Sheffield Hallam University
Knowledge Applied

Sheffield Institute of Education

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

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Version 2

Contents

Executive Summary

Project in a Box: *Think Climate!* was delivered across South Yorkshire during the 2024/25 academic year, run jointly by Sheffield Hallam University and South Yorkshire Children's University. Each school received a fully resourced box of eight hands-on activities that introduce primary-aged children to climate change, biodiversity and sustainability through making, testing and tinkering rather than worksheets. Alongside the box, schools had teacher CPD, creative resources and a celebration event to work towards. The aim was simple: build children's understanding of climate, and their sense that they can do something about it, while keeping the load on staff as light as possible and feeding into wider whole-school sustainability work.

To find out whether it worked, and whether it could be repeated, we ran a mixed-methods evaluation with staff and pupils in June and July 2025, after a full year of delivery. This drew on an online staff survey (15 responses), paper student surveys (83 responses across 10 schools), and follow-up interviews and focus groups with teachers and children. Together these gave us both the numbers and the detail behind them: what staff and pupils enjoyed, what they learned, and where things could be better.

The response was very positive. Every member of staff rated their experience as Good or Excellent, and two-thirds chose Excellent. What teachers valued most was that the box was ready to go: it cut their planning time and slotted into after-school clubs, Eco-Councils and ordinary lessons without much fuss. The children were just as keen. 91% rated the project as Awesome or Great, and roughly four in five said they would recommend it. Bath Bombs, Pizza Planet and the Plantable Greeting Cards were the stand-out favourites, and several of these travelled home with the children too.

There were clear signs that children came away knowing more. They picked up new vocabulary and started joining the dots between everyday choices and their environmental impact. Teachers also noticed a growing sense of agency: pupils brought climate into other lessons and talked about it at home. In some schools the activities spilled out further still, into fundraising, new eco groups, and box materials being reused well beyond the club.

There were a few practical wrinkles. Growing materials did not always take, the odd component was missing from a box, and the more fiddly activities would benefit from clearer instructions or a short demonstration video. Younger children needed a little more support with some of the written tasks. None of this was serious, all of it is fixable, and it did nothing to dent how much staff and pupils enjoyed the project.

Taken together, the evaluation shows that *Think Climate!* gave schools an enjoyable, memorable and genuinely affordable way into climate education. With a few modest changes, better guidance, more reliable materials and some optional differentiation, there is a strong case for rolling it out more widely and, in time, perhaps offering it as a product. More than anything, it shows that research-informed, hands-on learning can build children's confidence and agency around climate while giving schools something practical that fits the curriculum and their already busy weeks.

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 build life skills through learning that happens outside the classroom. It has been doing this for over a decade, working with thousands of pupils across Sheffield and, more recently, in Rotherham, Doncaster and Barnsley to grow their confidence, motivation and self-esteem. The evidence is encouraging: children who take part tend not only to have richer experiences but to do better at school too, including in their SATs and GCSEs.

Children's University South Yorkshire is funded through a mix of sources: its higher education partners (the University of Sheffield and Sheffield Hallam), regional civic and combined-authority funding (via South Yorkshire Futures and 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 kit that lets a school run an after-school club for a group of twelve or more pupils. Staff have a training session first, then deliver six to eight weeks of activities, all building towards a celebration event where the children show what they have done 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), it introduces children to climate change and biodiversity in a deliberately positive, research-informed way. The aim is to build young people's sense of agency and to take the edge off eco-anxiety by keeping the focus on local solutions and the things they can actually do.

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

Every activity was designed by academic staff at Sheffield Hallam University, apart from Pizza Planet, which was kindly shared 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. In November they came to a twilight CPD session, where we talked through the aims of the project, the thinking behind it, and everything that was in the box.

From November onwards, schools started running the activities. To keep things ticking along, a mid-project check-in asked them to upload photos of their first three completed activities and fill in a short online survey. Every school that did so received an Eco Craft Book as a thank-you.

Fortnightly online drop-ins ran throughout, giving teachers a relaxed space to ask questions, share how they were getting on, and sort out any problems.

In May 2025, all schools received a bundle of *The Adventures of Scout* books, three copies per school, to prompt a bit more conversation and storytelling about environmental action. These went out just before World Environment Day on 5 June, so schools could build something around it in the run-up.

The deadline for finishing the activities was June 2025, which gave schools a full academic year to work through the box, adapt activities to their own setting, and gather evidence of what the children were learning.

It all came together at a celebration event at Sheffield Hallam University in June 2025, where the schools came in to share their work, show what the children had made, and mark what the whole cohort had achieved. We even had a climate march!

Funding

The project came together through a mix of institutional support and external help. The academic time to develop the materials, design the CPD, deliver the training and evaluate the project (Lee Jowett and Joelle Halliday) came from the Sheffield Institute of Education at Sheffield Hallam University, and worked out at around 20 days. Becky Musonda led the coordination, logistics and overall programme management, funded through the University's Civic Engagement team. John Kirkby of Design Futures Packaging at Sheffield Hallam designed the physical box and helped build and assemble the kits, and the University porters got the boxes to the training events. The materials inside were funded through the Hallam Fund, at roughly £20,000, and Load Hog kindly donated the big orange storage and transport boxes we used throughout.

Understanding Staff and Student Experiences

Towards the end of the project we ran a mixed-methods evaluation with both staff and pupils to find out how the box had actually been used in schools. We wanted to know what people made of the activities, how practical they were to run, and how far the box supported climate learning and engagement.

The evaluation had full ethical approval through Sheffield Hallam University's research ethics process (Ethics ID: ER77818984), so the way we collected data, gained consent and safeguarded participants met both institutional and sector standards.

We gathered data through online surveys, paper questionnaires for the children, and follow-up interviews with staff and pupils, which gave us both the numbers and the reasoning behind them. The surveys and interview schedules are in Appendix 1. All of this happened in June and July 2025, after a full year of delivery and just after the celebration event, so the views were fresh and grounded in what schools had really experienced.

Eleven schools took part in the research, and these are listed in Appendix 2.

Students participate in the celebration event at Sheffield Hallam University

School Staff Surveys

Every member of staff who had run the box was invited to fill in an online survey about their experience and any suggestions for improvement. Fifteen completed it, across a spread of year groups and school types. The survey mixed rating-scale questions with open-ended ones, so we could capture both how staff rated the activities and why.

Overall experience of the project

The overall response was very positive. Every member of staff rated their experience as either *Good* or *Excellent*, and two-thirds (10 out of 15) chose Excellent. That tells us staff were sold on both the idea and the way it was delivered.

They described it as enjoyable, practical and relevant, and several picked out how clear and easy it was to use. As one put it, 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

Staff consistently said the activities held the children's attention and led to real learning. The ones they rated most highly were the practical, hands-on tasks that got pupils thinking about 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."*

They valued tasks that did two things at once: built knowledge and prompted reflection.

Activities seen as less valuable

Feedback was mostly positive, but a few staff flagged activities they found less useful or harder to run. These were usually the ones that felt too simple, took too long, or did not sit neatly 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 are useful pointers for future tweaks, but they sit against a backdrop of strong engagement overall.

Impact on climate understanding

Staff saw clear signs that the project had deepened children's understanding of climate change and sustainability. Pupils picked up new vocabulary, started spotting the environmental impact of everyday things, and began thinking about both personal and shared 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 echoes what other school-based climate projects have found about the value of hands-on, exploratory learning.

Climate march signs at the celebration event

Barriers to implementation

Barriers were few and far between, and several staff said outright that they had not hit any. Where they did come up, they fell into four groups: time pressures, resource issues, age-appropriateness, and the odd practical hiccup.

Time and staffing pressures. This was the one staff mentioned most, and it says more about life in a busy school than about the box itself. They pointed to limited contact time, full timetables and competing priorities.

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

Extra resources needed. A handful of activities asked staff to source a few additional bits or do some prep beforehand.

Interestingly, there were a few comments about missing items, not enough dowels for the land yacht, a Baby Bio bottle, and one blender whose fuse blew. None of these were reported to us so we could send replacements, even though the teaching pack explained how to ask for them.

Age-appropriateness for younger children. Several staff working with KS1 or FS2 found some tasks a bit too complex, or in need of adapting.

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

Project in a Box is really aimed at KS2, but this does suggest that a bit of differentiation guidance would help younger groups get the most out of every activity.

Practical issues during delivery. A few staff mentioned one-off problems that affected how an activity turned out, such as seeds not growing or materials spoiling. They tended to treat these as part of the learning rather than as real 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."*

So there was some variability in how things turned out, but nothing that pointed to a deeper problem with the resources. As before, none of it was fed back to us through the mid-project review or by email.

Students taking learning home and beyond the classroom

Several staff described children carrying the activities, ideas or conversations home to their families. This spillover from school to home matches what came through in the interviews, and it is one of the better signs that something is shifting in behaviour.

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."

It is a nice indication that the project reached families too, not just the children in the room.

Likelihood to recommend

Staff were very likely to recommend the project. Thirteen of the fifteen 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."

That level of endorsement says a lot about how useful staff found it.

Encouraging other activities in school beyond the project

Staff also described knock-on initiatives, where the project either sparked something new or strengthened climate work the school was already doing.

One school put the creation of a new pupil leadership group down to the Think Climate activities. Others said it had prompted fresh, practical work around growing food.

Another described a new creative, climate-focused project that grew out of taking part.

"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 also told us the materials were being used well 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 work on the go, and Think Climate slotted in alongside it.

"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 few said curriculum demands, budgets or staff time stopped them taking on anything extra. Even then, the interest was clearly there; it was the structural barriers that got in the way.

Suggestions for improvement

The suggestions for improvement were constructive and mostly about clarity or differentiation. They 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."*

None of these would change what already works about the box; they would just sharpen it.

Taken as a whole, the staff survey paints a clear picture. Teachers valued the box, found it engaging, and saw it genuinely help children understand climate change and sustainability. They reported strong engagement, real learning, and signs of change reaching beyond the classroom. The barriers that came up were the everyday constraints of school life, and the suggestions for improvement were small and achievable. With ratings this positive and so many staff willing to recommend it, there is a strong case for developing the box further and rolling it out more widely.

School Staff Interviews

School staff who had participated in the *Project in a Box* initiative were invited to a follow-up interview so we could explore their experience in more depth. They could choose to meet face to face or over Microsoft Teams, whichever suited.

Three members of staff took this up. The summer term is a busy one, so the numbers were small, but between them they covered a good range of roles, year groups and settings, and both KS1 and KS2 delivery.

Each interview was recorded and transcribed using the transcription tool in Microsoft Teams, then read, coded and analysed thematically around:

- 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 held quite different roles, and that shaped how each of them ran the project.

- 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.

Between them, they showed how well the box adapts to different ages and different ways of running it.

Practicality and resourcing

All three kept coming back to how accessible the box was, and especially how well resourced and easy to 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).

Less workload, more doable: that theme ran through every interview.

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).

It worked just as well in a structured slot as in a more informal one.

Most valuable activities

Green Roof Tiles and Pizza Planet came up again and again as favourites.

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."* It got the children comparing, asking questions and linking it to the real world.

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 gave Teacher S some trouble when the blender jammed, and she had to improvise.

The green roofs were hit and miss: Teacher S got very little germination, even though the children were thoroughly into the process.

Alignment to research informed climate education (RICE) framework

The Research-Informed Climate Education (RICE) framework is a practical model I developed to help teachers, schools and programme designers build climate education that is accurate, meaningful and emotionally supportive. It draws on the Science Capital Teaching Approach and pulls together ideas from climate science, education research, psychology and sustainability literacy.

Its starting point is that climate education works best when it is active, local, hopeful and tied to children's real lives, rather than leaning on facts, doom or distant global abstractions. The interviews lined up well with several parts of the framework.

Diagram one below show the key elements

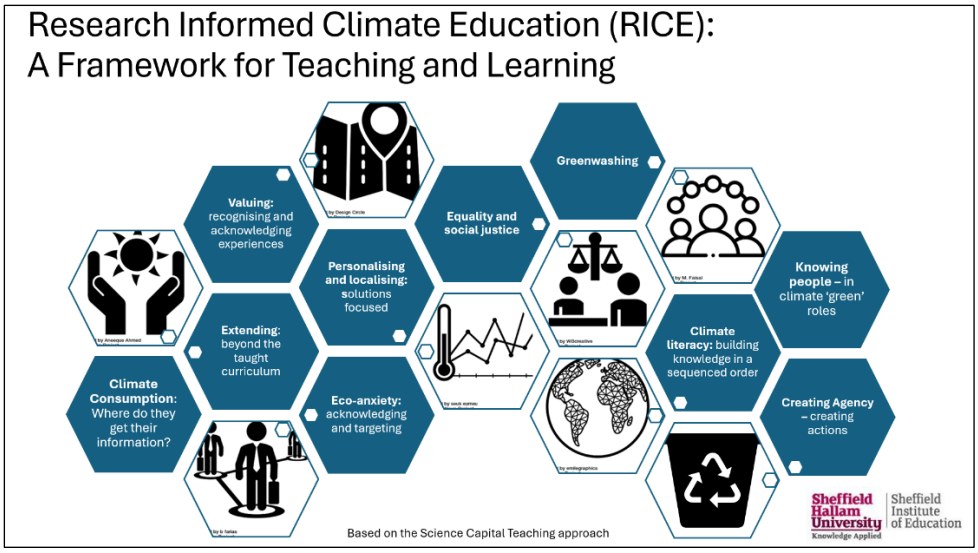

Diagram 1. Key elements of RICE

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 brought in new ideas such as carbon footprinting, and the children could talk about how different ingredients compared (Teacher S).

Meaningful purpose

Teacher S's school extended activities beyond the pack:

- [pupils] made bath salts for a Winter Fair off the back of the bath bomb activity, taking it out into something community-facing.

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!"*

One teacher may have blurred calories, nutrition and carbon a little, though the teaching notes only ever 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.

On the whole, teachers rated the box very highly and would only tweak it at the edges.

Perspectives on commercialisation

Views differed, but everyone agreed on one thing: the box has to stay easy and complete.

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."*

When asked to put a price on it, the figures were all over the place, anywhere from £50 to £500. A lot depended on how much buying staff did in school and what was included (size and scale, the level of support or training, a full or partial kit). What they all agreed on was that quality and usability would have to come first in any paid version.

Student Surveys

We sent paper surveys out to every participating school. Ten schools completed and returned them, giving a decent spread of settings, and 83 children answered at least some of the questions. That gave us a good body of ratings and written comments to work from, and a solid sense of what the children made of it all.

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 children responded really warmly to *Project in a Box: Think Climate!* Sixty-nine percent rated it "Awesome!" and another 22% "Great!", so more than nine in ten gave it one of the top two ratings. Only around 8% picked "Okay", "Could be better" or "Needs more work". By any measure, the children enjoyed it.

We also asked the children to pick their top three activities. The combined totals are below.

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

Their top three choices showed a clear leaning towards creative, hands-on tasks. *Bath Bombs* was the runaway winner, picked 61 times. Fun, make-something-and-keep-it activities clearly land well with this age group.

Pizza Planet came a close second with 54. Tying climate to something as everyday as what goes on a pizza clearly struck a chord, and plenty of children mentioned how surprised they were by the impact of different toppings.

The Plantable Greeting Card (38) and Green Roof Tiles (33) also did well. These nature-and-craft activities appeal to children who like making something they can hold and watching it grow, even if, in practice, not all of the tiles did.

Land Yacht (31) was the most popular of the engineering-flavoured activities, helped along, no doubt, by the movement and the racing.

The more abstract or fiddly activities, Insulating Cups, Sustainable Uniforms and SuDS, picked up far fewer votes, between four and ten each. They are arguably more technical and less visually exciting, and they may need more time and explanation than a typical after-school slot allows.

The pattern is clear: children went for the creative, messy, hands-on and active activities, which is very much in line with wider research on what engages primary-age pupils in STEM. It is a useful steer for future boxes, towards activities that balance fun and curiosity with a clear, visible result.

We asked the children how likely they would be to recommend the project to others. The responses are below.

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

Recommendations were strong for *Project in a Box: Think Climate!* too. Most children chose "Definitely" or "Probably": 45 (56%) went for the strongest option and another 19 (24%) for "Probably". That is roughly four in five children happy to recommend it to a friend.

Only 3.7% chose "No Way", and reading their comments, this rarely reflected any real gripe with the project; it was usually personal preference or something unrelated. Around 15% were unsure, which is fairly normal at this age and probably says more about hesitation than dissatisfaction.

Their written comments tell the same story. The children who said "Definitely" or "Probably" tended to describe the project as fun, interesting, creative and a change from normal lessons, especially the activities where they could make, mix, experiment or see a result. Lots of them said they had "learnt new things" about climate change.

Put simply, the children enjoyed Think Climate!, got something out of it, and would happily point a friend towards it.

Their answers also show the project moved their understanding of climate change and sustainability along. Many clearly grasped that climate change is harming the planet and that we need to act, by cutting pollution, saving resources and reducing carbon.

"*We need to stop climate change as it's destroying the world*"

"*It would be a much nicer place if climate change stopped*"

They also understood that small, personal choices, recycling, using less energy, choosing more sustainable materials, can add up to something that matters.

"*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 tied their learning straight back to the activities, whether sustainable uniforms, drainage or insulation. Across the board, the children came away knowing more about protecting the environment, using resources carefully, and the part that both individuals and groups play in tackling climate change.

A lot of children took their learning home, sharing the activities with their families. This happened most with the Bath Bombs and the Plantable Greeting Cards, both of which clearly went down well at home.

Plenty described taking the bath bombs home to use with brothers, sisters or parents. One 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."* You can hear the pride in what they had made, and how much they wanted to share it.

The plantable greeting cards were another favourite to share, often planted at home or given as a small gift. Children 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 small moments took the children out into nature at home and got conversations about sustainability going well beyond the classroom.

A few children went further and told their families what they had learned about climate change. One said, *"Yes, I told them about the project and how it helped me understand climate change."* So the learning was not only hands-on; the ideas travelled home too.

Only a small number said they had not taken anything home, with answers such as *"Not yet"* or *"I didn't."* The overall picture, though, is clear: the project kept going after the bell, with children taking activities, ideas and small actions home to their families.

Most children were happy with the project as it was, but a few helpful suggestions came through. They were small, practical ideas rather than real criticisms.

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.”*

That is engagement talking: they liked the activities and wanted more of them. It is mostly a constraint of the setting, since many schools ran the sessions in a single after-school hour or over 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 point to the activities children found trickier, or where the results, like seeds germinating, were hit and miss.

There was very little in the way of negative feedback. Several children said nothing needed changing at all:

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

It chimes with the positive picture across the rest of the survey.



Students participating in Think Climate celebration activities

Student Focus Groups

We ran a focus group in each of two primary schools, face to face, with nine children in total (four in one, five in the other). The project lead teacher sat in with each group to prompt the children if they needed a reminder. The sessions were recorded and transcribed using Microsoft Word.

All were in Year 5 or 6 (nine to eleven). Most were new to Project in a Box, though a couple remembered the cooking box and the medic's box.

Both schools had worked through most of the eight activities, in after-school clubs.

Pizza Planet, Bath Bombs and the Plantable Greeting Cards were the clear favourites.

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

The Green Roof Tiles, Sustainable Uniform and SuDS were the ones they enjoyed 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

The children had a few ideas for improving things:

- 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

In both schools, the children showed that the activities had helped them get to grips with some key environmental ideas. They talked about greenhouse gases, carbon footprints, and how everyday choices, food especially, ripple outwards. Pizza Planet came up a lot as the moment things clicked, with children explaining that different toppings give off different amounts of greenhouse gas. Several were surprised at how high cheese and pepperoni scored, and a few said they would “think more” about what went on their pizza from now on.

They also had a firm grip on sustainability. One child put it neatly: it means not using up the world’s resources, because “this is the only world we’ve got.” Others connected the planting activities to the way plants take in carbon dioxide and give out oxygen. Even where the green roof tiles failed to grow, the children turned it into a discussion about what plants need and what might have gone wrong, such as a lack of sunlight. That is content knowledge, but it is scientific reasoning too.

More broadly, they spoke about looking after the environment and not being wasteful, with food and materials alike. Several reached for the bigger picture, noting that some countries have far fewer resources and that wasting food feeds into global inequality. The activities had clearly prompted thinking that went well beyond the classroom.

Overall, the children engaged readily with climate ideas and could join the dots between a hands-on activity and a wider environmental issue. Many said the project had helped them “understand more about the environment,” “learn new things,” and see the world a little differently. Through practical, creative, inquiry-based tasks, it deepened their understanding of climate change, nature and sustainability in a way that suited their age but still landed.

Recommendations from students

In both schools the children were very positive and said they would recommend it, because it was fun, practical and taught them something new.

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 mood was enthusiastic throughout, with the odd plea for more time to finish things off.

What students said about Pizza Planet

Students in **both schools** picked Pizza Planet as a favourite and could clearly describe what they had learned about carbon footprints and food choices.

Why they liked it

Fun, novelty and experimenting came up a lot:

"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."

Children at one school were very clear 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."*

Some said it had changed how they thought:

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

Pizza Planet pulled science, numeracy and sustainability together in a way that was easy to access and hard to forget.

Ideas for future boxes

The children were full of ideas for future themes.

A medicine or health box came up 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. The children themselves suggested 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")

It is striking that the children spotted the commercial potential themselves.

Key Insights Emerging

Across the schools, Project in a Box was described as an engaging, ready-to-use way into climate and sustainability, taught through practical, creative science rather than abstract lessons. Staff said more than once that climate change is poorly served by the formal curriculum, and that the box helped fill that 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.

Pulled together, the surveys and interviews tell the same story: a well-liked, memorable project that made climate change tangible, with a few practical issues around materials, instructions and age-appropriateness still to iron out.

Successes and strengths

A big strength was the “everything in the box” design, which took real pressure off staff.

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.”

It meant the project could run as an after-school club, an eco-team activity or a class project, without staff having to build everything from scratch.

High engagement and enjoyment – especially hands-on activities

Both staff and children pointed to strong engagement, especially with the practical, "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 found the activities creative and unlike their 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)

The RICE framing was not spelled out in the teacher pack, but once it was shared, staff could see the links straight away.

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 tied the wildflower seeds and gardening into existing eco-school work, with children growing tomatoes and reusing jars for bath salts, all 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 deliberately ran the box through an Eco Council, giving children from Year 2 to Year 6 leadership roles and tying it to wider climate work and assemblies (Energy Heroes, solar-energy projects), so climate felt real and relevant to their futures.

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.”

The children were just as keen. In one group, asking whether they would recommend it got “four thumbs up”, with the children calling it “really fun” and saying it helped them “learn new things” and “know more about the environment.”

Challenges and areas for improvement

It is also clear that not everything worked first time. The mood was positive, but a few consistent things came up 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.

None of this spoiled the experience, but it did mean extra troubleshooting for staff, and sometimes a learning outcome, like actually watching seeds grow, was missed.

Clarity of instructions and need for optional video support

The more complex activities were felt to need a bit 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

Mixed-age and younger groups engaged well on the whole, but some of the written elements were a stretch:

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 on paper, and turning some tasks into longer fair-test investigations to strengthen the 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 box was physically bigger than one teacher had expected; not a real barrier, but worth bearing in mind for collection and storage.

Impact on school practice (where evidenced)

Although this was a fairly time-limited project, there are early signs it shifted practice and culture in schools.

Strengthening eco structures and leadership

Teacher S built the box into a newly formed Eco Council, with children applying to join and taking on roles across Years 2 to 6. It gave them “an additional sort of lesson” and real tasks to do, which tackled the familiar problem of pupils holding a title but “don’t actually do anything throughout the year.”

Teacher P connected the activities to the school’s existing Eco Warriors from Reception up, helping embed practical sustainability from the early years.

Curriculum and enrichment links

Teacher A felt several activities could map onto existing units, especially plants, growing and some D&T, though she noted that for many schools climate is still “an add on” and would need careful curriculum mapping.

In one school, the bath bombs were scaled up for a winter fair, with children making and selling them to parents, blending sustainability, enterprise and a bit of community engagement.

The children spotted overlaps with their science lessons, the insulating cups for instance, but felt the box made things more climate-focused and more hands-on.

Changes in conversations and awareness

Several examples suggest the project contributed to wider conversations:

At one school, children were already talking about overheating and ventilation during heatwaves, and the project sat naturally alongside that and other climate work, like solar-energy projects and assemblies.

Teacher S said parents were seeing the Eco Council's posts on ClassDojo (auto-translated for EAL families), so the project reached "the wider community," not just the families of the children taking part.

Children voiced new thinking about climate justice and global inequality, realising for instance that "there's not enough resources for poorer countries," and tying food choices back to carbon footprints.

With only a few schools interviewed and the usual survey limits, these are best read as promising examples rather than firm, system-wide evidence. Even so, they show how the box can seed something bigger.

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 up the "problem" activities (green roofs, plantable cards, bath bombs) so they work reliably in any school. That might mean testing different seeds, clearer growing instructions, and a short video to keep things consistent.

- Add short "how-to" videos for the trickier tasks (roof tiles and drainage, recycled paper, perhaps Pizza Planet) that teachers can reach via a QR code for quick reassurance.
- Offer optional differentiation notes, especially for younger pupils (a simpler Pizza Planet recording sheet or a more teacher-led version for Year 2), plus stretch and fair-test ideas for older groups.

Deepen alignment with research-informed climate education

The project already touches many parts of the RICE framework. Next steps could include:

- Spelling out the research thinking in a short teacher overview, showing how the activities support personalisation, local context, agency, science capital and critical thinking around food, energy and consumption.
- Adding simple prompts to link each activity to local places (mapping green roofs or heat-vulnerable spots in the school or community) and, where it fits, to global justice stories.

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 looked like the likely way in for first-time adopters, which points to a staged model: keep the early rollouts funded and use them to build the case studies a paid version would need.

Given this, a balanced commercialisation plan might:

- Start with funded or subsidised pilots in targeted areas, gathering solid evidence as you go (photos, case studies, pupil quotes and some 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 is the obvious flagship, and has real marketing potential:

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 built understanding: children remembered that some pizzas give off more greenhouse gas, and were surprised that a Margherita can beat pepperoni on footprint thanks to all that cheese.

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

At the same time, the need to scaffold it for younger pupils means any marketing should stress:

- 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 shown that a carefully designed, hands-on resource can generate real engagement and real learning about climate, even when it is built in house on a modest budget. Time and again, in interviews and surveys alike, staff and children picked out its creativity, accessibility and relevance, and described it as an enjoyable, memorable addition to an otherwise thin climate curriculum.

It was not without its challenges. Some activities were less reliable, a few sets of instructions needed clarifying, and schools varied in how much of the box they could get through. But these sat against a strong, consistent sense of value. Teachers stressed how much preparation time the box saved, how it built children's confidence and agency, and how it supported eco leadership and community work. Children, for their part, learned new ideas about climate change, picked up practical skills, and enjoyed taking activities home to share with their families.

In short, it is an example of what thoughtful design can do with limited resources: a high-impact, low-cost intervention that schools found both doable and worthwhile. With a few refinements, better guidance and more evidence gathered along the way, there is a realistic path to something scalable and lasting, whether that is future climate-themed boxes, smaller commercial products, or wider school partnerships.

Above all, Project in a Box shows that good climate education does not depend on big budgets. It depends on creativity, accessibility and experiences that help children understand the world and believe they can shape 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.

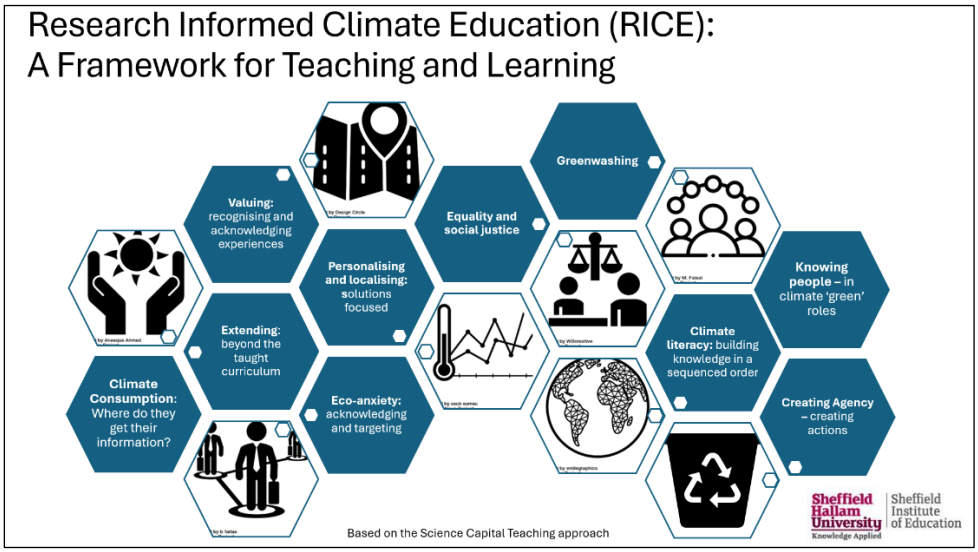

Diagram 1. Research informed Climate Education`

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.