



Guidance for Teachers

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Overview

Protecting our changing world explores the climate crisis and its consequences. The workshop considers the existing connections we have with the planet through art and written reflection. Activities encourage care for the environment and each other, with simple ways to take action now against the climate emergency.

The workshop is comprised of presentations and art, wellbeing and writing activities, including drawing posters to celebrate nature, yoga and writing climate pledges on how to we will protect the planet. Curriculum-linked presentations and activities will support pupils to consider how we can maintain our connection with the planet and protect earth from the climate crisis.

The following document provides guidance on each activity and presentation including equipment needed, curriculum links and main concepts covered.

We recommend watching the presentations and completing the activities in the suggested order below. Please feel free to also pick and choose which activities you would like to do and which presentations you would like to watch.

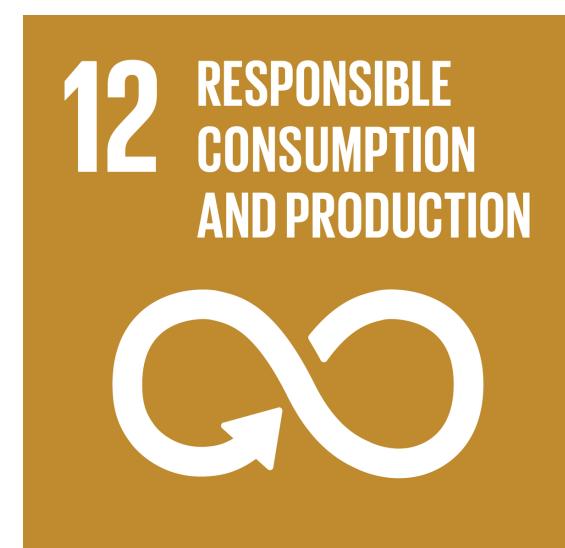
We will be holding a pupils' assembly on June 15th, 1pm-2pm to celebrate and share pupils' art and writing. The assembly will also feature a panel of experts and leaders, considering how to take forward the ideas of pupils.

If you and your pupils would like to attend and share art, writing and/or climate pledges, please email Sonya Peres at sonya.peres@sustainabilityfirst.org.uk or register [here](#).

Sustainability first

The United Nations Global Goals for Sustainable Development were developed in 2013 to provide an agenda for the future of sustainability. The Goals are used across member states and sectors to assess and understand progress and have developed into a common language to discuss sustainability. Many teachers across the globe use the SDGs to embed sustainability within education.

The following workshop series supports the realisation of various Global Goals, including:



Presentations and Activities

- Presentation 1: Protecting our Changing World
- Activity 1: Turning waste into art
- Activity 2: Intergenerational letter writing activity
- Presentation 2: Exploring clothing Waste
- Activity 3: Storytelling activity
- Resources

Protecting our Changing World

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Equipment:

- Device to share video
- Pencils, paper and/or computers for pupils' to write questions, comments, concerns etc.

Main concepts:

- Exploring connections to the earth and nature, including through different cultures.
- Exploring ecosystem services - everything earth provides us including clean air, water, food and beauty.
- Introduction to the climate crisis including greenhouse gases, decreasing biodiversity and how this impacts ecosystem services

Curriculum Linking:

England

- **Key Stage 2 Science:** Pupils should be taught to recognise that environments can change and that this can sometimes pose dangers to living things.

Scotland:

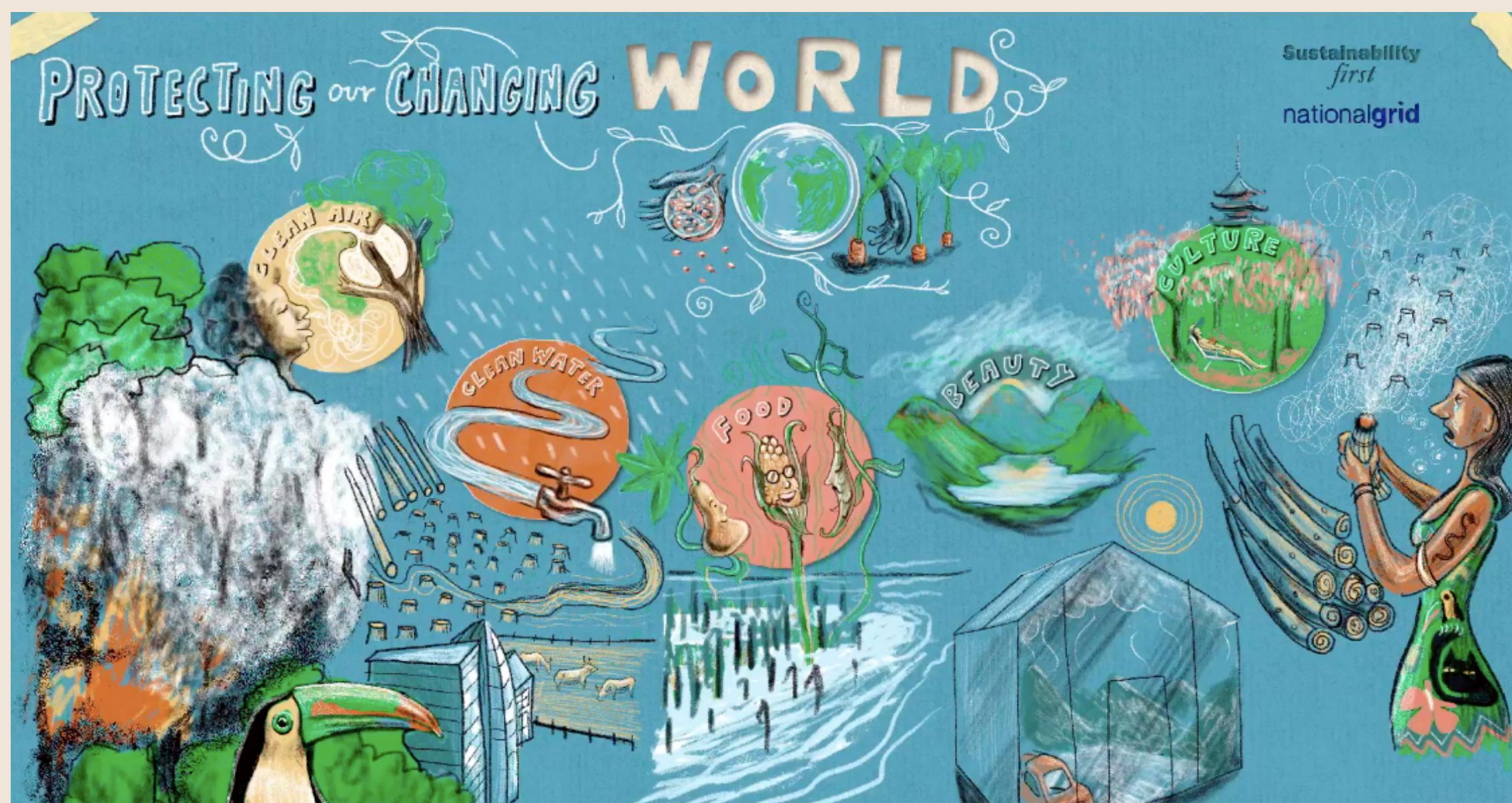
- **Social Studies:** I can discuss the environmental impact of human activity and suggest ways in which we can live in a more environmentally responsible way. SOC 2-08a
- **Health and Wellbeing:** I can understand how advertising and the media are used to influence consumers. HWB 2-37a

Wales

- **Geography:** Pupils should be given opportunities to describe the causes and consequences of how places and environments change, e.g. by season; from past to present; the need for sustainability.
- **Science:** Pupils should use and develop their skills, knowledge and understanding by comparing the Earth with other planets, investigating materials around them and considering the importance of recycling.

Step by Step Guidance:

- Watch the video with pupils
- Afterward, encourage pupils in groups, or as a class, to consider their connections with planet earth.
- What do they value most about planet earth?
- How might the climate crisis impact their connections with planet earth?
- Are pupils' concerned by this?
- Submit questions, comments and/or concerns in the uploader form here.



**Share with us
so we can
learn with you!**

Make sure to upload your work [here](#) so we can learn with you and share your work widely with waste experts at our June 15th pupils' assembly!

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Protecting our Changing World Presentation Transcription

I love living on planet Earth. I know that whatever I need to survive and be happy, the earth will provide it for me. I particularly love food – and I'm constantly amazed at the different kinds of vegetables and fruits growing across the globe, in different climates and in such amazing, intricate ways!

Have you ever stained your fingers touching beetroots? Isn't the colour so rich and unique? Have you ever cut open a pomegranate and looked at all the delicate seeds resting inside the fruit? Have you ever pulled carrots from the ground – at first glance, there's just a sea of green leaves, but if you burrow your fingers below the soil, you'll pull out bright orange, and sometimes purple or yellow roots – the carrots, that you can roast, or boil, or eat raw to enjoy its crunchy texture.

Have you ever poured golden, silky smooth maple syrup over a stack of pancakes? Maple syrup comes from maple trees. Around spring, the tree begins making maple sap, a thin, sugary liquid, that feeds its buds so that they can bloom into leaves during the spring. Once the leaves on the tree have grown, the sap flows back down the trunk so that we can take some and make maple syrup. Maple trees feed themselves, and us, at the same time!

For me, part of what makes me love planet earth is the fact that it nourishes me, and my family and friends and everyone around me. Plants know how to produce enough food to make us strong and happy.

What makes you feel connected to the earth?

It's easy to be connected to earth when it does so much for us! Let's explore how planet earth makes itself a safe home for us.

Clean Air

Firstly, the earth knows how to provide us with clean air so that we can fill our lungs with oxygen. How does the earth do this? Well, many trees and plants clean the air we breathe, by breathing in all the yucky stuff in our air including carbon dioxide, which is a gas that is currently making our planet warmer and contributing to climate change. Trees then breathe out nice clean oxygen, which helps us keep our hearts beating and our minds sharp! Trees need carbon dioxide to grow and we need oxygen to grow – trees are helping us while helping themselves.

The oceans also play a critical role in capturing carbon dioxide from things like cars and planes that pollute the air. Around a quarter of all carbon dioxide emissions are absorbed by the ocean, making it one of the world's largest stores of carbon." World Economic Forum)

Fresh Water

The planet also provides us with clean water. Plants and animals in rivers and lakes clean our water and filter out all the gunk so that we can use the water to drink and cook and clean. Algae, that green, slimy organism, which actually is neither a plant nor an animal, cleans water for us! Algae uses pollutants and sunlight to grow – so it's doing us a favour and doing itself a favour by cleaning our water! And this is just one example of the ways planet earth provides us with freshwater!

An ecosystem is all the living things in an area – like in a lake, or a sea or a river. Ecosystems work delicately in perfect harmony – plants and animals rely on one another in different ways – creating a healthy environment for all living things. People are also like this, we depend on one another to be healthy and happy and that's why we live in communities.

The variety in plants and animals in an ecosystem is called biodiversity – biodiversity is really important. If there are many different plants and animals in rivers and lakes, or lots of biodiversity, then it means that it's easier to keep the water clean.

Food

As I mentioned, the planet also provides us with amazing food! Plants, like beanstalks, know how to grow big and tall, and we can eat them!

Did you know sometimes plants grow better when they grow beside other plants? In Canada and North America, Indigenous communities, or the first inhabitants of North America before European settlers, found that growing beans, squash and corn close together helps each of the plants! How does this work? Well, when the corn grows tall, the beans can wrap around it and use the corn for support as they also grow tall. The beans also release a chemical into the soil called nitrogen, which can be good for other plants, like the squash. The squash doesn't grow tall like the corn and the beans, but it spreads across the allotment helping prevent weeds, or plants that can harm the beans and corn, from growing and disrupting the growth of the beans and corn. Indigenous people in Canada and America call beans, corn, and squash the three sisters – because they take care of each other like siblings often do!

Protecting our Changing World Presentation Transcription Continued

Through exploring how the earth provides us with clean air, clean water, and yummy food – we can see that the earth knows how to care for itself, and us, at the same time. We all know how to live in balance.

Beauty

There's also one simple thing that planet earth provides us with.... its beauty! Aside from the clean air and water and fresh fruit and vegetables, the earth is also just really nice to look at! From crystal clear rivers to sleepy swamps. In the UK, we're lucky to be surrounded by so much natural beauty. What is the most beautiful place in the UK that you've visited?

For me, one of the most beautiful places I've visited is Glen Coe, in the Highlands in the north of Scotland. Glen Coe is a narrow valley surrounded by mountains and beautiful green rolling hills –looking at the mountains made me feel so small, but also protected by their magnificent presence. How did Glen Coe form? 420 million years ago (can you imagine what the world was like 420 million years ago?), that's over 200 million years before dinosaurs, a volcano erupted in the area, and the beauty that we're left with is from the remains of this volcano!

Isn't it amazing to think that the beautiful nature we get to look at has been forming for hundreds of millions of years!

Culture

So much of our culture revolves around nature and planet earth. Many festivals around the world celebrate the fresh food, clean air, clear water, and stunning beauty the earth provides for us.

Have you ever seen a cherry blossom tree? In Springtime, cherry blossom trees wake up from their winter slumber and sprout beautiful pink blossoms from their branches, like a wild head of pink hair, lighting up villages, towns, and cities across the world! In Japan, many people follow hanami, which is an ancient tradition of watching the cherry blossom blooms and appreciating their short-lived beauty as the blossoms fall and the trees prepare for a warm summer. Many people have a tea ceremony under the cherry blossoms. People even look out for a cherry blossom forecast which shares precise information on when they'll bloom!

In the south of India, in a beautiful coastline state called Kerala, people come together to celebrate their rice harvest during the Onam Festival. The festival takes place during the Monsoons.

Have you heard of the Monsoon? Monsoons refer to heavy rainfall experienced by many parts of the world during the summer months, including in countries like India, Sri Lanka, China. In India, the monsoon is important as it helps farmers grow food like rice and cotton grow. Without the monsoon, many cities, towns, and villages across the world wouldn't have enough water – but the earth protects us, and through weather events like the monsoon, we are given water to grow food and nourish ourselves!

In Peru, many people celebrate an ancient festival called Inti Raymi. During the winter solstice, or around December 21st when the sun is farthest from the earth, everyone gathers to thank the sun for all it gives us, like heat, energy and light and to ask it to come closer so we can get more heat, energy, and light, like we do in the summer.

Inti Raymi was first celebrated by the Inca Empire, which is an ancient civilisation that existed in what is now Peru around the 1400s and 1500s. Isn't it amazing that around 600 years later, we're still thanking the sun for everything it gives us?

Let's not forget another thing planet earth provides us with – happiness and feeling good!

Have you ever sat in silence in a forest – the wind moving through the trees and rustling the leaves as if passing them by and saying hello can be so peaceful!

In Japan, many practice something called “forest bathing” or in Japanese, shinrin-yoku in their daily lives . Shin-rin yoku doesn't involve water, or what we might think of when we think of bathing, but it actually means connecting with nature – and using our 5 senses, taste, sight, smell, touch, and taste to really take in nature. Shin-rin yoku can mean walking aimlessly in the forest, touching the barks of trees, smelling the moss growing on the rocks, dipping your fingers in the river, and tasting the raindrops on your tongue.

What's amazing, is that shin-rin yoku is good for our health! Isn't it wonderful how nature, just existing as it is, is good for our health?

I don't know about you – but I feel wonderful thinking about how the earth protects myself and my loved ones in so many ways!

Protecting our Changing World Presentation Transcription Continued

The earth provides us with so much – but unfortunately, many of us don't treat the earth that well in return. Because of this, the earth is suffering and is changing.

Why is this happening? Well, let's start from the beginning.

There are gases called greenhouse gases that are important in making sure planet earth doesn't get too cold for us to live comfortably. These gases include carbon dioxide, methane, nitrous oxide, and others, and they trap heat in our atmosphere, like a greenhouse.

Unfortunately, many of the activities in our daily lives release too many greenhouse gases, and now there is a build-up of these gases in our atmosphere and our planet is becoming too warm. It's like if you turned the radiator up all the way in a tiny room!

But what are these activities that release greenhouse gases?

When we drive in a car, most cars burn fuel which releases carbon dioxide into the air. When we fly in an airplane, the plane uses fuel that also releases carbon dioxide. And when we turn on our central heating, that too can release carbon dioxide. Now think about all the driving and flying people around the world do – and how we like to keep toasty warm in the winter! That's a lot of greenhouse gases being released into the air, don't you think?

Think of all the objects and appliances and items of clothing in the world – making things often requires us to use natural resources, like water, wood from trees, minerals from the ground and oil and gas. To make these items, companies also often burn fuel which releases carbon dioxide. Many of us live in a culture where we're encouraged to keep buying new things (instead of fixing or reusing things), companies make lots of stuff to keep up with everyone buying new things – which means we use lots of resources, and release lots of greenhouse gases.

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Connecting to Nature Poster

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Equipment:

- Device to play the video
- Paper
- Colour pens & pencils
- Water based paint
- Plates or pallets to mix paints
- Brushes
- Water pots
- Oil or chalk pastels (optional)

Main concepts:

- Connecting with nature through art.
- Experimenting with different artistic materials, processes and markmaking.
- Taking inspiration from other artists such as Henri Matisse and David Hockney – who make landscape painting with brightly coloured shapes and marks.
- Making a poster of a festival celebrating nature.

Curriculum Linking:

- England

Art and Design: Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.

- Scotland

Expressive Arts: I can create and present work that shows developing skill in using the visual elements and concepts.

Expressive Arts: I have the opportunity to choose and explore an extended range of media and technologies to create images and objects, comparing and combining them for specific tasks. EXA 2-02a

- Wales

Art and Design: Pupils should be given opportunities to 1. describe and make comparisons:
• between their own work and that of others 2. experiment with and examine the methods used by other artists, craftworkers and designers from different: • periods • places • cultures and to investigate the natural and made environment using a variety of materials.

6

Step by Step

Step 1 – Think about what you'd like to celebrate about nature. Research festivals about nature – such as the cherry blossom festival.

- Step 2 – Explore different ways of using materials and techniques on a piece of scrap paper. Using coloured pencils, pens, water based paints and/or pastels. Try making different shapes and marks such as soft washes, strong lines, dots etc. See how many different types and sizes of marks you can make.
 - Step 3 – Design your poster using different mark making techniques. This could include words and images.
 - Step 4 – Share your posters with your class.
- Please share your artworks with us using the Sustainability First uploader form.



 **Share with us
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**Make sure to upload your work [here](#) so
we can learn with you and share your
work widely with waste experts at our
June 15th pupils' assembly!**

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Taking care of the planet and ourselves

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Equipment:

- Device to play video

Main concepts:

- Exploring health and wellbeing through chair yoga
- Exploring mindfulness
- Exploring connections between the wellbeing of society and protecting the planet



Links to the Curriculum

- England

[Physical Education](#): Pupils should be taught to develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics].

[Relationships and sex education \(RSE\) and health education](#): By the end of primary school, pupils should know:

- that mental wellbeing is a normal part of daily life, in the same way as physical health.
- the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.
- simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.

- Scotland

[Health and Wellbeing](#): I am learning skills and strategies which will support me in challenging times, particularly in relation to change and loss. HWB 2-07a

[Health and Wellbeing](#): I am developing my understanding of the human body and can use this knowledge to maintain and improve my wellbeing and health. HWB 2-15a

- Wales

[Physical Education](#): Pupils should be given opportunities to find out how exercise affects the body.

Step by Step Guidance:

- Explain to pupils the relationship between yoga and good health and wellbeing with protecting the planet:

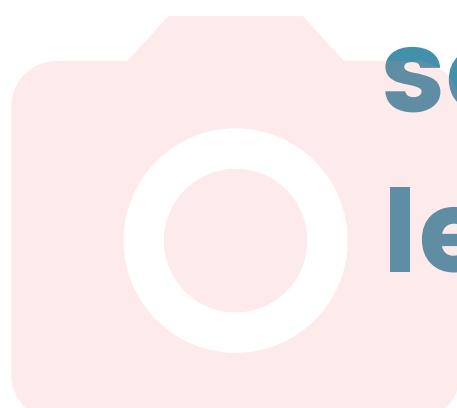
"It can be easy to think we live alongside nature and that we get to benefit from all the gifts nature gives us, but as humans, we are a part of nature. We are as much a part of nature as trees and birds and butterflies. As we make plans to take care of the earth, we also need to take care of ourselves. Yoga is an ancient Indian practice that allows us to stretch our bodies and breathe deeply so that we can keep our blood flowing and our minds at peace. This will help us protect the planet as we will be healthy and strong!"

- Explain to pupils any terms written in the cheatsheet
- Choose to play either the 10 minute or 40 minute workshop by Annelise Piers
- 40 minute video includes longer pause times between positions and a beginning prayer adapted from Sanskrit
- The 10 minute video includes less time between poses and does not include a prayer at the beginning
- Support pupils to reflect on the activity as a group or individually:

"How did that make you feel?" "Why do you think yoga is beneficial?"

- Please feel free to submit pupils' questions or statements about in the uploader form [here](#). We will share pupils' thoughts at our June 15th pupils' assembly.

**Share with us
so we can
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**Have a question or comment about
yoga and wellbeing? Make sure to
upload your question or comment [here](#)
so we can learn with you and share your
ideas widely with experts at our June
15th pupils' assembly!**

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Equipment:

- Device to share video
- Pencils, paper and/or computers for pupils' to write questions, comments, concerns etc.

Main Concepts:

- What can pupils do to protect the changing world in various areas of their lives?
- Why is it important to work together to protect the planet?
- What are other young people doing to protect the planet?

Curriculum Linking:

- England:

[Citizenship \(non-statutory\)](#): During the key stage, pupils should be taught the knowledge, skills and understanding through opportunities to: a. take responsibility (for example, for planning and looking after the school environment; for the needs of others, such as by acting as a peer supporter, as a befriender, or as a playground mediator for younger pupils; for looking after animals properly; for identifying safe, healthy and sustainable means of travel when planning their journey to school)

- Scotland

[Health and Wellbeing](#): Through contributing my views, time and talents, I play a part in bringing about positive change in my school and wider community. HWB 2-13a

- Wales

[Geography](#): Pupils should be given opportunities to study living in “living in my world”: caring for places and environments and the importance of being a global citizen

Step by Step Guidance:

- Watch the video and encourage pupils in groups, or as a class, to consider how they protect the planet through actions they can do at home, at their school and in their community.
- Feel free to show videos from climate activists (on our website) and the Youth Climate Film Project (available [here](#)) to inspire pupils.
- Ask pupils to write about what actions they will take to protect the planet
 - 1. At home
 - 2. At School
 - 3. In their community
- Ask pupils to highlight what actions they will take and why they have chosen these actions to take.
- Share pupils' climate messages using our uploader – we will share them at our pupils' assembly on June 15th and can share responses from experts with pupils!



**Share with us
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Make sure to upload your work here so we can learn with you and share your work widely with waste experts at our June 15th pupils' assembly and with the older people who have written these statements!

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Vlimate messages to the world transcription

Many people across the world are taking action and doing brilliant things to try and protect planet earth from the climate crisis.

The best part is – it's not just adults working to protect the planet! Young people around the world are concerned with the changing planet and want to make sure they can grow up into a healthy world where they can thrive and be happy- so they're taking action too! It's particularly powerful when everyone, young and old, work together to stop the climate crisis- it means change can truly happen.

Perhaps you or some people in your school are already doing things to tackle the climate crisis?

Making choices in our daily lives that protect the planet is called sustainable behaviour. What does sustainable mean? Sustainable means that we can maintain a healthy planet for all living things today and for many years to come.

There are lots of different things you can do to protect the planet and they are all important!

So – what can you do?

You can decide to change your lifestyle and what you do each day to help ensure a healthy planet. For example:

You can ask your parents and carers to let you walk, cycle and take public transport like buses instead of driving a car to get to school or go to the shop. When we use public transport instead of cars, there are fewer vehicles on the road burning fuel and emitting greenhouse gases which warm the planet.

You can protect nature and biodiversity by planting community gardens and trees. Remember, biodiversity is the variety of plants and animals – by planting trees and gardens, we are not only making our areas look beautiful, but we are adding biodiversity to local ecosystems, providing homes and food for animals and insects and providing places to rest and reflect for people in the community.

Indigenous communities, or the first inhabitants of areas around the world, have been protecting nature and biodiversity for a very long time. For many Indigenous groups all over the world, taking care of the environment is an important part of the culture. Researchers have found that some parts of the Amazon that are taken care of by Indigenous communities experience less deforestation – this is an interesting example of the care Indigenous communities take to protect the land.

You can also try to remain thankful for everything the earth gives us. Reminding ourselves of this can be really helpful to feeling motivated to make sustainable choices.

In Canada, some Indigenous communities begin meetings, events, or gatherings with something called the Thanksgiving Address. The Thanksgiving Address identifies plants and animals on earth and the moon and the sun and the wind, and acknowledges how special and important each and every plant and animal is to our world and how lucky we are to live on the earth. Isn't that an excellent way to begin a meeting or a gathering? By sharing all the amazing beauty and nature we're surrounded by and being thankful? Remaining thankful for all the earth provides us is a great way to always remember why it is so important to take action to protect the earth. Gratitude, or thankfulness, is an important aspect of acting against the climate crisis.

Think long and hard about what you buy, if you need it and if the product has an impact on the planet. Lots of people are trying to buy less plastic to protect river and ocean animals that are affected by plastic pollution – this can help protect biodiversity in rivers and oceans and to make sure that water ecosystems are working well so we can have clean water.

Think about the food you choose to buy, and where you buy it from. Remember when we were talking about deforestation? Lots of deforestation is caused by cutting down trees so that cows can be raised for meat. Raising cows, or cattle, also uses up lots of resources like water. Because of this, many people try and buy less meat, and often particularly beef. Some people try and grow their own food, or buy their food from local farms, so that they don't have to buy food from a supermarket which has travelled long distances in cars or planes that release greenhouse gases into the atmosphere.

Try and use less energy at home and school. Turn off the lights, computers or the TV when you are not in a room. If you are cold, put on a jumper before turning up the heating. And try and have short showers rather than big baths as hot water uses lots of energy too!

Climate messages to the world transcription continued

While we can make many changes in how we travel, shop, and heat our homes and schools, we still need some help from government. This is because governments can pass laws ensuring individuals and companies protect our planet. Governments can also spend money to help people be more sustainable, for example by setting up more buses across a city or town, or setting up bike paths so more people can feel safe cycling.

4. People across the world try and work with the government in different ways to protect the planet. Sometimes governments ask for communities' opinions on sustainable changes – like more bike paths for cyclists or more trees lining the streets.

Other times, governments don't immediately listen to communities, and people try and share their opinion in other ways, like sharing petitions. A petition is a letter sharing a concern, like big polluting cars, which thousands of people sign to show governments how many people care about the issue and how important it is to address the issue.

Many groups also campaign for change. Campaigning is when groups of people come together to achieve a shared goal. Through setting up events, creating artwork, writing songs, etc. campaigns try and convince people in power, like those in governments to help them achieve their goal.

There are many pupil and student-led climate campaigns working hard to protect the planet.

One campaign working hard to protect the planet is called Fridays for Future. Have you heard of Greta Thunberg? Greta is an 18-year-old climate activist from Sweden. In 2018 she started Fridays for Future by sitting in front of the Swedish parliament (where the government works) every day for three weeks to protest lack of action on the climate crisis. Fridays for Future is now an international movement of young people asking their governments to do more to protect the planet. From Iraq and Afghanistan to the UK and Canada – despite the thousands of miles in between, young people are working together to ensure a bright future for everyone.

Another campaign is called Teach the Future. Teach the Future is a group of pupils across the UK who are campaigning to make sure information about the climate crisis and ways to act is taught to every single pupil in every single classroom in the UK – like what we're doing now! The climate crisis is the biggest issue our planet is facing and Teach the Future believes that young people should know more about the crisis so they can make responsible and sustainable decisions.

Gosh! I'm inspired – are you? There's no time like the present to make decision in your daily life that are good for the environment, decisions to:

1. Travel sustainably
2. Protect nature
3. Remain thankful for all that earth gives us
4. Eat food that doesn't harm the planet
5. Buy less plastic
6. Ask the government to help us make plant earth happy!

Let's explore how we can act against the climate crisis. But before that, let's take a short rest to pause and reflect on our own wellbeing.

Sources used in Workshop Presentations

[Braiding Sweetgrass by Robin Wall Kimmerer](#)

[Scottish Geology - Glen Coe](#)

[Water and Ecosystems - United Nations](#)

[Globe Trotting Kids - Inti Raymi](#)

[National Trust: Shinrin Yoku](#)

[Teach the Future](#)

[Fridays for Future](#)

Other Resources

[National Grassroots Campaign Map](#)

[Youth Climate Film Project by Keep Scotland Beautiful](#)

[Carbon Literacy Training](#)

[SOS-UK Sustainable Food Guide](#)

