



Title	<b>Carbon Cuppa Challenge</b>
Key Stage(s)	KS4, KS5,
Subject(s)	Maths, English, Technology, Problem solving, Personal & Thinking Skills
Objectives	<ul style="list-style-type: none"><li>• To understand the contributions to carbon emissions made at different stages of the production cycle.</li><li>• To develop constructive suggestions to reduce the carbon footprint of a cup of tea.</li><li>• To pitch ideas to a (family) group in a convincing manner</li></ul>
Duration	30-40 minutes
In brief	Learners predict which part of the production chain for a 'cuppa' has the biggest carbon emissions. They then watch a related video clip before being challenged to suggest ideas to reduce the carbon footprint of a 'cuppa'.

### PREPARATION:

Post-it notes, or pieces of note paper, are advisable.

The only printing required is **one** copy of:-

- a) **slide 3** for every **learner**
- b) the '**Hints Learner**' **A4 sheet**, ideally cut into 25 small cards
- c) the '**Hints Parent**' **A4 sheet** needs no cutting ~ it is the answers for your eyes only!

The YouTube video referenced in the notes can be found [here](#)

More information about Unilever brands can be found [here](#)

Further information about the Unilever Sustainable Living Plan can be found [here](#)



## INTRODUCTION:

Set the challenge through slides 1 & 2 (of set of 9).

“Tasks” are then triggered by the slides that follow:

### SLIDE 2:

If more than one solo learner, they can discuss which part of the Production (Value) Chain they think is worst for the environment, defined here as creating the most carbon emissions or biggest carbon footprint.

### SLIDE 3:

Hand out one copy of slide 3 to each learner (printed in advance).

Answers should be inserted into the first grid shown in slide 3

### SLIDE 4:

The YouTube video with the answers can be found by right-clicking and opening the hyperlink [here](#) and/or embedded in slide 4.

### SLIDE 5:

Slide 5 summarises Unilever’s results.

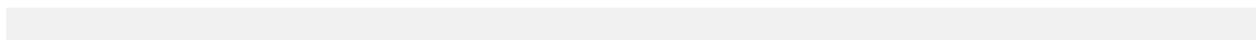
Students may be surprised by the size of the contribution that each stage has on the environmental footprint.

Unilever point out that, although factories and distribution do use a lot of energy, water etc., they also producing every day millions of products (such as tea bags).

Consequently the environmental footprint **per product** is relatively low.

By way of a different example, we might use a bottle of radox shower gel 20/30 times and, therefore, need to heat water for a shower 20/30 times.

This explains why consumer use can contribute so much to the environmental footprint.





### SLIDE 6:

Learners are to think about what can be done in order to reduce the impact of the Production/Value Chain on the environment.

Ask learners to write down 6 ideas on post-it-notes (slide 6).

Ideally their ideas should cover all 5 stages of the production cycle.



Suggestions can be found as 25 small cards in the '**Learner**' version of the '**Hints**' cards, while the more detailed '**Parent Hints**' is for your eyes only.

Learners requiring some assistance to come up with their own ideas may '**purchase**' a **maximum of 3 cards to help them**.

Inform learners, however, that '**Hints**' cards **cost 2 points each**, especially important at the end of the session when their presentation can score a **maximum of 20 points**.

### SLIDES 7 + 8:

Learners rank their top six ideas and prepare their 'pitch' (slide 8)

Students might wish to consider factors such as feasibility, investment and impact.

'Hints Learner' cards can still be made available during this task.

Remember your 'Hints Parent' sheet provides the answers, but is for your eyes only.

### SLIDE 9:

The 'Challenge' itself. Enjoy....with the family responsible for scoring the presentation out of 20 and constructively feeding back to your learner.

(Do remember to deduct 2 votes for every 'Hint' card that a learner 'purchased').