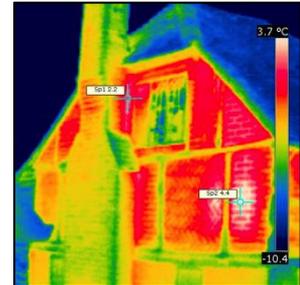


For the latest news and more information, please see our website

Thermal imaging in February 2019 – a reminder

Would you like a warmer home, lower heating bills, and a smaller carbon footprint? Or have you made some improvements and would like to check that they are effective? Thermal imaging is a tool to find where your heat is escaping. Sustainable Blewbury volunteers have been doing this every winter since 2009 – we have imaged more than 220 homes in Blewbury.

If you'd like your home thermally imaged in February, email us at info@sustainable-blewbury.org.uk or phone Jo Lakeland (850490). This service is FREE.



'Climate for electric cars?', by Anthony Simpson

A talk in Blewbury Manor Barn on Monday 25 February at 8.00 pm



With concerns in our towns and cities about air quality, as well as the growing threat of climate change, the shift away from diesel and petrol towards electric vehicles has started. Are they really more environmentally friendly? Can our electricity system cope? Find out about the latest developments, and perhaps consider whether you are ready to go electric!

Tickets £6 (including a glass of wine) at the Post Office in January, or on the door (if not sold out).

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Sustainable Blewbury news

Hedge laying

This winter's hedge laying has started with the hedge along Coffin Way, the footpath which runs from Westbrook Street to Upton. It is a mainly blackthorn hedge, and will benefit considerably from being laid to improve its density at ground level. This will provide a stronger, safer environment for nesting birds and small mammals. It will also help to prevent the thorny hedge from obstructing the path.



Three of us laid about 20 metres on the first morning, and on that basis we can expect to get the whole hedge finished by March. A good number of people have said they would like to try hedge laying, and with more people we could be finished earlier, but much will depend on the weather.

John Ogden

Village autumn leaves clear-up



Every autumn we clear our village footpaths of slippery fallen leaves. This was the third year that we worked together with Blewbury Primary School and The Blueberry to make it a fun, family occasion, once again finishing with coffee or tea and home-made cakes at the Blueberry. We are very grateful to Mariana at The Blueberry for providing hot drinks and to SB supporters for their tasty cakes.

Ms. Costello and Class 5 made a good start by clearing Curtoys Lane and the Playclose a few days earlier. They thoroughly enjoyed doing it, and we apologise to their parents for the state of their gloves afterwards!

Volunteer villagers and members of the Parish Council helped us rake up enough soggy leaves to make the footpaths safer. We would like to thank them all, and a special thank you to David Hollick, the village lengthsmen, for volunteering to deliver the leaves to the keen gardeners who will use them as a mulch.

Jo Lakeland

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City of 12 million people has its full fleet of 16,000 buses fully electric

The Chinese city of Shenzhen has replaced all of its polluting, smelly and noisy diesel buses with fully electric ones, which are far cleaner than the diesel-electric hybrids now being used widely in the UK (including Oxford). That's a huge change – since most of Shenzhen's population use public transport,

Shenzhen has more buses than New York, Los Angeles, New Jersey, Chicago and Toronto added together. And now they are continuing by replacing their 13,000 taxis with electric cars.



The electric buses are expensive to buy, two to four times more than diesels, with half the cost spent on the battery packs. Shenzhen received large subsidies from national and local government, and once in operation the buses are much cheaper to run and maintain. The electricity bill is about half of what diesel fuel cost.

A crucial part of operating the buses was to also install thousands of charging stations. By doing much of the charging overnight, with some daytime top-up at stations along the bus routes and careful management it works.

The buses are far quieter, both for passengers and along the bus routes. Carbon dioxide emissions are down by nearly 50% (that of course depends on how the electricity is generated), and air pollution by nitrogen oxides and particulates is greatly reduced. If only more cities world-wide would follow this example!

Want more information? World Resources Institute: bit.ly/2AwWpTr and Guardian: bit.ly/2EfP1hD.

Eric Eisenhandler

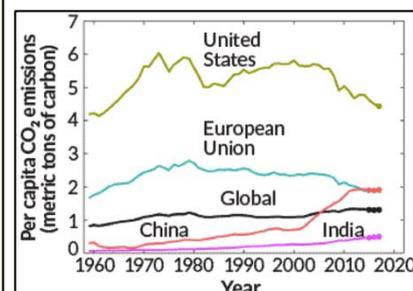
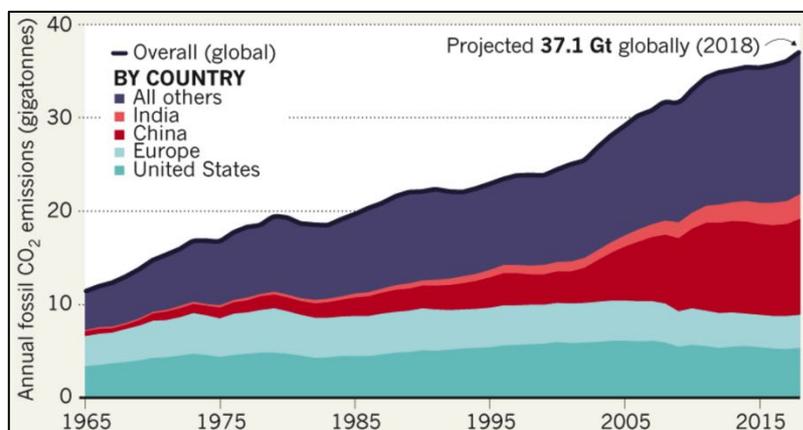
Global carbon emissions: sharp rise to new record in 2018

Every year we add tens of billions of tonnes of greenhouse gases to the atmosphere. The amount added per year been increasing, and even worse the rate of increase actually sped up at the beginning of this century (see left-hand graph below). The greenhouse gases, especially carbon dioxide, remain in the atmosphere for a long time so it's not enough to just stabilise how much we emit each year – we have to somehow reduce annual emissions to zero within a few decades.

One sign of progress would be when our annual emissions stop rising. In 2014, 2015 and 2016 it looked like that had finally happened. But in 2017 there was a small rise in annual emissions of 1.6%. Was that a warning, or just a temporary glitch?

We are now near the end of 2018, so it's possible to estimate what this year's emissions will be. The result is shocking – an estimated 2.7% rise – back to the 'bad old days'. The causes are increased use of coal for electricity generation, and more cars and other transport.

The graph on the left shows that emissions by the US and EU did drop (the EU by very little), but elsewhere else they rose. The graph on the right takes account of the big differences in population of the different areas by showing emissions per capita. That's not quite the whole story: an important point to note is the huge amount of our consumer goods that are now made in China, so that in effect we 'export' a large part of our emissions.



Want more information? Science News: bit.ly/2PzoJch and Guardian: bit.ly/2PIUAX8.

Eric Eisenhandler

National Trust's fight against plastic

The National Trust is trying to reduce the amount of waste plastic left on their properties, as described by their head of Environmental Practices Lizzie Carlyle in an article '*Targeting plastic pollution at the source*' at bit.ly/2QRxG5y. Their website also includes 'Five ways you can join us in the fight against plastic'. I liked their ideas: they would be a lot more satisfying to do than things like remembering your hessian bag when you go to the supermarket. In summary, the five ways are: make a pledge, be creative, join a beach clean (difficult to do in Oxfordshire), challenge and ask questions*, grow your own veg. Read the details at bit.ly/2zUPX8e.



* The National Trust is rightly proud of having replaced much of their single-use plastic by plant based materials, but I would like to challenge them as to why they cannot ensure their shops are free of single-use plastic *until 2022*. Why will it take so long?

Jo Lakeland

Population Matters

So many factors affect the amount of climate change we face. The Population Matters website explains why population growth matters: '*All our environmental problems become easier to solve with fewer people, and harder – and ultimately impossible – to solve with ever more people*'. (Sir David Attenborough).

It took humanity 200,000 years to reach one billion and only 200 years to reach seven billion. We are still adding an extra 80 million each year and headed towards 10 billion by mid-century. We are consuming more resources than our planet can regenerate – currently using up the resources of 1.7 Earths, and unless things change we will need three Earths by 2050. The Population Matters website provides plenty of ideas to consider, see bit.ly/2SH60xi.

Jo Lakeland

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Blewbury School – Sustaining the planet

By Gemma Lewis, Class 2 teacher, Blewbury C of E Primary School

A note about Sustainable Development Goals

Gemma refers below to 'sustainable global goal number 13, climate action', and the older children also talked about global goals as part of their Harvest Festival presentations. What they are referring to are the *United Nations 17 Sustainable Development Goals (SDGs)*. These were 'launched and adopted by world leaders and 193 countries on 25 September 2015 at a historic United Nations Summit as the 2030 Agenda for Sustainable Development in transforming our world.'

They are conveniently displayed as the SDG Pyramid to Happiness, shown on the following page, in three layers that divide the goals into Spiritual, Ecological or People issues (happiness here refers to the happiness of an individual anywhere in the world when all the goals are reached). Learn about the SDG pyramid at bit.ly/2BVnLDy.

You can read about the individual goals on the 'About the Sustainable Development Goals' page of the United Nations website: bit.ly/2jHjQmD. The square pictures there have live links to information about the goals and the progress towards attaining them by 2030. If you click on the Take Action link at the top of that page and scroll down to '*The Lazy Person's Guide to Saving the World*', you will find suggestions of what you could do to make a difference at various levels of activity (or inactivity)!

Using the SDGs in teaching is a brilliant way of encouraging the children to think about everything they could do to help the world to become a happier and more sustainable place.

Note by Jo Lakeland



The Sustainable Development Goals pyramid. The individual boxes are not easy to read, but they are all listed at the end of Gemma’s article and also explained at bit.ly/2jHjQmD.

Introduction

In celebration of Sustainable Blewbury’s remarkable achievement of 25 years of working towards sustainability, the children of Blewbury School set about learning of the many ways in which they could contribute to a sustainable planet. Such is the vision and nature of the school to play an active role in a responsible global community that the children were quick to reflect on how this might be achieved. The school always works with an annually chosen theme in mind, which this year is *Survival*, which is particularly apt given our focus on sustainability.

Each class focused on a particular aspect of sustainability, with their efforts being illustrated and explained by the children to an audience of the other classes, family and community friends at a harvest assembly on 5th October, as well as by posters at the *25 Years of Sustainable Blewbury* event held at the school on 30th September.

Class 1

Our Foundation class thought about the many fruits and vegetables that we can grow ourselves, inspired by the vegetables and fruit grown by the school gardening club in our vegetable garden and biodome. In celebration of the bumper crop of wonderful food that the garden yielded over the warm summer months, the audience were treated to a cohort of singing fruits and vegetables: the children adorned their artwork to play the parts while singing ‘Cauliflowers Fluffy’, an uplifting homage to healthy eating. Of course, healthy eating sustains life!



Class 1: ‘Cauliflowers Fluffy’

Class 2

Class 2 were equally inspired, which resulted in the mature creation of a variety of fruits in the style of pointillism. Pointillism originated in France in the 19th century and is the fine application of painted dots (or points) to produce an overall image. The result is vibrant and eye-catching, especially when individual artwork is displayed en masse, and Class 2 now have a very attractive display wall of colourful fruits to remind them of the importance of growing this healthy food.

When considering the importance of growing fruit and vegetables to the goal of sustaining the planet, the children of Class 2 learned that they were creating an ecosystem by which animals survive from ingesting the oxygen produced by plants and that the plants survive by converting the exhaled carbon dioxide of animals into energy – a symbiotic relationship. Furthermore, they reasoned that composting fruit and vegetables to aid in the growth of further plants was a good idea, although examining the contents of the school’s compost bins was revelatory!



Class 2: Ecosystems and pointillist art

Class 3

Reflecting on food miles, Class 3 took a global perspective. They spent time researching the miles accrued by transporting food between countries and the negative effects on sustainability. They established that growing and buying locally was beneficial for several reasons: less pollution emitted by engines, less packaging and fresher food. They pinpointed on maps the countries from which Great Britain imports food and wrote the number of miles involved in each. They also created posters to share their learning.



Class 3: 'Food Miles'

Class 4

Trees were the focus in Class 4: specifically, how important they are to sustaining life on Earth. A fun game that involved the children assuming the role of trees, to be thinned out by Mrs. Jacob to make such products as telegraph poles and paper pulp was enjoyed by all, with those being chosen to develop into mature trees faring more favourably! The children learned the importance of replacing trees, and that they were in a position to support this by buying paper with the sustainable forestry mark. The classroom became a paper-making factory as the children learned about this process, before concluding by putting pencil to paper to write about the importance of trees. They showed off the paper they had made and a collection of things made from wood at the harvest assembly. The picture below shows their classroom wall display about the survival of trees.



Class 4: 'The Importance of Trees' display

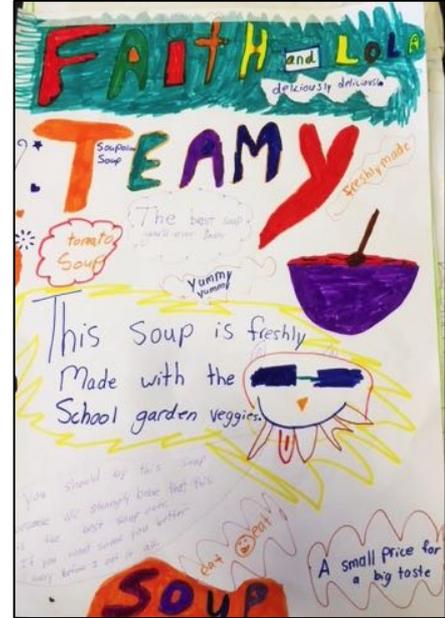
Classes 2, 3 and 4 all visited Harcourt Arboretum in Nuneham Courtenay to further their understanding of the value of trees to our planet.

Class 5

The word GROW, an acronym to which they creatively assigned the thought-provoking ideas of **G**rowth, **R**educing packaging, **O**rganic and less **W**aste, was adopted by Class 5. They used this idea within their literacy lessons to write letters persuading people to grow their own fruits and



Classes 5 and 6: 'Climate Action'



Class 5: 'RHS Big Soup Share'

vegetables rather than importing from around the world. Class 5 also designed some eye-catching posters about the damaging effects of climate change, linking these to the Sustainable Development Goal number 13, Climate Action. Their hard work throughout this unit culminated in a wonderful soup share, where the children used the fresh produce from the school garden to make four tasty soups that were thoroughly enjoyed by the children and parents alike.

Class 6

Class 6 concentrated their reasoning around the subject of pollution, researching its effect on the planet and how to prevent it. The hot topic of waste plastic found in the oceans was extended to understanding the general effects of plastic packaging on sustainability, and electric cars were felt to be the way forward. The children produced posters that communicated powerfully the message that people should take personal responsibility for reducing pollution.

A huge '**well done**' to the children of Blewbury School. Staff and children wish to pass on their congratulations to all of those involved in Sustainable Blewbury over 25 years.

Appendix: The Sustainable Development Goals

People

1. **No Poverty:** End poverty in all its forms everywhere
2. **Zero hunger:** Ensure access to safe, nutritious and sufficient food all year round
3. **Good health and well-being:** Ensure healthy lives and promote well-being for all at all ages
4. **Quality education:** Ensure complete, free, equitable, quality education for all
5. **Gender equality:** Achieve gender equality and empower all women and girls
6. **Clean water and sanitation:** Ensure access to water and sanitation for all
7. **Affordable and clean energy:** Ensure access to affordable, reliable, sustainable and modern energy
8. **Decent work and economic growth:** Promote inclusive and sustainable economic growth, employment and decent work for all
9. **Industry, innovation and infrastructure:** Build resilient infrastructure, promote sustainable industrialisation and foster innovation
10. **Reduced inequalities:** Reduce inequality within and among countries

Ecological

11. **Sustainable cities and communities:** Make cities inclusive, safe, resilient and sustainable
12. **Responsible consumption and production:** Ensure sustainable consumption and production patterns

13. **Climate action:** Take urgent action to combat climate change and its impacts
14. **Life below water:** Conserve and sustainably use the oceans, seas and marine resources
15. **Life on land:** Sustainably manage forests, combat desertification, halt and reverse land degradation, halt biodiversity loss

Spiritual

16. **Peace, justice and strong institutions:** Promote just, peaceful and inclusive societies
17. **Partnerships for the goals:** Revitalize the global partnership for sustainable development

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The Sustainable Blewbury newsletter is edited by Jo Lakeland and Eric Eisenhandler

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***We have a substantial programme of activities in and around the village.
Getting involved is fun and can make a very positive contribution to village life and local environment. If you'd like to get involved in what we do, or to receive our free Newsletter, email us at info@sustainable-blewbury.org.uk or phone Eric Eisenhandler at 01235 850558.***