



27 March 2010

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

*Wear something bright  
- turn off the light!*

# EARTH HOUR

## Welcome to Learn



### WWF's free termly poster resource for schools

This special edition of Learn focuses on WWF's Earth Hour which takes place on the 27th March 2010.

Imagine it's 8.30pm, 28 March 2009. Suddenly, iconic landmarks such as the Acropolis, the Vatican, the Olympic Birds Nest Stadium in Beijing, the Eiffel Tower in Paris and New York's Empire State Building all go dark. The Millennium Stadium in Cardiff, Buckingham Palace, Big Ben, Edinburgh Castle and Stormont are among 200 UK landmarks that dim or plunge into darkness. At the same time, in homes around the world, millions of people switch off their lights. This was WWF's Earth Hour 2009 – the largest ever public statement on climate change.

In 2010, we hope that one billion people across the world will sign up to WWF's Earth Hour and switch off their lights for an hour at 8.30pm on Saturday 27 March. People will be taking part because it's an opportunity to unite and make a bold statement, saying: we care about the people, places and wildlife of this planet – now and for future generations.

#### Your school can join them

We're calling on all of you to take part and we have a special theme for schools:

#### Wear something bright – turn off the light!

We've produced a range of materials to support you including:

- support pack for schools containing classroom activities, resource sheets, challenge and game ideas
- a climate change information pack
- 'Wear something bright' fundraising pack, posters, certificates, etc.

To take part, register at [www.wwf.org.uk/earthhour/schools](http://www.wwf.org.uk/earthhour/schools).

#### Are you registered to receive Learn?

Normally, Learn is only sent to schools that are registered to receive it. This term, we have been able to mail to all schools but if you want to continue receiving Learn, you need to register. Email [erossall@wwf.org.uk](mailto:erossall@wwf.org.uk) to ensure you continue to receive your FREE copy.

#### Special National Geographic Kids subscription offer

National Geographic Kids magazine is proud to be partnering with WWF and will be supporting Earth Hour with a climate change special in the March issue, on sale 10 February.



To mark this collaboration, we are offering **Learn** readers the chance to subscribe to the magazine for 12 issues, for the exclusive price of just £21 – a saving of over 40%\*.

To subscribe, call 0844 322 1213, go to [www.ngkids.co.uk](http://www.ngkids.co.uk) or email [ngkids@servicehelpline.co.uk](mailto:ngkids@servicehelpline.co.uk). Please quote reference NGKWWFEH

### INSIDE THIS ISSUE

- A2 full colour poster
- Questions to explore the poster image with pupils
- Some taster activities from our free WWF's Earth Hour support pack for schools
- 'In focus' – more information about WWF's Earth Hour.

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

ONE PLANET  
SCHOOLS®

# Learn Ideas for the classroom

This is just a selection of activities from the FREE WWF's Earth Hour support pack for schools. To get your free copy, register at [wwf.org.uk/earthhour/schools](http://wwf.org.uk/earthhour/schools).

## Wear something bright – turn off the light!

In 2010, 'Wear something bright – turn off the light' is our suggested catchphrase for schools' involvement. Here are a few ideas for how you could connect with this idea:

- Hold a 'Wear Something Bright Day'. Bring WWF's Earth Hour into the classroom on Friday 26 March, or another day in the week leading up to the big night, by holding a 'Wear Something Bright Day'. The idea is that teachers and students can wear their brightest, boldest coloured clothes, for example their loudest T-shirt.
- Make the 'Wear Something Bright Day' an open-house event and invite everyone – parents, friends and family – to come along and wear something bright too. This should make quite a visual statement as participants arrive at school.
- Hold a 'Wear Something Bright' fashion show – students could design and make their own creations using recycled clothes and materials.
- Organise a brightly coloured face-painting competition.
- Hold a colourful cake or fruit stall.
- Switch off the lights, computers, heating, etc in school for at least 60 minutes.
- Run a local campaign to encourage others in the community to take part in WWF's Earth Hour – accompanied students could visit local shops and businesses wearing something bright, and hand out their own Earth Hour leaflets and posters.
- You could invite press and/or someone from the local council to your 'Wear Something Bright' events.

Whatever you choose to do, we are sure the students will make it a bright day for WWF's Earth Hour!

## Climate change: Words and pictures

**Words:** "Poetry arrives at the intellect by way of the heart" – R.S Thomas. Create a poem that expresses your feelings about the impacts of climate change on people, wildlife and/or places.

**Pictures:** "Artwork can help get the message across – to see something visually can have real impact" – Angela Palmer. Discuss the Ghost Forest and Ice Bear exhibitions and/or create your own art to communicate your feelings and ideas about climate change.

<http://www.ghostforest.org/>

<http://www.icebearproject.org/>

**Words and pictures:** Students could create a PowerPoint presentation about climate change and WWF's Earth Hour.

## Powered buggy

Use junk modelling materials to create a model vehicle that is powered by renewable energy. You might use old CDs or DVDs as wheels; energy from solar cells; sails to harness the wind or store some of your own renewable energy in a tightly twisted elastic band. You might evaluate your vehicles using factors such as distance travelled, strength and/or speed.

## Make an Earth Hour lantern

Download the Earth Hour lantern template from

[www.earthhour.org/assets/pdf/kids/KidsLanternKit.pdf](http://www.earthhour.org/assets/pdf/kids/KidsLanternKit.pdf).

Encourage students to decorate their lantern with a message and/or image linked to Earth Hour. Create a display of lanterns in your school hall before the students take them home.

## Pimp my ride

Hold a 'Pimp my Ride'/'Bling my Bike' event in celebration of bicycles, scooters, skateboards and other forms of climate-friendly transport. See: [www.sustrans.org.uk/assets/files/Safe%20Routes/publications/routes2action/SRS\\_R2A\\_15.pdf](http://www.sustrans.org.uk/assets/files/Safe%20Routes/publications/routes2action/SRS_R2A_15.pdf)

## Sharing the message

Start spreading the news – explain what climate change is and why Earth Hour is so important; advertise your events on radio or send out a press release; persuade parents, schools, your local council and local businesses to sign-up; inspire people to make Earth Hour part of their everyday lives. The Earth Hour website provides support packs for local authorities, businesses and local groups.

## Earth Hour school

Make sure that everyone across the school community gets involved. Ask the school caretaker to help with energy monitoring; the catering staff could help by cutting food miles; cleaners could keep an eye on classroom waste; getting on bikes or turning to 'park and stride' will help to cut emissions from cars; parents can be kept informed via newsletters; classes can share their work and ideas via assemblies and displays.



Glebe School from Cranleigh with WWF's Chief Executive, David Nussbaum

© David Southern / WWF-UK

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

# Learn Question time



Using the poster on the reverse as a stimulus, the following questions will allow students to explore a range of issues:

1. The image on the poster shows a light sculpture. How do you think it was made?
2. The butterflies and the flower in this image only existed for a brief moment before they were extinguished. What threatens to extinguish the lives of real plants and animals?
3. Climate change is one of the most serious threats facing this planet. Climate change is already affecting wildlife and could drive huge numbers of species towards extinction. What do we know about climate change? What causes climate change? What are its impacts?
4. Who is responsible for protecting species from extinction? Is there anything that we can do to help?
5. Climate change is already harming people. The UN estimate that there will be 150 million climate change refugees by 2050. How can climate change force people to leave their homes?
6. Who is responsible for looking after these people? Is there anything that we can do to stop these people being driven from their homes?
7. Climate change also threatens places: The polar ice caps are melting, glaciers are retreating and coral reefs are being destroyed. Changing climates could turn rainforests like the Amazon into dry savannahs. How will these changes affect the people and wildlife that live there?
8. What have these things got to do with climate change:
  - Light switch or electrical item such as computer.
  - Wooden object and item of food.
  - Item of clothing.
  - Waste bin?
9. What do we know about Earth Hour?
10. What can we do to support Earth Hour at school?
11. What can we do to persuade our families to sign-up for Earth Hour? What sort of things could we do to celebrate Earth Hour at home?
12. What could we do to get even more people involved in WWF's Earth Hour?

## Answers and interesting facts

1. The image was created by moving beams of light from torches in front of a camera – pupils may have used sparklers to make patterns on firework night. They can find out more about the technique and the artist at: [earthhour.wwf.org.uk/how\\_you\\_can\\_help/things\\_to\\_do\\_for\\_earth\\_hour/graffiti/](http://earthhour.wwf.org.uk/how_you_can_help/things_to_do_for_earth_hour/graffiti/)  
2. Causes include climate change, pollution, over-fishing, hunting, poaching, habitat loss, introduced species, illegal wildlife trade and human population growth.  
3. Watch the PowerDown video: <http://powerdown.actionaid.org.uk/guide>  
4. We can all help by reducing our greenhouse gas emissions. People in countries like the UK play an important role – the UK is home to 1% of the world's population but produces 2.3% of the world's CO<sub>2</sub>.  
5. Causes include rising sea levels, flooding, violent storms, extreme temperatures, drought, famine, failing crops and/or disease.  
6. The victims of climate change live mostly in countries that create the lowest greenhouse gas emissions – people in the US create about 24 tonnes of CO<sub>2</sub> per year compared with 9.6 tonnes in the UK; 1.3 tonnes in India and 0.8 tonnes in the Solomon Islands.  
7. Destruction of habitats and natural resources – billions of people in the developing world rely on Nature to provide food, medicines, shelter, goods and fuel.  
8. Light – Coal is used to generate 41% of the world's electricity – coal is a fossil fuel and produces greenhouse gases when burned. Wood/Food – Deforestation is responsible for 25% of greenhouse gas emissions. Large areas of forests are cleared to create farmland. Food is responsible for a third of UK households' impact on climate change. Clothes – Fossil fuels are used to make the energy needed to manufacture and transport the things we buy – buying new clothes creates 1 tonne of CO<sub>2</sub> emissions per person per year in the UK. Waste – People in the UK throw away about one third of the food they buy; their own body weight in waste every 7 weeks; 3% more waste each year – Fossil fuels were used to make the energy used to plant, harvest or make and transport all of these things and for the things bought to replace them.  
9-12. Explore the Earth Hour website for ideas and resources: <http://earthhour.wwf.org.uk/>.

## What's climate change all about?

**Climate change is the most serious problem we face – changing weather patterns, warming seas and melting ice are devastating for both people and wildlife.**

Urgent global action is needed if we are to avoid the worst impacts of climate change and safeguard our world. WWF – along with many other non-governmental organisations – has been lobbying for an effective international agreement on climate change. World leaders failed to make much headway in reaching a robust global deal in Copenhagen in December 2009. Climate change hasn't gone away and hundreds of millions of people around the world are still demanding effective action. Average global temperatures must remain less than 2°C above pre-industrial levels if we are going to avoid irreversible and devastating changes in the planet's natural systems. The pressure of public concern must not abate.

## People, places and wildlife

**People:** 1998 was the hottest year on record and the first in which more refugees were created by environmental disaster rather than war. Drought, floods, deforestation and poor agricultural prospects drove some 25 million environmental refugees off the land into already crowded shanty towns.

**Places:** We can't protect the people and wildlife of this planet unless we protect the places where they live. The environment consists of a wealth of different places that are vital to the people and wildlife of this planet – habitats where animals live; farmlands and fishing grounds that provide our food; rivers and oceans; coral reefs and glaciers; grasslands and forests.

**Wildlife:** Around a quarter of all mammal species and a third of amphibians are now threatened with extinction. We urgently need to safeguard wildlife and the places in which they live. Climate change could have devastating consequences for our natural environment in the coming years.

## What has this got to do with schools?

WWF believes that schools have an important role to play in leading and championing action on climate change. It's the young people in our schools today who will live through the worst – or best – effects of the action we take now on climate change. It's also today's students who will be tomorrow's citizens and decision-makers: we need to ensure they have the skills and knowledge to make wise choices about the future of our planet.

Many of you clearly feel the same. Over 1,400 UK schools took part in WWF's Earth Hour 2009. Here are some of the activities they organised:

- **Earth Hour assemblies**
- **Lights out! Power-free lessons**
- **Getting creative – making Earth Hour videos or animated films, and making light pictures**
- **Lobbying – persuading the local council to sign up and take part**
- **Reducing impact – turning socks into draught excluders, handing out low energy light bulbs, monitoring energy usage, and holding paper-free days, car-free days, or waste-free packed lunch days**
- **Holding an Environment Week**

There were also lots of communications activities, including:

- **Giving radio interviews**
- **Writing reports for the local press**
- **Writing about WWF's Earth Hour for their BBC Schools Report project**

**"Our school was really interested and enthusiastic – it was a great way of getting the message across."**

Clackmannan Primary, Scotland

**"On Monday we went round and tallied up to see how many people took part. 164 people (and their families/friends!) took part from our school!"**

St Leonard's Primary School, London

**Inspired? Register for WWF's Earth Hour 2010!**  
**[wwf.org.uk/earthhour/schools](http://wwf.org.uk/earthhour/schools)**