Mapping Festivals

Lesson 4: Greening Glastonbury

Key ideas:
   a) The potential impacts of festivals with examples from Glastonbury.
   b) What Glastonbury Festival is doing to be more sustainable.

Starter activity:
Scrambled words
The starter resource presents students with a set of scrambled words. These are all impacts of festivals. Their first task is to unscramble the words!

Secondly, the statements at the bottom are all facts about the impacts of Glastonbury. Students must match the correct statement with each word they've just unscrambled.

The correct answers are outlined in the table below:

Scrambled word	Unscrambled word	Statement
INLLPUOTO	POLLUTION	Noise, air, litter, light – all a problem when such large numbers of people congregate at a festival. They use lots of cars to get there, produce a lot of noise and a lot of litter. Lots of light is needed at the site.
BIHRUBS	RUBBISH	2,000 old oil drums are used as bins for the 2,000 tonnes produced by festival-goers and workers during the weekend.
WGASEE	SEWAGE	3,220 toilets are delivered to the site. They are emptied into large tankers which make 40 trips a day, to take the sewage 30 miles to Avonmouth, on the Bristol Channel.
ERICM	CRIME	25,000 police hours are required – the festival is the largest policing operation in the south-west.
EATWR	WATER	1.5 million gallons are required each day. Over 10 miles of pipes have been built beneath the site over the years, but 1/3 of the daily needs are still transported in from a reservoir 7 miles away.
FFTARIC	TRAFFIC	The little roads around the site easily become jammed up. At peak times it can take over 7 hours to exit the festival!
YTEERLCICIT	ELECTRICITY	200 generators with 100km of cabling, supplies 30 megawatts over the weekend – as much as the city of Bath would use!

The impacts can be discussed with students, and the fact that festival organisers have a responsibility to reduce these impacts as much as possible.

Main activity:

Festival impacts: Map interpretation exercise
Students use the map extract from the Glastonbury site to answer the 10 quiz questions. Students answer a range of questions on the environmental impact of Glastonbury by interpreting information from the map extract.

Greenest and cleanest
Discuss the meaning of the term 'sustainable' with students. Then ask them for ideas about how Glastonbury Festival could address some of the impacts highlighted in the starter activity.

Then move on, to look at exactly what Glastonbury is doing to remain 'green and clean'. Using the Greenest and Cleanest' main activity resource, task 1 requires students to match the statements in the boxes to each of the 7 headings given – these are all facts about what Glastonbury is doing to be environmentally friendly and sustainable.

Discuss the students' ideas and any which might fall into more than one category.

Task 2 asks students to use the Glastonbury Festival website (www.glastonburyfestivals.co.uk) to research these activities in more detail – the site is given, along with guidance on which pages are especially useful. The resource gives students a choice of methods to present the information they gather. They can be given 'freedom of choice' or guided towards a particular method – teacher's choice!

This is a big piece of work and may be continued as a homework/project activity or in an additional lesson.

Plenary:

How green is Glastonbury?
Ask students to reflect on what they've learnt during the lesson; the starter activity when they were looking at the impacts of Glastonbury and the main activity where they were looking at how Glastonbury has attempted to overcome some of these impacts and be more sustainable.

Ask them to 'rate' how green Glastonbury is, on a scale of 1-10, 1 being awful, 10 being excellent. They could even draw the scale and place an X on the line or it could be done as a class activity on the board.

They should be encouraged to justify their opinion.