

Sustainability in Action

Entry Level 1 – Level 2

Skills for Life and Work
Unit Specification

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Unit Aim

This unit is part of the Skills for Life, Skills for Work, and Skills for Life and Work qualifications, available at Entry Level 1–3, Level 1 and Level 2 to support the 14-16 Curriculum for Wales.

The Sustainability in Action suite of units has been designed to develop learners' knowledge and understanding of an aspect of living sustainably, exploring it from the local, national and international context, and providing opportunities to develop sustainability skills and play an active part in helping to make a positive change.

Units from Other Awarding Organisations

Only units that form part of the approved Open Awards Skills for Life, Skills for Work, and Skills for Life and Work qualifications may contribute towards achievement of this qualification.

Units certificated by other Awarding Organisations, or units taken from other Open Awards qualifications, cannot contribute to the achievement of this qualification. This requirement applies across all levels and qualification sizes.

Qualification Documentation

This Unit Specification is a mandatory document and must be read and applied alongside the relevant Qualification Guide (level specific) and the Open Awards Provider Handbook.

Progression Across Levels

This suite of units has been designed for learners ranging from Entry Level 1 – Level 2. Learners may progress through the levels throughout their education journey, or start at a higher level as appropriate to their level of learning, education targets and aspirations.

The table below summarises the areas of learning included within the units and how these are treated at each level.

Concept	Entry 1	Entry 2	Entry 3	Level 1	Level 2
Understanding sustainability	Recognise simple sustainable actions	Know how actions affect the environment	Understand what sustainability means and identify impacts	Understand sustainable living and environmental impact	Explain sustainability principles and impacts
Local, national and global context	Recognise simple environmental actions in own setting	Know sustainability practices in Wales and wider contexts	Understand sustainability in local and wider contexts	Understand sustainability across local, national and global contexts	Compare sustainability approaches across contexts
Practical sustainability skills	Participate in simple sustainability actions	Carry out simple sustainability actions	Demonstrate sustainability skills independently	Apply sustainability skills in practical contexts	Plan and carry out sustainability activities
Participation and contribution	Take part in simple activities	Take part in structured activities	Participate in group sustainability actions	Contribute to planning and carrying out activities	Plan, carry out and monitor sustainability activities
Reflection and evaluation	State simple outcomes or feelings	Identify simple outcomes of actions	Describe how actions helped	Review outcomes of sustainability actions	Evaluate effectiveness and impact of actions
Cognitive Demand	Recognise, identify, participate	Identify, state, demonstrate	Describe, explain, participate	Describe, apply, review	Explain, compare, plan, evaluate

Delivery Requirements

Before delivery, providers must have an approved Delivery and Assessment Plan that maps teaching, learning and assessment to all (level-specific) assessment criteria in this Unit Specification.

Providers are expected to plan and deliver learning and assessment activities within standard school/college/training provider facilities. This unit should be accessible and deliverable without requiring specialist infrastructure, high-cost resources or restrictive entry conditions.

Staffing Resources

Providers must ensure suitably qualified and experienced teachers are available to deliver and assess this unit.

Delivery staff must:

- Have appropriate experience or knowledge of sustainability, environmental issues, or related curriculum areas (e.g. Humanities, Science, PSHE)
- Be able to support learners in practical sustainability activities (e.g. recycling, energy-saving actions, small-scale projects)
- Have an understanding of Curriculum for Wales principles, particularly:
 - ethical and informed citizenship
 - local, national and global contexts.

Delivery staff should hold, or be working towards, a recognised teaching or training qualification where this is a requirement of the provider.

Physical Resources

Providers must ensure suitable and sufficient resources are available to deliver and assess this unit. As a minimum this should include:

General Learning Resources

- Access to information about sustainability, e.g.:
 - posters, worksheets, online content
 - examples of local, national and global sustainability initiatives.

Practical Resources

- Materials for sustainability activities, e.g.:
 - recyclable materials (paper, plastic, cardboard)
 - containers for sorting waste
 - simple tools for reuse activities (e.g. craft materials).

Environmental / Activity Context

- Access to a suitable environment for activities, e.g.:
 - classroom-based tasks
 - school grounds or local community spaces.

Digital Resources (where appropriate)

- Devices for:
 - research
 - recording evidence (photos/videos)
 - presenting outcomes.

Health and Safety

Providers must ensure:

- Safe handling of materials and equipment
- Supervision during practical activities
- Awareness of environmental risks (e.g. outdoor activities).

Entry Requirements

Learners do not require any prior learning or qualifications for any of the units within this suite. However, as the level of complexity of language increased through the levels, the provider must complete robust initial assessments to ensure the learner is able to access the content at the level they are starting.

Assessment Approach

This suite of units has been designed to be assessed through assessment tasks and activities designed by the provider.

Providers must undertake pre-course verification prior to assessment taking place to confirm tasks cover all assessment criteria and are appropriate to the level.

All assessment criteria must be met in full for the learner to be awarded a 'pass'. No partial award can be made if any assessment criteria is not met.

Learners are required to collate evidence in a portfolio of evidence. This can be presented digitally (e.g., through an e-portfolio system) or as paper-based as appropriate to the individual learner. Wherever possible, e-portfolios are encouraged.

Assessors must assess the evidence collated by the learner against the assessment criteria within the unit to determine whether each has been met in full or not. All assessment decisions are subject to internal quality assurance (IQA) by the provider and external quality assurance (EQA) by Open Awards before the result is confirmed.

The following types of assessment tasks have been determined to be suitable for this unit at each level.

Entry Level 1

Assessment of Skills in the Sustainability in Action at Entry Level 1 should include:

Assessment Type	Examples of Tasks
Matching / Sorting	Match items to recycling groups (e.g. paper, plastic)
Identification	Identify recyclable items or recycling symbols from images
Practical Activity	Sort waste into correct bins (real or simulated)
Supported Participation	Take part in a simple sustainability activity (e.g. reuse materials)
Observation	Assessor observation of participation in activity
Simple Response	State how an action helps the environment (e.g. cleaner, less waste)

Entry Level 2

Assessment of Sustainability in Action at Entry Level 2 should include:

Assessment Type	Examples of Tasks
Short Responses	Identify reusable/recyclable items and state environmental impact
Matching / Sorting	Match actions to positive/negative environmental effects
Identification Tasks	Identify Welsh recycling practices and international symbols
Practical Task	Take part in a recycling, reuse or sustainability activity
Demonstration	Show simple ways to save energy or water (e.g. switching off devices)
Observation	Assessor observation of participation and understanding

Entry Level 3

Assessment of Sustainability in Action at Entry Level 3 should include:

Assessment Type	Examples of Tasks
Short Explanation	State what sustainability means and identify environmental impacts
Scenario Tasks	Identify positive/negative actions affecting the environment
Context Tasks	Give examples of sustainability locally or globally
Practical Activity	Demonstrate sustainability actions (e.g. recycling, saving energy)
Group Activity	Take part in a sustainability activity (e.g. school initiative)
Reflection Task	State how their actions contributed to improvement
Observation	Assessor observation of participation and skills

Level 1

Assessment of Sustainability in Action at Level 1 should include:

Assessment Type	Examples of Tasks
Descriptive Tasks	Describe sustainable living and environmental impact
Context Tasks	Outline local initiatives and identify national/global issues
Practical Activity	Demonstrate sustainability actions (e.g. reducing waste/energy)
Application Task	Use tools or methods in a sustainability activity
Group Task	Contribute to planning a sustainability activity
Report Task	Report on outcome of an activity (short written/verbal)
Observation	Assessor observation of participation and contribution

Level 2

Assessment of Sustainability in Action at Level 2 should include:

Assessment Type	Examples of Tasks
Explanatory Tasks	Explain sustainability principles and lifestyle impact
Comparison Tasks	Compare sustainability approaches in different contexts
Planning Task	Plan a sustainability activity (steps, resources, risks)
Practical Activity	Carry out a sustainability activity
Monitoring Task	Track progress against plan (simple checklist/log)
Recording Task	Record outcomes (e.g. results, evidence, photos)
Evaluation Task	Evaluate effectiveness and contribution to positive change
Observation	Assessor observation of planning, implementation and review

Unit Content

Entry Level 1

Unit Title: Sustainability in Action

Unit Reference Number: CBM141

Level: Entry Level 1

Credit Value: One (1)

Guided Learning Hours: 10

Unit Aim: Develop learners' knowledge and understanding of an aspect of living sustainably, exploring it from the local, national and international context, and providing opportunities to develop sustainability skills and play an active part in helping to make a positive change.

Principles of Progression

Progression step 1 - I am beginning to understand that my actions and those of others have consequences

Learning Outcome (The Learner will):	Assessment Criterion (The Learner can):
1. Know ways to act sustainably	1.1 Identify items that can be recycled
	1.2 Sort items into correct recycling or waste groups
2. Know that actions help or harm the environment	2.1 Recognise a recycling symbol used in Wales
	2.2 State one way an action helps the environment
3. Be able to take part in a sustainability activity	3.1 Use recycled materials to create something
	3.2 Demonstrate a simple action to save energy or water

Indicative Content

LO1	AC 1.1 Learners must identify items that can be recycled in the classroom e.g., • scrap paper • plastic water bottles • cardboard • clean yogurt pots AC 1.2 Learners must participate in sorting waste into the correct bins e.g., placing paper in the correct colour bin and food waste in the correct container/plastic bag
LO2	AC 2.1 Learners must recognise the Welsh recycling logo e.g., pointing to the "Recycle for Wales" logo on a poster or identifying the recycling symbol on school bins. AC 2.2 Learners must indicate a way that recycling helps the planet e.g., • pointing to a picture of a clean beach versus a littered one • using a "thumbs up" gesture when seeing a forest being protected.
LO3	AC 3.1 Learners must use recycled materials to create something new e.g., • making a bird feeder from a plastic bottle • using old newspapers for a papier-mâché project. AC 3.2 Learners must demonstrate a simple action to save energy or water in school e.g., • turning off a light switch when leaving the room • ensuring a tap is fully closed after washing hands.

Area of Learning Experience	Humanities
Statement of What Matters	Informed, self-aware citizens engage with the challenges and opportunities that face humanity, and are able to take considered and ethical action
Links to the Four Purposes	Purpose 3 - Ethical, informed citizens of Wales and the world
Cross-curricular Skills	Literacy and Digital
Integral Skills	Creativity and innovation
Understanding of sustainability in the world of work and/or everyday work	Enabling sustainable living skills, linking them to environmental awareness and green careers, workplace practices, and global sustainability challenge, explore sustainability locally, nationally, and internationally, develop practical and advocacy skills

Relevant Cross-Cutting Themes	
Theme	Rationale
Local/National/ international	Directly engages with sustainability across contexts

Entry Level 2

Unit Title: Sustainability in Action

Unit Reference Number: CBM142

Level: Entry Level 2

Credit Value: One (1)

Guided Learning Hours: 10

Unit Aim: Develop learners' knowledge and understanding of an aspect of living sustainably, exploring it from the local, national and international context, and providing opportunities to develop sustainability skills and play an active part in helping to make a positive change.

Principles of Progression

Progression step 2 - I can recognise the importance of the different rules, roles and responsibilities within the various communities to which I belong

Learning Outcome (The Learner will):	Assessment Criterion (The Learner can):
1. Know how everyday actions impact the environment	1.1 Identify items that can be reused or recycled
	1.2 State how actions affect the environment
2. Know about recycling in Wales and other countries	2.1 Identify recycling or sustainability practices used in Wales
	2.2 Recognise a recycling symbol used internationally
3. Be able to participate in sustainable practices	3.1 Take part in a recycling, reuse or sustainability activity
	3.2 Demonstrate ways to reduce energy or water use

Indicative Content

LO1 AC 1.1 Learners must identify at least two items that can be reused instead of thrown away e.g.,

- Using a refillable water bottle instead of a single-use plastic bottle
- Using the back of a printed sheet of paper as a scrap notepad

AC 1.2 Learners must state at least two ways actions (e.g., littering or wasting energy) can affect the environment e.g.,

- Plastic bags being eaten by sheep or cows in local fields
- Fishing lines or plastic rings trapping birds on the Welsh coast

LO2 AC 2.1 Learners must give at least two examples of different sustainability practices e.g.,

- different coloured bins used for recycling in Wales
- community schemes e.g., litter picking
- local authority schemes e.g., cycling to work

AC 2.2 Learners must recognise a symbol used internationally to identify recyclable materials e.g.,

- Pointing to the "Mobius Loop" (three chasing arrows) on a cereal box
- Identifying the "PET" (Polyethylene Terephthalate) triangle on the bottom of a plastic juice bottle

LO3 AC 3.1 Learners must participate in either a group or individual activity designed to support sustainability e.g.,

- Gathering clean plastic bottle tops from classmates and using them to create an art piece
- Participating in a litter picking activity in the community.

AC 3.2 Learners must demonstrate at least two ways to reduce water or energy use in the school or home environment e.g.,

- Closing windows when the heating is on to keep the room warm
- Turning off the computer monitor at the end of a lesson
- Collecting rain water for watering plants

Area of Learning Experience	Humanities
Statement of What Matters	Informed, self-aware citizens engage with the challenges and opportunities that face humanity, and are able to take considered and ethical action
Links to the Four Purposes	Progression Step 2 - I can recognise the importance of the different rules, roles and responsibilities within the various communities to which I belong
Cross-curricular Skills	Literacy and Digital
Integral Skills	Creativity and innovation
Understanding of sustainability in the world of work and/or everyday work	Enabling sustainable living skills, linking them to environmental awareness and green careers, workplace practices, and global sustainability challenge, explore sustainability locally, nationally, and internationally, develop practical and advocacy skills

Relevant Cross-Cutting Themes	
Theme	Rationale
Local/National/ international	Directly engages with sustainability across contexts

Entry Level 3

Unit Title: Sustainability in Action

Unit Reference Number: CBM143

Level: Entry Level 3

Credit Value: One (1)

Guided Learning Hours: 10

Unit Aim: Develop learners' knowledge and understanding of an aspect of living sustainably, exploring it from the local, national and international context, and providing opportunities to develop sustainability skills and play an active part in helping to make a positive change.

Principles of Progression

Progression step 3 - I can understand that there are a range of factors that influence my and other people's behaviours, actions and decisions, and that these include ethical and moral judgements and viewpoints

I can understand the consequences of my actions and the actions of others, and how these affect my locality and Wales, as well as the wider world

I can participate in decision-making, and I can share opinions and evidence with decision-makers and elected representatives in my community

Learning Outcome (The Learner will):	Assessment Criterion (The Learner can):
1. Know what sustainability means	1.1 State what is meant by 'sustainability'
	1.2 Identify everyday actions that impact the environment
2. Understand sustainability in different contexts	2.1 Give examples of sustainability actions in a local or school context
	2.2 Identify a national and global sustainability issue
3. Be able to demonstrate sustainability skills	3.1 Demonstrate how to reduce energy or water use
	3.2 Take part in a group sustainability activity

3.3 Explain how their actions helped improve the environment

Indicative Content

LO1 AC 1.1 Learners must state what is meant by 'sustainability': e.g., meeting our own needs without compromising the ability of future generations to meet theirs; "living green"; looking after the planet for the future.

AC 1.2 Learners must identify Three daily activities that impact the environment: e.g., leaving lights on; using single-use plastics; traveling by car vs. walking; food waste.

LO2 AC 2.1 Learners must give Three examples of sustainability projects in the local community or school: e.g., a school vegetable garden; a local "litter pick" group; a community "repair café."

AC 2.2 Learners must identify at least two national and two global environment issues e.g.,

National

- Wales' goal to be a zero-waste nation by 2050
- protecting Welsh woodlands

International

- rising sea levels affecting islands
- melting polar ice caps
- plastic pollution in the oceans

LO3 AC 3.1 Learners must demonstrate using two ways to reduce energy or water use e.g.,

- turning off p.c. monitors at the end of the day
- checking taps are fully closed
- using a "half-flush" on toilets

AC 3.2 Learners must participate in a group activity to improve the school environment e.g.,

- building a "bug hotel"
- planting native Welsh wildflowers
- creating a recycling poster campaign for the canteen.

AC 3.3 Learners must explain how their actions in both AC 3.1 and 3.2 helped the environment e.g.,

- planting flowers helped bees
- recycling meant less rubbish went to the landfill.

Area of Learning Experience	Humanities
Statement of What Matters	Informed, self-aware citizens engage with the challenges and opportunities that face humanity, and are able to take considered and ethical action
Links to the Four Purposes	Purpose 3 - Ethical, informed citizens of Wales and the world
Cross-curricular Skills	Literacy and Digital
Integral Skills	Creativity and innovation
Understanding of sustainability in the world of work and/or everyday work	Enabling sustainable living skills, linking them to environmental awareness and green careers, workplace practices, and global sustainability challenge, explore sustainability locally, nationally, and internationally, develop practical and advocacy skills

Relevant Cross-Cutting Themes	
Theme	Rationale
Local/National/ international	Directly engages with sustainability across contexts

Level 1

Unit Title: Sustainability in Action

Unit Reference Number: [Insert]

Level: One (1)

Credit Value: One (1)

Guided Learning Hours: 10

Unit Aim: Develop learners' knowledge and understanding of an aspect of living sustainably, exploring it from the local, national and international context, and providing opportunities to develop sustainability skills and play an active part in helping to make a positive change.

Principles of Progression

Progression step 4 - 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

Learning Outcome (The Learner will):	Assessment Criterion (The Learner can):
1. Understand sustainable living	1.1 Describe what is meant by a sustainable lifestyle
	1.2 Describe how human activity affects the environment
2. Understand sustainability across contexts	2.1 Outline a local sustainability initiative
	2.2 Explain the purpose of a national sustainability policy
	2.3 Describe a global sustainability issue
3. Be able to apply sustainability skills	3.1 Contribute to planning a sustainability activity
	3.2 Carry out a sustainability activity
	3.3 Describe the outcome of a sustainability activity

Indicative Content

LO1	AC 1.1 Learners must describe what is meant by a 'sustainable lifestyle' using at least three examples e.g., • making choices that reduce the use of natural resources • living in a way that protects the planet for the future • balancing social, economic, and environmental needs AC 1.2 Learners must describe at least three examples of how human activity affects the environment e.g., • carbon emissions from transport causing global warming • plastic pollution entering the food chain • deforestation leading to loss of biodiversity
LO2	AC 2.1 Learners must outline a sustainability initiative within their local area or school, including: • who is responsible • what the purpose is • how it is funded or organised • the impact it has Examples of initiatives include: • a "Plastic Free" school shop • a local community garden project • a local council's new electric bus route. AC 2.2 Learners must explain the purpose of at least one Welsh national environmental policies e.g., • The Well-being of Future Generations (Wales) Act (to improve social/environmental well-being) • The Wales Litter & Fly-tipping Strategy; the goal for a "Net Zero Wales" by 2050. AC 2.3 Learners must describe at least one international agreements or global environmental issues e.g., • the Paris Agreement (limiting global temperature rise) • the UN Sustainable Development Goals (SDGs) • the impact of melting ice caps on global sea levels.
LO3	AC 3.1 Learners must contribute to the planning of a sustainability project: e.g., • suggesting ideas in a group mind map • helping to create a "to-do" list for a school garden

- helping to design a poster for a "Walk to School" week.

The plan must include as a minimum:

- the purpose of the project
- the steps/ actions needed
- roles/ responsibilities
- timelines
- resources

AC 3.2 Learners must participate in the sustainability project planned under AC 3.1. This must be in line with the assigned roles/ responsibilities.

AC 3.3 Learners must report on the outcome of the sustainability activity they participated in e.g.,

- writing a short summary of how much litter was collected
- presenting a photo of a finished "Bug Hotel"
- telling the class if a "lights off" campaign saved energy.

Area of Learning Experience	Humanities
Statement of What Matters	Informed, self-aware citizens engage with the challenges and opportunities that face humanity, and are able to take considered and ethical action
Links to the Four Purposes	Purpose 3 - Ethical, informed citizens of Wales and the world.
Cross-curricular Skills	Literacy and Digital
Integral Skills	Creativity and innovation
Understanding of sustainability in the world of work and/or everyday work	Enabling sustainable living skills, linking them to environmental awareness and green careers, workplace practices, and global sustainability challenge, explore sustainability locally, nationally, and internationally, develop practical and advocacy skills

Relevant Cross-Cutting Themes	
Theme	Rationale
Local/National/ international	Directly engages with sustainability across contexts

Level 2

Unit Title: Sustainability in Action

Unit Reference Number: CBM145

Level: Two (2)

Credit Value: One (1)

Guided Learning Hours: 10

Unit Aim: Develop learners' knowledge and understanding of an aspect of living sustainably, exploring it from the local, national and international context, and providing opportunities to develop sustainability skills and play an active part in helping to make a positive change.

Principles of Progression

Progression step 5 - I can evaluate how people's different beliefs, perspectives and experiences impact upon moral and ethical action in response to past, present and anticipated challenges and opportunities

I can critically examine my attitudes, assumptions and behaviours, along with the actions of others. I can also critically examine how these affect my locality and Wales, as well as the wider world

I can explain the importance of the role played by groups, governments, businesses and non-governmental organisations in the creation of a sustainable future, and how they impact on people and their rights and on the environment

Learning Outcome (The Learner will):	Assessment Criterion (The Learner can):
1. Understand principles of sustainability	1.1 Explain the main principles of sustainability
	1.2 Explain how lifestyle choices impact sustainability
2. Understand sustainability in local, national, and international contexts	2.1 Compare sustainability approaches in different contexts
	2.2 Summarise a national sustainability policy or goal
	2.3 Explain the impact of a global sustainability issue

3. Be able to complete a sustainability activity	3.1	Plan a sustainability activity
	3.2	Carry out the planned activity
	3.3	Record outcomes of the activity
	3.4	Evaluate how the activity contributed to positive change

Indicative Content

- LO1 AC 1.1 Learners must explain key principles of sustainability including environmental, social and economic e.g.,
- "Environment" focuses on natural resources
 - "Social" ensures fairness and health
 - "Economic" supports green jobs; how all three must balance for true sustainability.

AC 1.2 Learners must explain how personal lifestyle choices impact the environment e.g.,

- the carbon footprint of a high-meat diet
- the hidden water cost in fast fashion
- the impact of "vampire power" from standby electronics
- the benefits of using public transport in Welsh urban areas

- LO2 AC 2.1 Learners must compare two different sustainability initiatives. One must be a local initiative, and one must be national or international e.g.,
- comparing a community-led "Keep Wales Tidy" litter pick with a council-led food waste composting scheme
 - comparing a school "Eco-Committee" garden with a national commercial wind farm project
 - comparing the benefits of a "Repair Café" versus a traditional recycling centre.

AC 2.2 Learners must summarise the key aims of a national sustainability policy or goal e.g.,

- the "A Resilient Wales" goal for biodiversity
- "A Prosperous Wales" focusing on low carbon
- the requirement for public bodies to think about the long-term
- the seven well-being goals designed to protect future Welsh citizens.

AC 2.3 Learners must explain the impact of a global environmental issue on a specific country e.g.,

- how rising sea levels affect the low-lying nation of Kiribati
- how deforestation in the Amazon affects Brazil's local climate
- how extreme heatwaves impact agriculture in India
- how plastic pollution affects marine life in the Great Barrier Reef.

LO3 AC 3.1 Learners must plan a project to improve sustainability within the school or local community e.g.,

- creating a step-by-step timeline for a school "Plastic Free" week
- designing a layout for a new pollinator garden
- outlining the steps to set up a uniform swap shop
- drafting a communication plan to encourage peers to save water.

Learners must include an assessment of the potential resources and risks associated with a group project e.g., identifying the cost of seeds or bins; assessing the risk of trip hazards during a litter pick; identifying which staff members are needed for supervision; assessing weather-related delays for outdoor projects.

The plan must include:

- roles and responsibilities within the group to ensure workloads are fair
- an assessment of the resources required
- an assessment of any risks
- the timeline for completion
- how the project will be monitored and evaluated

AC 3.2 Learners must demonstrate practical skills to implement the planned sustainability activity in line with the agreed roles and responsibilities in AC 3.1

AC 3.3 Learners must monitor the progress of the activity against the original plan e.g.,

- checking off completed tasks on a Gantt chart
- using a tally chart to record how many students used the new recycling bins
- taking "before and after" photographs
- conducting a mid-point survey to see if awareness has increased.

AC 3.4 Learners must evaluate the outcomes of the sustainability activity e.g.,

- calculating the total weight of plastic diverted from landfill
- presenting a bar chart showing energy savings
- writing a formal summary of the project's achievements
- documenting feedback from the school headteacher or local community members.

The evaluation must include a reflection on how the activity contributed to positive change in Wales e.g.,

- evaluating how their project supports the "Net Zero Wales" goal
- identifying personal skills gained like leadership or environmental awareness
- suggesting how the project could be expanded in the future
- discussing how local actions contribute to the national Welsh identity of being a "green nation."

Area of Learning Experience	Humanities
Statement of What Matters	Informed, self-aware citizens engage with the challenges and opportunities that face humanity, and are able to take considered and ethical action
Links to the Four Purposes	Purpose 3 - Ethical, informed citizens of Wales and the world
Cross-curricular Skills	Literacy and Digital
Integral Skills	Creativity and innovation
Understanding of sustainability in the world of work and/or everyday work	Enabling sustainable living skills, linking them to environmental awareness and green careers, workplace practices, and global sustainability challenge, explore sustainability locally, nationally, and internationally, develop practical and advocacy skills

Relevant Cross-Cutting Themes	
Theme	Rationale
Local/National/ international	Directly engages with sustainability across contexts