

EPISODE SIX

GRAND FINAL

What's
Next?

TEACHER'S NOTES

Age Suitability 8-12 years (2nd – 6th Class)

Focus:

In the final Episode the judges, inventor Fionn Ferreira and scientist Mark Langtry, consider each of the Disruptors' innovations and choose the overall winner.

The ideas in contention were:

- Jammy Socks- Sophie's idea to tackle food waste and fast fashion by using plant based dyes to give a new lease on life to old clothing
- Lights Out- Kate's app to inspire people to reduce energy by giving points to households that made the most savings
- H & H Ltd: Jack's idea to upcycle broken hurls and other sports equipment into trophies or furniture
- Colour-full: Alisha's wearable projector that could give multiple designs and colours from the one item of clothing
- MASO: Tynan's idea that would allow people to grow a sustainable meat alternative at home with duckweed
- Teletubey: Ruben's idea to reduce transport emissions using a high speed pneumatic capsule transporter

The judges base their decision on 4 criteria:

- Imagination
- Achievability
- Green creds
- Ability to change the world

The 'What's Next?' winner goes to Dublin Technological University to meet an app developer to build a prototype, and then to Cork to meet a climate change tech investor. Following on from these meetings, it looks like it might be possible to get the idea off the ground!

The episode also explores the issue of climate change, and we learn that global rises in temperature are already leading to rising sea levels, wildfires, floods and catastrophic weather events such as tsunamis. In Ireland, the government has committed to achieving net zero emissions by 2050, whereby the amount of greenhouse gases going into the air is no more than the amount we can take out. Substantial efforts are required to achieve this goal.

Teaching materials written by Claire Romito

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Points for Discussion:

- Which invention from the show did you find the most interesting? Why?
- Do you agree with the judges' decision of the winner? Why or why not?
- Do you think you would use the winning idea?
- Discuss each of the Disruptors' ideas in relation to the 4 criteria that the judges used:
 - Imagination – Which idea do you think was the most creative? Why?
 - Achievability - Which of these ideas do you think would be the hardest to turn into a real product? Why?
 - Green creds – What environmental problems do each of the ideas solve?
 - Ability to change the world - Could these innovations help on a global scale?
- The show discusses the impacts of climate change, such as rising sea levels and extreme weather events. How do you think these changes will affect the world in the future?
- What actions can we take at school or at home to reduce our impact on the environment and the amount of carbon we produce?
- The government has committed to achieving net-zero emissions by 2050. What do you think needs to happen for this goal to be met?
- Do you think it's important for kids to come up with solutions for environmental issues, like the Disruptors did in the show? Why?
- Which part of the show did you enjoy the most, and why?

Suggested Activities:

- Upcycle Workshop – Building on Jack's idea, students could bring in old or broken items from home, like small toys or household objects, and work in groups to upcycle them into something new (e.g., a pen holder from an old container). This hands-on activity encourages students to think about reducing waste and repurposing materials.
- Sustainable Food Project – Following Tynan's idea of growing sustainable meat alternatives, students could research and grow their own small-scale sustainable food project in class, such as herbs, sprouting seeds, or vegetables. They could learn about the environmental impact of food production and discuss why sustainable alternatives are important.
- Transport of the Future Essay – After learning about Ruben's high-speed pneumatic capsule transporter idea, students could write a short essay or draw a picture imagining what the future of global transport might look like in an eco-friendly world. They could explore concepts like electric aeroplanes, solar powered boats, and even space-age solutions like teleportation.

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- Create a Green Business Plan – Students could work in groups to develop a business plan for one of the ideas in the show, focusing on how they could turn the idea into a real, sustainable business. They could outline the key elements of the business, such as target audience, marketing, funding, and how the business would benefit the environment.
- Climate Change Game Show – Create a classroom "game show" where students answer questions about climate change and environmental innovations, inspired by the episode. You could base the questions on the inventions from the episode or broader environmental topics like renewable energy, waste reduction, and carbon footprints.
- Use this episode as a springboard to explore climate change in greater depth, linking the global challenges to local actions students can take in their own lives.
 - Climate Change in a Jar Experiment – Students could simulate the greenhouse effect by placing thermometers in two jars, one covered with plastic wrap (to mimic greenhouse gases trapping heat) and one open. They could compare the temperatures in each jar and discuss how this relates to climate change and rising global temperatures.
 - Carbon Footprint Challenge – Students could track their energy use at home over a week, including water usage, electricity, and transportation. Using an online carbon footprint calculator (such as this one from WWF), they could calculate their carbon footprint and brainstorm ways to reduce it.
 - Climate Change Around the World Research – Students could choose different regions or countries and research how climate change is affecting each place (e.g., droughts in Africa or rising sea levels in the Pacific Islands). They could present their findings to the class and discuss how climate change affects people differently around the world.
 - Classroom Climate Pledge – Students could work together to create a classroom pledge to reduce their environmental impact. This could include actions like reducing waste, conserving water, or turning off unused electronics. They could track their progress over the year and reflect on the impact of collective action.
 - Climate Heroes Story Time – Students could read or listen to stories about young climate activists such as Greta Thunberg. Afterward, they could reflect on what they learned by writing or drawing how they might take action themselves to help the environment. This activity might inspire them to become climate change advocates.
 - Climate Change Timeline – Students could research key events in climate change history, from the Industrial Revolution to the Paris Climate Agreement. They could create a timeline showcasing these events and present how human activity has accelerated climate change, linking the historical timeline to modern efforts to combat it.

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Curriculum Links:

This programme and resource support the teaching of Social, Environmental, and Scientific Education (SESE) and Social, Personal, and Health Education (SPHE) from the Irish Primary School Curriculum (1999). It aligns with the "Environmental Awareness and Care" strand of both the Science and Geography curricula. In SPHE, it relates to the "Environmental Care" sub-unit of the "Myself and the Wider World" strand. Additionally, the topic of transport is addressed within the "Human Environments" strand of the Geography curriculum..



All 6 episodes of What's Next?
are available to stream on RTE Player
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