PROJECT EARTH DELIVERY OPTIONS

Project Earth can happen in so many contexts: schools, clubs, scouts, guides, community groups. In case useful we have laid out some possible delivery options below. Of course it is up to the teacher or leader or student or group how you might want to organise your participation in Project Earth. We are here to support with our amazing advisors once you submit a project. People often submit projects early to get advice. We then interact with you and link you to a suitable advisor.

If you then want your final submission to be considered for Pitch for the Planet that has to be in by 2nd April 2026. We will support with guidance to help you produce a pitch if you are selected.

We encourage a flexible delivery for the Project Earth, so schools or teachers can choose the format that best suits their timetable and curriculum structure. There could be five stages to work through which can be delivered as required. Students can move onto the next stage when ready and may need more time on some stages than others.

We have included some example delivery structures below:

Example 1: Weekly Sessions (5 Weeks)

Ideal for: Tutor time, PSHE lessons, or weekly enrichment blocks
Time per session: ~1 hour

Structure:

- **Week 1:** Introduction to Project Earth + generate ideas
- **Week 2:** Empathy and user research
- **Week 3:** Practical design development
- **Week 4:** Peer feedback and iteration
- **Week 5:** Prepare and record or submit final pitch

Works best with independent tasks or homework between sessions (e.g. interviews, sketching, prototype building).

Example 2: Extended Sessions (10 Weeks / Fortnightly Model)

Ideal for: Enrichment periods, after-school clubs, or STEM electives
Time per session: ~1 hour weekly over 10 weeks

Structure:

- **Weeks 1–2: From Idea to Impact**
  Students have more time to explore the climate and biodiversity challenges in detail, research existing solutions, and carefully refine their problem statement and initial idea.
- **Weeks 3–4: Design with People in Mind**
  Extended time allows students to deepen their user research and adapt their idea to real needs.
- **Weeks 5–6: Make It Work**
  Students investigate the practicality of their idea, research materials and costs, and experiment with models or diagrams.
- **Weeks 7–8: Test and Improve**
  Students can carry out multiple rounds of peer feedback, refine their solution, and iterate their design with meaningful reflection.
- **Weeks 9–10: Tell the Story**
  Students carefully script or design their final submission.

This model enables more ambitious, research-driven, and collaborative projects while maintaining weekly momentum.

Example 3: Project Day

Ideal for: Drop-down days, off-timetable events, or special project days
Time required: 5–6 hours in a single day

Structure:

- **Session 1 (1 hour):** Introduction + choose a challenge + brainstorm ideas
- **Session 2 (1 hour):** Stakeholder research
- **Session 3 (1 hour):** Practical considerations (materials, location, design feasibility)
- **Session 4 (1 hour):** Peer testing and iterative improvement
- **Session 5 (1.5–2 hours):** Prepare final submission

This model is dynamic and immersive. Best paired with group work and strong teacher facilitation. Students may need time after the day to polish and submit their final entries.

PROJECT EARTH STRUCTURE

Stage 1 – From Idea to Impact

Focus: Understand the challenge and generate initial ideas.

Students will:

- Learn about the aims of Project Earth and *Pitch for the Planet*.
- Explore real-world problems linked to climate change or biodiversity loss.
- Choose an issue they care about.
- Generate **at least one initial idea** for a solution.
- Complete a **Problem + First Idea** worksheet.

By end of session, groups will have:

- A clear problem statement.
- A rough sketch or summary of their first idea.

Stage 2 – Design with People in Mind

Focus: Consider real users.

Students will:

- Identify who their idea helps (users, communities, or ecosystems).
- Explore needs, obstacles, and values of those affected.
- Modify their idea to reflect what they've learned.

By end of the session, groups will have:

- Updated design notes/sketches.

Stage 3 – Make It Work

Focus: Think practically and refine the design.

Students will:

- Decide how their idea will actually work.
- Consider materials, scale, and feasibility.
- Identify potential challenges and how to overcome them.
- Draft a clearer, improved version of their idea.

By end of session, groups will have:

- A revised design (drawing, model, or description).

Stage 4 – Test and Improve

Focus: Share your idea and use feedback to improve it.

Students will:

- Present their idea to a small group or peer panel.
- Ask for constructive feedback. Submit to Project Earth to get advice.
- Reflect on what worked and what could be improved.
- Make final changes to their design and prepare their pitch format.

By end of session, groups will have:

- Peer feedback notes.
- Final design notes or sketches.
- Choose how to present their idea: video, slides, poster, or written pitch and start drafting.

Stage 5 – Tell the Story

Focus: Prepare and submit your final submission.

Students will:

- Finalise their entry and submit it to Project Earth.

By end of session, groups will have:

- Completed final submission in chosen format.
- Project Earth submission form.

You'll work on your projects in teams and will need to be ready to submit your ideas to the Project Earth website by the 2nd April 2026.

So, what's your first task for today?

1. Choose a real problem you care about (local or global). You may want to look at the resources page on our website for some ideas, research how our advisors are working to mitigate problems in their own work, or do some independent research to identify a new idea for your team to tackle.
2. Start mind mapping some of your first ideas for possible solutions. When you begin drafting ideas, it might help to think about; What specific issue related to climate change or biodiversity loss are you trying to solve? Is it local, global, or both? Why does this problem matter to you? Who benefits from your idea? Are you aiming to develop a product, a system, a campaign, or something else? Has anyone tried something similar? How can your idea build on or improve existing solutions? Does your idea protect the environment and respect the needs of others? Is it fair, inclusive, and responsible?
3. Use the Stage 1 worksheet today to help guide your planning.

Your Project Earth journey begins now. Good Luck! We cant wait to see your ideas.

Project Earth – Stage 1 Worksheet

Stage 1: From Idea to Impact
In this first session, you'll begin your journey by exploring environmental problems and generating your first ideas. This worksheet will help your team define the problem, consider possible solutions, and sketch your first concepts.

1. Define the Problem

What environmental problem do you want to solve? (Climate change or biodiversity-related)

Why is this problem important to you or your community?

Is this a local, national, or global issue, or a combination?

2. Research and Insights

What do you already know about this issue?

Can you find examples of others who have tried to solve it? What did they do well? What could be improved?

You may want to explore the Project Earth resources or advisor profiles for inspiration.

3. Brainstorm Your First Ideas

What are some early ideas your team has for solving this problem? These could be products, systems, campaigns, or something else entirely.

4. Who Does It Help?

Who benefits from your solution? (People, communities, ecosystems, species, future generations, etc.)

What needs or values should your solution take into account?

5. Sketch or Describe Your First Idea

Use the space below to draw or describe your initial concept. Don’t worry if it’s rough—this is just your starting point!

Stage 2 Student Worksheet

Project Earth – Stage 2: Design with People in Mind

Focus: Considering real users – people, communities, or ecosystems.

1. Who are your users?

List all the people, communities, or ecosystems your idea is designed to help.
(Remember: your "users" could be humans, animals, plants, or entire habitats.)

User Group / Ecosystem	Why they need help	Why they might benefit from your idea

2. Understanding their needs, obstacles, and values

For each user group, think about:

- **Needs** – What is essential for them?
- **Obstacles** – What could stop them from using or benefiting from your idea?
- **Values** – What matters most to them?

User Group / Ecosystem	Needs	Obstacles	Values

3. How will you adapt your design?

What changes will you make to your idea to reflect what you've learned?
(Example: change of material, design features, or method of delivery.)

Original Feature / Plan: _____
Why it doesn't fully work: _____
Adapted Feature / Plan: _____

Repeat as needed:

Original Idea	**Issue Found**	**Adapted Idea**

4. Updated sketches or diagrams

Draw or update your idea, showing the changes you've made to meet your users' needs.
(Label your changes so it's clear why they're important.)

5. Reflection questions

- How does your updated design better meet the needs of your users?
- Did you have to compromise on any part of your idea? Why?
- Which adaptation do you think will make the biggest difference?

Stage 3 Student Worksheet

Project Earth – Stage 3: Make It Work

Focus: Think practically and refine your design.

1. How does your idea actually work?

Describe step-by-step what happens when your idea is used.
(Include both human actions and any processes, systems, or reactions that take place.)

Step Number	What happens?	Who/what is involved?
1		
2		
3		
4		

2. Choosing materials

List the materials your idea will use and note why you've chosen each one.
(Think about cost, sustainability, availability, and safety.)

Material	Why this material?	Sustainable? (Yes/ No)

3. Scale of your project

Tick the box that best matches your current design plan and explain why.

□ Local (one community / small area)
□ Regional (multiple communities)
□ National (whole country)
□ Global

Reason for choice:

4. Feasibility check

Think about how realistic your design is with current resources and technology. Circle the statement that fits best:

- Easy to make now with available materials and skills.
- Possible now but would require significant funding or resources.
- Needs technology or materials that don't yet exist.

Explain your choice:

5. Challenges and solutions

List potential problems your design might face, and how you could overcome them.

Potential Challenge	Possible Solution

6. Revised design

Draw, model, or write a detailed description of your improved design.
(Show any changes you've made since Stage 2 and label important parts.)

[Drawing / Notes space]

Reflection questions

- How is your Stage 3 design better than your Stage 2 version?
- Which change do you think will have the biggest impact on its success?

Stage 4 Student Worksheet

Project Earth – Stage 4: Test and Improve

Focus: Share your idea and use feedback to improve it.

1. Present your idea

Briefly describe your idea as you will present it to your peers.
(Use bullet points to make it clear and easy to follow.)

What is your idea?

Who does it help?

How does it work?

2. Peer feedback notes

Write down the comments, suggestions, and questions from your peer panel.

Feedback Type	**Comments from peers**
Strengths	
Areas for improvement	
Potential challenges	
New ideas suggested	

3. Your reflection

Decide which feedback points you will use and explain why.

Feedback to use:

Why:

4. Final changes

List the changes you are making to your design.

Original feature/ plan	Change made	Reason for change

5. Pitch format choice

Choose your submission format and explain why it's the best way to present your idea.

□ Video
□ Slides
□ Poster
□ Written pitch

Start planning how you will present your submission:

Stage 5 Student Worksheet

Project Earth – Stage 5: Tell the Story

Focus: Prepare and submit your final submission.

1. Final checklist

Before finalising, check you have:
□ Clear explanation of the problem.
□ Clear explanation of your solution and how it works.
□ Identification of who it helps and why it matters.
□ Details showing it's realistic and impactful.
□ Polished, error-free writing and visuals.

2. Final submission notes

Write the final, short version of your idea here before you complete your official submission form.

Project title:

The problem:

Our solution:

Who it helps:

Why it matters:

3. Final touches

What last improvements have you made to make your entry stand out?

4. Submission format checklist

(Tick the one you are using and confirm it is ready to submit.)

□ Video – Checked for clarity, sound, and visuals.
□ Slides – Neat design, minimal text, clear flow.
□ Poster – Eye-catching, easy to read, strong visuals.
□ Written pitch – Concise, engaging, well-structured.

5. Celebrate your work

One thing we are proud of in our project is: