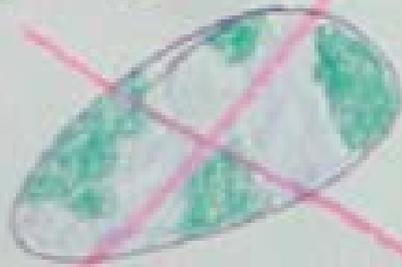




FOR
YOUR
WORLD

SAVE OUR PLANET

STOP THE



WARMING

BACK TO SCHOOL: TEACHER HANDBOOK

WHAT IS WWF'S BACK TO SCHOOL PROJECT?

Building on the current momentum of the youth climate strikes, WWF is piloting a new *Back-to-School* programme, where young people teach others what they have learnt about environmental issues.

For this pilot project, after learning about climate change and the political process, students will plan and host a *Back-to-School* event.

At the *Back-to-School* event, students will engage decision makers – such as local and national politicians or business leaders – in discussion about their role in addressing climate change. They can then use the tools in this resource to share what they've discussed more widely.

If this pilot project is successful, WWF-UK will develop the format further, covering a broader range of topics and ways for young people to share their knowledge, passion and ideas with others.

WHY A LESSON 'TAKE-OVER'?

The lesson take-over approach is designed to give young people the opportunity:

- to cement their understanding of climate change by teaching others.
- to learn about the UK political system, including how decisions are made.
- to develop their critical thinking and provide opportunities to debate political questions.
- to take action on climate change and biodiversity loss.

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BACKGROUND

Recent polls show that one of the top concerns for young people today is environmental issues. But the biggest barrier to stopping climate change and biodiversity loss is the failure of politicians and big business to act.

The recent school strikes demonstrate the passion with which young people are mobilising globally.

Back-to-School, gives young people the opportunity to take action on climate change and biodiversity loss within the school setting.



HOW TO USE THIS RESOURCE

This resource offers students the opportunity to lead, ask questions and take action, all framed in a real-life context. This pack includes an assembly presentation, classroom activities, and a suite of campaigning resources. Each activity is designed to last up to 1 hour, is curriculum linked and comes with step by step instructions. You could use this as a whole school activity for an off-timetable day, incorporate within PSHE and citizenship lessons, or use with a school eco-club. We recommend you:

1. Start with a whole school assembly using the *Back-to-School assembly slides* to introduce students to the key themes and get them feeling inspired about solutions they can take action on to tackle climate change and biodiversity loss.
2. Use the *first activity in this pack* to develop students' understanding of the topic.
3. Use the *second activity and campaign kit in this pack* to get your students started on their fight against climate change and biodiversity loss.
4. Use the campaign kit, which is filled with top tips, resources and templates, to support you to *invite your local decision makers Back-to-School* and take action.
5. Use the *third activity in this pack* for students to make the links between their own activities and the future of our planet.

SHOW THE BACK-TO-SCHOOL ASSEMBLY PRESENTATION

- What's the issue? - set the scene
- Provides insight to who has influence to impact the issue



RUN ACTIVITY 1: MY PLANET, MY FUTURE

- What you can do



RUN ACTIVITY 2: ACT NOW!

- How to do it



RUN ACTIVITY 3: PROMISE FOR THE PLANET

- Take action



INVITE MPS TO YOUR SCHOOL:

- Engage your local MP
- How to run your *Back-to-School* event



TELL EVERYONE WHAT YOU'VE DONE

ACTIVITY 1: MY PLANET, MY FUTURE

© Wim van Passel / WWF

Through this activity, students will travel to the future in NASA's interactive climate time machine, exploring the predicted impacts of environmental degradation. Students will develop their understanding about climate change and consider different ways to tackle the biggest collective problem humanity has faced yet. Students will increase their awareness of the importance and urgency of the situation and feel empowered to take action.

CURRICULUM LINKS

Science - Chemistry: Earth as a source of limited resources, the carbon cycle, production of carbon dioxide by human activity and the impact on climate.

Geography: Geological timescales; weather and climate, knowledge of globes, maps and atlases. **Citizenship:** rights and responsibilities of citizens, roles of public institutions and voluntary groups in society, and the ways in which citizens work together to improve their communities.



© Jiri Rezac / IPCC photographer not in GPN / Jiri Rezac / WWF UK

WHAT TO DO

1. Introduce (10 mins):

Ask the class what they know about climate change. Have they learnt about it in Geography, Science, PSHE or heard about it at home? What is it and why are people worried about it? What is causing it? Take some ideas from the class and go over any new vocabulary. You might like to show this video from 2014 bit.ly/2Q9Gm6j

Highlight these points to students:

- Scientists are very worried about the way our planet is heating up. Our planet has warmed by an average of 1°C in the last century, and if things don't change it's going to increase even more. 1°C is an average – it's more than twice that level in the Arctic and more than three times that level on the Antarctic Peninsula.
- 1°C might sound small but this is already having a big impact, making weather around the world more extreme and less predictable. For example, any rise will make storms, floods, droughts and wildfires even more severe, and more frequent; a rise to 2°C, would make it 10 times more likely that the Arctic would be sea-ice free in the summers than a rise of 1.5°.

- This increase is due largely to increased levels of carbon dioxide in our atmosphere produced by the use of fossil fuels (coal, oil and gas), and has been worsened by the cutting down of forests that naturally absorb carbon.

2. Climate time machine (20 mins):

Split the class into small groups and give each group a tablet or other device with NASA's interactive climate time machine open go.nasa.gov/2X6hlKO

- Ask each group to look at one of the topics (sea ice, sea level, carbon dioxide or global temperatures). The sea level group should look at the Northern Europe tab, or if there are more than four groups, students can look at different sea level tabs. The groups looking at carbon dioxide and global temperatures may need more help as these visualisations are less straightforward to understand.
- Give the groups 10 minutes to explore the graphics and ask them to answer the following questions (you might like to write them on the board to prompt students).
 - Where did you go in your time machine? Did you go backwards or forwards in time, or both?
 - What climate indicator did you see? What do you think is going to happen to your climate indicator in the future, if things stay as they are?
 - What difference will these climate changes make that are important to you? Think about plants, animals, water, cities and weather.
- Bring the class together again and ask one student from each group to describe in 30 seconds what their visualisation was about to the rest of the class.

3. Individual action or rules and regulations? (15 mins):

Show this 5 minute video about collective action problems bit.ly/2Ke4Rvy

- Ask the students if they can think of any examples from their own lives where a collective action would have been better for everyone, but because of people's own

self-interest they behaved in a way that was worse for the common good. Run through key moments of a day to get students thinking widely:

- At 7am?
- At 9am?
- At 12pm?
- At 3.30pm?

They might think of things such as; a family member sleeping in which causes everyone else to be late, a parent parking where they shouldn't by the school gates which was dangerous, pushing in front of the lunch queue, not switching the lights off at the end of school or another examples. Encourage them to think of daily bad habits which could be easily avoided.

- Reflect on collective action. Why do we need rules? Give an example of a classroom rule. How might the class behave if the rule did not exist? How would the students **feel** if their class had to follow a rule, but they knew all the other classes in the school did not have to? What would they **do** to try and get the other classes to follow the same rule? Ask for creative suggestions that would make the rest of the teachers in the school take notice?
- In pairs ask the students to brainstorm some ideas for rules that politicians could make to help stop climate change. Encourage them to think about how people would react to these rules, using these prompt questions:
 - Would people find these rules difficult to follow?
 - Would the rules cost people or businesses money?
 - How would we make sure people didn't break the rules?
 - How would people feel if they had to follow a rule, but they knew that people in another country were not following it?
 - How can we design rules that fight climate change but are not too unpopular and feel fair?
- Bring the class together again to share ideas, and ask the students to vote for the top 3 ideas for rules that they think would actually work.

4. Can we make a difference without rules? (15 mins):

Following on from the previous activity, ask the students if they think rules are the only way to make a real difference. Tell the students that changing behaviour without rules can be more difficult, but it's not impossible, you need to be extra creative.

Lots of organisations in the UK try to change people's behaviour through positive campaigning. Ask the students if they have heard of the '5 a day' or 'Change4Life' campaign, seen adverts to help people stop smoking, or seen adverts about keeping the streets clean and not littering? Successful change relies on both changes to rules *and* changes to people's attitude. You might like to display this basic formula to visualise the concept:

Change in rules + change in people's attitudes = behaviour change

In pairs or small groups, ask the students to start sketching/mapping out initial ideas for their own campaign to stop climate change and the loss of nature – something that's important to them. They should include ideas for how they would enforce change through rules, including who they need to ask to enforce new rules? How would they encourage and incentivise positive behaviour change to support their campaign also? Encourage students to be creative but also realistic in their ideas and check out the campaigning resources from *page 15* onwards for inspiration. If time, ask students to present back in turn their initial ideas for the campaign, and what rules and attitudes they would focus on.

FURTHER RESOURCES:

- More information about climate change and global warming, including an explanation of key terms can be found here www.wwf.org.uk/climate-change-and-global-warming
- Stuck for ideas about legislation? Read this blog about ways our governments could combat climate change? bit.ly/2X80Aof
- WWF's Shaping our Future resource includes 3 climate themed lessons for KS3 which can be taught either as a standalone lesson or as a series of cross-curricular linked lessons to help young people understand what climate change is and what they can do to help tackle it www.wwf.org.uk/shapingourfuture
- Living Planet Report for Young People 2018 is free to download and will help your students discover the issues facing our planet and how we can make changes to restore nature www.wwf.org.uk/lprschools

CHANGE
IN RULES



CHANGE IN PEOPLE'S
ATTITUDES



BEHAVIOUR
CHANGE

ACTIVITY 2: ACT NOW!

© Adobe Stock

Through this activity students will be using their creativity to create an action plan and take political action and invite their local decision maker *Back-to-School*. Students will develop an understanding of how they can make their voices heard, and practice active citizenship.

CURRICULUM LINKS

English: writing for a wide range of purposes and audiences.

Citizenship: understanding of democracy, government and the rights and responsibilities of citizens, present reasoned arguments and take informed action. The roles of public institutions and voluntary groups in society, and the ways in which citizens work together to improve their communities, including opportunities to participate in school-based activities.



© WWF-US / Keith Arnold

WHAT TO DO

1. Introduce (10 mins):

Ask the class what they know about climate change and the loss of nature. Have they learnt about it in Geography, Science, PSHE or heard about it at home? What is it and why are people worried about it? What is causing it? Take some ideas from the class and go over any new vocabulary. You might like to show this video from 2014 bit.ly/2Q9Gm6j

Highlight these points to the students:

- Scientists are very worried about the way our planet is heating up. Our planet has warmed by an average of 1°C in the last century, and if things don't change it's going to increase even more. 1°C is an average – it's more than twice that level in the Arctic and more than three times that level on the Antarctic Peninsula.
- 1°C might sound small but this is already having a big impact, making weather around the world more extreme and less predictable. For example, any rise will make storms, floods, droughts and wildfires even more severe, and more frequent; a rise to 2°C, would make it 10 times more likely that the Arctic would be sea-ice free in the summers than a rise of 1.5°.



VISIT www.wwf.org.uk/get-involved/schools/resources/back-to-school TO
DOWNLOAD THE BACK-TO-SCHOOL FILM
AND ASSEMBLY PRESENTATION

- This increase is due largely to increased levels of carbon dioxide in our atmosphere produced by the use of fossil fuels (coal, oil and gas), and has been worsened by the cutting down of forests that naturally absorb carbon dioxide.
- Wildlife populations of mammals, birds, fish and reptiles have declined by 60% since 1970. WWF releases the Living Planet Report every 2 years, and the picture for our planet's amazing biodiversity is getting bleaker.
- Currently the world is losing 8.8 million hectares of nature forest per year.
- The UK is one of the most nature-depleted countries in the world. We face an unprecedented collapse in wildlife populations in the UK. Since 1970, 56% of species in the UK have declined. Iconic species like hedgehogs, some bird and bee species have plummeted.

2. Choose a campaign theme (15 mins):

Split the class into small groups and explain that they are going to be making an action plan for a campaign to raise awareness about climate change and the loss of nature and influence decisions about opportunities for action. Show the first 3 minutes of this video for inspiration bit.ly/33Gkxzl

Using the 'Design your campaign' template on *page 15* encourage students to think creatively about how their campaign will help raise awareness of the impact of climate change. Encourage them to reflect and improve on their idea to tackle biodiversity loss, communicate why urgent action is needed, and illustrate solutions available if we act now. How will they spread the message to their friends, the whole school, their family, the local community, their MP and wider influential business organisations? Remind them of the rules and attitude formula from the previous activity to support their planning.

If students are stuck for ideas for what to include in their campaign, remind them to think about what they are good at and how they could use those skills (as the video said). If they are still stuck make suggestions like:

- Writing to their local MP or hosting an event in school and inviting them to attend.
- Making posters or producing an infographic to display around the school.
- Making a YouTube video.
- Writing to the local newspaper or radio station and asking them to do a piece on what the school is doing.
- Joining or starting a Green Team.
- Doing an outreach stall at school or at a community fair.

3. Develop an action plan (20 mins):

Support the groups to develop an action plan for their campaign, breaking down their overall aims into smaller tasks with measurable tasks.

Students may be familiar with SMART objectives, if so, encourage them to use this framework. An 'action plan' template can be found on *page 16*. If students are stuck help them to follow these steps:

- **Choose a clear goal.** Students first need to decide what they want to achieve. The less clear you are about what you want to do, the less effective your plan will be.
- **Work backwards.** Start with the goal and work backwards, thinking about all the different ways they could achieve it. This will help to create actionable steps.
- **For each step make S.M.A.R.T. goals** (Specific, Measurable, Attainable, Relevant, Timely). Make sure milestones are measurable.
- **Break large tasks into smaller, more manageable ones.** Some tasks may seem daunting so try to break them down into smaller steps.
- **Put timings on everything**, no matter how small, and make sure they are realistic.
- **Tick things off as you go**, this will help you stay motivated and keep on track.
- **Stay flexible**, sometimes things change.
- **Ask for help** if you need it.

4. Deliver your campaign (15 mins):

Students should start to work on their campaign action plan, e.g. by drafting infographics or posters, writing a script for their YouTube video, writing letters to their MP/decision maker or starting to plan their assembly or event to which to invite their MP/decision maker. Students might like to use some of the resources in the campaign pack from *page 15* onwards.

FURTHER RESOURCES:

- Go to **page 15** to start your *Back-to-School* campaign using the resources in our campaign pack.
- More information about what we can do to fight climate change wwf.org.uk/thingsyoucando or wwf.to/2KcXJiM
- SMART criteria en.wikipedia.org/wiki/SMART_criteria



ACTIVITY 3: PROMISE FOR THE PLANET

This activity encourages students 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

- Students will reflect on the enjoyment and opportunity that outdoor activities offer.
- Students will understand that we can all take action to fight for nature.
- Students will develop their group work skills.

RESOURCES NEEDED

- Post-it notes.
- Fight for Your World video, you can find this at: wwf.org.uk/fightforyourworldfilm – the film lasts 1.30 minutes.
- Leaf template.
- Drawing or painting materials.

WHAT TO DO

1. Ask students how many of them have spent time in nature during the past week.

Explore whether they feel they would like to spend more time in nature? How does it affect them when they do? There is evidence that a connection with nature makes us healthier and happier people. Our planet gives us a huge number of things to enjoy and wonder at. Discuss how important it is that we protect the Earth so that future generations can enjoy the same things that we do.



© Greg Arnheld / WWF-UK

2. Show students the video and give them the opportunity to discuss their immediate reactions to the film.

What do they think the main message of the film is? Now tell students that they are going to be watching the film again but this time they need to think about what the film tells us about the four areas:

- Wildlife
- The food we eat
- Plastic pollution
- Climate change

Take feedback from students 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. What do students think that this statement means? Do they

agree? How can they 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.

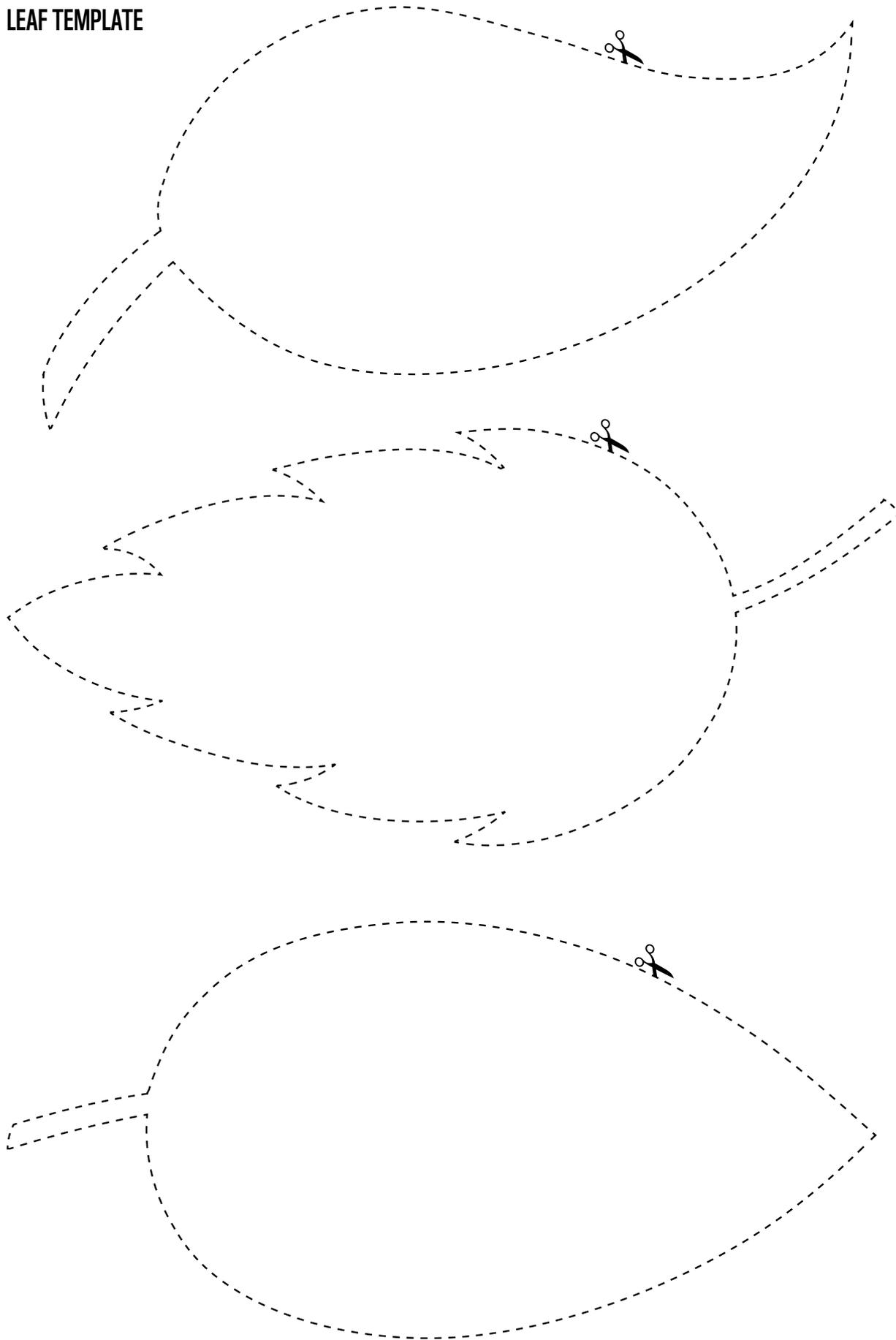
3. Now ask students to decorate a leaf, using the leaf template provided on page 13.

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 a display.

DECORATE A LEAF: ASK STUDENTS TO WRITE DOWN ONE THING THEY WILL DO TO FIGHT FOR THEIR WORLD.



LEAF TEMPLATE





CAMPAIGN KIT

© Stock

Encourage your students to make their voices heard by contacting their local MP or other decision maker, putting pressure on businesses, writing to the local press, or raising awareness in the community. Use the top tips, resources and templates in this kit to get you started.

TAKE ACTION

Take decision makers Back to School and educate them about their responsibilities in preventing climate change and the loss of nature. You could send them an informational poster or leaflet you made, or invite them to a climate change themed assembly. Or lead by example and tell them about the action your school is taking to reduce its carbon footprint or encourage nature, you could even add your actions to your school website to showcase your commitment to sustainability with wider audiences online.

Use the 'action plan' template on *page 16* or make your own.

HOLD AN OUTREACH EVENT

Why not raise awareness at a school fair, or hold a climate change awareness event in school and invite your local community – parents, neighbours, governors, other nearby schools, local press? You could run interactive activities and invite your local MP or elected representative to attend where students can share their actions on climate change.

BE PART OF SOMETHING BIGGER

Link what you're doing in school with national events that take action on climate change and setting nature on the path to recovery:

- The #THETIMEISNOW mass lobby took place on 26 June 2019 in London, see the video and actions we can all take [wwf.org.uk/thetimeisnow](https://www.wwf.org.uk/thetimeisnow)
- Get moving for the climate with Earth Hour, an annual event that takes place on the last Saturday in March [earthhour.org/](https://www.earthhour.org/)

TAKE DECISION MAKERS BACK-TO-SCHOOL AND EDUCATE THEM ABOUT THEIR RESPONSIBILITIES IN PREVENTING CLIMATE CHANGE AND THE LOSS OF NATURE.

DESIGN YOUR CAMPAIGN TEMPLATE

Fed up of waiting for others to take action? Why not start your own campaign. You could use this template to get started.



Campaign name

Campaign objectives

What rules should we aim to change?

What attitudes should we aim to change in people?

And therefore, what behaviour do we want to change?

Campaign length (timings)

Target audience

What do you want them to:

- Think?
- Feel?
- Do?

How we'll target them

Key messages

Campaign elements:

- Events
- Social media
- Press
- Lobbying decision makers

ACTION PLAN TEMPLATE

Overall aim:	Deadline:
--------------	-----------

Task	Task deadline
Success criteria	
How will you monitor success?	
Who is responsible?	
Resources e.g. finance	

Task	Task deadline
Success criteria	
How will you monitor success?	
Who is responsible?	
Resources e.g. finance	

Task	Task deadline
Success criteria	
How will you monitor success?	
Who is responsible?	
Resources e.g. finance	



ENGAGE WITH YOUR LOCAL MP/DECISION MAKER

Contact your local politician (www.writetothem.com) about climate change and loss of nature. You could:

- invite them to school to talk about what they are already doing and put pressure on them to do more about climate change and biodiversity loss.
- invite them to an event or assembly to showcase what you have learnt and spread the message about why climate change matters.
- ask them if they have signed this cross-party MP joint letter asking the Prime Minister to back a UK net zero emissions target ahead of 2050 theclimatecoalition.org/joint-letter

Top tips for inviting your MP to school

- 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 could be sent from a teacher at your school or students could write individual letters and you could group the letters and send them with a cover letter.
- MPs or elected representatives are likely to have busy calendars, so try and invite them as far in advance as possible.
- Before the day, get prepared, and decide who is going to ask which questions and nominate someone to take notes so you can follow up on important points discussed. Think about:
 - what are the key points students want to share?
 - what is the best way to teach someone these points?
 - what do we want to show our visitor?
 - what do we want our visitor to do next?

- Show students this short video 'How (not) to lobby your MP bit.ly/2Obps4E
- Once they accept the invitation, send an agenda across to the MP with any logistical information, you could also provide suggestions of what the MP could talk to the students about.
- On the day start by talking about why the issue of climate change and biodiversity loss is important to you and your school/community.
- Encourage your MP 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.
- Don't forget to also give the MP a tour of the school while they are there.
- After the visit, remember to write to thank them for their time, and remind them of anything you discussed or requested, (e.g. raising an issue in a committee or debate, or a visit to parliament to see what they do). You could also send them pictures of the visit for them to put on their website.

INVITE YOUR LOCAL POLITICIAN TO SCHOOL TO TALK ABOUT WHAT THEY ARE ALREADY DOING AND PUT PRESSURE ON THEM TO DO MORE ABOUT CLIMATE CHANGE AND BIODIVERSITY LOSS.

TEMPLATE LETTER TO YOUR MP

Use the template below or write your own letter - remember, any letters that you or your students write should include the following:

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

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 and the loss of nature.

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 and the loss of nature.

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]

PRESS RELEASE TOP TIPS

Generate some publicity to advertise your actions, event or showcase what your school is doing to a wider audience by contacting your local press – use the press release template on the next page to spread the word. Start by looking up local newspapers or radio stations bit.ly/33JxKHG then try and find the most appropriate journalist. Most publications will list journalists and their specialisms on the ‘contact us’ page of their website.

Be clear and to the point

Make it clear that the document is a press release – it may sound obvious, but it will help the journalist! 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.

Make it relevant and newsworthy

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 should make it more newsworthy. When writing your press release make sure you identify the local link early on, in the title or the subheading so the journalist can see the relevance.

DON'T FORGET TO SHARE YOUR PLANS WITH US TOO AND LET US KNOW IF YOUR MP VISITS YOUR SCHOOL.

EMAIL US AT education@wwf.org.uk OR TWEET US @WWF_UK with #MPBACKTOSCHOOL

Use a title and subheadings wisely

Choose a catchy title – make your news stand out from what else might be happening locally. Use a subheading to elaborate on the title – but no more than 1-2 short sentences.

Follow a structure

- Your first paragraph should detail the key points of the news story: the who, what, where, why, when and how.
- Your second paragraph should go into more detail and tell more of the story.
- The third paragraph should be used as the opportunity to get a quote from a significant individual; this will add validity to the story.
- Use the final paragraph to make any summarising comments, confirm times and dates and add any necessary contact details/ websites that relate to the story.

Include contact details and a photo

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. 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 e.g. © photographer's name.

Sending the press release

Send the press release to as many newspaper/ magazine contacts as you can, to get your story published in as many places as possible. 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.

PRESS RELEASE TEMPLATE

Use the template below, write your own or contact us at education@wwf.org.uk for advice. Make sure you have appropriate permission for any names or photos you share, if you are unsure check with your safeguarding lead.

Date

[School name] host [MP or elected representative name] to speak up about climate change and the loss of nature 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 and the loss of nature.

Students at [school name] have been learning about the impacts of climate change and biodiversity loss and will be showcasing some of the [mention students' work] 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 mitigate its impacts, and restore nature; 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 asking [MP or elected representative name] to help take action on climate change and biodiversity loss.

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 and credit the photographer]



EXPLORING MORE

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

WWF AND CLIMATE CHANGE POLICY

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

- Working with politicians and businesses in international climate negotiations to ensure that ambition and action to tackle climate change are enough to keep warming to 1.5°C.
- Working with businesses both to clean up how they operate, and to lobby governments to cut greenhouse gas emissions.
- Engaging civil servants and politicians in the UK to deliver policies that will slash emissions from our power, our buildings, our transport and our food systems, and which will restore nature to help in storing the remaining carbon that we emit.

In the UK, WWF campaigning focuses on the UK getting to net-zero emissions by 2045, and using that to exercise leadership on the world stage, to get other countries to go further and faster on their climate action. This includes:

- developing evidence and advocating policy solutions to decarbonise all sectors of the UK economy.

- working in coalition with experts within WWF, other NGOs and the private sector to maximise our voice in calling for the changes proposed by that evidence.
- meeting with representatives across all political parties, engaging them in our work and securing their support.

To find out about what else WWF is doing to tackle climate change, visit [wwf.org.uk/carbonemissionsuk](https://www.wwf.org.uk/carbonemissionsuk)

UK CLIMATE CHANGE POLICY

The Department for Business, Energy and Industrial Strategy is responsible for climate change issues. The 2008 Climate Change Act established a target for the UK to reduce its emissions by at least 80% from 1990 levels by 2050. To ensure regular progress is made towards this long-term target, the Act established a system of five-yearly carbon budgets, to serve as stepping stones on the way. But this is not enough to deliver on the commitments made in 2015 in the Paris Agreement, which aims to keep warming to well below 2.0, and aiming for 1.5.

The Committee on Climate Change (CCC), which provides independent advice to government on building a low-carbon economy and preparing for climate change, has just offered advice to the UK government on what more it needs to do to deliver on those commitments – and to get to net-zero emissions by 2050.

Additionally, the CCC says that, although there has been a fall of 43% in emissions within UK borders since 1990, this statistic can be misleading. This only looks at production emissions, which have fallen, but does not consider consumption emissions e.g. products made in other countries, but purchased in the UK. The CCC says that the 'UK carbon footprint was 19% lower in 2015 than in 2007, though between 2014 and 2015, it actually increased by 2%. The difference between UK production and consumption emissions emphasises the need for a global effort to reduce emissions, covering all countries. The Paris Agreement, reached in 2015, is very encouraging in this respect. The UK is not acting alone.'

More information about the National Adaptation Programme (NAP) and commitments to tackling the effects of a changing climate on the UK bit.ly/2NFVHtL

WWF AND UK NATURE, CAMPAIGN AND POLICY

Right across the world, wildlife populations are being decimated. And it's no different here at home – nature in our own back gardens is suffering the same fate. In fact, the UK is one of the most nature-depleted countries in the world, with more than 1,000 species at risk of extinction.

WWF is campaigning to halt and reverse the catastrophic collapse of UK nature by pushing for new laws that will restore our precious nature here in the UK and demand our governments show the same leadership for the rest of the world. As the UK prepares to leave the EU, many of our environmental laws are being rewritten. It's a pivotal moment to ensure that current environmental protections are replaced and strengthened.

THE COMMITTEE ON CLIMATE CHANGE SAYS THAT THE 'UK CARBON FOOTPRINT WAS 19% LOWER IN 2015 THAN IN 2007, THOUGH BETWEEN 2014 AND 2015...



IT ACTUALLY INCREASED BY 2%.

By taking the bold action needed to restore UK nature and reduce our footprint both at home and overseas, we can show the international leadership need to steer the world towards a new global deal for nature and people in 2020. We need world leaders to make strong commitments of actions to reverse the global loss of nature by 2030 and ensure wildlife and people can thrive together.

WWF UK is advocating for an ambitious and world-leading Westminster Environment Act that aims to restore nature and secure a healthy environment. This legislation must include the following:

- A legal target for nature's recovery in the UK. The decline in the state of nature is halted by 2030 and on a pathway to recovery; so that nature is flourishing by 2050, for the benefit of wildlife and people.
- To address the UK's negative impact on nature at home and overseas, i.e. through the things we import (global footprint). A duty on the private sector of a 'Due Diligence Obligation' requiring business to assess their global impact, develop a plan to respond and report on progress.
- A national nature recovery network; a grid of habitats that provide enough space for wildlife to recover and for people to thrive, on land and sea.
- A strong and independent watchdog with enough powers to hold the UK government to account.

UK NATURE FACTS

- The UK is one of the most nature-depleted countries in the world. (189th out of 218 countries assessed).
- Since 1970, 56% of species in the UK have declined. In the UK, more than 1,000 species are at risk of extinction and over 140 species have already gone extinct.

Examples of declining species:



© Lauren Simmonds / WWF-UK

It is estimated that hedgehog numbers have declined by 98% since the 1950s.



© Ola Jernsten / WWF-Sweden

Starlings in the UK have decreased by 66% since the 1970's.



© Gemund Sallgren / WWF-Sweden

The lapwing has suffered a 64% drop in its UK population since 1970.



© Sam Hobson / WWF-UK

Farmland covers 70% of the UK. Since the 1970s, farming has simplified and intensified, providing less and less habitat for native wildlife.



© iStock

The large marsh grasshopper has declined due to draining of bogs, mires and fens, and agricultural overgrazing.



© Adobe Stock

The mountain ringlet butterfly is losing its range, most likely owing to climate change.



© Global Warming Images / WWF

Project Splatter, a citizen science project at Cardiff University receives around 10,000 reports of roadkill badgers per year. They report that 90% of people in the UK have never seen a live badger.



© naturepl.com / Terry Whitaker / WWF

Water voles face threats from habitat loss. In the 10 years from 2006-2015 there was a 30% decline in the places where these river mammals once lived across England and Wales.



© Adobe Stock

The song thrush is red-listed as a bird of serious conservation concern. There were declines of 70% on UK farmland between 1970 and 1995.

ADDITIONAL BACKGROUND INFORMATION

Find out more about WWF's work to strengthen new environment laws www.wwf.org.uk/strengtheningnewlaws

A study carried out by WWF and Buglife looked at the state of bees in the east of England and found that 17 species have already gone regionally extinct. Find out more and read the full report www.wwf.org.uk/bees

Find out more about WWF's international work on climate change www.wwf.org.uk/internationalworkclimatechange

Visit the UK Youth Climate Coalition www.ukycc.com/ and the UK Student Climate Network ukscn.org/ to see how other young people are taking action to protect our planet.

Find out more about the school strikes bit.ly/2NJEfoe and WWFs take on it bit.ly/2QbFSwu

ABOUT WWF

WWF is one of the world's largest independent conservation organisations, active in nearly 100 countries. Our supporters – more than five million of them – are helping us to restore nature and to tackle the main causes of nature's decline, particularly the food system and climate change. We want a world with thriving habitats and species, and we want to change hearts and minds so it becomes unacceptable to overuse our planet's resources.

We want to;

- Make it socially, politically and economically unacceptable to sit back and allow the destruction of nature. We'll hold individuals, governments and businesses (and even whole countries) to account.
- Unite world leaders behind the biggest issue of our generation and catalyse a movement that can and will save our planet. We need them to declare that the planet is in crisis and commit to urgent action.

www.wwf.org.uk



INSPIRING THE NEXT GENERATION OF SUSTAINABILITY CHAMPIONS

We work with schools to help young people build their knowledge and understanding of the environmental challenges facing our planet and develop the skills to do something about them. Thousands of schools across the UK participate in our education programmes and we offer a wide range of curriculum-based resources and real-world activities to engage and inspire students, covering issues such as deforestation, climate change, plastics and endangered species. Today's young people are the generation who will be most affected by these issues; our work with educators is part of our mission to build a brighter future for both people and nature.

wwf.org.uk/schools



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