Sheffield Hallam University
Knowledge Applied

Sheffield Institute of Education

Research into Think Climate! Project in a Box 2024-25

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Executive Summary

Project in a Box: *Think Climate!* was delivered across South Yorkshire during the 2024/25 academic year as a collaboration between Sheffield Hallam University and South Yorkshire Children's University. The project provided schools with a fully resourced, ready-to-use kit containing eight practical, engaging activities designed to introduce primary-aged pupils to climate change, biodiversity and sustainability through hands-on, curiosity-driven learning. Accompanied by teacher CPD, creative resources and a celebration event, the project aimed to build students' climate understanding and agency while reducing staff workload and supporting wider whole-school sustainability efforts.

To evaluate the project's impact and feasibility, a mixed-methods study was undertaken with school staff and students in June–July 2025, following a full year of delivery. Data were gathered through online staff surveys (15 responses), paper-based student surveys (83 responses from 10 schools), and follow-up interviews and focus groups with teachers and pupils. These methods enabled a rich picture of experiences, including both quantitative ratings and qualitative insights into what worked well and what could be improved.

Findings were overwhelmingly positive. School staff described the box as highly engaging, well-resourced and easy to use, with all respondents rating their overall experience as Good or Excellent, and two-thirds rating it Excellent. Teachers particularly valued the practical, ready-made nature of the box, which reduced preparation time and supported flexible delivery in after-school clubs, Eco-Councils and curriculum sessions. Students responded with similar enthusiasm: 91% rated the project as Awesome or Great, and around four in five said they would recommend it to others. Activities such as Bath Bombs, Pizza Planet and Plantable Greeting Cards were especially popular, supporting both knowledge building and home–school engagement.

Evidence showed clear increases in pupils' climate understanding, vocabulary and ability to make connections between everyday actions and environmental impacts. Teachers reported signs of emerging agency, with pupils discussing sustainability in other lessons and sharing ideas at home. Some activities also led to wider school and community actions, such as fundraising, new eco groups, and reuse of box materials beyond the club.

A small number of practical challenges were identified, including variable success with growing materials, occasional missing components, and a need for clearer instructions or short demonstration videos for more complex activities. Younger pupils required additional scaffolding for some written elements. These issues were generally minor, solvable and did not diminish the positive overall experience.

Overall, the evaluation demonstrates that *Think Climate!* delivered a high-impact, low-cost approach to climate education that was enjoyable, memorable and accessible for schools. With modest refinements - such as improved guidance, strengthened reliability of materials, and optional differentiation the model shows strong potential for wider roll-out and possible future commercialisation. The project highlights how research-informed, hands-on learning can build climate confidence and agency in children while providing schools with practical, curriculum-aligned tools that fit within busy workloads.

We would like to thank the schools across Sheffield, Rotherham, Doncaster and Barnsley who took part in the Think Climate! Project in a Box.

Project in a Box! Think Climate box at celebration event

Background and Introduction

South Yorkshire Children's University helps children and young people build essential life skills through learning activities outside of the classroom. For over a decade, Children's University has been supporting thousands of pupils across Sheffield – and more recently in Rotherham, Doncaster, and Barnsley to grow their confidence, motivation and self-esteem. Research shows that children who take part in Children's University activities not only enjoy richer experiences, but also achieve higher results in school, including SATs and GCSEs.

Children's University South Yorkshire's funding comes from higher-education institutions (University of Sheffield and Sheffield Hallam), regional civic/combined-authority funds (via South Yorkshire Futures / SYMCA), and internal programme funds.

Schools participate in Children's University through an annual subscription, which includes exclusive access to the annual Project in a Box programme.

Project in a Box

One of South Yorkshire Children's University's most successful initiatives is *Project in a Box* – a ready-made resource kit that enables schools to run engaging after-school clubs for groups of 12 or more pupils. Staff are supported through training sessions before delivering six to eight weeks of activities, all leading to a celebratory event where pupils showcase their learning and take part in themed challenges.

Think Climate!

For the 2024/25 academic year, Sheffield Hallam University partnered with Helen Oades (Children's University Project Manager) and Katie Hamshaw (Children's University Project Manager) to launch the *Think Climate!* edition of Project in a Box. Developed by academic staff at the Sheffield Institute of Education (SIOE), the programme introduces pupils to climate change and biodiversity through a positive, research-informed approach. The focus is on increasing young people's sense of agency and reducing eco-anxiety by highlighting local solutions and actions they can take.

The project offered:

- 8 themed sessions designed around climate change and sustainability.
- All materials to undertake the activities – other than readily available materials in school (e.g. dustpan and brush, scrap paper, calculators, plastic trays)
- Teacher training and CPD to support confident delivery.
- Creative resources and incentives including craft activities and children's books linked to environmental themes.
- Celebration events where schools and pupils come together to share achievements.

The 8 Project in a Box activities were:

1. Green Roof Tiles
2. Land Yachts

3. Plantable Greeting Cards
4. Insulating Cups
5. Sustainable Uniforms
6. Sustainable Drainage System
7. Bath Bombs
8. Pizza Planet

All activities were inspired and designed by academic staff at Sheffield Hallam University, other than Planet Pizza which was kindly provided by Fix Our Food (a multi-disciplinary research programme, anchored at the University of York) through a Creative Commons Attribution-ShareAlike 4.0 International (CC BY-SA 4.0) licence.

Timeline of engagement

Schools formally joined *Project in a Box* in October 2024. To support early engagement, staff took part in a twilight CPD training session in November 2024, where they were introduced to the project's aims, pedagogical approach, and the full set of materials included in the box.

From November 2024 onwards, schools began delivering activities with students. To maintain momentum and celebrate early successes, a mid-project check-in invited schools to upload photos of their first three completed activities and to complete a short online survey. Each participating school received an Eco Craft Book as a thank-you for submitting this early evidence of engagement.

Throughout the project period, fortnightly online drop-in sessions were offered, providing flexible, informal support for teachers to ask questions, share progress, and troubleshoot any challenges.

In May 2025, all schools received a bundle of *The Adventures of Scout* books – three copies per school – designed to spark additional conversation and storytelling around environmental action. The books were distributed in advance of World Environment Day on 5 June, providing an opportunity for schools to plan thematic activities in the run-up to the global celebration.

The deadline for completing all project activities was June 2025, ensuring schools had a full academic year to explore the box, adapt activities to their setting, and gather evidence of student learning and engagement.

The project culminated in a celebration event at Sheffield Hallam University in June 2025, bringing together participating schools to share outcomes, highlight student work, and recognise the collective achievements of the cohort – even a climate march!

Funding

The Think Climate! Project in a Box was delivered through a combination of institutional support and external contributions. Academic time (Lee Jowett and Joelle Halliday) for developing the materials, designing the CPD, delivering the training and evaluating the project was provided through the Sheffield Institute of Education at Sheffield Hallam University and is estimated at around 20 days. Coordination and logistics and overall programme management were led by Becky Musonda funded through Sheffield Hallam University Civic Engagement team. John Kirkby of Design Futures Packaging at Sheffield Hallam University led on the design of the physical box and supported the construction

and assembly of the resource kits, with Sheffield Hallam University porters providing transport for distributing the boxes to training events. Funding for the materials included in the boxes was secured through the Hallam Fund at a value of approximately £20,000, while Load Hog kindly contributed the large orange storage and transport boxes used throughout the programme.

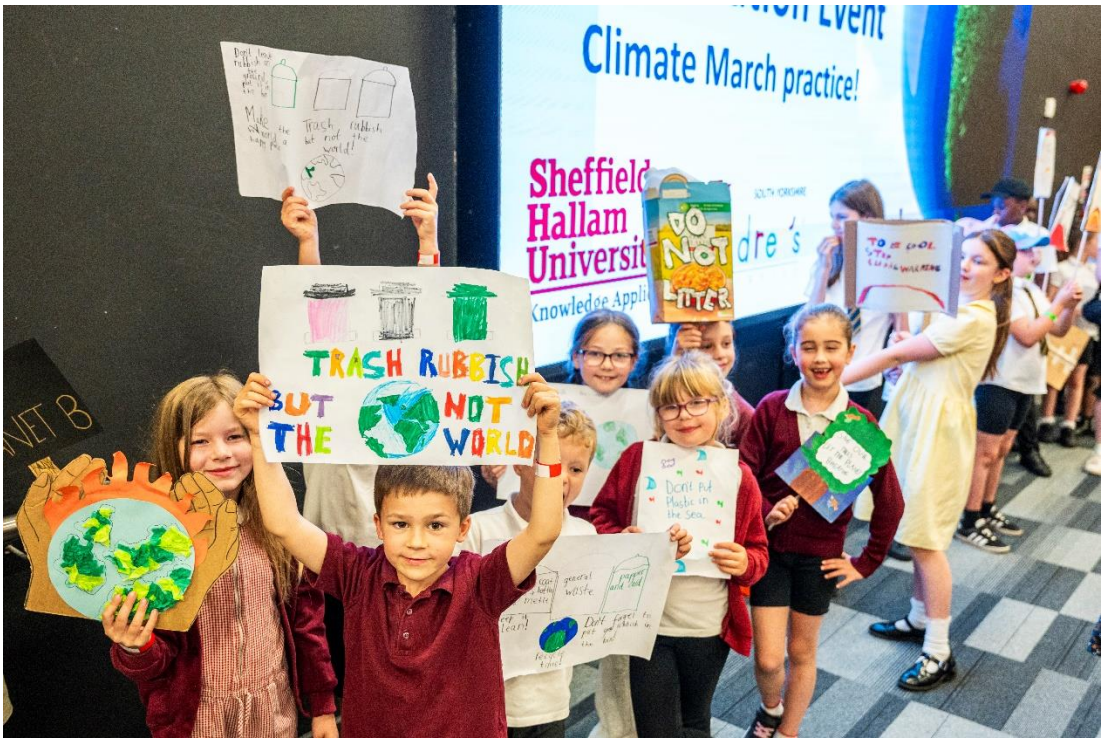
Understanding Staff and Student Experiences

To understand how the Think Climate! Project in a Box was experienced in schools, a mixed-methods evaluation was carried out with both school staff and students towards the end of the project. The research explored participants' perceptions of the activities, the practicalities of implementation, and the extent to which the box supported climate-related learning and engagement.

The evaluation received full ethical approval through Sheffield Hallam University's research ethics process (Ethics ID: ER77818984), ensuring that all data collection, consent procedures and safeguarding measures met institutional and sector standards.

Data were gathered through online surveys, paper-based student questionnaires, and follow-up staff and student interviews, providing both quantitative insights and rich qualitative reflections on what worked well and where refinement may be needed. Surveys and interview schedules can be found in appendix 1. These surveys and interviews took place in June and July 2025, following a full academic year of delivery and shortly after the celebration event, offering timely perspectives on the project's impact and feasibility in real school settings.

Eleven schools participated in this research; a list of schools can be found in appendix 2.



Students participate in the celebration event at Sheffield Hallam University

School Staff Surveys

All school staff involved in the Think Climate! Project in a Box were invited to complete an online survey to share their experiences, perceptions, and suggestions for improvement. A total of 15 school staff completed the survey, representing a range of year groups and school contexts. The survey combined closed questions (such as rating scales) and open-ended questions to gather detailed reflections on the value and implementation of the activities.

Overall experience of the project

The overall response to Think Climate! was highly positive, with all school staff rating their experience as either *Good* or *Excellent*. Two-thirds (10 out of 15) rated the project as Excellent, highlighting strong engagement with both the concept and delivery of the box.

Staff described the project as enjoyable, practical and relevant, with several emphasising its clarity and ease of use. One staff member commented that the box was:

> *"Really easy to use, with everything in one place. It made climate change accessible for the children."*

Another noted that the activities were:

> *"Well designed, engaging and thought-provoking – the children loved getting hands-on."*

Engagement and value of the activities

School staff consistently reported that the activities were engaging for students and supported meaningful learning. The most valued activities were those that were practical, interactive or that enabled students to reflect on real-world environmental issues.

Comments highlighted that the most successful activities were those that:

- Encouraged student creativity
- Prompted discussion and critical thinking
- Helped students understand climate change in everyday contexts

One staff member wrote:

> *"The land yachts was great because it encouraged collaborative learning and allowed the children to take a product home."*

Another commented:

> *"The plantable greeting cards were easy to make and could be transferred into lessons as well."*

These responses suggest that Think Climate! successfully created opportunities for both knowledge-building and personal reflection.

Activities seen as less valuable

While feedback was predominantly positive, some staff identified activities they felt were less useful or harder to deliver. These tended to be activities perceived as too simple, too time-consuming or less aligned with their curriculum aims.

A small number of comments noted:

> *"Some activities did not feel as relevant for our age group," and*
>
> *"A couple of tasks took longer than expected and did not have as much impact."*

These reflections provide useful insight for future refinement but do not detract from the overall strong engagement reported.

Impact on climate understanding

School staff reported clear evidence that the project increased students' understanding of climate change and sustainability. The activities helped students develop new vocabulary, recognise everyday environmental impacts and think about personal and collective responsibility.

One staff member reported:

> *"Students began to understand how their small actions link to the bigger climate picture – it really helped build awareness."*

Another described a shift in student attitudes:

> *"They started talking about climate change during other lessons and were more conscious of things like energy use."*

This reinforces previous findings from similar school-based climate initiatives showing the value of hands-on, exploratory learning.

Climate march signs at the celebration event

Barriers to implementation

Overall, barriers were minimal, and several school staff explicitly stated that there were no barriers to delivery. Where barriers did exist, they fell into four clear themes: time pressures, resource issues, age-appropriateness, and unexpected practical challenges.

Time and staffing pressures - this was the most commonly cited barrier and reflects normal school constraints rather than problems with the Think Climate box itself. Staff mentioned limited contact time, busy timetables and competing priorities.

> “Only constraints within the busy school environment of time, staffing and other priorities."

Additional resources required - a small number of activities required staff to source extra items or prepare materials in advance.

Interestingly there were several comments about missing items (e.g. not enough dowels for the land yacht, a Baby Bio bottle) and a blender’s fuse that blew. However none of these were reported to the team to send replacements and there were notes in the teaching pack on how to request replacements.

Age appropriateness for younger children - several staff delivering activities to KS1 or FS2 reported that some tasks were slightly too complex or required adaptation.

> "The age of our pupils (KS1) is always a barrier, but the materials are generally easy to adapt."

While Project in a Box is primarily focussed on KS2 children, this indicates that differentiation guidance would help younger groups access every activity confidently.

Practical issues during delivery- a few staff noted one-off issues that affected activity outcomes, such as products not growing or materials spoiling. These were described as part of the learning experience rather than major barriers.

> *"The plantable greeting cards began to come apart before the children could take them home… this is our own learning curve."*
>
> *"The green roof tiles have not grown at all, despite me bringing plant food from home."*

These comments suggest occasional variability in outcomes but not systemic issues with the resources. Again, any problems were not reported back through mid-project review requests or via email.

Students taking learning home and beyond the classroom

Several school staff described students taking activities, ideas or conversations home to their families and beyond the classroom. This home to school spillover reflects earlier interview findings and is a strong indicator of behaviour change.

Comments included:

"Students went home talking about what they could do differently – parents mentioned it too, " and, *"We were able to sell the bath bombs at our Winter Fair and raise money for the school."*

> *"The greeting cards were great – we sent some home for Valentines and planted some at school."*

This illustrates the project's ability to prompt wider family engagement and reinforces the long-term value of climate-focused learning.

Likelihood to recommend

The likelihood of recommending the project to others was extremely high. Thirteen out of 15 school staff said they were *Very likely* to recommend Think Climate! to colleagues, with only one *Likely* and one *Neutral* response.

One staff member summarised:

> *"I would absolutely recommend it – it is ready-made, purposeful and really engages students."*

Such strong recommendation levels demonstrate the perceived quality and usefulness of the project within school settings.

Encouraging other activities in school beyond the project

School staff reported directly inspired initiatives, connecting with or strengthening existing climate activities or encourage staff to plan future sustainability work.

One school directly attributed the creation of a pupil leadership group to the Think Climate activities. Some staff said the project encouraged new practical sustainability activities linked to growing food.

One school described a new creative climate-focused project following engagement with Think Climate.

> *"One of our activities in our Think Climate club was to make things that they feel most strongly about in order to make their creations."*

Staff indicated that materials from the project were being used beyond the original sessions.

> *"Using some of the resources across other areas e.g. greeting cards, bath bombs."*

> *"The greeting card idea is being used by Y6 when they do a sustainable unit of work."*

Many schools already had sustainability or climate initiatives, and Think Climate aligned well with these.

> *"We are working with the Tree Council as a beacon school to help tackle the climate crisis."*

> *"Our school already runs several eco initiatives."*

> *"We currently have a gardening club and our pupil Parliament are coming up with ways to help our school recycle more."*

A minority noted that curriculum demands, budget constraints or limited staff time prevented them from taking on additional initiatives. Even in these cases, comments implied interest but acknowledged structural barriers.

Suggestions for improvement

Suggestions for improving Think Climate! were constructive and mainly focused on enhancing clarity or differentiation. Themes included:

- Including more guidance or step-by-step instructions
- Providing alternatives for younger or older year groups
- Offering additional extension activities
- More explicit curriculum links

Examples include:

> *"A little more guidance for each activity would help staff feel more confident."*

and

> *"Some differentiated versions would be really useful."*

These suggestions point to opportunities to strengthen the box without altering its core strengths.

Overall, the school staff survey indicates that Think Climate! is a highly valued, impactful and engaging resource that effectively supports student understanding of climate change and sustainability. School staff described strong student engagement, meaningful learning outcomes and evidence of wider behaviour change beyond the classroom. Barriers were minimal and centred on common school constraints, while suggestions for improvement were practical and achievable. With overwhelmingly positive ratings and high likelihood of recommendation, the findings strongly support the continued development and wider rollout of the Think Climate! Project in a Box.

School Staff Interviews

School staff who had participated in the *Project in a Box* initiative were invited to take part in follow-up interviews to explore their experiences in more depth. Staff could choose to be interviewed either face to face or virtually via Microsoft Teams, depending on availability and school capacity.

From this invitation, three members of staff were interviewed. These interviews represented a range of roles, year groups and school contexts. Due to the significant time pressures faced by schools in the summer term, only three staff were able to participate, but their insights provide rich and diverse perspectives across both KS1 and KS2 delivery models.

All interviews were audio recorded and transcribed using the built-in transcription function in Microsoft Teams. Transcripts were then reviewed, coded and analysed thematically, focusing on:

- implementation and use of the box
- perceived value and challenges of activities
- links to research-informed climate education
- views on the Pizza Planet activity
- considerations for future development or commercialisation

The three teachers represented different phases and responsibilities within their schools, shaping how the project was implemented.

- Teacher A (science lead and class teacher) delivered the project as an after-school science ambassadors club for a mixed group from Years 4–6.
- Teacher S (Year 6 teacher and wider curriculum engagement lead) embedded the project within her school's Eco Council and used selected activities with wider year groups.
- Teacher R (KS1 practitioner) used the activities flexibly with Reception and KS1 pupils as part of an established eco-curriculum.

This spread provided insight into the project's adaptability across ages and structures.

Practicality and resourcing

All three teachers emphasised the accessibility of the box, particularly its high level of resourcing and ease of use.

- *"It was literally ready to go… I've never seen anything so well resourced"* (Teacher A).
- *"Very self-explanatory… it was nice just to figure it out with the children"* (Teacher R).
- *"Having everything there meant I could run it even when my leadership time changed at the last minute"* (Teacher S).

This strong theme of reduced workload and practical feasibility was consistent across all interviews.

The project was delivered through:

- after-school weekly sessions (Teacher A),
- half-termly Eco Council projects and whole-year adaptations (Teacher S),
- thematic curriculum afternoons in KS1 (Teacher R).

This demonstrated the tool's flexibility and suitability for both structured and informal learning environments.

Most valuable activities

The Green Roof Tiles and Pizza Planet activities were consistently highlighted.

Teacher A described the green roofs as the most powerful for learning, sharing that children were *"coming every day to check on them… they were telling everyone that we need these in school."* The activity encouraged comparison, curiosity and real-world application.

Teacher S reported similar enthusiasm for Pizza Planet, noting how pupils *"could tell me why they picked lower-carbon options even if they didn't normally like those ingredients."*

Teacher R found Pizza Planet especially engaging for younger pupils because it was a hands-on model rather than a worksheet.

Challenges and least successful elements

The Sustainable Drainage House was the most challenging:

- *"We weren't sure if we were doing it right… maybe a video would help"* (Teacher A).

The greeting card activity caused technical problems for Teacher S when the blender jammed, requiring improvisation.

Growth outcomes for the green roofs were inconsistent, with Teacher S reporting little germination despite high engagement with the process.

Alignment to research informed climate education (RICE) framework

The Research-Informed Climate Education (RICE) Framework is a practical model developed to help teachers, schools and programme designers create climate education that is accurate, meaningful and emotionally supportive. Based on the Science Capital Teaching Approach, it brings together insights from climate science, education research, psychology and sustainability literacy.

The framework recognises that climate education works best when it is active, local, hopeful, and connected to children's real lives, rather than focusing only on facts, doom scenarios or abstract global concepts. The interviews showed strong alignment across several domains of the framework.

Diagram one below show the key elements

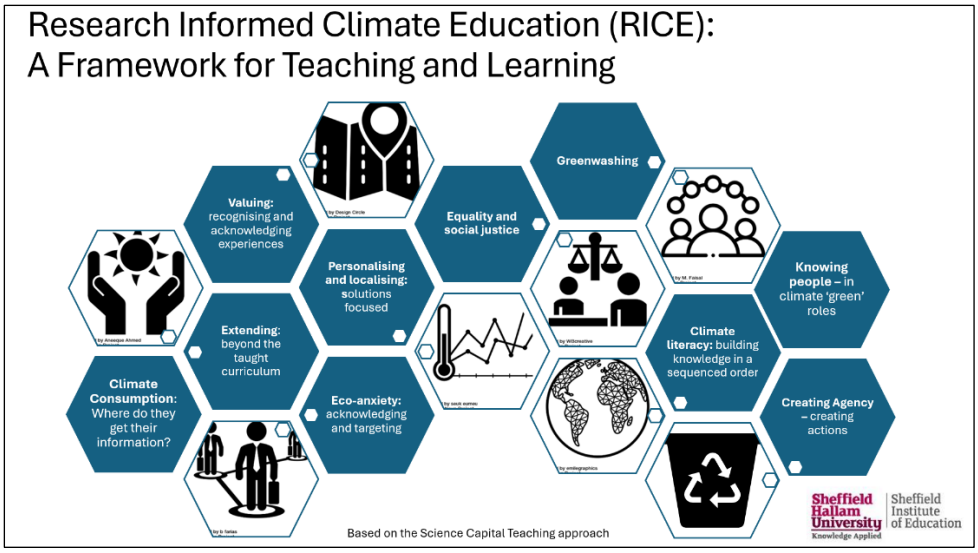


Diagram 1. Key elements of RICE

Personalised and Localised

Children made direct links to local environments, particularly in Teacher A's school:

> *"We looked at real green roofs in Sheffield and which ones had worked."*

Agency

All teachers emphasised increased pupil confidence in taking climate-related action.

> *"They realised small things make a difference… they felt they could actually do something"* (Teacher A).
>
> *"It gets them thinking without knowing they're thinking"* (Teacher R).

Climate literacy

Pizza Planet introduced new concepts such as carbon foot printing, and students were able to articulate comparative impacts of ingredients (Teacher S).

Meaningful purpose

Teacher S's school extended activities beyond the pack:

- [pupils] made bath salts for a Winter Fair using ideas from the bath bomb activity, demonstrating transfer into community-facing action.

Pizza Planet was one of the strongest components across all settings.

Why it worked well

- highly practical, tactile and visually engaging
- supported by an effective child-friendly video
- sparked discussions on food choices, sustainability, and health
- adaptable for paired work and whole-class sessions
- strong cross-curricular links (maths, DT, RSHE)

Teacher R noted it encouraged pupils to compare ingredients closely:

- *"Look, this one has less sugar... this is better!"*

There was potentially some confusion between calories, nutritional components and carbon by one teacher, however teaching notes only referred to carbon.

Teacher S highlighted conceptual understanding:

- *"They could tell me the carbon footprint differences - there was no confusion with calories."*

Teacher A felt it had clear curriculum potential, especially within healthy eating and maths.

Recommendations for development

Teachers suggested several refinements:

- Short instructional videos for more complex builds.
- Clearer guidance for resource-heavy activities (e.g., blender quantities).
- Options to scale materials for class-sized groups.
- Opportunities to extend popular activities, such as a comparative investigation using different seeds.

Overall, teachers viewed the box as extremely strong, requiring only minor refinements.

Perspectives on commercialisation

Views varied, but consensus was that ease and completeness of materials was essential.

Teacher A strongly preferred the fully resourced approach:

- *"A voucher is still another job... being able to pick it up and go was a huge selling point."*

Teacher R was more flexible, feeling a shopping list or voucher would be manageable.

Teacher S suggested a tiered model, with schools paying more where training, meetings or facilitation are included:

- *"You're not just paying for a box - you're paying for the human interaction and discussion."*

While a financial figure was suggested for the box – it varied hugely from £50 to £500! This was dependent on the member of staff's experience of purchasing in school and what would or wouldn't be included (e.g. size and scale, level of support/training, full or partial kit). However, teachers agreed that maintaining quality and usability would be key to any commercial model.

Student Surveys

To support the evaluation student surveys were distributed via paper to all participating schools. A total of 10 schools completed and returned the surveys, providing a broad sample across a range of settings. In total, 83 pupils completed at least some of the paper-based survey questions, offering a rich dataset of quantitative ratings and written feedback. This level of response provides a good understanding students' experiences, perceptions, and learning.

Students were asked to rate the project overall using a 5-point scale (Awesome to Needs more work). Below are the results

Rating	Count	%
Awesome!	56	69.1%
Great!	18	22.2%
Okay	3	3.7%
Could be better	3	3.7%
Needs more work	1	1.2%

Table 1. Student ratings of overall project

The survey results show that pupils responded extremely positively to *Project in a Box: Think Climate!* A very large majority (69%) rated the project as "Awesome!", with a further 22% rating it as "Great!". This means that over nine in ten pupils (91%) gave the programme one of the highest possible ratings, indicating a very high level of satisfaction across participating schools. Only a very small proportion (around 8%) selected "Okay", "Could be better", or "Needs more work", suggesting that negative experiences were limited. Overall, this data demonstrates that the programme was very well-received and enjoyed by most students.

Students were asked to select their top three activities. Below shows the combined totals for top three.

Activity	Number of times selected in top 3
Bath Bombs	61
Pizza Planet	54
Plantable Greeting Card	38
Green Roof Tiles	33
Land Yacht	31
Insulating Cups	10
Sustainable Uniform	7
Sustainable Drainage System (SuDS)	4

Table 2. Activity popularity – combined top 3 counts

When asked to select their top three activities, students showed a clear preference for creative, hands-on practical tasks. *Bath Bombs* was the most frequently chosen activity, appearing 61 times across the top three lists. This strongly suggests that fun, product-making activities resonate especially well with students.

Pizza Planet followed closely with 54 selections, showing that interactive activities linking climate actions to real-life choices such as food and diet generated strong engagement. Many students commented on the surprising climate impact of pizza toppings, suggesting that learning was both enjoyable and memorable.

Activities such as the Plantable Greeting Card (38) and Green Roof Tiles (33) also performed strongly. These nature-based and craft-based tasks appear to appeal to students who enjoy making something tangible and watching things grow (even though in practice some tiles did not grow successfully).

Land Yacht (31) was the most popular of the more engineering-focused activities, suggesting that movement, racing, and competitive elements add appeal.

Activities involving more abstract concepts or fine-motor skills such as Insulating Cups, Sustainable Uniforms, and SuDS received fewer selections, with counts between 4 and 10. These may have been perceived as more technical or less visually exciting or could require longer attention spans or greater explanation which may not have been possible in the allocated after school time for most schools.

Overall, the data shows a strong students' preference for high-impact, creative, messy, or movement-based activities, which aligns with wider research on primary STEM engagement. These findings can help shape future box development by emphasising activities that balance fun, curiosity, and clear visual outcomes.

Students were asked how likely they would recommend the project to other students. Below shows the recommendation levels.

Recommendation Level	Count	%
Definitely	45	55.6%
Probably	19	23.5%
Not Sure	12	14.8%
No Way	3	3.7%

Table 3. Recommendation level by students

The recommendation data shows strong support for *Project in a Box: Think Climate!* among students. When asked how likely they were to recommend the project to others, the majority selected either "Definitely" or "Probably", with 45 students (56%) choosing the strongest positive option and a further 19 students (24%) selecting "Probably." Combined, this means that around four out of five students (nearly 80%) were willing to recommend the programme, indicating a high level of overall satisfaction and perceived value.

Only a small number of students (3.7%) selected “No Way,” and these responses did not appear to reflect serious criticism of the project itself - often relating instead to personal preferences or unrelated comments. Around 15% of students were unsure, which is typical in this age group and likely reflects hesitation rather than dissatisfaction.

The qualitative explanations students provided reinforce this positive pattern. Those who chose “Definitely” or “Probably” frequently described the project as fun, interesting, creative, and different from normal lessons, emphasising activities where they could make, mix, experiment, or see visible results. Many highlighted that they had “learnt new things” about climate change, found the hands-on tasks exciting, or enjoyed the opportunity to create something practical.

Overall, the recommendation data suggests that the Think Climate! programme successfully engaged students across schools, generated enthusiasm, and had a meaningful impact on their learning. The willingness of the large majority to recommend the project to others reflects both enjoyment and perceived relevance.

Students’ responses show that the Think Climate! project successfully increased their understanding of climate change and sustainability. Many demonstrated awareness that climate change is causing harm to the planet and that action is needed to reduce pollution, save resources, and cut carbon emissions.

> “*We need to stop climate change as it’s destroying the world*”
>
> “*It would be a much nicer place if climate change stopped*”

Students also expressed an understanding that small, personal actions such as recycling, reducing energy use, and choosing sustainable materials can make a meaningful difference.

> “*Even the littlest things can make a difference*”
>
> “*Even changing the material of a uniform can help the planet*”
>
> “*You can save the Earth using the technique ‘reduce, reduce and recycle*”

Several linked their learning directly to project activities such as studying sustainable uniforms, drainage systems, and insulation. Overall, students reported gaining knowledge about environmental protection, resource conservation, and the importance of individual and collective action in tackling climate change.

Survey responses show that many students extended their learning beyond school by taking Think Climate! activities home and sharing them with their families. This was most commonly seen with the Bath Bombs and Plantable Greeting Cards, both of which generated enthusiastic responses and meaningful interactions at home.

A large number of students described taking the bath bombs home to use with siblings or parents. One student wrote, *“I took the bath bombs home and let my sister have one,”* while another explained, *“I brought the bath bombs home and gave them to my mum.”* These examples demonstrate the pride students felt in what they created and their desire to involve their families.

The plantable greeting cards were another frequently shared activity, with many students planting them at home sometimes as gifts or special moments with family members. Students described how *"The plantable greeting card – we planted it in our garden,"* and *"I gave it to mum and now she's growing it."* Others placed them on windowsills to watch for growth, such as *"I put it in the window and waited for it to grow."* These comments show that the activity encouraged students to engage with nature at home and sparked conversations about sustainability well beyond the school-based activity.

A smaller number of students also shared what they had learned about climate change, telling family members about the project. For example, one student said, *"Yes, I told them about the project and how it helped me understand climate change."* This illustrates how learning was not only practical but also conceptual, with students taking environmental ideas back into their households.

Only a small proportion of students indicated that they did not take anything home, with responses such as *"Not yet"* or *"I didn't."* The overall pattern, however, is clear: the project successfully encouraged students to continue their learning beyond the classroom, sharing activities, ideas, and sustainable actions with their families.

Although most students reported high levels of enjoyment and satisfaction with the Think Climate! project, a number of helpful suggestions emerged from the survey data. These suggestions were generally small, practical ideas rather than major criticisms, showing that students were largely happy with the activities as they were.

The most common request was simply to have more time to complete activities or more sessions overall:

- *"Make more sessions."*
- *"More time and more lessons."*
- *"I think we should make it last longer than one lesson."*

This reflects the high levels of engagement, students enjoyed the activities and wanted them to continue. This is more a limiting factor in schools where often the activities ran for an hour after school or during lunch.

A few students suggested tweaks to particular tasks to make them run more smoothly:

- *"Change a bit about the Green Roof Tiles."*
- *"When doing Pizza Planet – make it so you can build your own."*

These comments relate to activities that some students found challenging or where outcomes (e.g., seed germination) were inconsistent.

There were very few negative suggestions. Several students explicitly said that no improvements were needed:

- *"Not really – lots of fun all the time."*
- *"No, everything was perfect."*
- *"No – all the lessons were high quality and helpful."*

This reinforces the overwhelmingly positive experience reported across the survey.

Students participating in Think Climate celebration activities

Student Focus Groups

Focus groups were undertaken face to face in two primary schools, one in each school. A total of nine students were involved in focus groups (four in one school and five in the other). Each group was supervised by a lead teacher for the project who helped prompt students if they needed help remembering information. Interviews were recorded and transcribed with online tools (Microsoft Word).

All students were in Year 5 and Year 6 (9–11-year-olds). Most students had not previously been involved in Project in a Box, but a small minority remembered the cooking box and medic's box.

Both schools undertook the majority of the eight activities, and these were done in after school clubs.

Students particularly enjoyed Pizza Planet, Bath Bombs and Plantable Greeting Cards as their favourite activities.

Pizza Planet

- "*Pizza Planet was my favourite because it taught me about the calories in different pizza toppings.*" – School A
- "*It was very interesting how if you used vegan cheese instead of any other type of cheese, it would reduce a lot of pollution.*" – School PB
- "*It's weird because I don't really like pizza and it was fun to experiment.*" – School A

Bath Bombs

- "*My favourite was the bath bombs, because you got to see how they were made.*" – School PB
- "*Bath bombs is just fun because I love having bath bombs in my bath.*" – School A
- "*I changed the bath bombs so they actually do what bath bombs are supposed to do like fizz in the water.*" (reflection but also enjoyment) – School A

Land Yachts

- "*Land yacht was my favourite because it had some very common science words I already know and it was very practical too.*" – School A

Students enjoyed the Green Roof Tiles, Sustainable Uniform and SuDS activities the least.

Green Roof Tiles

- "We had them in that blue tray in our classroom… we did water it, didn't we? And nothing seemed to happen with it."

- **Interviewer:** "How long did you leave them for?"
  Student: "We had them for like three weeks, maybe a month."
  Interviewer: "And they still didn't do anything?"
  Student: "No."

Sustainable Uniforms

- "My least favourite was the sustainable uniforms because when we used the fabric, some pieces got cut out but weren't even used. It was kind of a waste." – School A
- "The sustainable uniform… it was a bit hard to cut." – School A

SuDS (Sustainable Drainage System)

- "I didn't really like the sustainable drainage system because we didn't have enough time to finish it… I'm not that patient." – School A

Students provided some improvements to the project. These included:

- More reliable growing materials for the Plantable cards and the roof tiles.
- More interesting shapes for the plantable cards
- Better quality scissors/sharper scissors for fabric cutting e.g. sustainable uniform
- More time to complete the complex builds e.g. the SuDS drainage activity
- Bigger moulds for the bath bombs and an opportunity to test the bath bombs in water during the session, so those that don't have baths at home can still see the effect.
- Some clearer guidance on how long certain activities might take

Across both schools, students consistently demonstrated that the Project in a Box: Think Climate! activities supported their understanding of key environmental concepts. Many students described learning about greenhouse gases, carbon footprints, and how everyday choices particularly related to food can have wider environmental impacts. The Pizza Planet activity was frequently mentioned as a turning point for their understanding, with students explaining that different pizza toppings release different levels of greenhouse gases. Several were surprised that cheese and pepperoni had such high carbon footprints, and a few noted that they would now "think more" about what goes on their pizzas as a result.

Students also showed a solid grasp of sustainability, with one student offering a clear definition: sustainability means not using up the world's resources because "this is the only world we've got." Others linked planting activities such as the green roof tiles and plantable greeting cards to the role plants play in absorbing carbon dioxide and producing oxygen. Although some green roof tiles did not grow successfully, students used this as an opportunity to discuss environmental conditions (e.g., lack of sunlight) and what plants need to thrive. This indicates not only content knowledge but also the development of scientific reasoning.

More broadly, students spoke about the importance of protecting the environment and the need to avoid waste, both in terms of food and materials. Several commented on the global implications of food waste and resource use, noting that some countries have fewer resources and that wasting food contributes to global inequality. This suggests that the activities prompted reflections that reached beyond their immediate classroom context.

Overall, students showed strong engagement with climate-related ideas and were able to make meaningful connections between the hands-on activities and wider environmental issues. Many

expressed that the project had helped them "understand more about the environment," "learn new things," and think differently about the world around them. Through practical, creative, and inquiry-based tasks, the project successfully deepened their understanding of climate change, nature, and sustainability in age-appropriate yet impactful ways.

Recommendations from students

Across both schools, students were extremely positive about the project and said they would recommend it to others because it was fun, practical and helped them learn new things.

Several talked about enjoyment and the sense of choice and collaboration:

> *"It's a really fun project… you can just spend your time after school with your friends."*
>
> *"They'd learn new things and… know more about the environment."*
>
> *"It's good to get children active… and really benefit for people who don't really like science and might get them into it."*

Students felt the project worked well for younger groups too:

- *"I would recommend it to younger year groups so younger children can learn why we should help protect the environment."*

They also expressed a desire to do the project again:

> *"Yes, definitely… I wish I could do it when I was in year 7."*

The tone was consistently enthusiastic, with occasional requests for more time to finish activities.

What students said about Planet Pizza

Students in **both schools** selected Pizza Planet as one of their favourite activities and described clear learning around carbon footprints and food choices.

Why they liked it

Students often mentioned fun, novelty and experimentation:

> *"It's in between bath bombs and Pizza Planet… it's new… I don't really like pizza and it's just fun to experiment."*
>
> *"Pizza Planet was my favourite because it taught me about the calories in different pizza toppings."*

Students at one of the schools explained very clearly that they had learned about greenhouse gases:

> *"Some foods release gases… greenhouse gases."*
>
> *"We had to use different things like mushroom and sweetcorn and different cheese to see how much greenhouse gases they release."*

One pupil learned about food waste and sustainability:

"It's not good to waste food because soon if we carry on like this, there's gonna be no food."

Another made direct connections to carbon footprints:

- *"I learned… pepperoni is worse [for the environment] because it comes from sausages… animals produce more carbon dioxide."*

At least some pupils said is influenced their thinking:

- *"Yeah, it made me think more… by looking at the change."* (about pizza toppings)

The activity appeared to successfully combine science, numeracy and sustainability in a way that was accessible and memorable.

Ideas for future boxes

Students were highly imaginative and offered several clear suggestions for future themes.

A medicine or health box - repeated at both schools:

"I would say medicine."

"You could get a doctor or nurse to come and speak to you."

They also mentioned adding a hospital trip.

An Art Box

"Lots of different art materials… drawing or painting."

Smaller Gift-Sized Boxes - students came up with the idea of selling mini-boxes for birthdays or presents:

"If you made it in a smaller box… you could sell it in shops… someone might see it and go 'I might like that for my child.'"

School A - Students

"Do you think people would like that as a birthday present?… Yeah."

Which activities would work well at home?

They suggested these as "home-friendly" or gift options:

- Bath bombs
- Plantable greeting cards
- Land yachts (one said families could "build their own land yachts and have a little race")

These comments point to real commercialisation potential directly identified by pupils.

Key Insights Emerging

Across schools, Project in a Box was consistently described as a highly engaging, ready-to-use way of teaching about climate and sustainability, mainly through practical, creative science activities rather than abstract lessons. Staff repeatedly emphasised that climate change is not well covered in the formal curriculum, and that the box filled a useful gap:

Teacher A described it as "a really fun, engaging way of teaching children about climate… a really rounded way of learning about all the things that the children could do," noting that climate content is usually only "touched upon in different areas."

Teacher P felt the box fitted perfectly with their eco-school ethos, saying "this project in the box were brilliant… some of the things worked, some didn't work, some we haven't tried yet… but it was just the ideas were brilliant."

Students echoed this enthusiasm. They talked about the sessions as "really fun" and a break from more traditional homework, with one student saying they would "definitely recommend it… you can just spend your time after school with your friends."

The activities appear to have:

- Supported understanding of climate change and sustainability (for example, learning about greenhouse gases and carbon footprints through Pizza Planet, or the role of plants and green roofs in providing oxygen and cooling).
- Created a sense of agency, with children feeling they could do "small little things that they could do to make a difference."
- Connected learning at school with home and community, for example through bath bomb sales at fairs, plantable cards taken home, and ClassDojo posts to parents.

Overall, the different datasets converge on a picture of a well-liked, memorable project that helped make climate change tangible, while also surfacing some practical issues with materials, instructions and age-appropriateness.

Successes and strengths

A major strength was the "everything in the box" design, which helped with staff workload.

Teacher A highlighted that "the fact that it was literally just ready to go in a box was super helpful because obviously teachers are… always short on time."

Teacher S described it as a "time saver" where "all the resources are provided for you and all the planning is provided for you."

Teacher P described the box as "really well resourced… easy to follow instructions… really enjoyed it."

This meant the project could run as after-school clubs, eco-team activities or class-based projects without requiring staff to design everything from scratch.

High engagement and enjoyment – especially hands-on activities

Students and staff both pointed to strong engagement, particularly with practical and "messy" activities:

Students frequently named Pizza Planet, bath bombs, green roof tiles and plantable greeting cards as favourites. One student said: "It's in between bath bombs and Pizza Planet… Pizza Planet… taught me about the carbon in different pizza toppings."

Another student liked the plantable cards "because we got to get messy."

Teacher P reported that even when the bath bombs initially failed, students were fascinated: "they were just growing and growing… like a monster growing out of these ice cube trays," and this "led on to the bath salts, which were really good."

Teachers also described the activities as creative and different from usual resources:

Teacher S noted that, when planning lessons, she had "never come across anything like that before," particularly in terms of the variety of creative, climate-linked tasks.

Alignment with research-informed climate education (RICE)

Even though the RICE framing was not made explicit in the teacher pack, staff could see strong links when it was later shared.

Personalised and localised

Teacher A used the roof-tile activity to connect to local examples, looking at buildings in Sheffield where green roofs had been tried – "ones that have worked and ones that haven't."

Teacher P linked wildflower seeds and gardening to their existing eco-school work, with children growing tomatoes and using recyclable jars for bath salts, reinforcing local, low-cost actions.

Agency and action

Teacher A felt the box particularly developed agency: "There was definitely a feeling of 'we can do this'. It's only something little we can do this."

Students described thinking differently about their own food choices, for example reconsidering pizza toppings because "some foods release gases that [are] greenhouse gases."

Science capital and future roles

Teacher S intentionally used the box within an Eco Council structure, involving children from Year 2 to Year 6 in leadership roles and linking to broader climate projects and assemblies (e.g. Energy Heroes, solar-energy projects), which helped children see climate as something real and future-relevant in their lives.

Positive recommendations from staff and students

All three interviewed staff said they would recommend the project to other schools:

Teacher P: "100% recommend it… it just gets the children thinking without them knowing."

Teacher A: "We'll be doing it again next year if it's on-again next year… it really gives children accountability that they can do something about it."

Teacher S: "Yes, definitely… I would encourage all schools to create an Eco Council or even… run it as a club because you've got everything there."

Students were similarly enthusiastic – in one group "four thumbs up" were given when asked if they would recommend the project, citing it being "really fun" and helping them "learn new things" and "know more about the environment."

Challenges and areas for improvement

The data is also clear that not everything worked perfectly. Teachers and students were generally positive, but they surfaced some consistent areas to improve.

Practical reliability of some activities (seeds, bath bombs)

Green roof tiles: At least two schools found that the seeds did not grow reliably: students reported having them "for like three weeks, maybe a month" and "they still didn't do anything."

Bath bombs: Teacher P's group struggled with the ratio of water to ingredients, leading to "monster" bath bombs before they pivoted successfully to bath salts.

These issues did not undermine overall enjoyment, but they did create extra troubleshooting for staff and sometimes meant desired learning outcomes (e.g. seeing seeds grow) were not fully realised.

Clarity of instructions and need for optional video support

Some of the more complex activities were felt to need more support:

Teacher A suggested that activities such as the house/drainage task and possibly the roof tiles could benefit from a short video: "because it was a little bit more complex, maybe a video would have helped… to make sure we weren't doing that one wrong."

Teacher S had similar issues with the blender activity (recycled paper): over-filling the blender made the mixture too solid, and she suggested clearer guidance such as "less than half full with paper" in the instructions.

Age-appropriateness and differentiation

While mixed age and younger groups engaged well overall, some written elements were challenging:

Teacher S noted that Year 2 children "didn't quite click" with the Pizza Planet worksheet and needed more direct guidance, although she emphasised that "the outcome wasn't to get it all right, it was just to have a go."

Teachers also offered ideas to deepen or extend activities where time and age allowed, such as:

Adding sewing to the sustainable uniform activity to build practical skills, rather than keeping it purely paper-based and turning some tasks into longer fair-test investigations to strengthen links with science enquiry.

Capacity and scale

Finally, there were practical constraints around staff time and school capacity:

Some staff could only complete a subset of the activities or needed to share responsibility with colleagues (e.g. Teacher S juggling Eco Council work, wider curriculum responsibilities and sharing sustainability leadership with another colleague).

The physical size of the box was larger than one teacher had expected – not a major barrier, but something to bear in mind for collection and storage.

Impact on school practice (where evidenced)

Although this was largely a time-bound project, there are early signs of impact on school practice and culture.

Strengthening eco structures and leadership

Teacher S integrated the box into a newly formed Eco Council, with children applying to join and taking on roles across Years 2–6. The project gave them "an additional sort of lesson" and tangible tasks, addressing a common problem where pupils have a title but "don't actually do anything throughout the year."

Teacher P linked the activities to existing Eco Warriors from Reception upwards, helping to embed practical sustainability from the early years.

Curriculum and enrichment links

Teacher A felt several activities could map into existing curriculum units, particularly plants, growing and some D&T content, although she noted that for many schools climate remains "an add on" and careful curriculum mapping would be needed.

In one school, bath bombs were scaled up and used as part of a winter fair with students making and selling them to parents, combining sustainability, enterprise and community engagement.

Students recognised overlap with science lessons (e.g. insulating cups) but felt the box made things more climate-focused and practical.

Changes in conversations and awareness

Several examples suggest the project contributed to wider conversations:

At one school, children were already discussing school overheating and ventilation in heatwaves; the project sits alongside these concerns and other climate initiatives such as solar-energy projects and assemblies.

Teacher S reported that parents saw Eco Council posts on ClassDojo (auto translated for EAL families), meaning the project reached “the wider community,” not just families of participating children.

Students articulated new understandings about climate justice and global inequality, for example realising that “there’s not enough resources for poorer countries” and linking food choices to carbon footprints.

Given the limited number of interviewed schools and the survey constraints, these should be seen as promising examples rather than system-wide evidence, but they show how the box can seed broader change.

Students marching around Charles Street Building, Sheffield Hallam University

Recommendations for Next Steps

Refine and strengthen existing activities

Based on staff and student feedback:

Tighten the practical design of "problem" activities (green roofs, plantable cards, bath bombs) so that they are more reliably successful across different school contexts. This might involve seed selection testing, clearer growing instructions, and video clips to ensure consistency.

- Provide short "how-to" videos for the more complex tasks (e.g. roof tiles/drainage, recycled paper, perhaps Pizza Planet), which teachers can scan via QR codes for quick reassurance.
- Offer optional differentiation notes, particularly for younger pupils (e.g. simplified Pizza Planet recording sheets or more teacher-led versions for Year 2, plus stretch/fair-test ideas for older groups).

Deepen alignment with research-informed climate education

The project already naturally hits many RICE elements. Next steps could include:

- Making the research framing explicit in a short teacher overview: how activities support personalisation, local context, agency, science capital and critical thinking (e.g. around food, energy, consumption).
- Providing simple prompts for linking each activity to local places (e.g. mapping green roofs or heat-vulnerable spaces in the school/community), and to global justice stories where appropriate.

Commercialisation – cautious but promising

From the interview data:

Teacher S felt that, as a product, the box could be worth £400–£500 to a school, noting that schools would be "not just paying for the resources" but also "support and the planning time and also access to… ongoing support."

However, she stressed that she would need evidence and testimonials – "data related or photos" and stories from other local schools – before she could convincingly bid for funding or commit budget.

Grants were seen as a likely route for first-time adoption, which suggests a staged model where early rollouts remain funded, building the case studies needed for later paid versions.

Given this, a balanced commercialisation plan might:

- Start with subsidised or funded pilots in targeted areas, capturing strong evidence (photos, case studies, student quotes and simple outcome data).
- Develop a tiered offer:
    - A full, multi-activity box (resource-heavy, with training/online support) at the higher price point.

- Class-sized “refill packs” for consumables.
- Smaller, two-or-three-activity boxes at a lower price (see below), suitable for clubs or as gifts.

Pizza Planet and commercialisation – what it tells us

Pizza Planet stands out as a flagship activity with strong potential for marketing:

Students consistently named it as a favourite, even those who “don’t really like pizza,” because it was “fun to experiment” and helped them understand calories and carbon footprints.

It clearly supported conceptual learning: students recalled that some pizzas released more greenhouse gases and were surprised that a Margarita could have a higher footprint than pepperoni because of the amount of cheese.

Teacher P described very high engagement, with children actively swapping toppings to reduce carbon.

At the same time, the need for age-appropriate scaffolding (especially for younger pupils) suggests that any commercial marketing should emphasise:

- That the activity can be adapted for different year groups (e.g. more visual, less text-heavy for KS1/early KS2, more data analysis for older students).
- Links to PSHE, science and healthy-eating curricula, and the way it integrates health, numeracy and climate literacy.

Final Note Summary

Project in a Box has demonstrated that a carefully designed, hands-on climate education resource can generate strong engagement and meaningful learning, even when developed entirely in house and on a very modest budget. Across interviews and surveys, staff and students consistently highlighted the project's creativity, accessibility and relevance, describing it as enjoyable, memorable and a welcome addition to an otherwise limited climate curriculum.

While the project was not without its challenges some activities were less reliable, certain instructions required more clarification, and schools differed in their capacity to deliver the full set - these issues were balanced by a clear sense of value. Teachers emphasised that the box saved significant preparation time, helped build pupil confidence and agency, and supported eco leadership structures and community engagement. Students likewise reported learning new concepts about climate change, developing practical skills and enjoying opportunities to take activities home or share them with families.

The project therefore represents an example of what can be achieved with thoughtful design and limited resources: a high-impact, low-cost intervention that schools found both feasible and worthwhile. With small refinements, enhanced guidance, and further evidence gathering, the model has realistic potential to evolve into a scalable and sustainable offer - whether through future climate-themed boxes, smaller commercial products or expanded school partnerships.

Overall, Project in a Box shows that high-quality climate education does not require high budgets; it requires creativity, accessibility and meaningful experiences that help children understand the world and feel capable of shaping it.

Students stood outside Charles Street Building undertaking a climate march

Appendix 1 – surveys and interview schedules

Staff survey – completed online

This survey is part of the evaluation of Project in a Box, Think Climate! Which your school participating in during the 2024-25 academic year. It should take around 10 minutes to complete. You do not have to take part in this survey if you do not want to.

Information about the study and about how we will use your data from this survey can be found in the participant information sheet and the SHU privacy notice. If you have any questions about the research or giving your consent, please contact Lee Jowett at L.Jowett@shu.ac.uk.

We are also contacting a sub-set of lead applicants for interview. If you would be willing to be interviewed, please provide your details at the end of the survey.

Before you continue, please click the circle below to indicate that you consent to our use of the data you provide here and the terms of the privacy notice. If you do not click the circle, you will not be asked any further questions.

O I have read the project information sheet, and I agree to the terms of the privacy notice.

1. Overall, how would you rate the overall experience of project in a Box, Think Climate?
    - Excellent
    - Good
    - Satisfactory
    - Needs improvement
    - Fair

2. How engaging did you find the materials for the children?
    - Captivating – Fully engaging, highly interesting
    - Engaging – Holds attention well
    - Moderate – Somewhat interesting, mixed engagement
    - Dull – Lacks engagement, not very interesting
    - Uninspiring – Completely unengaging, no interest

3. Please rank the activities from best to worst. (sliding option)
    - Activity 1 – Green Roof Tiles
    - Activity 2 – Plantable Greeting Card
    - Activity 3 – Land Yacht
    - Activity 4 -Insulating Cups
    - Activity 5 -Bath Bombs
    - Activity 6 – Sustainable Uniforms
    - Activity 7 -Sustainable Drainage System (SuDS)
    - Activity 8 -Pizza Planet

4. Which activities did you find the most valuable and interesting (and why)? (free text)

5. Which activities were the least valuable and interesting (and why)? (free text)

6. Did the project raise awareness and understanding of climate change and sustainability and if so, how? (free text)

7. Have you implemented any other climate initiatives in school? (free text)

8. Were there any barriers to undertaking the activities in the box?

9. Have the children taken any of the activities home or involved family (if so, how)? (free text)

10. How likely are you to recommend Project in a Box, Think Climate! To others?
    - Very likely
    - Likely
    - Neutral
    - Unlikely
    - Very unlikely

11. Do you have any suggestions to improving Think Climate! (free text)

12. Is there anything else you would like to add? (free text)

13. Would you be happy to be contacted by us for a follow up interview (either online or face to face)?

    Yes/No

    (if yes – please provide your contact name and email address)

14. Would you be happy to be contacted by us to arrange a small focus group with your students (face to face)? The purpose of the focus group is to find out from the students what they enjoyed, and which activities could be improved. Further information (including the questions) and parent consent forms will be provided.

    Yes/No

    (if yes – please provide your contact name and email address)

Staff interview schedule

Preamble

Thank you for agreeing to take part. This interview is being conducted as part of data collection by Sheffield Hallam University.

The purpose of the interview is to gather your thoughts and experiences of the Project in a Box, Think Climate! Programme this academic year. How you have used the box, what has worked well and what could be improved.

The interview will take up to 60 minutes depending on how much you have to say; is that OK?

Note:

- Your data will be stored securely and anonymised and you will be anonymous in all reporting.
- You are free to withdraw from the interview at any time or choose not to answer any questions that you do not wish to answer.
- You may also request to withdraw your data up to 2 weeks after the interview, without any explanation by contacting me or any other member of the research team (details on information sheet).
- Do you understand the purpose of the interview and your right to withdraw? Are you still happy to proceed with the interview?
- Are you happy for me to record the conversation?
- Do you have any questions before we start the interview? Please feel free to ask any questions about the research at any time during the interview.

Useful links: (To be added)

- Information sheet
- Consent form - online
- Privacy notice

1. **Your role**
    a. What is your role and organisation?
    b. What has your involvement with Project in a Box, Think Climate! been this academic year?
        a. Did you attend the training session in Rotherham at the start?
    c. Have you participated in Project in a Box previously? If so, please provide details

2. **Using the Box**
    a. How have you used the box in school? (prompt: which year groups, frequency, timing)
    b. Were there the right number of activities? And balance of topics?
    c. Which activities have you and the children enjoyed the most and why?
    d. Which activities did you like the least and why?
    e. Would you change any of the activities? (prompt: instructions, materials: type and amount)
    f. Were the instructions clear to follow? Anything missing which could be changed?
    g. ***Show the framework picture***. We have developed a framework called 'Research Informed Climate Education'. Here is a summary (explain).

a. Did the project provide opportunities to link to 'Research Informed Climate Education' elements (see diagram 1) for example localised, personalised, creating agency (explain in more detail).

h. Would you recommend the project to others? If yes, why? If no, why?

3. Pizza activity specific - questions for teachers running the sessions

i. How would you rate the engagement level of your students during the pizza-making activity?

j. Was the pizza activity a good fit with your curriculum or teaching aims? Why or why not?

k. Did the activity specific resources support you in delivering the pizza activity as part of the project?

4. Commercialisation

a. Would the box have the same impact (and be useful) if less materials were provided, for example as 'shopping list' was provided to buy from or a gift voucher to order rather than all equipment provided?

b. Would the project have the same impact if the number of activities were reduced but provided in a smaller bag (for example).

c. Would you as an individual (or as a school) be willing to pay for this product in the future (this relates to our box and not Children's University activity more broadly).

i. If not, what reasons?

ii. If so, what would you be willing to pay? (prompt: dependent on how many activities etc.).

Is there anything else you would like to say about Project in a Box, Think Climate!?

Debrief

- Remind participants that they can withdraw and the deadline for this.
- If you have any questions, they can contact me (via email or call) and ensure they have contact details.
- Will follow up with email confirming this information.

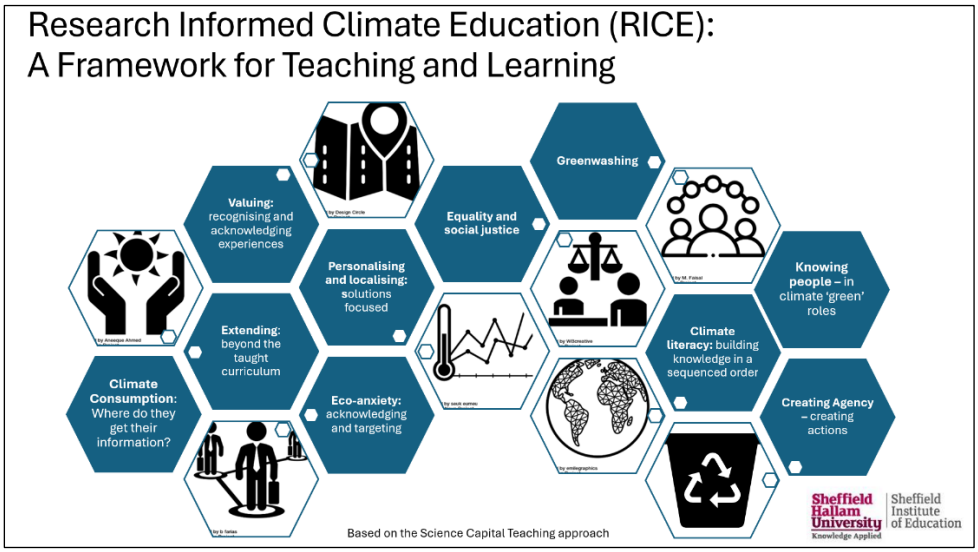


Diagram 1. Research informed Climate Education`

Student survey

This survey is part of the evaluation of Project in a Box, Think Climate! Which your school participated in during the 2024-25 academic year. It should take around 10 minutes to complete.

We would like to find out what you like and didn't like in the project and what could be improved. It is completely voluntary to take part in this survey. *Voluntary means you choose to do something because you want to, not because you have to.*

*School name*_____

Overall, how would you rate Project in a Box, Think Climate (circle your answer)?

- Awesome! 🌟
- Great! 😊
- Okay 👍
- Could Be Better 😕
- Needs More Work 🛠️

1. Tick your top 3 activities.

Activities	✔
Green Roof Tiles	
Plantable Greeting Card	
Land Yacht	
Insulating Cup	
Bath Bombs	
Sustainable Uniforms	
Sustainable Drainage System (SuDS)	
Pizza Planet	

2. Which activity was the most interesting and why?
3. Of all the activities which was the least interesting and why?
4. What did you learn about about climate change and sustainability because of the project?
5. Did you take any activities home to friends or family? And if so, what did you do?
6. How likely are you to recommend Project in a Box, Think Climate! to others (circle your answer)?
   - Definitely! 🌟
   - Probably 😊
   - Not Sure 😕
   - Probably Not 😟
   - No Way! ❌

7. Do you have any suggestions to improving Think Climate!

Thank you for your time 😊

Student interview schedule

Preamble

Thank you for agreeing to take part. This interview is being conducted as part of research at Sheffield Hallam University.

The purpose of the interview is to gather your thoughts and experiences of the Project in a Box, Think Climate! Programme this academic year. How you have used the box, what has worked well and what could be improved.

The interview will take around 30 minutes depending on how much you have to say; is that OK?

Note:

- Your data will be stored safely, and we won't mention anyone's name in the research
- You are free to withdraw from the interview at any time or choose not to answer any questions that you do not wish to answer.
- You may also request to withdraw your answers up to 2 weeks after the interview, without any explanation by your teacher contacting me
- Do you understand the purpose of the interview and your right to not take part during or after the interviews? Are you still happy to proceed with the interview?
- Are you happy for me to record the conversation?
- Do you have any questions before we start the interview? Please feel free to ask any questions about the research at any time during the interview.

1. Your role

a. What year group are you all in?
b. What have you done with Project in a Box, Think Climate! this school year?
c. Have you done any other Project in a Box topic in previous years (e.g. Yes Chef! Being a medic)?

2. Using the Box

a. Which activity/ies have you enjoyed the most and why?
b. Which activity/ies did you like the least and why?
c. Would you change any of the activities? (prompt: instructions, materials: type and amount)
d. Did the project help you understand more about climate change, wildlife and nature? If so, how?
e. Would you recommend the project to others? If yes, why? If no, why?
f. Would you be interested in doing something like this again?

3. Pizza activity specific

g. What did you learn about food, farming, or sustainability through the pizza activity?
h. Did participating in the project change how you think about where your food comes from?

4. Commercialisation

a. If I was going to make a pack for more schools – what activities do you think I should put in?
b. Would you be interested in having one or more of these activities as a present (for example Christmas or Birthday?)
c. Would you like all the activities or just some of them (so if you could only pick 4 of them)?
d. Do you have any other ideas for an activity which could do in a future box?

Is there anything else you would like to say about Project in a Box, Think Climate!?

Debrief

- Remind students that they can withdraw and the deadline for this.
- If you have any questions, they can ask their teacher and ensure the teacher has contact details.

Appendix 2 – Participating Schools

The following schools participated in this research.

- Arbourthorne Primary School
- Carfield Primary School
- Joseph Locke Primary School
- Kiverton Park Infant School
- Lakeside Primary Academy
- Meadow View Primary School
- Mosborough Primary School
- Owston Park Primary School
- Pye Bank Primary School
- The Willows School
- Waterthorpe Nursery and Infant School

We would like to thank the schools across Sheffield, Rotherham, Doncaster and Barnsley for their support in this research.