

Support pack for Primary Schools



# EARTH HOUR 2019

**JOIN THE FIGHT  
FOR YOUR WORLD**



Saturday 30 March at 8.30pm  
[wwf.org.uk/earthhour](http://wwf.org.uk/earthhour)





# WHEN NATURE THRIVES, SO DO WE.

Nature is vital. It provides our life-support system, and we can't survive without it. But today it's under threat like never before. We're using up our precious planet's resources so fast that nature can no longer restore itself.

We're the first generation to understand the damage we're doing to the planet, and the last that can do something about it. We all have a vital role to play in achieving a fairer and more sustainable world where people and nature can thrive. By joining WWF's Earth Hour, your pupils can show they want to be part of the fight for our world.

At **8.30pm on Saturday 30 March 2019** hundreds of millions of people across the world will be turning out their lights and coming together to celebrate Earth Hour. It's a time to show we care about our world and a symbolic reminder that the future of our planet hangs in the balance.

They will be making a promise to help restore nature and to give our planet a brighter future. When one person chooses to act it may seem like a small step, but when millions act together change can really happen.

When nature thrives, so do we. Join us for Earth Hour 2019 and together we can fight for a planet that thrives for future generations.

**[wwf.org.uk/earthhour](http://wwf.org.uk/earthhour)**

# EARTH HOUR 2018 HIGHLIGHTS



Last year, in a spectacular display of unity and action, hundreds of millions of people around the globe joined Earth Hour to celebrate our planet and promise to fight for our world.

A record 188 countries and territories, across seven continents, took part in the biggest global movement to protect our planet. Close to 18,000 landmarks and monuments from the Sydney Opera House to the Eiffel Tower and from Buckingham Palace, Principality Stadium to Edinburgh Castle switched off their lights as millions united to fight for our planet.

In the UK over 10 million people showed their support for Earth Hour. Over 7,000 schools took part and organised events and activities in their local communities. They took part in a number of ways, including:

- turning off lights, electrical appliances, whiteboards and computer screens for an hour during the day;
- helping with a big beach clean;
- creating films about positive and negative climate futures;
- making a promise for the planet;
- holding a school event to promote awareness of climate change and habitat loss, and inviting the wider community and local press along.

This year even more people will be taking the opportunity to make a difference by joining Earth Hour. Millions will be inspired to take further steps beyond Earth Hour and join the fight for our world.

# FIGHT FOR OUR WORLD

Earth Hour inspires us to think about what we can do for our planet. Whether it's making sustainable choices like using less plastic, cutting down on our food waste, or choosing to buy products that don't harm the environment, every decision we take can make a difference. Here are some ways that we can all make a choice that's good for nature.



# LOOK AFTER OUR WILDLIFE

Your pupils will be familiar with many characters from nature, from Mr Toad in 'The Wind in the Willows' to 'Fantastic Mr Fox'. Yet, in the last 40 years, the UK has seen an unprecedented collapse in its wildlife populations, making it one of the most nature-depleted countries in the world. Since 1970, more than half of our native species have declined.

Over 70% of our land is used in agriculture but our intensive farming methods mean that we have lost many of the flower meadows, hedgerows and trees that provide homes for pollinating insects such as bees and other animals. Pesticides pass up the food chain harming predators such as hedgehogs or birds and polluting our rivers.

We need to act now to help restore nature.





# SAY NO TO PLASTIC POLLUTION

Plastic is everywhere. From our local rivers and beaches to the remote Arctic sea, it is choking our oceans and killing wildlife. Every year we dump 8 million tonnes of plastic waste into our seas - the equivalent weight of over 600,000 double decker buses.

Plastic pollution is also a major threat to marine life. According to scientists, plastic particles can be found in 90% of the world's seabirds. If we don't act now, by 2050 there will be more plastic in the sea than fish.

We can all try to use less plastic and to reuse and recycle. But we also need to persuade producers to curb plastic pollution.



# FIX OUR FOOD SYSTEM

We all need to eat. But the way we produce and consume our food is one of the greatest threats to our planet. Across the globe, forests are chopped down to grow crops like palm oil or soy, which is used to feed livestock in the meat and dairy industries. The food supply is responsible for around 20% of the UK greenhouse gas emissions and contributes more to global warming than transport.

Our Western diets are high in meat, dairy and processed foods. We eat almost twice the amount of protein from animal products than we need to. And every year in the UK we throw away a third of all the food we buy.

Small changes in our diets can make a massive difference to our planet. Eating a more varied diet and replacing some of the meat and dairy with plant-based foods would be healthier for us and our planet.

# TACKLE CLIMATE CHANGE

Climate change, caused by human activity, affects every corner of our planet and one in six species are at risk of extinction as a result. In the Arctic Sea, the loss of ice makes it much more difficult for the polar bears to hunt and breed. The warming of our oceans is destroying coral reefs which are home to more animal species than rainforests.

And climate change affects people too. We are seeing more extreme weather events such as floods, forest fires, or drought. Some experts predict that by 2050 climate change will have forced up to 200 million people to leave their homes.

We can all play a part in tackling climate change. And the choices that we make will shape the future of our planet.

POLAR BEAR: © NATUREPL.COM / TONY WU / WWF  
CORAL REEF: © WWF / JAMES MORGAN  
FOREST FIRE: © NIGEL DICKINSON / WWF  
FLOOD: © GLOBAL WARMING IMAGES / WWF  
DROUGHT: © JOHN E. NEWBY / WWF



**1 IN 6 SPECIES ARE AT  
RISK OF EXTINCTION DUE  
TO CLIMATE CHANGE.**





## CLASSROOM ACTIVITIES

Young people today are vital to protecting our planet, both now and in the future. This resource contains plenty of engaging activities to help you build your pupils' understanding of key environmental issues and encourage them to see themselves as part of an interconnected world with a key role to play in building a thriving and sustainable future.

All activities are linked to UK curricula and they can be adapted for use with different ages and abilities. You can use them to take a cross-curricular approach over several weeks in the lead up to Earth Hour, or you can carry out some standalone sessions. Some activities can also be linked to a particular unit of work that you may be undertaking in the months beyond Earth Hour.

All resources sheets are available as separate PDF files.

## CURRICULUM LINKS

### ENGLAND KS2

**Design and Technology:** designing, making and evaluating, cooking and nutrition; **English:** spoken English - articulating and justifying answers, arguments and opinions, participating in discussions, considering and evaluating different viewpoints; **Science:** living things and their habitats; **Geography:** human and physical geography

### NORTHERN IRELAND KS2

**Language and Literacy:** talking and listening; **The World Around Us:** interdependence, movement and energy, place, change over time; **Personal Development and Mutual Understanding**

### SCOTLAND CURRICULUM FOR EXCELLENCE P4 - P7

**Literacy and English:** listening and talking; **Sciences:** planet Earth - biodiversity and interdependence, energy sources and sustainability; **Social Studies:** people, place and environment; **Technologies:** craft, design, engineering and graphics, food

### WALES KS2

**Design and Technology:** designing and making; **English:** oracy - developing and presenting information and ideas; **Geography:** understanding places, environments and processes; **Science:** interdependence of organisms, the sustainable Earth; **Personal and Social Education:** active citizenship, health and emotional well-being, sustainable development and global citizenship

# ACTIVITY 1

## LOOK AFTER OUR WILDLIFE: ANIMALS ON THE BRINK

This activity encourages pupils to consider some of the threats to our UK wildlife and explore the steps that we can take to help nature thrive.

### LEARNING OUTCOMES

- Pupils will understand the ways in which different UK native species are under threat
- Pupils will build their understanding of climate change and how it affects UK nature
- Pupils will develop their group work skills

### RESOURCES NEEDED

- One copy of the ‘UK nature pictures’, cut up, for each group (Top tip: Print single sided)
- One copy of the ‘UK nature facts’, cut up, for each group
- A large sheet of paper for each group
- Eco-friendly glue
- Post-it notes (preferably of two different colours)
- Two pens of different colours for each group

### WHAT TO DO

Introduce the activity by discussing nature in the UK with pupils. How many pupils have spent time in nature in the last week? Did they see or hear any animals? Can pupils name some native animal species? What is the natural habitat of these species? Explain that today the UK is one of the most nature-depleted countries in the world. They are going to find out about some of the animals that are most threatened.

Divide the class into groups of four to six pupils and give each group a set of the ‘UK nature pictures’ and ‘UK nature facts’ that have been cut up and shuffled. Ask pupils to look at the animals and match each one to its habitat. They should then read each fact and match it to an animal so that each species has four facts associated with it. When they are happy that each fact is in the right place they should glue them down on their sheet.

Give each group the opportunity to share their findings with the class. Is there anything that has surprised them? How do they feel about what they have learned?

Now ask pupils, in their groups, to think about the different threats that UK wildlife is facing. They will have learned some of these from the ‘UK nature

facts’, but they may also add in more ideas. Pupils should write each threat on a Post-it note and place these around their sheet of paper.

Next ask groups to repeat this process and consider some actions that can be taken to protect wildlife. Ask them to write each of these on a different coloured Post-it note or in a different coloured pen.

Finally, come together as a whole class and ask pupils to feed back their thoughts. How many of the threats to nature are caused by the choices that humans make? For example, our farming methods threaten the habitats and food supplies of vulnerable animals such as bats and voles. Plastics that enter our rivers and seas kill sea mammals and birds. Draw out that everything on our planet is interconnected in an intricate web of life – if we destroy any part of it, we are threatening our own future.

Some of the issues that are raised in this activity may seem overwhelming to pupils, but it is important to remind them that we can all do something to fight for our world. ‘Activity 5: A Promise for the Planet’ allows pupils to focus on personal steps that they can take.



**ACTIVITY 1****LOOK AFTER OUR WILDLIFE:  
ANIMALS ON THE BRINK****FURTHER IDEAS****POETRY ACTIVITY**

Why not write a poem about one of the animals as a kenning? This is an Anglo-Saxon form of poetry where something is described without using its name. Each line is made up of two words, in the form of a list.

Before starting, build up pupils' vocabulary and create a word bank together. Extend pupils' choices by asking if they can improve on any words. When pupils have written their poems ask them to read them out, with the class guessing which animal they are writing about. Here is an example of a kenning poem:

Horizon traveller

Feathered glider

Wing waltzer

Fish chaser

Wave diver

Lightening striker

Seabird.

**CITIZEN SCIENCE**

Why not get involved in a citizen science project and record the nature that is on your doorstep? You can use the **iNaturalist app** or **iNaturalist.org** to upload photos that pupils have taken of their wildlife observations. These will contribute to a world-wide database of biodiversity, supporting local and global research projects.



Opal Explore Nature also has a wide range of citizen science surveys for schools and families which include surveying the health of trees, looking at pollution levels in lakes and ponds, and counting bugs. **[www.opalexplornature.org](http://www.opalexplornature.org)**

Look out for WWF's fabulous citizen science resources and challenges linked to Our Planet - an amazing new natural history series with streamed and free content. Available from April 5 2019. **[www.ourplanet.com](http://www.ourplanet.com)**

**IMPROVING BIODIVERSITY  
IN YOUR SCHOOL GROUNDS**

From feeding wildlife to planting a wildflower area, there is plenty that you can do. How about:



A bug hotel  
**[www.ourplanet.com/gabughotel](http://www.ourplanet.com/gabughotel)**

A butterfly feeder  
**[www.ourplanet.com/gabutterflyfeeder](http://www.ourplanet.com/gabutterflyfeeder)**



# ACTIVITY 2

## FIX OUR FOOD SYSTEM: LOOKING AT OUR LUNCHES

This activity gets pupils thinking about healthy diets that are good for us and also good for our planet.

### LEARNING OUTCOMES

- Pupils will appreciate what makes a healthy diet
- Pupils will develop an understanding of the impact of food production on our planet
- Pupils will explore how we can reduce waste through our food choices
- Pupils will develop their group work skills

### RESOURCES NEEDED

- A copy of the 'Eating for a healthy planet' resource sheet for each pair of pupils
- A copy of either 'A healthy school dinner' or 'A healthy lunch box' resource sheet for each pupil (see separate PDF)
- An image of the 'Livewell plate' which can be projected onto the interactive white board

### WHAT TO DO

Begin by exploring with pupils their understanding of foods that are 'healthy' and 'unhealthy'. Try to reach a shared understanding of what these terms mean and explain to pupils that we all need to eat the right kinds of food to stay healthy.

Introduce the Livewell Plate. This is very similar to the NHS Eatwell Plate, but it focuses on sustainability as well as health. Products from farmed animals – meat and dairy products such as milk and cheese – are among the most energy intensive and greenhouse gas intensive food products of all and eating too much can be bad for our health. The Livewell diet involves eating a more balanced, varied diet with less meat and dairy and more plant-based food and drinks. It's a healthy and affordable diet which could lead to a 30% cut in greenhouse gas emissions from food production. Healthy for the planet and for us!

Now give each pupil a copy of the 'Eating for a healthy planet' resource sheet. Ask them to read through the suggestions with a partner and discuss each point thinking especially about their school lunches. Which fruits and vegetables do they enjoy eating? Do they throw any food away? Is any food grown in school? How healthy are their snacks? Do they drink tap water?

Give each pupil a copy of either 'A healthy school dinner' or 'A healthy lunch box' resource sheet and

ask them to design a healthy and sustainable school dinner or a packed lunch.

Share pupils' ideas together. Which items would pupils most like in their lunches? Which meals are particularly well balanced? Don't forget to think about food waste together. Can pupils reduce the amount of packaging in their lunches? Is there any food packaging that can be composted? Are there any foods that you would like to grow yourselves in school? Why is it important to have a diet that protects our planet? Are there any changes that pupils would like to make to their food choices as a result of what they have learned?

You can explore issues of food and sustainability further with your pupils using WWF's Plant2Plate resources [www.org.uk/plant2plateresources](http://www.org.uk/plant2plateresources).

### FURTHER IDEAS

#### Get growing

There are plenty of easy ways that you can involve pupils in growing their own food in school. You can start by using the 'Beginner's guide to growing food in school' which is packed with practical ideas on everything from what to plant and when, to how to make planters from recycled materials.

[www.org.uk/plant2plateresources](http://www.org.uk/plant2plateresources)

# ACTIVITY 3

## SAY NO TO PLASTIC POLLUTION: WILD CREATIONS

This creative activity allows pupils to work in groups to create a large-scale model of an endangered animal from recycled plastic waste. You may wish to link up with a local community group to make the models, perhaps displaying the animals and their messages in a shared space.

### LEARNING OUTCOMES

- Pupils will explore an environmental issue through a visual and creative approach
- Pupils will consider the use of plastic in their everyday lives
- Pupils will consider a range of steps that can be taken to reduce the use of plastic
- Pupils will develop their group work skills

### RESOURCES NEEDED

- A large collection of plastic waste
- Some larger scrap pieces of wood or plastic waste, such as broom handles, that can be used to make a frame for the animals. If the animal will be displayed indoors then strong cardboard could also be used
- Wire or string to join the pieces together. You can also make ties using strips of plastic bags
- A copy of the 'My plastics diary' worksheet for each pupil

### PREPARATION

As a whole class you will need to build up a large collection of plastic waste in the weeks before this activity but make sure that you don't buy any extra plastic in order to have more material for this activity. If you spread the word, members of the local community will probably be more than happy to contribute washed and cleaned items of plastic.

Think creatively and remember that practically anything will be useful! Items could include plastic packaging, bottle tops, used CDs, carrier bags, food wrappers, plastic pots and bottles of all sizes, single use cutlery that cannot be reused, string bags from fruit, straws etc. You may also find it helpful to visit a scrap store, if there is one in your local area.

### WHAT TO DO

Introduce pupils to Nadia Sparkes who, when she started secondary school, became concerned by the amount of rubbish she spotted on her two mile walk to and from school. She began collecting litter but her green habits led to her being bullied and called 'Trash Girl'. Nadia didn't let this put her off her environmental work. She embraced the name and set up a Facebook group, 'Team Trash Girl', to encourage everyone to "pick up three pieces of litter today". In her first term at school she collected more than two 80 litre green bins worth of what is mostly recycling / plastic and, around the world, people are following Nadia's example. [wwf.org.uk/trashgirl](http://wwf.org.uk/trashgirl)

Divide the pupils into groups and ask them to think about the plastic that they use in their lives. How often do they use plastic? What do they use it for? Do they feel that they could use less?

Explain to pupils that plastic is choking our oceans and killing wildlife. The information in the introductory section will be useful here. Pupils are now going to turn plastic waste into a reminder of how important it is to protect our planet from its effects. They will work in teams to create a sea animal that is affected by pollution, using recycled items of plastic. These might include seals, turtles,

**ACTIVITY 3****SAY NO TO PLASTIC POLLUTION:  
WILD CREATIONS**

seabirds, fish, whales and dolphins. Alternatively, you may wish to create a giant whole-class animal, with each group responsible for one part of the body.

As they work, encourage pupils to experiment with the different plastic materials and not have too many fixed ideas about what they are going to do – some of the best ideas come about through happy accident! Limbs can be created by stuffing carrier bags with plastic packaging. Pupils may wish to cut off the base of plastic bottles and then cut slits from the bottom to near the top of the bottle. These can be used to create a feathery texture for seabirds.

Once groups have had enough time to create their animals, perhaps over two sessions, add a number of postcards or banners carrying messages and facts about plastic pollution. Display the animals prominently to pass on the message about plastic pollution.

Whilst pupils are creating their animals, ask them to keep a plastics diary for a week, using the 'My plastics diary' worksheet. Come back and compare how much single-use plastic they have used. Where were most plastics used? Have pupils changed what they think about how much plastic they use? Can they think of ways that they could use less plastic? Perhaps they could reuse more items? For example, yoghurt pots can be used to store their packed lunch fruit in. Or pupils may choose to drink water from the tap rather than a plastic bottle. Remember that every one of us has a part to play in protecting our oceans from plastics pollution! Please remember to dismantle models responsibly.

**Take it further**

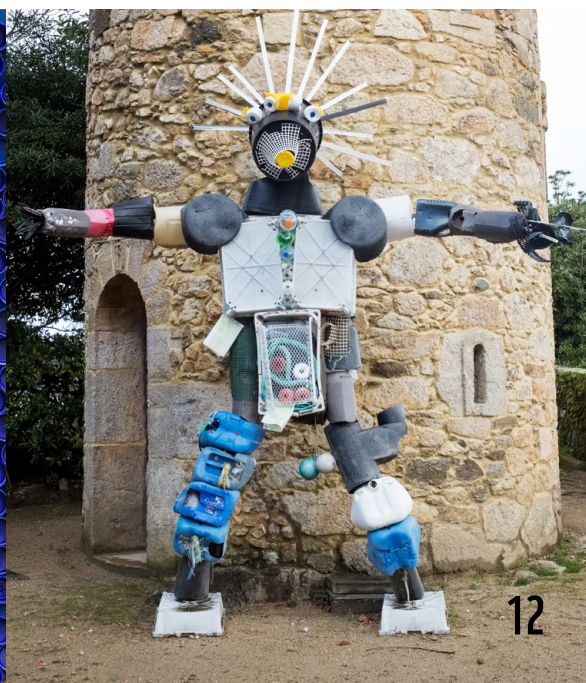
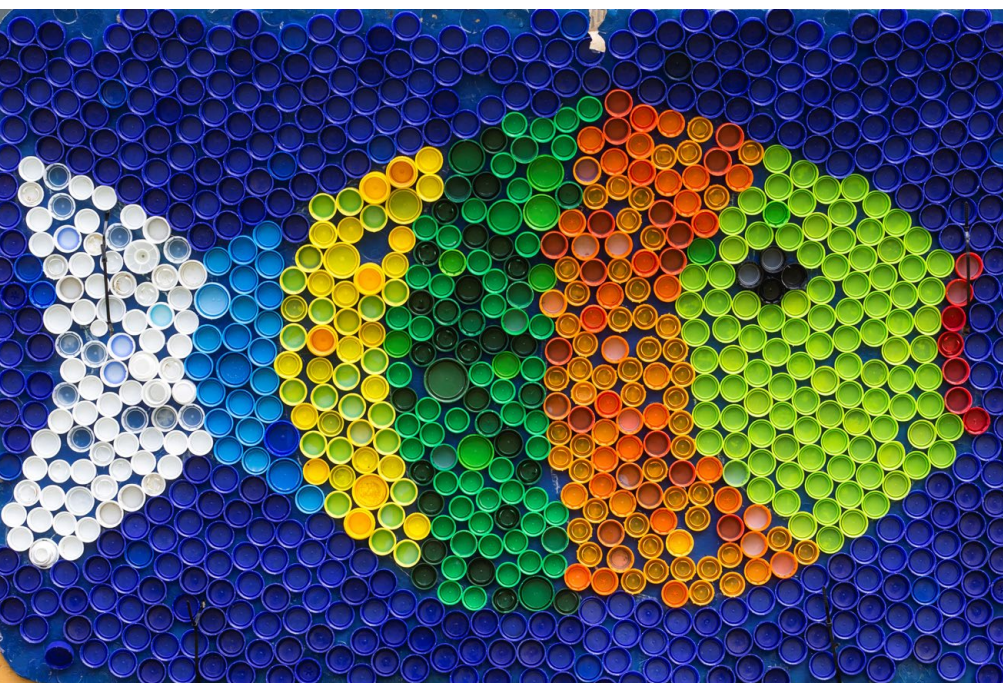
You will find plenty of further activities which explore the issue of plastics pollution in the WWF resource: 'The oceans and plastic pollution' on the TES website.

[www.wwf.org.uk/tesoceansandplasticresource](http://www.wwf.org.uk/tesoceansandplasticresource)

Share a photo of your models with us; we'd love to see it.

Send to [schools@wwf.org.uk](mailto:schools@wwf.org.uk)

or tweet them @wwf\_uk #EarthHourUK



# ACTIVITY 4

## TACKLE CLIMATE CHANGE: A CLIMATE ACTION HUNT

In this activity, pupils will explore what they already know about climate change. They will go on to look at what steps they can take in their own lives to tackle it and encourage others in the school community to do the same.

### LEARNING OUTCOMES

- Pupils will build their understanding of climate change and how it can be tackled
- Pupils will be encouraged to take action in their own lives
- Pupils will develop their group work skills

### RESOURCES NEEDED

- Post-it notes
- A large sheet of paper for each group
- WWF One Planet Future animation  
[wwf.org.uk/opffilm](http://wwf.org.uk/opffilm)
- One blank postcard for each pupil

### WHAT TO DO

In small groups, ask pupils to share what they already know about climate change. They may have already seen climate change referred to in adverts, films, books or on TV. Ask them to write down all their ideas on Post-it notes and put them on a large sheet of paper. Share some ideas together as a class.

Now watch the 'One Planet Future' animation. This gives an explanation of climate change and ends with some ideas on what we can do about it. When they have finished watching the film, ask pupils to put three headings on their large sheets of paper.

What is climate change?

What are the signs of climate change?

What can we do about climate change?

Ask pupils to group the Post-it notes that they have already written under the appropriate headings and fill in any more that they would like to add since watching the film.

Take feedback from the class. Explain that we can all do something to tackle climate change. Using the Post-it notes, draw up a whole-class list of steps that can be taken in school. These might include: saving on energy by switching off lights and not leaving computers on standby, walking or cycling to school, growing fruit and vegetables in school, switching

off taps, keeping packed lunches free of plastic wrappers, drinking tap rather than bottled water, recycling all paper, using both sides of paper, and using eco-friendly glitter and glue.

Ask each pupil to design a postcard with a clear message on one climate action that they would like to encourage other people in the school to take. Place the postcards around the school and organise a climate action 'treasure' hunt. Don't make the postcards too difficult to find!

As they spot the climate action postcards, each class can draw up a list of different ways to tackle climate change in school. They should then all choose three actions that they will carry out over the next week.

At the end of the week come together as a whole school and give each class the chance to report back on what they have done. This is a good opportunity to discuss with pupils what their next steps will be in tackling climate change. Perhaps they would like to set up a Green Ambassadors team in the school?  
[wwf.org.uk/greenambassadors](http://wwf.org.uk/greenambassadors)

You will find plenty of further activities to challenge, inspire and empower your pupils to tackle climate change in the WWF's school resources.  
[wwf.org.uk/climatechangeresources](http://wwf.org.uk/climatechangeresources)

# ACTIVITY 5

## A PROMISE FOR THE PLANET

This activity encourages pupils to make the links between their own actions and the future of our planet. After thinking about the ways in which they enjoy the 'great outdoors' they make a promise to take one step to protect the Earth.

### LEARNING OUTCOMES

- Pupils will reflect on the enjoyment and opportunity that outdoor activities offer
- Pupils will understand that we can all take action to help the planet
- Pupils will develop their group work skills

### RESOURCES NEEDED

- Post-it notes
- 'Fight For Your World' video, you can find this at: (YouTube) [wwf.org.uk/fightforyourworldfilm](https://www.youtube.com/watch?v=...) (Vimeo) [wwf.org.uk/fightforyourworldfilmvimeo](https://www.vimeo.com/...)  
The film lasts 1.30 minutes
- Copies of the 'leaf' template
- Drawing or painting materials

### WHAT TO DO

Begin by encouraging pupils to reflect on the things that they love about nature. Do they have a favourite spot such as a tree, a park, or a walk that they particularly enjoy? What do they most like doing outside? Do they have a favourite wild animal?

Come back together as a class and discuss the huge number of things that our planet gives us to enjoy and wonder at. Explain how important it is that we protect the Earth so that future generations can enjoy the same things that we do.

Show pupils the 'Fight for your World' video and give pupils the opportunity to discuss their immediate reactions to the film. What do they think the main message of the film is? Now tell pupils that they are going to be watching the film again but this time they need to think about what the film tells us about four areas:

Wildlife

The food we eat

Plastic pollution

Climate change

Take feedback from pupils on the four areas and again, give them the opportunity to discuss their feelings about what they have seen.

As the video says, we can win the biggest battles in the smallest moments. Ask pupils to think of ways in which they can fight for our world. Ideas might include: walking or cycling to school, using less water, saying no to plastic drinking straws, planting wildlife friendly areas in school, eating foods that are in season or locally grown (or even growing your own food), saving on electricity by not leaving the TV or computer on standby, recycling more, or learning more about nature and the natural world.

Now ask pupils to decorate a leaf, using the leaf template provided. They should then make a promise for the planet, writing down one thing that they will do to fight for our world, for example, walking to school or using a reusable water bottle rather than plastic disposable ones. Display these leaves on a tree in the school grounds, or on branches brought into the school hall to create an Earth Hour display.

Share a photo of your display with us; we'd love to see it. Send to [schools@wwf.org.uk](mailto:schools@wwf.org.uk) or tweet them @wwf\_uk #EarthHourUK.



# TELL US ABOUT IT!

Share your Earth Hour stories with us; we'd love to hear them. Send them to **[schools@wwf.org.uk](mailto:schools@wwf.org.uk)** or tweet them **[@wwf\\_uk](https://twitter.com/wwf_uk)** **[#EarthHourUK](https://twitter.com/wwf_uk)**



## SAMPLE TWEET

[School name] we're taking part in [@wwf\\_uk](https://twitter.com/wwf_uk) [#EarthHourUK](https://twitter.com/wwf_uk) 2019, are you?

### **Share your Earth Hour promises with us:**

In England, [@wwf\\_uk](https://twitter.com/wwf_uk) and [#EarthHourUK](https://twitter.com/wwf_uk)

In Scotland, [@WWFScotland](https://twitter.com/WWFScotland) and [#EarthHourScotland](https://twitter.com/WWFScotland)

In Wales, [@WWFCymru](https://twitter.com/WWFCymru) and [#EarthHourWales](https://twitter.com/WWFCymru)

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[wwf.org.uk/earthhour](http://wwf.org.uk/earthhour)



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