

Sustainability in action

Unit delivery and assessment pack



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Contents

This unit delivery and assessment pack provides teachers with the information they need to deliver this unit.

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The UK Government has announced plans to restrict social media use by children under 16, which may impact some of our qualifications. We will keep our qualifications under review and make any necessary updates as further details become available

Unit overview

Title	Sustainability in action
Suite	Skills for Life
Unit Codes	S625E1 S625E2 S625E3 S625L1 S625L2
GLH	20
Unit Aim	Develop learners' knowledge and understanding of an aspect of living sustainably, exploring it from the local, national and international context, and providing opportunities to develop sustainability skills and play an active part in helping to make a positive change.
Unit Summary	This unit helps learners know and understand what sustainability means and how individuals and communities can act to protect the environment and use resources responsibly. At Entry level, the emphasis is on developing awareness of sustainability through simple examples and familiar, everyday actions, such as recycling, saving energy, or reducing waste. At Levels 1 and 2, the focus moves towards understanding the wider impact of sustainable and unsustainable behaviours, how sustainability is approached locally, nationally, and internationally, and planning ways to act more sustainably. Through practical activities learners will apply their knowledge and see how sustainable actions contribute to a healthier planet and a better future for everyone.
Curriculum for Wales	Areas of learning and experience: This unit supports progress towards the Humanities Statements of what matters: <i>our natural world is diverse and dynamic, influenced by processes and human actions, and informed, self-aware citizens engage with the challenges and opportunities that face humanity, and can take considered and ethical action.</i> Learners will explore these ideas in practical and meaningful ways, helping them understand how individual and collective actions impact the natural world and how they can make informed, responsible choices to support a sustainable future. Integral and cross-curricular skills: Learners will have opportunities to develop their Personal effectiveness and Critical thinking and problem-solving skills and demonstrate them in practical sustainability activities. At Entry level, learners will carry out a sustainable activity, such as recycling, and learn to take responsibility for their own actions. At Level 1 and Level 2, learners

will extend these skills by creating and implementing sustainability action plans and reviewing outcomes. They will develop independence, problem-solving, and decision-making skills, applying them to real-world challenges in local, national, and global sustainability contexts.

Cross-cutting themes:

Diversity

Learners are encouraged to draw on their own backgrounds, values, and experiences when exploring sustainability. They will consider how sustainable actions, and environmental challenges affect different people, communities, and places. At Levels 1 and 2, learners may examine examples of sustainable initiatives from a range of cultures and regions, encouraging appreciation of diverse perspectives and promoting fairness, inclusion, and ethical responsibility in taking action for the planet.

Local, national and international contexts

Learners will explore how sustainability is addressed within their local communities and consider local environmental needs and initiatives, such as recycling projects or community gardens, and how these contribute to wider goals. At higher levels, learners will examine how Wales's values, identity, and commitments to sustainability connect with national and global efforts to tackle climate change, protect biodiversity, and promote ethical, responsible use of resources.

Entry Level Learning Outcomes and Assessment Criteria

Learning Outcomes (the learner will)	Assessment Criteria (the learner can)		
	Entry 1	Entry 2	Entry 3
LO1 Know what sustainability means	E1 1.1 Give an example of sustainability.	E2 1.1 Give a statement about what is meant by sustainability.	E3 1.1 Give a description of what is meant by sustainability.
LO2 Know why it is important to act sustainably	E1 2.1 Give an example of why acting sustainably is important.	E2 2.1 Give a statement about why it is important for society to act sustainably.	E3.2.1 Describe why it is important for society to act sustainably.
LO3 Know how sustainability is approached locally, nationally and internationally	E1 3.1 Give one local sustainable activity.	E2 3.1 Give a statement about a local way sustainability is being promoted.	E3 3.1 Describe a local project that promotes sustainability.
	E1 3.2 Give a list of sustainable activities in Wales.	E2 3.2 Give a statement about how Wales is approaching sustainability.	E3 3.2 State how Wales is approaching sustainability.
	E1 3.3 Find one sustainable activity from another country.	E2 3.3 Outline an example of how another country is approaching sustainability.	E3 3.3 Give a description of how two other countries are approaching sustainability.
LO4 Be able to act sustainably	E1 4.1 Show one example of sustainable behaviour.	E2 4.1 Show examples of sustainable behaviours.	E3 4.1 Demonstrate examples of sustainable behaviours.
	E1 4.2 Take part in a simple sustainable activity over a period of time.	E2 4.2 Identify actions in a sustainability action plan.	E3 4.2 Suggest an action plan to act more sustainably.
	E1 4.3 Say what they did to help the environment.	E2 4.3 Carry out one sustainable activity over a period of time.	E3 4.3 Demonstrate how to carry out three sustainable activities over a period of time.
		E2 4.4 Describe what happened as a result of their activity.	E3 4.4 Reflect on how their actions help the environment.

If not specified, then a plural reference within assessment criterion refers to a minimum of two.

Level 1 and Level 2 Learning Outcomes and Assessment Criteria

Learning Outcomes (the learner will)	Assessment Criteria (the learner can)	
	Level 1	Level 2
LO1 Understand what sustainability is	L1 1.1 Define the term sustainability.	L2 1.1 Explain the term sustainability, using examples.
LO2 Understand why it is important for society to act sustainably	L1 2.1 Explain why it is important for society to act sustainably.	L2 2.1 Explain, using examples, why it is important for society to act sustainably.
LO3 Understand how sustainability is approached locally, nationally and internationally	L1 3.1 Give an example of a local sustainability activity or initiative. L1 3.2 Give examples of how Wales and its citizens are approaching sustainability. L1 3.3 State two of the goals and two of the dimensions adopted in the Well-being of Future Generations (Wales) Act 2015. L1 3.4 Demonstrate how two countries are approaching sustainability.	L2 3.1 Explain, using an example, how sustainability is promoted locally. L2 3.2 Explain, using examples, how Wales and its citizens are approaching sustainability. L2 3.3 Explain the goals and dimensions adopted in the Well-being of Future Generations (Wales) Act 2015. L2 3.4 Explain how two contrasting countries are approaching sustainability.
LO4 Be able to implement sustainability at home, school or college	L1 4.1 Identify own behaviours at home, school or college that relate to sustainability. L1 4.2 Create an action plan to act more sustainably. L1 4.3 Carry out the plan over a period of time and maintain a record. L1 4.4 Outline the benefits of the plan.	L2 4.1 Reflect on the impacts of own behaviours at home, school or college that relate to sustainability L2 4.2 Create an action plan to act more sustainably. L2 4.3 Implement the plan over a period of time and maintain a detailed record. L2 4.4 Review the benefits and challenges of the plan.

If not specified, then a plural reference within assessment criterion refers to a minimum of two.

Delivery guidance

Planning courses

Each unit in the skills for life and work suite is awarded individually. When planning courses, teachers should consider the potential qualification outcomes for individual learners.

Closely related units that might be delivered alongside Sustainability in action includes Community participation, Home management and maintenance, Practical gardening, Skills in the natural environment and Sustainable economic development. These units complement each other by developing practical skills in planning and carrying out sustainable activities and reflecting on the environmental impact of people's actions, and support learners' understanding of values in environmental and community contexts.

There may also be links to other WJEC qualifications including Entry Level, Level 1 and Level 2: Sustainability in Context, Entry Level, Level 1 and Level 2: Sustainability in Practice and GCSE Geography.

For full details of the Skills for Life and Work units and qualifications please refer to the qualification specification.

Amplification of Learning Outcomes

The amplification of the learning outcomes provided below should support teachers in developing content for delivery. Teachers can develop and tailor content as appropriate to their learners, whilst ensuring that the learners are providing with knowledge, understanding and the opportunity to develop and apply the skills needed to meet the learning outcomes and assessment criteria. Content should be considered in the context of:

- the level the learner is working at
- providing opportunities for progression
- centre facilities and resources
- local, national and international contexts as appropriate.

Teachers may find it helpful to refer to the level descriptors within the qualification specification.

Learning outcome	Amplification
LO1	What sustainability means: • looking after the planet so it stays healthy for the future • using resources carefully so they don't run out • making choices that are good for people, animals, and the environment • reducing waste and pollution to protect nature. Examples of sustainability: • recycling paper, plastic, and glass • turning off lights to save energy • walking, cycling, or using the bus instead of driving • reusing bags, bottles, and containers • planting trees or growing your own food.

	For Level 1 and 2 learners: What sustainability is: - balancing people's needs with care for the environment - taking responsibility for how our actions affect the planet. Additional examples of sustainability: - buying local or Fairtrade products to support ethical trade - using renewable energy sources like solar or wind power - taking part in community projects such as clean-ups or recycling schemes.
LO2	Reasons for acting sustainably: - avoiding waste - ensuring the Earth's temperature doesn't rise - avoiding loss of biodiversity - ensuring equal access to food, healthcare, education, housing, transport, work etc. - ensuring we live in a healthy environment - preserving our culture, heritage and languages - avoiding extreme weather - ensuring cleaner air (referring to air pollution) and cleaner water. For Level 1 and 2 learners: Examples of the benefits of acting sustainably: - saves money by reducing energy and waste - improves health through cleaner air and active travel like walking or cycling - creates new jobs in green industries - reduces pollution and keeps air and water clean - protects wildlife and natural habitats - helps slow down climate change - keeps the planet healthy for future generations.
LO3	Local examples: - community recycling bins or collection points - school or local park clean-ups - community garden or small allotment projects. National (Wales) examples: - recycling programs across the country - national campaigns to protect wildlife or reduce pollution. International examples - example of a sustainability project in another country (e.g. tree planting, recycling scheme) - simple comparison between a local and an international initiative.

	For Level 1 and 2 learners: Local examples: • local businesses reducing waste or using eco-friendly packaging • community energy-saving initiatives, e.g. solar panels or LED lights • community-led green projects such as maintaining parks or wildlife habitats. National (Wales) examples: • government programs to reduce carbon emissions and increase renewable energy • national initiatives promoting sustainable transport or energy-efficient buildings • policies protecting natural habitats and biodiversity. International examples: • sustainable agriculture or water management in other countries • global renewable energy or wildlife conservation projects • international agreements like the Paris Climate Accord promoting global sustainability.
LO4	Sustainable actions could include: • turning off lights/electrical devices • using recycling bins correctly for paper, plastic, and glass • classroom or school clean-up • planting seeds/school garden/indoor plants • walking or cycling (instead of using a car) • reusing materials for crafts or classroom activities • collecting litter or tidying outdoor spaces. For Level 1 and 2 learners: Implementing sustainability could include: • reflecting on everyday behaviours at home, school, or college that affect sustainability (e.g. waste, energy, water, or travel) • areas for improvement/practical ways to act more sustainably • an action plan with clear, achievable goals and a realistic timescale • keeping a record (e.g. log, diary, photos, or charts) • outlining benefits of actions for themselves, others, and the environment. Benefits could include: • personal benefits – saving money from lower energy bills, improved health and wellbeing from walking or cycling • benefits for others/community – cleaner shared spaces, improved local environment, reduced waste in school or neighbourhood • environmental benefits – reduced waste to landfill, lower energy and water use, reduced pollution, protection of wildlife and natural resources, lower carbon emissions.

	Challenges to a sustainability action plan could include: • lack of time or busy routines • limited access to recycling facilities or resources • habits being hard to change • cost of sustainable alternatives • lack of space (e.g. for food waste or composting).
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Suggested activities

This gives some suggestions on how the unit can be delivered in a vocational context consistent with the philosophy and intent of the unit and associated qualifications. Useful resources and possible contacts that could be made in the delivery of the learning are also signposted.

The following activities would be suitable for use with Entry Level learners:

- matching pictures to 'sustainable' and 'not sustainable' (e.g. recycling vs. littering).
- using images/picture cards to explain sustainability terminology.
- creating a class poster or wall display of "What sustainability means to us" using drawings or magazine cut-outs.
- creating a poster of what can and can't be recycled.
- taking photos or making drawings of things that help the environment.
- sorting flashcards of objects (e.g. reusable bottle, plastic bag, light bulb, tree) into 'helps' and 'hurts' the planet.
- watching short videos about pollution, climate change, or recycling and discussing why it's important to take care of the planet.
- matching/consequences exercises – e.g. using less paper = cutting fewer trees = less habitat destruction.
- cause and effect picture activities – pictures of pollution, littered beaches, or endangered animals and discussing causes.
- roleplay with 'good' and 'bad' environmental choices and discussing outcomes.
- keeping a simple checklist or diary of daily sustainable actions (turning off lights, recycling, walking to school).
- in a pair or group, listing simple steps they could take to be more sustainable (e.g. recycle paper, plant a seed, switch off devices).
- creating a basic action plan table with columns: Action | When | Who | How.
- comparing how two countries are approaching sustainability using images or short clips, discussing similarities and differences.

The following activities would be suitable for use with Level 1 and 2 learners:

- sorting recycling activity – sort paper, plastic, and glass into correct bins.
- research and compare activities such as "having a shower vs. having a bath" and calculate water/energy savings.
- ranking exercises – rank sustainable actions or consequences of not acting sustainably (top 3 best and worst).
- keeping a detailed log of sustainable actions (e.g. food waste reduction, recycling, energy use, transport methods).
- case study discussions, exploring individuals, businesses, or communities in Wales or internationally making sustainable choices.
- classroom debates – e.g. 'Which is the most important sustainable action at school?'
- discussing and linking actions to national initiatives such as the Well-being of Future Generations (Wales) Act 2015 or UN SDGs.
- writing simple or detailed action plans with steps, resources, and timescales to improve sustainability at home or school.

- implement action plans over a period of time and maintaining a detailed record (photos, charts, logs).
- reflecting on the benefits and challenges of the action plan.
- peer feedback – sharing action plans and results with the class and providing constructive suggestions for improvement.

Sources of evidence

This unit is centre assessed and externally quality assured by WJEC. Assessment must be accessible, using clear language and reflecting the learner's level. Learners should demonstrate knowledge and skills through realistic activities such as role-play, case studies or projects. While evidence may be verbal, written, practical or visual, extended written work is not required unless appropriate. Each unit must be assessed independently, even if tasks cover multiple criteria. Assessor judgements should focus on meeting the standard, not spelling or presentation unless specifically assessed. Full assessment guidance is available in the qualification specification.

Possible sources of evidence may include:

- recorded/observed discussions linked to real-life sustainability issues
- poster illustrating issues around sustainability/importance of society acting sustainably
- presentation using PowerPoint or a similar tool for notes and pictures to show case studies
- action plans including targets for themselves, school or college
- direct observation of learners taking part in real-life tasks or activities
- posters/presentations on sustainability activities
- logbooks recording participation in real-life sustainability actions over time
- project work based on planning, carrying out, and reviewing sustainability tasks.

Experiences

To provide a real-world context you could:

- invite a local eco-business owner (e.g. zero-waste shop or café) to explain how they source products sustainably, reduce packaging, or manage food waste. Learners could design their own mini project for reducing waste in school (like a recycling project), create a step-by-step plan, carry it out, and then compare their ideas with the owner's practices.
- invite a local community gardener or allotment coordinator, to explain how they grow plants sustainably, conserve water, and reduce waste. Learners could plan and maintain a small classroom or school garden plot, track water usage, and suggest improvements. The gardener could discuss real challenges like pest control, seasonal changes, or composting, enabling learners to compare their ideas with practical solutions.
- organise a local recycling centre where learners see how materials are sorted and processed. Learners could discuss which items are recyclable and how to reduce contamination.
- organise a farm or community-supported agriculture (CSA) where learners learn about sustainable farming methods, crop rotation, composting, and organic practices.
- organise a renewable energy site (solar farm, wind turbines, hydroelectric plant) so that learners understand how renewable energy is generated and its environmental benefits.

Resources and organisations

Resources required for delivery

This unit has been designed to be delivered using standard classroom environments, supported by access to appropriate practical spaces when demonstrations are required and commonly available resources.

Resources available to support delivery

Blended learning resource	https://resources-legacy.wjec.co.uk/Pages/ResourceByArgs.aspx?subId=105&lvlId=0
Knowledge organisers	Resource WJEC Educational Resources Website
The Sustainability Academy	Provides curriculum-aligned resources to promote sustainability, circular economy and climate education, including teaching tools such as lesson plans, activity packs and conceptual frameworks for key stages 2-4. To find out more, go to: www.thesustainabilityacademy.co.uk
Future Generations Commissioner for Wales	Provides examples of case studies in Wales. To find out more, go to: https://www.futuregenerations.wales/resources_posts/case-studies/
Welsh Government	Provides information on the Well-being of Future Generations (Wales) Act 2015 To find out more, go to: https://www.gov.wales/well-being-future-generations-act-essentials-html#60668
Sustainable Review	Provides information about sustainability practices, environmental issues, and eco-friendly lifestyles, including examples of how other countries are approaching sustainability. To find out more, go to: Top 10 Greenest Sustainable Countries in the World – Sustainable Review
United Nations: Department of Economic and Social Affairs	The 17 Sustainable Development Goals. To find out more, go to: https://sdgs.un.org/goals
Imperial College London	Provides surveys exploring things such as the health of our soils and trees, the quality of our air and water, and how humans impact the climate. To find out more, go to: Surveys Research groups Imperial College London
CAFOD	Provides resources on social teaching, climate change and integral ecology. To find out more, go to: Catholic Social Teaching for secondary schools

King's College London	Provides an example of a sustainability action plan. To find out more, go to: climate-sustainability-action-plan-2023-24.pdf
Fat Beehive	Provides an example of a sustainability action plan. To find out more, go to: https://www.fatbeehive.com/sustainability-action-plan/
AIMultiple	Provides information on the Top 12+ Successful Sustainability Case Studies. To find out more, go to: https://research.aimultiple.com/sustainability-case-studies/

Resources required for assessment

Assessment of this unit should not require any specific resources.

References to third-party materials and links to external websites in this document are provided for convenience and informational purposes only.

We select and review these resources at the time of publication to support teaching and learning; however, their inclusion does not imply endorsement or guarantee of the organisations, content or opinions expressed.

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