



Whole Primary School Approach to the 12 pathways of Sustainability

Assembly Plan



Child-Led Assembly Plans for Sustainability Themes

 **Autumn 1 (Sept–Oct)**

Theme: Our Shared Earth: Learning to Live Sustainably

Pathways: Understanding Sustainability & Environmental Awareness

Focus: Introduce sustainability and living in balance with nature

Assembly Plan:

Title: "We All Share One Earth"

Opening: Two learners introduce the assembly and define "sustainability" in simple terms.

Poem/Reading: A short Earth poem read by a group (e.g. "I Am the Earth").

Mini Presentations:

Learners present one thing they love about nature and want to protect.

Class display of an Earth mural or photo montage of local nature.

Role Play: "The Balancing Act" - A skit about taking only what we need.

Song: "It's a Small World" or original sustainability-themed class song.

Action Pledge: Each class presents one sustainability goal for the term.

Links: Sept 16 (Ozone), Sept 21 (Peace), Oct 4 (World Animal Day)



The Balancing Act – A Skit for Grade 5

Theme: Understanding sustainability and living in balance with nature

Cast:

Narrator

Earth

Human 1 (Hungry for more)

Human 2 (Wants everything new)

Tree

River

Animal

Steward (voice of balance)

Scene 1: Earth at Peace

Narrator:

Long ago, Earth was in balance. Trees stood tall, rivers ran clean, and animals roamed free. People took only what they needed – and shared the world wisely.

(Earth stands centre stage smiling. Tree, River, and Animal hum or sway gently.)

Earth:

Ahh... sunlight, fresh water, and quiet forests. What a perfect balance.

Scene 2: The Grabbers Arrive

(Enter Human 1 and Human 2 with bags, boxes, and phones.)

Human 1:

I need more food! More land! More stuff!

Human 2:

I need a bigger house, faster car, and a phone that glows in the dark!

Tree:

Wait! You're cutting me down without planting new trees!

River:

You're pouring rubbish into my water!

Animal:

And where am I supposed to live now?

Earth (wobbling, worried):

I'm not feeling so good...

(Earth stumbles. Tree droops. Animal looks scared.)

Scene 3: A Voice of Reason

(Enter Steward holding a large "BALANCE" sign like a scale.)

Steward:

Stop! You're tipping the balance! Earth can only give so much.

Human 1:

But I want more!

Human 2:

But I need all the latest things!

Steward:

Do you need... or do you just want?

Let's try again – this time with care.

(Takes out a scale and puts "Needs" on one side and "Wants" on the other – "Wants" makes it tip.)

Scene 4: Restoring Balance

Narrator:

So the humans paused... and began to think.

Human 1 (softly):

Maybe I don't need ten pairs of trainers...

Human 2:

Or a new phone every year.

Tree:

If you plant more than you take, I can grow again.

River:

If you reuse and recycle, I can stay clean.

Animal:

And I can return home if you protect our wild spaces.

Earth (smiling again):

Now that feels better.

Steward:

When we live in balance, everyone wins.

Final Scene: Message to the Audience

All together (stepping forward):

Take only what you need.

Share with others.

Protect what we love.

Keep Earth in balance!

(Hold up signs: "Balance," "Care," "Share," "Protect.")

Narrator:

And that's the story of how a little change brought back a whole world of harmony.

Curtain call & applause



 Autumn 2 (Nov–Dec)

Theme: Taking Responsibility: Waste Less, Care More

Pathways: Earth Stewardship & Waste Management

Assembly Plan:

Title: "From Waste to Wonder"

Opening: Two eco-councillors explain why reducing waste is important.

Quiz Segment: "Bin It or Re-bin It?" - Interactive quiz on recycling.

Show & Tell: Children share upcycled creations (toys, instruments, bags).

Drama: Short sketch - "Doug the Litterbug Learns a Lesson"

Song/Rap: Reuse & Recycle Rap (KS2-led with percussion instruments)

Reflection: Each class says one habit they will change ("We will...")

Links: National Recycling Week, World Children's Day (Nov 20), World Soil Day (Dec 5)



“Bin It or Re-bin It?” – A Funny Recycling Quiz

Setup:

Two hosts (Host 1 and Host 2)

A “Bin” box and a “Re-bin” (recycle) box

Props or picture cards of common waste items

Optional buzzers or bells for added fun

  Host Script:

Host 1 (with energy):

Welcome to the ultimate rubbish showdown... Bin It or Re-bin It?

Can YOU tell your trash from your treasure?

Host 2 (mock serious):

This is not just any quiz. This is the super-scrappy, slightly stinky, sort-it-right or sort-it-wrong showdown!

Let’s meet our contestants!

 Choose 3–4 Contestants (or whole class can call out answers)

Each contestant will be shown an item. They must shout “BIN IT!” or “RE-BIN IT!” and explain why. If correct, they win a round of applause and maybe a recycled prize (like a paper crown or badge made from scrap).

 Quiz Questions (with props or images)

Crisp Packet

Answer: BIN IT!

Why: Most aren’t recyclable in household bins (they’re mixed plastic and foil).

Host 1 joke: Unless you’re starting a crisp packet fashion line – in which case, re-style it!

Banana Peel

Answer: NEITHER – COMPOST IT!

Why: It belongs in the food waste bin.

Host 2 joke: Or feed it to a very fashionable worm.

Plastic Bottle (Empty)

Answer: RE-BIN IT!

Why: Rinse and recycle – but take off the lid if required in your area.

Host 1 joke: And maybe drink the water before you recycle it.

Old Sock (with holes)

Answer: BIN IT (or take to textile bank).

Host 2 joke: Unless it’s your puppet sidekick, then keep it!

Glass Jar (Clean)

Answer: RE-BIN IT!

Why: Glass can be endlessly recycled.

Host 1 joke: That jam’s gone, but its jar lives on!

Pizza Box (Greasy)

Answer: BIN IT!

Why: Grease makes it unsuitable for paper recycling.

Host 2 joke: Sorry pizza lovers, that box is too cheesy.

Magazine

Answer: RE-BIN IT!

Why: Most glossy paper is recyclable.

Host 1 joke: As long as it’s not your teacher’s copy of “Boring Bin Weekly”.

Toothbrush

Answer: BIN IT! (or special recycling scheme)

Host 2 joke: Or save it for scrubbing Lego bricks.

 Wrap-Up:

Host 1:

So what have we learned today?

All (or audience calls out):

Think before you bin!

Clean it before you re-bin!

When in doubt, check it out!

Host 2:

Remember – the bin might be the end of the line...

Host 1:

...but the re-bin could be just the beginning!

Both together:

Thank you for playing... BIN IT OR RE-BIN IT!



💡 **Spring 1 (Jan–Feb)**

Theme: Saving Resources: Every Drop and Watt Counts

Pathways: Energy & Water Conservation

Assembly Plan:

Title: "Be Bright, Save Light! Be Wise, Save Water!"

Opening: Learners show before/after school energy audit results.

Experiment Demo: Evaporation/water cycle in a jar (pre-recorded video or live)

Role Play: The "Watt Watchers" and "Water Savers" patrol a wasteful school.

Song: "Turn Off the Tap" (to the tune of a known nursery rhyme)

Whole-school challenge launch: Switch Off Fortnight or Water Week

Pledges: What each class will do to conserve energy and water

Links: World Wetlands Day (Feb 2), Girls in Science (Feb 11)



💧 ⚡ **Skit Title: The Watt Watchers and Water Savers Patrol**

Cast (suggested):

Narrator

Watt Watcher 1 & 2 (with torch, clipboard, cap)

Water Saver 1 & 2 (with water drop badge, whistle, goggles)

Wasteful Teacher (comedic, over-the-top)

Student 1 & 2

Principal (can be a child in role)

🏡 **Scene: A Very Wasteful School**

Narrator (centre stage):

Welcome to Wasteful Primary School... where the lights are always on, taps never stop dripping, and no one seems to notice. But today... two very special patrols are about to arrive!

(Enter Watt Watchers, shining torch and writing on clipboard)

Watt Watcher 1 (in detective voice):

Power patrol reporting for duty! That light in the empty hall? Suspicious.

Watt Watcher 2:

Energy levels critical. Waste alert! Let's investigate.

(Enter Water Savers, blowing whistle)

Water Saver 1:

Drip. Drip. That's the sound of trouble.

Water Saver 2 (serious):

Water crisis in Classroom 3. Sink's been running since breakfast!

🏡 **Scene 2: Catching the Wasteful Teacher**

(Enter Teacher humming, leaving light switches on, throwing away half-full water bottle)

Teacher (laughing):

Who needs off switches? I like my lights bright, and my tap flowing like a waterfall.

(Watt Watchers jump in)

Watt Watcher 1:

Freeze! This light's been on since Tuesday!

Watt Watcher 2:

And that laptop? Charging when it's already full! We're writing you up for energy overload!

(Water Savers blow whistle)

Water Saver 1:

Step away from the sink, sir. You're under investigation for water waste.

Teacher (confused):

But I didn't know it mattered!

💡 💧 **Scene 3: Students Join the Cause**

(Student 1 & 2 enter, watching patrols)

Student 1:

They're right! We are wasting electricity and water.

Student 2:

Let's help! We can be mini Watt Watchers and Water Savers!

Teacher (sincerely):

I didn't realise small changes mattered so much. I'll start today – and I'll teach others too!

🌱 **Final Scene: School Turns Green**

(Everyone flips pretend switches, turns off imaginary taps. Music/light change)

Principal (enters with clipboard):

Excellent work, team! Our school is now 50% greener! You've saved money and the planet.

All together (point to audience):

YOU can be a Watt Watcher or Water Saver too!

Call and response with audience:

"What do we do with lights on in an empty room?"

Audience: Turn them off!

"And a tap that won't stop dripping?"

Audience: Fix it or report it!

Final line (all):

"Little drops and little watts... make a BIG difference!"



 **Spring 2 (Feb–March)**

Theme: Feeding the Future: Growing and Farming Sustainably

Pathways: Food, Agriculture, and Climate Change

Assembly Plan:

Title: "Where Does Our Food Come From?"

Opening: Learners share a basket of real or illustrated food and explain origins.

Interactive Map: Where in the world does our food travel from?

Drama: "The Tale of the Two Sandwiches" - One local, one global.

Gardening Video: Show school garden progress or growing experiments.

Poem/Reflection: "The Seed" - growth and climate themes.

Action: Promote food waste reduction or plant something school-wide.

Links: World Wildlife Day (Mar 3), Forest Day (Mar 21), Water Day (Mar 22)



School Assembly Skit Script

Title: The Tale of the Two Sandwiches

Theme: Feeding the Future: Growing and Farming Sustainably

Pathways: Food, Agriculture, and Climate Change

Duration: Approx. 8–10 minutes

Cast: 8–10 learners (can be adapted for more or fewer)

✿ Opening Scene: Where Does Our Food Come From?

Narrator:

Welcome to our assembly: Where Does Our Food Come From?

Today, you'll meet... two very different sandwiches. One is a Global Globetrotter, and the other is a Local Legend. Let's begin!

(Learners walk on stage carrying a basket of illustrated or real food items – tomato, lettuce, bread, cheese, avocado, chicken, etc.)

Learner 1 (holding a tomato):

This tomato came from Spain! It travelled over 1,000 miles to reach our lunchbox.

Learner 2 (holding bread):

This bread is baked locally using wheat from just down the road – in our region!

Learner 3 (holding chicken):

This chicken came from Brazil! It was frozen, packed, and flown across the ocean.

Learner 4 (holding cheese):

This cheese is from our nearby dairy farm – and the cows are grass-fed!

🌍 Scene 2: The Interactive Map

(A map of the world is projected or drawn. Learners place food pictures on the map.)

Narrator:

Let's track our food! Each time you hear an ingredient, place it on the map. Can you spot which sandwich is the Local Legend and which is the Globetrotter? (As ingredients are mentioned, learners stick them on the correct country or continent.)

🍷 Scene 3: The Tale of the Two Sandwiches

(Two learners stand centre stage, each holding a sandwich puppet or prop – one labelled “LOCAL”, the other “GLOBAL”.)

Local Sandwich (cheerfully):

Hi, I'm Local! My lettuce, cheese, bread and tomatoes all come from nearby farms. I'm fresh, tasty, and my journey to your plate was short!

Global Sandwich (proudly):

And I'm Global! I've travelled the world. My chicken flew from South America, my avocados sailed from Kenya, and my bread came from imported wheat!

Local Sandwich:

That's a big adventure! But... all that travelling creates lots of CO₂ emissions, and that affects our climate.

Global Sandwich:

True. I cost more energy to produce and transport. But sometimes I'm available when local foods aren't in season.

Narrator (stepping in):

That's the challenge – how do we balance choice, taste, cost, and climate care?

🌱 Scene 4: The Message

(Whole cast steps forward with signs: “Buy Local”, “Grow Your Own”, “Seasonal is Sensible”, “Think About Food Miles”)

Learner 5:

We're not saying don't eat global food – but think about where your food comes from.

Learner 6:

Eating locally helps support farmers, reduce pollution, and care for our land.

Learner 7:

We can all be Earth Stewards – by making smart food choices for our future.

🎵 Closing (Optional Song or Chant)

All (chant together):

“What's on your plate? Where did it grow?

Think local, eat fresh, and let the planet glow!”

📖 Teacher Notes / Assembly Plan Extension:

Encourage learners to research seasonal/local produce in your country.

Link to the UN Sustainable Development Goals: SDG 2 (Zero Hunger), SDG 12 (Responsible Consumption), SDG 13 (Climate Action).

Optional: Invite a local farmer or gardener to speak at the end.



 **Summer 1 (April–May)**

Theme: Designing Greener Places to Live

Pathways: Urban Development & Global Citizenship

Assembly Plan:

Title: "Future Cities, Future Citizens"

Opening: Compare old and future cities: what needs to change?

Presentation: Learners showcase green city drawings/models.

Debate/Discussion: Should our town have more bikes and fewer cars?

Role Play: "The Mayor's Meeting" - children make the case for greener spaces.

Song: "Big Green City" - a class-written performance

Letter Reading: Real or mock letters written to the local council

Links: Earth Day (Apr 22), Families Day (May 15), Biodiversity Day (May 22)



Assembly Skit: "Future Cities, Future Citizens"

Theme: Designing Greener Places to Live

Duration: ~10–12 minutes

Cast: ~10–15 learners (can be adapted)

Props: Green city drawings/models, microphones, signs ("More Bikes!" / "Plant More Trees!"), optional podium or desk for the Mayor's Meeting

Opening Scene: Old vs Future Cities

Narrator:

Welcome to our assembly, Future Cities, Future Citizens! Today, we'll explore how our towns and cities can change for the better – for people and for the planet. But first, let's take a trip through time...

(Two groups walk on stage – one group dressed to represent the past, one the future)

Group 1: The Past City

Learner 1 (Old City Citizen):

Our city is full of traffic. The air smells like smoke. Noisy engines, honking horns – and hardly any trees!

Learner 2 (Old City Citizen):

People are stuck in cars, and parks are tiny patches of grass. Where can we play? Where can animals live?

Group 2: The Future City

Learner 3 (Future Citizen):

Welcome to Greenville! We ride bikes, walk, and take solar-powered buses. There's space for gardens and bees.

Learner 4 (Future Citizen):

Our buildings have green roofs and our schools grow food on the roof! It's quiet, clean, and connected.

Scene 2: Green City Showcase

(Narrator invites learners to present drawings/models of future green cities)

Narrator:

Let's take a look at some amazing ideas from our own Future Citizens...

Learner 5 (holding drawing):

This is my city! It has a wind turbine park, a vertical farm, and cycle lanes on every street.

Learner 6 (holding model):

We built this green city with community gardens, tree tunnels, and no plastic signs – only recycled ones!

(Invite applause. Can add a slideshow if tech is available.)

Scene 3: Debate – Bikes vs Cars

Narrator:

Now it's time for the great debate: Should our town have more bikes and fewer cars?

Moderator:

Today we hear both sides. Let's listen and decide what's best for our future.

Team Car (3 learners):

"Cars are fast."

"What about the rain?"

"Some families need cars for long trips!"

Team Bike (3 learners):

"Bikes are clean and healthy."

"More bike lanes mean safer roads."

"Less traffic, less pollution – better for all of us!"

Moderator:

What do you think? Hands up for bikes? For cars? For a bit of both?

Scene 4: Role Play – The Mayor's Meeting

(Set the stage with a sign: "Town Hall – Planning for the Future")

Narrator:

Next, we visit the Mayor's Office, where learners share ideas for greener spaces.

Mayor (Learner with sash/hat):

Good morning, citizens. We're here to plan the future of our town. Who has an idea?

Learner 7 (Urban Planner):

Let's plant trees in every street and make rooftop gardens!

Learner 8 (Young Cyclist):

More safe bike lanes – and schools should have bike storage!

Learner 9 (Green Architect):

Every new building must use solar energy and rainwater collectors.

Mayor:

These are brilliant ideas. Let's create a Big Green City Plan and make it happen – together!

Final Scene: Song – "Big Green City" (Class-written, sample below)

All Learners (optional tune like "This Land is Your Land" or own melody):

This town is your town, this town is my town,

Let's fill it with trees and bikes all around.

From clean green rooftops to gardens growing,

We are the future – the green city's glowing!

Closing

Narrator:

Our cities can be greener. Our towns can be cleaner. We are the future – and we can build it better.

All:

We are Future Citizens!



 Summer 2 (June–July)

Theme: Rooted in Nature: Learning, Playing, and Protecting

Pathways: Outdoor Learning & Review of the Year

Assembly Plan:

Title: "Nature is Our Classroom"

Opening: Nature montage with music (photos from forest school/trips)

Learner Talks: What I learned outside this year (reflective sharing)

Poetry Reading: Outdoor poems or haikus about trees, wind, insects

Sketch: "What if Nature Could Speak?" - trees, rivers, and animals take the stage

Celebration: Each class shares a success story (waste, water, growing, etc.)

Song: "Earth We're in It Together" or original leavers' sustainability anthem

Links: World Environment Day (June 5), Oceans Day (June 8), National School Grounds Week



Assembly Skit: "Nature is Our Classroom"

Opening Scene: Nature Montage with Music

(Play soft, uplifting background music like birdsong or gentle guitar. Display a slideshow of images or short videos from outdoor learning across the year – forest school, pond dipping, gardening, mini-beast hunts, nature art, etc.)

Narrator:

This year, we've taken our learning outside – into the woods, onto the fields, beside rivers, and under the open sky. Welcome to our assembly: Nature is Our Classroom.

Scene 1: Learner Reflections – "What I Learned Outside This Year"

(Learners step forward one by one, holding nature props or photos.)

Learner 1 (holding leaf):

I learned how to tell the age of a tree by counting its rings – even though I like to leave trees standing tall!

Learner 2 (holding bug jar):

I discovered that woodlice have 14 legs – and that they're nature's tiny cleaners!

Learner 3 (with a nature journal):

I learned how to sketch a bird by watching it stay still for just 5 seconds... and then fly away.

Learner 4 (with muddy boots!):

I learned that getting messy is part of exploring – and mud is just earth saying hello!

Scene 2: Poetry Reading – "Voices of the Wild"

(Three learners read original short poems or haikus. These can be class-written or individual.)

Learner 5:

A whisper in leaves,
Sunlight dances through the trees,
Nature holds my thoughts.

Learner 6:

Wind in my jacket,
Clouds are lessons overhead,
The sky is my book.

Learner 7:

Footprints in soft earth,
A beetle with armour gleams,
Silence speaks out loud.

(Each poem can be read with a gentle soundscape or wind chimes in the background.)

Scene 3: Sketch – "What if Nature Could Speak?"

(Nature characters step forward one at a time. Use simple props like leaf crowns, blue streamers, or animal masks.)

Narrator:

But what if the world outside could speak? What would it say?

Tree (Learner 8, arms wide):

I am the oldest in your playground. I've seen generations grow beneath my branches. Hug me, climb me – but protect me too.

River (Learner 9, blue scarf flowing):

I carry your sticks, your stories, your reflections. But I need your help – keep me clean, and I'll keep singing.

Fox (Learner 10, tail and ears):

You spotted me once – just before the sun rose. Remember that? I am wild, curious, and watching you.

Bee (Learner 11, buzzing softly):

I may be small, but I'm mighty. Every flower you see? That's part of my job. Please plant more for me.

Stone (Learner 12, seated with stillness):

I don't move, but I hold memories. Sit beside me when you want to think. I'll always listen.

★ Scene 4: Closing Message – "Protect What Teaches Us"

(All learners return to the stage, forming a semi-circle.)

Narrator:

Nature has been our teacher, our playground, our inspiration. But now, it needs our protection.

All Learners (in unison):

Nature is our classroom.

Let's learn from it.

Let's play in it.

Let's protect it.

(A moment of silence to reflect. Optional: play soft nature sounds again.)

 Optional End Song: "Back to the Wild" (Tune of your choice or class-written)

 We walked through woods, we felt the rain,

We learned with joy, we played again.

The earth, our friend, the sky, our guide,

In nature's arms, we all have pride. 