

TEACHER'S PACK 2020

SEND my
FRIEND
TO SCHOOL



THE
CLIMATE
COALITION



There's a climate crisis.

The climate emergency is causing extreme weather events around the world and wreaking havoc with people's hopes and lives, including the fundamental right of all young people to go to school.

Did you know that many children in developing countries are already missing out on school because of climate change? Extreme weather events can destroy school buildings, hotter temperatures can cause diseases to spread and pollution can affect children's health. These and other factors cause children to miss school.

But we can all help to change this and reduce our impact on the climate. A future where the UK no longer contributes to climate change is within reach, we just need to make it happen.

That's why Send My Friend have joined with The Climate Coalition – the UK's biggest group of people dedicated to action on climate change – to ensure that everyone has the **Right Climate To Learn**.

Inside this pack is everything you need to bring the campaign to life in your classroom.



All across the world, climate change is disrupting children's education. But a future where every child has the Right Climate To Learn is in reach. We just need to make it happen. That's why The Climate Coalition have joined forces with Send My Friend to School. There's never been a more important year than 2020 for young people to make their voices heard by leaders with the power to make a world of difference.

THE RIGHT CLIMATE TO LEARN



Currently, over half a billion young people are living in areas where flooding occurs often, and nearly 160 million young people live in areas where droughts are common. The impacts on young people's education can be devastating.



Last year the UK became the first country to declare a climate emergency. Climate change is causing unpredictable weather patterns around the world, with countries and people affected differently by the crisis. Some people are seeing floods, others are experiencing drought, many don't know when their next meal will be. Changing weather patterns have a big impact on people's lives - particularly in developing countries.

For example, increasingly unpredictable weather patterns, as a result of climate change, can damage or destroy crops. This dramatically reduces the farmer's income and many then struggle to pay for school fees and have enough food to feed their families. Increasing hunger can make it difficult for children to concentrate in school. Also, hotter weather can cause diseases to

spread, such as malaria. Getting sick causes young people to miss school. Extreme weather, such as flooding, can destroy school buildings, disrupt learning and cause schools to close.

Here in the UK we're also beginning to see the impacts of the climate crisis. Floods have brought some areas to a standstill with many schools closed or inaccessible. For example, in November 2019 1,800 homes and businesses were flooded in the Midlands and over 100 schools were forced to close.

It is people living in poverty who are facing the greatest impacts of climate change. Education is one of the most important tools to tackle the climate emergency. We have the opportunity to help reduce the impact of this emergency before it's too late.

The UK Government can help to tackle climate change this year. It must show international climate leadership in 2020 by getting us on track to end our contribution to global climate change as fast as possible. The solutions are at our fingertips, we just need to get on with it.



SOLUTIONS



Quality, inclusive education for all has the power to enable change. It is vital for children in developing countries to have an education, so they can help their communities adapt to climate change. It's also important that children in the UK are educated about climate change, so they can stand up for climate action.

2020 is a crucial year for doing this, because in November, the international community will come together for the UN Climate Change Summit. The UK is hosting this important meeting in Glasgow, so it's a great opportunity for young people to stand up for the climate and the young people around the world who cannot go to school because of climate change.

WHAT IS NET-ZERO?

Net-zero means cutting our climate-causing emissions to as close to zero as possible and balancing out what we're still emitting by removing emissions from the air. For example, we need to significantly cut the amount of fossil fuels we burn, whilst planting more trees to absorb carbon dioxide as they grow.

The UK has a target to reach "net-zero" emissions by 2050. Now it needs the policies and investment to achieve this. You can help put pressure on our Government to take the action needed this year and ensure that everyone has the **Right Climate to Learn**. By showing it means business, the UK can use its position as host of next year's climate summit to encourage other countries to take bold action on climate change.

HERE IS HOW YOU CAN TAKE PART WITH YOUR CLASS:

THINK

PAGE 4

Get your class thinking about the impact of climate change on education by carrying out our 'Opinion line' activity using stories of young people around the world.

LEARN

PAGE 6

Watch the campaign film with your students to help them learn more about this important issue and what they can do about it.

ACT

PAGE 10

Carry out the campaign activity - creating paper hearts to depict the impacts school children and others are facing from climate change, as well as the solutions.

INVITE

PAGE 14

Invite your local MP into school and present the paper hearts to them.

SHARE

PAGE 15

Spread the word about your school's work in the local newspaper or on social media.

REFLECT

Finally, make sure to let us know how your campaigning went via this short feedback form: <https://act.sendmyfriend.org/how-did-it-go-2020>

THINK



All children should have equal access to quality and inclusive education. However, climate change is already undermining this right for many children around the world.

You can introduce this concept through the opinion line activity.



WHAT IS IT?

An opinion line is a simple way of encouraging students to think through their position on two opposing views about an issue. It is a helpful means of exploring complex issues and diverse viewpoints and enables the class to demonstrate its level of unanimity on issues.

CLASSROOM SET-UP

At its most basic, this activity only requires space for a continuous line (real or imagined) from one side of the classroom to the other. An alternative approach is to hang a line of string (at around waist height) between two facing walls and invite students to come to the line one at a time and use pegs to mark their opinions.

HOW IS IT DONE?

These guidelines should enable everyone to take part in a thoughtful way:

1 Introduce the opinion that you want students to consider, for example, 'The climate crisis is the greatest emergency facing people today' and outline two opposing positions (strongly agree vs strongly disagree). Explain that everyone's view will fall somewhere along the line, and that there are not necessarily any right or wrong answers.

2 Explain the rules, such as students choose whether to participate or not; the person taking their place on the line is the only person talking; no reactions – verbal or otherwise – from the rest of the group.

3 Any student may begin by taking a position on the line that represents their view. The volunteer says a few words to the class about why they have taken that position. The process is repeated, with selected students expressing their opinions one at a time.

4 If some students are reluctant to take part, you could suggest that they mark their position on the line without having to explain their reasoning.

5 When everyone who wants to has spoken, tell students they can change their position on the line in the light of the arguments they have heard.

6 Debrief the students. How many changed their positions? What led them to change their minds? What have they learned from this activity? To encourage students to practise negotiation skills, you could divide them into groups and see if they are able to reach a consensus. Each group can then send one representative to identify the place on the line that best represents the group view. This is also easier in terms of classroom management, with fewer students out of their seats at any one time.

ISSUES TO DISCUSS ON THE OPINION LINE

These may be adapted and edited depending on the length of time available and the prior knowledge of the class.

The climate crisis is the greatest emergency facing people today

Everyone in the world bears an equal responsibility for the climate crisis

The people who bear the greatest responsibility for the climate crisis are the people who live in the world's wealthiest countries

The main impacts of the climate crisis are felt by people living in developing countries

Most people who live in developing countries have contributed very little to the causes of the climate crisis

When I think of the climate crisis, I immediately think of the negative impact it has on schools and children

Every child worldwide will not receive a quality education as promised in SDG4 unless we tackle the climate crisis

Children have a right to learn more about the climate crisis and how to tackle it

Adults don't listen to children's concerns about the climate crisis

I can do something by myself that will make a difference to solve the climate crisis

The main way to solve the climate crisis is for governments around the world to work together and reduce their emissions

The first thing I would do to tackle the climate crisis is to help children and schools in developing countries protect themselves better from extreme weather and rising sea levels

CAMPAIGN FILM



Here is a short film to show in the classroom that introduces the topic of climate change and education. Hear from other students how your class can support The Right Climate to Learn!

Here's the link
to the video:

VIDEO
LINK



CASE STUDY 1



SHAPLA

Shapla,
Bangladesh



Shapla goes to a school on the banks of the Teesta River in Bangladesh, and she can only get to school by crossing the river on a boat. Climate change is causing heavy rains and flooding. The high water levels makes Shapla's journey to school extremely dangerous. Also, the rain can cause the classrooms to flood, which can close her school for a long period of time.

Sometimes, students will arrive at school with wet clothes and books from crossing the river. As there aren't separate changing rooms or toilets for boys and girls, this has caused safety issues for girls which, as Shapla explains, causes many girls choose to miss school – "we had no toilets and we, girls, felt insecurity when going outside the school for toileting. We didn't go to school

regularly during floods, or we came at our own risk, and our books and dresses were dirtied by water and mud".

However, thanks to a project from Plan International UK, Shapla's education no longer suffers because of the weather. A new, larger boat has been provided to ensure that Shapla and her friends have a safe journey to school, even in times of heavy rain. The school building has also been improved, so that the classrooms are less likely to flood. As well as this, there are now separate changing rooms and toilets for girls and boys, so they don't miss school in times of heavy rain and flooding

Reference: Plan International UK

CASE STUDY 2



JESSY'S STORY

Jessy, 18
Malawi



“ My name is Jessy and I am 18 years old. I attend Chilanga Community School in Malawi. I love being able to go to school! However, it used to be hard for me to get there as I would have to walk over 10 kilometres each day. This meant that I would often miss my morning lessons and I was late a lot. This has changed now because I have a bike! It has made it much easier for me to get to school, I can get to my lessons on time and my performance has improved a lot.

Climate change is causing the rains where I live to be unpredictable. It has been hard for my parents to grow enough food for all my family, and have some leftover to sell. The money they make from selling food goes towards our school fees. Due to the unpredictable weather and rains, they cannot plan when to plant their crops and this causes the crops to often fail.

Therefore, I have sometimes missed school because my parents couldn't make enough money to pay for my school fees.

I have to collect water for my family but the river closest to our village has dried up because of climate change. It takes longer to collect water now which can cause some children to miss lessons.

As I am a girl, I face other challenges in my education. Some people where I live think that boys are more important than girls, and so more boys go to school than girls. If parents cannot afford school fees, it is often the girls that miss out.

I think it is important for everyone to have an education because you need education for success. I also think it is important for people in richer countries to change their lifestyles and produce less of the emissions that cause climate change. ”

CASE STUDY 3



ST THOMAS AQUINAS SCHOOL



At St Thomas Aquinas School we are working incredibly hard to tackle climate change. We recycle crisp packets, only allow fruit or vegetables for a snack (to reduce plastic wrappers and to promote a healthy lifestyle) and educate the pupils on the effects of global warming, plastic pollution and how to recycle.

This year we have set up an Eco-Committee. This is a group of 14 children aged between 5-11 years old. They are responsible for ensuring the entire student body are educated on all aspects of environment issues. They do this by producing graphs and holding assemblies. This year we have aimed to focus on reducing single use plastic, water conservation and reducing energy. So far, we have installed a water butt so we can recycle water, almost completely stopped the use of sandwich bags and clingfilm within our school and ensured each class

has a Light-Monitor who is in charge of switching off lights and smartboards whenever the room is left empty. Our Eco-Committee have also created a school Eco-Code which encourages every pupil to always be environmentally friendly.

In November we planted 75 trees on our school field and we also held a Wear Green, Go Green day. This was a day set out to celebrate our planet. All the children wore green and at the end of the day they each received a reusable plastic pot. These plastic pots are now used instead of sandwich bags and Clingfilm. We also run a Junior Road safety Group which aims to reduce carbon footprint. They encourage children to actively walk, scoot or cycle into school. We track each child's daily travel into school using the Wow Travel tracker. This allows us to monitor and evaluate the reduction in carbon footprint we are making.

Thousands of schools across the country will be joining the campaign for The Right Climate to Learn.

Right through 2020 we're asking young people to send green heart messages to their MPs calling for urgent action to tackle the climate crisis. Right Climate to Learn begins in February with Show The Love, a month of activity led by the Climate Coalition, then continues throughout the year with Send My Friend to School's week of action in June, and activity right up to the UN Climate Conference in Glasgow in November.

STEP

1

Ask your students to get into groups of 3 and read one case study each.

STEP

2

When they're reading their case study, ask them to highlight any problems and solutions they find that are related to climate change. They could select two different colours to do this.

STEP

3

When they have finished, ask them to come together to list all the problems and solutions to climate change they found.

STEP

4

Now it's time to put learning into action and make green heart messages for your school's MP.

Students should use the case studies and their own prior knowledge to select four of the most important problems caused by climate change and four solutions which will do the most to solve these problems. Cut out the selected problems and solutions and stick them on the front of the heart. Next students should write a persuasive message to your school's MP calling for action for the right climate to learn.

Finally students should cut out and decorate their hearts, ready to be handed to your school's MP

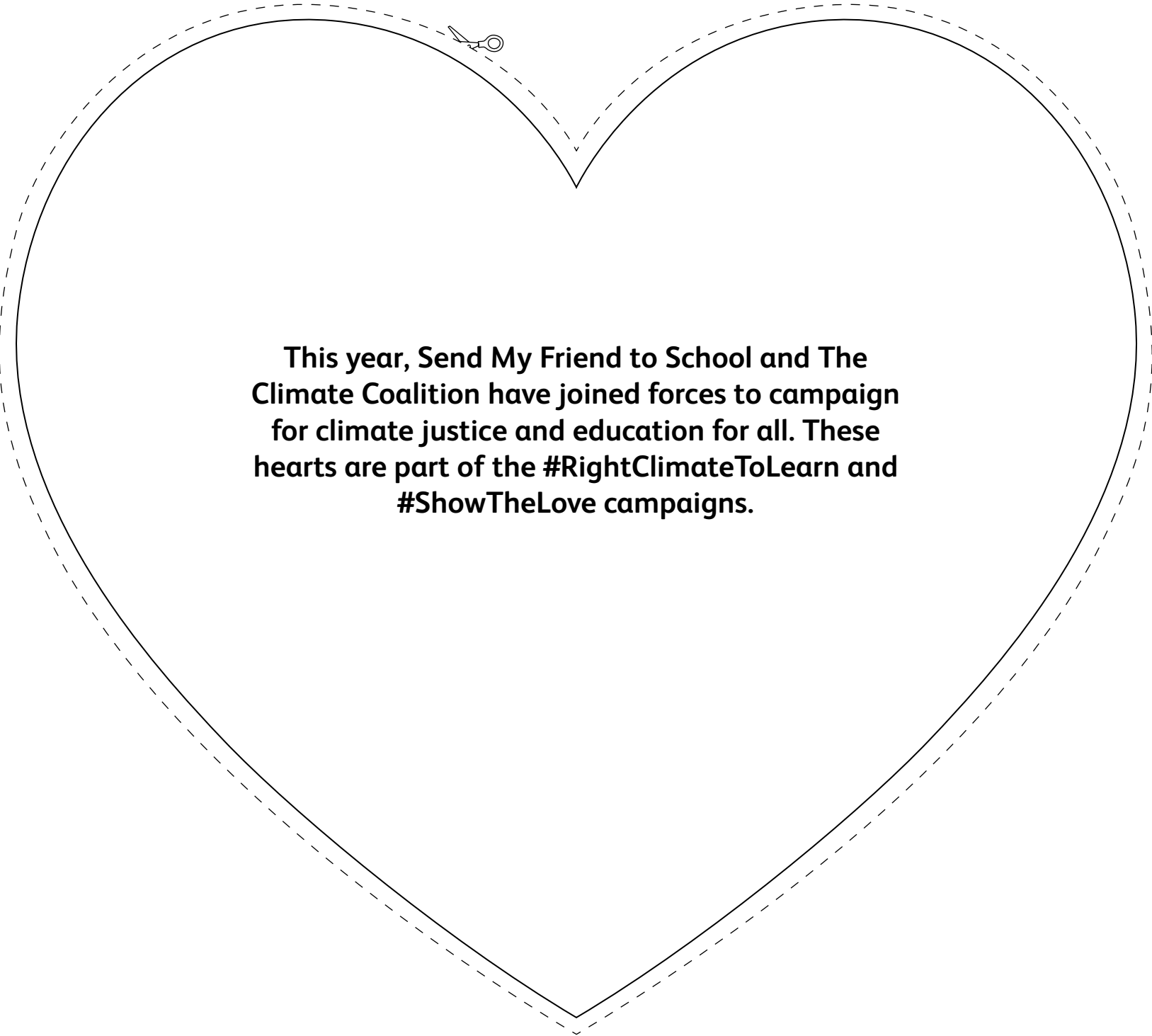


The worksheet is shaped like a heart and is divided into three main sections. The top-left section, labeled 'Problems', contains four factory icons, each with a cloud-like smokestack above it. The top-right section, labeled 'Solutions', contains four tree icons. The bottom section, labeled 'Message to my MP', features a pencil icon and five horizontal dashed lines for writing. The entire heart shape is outlined with a dashed line, and a small scissors icon is located at the top center of the heart's upper edge.

Problems

Solutions


Message to my MP



This year, Send My Friend to School and The Climate Coalition have joined forces to campaign for climate justice and education for all. These hearts are part of the #RightClimateToLearn and #ShowTheLove campaigns.

Problems

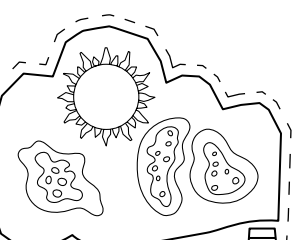
Solutions



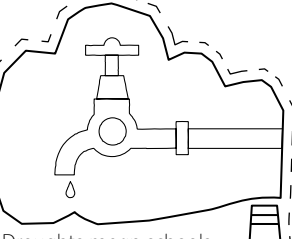
Children don't learn enough about the climate crisis at school



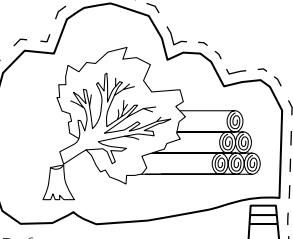
Extreme weather forces schools to close



Diseases spread in warmer temperatures and sick children miss school



Droughts mean schools and communities don't have water




Deforestation increases carbon dioxide in the air and reduces soil quality



Adults don't always listen to children's demands for climate action



The climate crisis means farmers produce less food which can cause hunger




Increasing poverty means children, especially girls, drop out of school



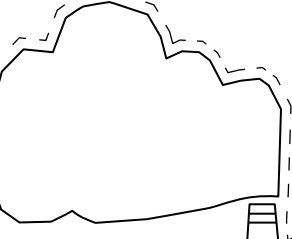
When the land can't be farmed, families are forced to move, and children drop out of school



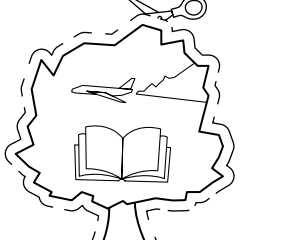
Extreme weather stops children getting to school



Pollution in cities affects children's health



Add your own idea



The climate crisis is taught on the school curriculum everywhere



Schools are built to withstand extreme weather



Schools plant trees in their communities



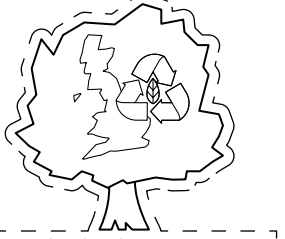
Richer countries help farmers in developing countries adapt to the changing climate



Governments recognise the rights of 'climate refugees' and provide them with assistance



Richer countries provide more money for water and sanitation in developing countries' schools



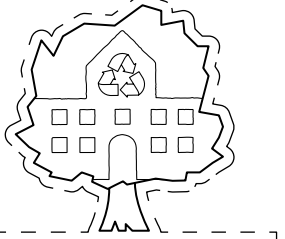
Britain leads other countries to cut their emissions to zero eg: develop sustainable energy



Children in richer countries take action to reduce their environmental impact



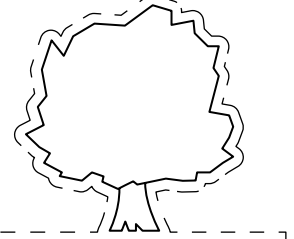
Governments listen to the voices of children, who will be affected most by the climate crisis



Schools in richer countries join projects to reduce their carbon emissions



Reduce, re-use, recycle, buy less to tackle climate change



Add your own idea

ENGAGE YOUR MP

Invite your MP into school



2019 Campaign Champions with members of the International Development Committee

Once your class has created their green hearts, the next stage is to invite your local MP into school. Your class can present their work to them so they can pass the message on to the Government.

STEP

1

Follow this link to find out who your school's MP is and send them an invitation to visit your students:
<https://act.sendmyfriend.org/invite-your-mp-school-2020>

STEP

2

MPs are very busy people, you may not hear back from them the first time you get in contact so it is okay to be politely persistent. If they don't respond to an email, why not give their constituency office a phone call? MPs are most likely to be in their constituencies on Fridays, so this is usually the best day to ask for.

STEP

3

Make sure to prepare for your meeting. There are lots of top tips in our Meeting Your MP guide here:
www.sendmyfriend.org/resource/mp-guide

STEP

4

We are here to help so get in touch if you have any questions and please let us know about any contact you have with your MP by filling in this form:
<https://act.sendmyfriend.org/how-did-it-go-2020>



Join us to Show The Love and invite your MP into school

5th - 29th February

or Send My Friend to

School's Week of Action on

15th - 19th June 2020

SPREAD THE WORD



To get the government to commit to bold action on climate change, we need to get the word out and get many more people to talk to their MPs about climate change!



CONTACT YOUR LOCAL PRESS

Get in touch with your local newspaper and ask them to write a story about what your school has been up to as part of the Right Climate to Learn campaign. We have a step-by-step guide on how to contact your local media and how to write a press release here:

www.sendmyfriend.org/resource/press-guide



USE SOCIAL MEDIA



Help to amplify the campaign message by tweeting about your school's activity. Make sure to include @sendmyfriend in your tweet so that we can see it.



Take action with @sendmyfriend and join us to achieve the

#RightClimateToLearn for everyone:

<https://act.sendmyfriend.org/teacherpack2020>



It's a great idea to take exciting photographs to include in your local press and social media work.

Don't forget to make sure your activity is in line with your school's safeguarding policy, and that you have gained permission for any of the photography you do.

For more tips on spreading the word download our toolkit here:

www.sendmyfriend.org/resource/press-guide



GET CREATIVE!

Don't feel like you have to stick to what is in this pack - there are lots of ways that your students could raise awareness about climate change and education and support the campaign.

It's great if they come up with their own ideas, the more unusual the better!

Could you create a giant photo and share on social media?

Could you make a film?

Could you have a debate?

Could you write a song?

Could you run an event or stall at your school?

Could you get your student council involved?



Or feel free to come up with your own ideas!

We can't wait to hear your ideas! Don't forget to let us know what you are planning by filling in this short form:

<https://act.sendmyfriend.org/share-your-plans-2020>