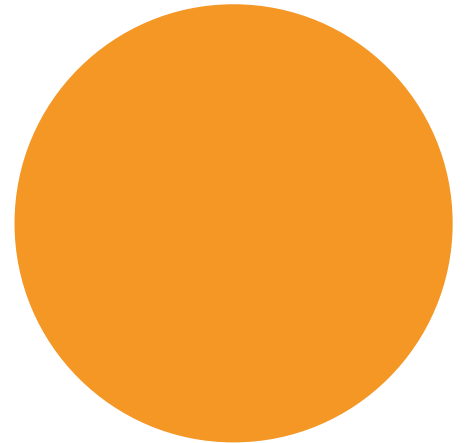
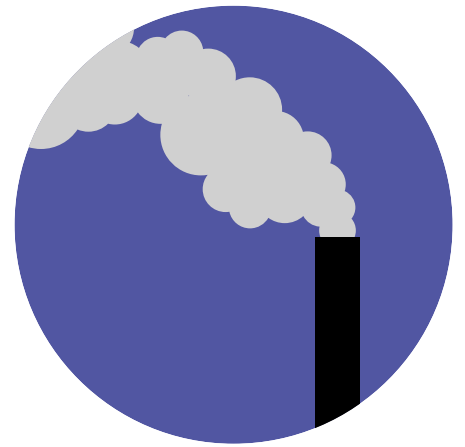




DO IT
FOR YOUR
PLANET

SHAPING OUR FUTURE: THE CLIMATE CHALLENGE



CONTENTS

3 Introduction

6 Curriculum links

7 Outline and guide to using the lesson plans with young people aged 7 to 11 (Key Stage 2)

8 Outline and guide to using the lesson plans with young people aged 11 to 14 (Key Stage 3)

9 Take Action – extending the lessons

- Exploring more
- Campaign Pack
- Competition





INTRODUCTION TO THE CLIMATE CHANGE RESOURCES

The Earth's global temperature is warming, meaning that weather patterns and ecosystems are changing more quickly than animal species and human communities can adapt. Many of the world's greatest challenges, from poverty to displacement, wildlife extinction to extreme weather events, are being intensified by climate change.

BUT...

- It's fixable. We have the knowledge and the technology to reduce our impact on the climate and ease the pressures on the world's most vulnerable. We just need to make it happen.
- The UK is a particularly important player in tackling climate change because of our world-leading climate legislation and influence worldwide. Our climate legislation, and in particular the Climate Change Acts in England, Wales and Scotland, has provided a framework for other industrialised countries to follow.
- As well as commitment and action from governments and business, we all have a part to play. Young people are key stakeholders in the environmental sustainability of our planet – both in terms of the actions they take now and the influence they have on peers and family, but also because they will become the decision-makers, parents, teachers, business-people, consumers and citizens of the future world we are aiming to protect.





THE RESOURCES

These lesson plans and supporting resources have been developed for use by teachers and educators of young people aged 7 to 14 to challenge, inspire and empower them to tackle climate change. By learning more about the science and geography that affects our world, and the decision makers and organisations who have the power to champion change, we want young people to embark on a personal journey with WWF to understand what needs to be done, to recognise what matters most to them and to take action to help protect the places, animals and things they love.



TAKE ACTION

Using the top tips, resources and templates in the Campaign Pack, you can encourage your students to build on their climate change learning by taking action in a number of different ways. You could write to your local MP or elected representative and host an event in your school and invite them to attend. You could also reach out to the local press and tell WWF about what your school is doing.

CURRICULUM LINKS 7-11:

England KS2:

Science, Geography, English, Computing and Art

Northern Ireland KS2:

The World Around Us, Language and Literacy, The Arts

Scotland Second Level:

Sciences (planet Earth); Social sciences (people, place and environment), Literacy and English (listening and talking, writing), ICT to enhance learning, Art

Wales KS2:

Science, Geography, English, ICT and Art

CURRICULUM LINKS 11-14:

England KS3:

Geography, Art, English and Citizenship

Northern Ireland KS3:

English with Media Education, Environment and Society, The Arts, Personal Development and Mutual Understanding

Scotland Third Level:

Social sciences (people, place and environment, people in society, economy and business); Literacy and English (listening and talking, writing), Art

Wales KS3:

Geography, Art, English, Personal and Social Education

OUTLINE AND GUIDE TO USING THE LESSON PLANS WITH PUPILS AGED 7 TO 11

This engaging climate change resource includes three climate themed lessons which can be taught either as standalone sessions or as a series of cross-curricular linked lessons to help pupils understand what climate change is and what they can do to help tackle it.

The final lesson is an opportunity to reflect on climate change issues and their impact on the things pupils value most. Pupils use these reflections to produce a creative response, entitled 'The future we want', which can be entered into our competition to attend a special Earth Hour event at Westminster, see page 19.

Included are resources to engage the rest of your school community and guide pupils in taking action by writing to a local MP or elected representative, and inviting them to an awareness raising event at your school.

Each lesson features a pdf presentation to introduce key themes and generate discussion, and includes group activities to develop greater understanding. Structured worksheets and information handouts are provided to support the tasks and record findings, together with links to additional information and age appropriate online sources to aid wider research.

LESSON 1: WHAT IS CLIMATE CHANGE?

Four simple science experiments and a research task will assist pupils in the exploration of the weather which makes our climate, including wind, temperature, pressure, precipitation and the water cycle. The combined monitoring and recording of results will generate discussion about why we need balanced weather systems to help maintain life on Earth.

LESSON 2: ENVISIONING THE FUTURE

A structured debate activity in which groups of pupils investigate the views of different climate change voices, before representing that perspective in a whole class debate. The perspectives provided ensure that a range of realistic world views are given and include opposition and counter arguments to the issues raised. Using images provided, at the end of the debate the group explore the consequences for the world if we meet or don't meet our CO₂ targets.

LESSON 3: THE FUTURE WE WANT

Building on the learning from previous sessions, or as a standalone session, pupils reflect on the possible impacts of climate change on the things they love and produce a creative response entitled 'The future we want.' To enter the competition (see page 19), these need to take the form of letters, poems or posters. Pupils could also choose to produce artwork, a short presentation or film and these creative responses could be used to create a classroom display or showcased at a school awareness raising event.

OUTLINE AND GUIDE TO USING THE RESOURCES WITH STUDENTS AGED 11 TO 14

This engaging climate change resource includes three climate themed lessons which can be taught either as standalone sessions or as a series of cross-curricular linked lessons to help students understand what climate change is and what they can do to help tackle it.

The final lesson is an opportunity to reflect on climate change issues and their impact on the things students value most. Students use these reflections to produce a creative response, entitled 'The future we want', which can be entered into our competition to attend a special Earth Hour event at Westminster, see page 19.

Included are resources to engage the rest of your school community and guide students in taking action by writing to a local MP or elected representative, and inviting them to an awareness raising event at your school.

Each lesson features a pdf presentation to introduce key themes and generate discussion, and includes group activities to develop greater understanding. Structured worksheets and information handouts are provided to support the tasks and record findings, together with links to additional information and age appropriate online sources to aid wider research.

LESSON 1: HOW IS OUR CLIMATE CHANGING?

Students explore how climate change is measured and undertake a geographical enquiry to find evidence of climate patterns throughout history. Their findings are collated into a whole class timeline of climate change from the Ice Age to the present day.

LESSON 2: CHANCE TO CHANGE THE FUTURE

Students investigate the impacts of climate change and international and national commitments to reduce emissions, such as the UK Climate Change Act and Paris Agreement. They then explore the institutions and individuals who represent the UK when decisions around tackling climate change are made, before using what they have learnt to forecast possible future climate change outcomes if we do or do not meet our emission targets.

LESSON 3: THE FUTURE WE WANT

Building on the learning from previous sessions, or as a standalone session, pupils reflect on the possible impacts of climate change on the things they love and produce a creative response entitled 'The future we want.' To enter the competition (see page 19), these need to take the form of letters, poems or posters. Students could also choose to produce artwork, a short presentation or film and these creative responses could be used to create a classroom display or showcased at a school awareness raising event.



TAKE ACTION

Extending the lessons

1. EXPLORING MORE

Background information and further links to build teacher knowledge on climate change and WWF, and provide inspiration for further learning beyond the lessons.

2. CAMPAIGN PACK

Put learning into action and hold an awareness raising event to engage your local MP or elected representative on climate change, reach out to the local press or tell WWF about what your school is doing. The pack contents explain how you could do this with letter templates, top tips etc.

3. THE FUTURE WE WANT

Your pupils/students can take part in a competition and share with us what they have learnt in the form of a letter, poem or poster about their vision for the future, with a chance to win some great prizes.

1. EXPLORING MORE

Currently, economic decisions are made by governments on the basis of factors such as inflation, production, and unemployment. But as all this is dependent upon the resources the natural environment provides (the atmosphere, water, the means of growing food, resources such as fuels and metals) shouldn't these decisions also be taking account of the finite limits of the Earth's resources?

- Empower your students to make a difference by sharing Jack's story
<http://jacksgap.com/watch/videos/our-changing-climate/>
- Using the links below with your students, explore the role of Members of Parliament (MPs) or elected representatives in tackling climate change and ensuring the UK has a more sustainable future.
- Take action! Encourage your students to contact their local MP or elected representative, to make sure their voices are heard and that protecting our planet becomes a priority. Use the top tips, resources and templates in the Campaign Pack to get you started.



1. EXPLORING MORE

WWF AND CLIMATE CHANGE POLICY

WWF are campaigning to make sure that tackling climate change remains a priority across the world by:

- Working to engage politicians in calling for strong international action on climate change, for example building on the UN Paris Agreement in December 2015
- Working with businesses to make the case for greater government support for renewable energy
- Engaging policy makers to develop better programs on energy efficiency and renewable heat.

To find out about what else WWF is doing to tackle climate change, visit wwf.org.uk/what-we-do/area-of-work/climate-change-and-energy

UK CLIMATE CHANGE POLICY

The **Department for Business, Energy and Industrial Strategy** is responsible for climate change issues.

The Climate Change Act established a target for the UK to reduce its emissions by at least 80% from 1990 levels by 2050. To ensure that regular progress is made towards this long-term target, the Act also established a system of five-yearly carbon budgets, to serve as stepping stones on the way.

Information on UK carbon budgets and targets can be found **here**.

Information on Scotland's Climate Change Act and their emissions reduction targets can be found **here**.

Information on how the Welsh Government plans to meet its emissions reduction targets can be found **here**.

ADDITIONAL BACKGROUND INFORMATION

WWF is playing an active role in the **Green Economy Coalition**, an alliance of international environment, development, business and labour organisations pushing for the transition to a sustainable economy at the global level.

Follow our parliament **blog** to find out more about the issues which matter to us and the environment.

Visit the **UK Youth Climate Coalition** to see how other young people are taking action to protect our planet.

2. CAMPAIGN PACK

So you've used the lesson plans and got your pupils/students fired up about climate change and what needs to be done, now, to tackle the damage we are causing.

This pack provides everything you need for pupils/students to take their campaign action beyond the classroom by involving your local MP or elected representative. Pupils/students can engage with their local MP or elected representative by:

- Writing to them about climate change.
- Inviting them to school to talk with pupils/students about what they are doing for your community in Parliament.
- Holding an event in school for pupils/students, parents and staff, to showcase what your pupils/students have learnt and spread the message about why climate change matters and how we can all make a difference. Ask your MP or elected representative to come along and talk about their actions; see below for more guidance.



2. CAMPAIGN PACK

BE PART OF SOMETHING BIGGER

Link what you're doing in school with national events on climate change:

- The Speak Up Week of Action is organised annually by The Climate Coalition. Look at the website to find other groups who have been active locally, and access our Week of Action resources to help you plan an event
<https://weekofaction.org.uk/resources/>
 - In February, there's a chance to **Show the Love** for our planet along with the Climate Coalition. Look out for an exciting film, plus opportunities to spread the word about why you care about climate change.
 - Get moving for the climate with **Earth Hour**, an annual event that takes place in March.
-

HOLD A SHOWCASE EVENT FOR YOUR SCHOOL

Why not let your community know what you are doing to help shape the future for a better world?

- Invite your local MP or elected representative to attend and share their actions on climate change.
 - Hold an event in school and invite your local community – parents, neighbours, governors, nearby schools, local press.
 - Generate some publicity to advertise your actions, event or showcase what your school is doing towards sustainability by contacting your local press - use the press release template to spread the word.
 - Add your climate change actions to your school website to showcase your commitment to sustainability with wider audiences online.
-

CONTACTING THE LOCAL PRESS

Getting into your local press is a simple and effective way to ensure that what your school is doing reaches a wider audience. Before contacting the press, think about what makes the story interesting. Involving a local celebrity or key member of your community such as your MP or elected representative should make it more newsworthy. Try to invite members of the media to come and see what you are doing first hand, preferably with a photographer. If you can get the media interested from the start you have a better chance of having your story published with a great photo.

Start by looking up the most appropriate journalist. Most publications will list journalists and their specialisms on the 'contact us' page of their website.

2. CAMPAIGN PACK

SENDING A PRESS RELEASE

You can use the press release template below for this, and here are some top tips:

- **Be clear**
Make it clear that the document is a press release – it may sound obvious, but it will help the journalist!
- **To the point**
Make the press release as accurate and concise as possible, keeping it to one side of A4. This will increase the chances of the press release being published.
- **Local link**
Make sure you identify the local link early on, in the title or the subheading so the journalist can see the relevance.
- **Title**
Choose a catchy title – make your news stand out from what else might be happening locally.
- **Subheadings**
Use a subheading to elaborate on the title – but no more than 1-2 short sentences.
- **First paragraph**
Your first paragraph should detail the key points of the news story: the who, what, where, why, when and how.
- **Second paragraph**
Your second paragraph should go into more detail and tell more of the story.
- **Third paragraph**
The third paragraph should be used as the opportunity to get a quote from a significant individual; this will add validity to the story.
- **Final paragraph**
Use the final paragraph to make any summarising comments, confirm times and dates and add any necessary contact details/websites that relate to the actual story.
- **Contact details**
Make sure you leave your contact details at the end of the press release and make it clear if photographers are welcome to attend the event.
- **Include a photo**
Attach a photo (if you send your press release after your event). This helps bring the story to life. It's a good idea to also write a caption to go with the photo and don't forget to credit the photographer for copyright purposes eg © photographer's name.
- **Sending**
Send the press release to as many newspaper/magazine contacts as you can, to get your story publicised in as many places as possible.

The next page features an example press release template that your school may want to use to publicise your actions/event. We've used the word 'student' in our sample, but you may prefer to use 'pupil' instead. You can also contact us at schools@wwf.org.uk for advice.

2. CAMPAIGN PACK

EXAMPLE PRESS RELEASE

Date:

[School name] host [MP or elected representative name] to speak up about climate change on/ at a [describe event]

Students from [school name] will be hosting an event with [MP or elected representative name] on [date] to raise awareness about the actions needed to reduce the impacts of climate change.

Students at [school name] have been learning about climate change and will be showcasing some of the [mention creative output letters/art/poems/films etc.] they produced to [MP or elected representative name]. The school want to find out what local action can be taken to raise awareness of climate change and what can be done nationally by the government and Parliament.

After learning about what they need to do to reduce their impact on the environment, the students were keen to put it into practice.

Teacher/Student [insert name] said: [Insert quote/thoughts of what the event signifies/What effect you think it will have/Discuss the event in more depth]

For further press information please contact [insert name and number] or email [insert address]

[Attach photo with a suitable caption]

2. CAMPAIGN PACK

ENGAGING YOUR LOCAL MEMBER OF PARLIAMENT (MP) OR ELECTED REPRESENTATIVE

The information below can be used to help your class understand the role of an MP or elected representative and how to effectively engage with them about an issue you care about.

The role of your MP

MPs are elected to represent their local community in the UK Parliament (Houses of Parliament), to ensure that their views are taken into account when discussing national policies and the passing of laws.

You can find out who your local MP or elected representative is and how to get in contact with them **here**.

MPs not only represent their local communities but also their political party of which they are a member. The party with the largest number of MPs elected to Parliament forms the Government. You can find out more about party politics in the UK **here**.

Welsh elected representatives

In Wales, there are also Members of the National Assembly for Wales, which sits in Cardiff. Assembly Members (AM) carry out the work of the National Assembly for Wales; they represent the interests of Wales and its people, make laws for Wales and hold the Welsh Government to account.

You can find out who your local AM is and how to get in contact with them **here**.

Scottish elected representatives

In Scotland, there are also Members of the Scottish Parliament, which sits in Edinburgh. Members of the Scottish Parliament (MSP) carry out the work of the Scottish Parliament; they represent the interests of Scotland and its people, make laws for Scotland and hold the Scottish Parliament to account.

You can find out who your local MSP is and how to get in contact with them **here**.

Climate change and politics

Climate change is a big issue and is on the agenda of all the political parties, although their views about how we should tackle climate change may differ.

2. CAMPAIGN PACK

Top Tips

- MPs or elected representatives are likely to have busy calendars, so try and invite them as far in advance as possible.
- Before a discussion with your MP or elected representative, decide who is going to ask which questions and nominate someone to take notes so you can follow up on important points discussed.
- Start by talking about why this issue is important to you and your school/community.
- Encourage your MP or elected representative to see themselves as an ally by building on common ground and avoiding the temptation of diving straight into areas where you disagree.
- Be confident – remember that though they are politicians, at some point they used to be at school, just like you! They may also be parents themselves, so can relate to young people's concerns.
- For further tips take a look at http://fortheLoveof.org.uk/wp-content/uploads/2016/06/Top-tips-for-meeting-MP-Speak-Up_type.pdf
- Share this short clip with your pupils/students to guide them in the dos and don'ts of MP lobbying <https://www.youtube.com/watch?v=CUyyMSnuoVc>

Inviting your MP or elected representative to your event

If you wish to invite your MP or elected representative to attend an event at your school, we have included a template letter on the next page for you to use. This would be best sent from a teacher at your school. We've used the word 'students' in our template, but you could use 'pupils' if you prefer.

However, an alternative suggestion would be to get your pupils/students to write individual letters to your MP or elected representative inviting them to the event. You could group the letters up yourself and send them with a cover letter to your MP or elected representative.

The letters that your pupils/students write could include the following:

- What event your school is planning on holding
- What they have been learning about climate change
- What they love that's affected by climate change
- Why they would like your MP or elected representative to attend the event.

2. CAMPAIGN PACK

LETTER TEMPLATE FOR CONTACTING YOUR MP OR ELECTED REPRESENTATIVE

Insert MP's or elected
representative's address here

Insert your address here

Date

Dear [*insert name MP*],

I am writing to you on behalf of [*insert school name*]. I would like to invite you to join us at [*insert school name*] in your constituency on either [*date or date – give a range of dates if possible*]. We are planning [*insert your plans/event/ideas*] and would appreciate the opportunity to present the students' work to you. Staff and students of [*insert school name*] have been learning about the ways in which we can all help tackle climate change.

Our students want to take better care of our planet so they can have a brighter future. Climate change affects so many of the things we love, both close to home and across the world.

I would appreciate your attendance at [*insert your plan/event*]. If you are able to attend we would like to hear your reflections on the class project, what local action can be taken to raise awareness of climate change in Parliament and what can be done by the Government. If we can work together on this, we can produce positive, effective results, and make a significant difference in the fight to tackle climate change.

Please do let me know if you would be interested in attending and on which date you will be available. [*If you are intending to seek local media coverage for the event you should mention it here*].

I look forward to hearing from you. If you have any queries, please contact [*insert contact details*].

Yours sincerely,
[*insert teacher name*]

3. THE FUTURE WE WANT COMPETITION

The climate change lessons ask students to think about the things they love and how they may be affected by climate change. Using what they have learnt during the sessions, they can enter our ‘The future we want’ competition and encourage others to take action against climate change. The winning students



will join us at a special Earth Hour parliamentary reception in Westminster on 28 February 2017 where their winning entries will be displayed. WWF want your students’ voices to be heard, so get them creating and share with us their vision of ‘The future we want’.

ENTRY CATEGORIES:

There are 3 entry categories:

- Poem (maximum of 200 words)
- Letter to the Prime Minister (maximum of 200 words)
- Poster (A4 or A3)

AGE CATEGORIES:

7-11 (KS2)

11-14 (KS3)

CLOSING DATE:

5pm Friday 20 January 2017

PRIZES:

The winning students will win £500 for their school to spend on environmental projects and will be invited to attend the Earth Hour parliamentary reception in Westminster on 28 February 2017.

HOW TO ENTER:

Completed entries should include **pupil name, age, school address, class and teacher contact details**, and be sent by email to schools@wwf.org.uk or by post to:

Wendy Hardy
 Schools and Youth Officer
 WWF-UK
 The Living Planet Centre, Brewery Road
 Woking, Surrey
 GU21 4LL

We will accept entries on both the template (which you can enlarge) or on separate A4/A3 sheets of paper as long as the entry template is attached.

