



WWF

EARTH HOUR

2015

EARTH HOUR

SUPPORT PACK FOR SCHOOLS

wwf.org.uk/earthhour
#EarthHourUK

60+
EARTH HOUR



LIGHTS OUT!

Saturday 28 MARCH 2015 | 8.30pm | #EarthHourUK

DO IT FOR YOUR PLANET

Be part of it at: wwf.org.uk/earthhour

60+
EARTH HOUR

Be part of Earth Hour 2015 – the world’s biggest celebration for our amazing planet

At 8.30pm on Saturday 28 March, hundreds of millions of people from across the world will come together and switch off their lights for one hour in a symbolic and spectacular display. It’s a time to celebrate all the reasons we have to love our world; a time to think about what we can do every day to help create a brighter future, and a brilliant reminder that together we have the power to make change happen.

Last year an amazing 4,600 UK schools took part in the days and weeks leading up the main event. This Earth Hour we’re asking schools to focus on all the positive reasons to do something about climate change and challenging you to create special ‘For the love of...’ bunting to send a powerful message to decision-makers as we head towards the next big climate change summit and create a visual demonstration of young people’s ‘views during the mass government lobby in June.

Together we can make a difference.



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Earth Hour 2014 in numbers...

In the UK

- Over 9 million people took part
- 1,000 businesses and organisations signed up
- Just a few of the major landmarks that went dark: Big Ben and the Palace of Westminster, Buckingham Palace, Tower Bridge, Wembley Stadium, Edinburgh Castle, The *Senedd*

Across the globe...

- 162 countries
- 7,000 towns and cities
- Major landmarks that went dark: Australia – Sydney Harbour Bridge and Opera House, Dubai – Burj Khalifa, the world’s tallest building, South Africa – Table Mountain, Greece – The Acropolis in Athens, France – The Eiffel Tower in Paris, Brazil – Christ the Redeemer (statue), Rio de Janeiro, North America – the Empire State Building and Times Square, New York, and the Las Vegas strip.

'For the love of...' - Go bunting crazy for Earth Hour!

Earth Hour is a fantastic way of engaging young people and showing global leaders how much they care for our beautiful planet. This year, as part of Earth Hour, we have a unique opportunity for young people to have their say on one of the most pressing environmental concerns – climate change.

On 17 June thousands of people will come together to ask our MPs to commit to taking action on climate change. It's one of a number of key moments in the lead up to the next big UN summit on climate change, scheduled for December 2015 in Paris.

Your pupils could be involved by helping us create a HUGE string of bunting to make a visual demonstration of young people's 'For the love of...' reasons to care about climate change! It's simple to take part and this support pack will help you every step of the way – see page 4 for more details.

Record breaking!

If all the 4,600 schools that are signed up to Earth Hour take part with every pupil creating their piece of bunting, we could be looking at a world record!

Our support to you

As well as the materials to support the bunting challenge, there's a suite of resources to excite your pupils about Earth Hour and get them thinking about climate change. All the resources below can be found on the resource page wwf.org.uk/eh15schoolresources and they include:

- Our One Planet Future film offering a basic introduction to climate change and the work of WWF
- The Earth Hour global film - Password: Earth Hour
- An assembly PowerPoint introducing Earth Hour and the bunting challenge to the whole school
- An activity to help your pupils prepare for making their bunting, as well as bunting templates
- Classroom activities to explore climate change – its effects and the links to our lives.

Don't forget to check out your school on our interactive Earth Hour map! Visit wwf.org.uk/earthhourmap – please allow five working days after your registrations for your name to appear.

'For the love of ...' - Our special Earth Hour bunting challenge!

What's it all about

We're facing the biggest environmental challenge our generation has ever seen – climate change. No matter what we're passionate about, something we care about will be affected, from much-loved natural wonders like coral reefs or rainforests to the everyday things we love such as walking in the countryside, watching rugby or even drinking coffee.

But the good news is that Earth Hour gives us an opportunity to shine a light on this global issue - with millions of people taking part in the UK we can make a real difference. So as we approach the next big climate change summit in December 2015, we want to celebrate the things we love about our world but also let politicians and world-leaders know we want action. WWF and the Climate Coalition are inviting people to share their own 'For the love of' messages by creating special Earth Hour bunting which can be displayed to show MPs we want them to commit to tackling climate change.

It's a critical moment in time: scientists and governments agree that climate change is real – and that human activity is a major cause. It's not just habitats and species that are being affected either; the impacts are already starting to affect us all, from extreme weather and flooding to challenges for food production. 2015 is a key year for decisions that will shape the future for our planet, and impact us all, so join us and help your pupils to be a part of it and make our voices count by joining our bunting challenge!



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Classroom activity

Step 1 - preparing for your bunting challenge

RESOURCES:

- a collection of old magazines, newspapers, brochures, online images
- access to the internet
- "For the love of..." statement template – one for each pupil

WHAT TO DO:

1. Explain to pupils that you want them to think about a special thing they personally value and hold dear about our precious planet and the amazing things we share it with. For example:
 - a favourite place, habitat or landscape – perhaps they rave about rainforests, go misty about mountains, love the beach or spend hours in the local park
 - a favourite thing in nature – do they love their pet rabbit, treasure tigers, have a soft spot for a special tree in the garden or the changes of the season or weather?
 - something they love doing in nature – they may be cycling crazy, love camping or making dens, be wild about walking the dog, or mad about making sand castles.
2. Invite them to search through the magazines, newspapers and brochures and online to find images that represent their special thing in nature.
3. Now ask pupils what they know about climate change – or if you've recently completed a project about the topic or undertaken any of the activities on pages 11 - 17 this is an opportunity to revisit their learning. Explain that we're very used to hearing all the worrying reasons why we should be concerned about climate change, but there are other, positive reasons – all the things they've identified as being important to them in nature which could be affected and which they want to safeguard.
4. Hand out the "For the love of..." statement templates and read out some of the examples below. Then explain that you'd like them to create their own illustrated statement.

"I love climbing trees because you can see everything. For the love of trees, let's do something about climate change."

"I like going to the beach and playing in the sand dunes. I play all sorts of games there including hide and seek and follow the leader. For the love of the beach and sand dunes, let's do something about climate change."

"I love seeing wildlife in its natural habitat, with squirrels jumping from tree to tree and bugs crawling over the forest floor. For the love of wildlife, let's do something about climate change."

"I like quite a lot of things about nature, however the thing I like the most is growing my own fruit and vegetables. Appetising, mouth-watering and scrumptious are some of the words I use to describe my fruit and veg. I love growing them and I love eating them. For the love of growing fruit and vegetables, let's do something about climate change."

Invite volunteers to share their statements.

Step 2 - making your bunting

YOU WILL NEED:

- Earth Hour assembly PowerPoint
- old / recycled fabric
- scissors and string
- things to personalise bunting, such as; fabric pens, paints, buttons, fabric scraps, glitter and glue
- string (to display your bunting arrangement in the classroom)
- Earth Hour logo stencil for your fabric, to add at the beginning and end of your fabric bunting on the website wwf.org.uk/eh15schoolresources.

WHAT TO DO:

1. If pupils haven't previously seen the Earth Hour assembly PowerPoint, show this now. Explain that, taking inspiration from their 'For the love of...' statements, and using the materials provided, they should create a bunting design and make their own bunting. They can put their first names on their piece of bunting if they wish.
2. When everyone has produced their piece of fabric bunting (everyone can get involved – pupils, teachers and staff, head teachers, governors and parents), create this into one long string of bunting with the name of your school at either end and display this as part of your Earth Hour celebrations.
3. After Earth Hour, send your bunting to us where we will collate one AMAZING long string of bunting from schools right across the UK and display it for all to see in London in June!

Please send all bunting to us at the following address by no later than Friday 24th April

Schools and Youth Team
WWF-UK
The Living Planet Centre
Rufford House
Brewery Road
Woking
Surrey GU21 4LL

For the love of...

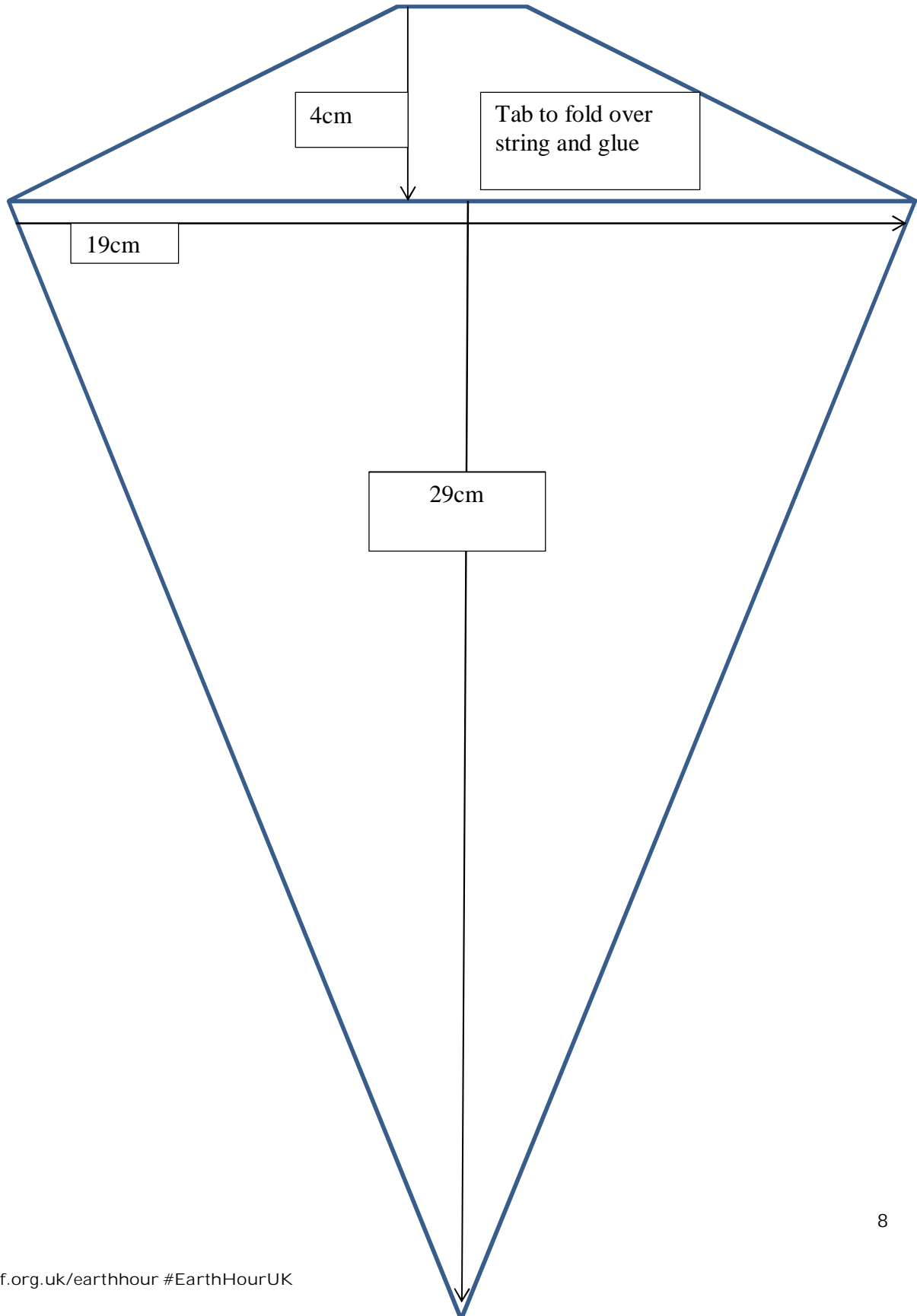
Write a short statement in the box below, on what it is about nature that you love. Finish your statement by completing the sentence we've started. Remember to look at the examples if you need help!

For the love of...

Let's do something about climate change

Bunting template

This template is a guide to the size of your triangle bunting. The distance between each triangle should be approx. 5cm. This is not to scale.



Other ways to celebrate Earth Hour in your school

There are lots of ways that you can get involved with WWF's Earth Hour in addition to the bunting challenge. Here's an example timetable showing how your school could build up to your very own Earth Hour on the Friday before the global lights out at 8.30pm – 9.30pm!

MONDAY 23 MARCH

Hold a launch assembly to explain the work of WWF and Earth Hour using the Assembly PowerPoint and the One Planet Future and Earth Hour films. Use the 'How green is our school' or 'Making the links' activity as a follow-on in class.

TUESDAY 24 MARCH

Have a go at the 'Whose problem' activity (see page 14) to build understanding of climate change effects, then go straight into the bunting challenge activity 'For the love of...' (see page 5).

WEDNESDAY 25 MARCH

Spread the word about Earth Hour to parents and the wider community (page 10).

THURSDAY 26 MARCH

Be loud and proud and hang fabric bunting around the school

FRIDAY 27 MARCH

Celebrate Earth Hour with a day of activities, for example:

- Hold a special assembly, sharing and celebrating some of your 'For the love of...' bunting statements.
- Teach for an hour with no lights or Smart board.
- Take a lesson outside.
- Go for a walk in the school grounds and look for signs of Spring arriving.
- Don't forget to remind your pupils to take part with their families during the night of earth hour itself – Saturday 28 March, 8.30-9.30pm.

How can pupils take part in Earth Hour at home?

Don't forget to celebrate Earth Hour with your family on the night! Here are a few ideas you might want to do with your family or friends or come up with your own ideas:

- Play some great games in the dark – board games, hide and seek, sardines in the dark
- Tell stories by torch light
- Go for a nature walk and see what night-time wildlife you can spot
- A fun indoor picnic at dinner time by torch light.

Spread the word!

This year we want to make Earth Hour bigger than ever – so we need your help! Here are some ideas to help spread the message about tackling climate change and show off your pupils' commitment to safeguarding our beautiful planet.

EARTH HOUR POSTERS

Why not download our Earth Hour poster (wwf.org.uk/eh15schoolresources) and display around your school to remind everyone about the event. Alternatively you could create your own poster.

PRESS

Let local press know about your 'For the love of...' bunting to celebrate Earth Hour. Invite them in to hear about Earth Hour and how your pupils are doing their bit to help reduce climate change. We have created a press template for you to use wwf.org.uk/eh15schoolresources.

LETTERS TO PARENTS

Get your pupils to write letters to their parents/guardians encouraging them to take part in Earth Hour on Saturday 28 March. (Alternatively, you can find a ready-made one at wwf.org.uk/eh15schoolresources). Families could be encouraged to create their own bunting.

TAKE PHOTOS

Make sure you take plenty of photos of your Earth Hour activities and your school decorated with your 'For the love of...' bunting. You could send some to us and post up others on your school website. We'd love to hear about your Earth Hour activities in school and your 'For the love of...' messages. Send your story (and photos) to schools@wwf.org.uk and we will feature them on our Earth Hour schools website wwf.org.uk/ehschoolstories.

TWEET ABOUT IT

If you or your school are active on Twitter, why not tweet about your school's involvement in Earth Hour. Don't forget to use #EarthHourUK and @wwf_uk

Assembly/Introductory activity

LEARNING OUTCOMES:

- Pupils start to build an understanding of climate change
- Pupils understand how climate change connects to their lives
- Children know about WWF's Earth Hour and how their school will be involved

RESOURCES:

- One Planet Future film
- Activity Sheet 1, 'Milla's story'
- Earth Hour film
- PowerPoint presentation

STEPS:

1. Tell the class that you are going to show them a WWF film that was created with the help of a primary school in London who did all the artwork and voice-overs. Mention to the pupils to watch closely as you will ask questions about the film.
2. Show the One Planet Future film.
 - Ask the children if they have heard of WWF and what the logo is.
 - Why was WWF set up? What does WWF do?
3. Next ask them what animals they saw in the film.
 - What was happening to the polar bear and her cub?
 - How did that make them feel?
 - Why do they think this happened?
 - Has anyone heard about climate change?
4. Explain that our climate has changed many times over the history of the earth – think of the ice age and the dinosaurs! But scientists and governments agree that human activities – particularly those that involve burning fossil fuels – are making the climate change. Every time we switch on a light, use a computer, watch TV or travel by motorised transport we are releasing carbon dioxide into the atmosphere, trapping the sun's heat and contributing to climate change.

The change is happening so fast that nature can't keep up – habitats and species just can't adapt in time to survive. And people are affected too – through increased risk of extreme weather events, flooding, etc which affect livelihoods, property, food production and sometimes take lives.

5. Now read out the story from Activity Sheet 1 – ‘Milla’s story’. Ask pupils to clap every time they think energy has been used in the story. Use this to build understanding that we use energy throughout the day, every day – and that we usually rely on carbon dioxide producing fossil fuels to provide this energy. Can children think of ways to save energy? Here are some ideas:
- Switching off the television fully rather than leaving it on standby
 - Turning the lights off when leaving any room
 - Walking/cycling or car sharing when travelling to school
 - Eating foods grown in season
 - Even better – growing your own vegetables
 - Turning the tap off when brushing your teeth (it takes energy to clean and pump the water we use).
6. Now show the Earth Hour film and/or PowerPoint and explain that in March every year, millions of people around the globe take part in WWF’s Earth Hour to celebrate nature and show their support for action to protect our precious planet. Talk through how your school will be taking part in Earth Hour – and about the plans to make fabulous bunting with their messages about the things they love in nature and want to protect from climate change.



© Jon Aars / Norwegian Polar Institute / WWF-Canon

Activity Sheet 1: Milla's story

Milla is ten years old. She lives near Guildford in Surrey.

Milla is woken up by the radio alarm clock – the local radio is playing her favourite song.

It's cold and dark outside so she turns on the light. The house is lovely and warm.

Milla goes into the bathroom and has a shower, then she gets dressed. Some of her favourite clothes were made in countries far away – her trainers, for example. So they had to be transported to this country in a plane.

Milla goes downstairs and has breakfast. Although it's winter she has strawberries on her cereal. They've been grown in a hot country, well watered to make them plump, then refrigerated and flown to the UK. She watches TV as she eats.

After cleaning her teeth upstairs, she picks up her packed lunch and races to the car to be driven to school. They've got lots of lessons using computers today.

Back home after school, Milla excitedly works out how to use her recent birthday present – a mobile phone. She's left it charging at home all day so it will be ready for her to use.

Activity 2: Whose problem?

LEARNING OUTCOMES:

- Pupils appreciate that climate change will affect everyone and everything on Earth.

RESOURCES:

- A copy of Activity Sheet 2, 'Whose problem?', for each pupil.

STEPS:

- Say to pupils that government and scientists agree that climate change brought on by human activities, especially our energy hungry lifestyles, could pose a global threat. Do they know what that means? Explain that although the climate has changed many times during Earth's history, it is changing faster than ever before. As a result, species are not able to evolve quickly enough to cope with the changes and habitats are being damaged or lost.
- Ask them to think about what or who else might be affected. The answer is – people. As some places grow hotter, and some cooler, and as we experience more frequent extreme weather conditions, it becomes more difficult to grow crops. And for people living in low-lying areas, they are at risk of flood which can damage or destroy homes and livelihoods.
- Now hand out Activity Sheet 2, 'Whose problem?', and ask pupils to complete the task of matching animals, places and statements.
- Given the scale of the challenge we face, whose problem do pupils think climate change is? And whose responsibility do they think it is to do something about it?

Activity Sheet 2: Whose problem?

Scientists warn that if the climate warms by 2-3°C up to **a third of all species** on Earth could face serious threats to their survival. People too are at risk.

Look at the pictures in column 1 below. Draw a line from each animal or person to the habitat you think it lives in in column 2.

Column 1

Column 2



© Bernard De Wetter / WWF



© Global Warming Images / WWF



© Jon Aars / Norwegian Polar Institute / WWF-Canon



© Michel Gunther / WWF



© Michel Gunther / WWF



© Shutterstock.com

Column 1



© Alain Compost / WWF



© Jürgen Freund / WWF



© Global Warming Images / WWF



© Kazi Mah-dee Hasan/Shutterstock.com

Column 2



© Shutterstock.com



© Hartmut Jungius / WWF



© Martin Harvey / WWF



© Juan Pratginestos / WWF

Now look at the statements and match each one to the correct animal/habitat pair overleaf

Higher temperatures mean that the flowers are starting to open before I finish hibernation. By the time I wake up, there is hardly any pollen left to eat.

We used to live near the coast, but many of the houses in our village got washed away when the floods came – the worst my family have seen for decades. Most people are moved further inland – they are too scared to stay.

Climate change is making the dry season longer. Some of the trees don't produce as much fruit as they used to... so there isn't much for me to eat!

Ice melting at the poles means that sea levels are rising. It's starting to destroy the beaches where I go every year to lay my eggs.

This used to be good land for growing my crops, but now the weather is so variable. In the spring we had no rain so the crops didn't grow very well. Then in the summer when we needed to harvest, it didn't stop!

Ice melting at the poles means that sea levels are rising. It's starting to destroy the beaches where I go every year to lay my eggs.

The forest where I live used to have lots of bamboo. Now it is getting much harder to find bamboo as it doesn't grow in the places it used to. Bamboo is the main thing I eat, so I am starting to go hungry.

Activity 3: Energy investigators

LEARNING OUTCOMES:

Pupils understand that they can take action to reduce energy use in their school.

RESOURCES:

Copies of Activity Sheet 3, 'Energy investigators', for groups of pupils.

STEPS:

Part 1

- Hold a class discussion on the following statement: "Tackling climate change is for government and businesses. It has nothing to do with me, my home or my school." Hopefully most pupils will feel that they can do something themselves.
- Focus pupils' attention on the energy used at school. Make a list of all the energy uses they can think of.
- Explain that they are going to be given a special mission: to find out how energy efficient their school is. Divide the class into groups and hand out a copy of Activity Sheet 3, 'Energy investigators' – to each group.
- Ask each group to decide on a team name and write it on their 'Energy investigators' sheet. Allocate a different room or part of the school to survey and send them off to complete their investigation. Give them a time to be back in class and say that you will then brief them on the next steps of their mission.

Part 2

- Back in class/in the next lesson, challenge each Energy Investigation team to come up with a plan to address some of the issues highlighted by their investigation.
- Teams should decide how to present their findings and recommendations back to the class – and ideally members of your eco-team or eco-coordinator.
- The eco-team team or eco-coordinator should consider the recommendations and say what they will do next, either to investigate further or make decisions, and undertake to share with the class.
- Once plans have been put in place, teams could undertake follow-up investigations to see if progress has been made.

Activity Sheet 3: Energy investigators

Use this survey to find out how your school could become more energy efficient.

School name:	
Name of energy investigation team:	
Date of investigation:	

Find out the answer to each question and tick yes or no or write your answer in the space provided. If your school is quite big, different teams could carry out the investigation on different classrooms and then combine the answers at the end. You may need some help from your teacher or other member of staff to answer some questions.

1. How many lights are there in the classroom?

2. How many light switches are there in the classroom?

3. How often are lights used in the day?

4. Is all electrical equipment (e.g. computers, monitors, smartboards, projectors, photocopiers and printers) turned off when not in use?

Yes No

5. How many doors are there? Do all outside doors swing shut by themselves?

Yes No

6. Do all doors close properly?

Yes No

7. How many windows are there? Are windows and doors properly sealed or do they let in a draft?

Yes No

8. Are the curtains and blinds well-fitting and closed at night?

Yes No

9. Are most floors carpeted to help keep heat in?

Yes No

10. Do the radiators have shelves and reflector panels to help keep the room warm?

Yes No

11. Do radiators have space around them? This will help heat circulate easily.

Yes No

12. Does the hot water get too hot to use? If so then this is a waste of energy.

Yes No

13. Do any of the hot water pipes leak or drip?

Yes No

14. What sort of fuel is used to heat your classrooms?

15. What is your school's Energy Performance Rating?

16. Is the school fitted with any energy monitors or Smart meters? These will help you keep a record of the school's energy use.

Yes No

17. How much energy does your school use in one month? Check the energy meters twice to find the difference over one month.

Gas Electricity

18. Does your school use any sources of renewable energy?

Yes No

Ideas for improvements

Help to remember any ideas you might have for improvements to the school by writing them down below

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Activity 4: Close up on climate – film-making project

LEARNING OUTCOMES:

- Pupils show their basic understanding of climate change
- Pupils practise writing for a purpose
- Pupils use digital skills make their own film.

RESOURCES:

- One Planet Future video – wwf.org.uk/eh15schoolresources
- Activity Sheets 4 and 5, 'Story planner' and 'Story board template'
- Camcorder / iPads (ideally one per group)
- Craft materials such as coloured paper, ice lolly sticks, coloured pencils, glue, paints etc

STEPS:

- Divide the class into groups of between 3-4 pupils and give each group a copy of Activity Sheets 4, 'Story planner' and 5 'Story board template'.
- Using the One Planet Future film they have been shown as a stimulus, pupils should plan and then storyboard their own climate change film idea.
- Groups could write a short voiceover or script for their film and a promotional poster to advertise it.

EXTENSION:

- The Climate Coalition is running a film-making project on climate change – visit their website (www.fortheloveof.org.uk/closeup) to find out more. If you have time, you could invite your pupil groups to create the characters and props for their film and then shoot their short film using the video function of their class tablet / video camera.

Activity Sheet 4: Story planner

Who's involved? (your 'characters')	Where? (the locations where the action take place)	What? (the key messages you want to get across)

What happened?

Activity Sheet 5: Storyboard template

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Why we are here

To stop the degradation of the planet's natural environment and to build a future in which humans live in harmony with nature.

wwf.org.uk