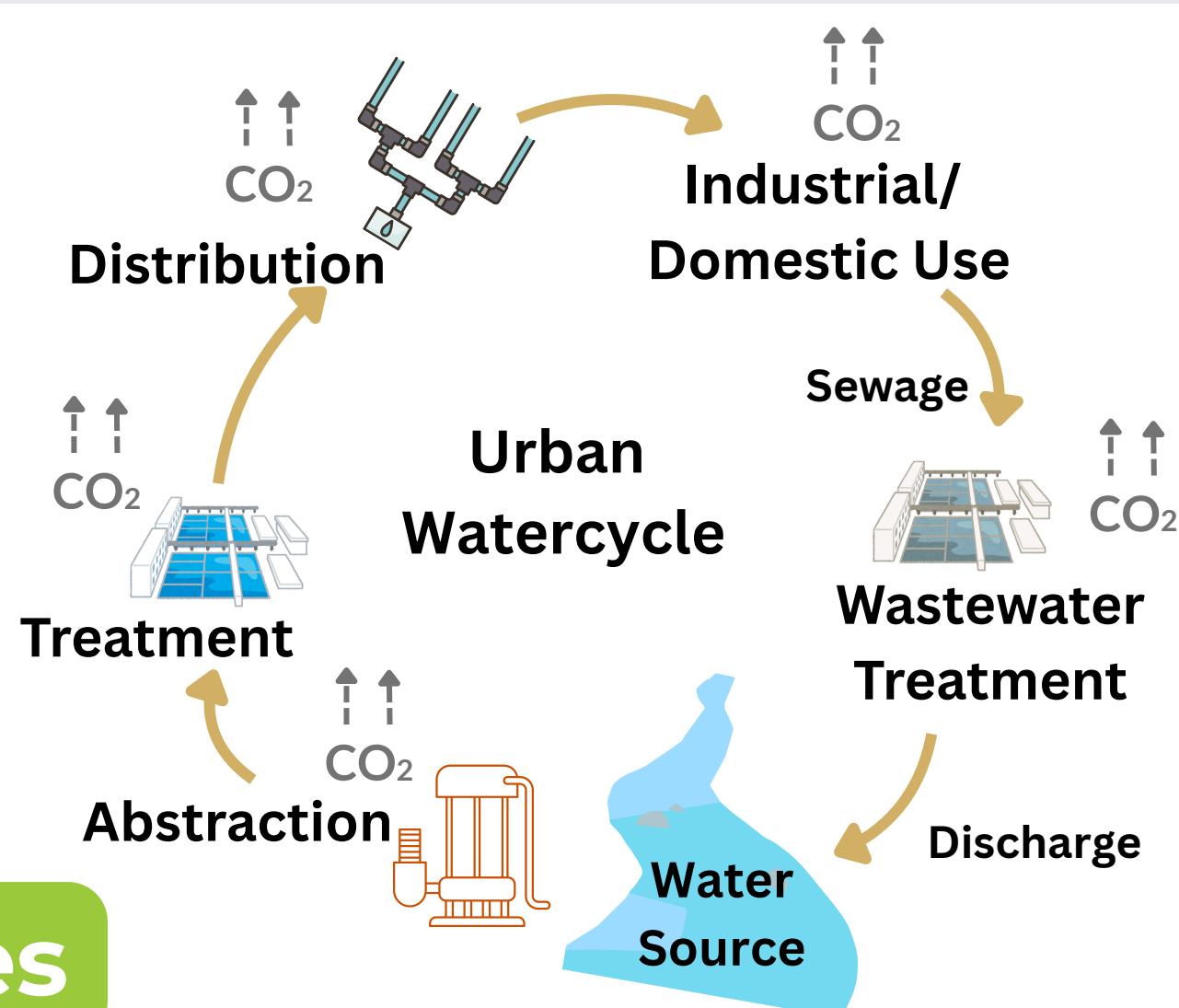
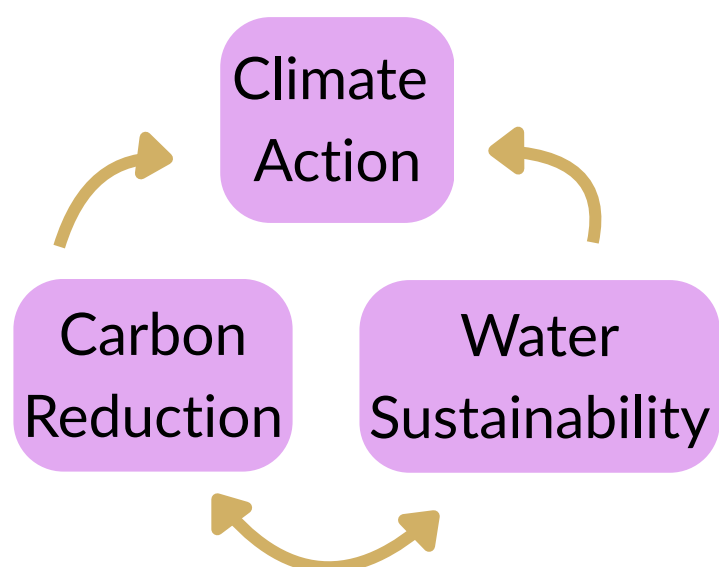


How can the Immersive Education Programme for Children at Papplewick Pumping Station help achieve Carbon Neutral Nottingham 2028 Plan?

CATEGORY:

Water Security, Environmental Management and the SDGs

Background



Research Objectives

- To analyse how water sustainability is represented within the contemporary UK Primary Curriculum
- To explore effective pedagogical features of a qualitative case-study, 'A Temple to Water' (live, interactive, educational theatre experience for primary school children)
- To investigate how teachers' and pupils' understandings, and behavioural intentions may contribute to the aims of CN28.

CN28 Strategies

- Climate action & achieving SDGs require **behaviour change** & **public engagement** – not only technological solutions.
- CN28 calls for cultural and **educational transformation**
- **Everyone must be educated** on the environmental and sustainability issues, for combined action.
- **Voluntary** and **third-sector organisations** are encouraged to work with schools on awareness campaigns, practical project-based and experiential learning. [1]

Critical Insights

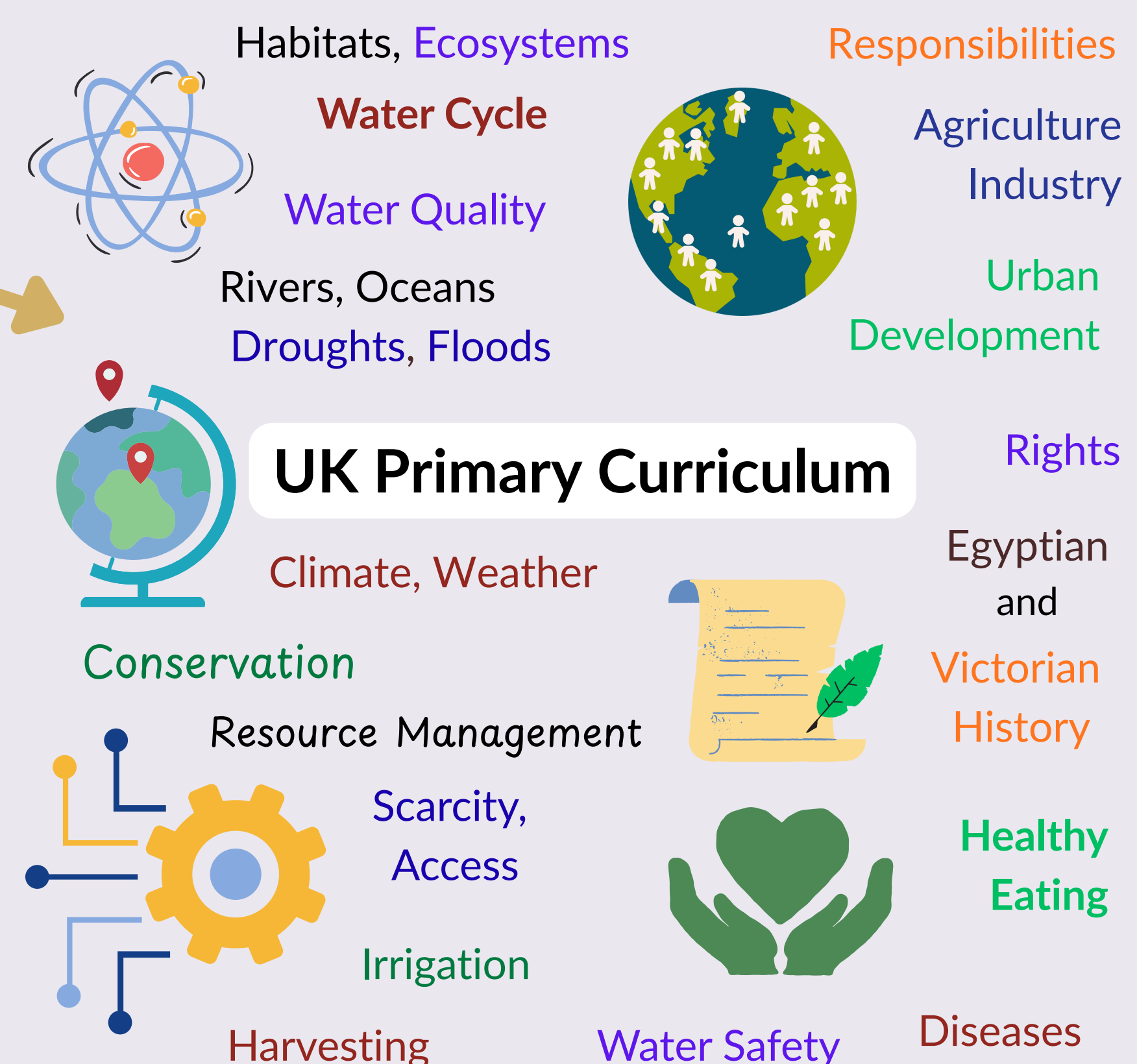
- Discrepancy between CN28 ambitions and current practices
- Gap between gov guidance on curriculum and community-led engagement for measurable behavioural change

Methods

- Curriculum analysis
- Teacher interviews
- Experience observations
- Children's focus groups
- Thematic Analysis [2]

- UK Gov curriculum guidelines suggest: Embed sustainability topics in everyday lessons. [3]
- Water education at schools is fragmented and theoretical, lacking real-world context
- Schools and Teachers lack: Time, Funds, Resources, Support, Confidence and Skills, to include sustainability topics
- Environmental Awareness is unevenly distributed; Children from different socio-economic backgrounds have unequal access to meaningful outdoor and cultural heritage learning. [4]

Findings



Results



The research demonstrates

- Immersive education creates measurable sustainability learning shifts, that align directly with local Carbon Reduction targets.
- Third-sector collaborative experiences offer curriculum development, teacher support, and behaviour-focused sustainability policy.

"I never cared about water, but now I know why it is so important to save it, and why people would care about clean water so much. I learnt how important it always is for health and life" - Year 3 child

References

- [1] Nottingham City Council (2020). *Nottingham's 2028 Carbon Neutral Charter*.
 [2] Braun & Clarke (2006). Using thematic analysis in Qualitative Research, 3(2), 77-101.
 [3] DfE (2022). Sustainability and climate change strategy.
 [4] Natural England (2020). Nature and the outdoors for all.