

# The Oil of Life 2012 - 2015 Evaluation



Eco Drama

The Oil of Life Evaluation

3 Year Project 2012-15

Funded by the Scottish








Government's Climate

Challenge Fund





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## Evaluation Overview

### The Oil of Life Years 1-3

October-November 2012 / January-March 2013/ Jan-March 2014

During October to November 2012, January to March 2013 and January-March 2014, Eco Drama delivered *The Oil of Life* interactive drama workshops to secondary schools within Glasgow. Designed for S1 pupils, *The Oil of Life* is a programme of two workshops in which learners aged 11-13 are challenged to recognize the implications of oil usage in the 21<sup>st</sup> Century, and to re-think a sustainable future through drama, debate and role-play.

Groups of 20-25 pupils take part in 2 drama workshops over 2 consecutive weeks, working with Eco Drama workshop leaders to explore our relationship with oil, how our actions affect the natural environment, and discovering how we can all lead more sustainable lifestyles.

- *The Oil of Life* workshop programme was delivered in **15** secondary schools
- Eco Drama worked with **62** classes within these secondary schools
- Approximately **1085** S1 pupils participated in *The Oil of Life* workshops

#### Education Links

*The Oil of Life* workshops were designed to align with *Eco Schools* topics and with the current Scottish schools education frame work, the *Curriculum for Excellence*.

##### Eco Schools Topics

- Energy
- Transport
- Sustaining Our World
- Waste Minimisation

##### Curriculum for Excellence

- Social Studies (People, Place & Environment)
- Science (Planet Earth, Materials, Topical Science)
- Expressive Arts (Drama)

## Monitoring and Evaluating

Evaluation is fundamental to supporting Eco Drama's education initiatives. It enables us to ensure that we are delivering relevant and useful learning experiences for pupils and teachers in the schools which we visit. There were three stages to the evaluation process for *The Oil of Life* workshops, enabling us to collect both quantitative and qualitative data:

- 1) **Pupil and Teacher Feedback Forms**: Evaluation forms were distributed to pupils and teachers to complete at the end of Workshop 2. These forms were designed to allow pupils and teachers to offer their opinions on the experience, and allow Eco Drama to monitor the response to the show to ensure that the best possible learning experience is being provided.
- 2) **Pledges**: Pupils are asked to complete environmental pledges at the end of Workshop 2. These are promises which they make to themselves for three changes they can make to help reduce their individual impact on the environment. These are posted back to pupils around three months after they have taken part so that they can assess how they have progressed with their goals.
- 3) **Carbon Footprint Questionnaires**: During Workshop 1 the workshop leaders gave pupils a questionnaire to complete entitled '**What is My Carbon Footprint**'. This asked questions about current behaviours relating to Travel, Energy, Waste and Food. This same quiz was then issued to schools 3 months after the workshops for pupils to complete for a second time. Results from both rounds of the quiz are used to calculate if any behaviour changes (and thus any reductions in CO<sub>2</sub> emissions) have been made after the workshops.

## Presentation of Qualitative Data

This report contains a full analysis of all of the data collected throughout the 3 year project, and is presented in various formats, including column charts, percentages, collated comments, graphs and pie charts. Additionally, qualitative data has been measured against the Museums, Libraries and Archives Council's *Inspiring Learning* framework (2008).



## Pupil Feedback

“You cannot just let the Earth, YOUR EARTH, waste away & you can’t be the same you all your life – **S1 Pupil, St Thomas Aquinas Secondary**

“The workshop made me think of caring about where we are and how we live”. **S1 Pupil**

“It is a great workshop, very informative, but also a great way to teach people my age of the consequences of global warming” – **S1 Pupil, St Paul’s High School**



“This project is going to change my life.” **Pupil, St Mungo’s Academy**

“We need to preserve the world and help the future generations, or else the world will become more extreme through global warming”  
– **S1 Pupil, Clevedon Secondary**



I have really enjoyed Eco Drama and I wish we had it every week!  
**Pupil, St Mungo’s Academy**

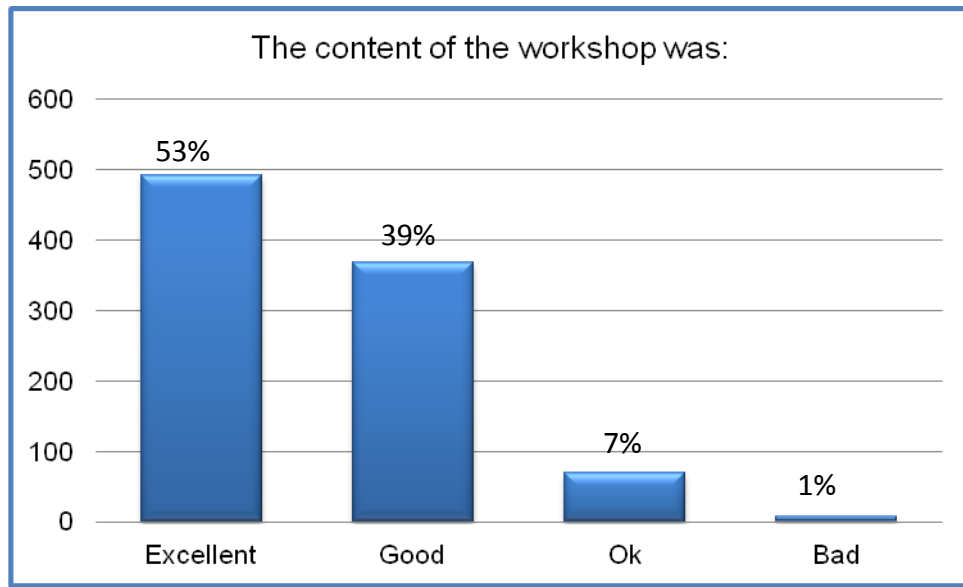




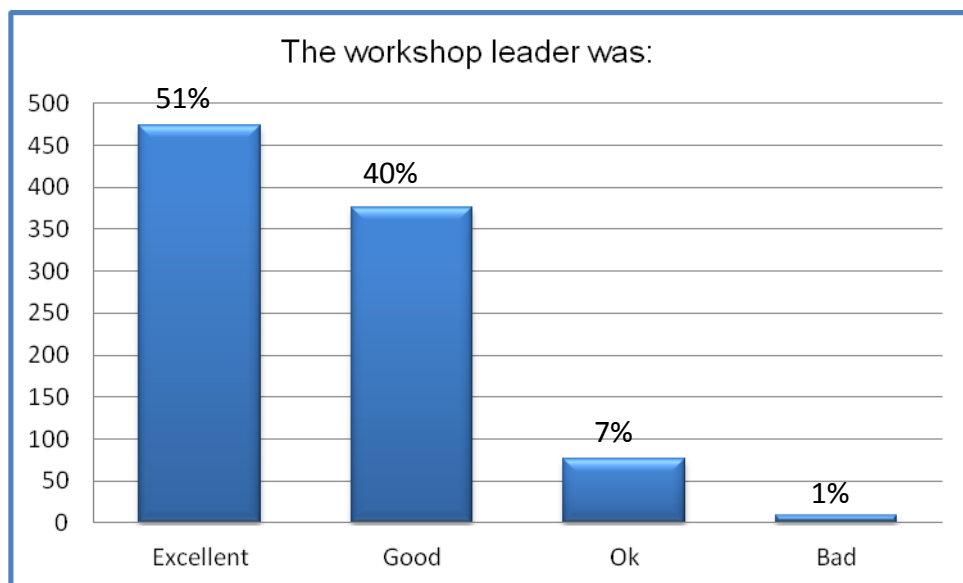
## Pupil Feedback - Enjoyment of Workshops

Based on the returned pupil evaluation forms, the following data was gathered to assess the pupils' **overall enjoyment** of the workshops.

### Workshop Content:



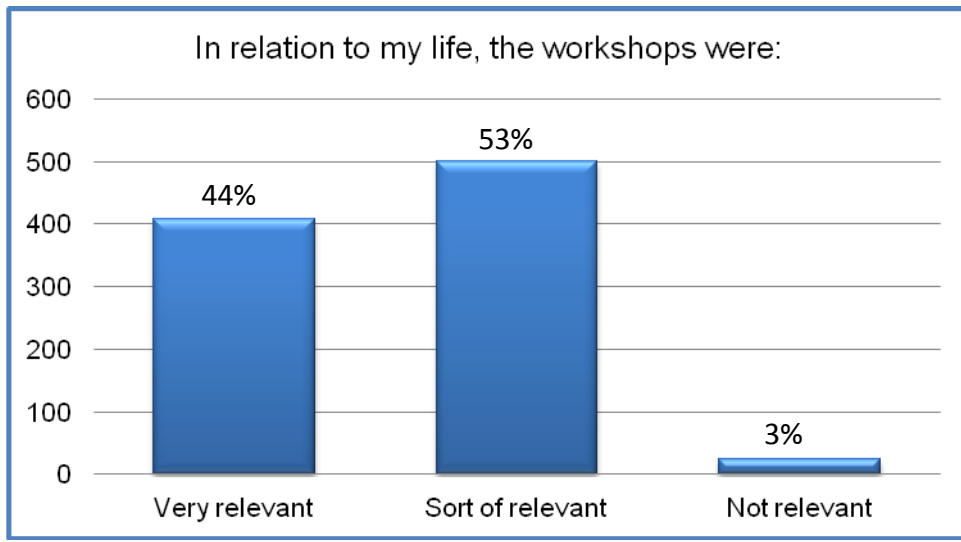
### Workshop Leaders:



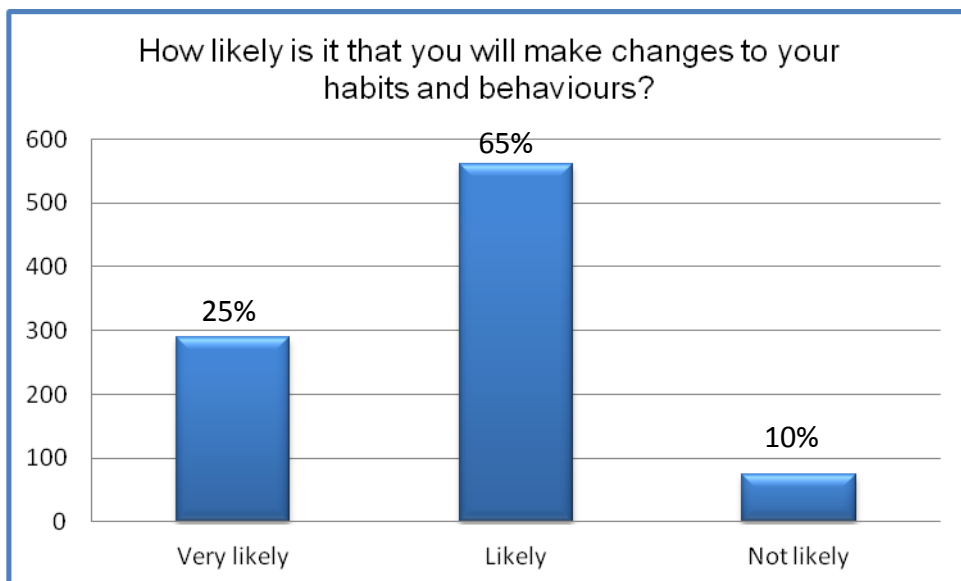
## Pupil Feedback – Relevance of Workshops

The following data was gathered to assess the **relevance** of the workshop content and themes to the pupils' learning and lifestyles.

### Life Relevance of Workshops:



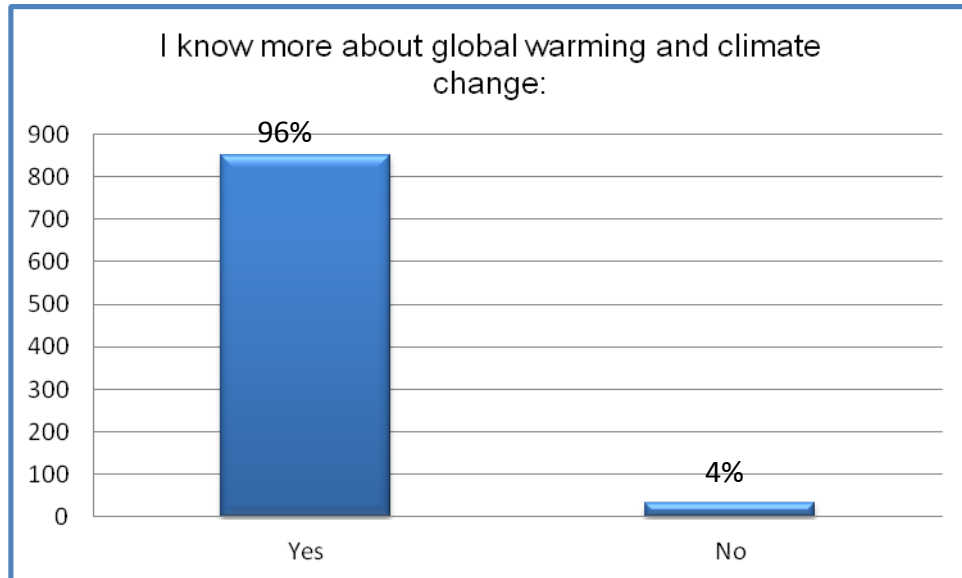
### Changing Habits and Behaviours:



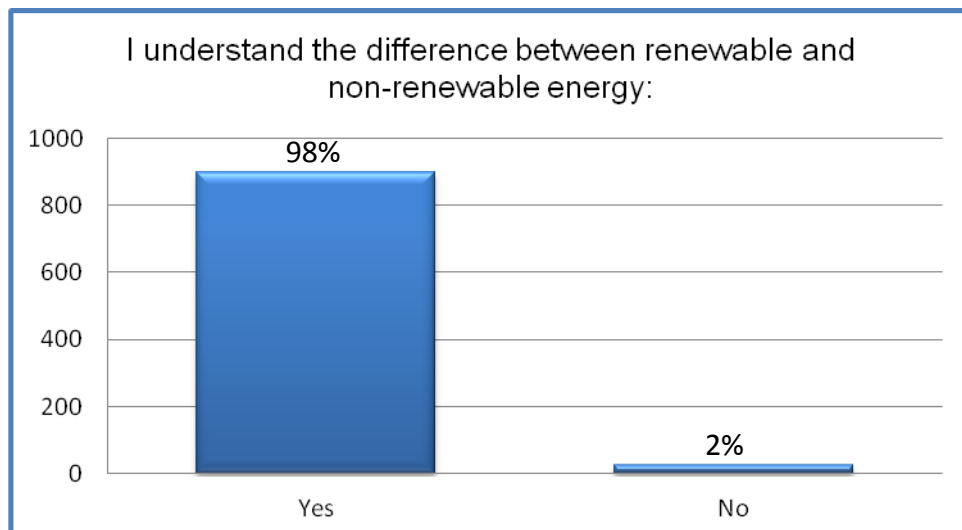
## Pupil Feedback – Knowledge and Understanding

The following data was gathered to assess pupils' **knowledge and understanding** of three key areas within the workshop.

### Global Warming and Climate Change

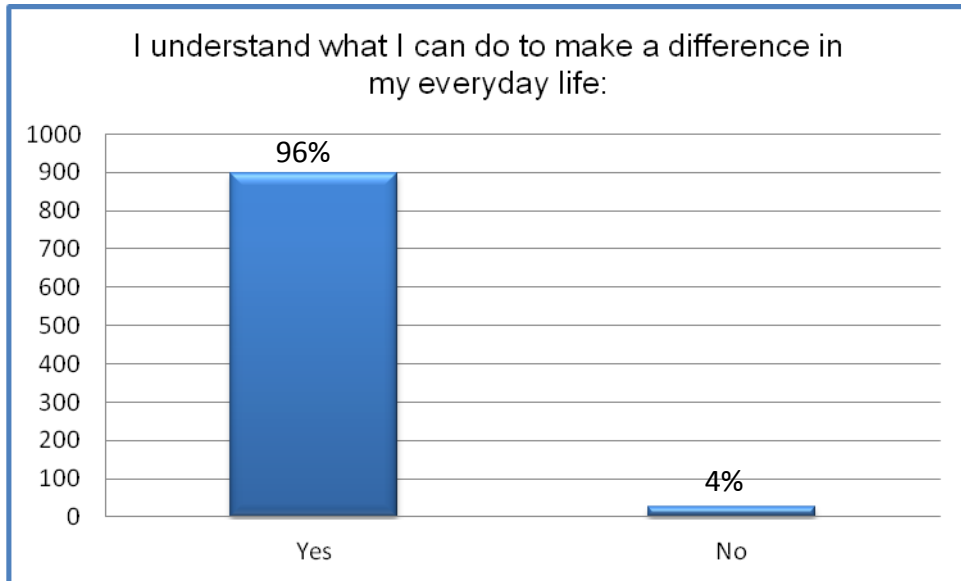


### Renewable & Non-Renewable Energy





## Making a Difference



## Pupil Feedback – Qualitative Data

**Something I learned from these workshops that I didn't know before is that....**

**“Bio-fuel releases 85% less bad toxins into the air”** S1 Pupil, Shawlands Academy

**“Oil is produced over millions of years, by dead animals in the sea falling to the bottom of the ocean which produces oil.”** S1 Pupil, Whitehill Secondary

**I now know where oil comes from.** Pupil, Drumchapel High School

**“We don't need to buy food every day. We can grow food like tomatoes and potatoes.”** Pupil, St Mungo's Academy

**“60% of our bin is recyclable.”** S1 Pupil, Whitehill Secondary

**“Oil takes 65 million years to produce.”** S1 Pupil, Whitehill Secondary

**“That oil running out is really serious. We have to make changes.”** Pupil, St Mungo's Academy



**“We could save so much energy by doing such simple things.”** S1 Pupil, Clevedon

**“Bio-fuel comes from chip shops and can be used for fuel.”** S1 Pupil, St Mungo's Secondary

**“We need to make a lot of changes like recycle and not to use too much energy.”** S1 Pupil, Hillpark Secondary

**“That developed countries use and create more CO2 than the rest of the world.”** S1 Pupil, St Thomas Aquinas Secondary

**“There are 7.5 billion people in the world.”** Pupil, St Mungo's Academy

**“Global warming will not make Scotland hot, but more extreme, wind, rain, and show even hurricanes.”** S1 Pupil, Shawlands Academy



## Pupil Feedback – Qualitative Data

**I understand that it's good to make changes to my habits and behaviours because...**

**"It doesn't just help me it helps the world"** S1 Pupil, Smithycroft Secondary

**"We need to preserve the world and help the future generations, or else the world will become more extreme through global warming."** S1 Pupil, Cleveden Secondary

**"You cannot just let the Earth, YOUR EARTH, waste away & you can't be the same you all your life."** S1 Pupil, St Thomas Aquinas Secondary

**"The other generation may not have the opportunity to help save the world if we don't. So we should make a start."** S1 Pupil, St Mungo's Academy



**"It is down to us, not some people, it is down to everyone."** S1 Pupil, Hillpark Secondary

**"We could save more water if we don't need to use the tap and turn the lights off when not in need. We could also use energy saving bulbs to save some electricity. I am going to turn off the lights when not in need."** S1 Pupil, St Mungo's

**It has an effect on developing countries.** Pupil, St Mungo's Academy

**"We will use less oil meaning there will be more oil for the future."** S1 Pupil, Whitehill Secondary



**"It is relevant to the future"** Pupil, St Mungo's Academy

**I don't want people to lose their homes.** Pupil, Drumchapel High School

**It will save our planet and help other people with their lives.** Pupil, Drumchapel High School

**"If I don't then in the future people are going to struggle and we shouldn't take today for granted."** S1 Pupil, Cleveden Secondary

**"Our world will and is being affected by global warming and we should do everything to stop it."** S1 Pupil, Shawlands Academy



## Pupil Feedback Results



### ◆ High Quality Learning Experience

**92%** of pupils rated *The Oil of Life* workshops as being excellent or good, and a further **91%** rated the Eco Drama workshop leaders in the same categories. This highlights the high quality of work which our leaders are delivering, whilst also indicating that the workshops are a fun and engaging project for pupils to be a part of.

### ◆ Culturally Relevant to Young People

Results for the relevance of the workshop to the pupils' own lives and behaviours indicate that the workshops had some relevance to **97%** of the pupils who took part in the project. Additionally, **92%** indicated that they were likely to make changes to their behaviours in order to lead a more sustainable way of life. This identifies a progression in the **pupils' attitudes and values**, with a suggestion that they will alter their future actions as a result of the learning explored within the workshop.

### ◆ Better Knowledge and Understanding

Results for each of the three areas of Knowledge and Understanding scored **96% or above** in the 'Yes' category, showing that around **9/10 pupils** gained knowledge as a result of the workshops. Pupils learned about global warming and climate change, renewable and non-renewable energy resources and, pivotally, gained an understanding of how they can **make a difference** in their own lives.

## General Learning Outcomes Analysis

The ‘Inspiring Learning’ initiative from the Museums, Libraries and Archives Council suggests a framework for classifying qualitative data into learning outcomes. We have applied this to pupil comments for *The Oil of Life* to identify the key learning aspects which occurred as a result of the project. Analysis was carried out on comments from the pupil evaluation questionnaire for the following aspects:

- 1) Something I **learned** from these workshops that I didn’t know before is that...
- 2) I understand that it’s good to make **changes to my habits and behaviours** because...
- 3) Any further comments



Figure 1 - General Learning Outcomes (Museums, Libraries and Archives Council, 2008, retrieved from <http://www.inspiringlearningforall.gov.uk/learnin>)

The Inspiring Learning framework identifies **five general learning outcomes (GLOs)** see Figure 1 (above), and recommends that these be used as a way of measuring outcomes and demonstrating the impact that a project has had on the participants.

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### QUESTION 1: **Something I learned from these workshops that I didn’t know before is that...**

Question Aim: To find out what pupils felt they had learned from taking part in *The Oil of Life* workshops

Main GLO: KNOWLEDGE & UNDERSTANDING

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**Knowledge & Understanding:** All answers identified aspects which pupils felt they had learned in the workshops. This included comments on new facts, deepened understanding, making sense of something etc. Examples include:

- ***It takes 65 million years to get oil***
- *97% of our energy comes from fossil fuels*
- ***That oil is a non renewable***
- *I learned that Biogas was made out of pig poo. I learned that there are more things I could do that are eco friendly*

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**QUESTION 2: I understand that it's good to make changes to my habits and behaviours because...**

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Question Aim: To identify pupils' awareness about the changes they can make to their behaviours, and the environmental reasoning behind these actions.

Main GLOs: KNOWLEDGE & UNDERSTANDING  
ATTITUDES & VALUES  
ACTIVITY, BEHAVIOUR & PROGRESSION

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Some answer fell into the **Attitudes and Values** GLO (this included comments on feelings, perceptions, increased motivation, attitudes towards a particular subject, opinions etc.). For example:

- *I can help save the world*
- ***We need to preserve the world and help the future generations, or else the world will become more extreme through global warming***
- *It's not only me affected it's everyone around me*
- *You use loads of oil without even thinking*

Some answers fell into the **Activity, Behaviour & Progression** GLO (these included responses which indicated intentions for what pupils wanted to do, or a change in behaviour). For example:

- *The other generation may not have the opportunity to help save the world if we don't. So we should make a start.*
- ***Soon we will run out of oil and the world will get more crowded and we better learn to recycle to help the planet***
- *We could save more water if we don't need to use the tap and turn the lights off when not in need. We could also use energy saving bulbs to save some electricity. I am going to turn off the lights when not in need*

Some answers also fell into the **Knowledge and Understanding** GLO (these included comments on new facts, a deepened understanding, making sense of things etc). For example:

- ***I can now understand why it is bad to leave electrical things on when not needed***
- *We need to preserve the world and help the future generations, or else the world will become more extreme through global warming*



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### QUESTION 3: **Any further comments**

Question Aim: To invite any other feedback from pupils about the workshops.

Main GLOs: ENJOYMENT, INSPIRATION, CREATIVITY  
ACTIVITY, BEHAVIOUR & PROGRESSION  
KNOWLEDGE & UNDERSTANDING

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The majority of answers fell into the **Enjoyment, Inspiration, Creativity** GLO (these included comments on having fun, creativity, being inspired etc.). For example:

- ***This project is going to change my life***
- *It is a great workshop very informative but also a great way to teach people my age of the consequences of global warming*
- *You have been great and it will change my everyday life*
- ***I really liked the workshop & the leaders were awesome 😊 I hope we get this chance again!***
- *It is good to make changes and I really enjoyed getting my opinion through so thanks for listening*
- ***I have really enjoyed Eco Drama. It has made me think lots more. Thank you!***
- *I have really enjoyed Eco Drama and I wish we had it every week!*

Some answers fell into the **Activity, Behaviour & Progression** GLO (this included response which indicated intentions for what pupils wanted to do, or a change in behaviour). For example:

***I am really happy because I would have not known that oil is in everything so now I will try my best to save as much oil as I can***

Some answer also fell into the **Knowledge and Understanding** GLO (these included comments on new facts, a deepened understanding, making sense of things etc). For example:

***The workshop was very interesting and gave me a better understanding of fossil fuels, climate change and global warming***

## CARBON CALCULATOR

We led a questionnaire ‘**What Is My Carbon Footprint**’ with pupils **before** the workshops to gather data about pupil’s current behaviours before taking part, and then again **3 months after** the experience to see what behaviour change might have taken place over a longer period of time.

### The Online Carbon Calculator

*“[The Carbon Calculator] lets the children see first-hand how their personal actions are influencing effects on global warming.”* Lauren Hone, Teacher, St Kessog’s

The questions in our Before and After Quizzes were developed in relation to Eco Drama’s 2012-15 project, and relate specifically to pupil’s behaviour habits relating to **Waste Minimisation, Energy** and **Travel**. As a way of tracking and calculating these quizzes, we developed an Online Carbon Calculator tool, which was created using our original methods of calculation and conversion sources from the following: -

|        |  |
|--------|--|
| Travel | <a href="http://www.transportdirect.info/Web2/JourneyPlanning/JourneyEmissionsCompare.aspx">www.transportdirect.info/Web2/JourneyPlanning/JourneyEmissionsCompare.aspx</a> |
| Energy | Energy Route Map   |
| Waste  | <a href="http://www.wasteawarescotland.org">www.wasteawarescotland.org</a><br>SEPA<br>‘TSCB Programme Support Plan Template – No 7 ‘Tonnage/Carbon Impact Detail’          |

We analysed specific questions from the questionnaire in order to calculate the carbon reductions made through positive behaviour change by. The results were also shared with all schools taking part. The exact questions analysed were: -

|  |                          |                          |   |
|--|--------------------------|--------------------------|---|
| <b><u>Travel</u></b>   |                          |                          |   |
| • I walk or cycle to school on more than one day per week                            |                          |                          |   |
| Yes  | <input type="checkbox"/> | No                       | <input type="checkbox"/>                    |
| <b><u>Energy Saving</u></b>  |                          |                          |   |
| • I reduce electricity by switching off computers & TV from stand-by when not in use |                          |                          |   |
| <i>Most of the time</i>  | <input type="checkbox"/> | <i>Hardly Ever</i>       | <input type="checkbox"/>                    |
| <b><u>Waste Minimisation</u></b>   |                          |                          |   |
| • I recycle paper & cardboard  | <i>Most of the time</i>  | <input type="checkbox"/> | <i>Hardly Ever</i> <input type="checkbox"/> |
| • I recycle cans & plastic bottles   | <i>Most of the time</i>  | <input type="checkbox"/> | <i>Hardly Ever</i> <input type="checkbox"/> |
| • I recycle glass  | <i>Most of the time</i>  | <input type="checkbox"/> | <i>Hardly Ever</i> <input type="checkbox"/> |

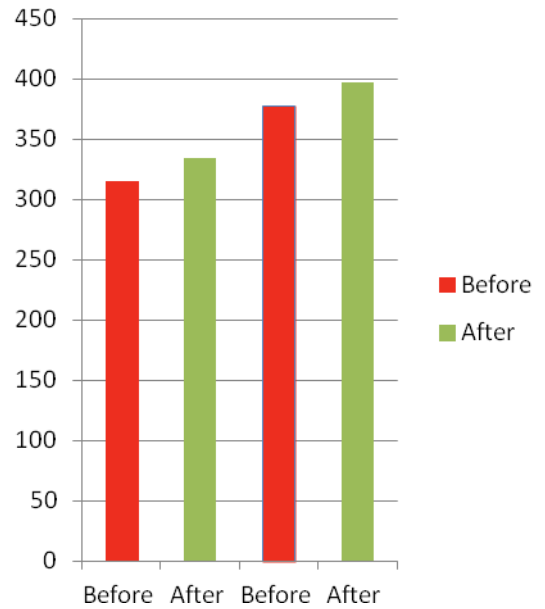
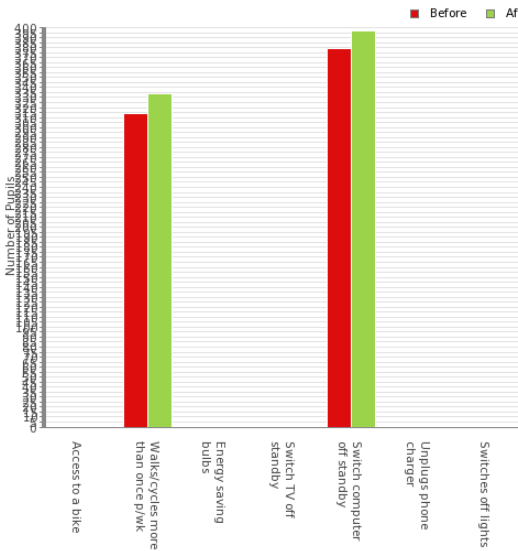
## Carbon Reductions

Please see below the Carbon Calculator graph results from the **2012-14 Oil of Life tours**.

**Please note:** Our online system cannot zoom in to make the numbers clearer; therefore we have supplied a graph beside it with clearer figures.

### Graph Viewer - Energy and Transport Quiz

2013\_Jan\_-\_Mar\_Class\_3 2013\_Jan\_-\_Mar\_Class\_4 2013\_Jan\_-\_Mar\_Class\_5 2013\_Jan\_

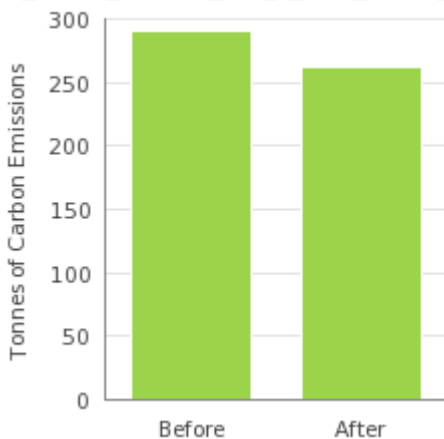


I walk or cycle to school on more than one day per week

I reduce electricity by switching off computers and TV from stand-by & unplug phone chargers when not in use

### Energy & Transport Carbon Emissions

2013\_Jan\_-\_Mar\_Class\_4 2013\_Jan\_-\_Mar\_Class\_5 2013\_Jan\_



BEFORE, you emitted **289.8 TONNES** of CO<sub>2</sub>

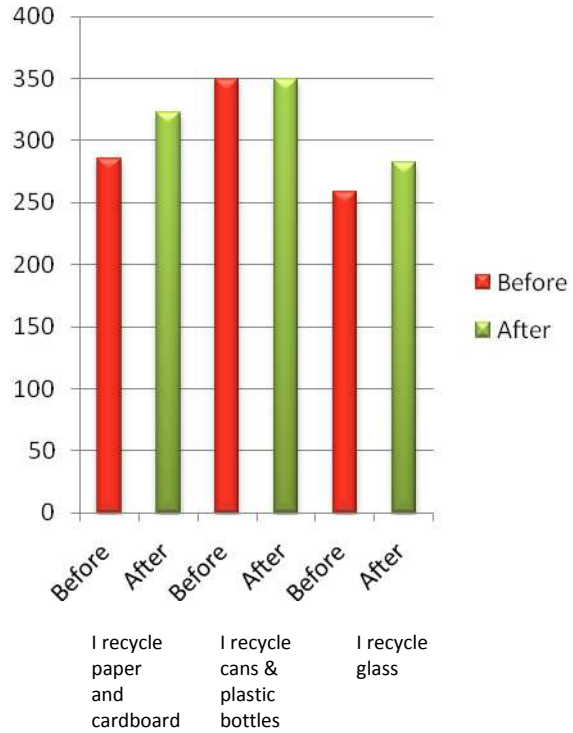
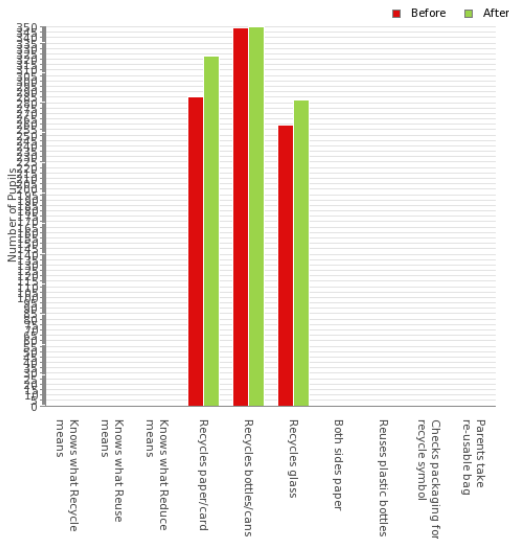
AFTER, you now emit **262.01 TONNES** of CO<sub>2</sub>, which is an EXCELLENT REDUCTION!!!

Well done - keep up the good work!



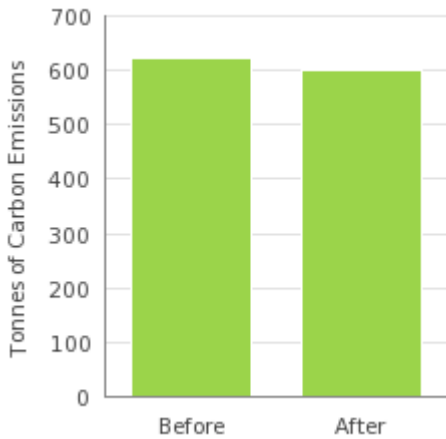
## Graph Viewer – Waste Quiz

13\_Class\_3\_Waste 2013\_Class\_4\_-\_Waste 2013\_Class\_5\_-\_Waste 2013\_Class\_6\_-\_



## Waste - Carbon Emissions

\_ \_ Waste 2013\_Class\_5\_-\_Waste 201



"BEFORE, you emitted 623.4 TONNES of CO2  
 AFTER, you now emit 602.07 TONNES of CO2, which is an EXCELLENT REDUCTION!!!

Well done - keep up the good work!

"BEFORE, you emitted **623.4 TONNES** of CO2



## Class Return Rates

From 2012-14 **1085** pupils completed **Round 1**. Not all of these pupils completed both rounds of the Carbon Footprint Quiz, which we required to accurately calculate the emissions. Approx **542** pupils completed **Round 2** questions.

Please see below a breakdown of the Class response rate from **all classes** for the 'after' questionnaire.

| Oct - Nov 2012      | Jan - March 2013    | Jan – March 2014  | Total 2012 -14   |
|---------------------|---------------------|---|--|
| 12 classes          | 24 classes          | 28 Classes  | 64 Classes participated  |
| 8 classes responded | 9 classes responded | 23 classes responded  | 40 classes responded   |
| 67%                 | 37.3%               | 82%   | <b>62.5%*</b> class response rate for 'after' questionnaires for the whole project |
|                     |                     | <b>Note</b> of the 23 classes who returned forms in 2014 approx 72% of the pupils had completed <b>both</b> Round 1 AND Round 2 |  |

\* A 62.5% return rate overall is a good return rate for schools. The 2012 and 2014 returns are a lot better than the Jan – March 2013 period. The lower return rate for the 2013 tour is most likely due to the fact that during the period we were meant to chase schools (June 2013), we were short staffed at Eco Drama, which may have affected the number of returns with decreased capacity to chase these up.

## Carbon Footprint Quiz – Full Analysis

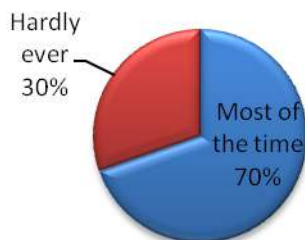
There were 20 questions in total for the Carbon Footprint Quiz, which enabled us to collect quantitative data on the responses. Presented below are the full results of the quiz for both Round 1 and 2, calculated in percentages and presented in pie charts. This allows us to estimate the percentage rise and fall in answers, using all the data collected. For each question between 538 and 542 pupils answered.

The results across all classes and questions generally **show a clear positive change in behaviour.**

### Energy

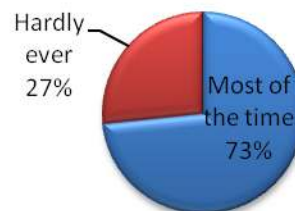
I reduce electricity by switching off computers and TV from stand-by & unplug phone chargers when not in use:

#### Round 1



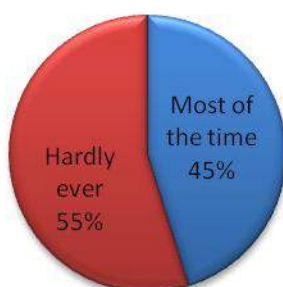
I reduce electricity by switching off computers and TV from stand-by & unplug phone chargers when not in use:

#### Round 2



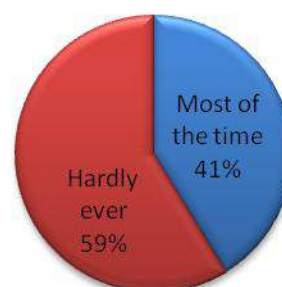
In our house we replace light bulbs with energy efficient ones:

#### Round 1



In our house we replace light bulbs with energy efficient ones:

#### Round 2





I remember to turn lights off when I leave the room:

**Round 1**



I remember to turn lights off when I leave the room:

**Round 2**



I turn on my heater only if necessary & put more clothes on first:

**Round 1**



I turn on my heater only if necessary & put more clothes on first:

**Round 2**



I only boil as much water as I need when making a hot drink

**Round 1**



I only boil as much water as I need when making a hot drink :

**Round 2**



I turn off the tap while I am cleaning my teeth:

**Round 1**



I turn off the tap while I am cleaning my teeth:

**Round 2**



I reduce water by taking showers rather than baths:

**Round 1**



I reduce water by taking showers rather than baths:

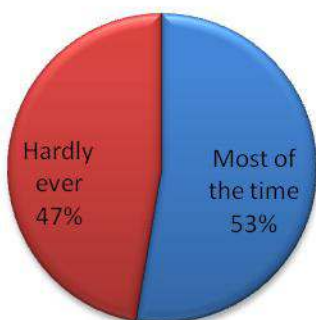
**Round 2**



**Waste Minimisation**

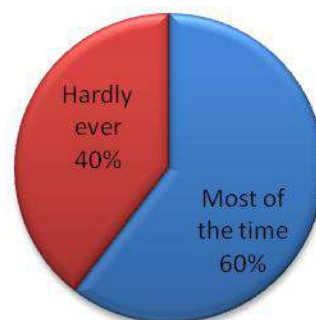
I recycle paper and cardboard:

**Round 1**



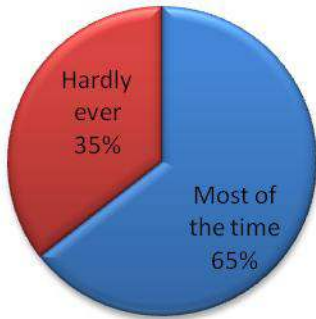
I recycle paper and cardboard:

**Round 1**



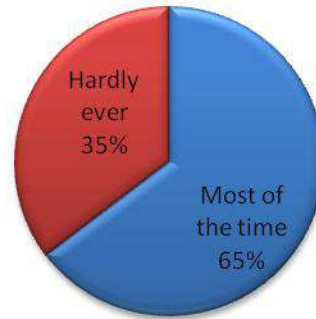
I recycle cans & plastic bottles:

**Round 1**



I recycle cans & plastic bottles:

**Round 1**



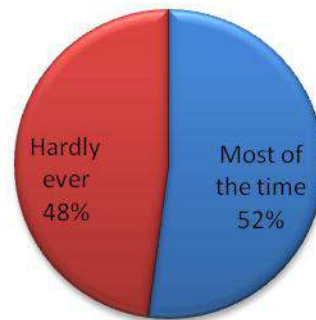
I recycle glass:

**Round 1**



I recycle glass:

**Round 2**



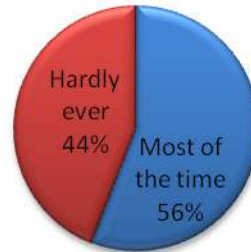
I avoid buying bottled water and refill old bottles with tap water/juice:

**Round 1**



I avoid buying bottled water and refill old bottles with tap water/juice:

**Round 2**



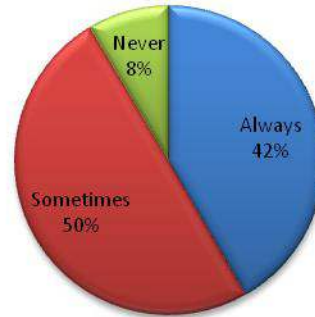
I use both sides of paper:

**Round 1**



I use both sides of paper:

**Round 2**



I take reusable bags shopping:

**Round 1**



I take reusable bags shopping:

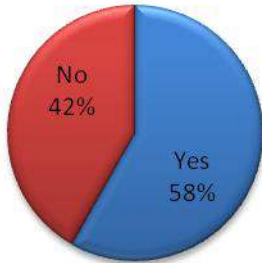
**Round 2**



**Transport**

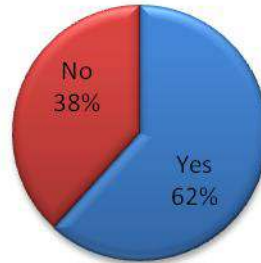
I walk or cycle to school on more than one day per week:

**Round 1**



I walk or cycle to school on more than one day per week:

**Round 2**



I have the option to use public transport and I do (including school travel):

**Round 1**



I have the option to use public transport and I do (including school travel):

**Round 2**



My family car-share:

**Round 1**



My family car-share:

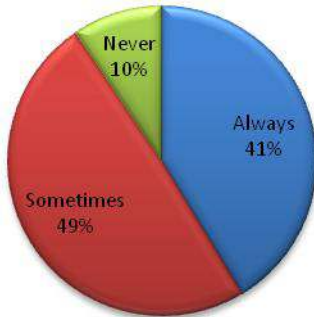
**Round 2**



## Food and Waste

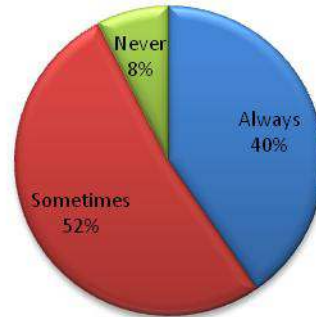
I try not to waste food:

**Round 1**



I try not to waste food:

**Round 2**



I try not to buy food with lots of packaging:

**Round 2**



I try not to buy food with lots of packaging:

**Round 2**





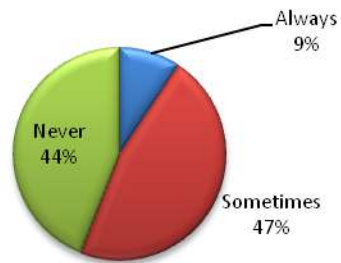
I try to eat less meat (or not meat at all) as I know it requires a huge amount of resources and energy to produce:

**Round 1**



I try to eat less meat (or not meat at all) as I know it requires a huge amount of resources and energy to produce:

**Round 1**



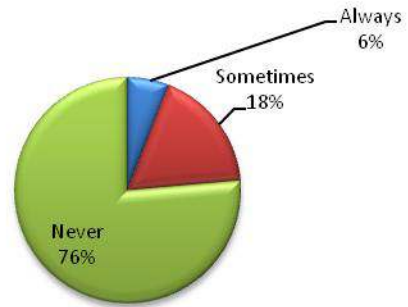
My family grow our own vegetables & compost food waste:

**Round 1**



My family grow our own vegetables & compost food waste:

**Round 2**



## Carbon Footprint Results

On the whole the results show positive changes in behaviour with percentage increases from 1% - 9%.

Of **20** Carbon Footprint Questions, **14** questions showed higher number of pupils answering “always” or “most of the time”.

This equates to **70%** of the carbon footprint questions showing a rise in positive behavioural change.

Any fall in percentages is always very slight and could perhaps be accounted for areas which the pupil may not have as much control over, for example car and transport habits, and shopping/food consumption. This is perhaps an area that parents would most likely influence greatly.

For example, the question “**I use both sides of the paper**” shows a high rise from 33% to 42% answering “**always**”, whereas “**My family car share**” drops from 31% to 29% answering “**always**”, indicating a variant that the pupil may not be able to alter.

In addition, some answers remained with the same number of pupils choosing “NEVER”, with only a slight fall from “ALWAYS” to “SOMETIMES”, perhaps indicating a newly increased awareness of habits.

We also received data that we were unable to analyse, as pupils did not complete both rounds. As we needed both rounds for the Carbon Calculator, and wanted the figures to match for both evaluations, we were unable to use some of the incomplete data. Having looked at the unused return data for round two, we can anticipate that a higher return rate of both rounds, would have had a **significant positive impact** on the overall results.



## Teacher Feedback

Teachers who observed *The Oil of Life* workshops were asked to complete a short feedback form and provide comments on the learning experience for their pupils.

“Kevin and Jodie gave a very interesting and educational couple of lessons which was thoroughly enjoyed by the pupils. Thank you again for everything, but mostly the awareness of the damage fossil fuels do to our planet and how we change our own eco footprints.” Teacher, Bellahouston Academy

### Overall Workshop Programme

Teachers were asked for their thoughts on the overall workshop programme. All feedback received was positive; some examples are included below:

- ❖ I have to say, the **pupils have been raving about the workshops**. They had a ball. Thanks again. (*Head of Science, St Paul’s High School*)
- ❖ They were excellent. Pupils were learning lots of information in an exciting way. They were **challenged and engaged and really enjoyed it**. I was impressed by the quality of their responses (*Teacher, Whitehill Secondary*)
- ❖ Subject matter **hugely relevant and beneficial** for pupils to experience (*Teacher, Rosshall Academy*)
- ❖ I thought it was very well presented for the age group. Informative for the pupils, **great activities**, great energy (*Teacher, Shawlands Academy*)
- ❖ Very interesting and fun. It **brought the subject to life** and made everyone think about their responsibilities (*Teacher, St Mungo’s Academy*)
- ❖ **Tremendous experience** for pupils. Raising awareness of their own ‘footprint’ and their world. (*Teacher, Bellahouston*)
- ❖ **Excellent, very informative** and pupils seemed to enjoy the fun game-like ways of learning the information. The pupils were kept busy and on the whole were able to keep focused throughout. (*Teacher, Rosshall Academy*)
- ❖ Excellent: Very informative and **pitched at the correct level for the learners** (*Teacher, All Saints*)
- ❖ Very impressed with the delivery, range of activities. **Great fun and educational**. Pupils full engaged throughout and **really enjoyed the experience**. (*Teacher Drumchapel High School*)

## Curriculum Links

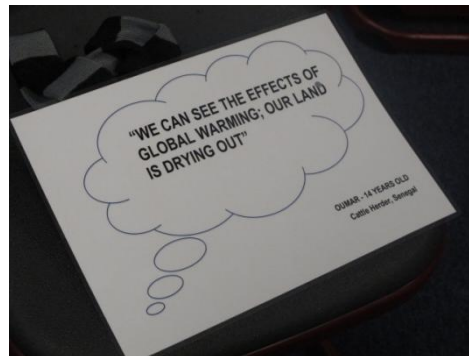
Teachers were asked to identify the subject area(s) of the Curriculum which they felt the workshops were most relevant to. The following subjects were all identified in teacher feedback:

- Science
- Geography
- Modern Studies
- History
- Literacy
- Citizenship
- Numeracy
- Drama
- Health and Wellbeing

The range of responses indicates that *The Oil of Life* workshops are very relevant to what pupils are learning in the rest of the school. Therefore, the workshops support the cross-curricular ethos of the Curriculum for Excellence and Eco Schools Scotland.

Teachers also identified relevance to their own teaching practice, with comments suggesting that the workshop content had helped them to think of aspects to integrate into their own practice:

- ❖ I am keen to now try and create an S1/S2 unit around the environment and the responsibility we have to look after it. Workshop gave me a lot of ideas to start playing around with so many thanks! (*Teacher, Whitehill Secondary*)
- ❖ Enjoyed your workshop. I learned as well! (*Teacher, Shawlands Academy*)
- ❖ Thoroughly enjoyed what I saw and I think that the pupils did too. Would be good to incorporate some of these techniques into classroom practice, although not as effectively as the presenters. **Teacher - Drumchapel High School**



## Continuing Professional Development Workshop

**“The workshop made me really consider my part in taking care of the environment. I think these pupils will definitely be more considerate of it since they developed such knowledge of their roles as consumers”** Teacher, Whitehill Secondary

In addition to the workshop programme for the S1 pupils, teachers from the 15 secondary schools who took part in the project were invited to attend a Continuing Professional Development (CPD) session. The session focused on how to use the drama techniques used within *The Oil of Life* workshops, and explored how these could be integrated into the teachers' own specialist subject area.

The sessions were held in March 2013 and March 2014 and were facilitated by *The Oil of Life* workshop leaders, Kevin Wratten and Jodie Wilkinson in 2013 and Lauren Oakes and Peter Callahan in 2014.



Feedback from the session was very positive with all participants identifying the session as being 'very useful' to their own practice.

- ❖ I could create a drama unit from this workshop (*Drama Teacher*)
- ❖ I want to start using more practical creative activities in my lessons and **this gave me loads of ideas** (*English Teacher*)
- ❖ It complements the workshop the pupils experienced and gives me ideas for further extension work (*Drama Teacher*)
- ❖ Totally different approach to teaching key ideas and big issues in science. Motivates and inspires pupils while also being very educational (*Biology Teacher*)
- ❖ Lots of relevant ideas for current projects. (*English Teacher*)
- ❖ Excellent experience – refreshing and opens up possibilities for the future! (*Drama Teacher*)



## Pupil Pledges

### ‘A Promise to Myself’



Below is a selection of pledges which S1 pupils made to themselves during *The Oil of Life* workshops. Pupils promised to make three changes to their behaviour / habits that would help them to lead more sustainable and environmentally-friendly lifestyles.

#### Telling others:

- *I will tell my Mum about global warming and see if she can do the same by not getting too much food and then wasting it, keep it for another day*
- *I will turn my light off as much as I could and tell as much people if I can*
- *I will tell my dad to use apple fuels*
- *I will pass this on to my friends and family and I will tell them to do the same thing*
- *I will convince people to use energy that is renewable and inform people of global warming*
- *I will change my Mum's opinion on recycling*

#### Transport:

- *I will make sure I always use public transport or walking when I have the choice*
- *I will tell my dad to put less fuel in the car and walk and also use less transport*
- *I will try to walk and cycle whenever it is possible so that we don't use as much fossil fuels*
- *I will walk places instead of transport so there is no CO2 being put into the air or any fuel being wasted*
- *I will encourage my parents to let me walk instead of driving me*
- *I will get my mum to use bio diesel*
- *I will convince my mum to use the car less*

### At Home:

- *I will convince my family to be an eco friendly family*
- *I will put on a warm jumper or a big quilt before I turn the heating on*
- *I will donate unwanted clothes to the charity shop*
- *I will keep the TV off for at least 4 hours a day*
- *I will ask Mum and Dad to get a recycling bag*
- *I will turn my own home to be as power efficient as possible (including solar panels)*
- *I will not waste as much. If clothes get ripped I will mend them*
- *I will turn off the tap when I brush my teeth and make sure that the people I live with do the same*
- *I will turn all the switches off before I got to sleep*
- *I will walk to the shops and try not to ask my Dad to take me*
- *I will turn the heating off when not needed*
- *I will start recycling bags more*
- *I will turn off my phone charger when I don't need it*
- *I will reduce my time taking a shower and never forget to always turn the lights off*
- *I will take my phone charger out the socket when it's fully charged*
- *I will get solar panels on my house.*
- *I will not waste deodorant by not putting it in the bin when it still has some left*
- *I will get more energy saving light bulbs*
- *I will turn off my PS3 from the wall rather than leaving it on standby*
- *I will put my phone on power save mode when I'm not using it*
- *I will take a break from my xbox for a while to save energy*

### Food and Packaging:

- *I will not buy food products with unnecessary packaging by*
- *I will try to buy more local food rather than global*
- *I will use a compost bin for all my apple cores or any fruit cores*
- *I will convince my dad to dig a hole and make another compost*
- *I will try and eat all my food and not waste it all the time*
- *I will stop using plastic bags and start using bag for life*
- *I will try to recycle paper and cardboard more often*
- *I will try to stop buying things with so much packaging*





## Summary

**“This project is going to change my life” Pupil, St Mungo’s Academy**

From the pupil and teacher feedback it is evident that *The Oil of Life* has been a successful project. Teachers and pupils have demonstrated that the workshops have been received well in schools, and are relevant to the pupils’ learning.

We have evaluated qualitative and quantitative data collected throughout the tour, and used this to assess the social impact of *The Oil of Life*. A resoundingly positive **change in behaviour**, as well as a clear **reduction in carbon emissions** can be seen from this data.

### Quantitative Data concluded:

- ❖ **92%** of pupils rated *The Oil of Life* workshops as being excellent or good
- ❖ **91%** rated the Eco Drama workshop leaders in the same categories
- ❖ **97%** of the pupils who took part in the project found it relevant to their pupils’ own lives
- ❖ **92%** indicated that they were likely to make changes to their behaviours in order to lead a more sustainable way of life.

From approx **541** pupils who participated in the **two rounds of Carbon Footprint Questionnaires**, we were able to ascertain:

- ❖ Energy and Transport emissions decreased from **289.8** TONNES of CO<sub>2</sub> to **262.01**
- ❖ Waste emissions decreased from **623.4** TONNES of CO<sub>2</sub> to **602.07**
- ❖ **70%** of the 20 carbon footprint questions (evaluated 3 months after the workshop) show a rise in positive behavioural change over the areas of Energy, Transport, Recycling and Food and Waste.

Based on the project CO<sub>2</sub> reductions, we can make an estimated projection of lifetime savings in each area of behaviour change: -

### **Lifetime Savings – Energy & Transport**

|                                |   |                     |   |                                       |
|--------------------------------|---|---------------------|---|---------------------------------------|
| Annual Saving                  | x | Lifetime of Actions | = | Total Lifetime Savings of the Project |
| <b>262.01 tCO<sub>2</sub>e</b> | x | 5 Years             | = | 1310.05 tonnes of CO <sub>2</sub> e   |

### **Lifetime Savings - Waste**

|                                |   |                     |   |                                       |
|--------------------------------|---|---------------------|---|---------------------------------------|
| Annual Saving                  | x | Lifetime of Actions | = | Total Lifetime Savings of the Project |
| <b>602.07 tCO<sub>2</sub>e</b> | x | 10 Years            | = | 6020.7 tonnes of CO <sub>2</sub> e    |

### Qualitative Data concluded:

The qualitative data gathered from approx **935** pupils and their teachers shows definitive results in areas of **Knowledge and Understanding, Activity, Behaviour and Progress, Attitudes and Values, Skills,** and **Enjoyment, Inspiration and Creativity.** Clear positive responses to the questions show that pupils:

- ❖ **Learned** a great deal about the **implications of oil usage**
- ❖ Gained a much **deeper understanding** of how to implement this into their lives to create a more **sustainable future**
- ❖ Found the workshops an **engaging** and **inspirational** learning experience
- ❖ Analysis of our CPD sessions' qualitative data also confirms that we were also successful in imparting **inventive cross-curricular teaching methods** that can be used in the classroom, enabling a final constructive learning outcome to conclude the *Oil of Life* project.

***“Every small change will count in the long run and I hope I can inspire others to do the same.”*** Pupil, St Mungo’s Academy

***“If things get better I’ll know I was part of it.”*** Ellie, S1 pupil

