R-Generation is brought to you by Nestlé Waters, in collaboration with RECOUP, a recycling charity, EVERFI, an education company, and a panel of practising teachers. Nestlé Waters is part of the European Plastics Pact to help make 100% of its packaging recyclable or reusable, and reduce its use of virgin plastics by one third by 2025. We have also committed to reaching net zero by 2050.

Benefits of taking part

- **Deeper understanding**
Even if you've already taken steps to reduce your waste and recycle more, R-Generation will help your students to develop their understanding of our use of natural resources, the resulting impacts on the environment and the importance of recycling.
- **Curriculum links**
The programme supports curriculum learning in Citizenship and PSHE. There are also links to Science and Geography.
- **Active citizenship**
The programme also contributes to meeting Ofsted requirements on personal development, preparing learners for life in modern Britain by equipping them to be responsible, respectful, active citizens who contribute positively to society.
- **Skill development**
R-Generation Ambassadors set and work towards a range of Action Plan goals. This helps them to develop valuable skills including teamwork, organisation, creativity, problem-solving and communication; and personal qualities including resilience, initiative and determination. Students will be able to use and analyse a range of survey templates, developing their numeracy, data handling and presentation skills.
- **Reduced waste**
Your school will use fewer materials, find ways to reuse where possible, increase your recycling rate and reduce your waste - which will reduce your school's climate impact and that of students' families.

Choosing your R-Generation Ambassadors

R-Generation can involve all students in your school, but it works best when led by a smaller group of R-Generation Ambassadors.

The right number will depend on the size of your school, the scope of your Action Plan and the delivery model you prefer. You may choose to work with:

- a single form or a year group
- a new committee, with representatives from each form (10-20 can be a good number)
- an existing School Council, Eco-club or Eco-Schools team.

You may appoint the Ambassadors members, or invite applications. You could manage the application process yourself, or ask a smaller group of older students to do so.

Tips on starting a new committee

- Define your expectations, the timescale of the programme, and the commitment required
- Outline what Ambassadors will do: attend the four workshops, develop the Action Plan, work in groups to deliver one or more elements, and work as a team to inspire and lead the school
- Explain how to volunteer: this could be via form teachers, a dedicated email address, or a sign-up box, for example
- If you get lots of volunteers, agree how you'll involve everyone.

Involving the Senior Leadership Team

R-Generation is more likely to succeed in making change if you can gain the support of your Senior Leadership Team (SLT). Make sure they are aware that your school is participating in the programme at the outset.

Some of the ideas in your Action Plan may need approval or support from your school's SLT. The lead adult should check in on the students Action Plan as it develops, and highlight wherever they may need to consult the SLT.

Students might work with your SLT to:

- scope out realistic opportunities for your Action Plan
- include R-Generation in your school development plan or eco-schools calendar of activities
- help to involve all staff, including those who may be sceptical or have 'eco fatigue'
- include your office staff, who can look at the impacts of their purchasing decisions on material use, recycling and waste
- include your catering team or contractors, and help to find positive ways to work together within any contractual constraints.

R-Generation launch

The Briefing presentation introduces the R-Generation to the whole school community. It showcases some inspiring young people who are already using their initiative and leading by example, and invites students to do the same through the R-Generation programme. It is best delivered as an assembly (or series of assemblies, in larger schools).

If you have already got your R-Generation Ambassadors in place, they could help you deliver the assembly, or deliver it themselves.

If you do not already have your Ambassadors, you could use the assembly to introduce the programme, and invite volunteers.

Workshops and ongoing support

You may lead the four workshops that guide students through making their R-Generation plan, or you may ask students to run the sessions themselves.

Students may meet between workshops to check progress or to work on Action Plan items informally.

You may provide drop-in opportunities for help, (e.g. to deliver Action Plan activities).

Curriculum links - England

Citizenship, KS3

- the rights and responsibilities of citizens
- the roles played by public institutions and voluntary groups in society, and the ways in which citizens work together to improve their communities, including opportunities to participate in school-based activities

PSHE Association Programme of Study, KS3

- R14.** the qualities and behaviours they should expect and exhibit in a wide variety of positive relationships (including in school and wider society, family and friendships, including online)
- R15.** to further develop and rehearse the skills of team working
- R16.** to further develop the skills of active listening, clear communication, negotiation and compromise
- L4.** the skills and attributes that employers value
- L9.** the benefits of setting ambitious goals and being open to opportunities in all aspects of life
- L23.** to recognise the importance of seeking a variety of perspectives on issues and ways of assessing the evidence which supports those views
- L26.** that on any issue there will be a range of viewpoints

Science, KS3

- Chemistry
 - Earth as a source of limited resources and the efficacy of recycling
 - Human activity and its impact on climate

Geography, KS3

- Human geography - the use of natural resources

Curriculum links - Wales

Science

- I can research, devise and use suitable methods of inquiry to investigate my scientific questions.
- I can explain how the impact of our actions contribute to the changes in the environment and biodiversity.
- The impact of science and technology on society and the evaluation of evidence of this, including in the context of the climate emergency. Learners should have opportunities to debate the benefits and risks of technological and scientific development, building their understanding of the impact of human activity on different environments, and developing and evaluating strategies (including circular design) to minimise the negative impacts of human activity
- Natural materials (e.g. oil and ores) and their processing, as well as different chemical tests. Understanding of the use of the reactivity series in metal extraction, and that the majority of materials must be processed before they can be used is, for example, helpful in learning about the impact of science and technology on the environment

Humanities

- I can understand and explain how human actions affect the physical processes that shape places, spaces, environments and landforms over time.
- I can describe and explain how places, spaces, environments and landforms have changed over time and outline the processes that cause these changes in the natural world.
- I have an understanding of my own and others' environmental, economic and social responsibilities in creating a sustainable future.
- I can analyse and explain the impact of decisions made by individuals, local, national or global governance, and non-governmental organisations on people, their rights and the environment.

Geography

- Provide rich content for exploring physical and human landscapes, and a context for the causes and consequences of physical and human inter-relationships and interdependence which characterise our modern world
- Provide a rich context for exploring the issues of sustainability, climate change, energy choices, nature, natural hazards and disasters and hazard risks, pollution, scarcity of natural resources, food security, population, identity, ethnicity, migration, settlements, globalisation, consumerism and trade, initiatives to tackle poverty, inequality and injustice, contrasts between countries at different levels of development