**COP-26**

**Monday 1st November – Friday 13th November 2021**

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Overview

In November 2021 the UK Government will host the UN Climate Change Conference – also known as COP26 – in Glasgow. This promises to be an historic moment that will define the course of political action to address climate change in the UK and around the globe.

This will be one of the biggest events of its kind ever to be hosted in our country with 200 world leaders expected to attend. There is hope that the event will result in a truly historic agreement to limit greenhouse gas emissions and tackle the climate emergency.

The Scottish Government has identified People and Just Transitions as key themes for the COP26 Summit and has declared that it wants it to be the most inclusive COP summit ever to be held. This includes a strong focus on young people and on engaging disadvantaged and hard-to-reach communities.

Within Scotland’s curriculum, Learning for Sustainability (LfS) is recognised as an entitlement for all learners and a recent international study showed that our learners are world-leading global citizens. The COP26 Summit provides us with a unique opportunity to further embed Learning for Sustainability and climate justice education in the curriculum.

Here is a selection of videos that could introduce the week and get discussions going:

* <https://www.youtube.com/watch?v=hPMt03eZAoA>
* Followed by <https://www.youtube.com/watch?v=Gyk2UX1714s>
* 2nd Level <https://www.youtube.com/watch?v=Gef2nzTAN-k>

You may also develop your own lessons if that suits you better.

You will find all ideas and resources in the folder called ‘COP-26.

Here are some suggestions for you to develop with your class:

Monday – Whole school on line assembly to introduce – Karen

Continue to introduce Cop-26 in own class by using the provided PowerPoint presentations saved in the relevant class folders.

Tuesday onwards - please pick one or two activities to complete with your class each day

**Early Level Activities**

**Learn:**

**‘Our Climate, Our Future’ cards to be used as Presentation and Mini Climate Summit discussion**

<https://www.wwf.org.uk/sites/default/files/2021-09/COP26-Climate-Change-Differentiated-Fact-Sheets-Ages-5-7.pdf>

HWB 0-01a, 02a, 03a, 04a, 05a, 06a, 08a, 09a, 10a, 12a, 13a, 14a, 44a, 44b, 47a,

RRS Articles 2, 3, 4, 19, 39

**Intro to COP26:**

* COP26 ‘Our Planet, Our Future’ PPT – in folder in SSA
* Discussion Cards – in folder in SSA
* Listen to the story of Winston of Churchill – One Bear’s Battle Against Global Warming
	+ <https://www.youtube.com/watch?v=2_p7iY1cdf0>
* Use the story to generate discussion about global warming and what we can do to help.
* Create pledges with the children as to what we pledge to do to help.
* Laminate these and hang with ribbon to school railings?
* What from these can we implement at school?

HWB 0-01a, 02a, 03a, 04a, 05a, 06a, 08a, 09a, 10a, 12a, 13a, 14a, 44a, 44b, 47a,

RRS Articles 2, 3, 4, 19, 39

**The Messy Magpie Recycling Project**: Learning about recycling through the story of the Messy Magpie (resources all in SSA folder)

* Messy Magpie Story followed by Messy Magpie recycling ppt.
* Sorting activities
* Talking cards
* Material hunt
* Messy Magpie recycling song
* Other literacy activities available (story mapping)

HWB 0-09a, HWB 0-10a, HWB 0-11a, HWB 0-12a, HWB 0-13a

RRS Articles 3,4,5,6,13,19, 36

**Worm Farms – Sustainability:**

* Discussion about food waste and what sorts or foods we waste at school and at home.
* Focus on school waste.

<https://www.youtube.com/watch?v=8PElbErayZg> (Peppa Pig)

<https://www.youtube.com/watch?v=rXC5n4svNXo>

<https://www.youtube.com/watch?v=SUCVPkvRdRw>

<https://www.youtube.com/watch?v=2BWKshn0hiY>

* Look at what sorts of food worms like to eat and where could we collect this food from.
* Pupils to create wormeries to put waste in from our early years pupils/lunches.
* Go digging for worms!

SOC 0-07a, SOC 0-8a, SOC 0-9a,

LIT 0-02a, LIT 0-04a,

HWB 0-19a

RRS Articles 27,28,29,31

**Planting Seeds:**

* Discussion about where our food comes from and why we get foods all year round.
* Talk about how some foods are imported and how this contributes to greenhouse gases in our atmosphere.
* What can we do to help – grow our own vegetables?
* Find out what veg grows best in each season…
* Pupils to help dig the raised beds and plant veg to be used in our school kitchen/nursery.
* Could be extended to planting apple seeds from our snacks – sell the plants to put towards the Climate Crisis fund through

<https://support.wwf.org.uk/donate-to-wwf>

* Make wild flower seed bombs and scatter in Brocklhill woods or sell as enterprise fund rasing for above cause.

HWB 0-09a, HWB 0-10a, HWB 0-11a, HWB 0-12a, HWB 0-13a

RRS Articles 4,5,6,12,13

**Ideas for Recycling & Reusing Plastic Bottles:**

* <https://www.pinterest.co.uk/dhegarty0192/recycled-plastic-bottle-greenhouse-ideas/>
* <https://www.youtube.com/watch?v=4Ueig3heDBg>
* <https://www.youtube.com/watch?v=AD-SzwVgX24>
* <https://www.youtube.com/watch?v=qgc26G8kDNE>
* <https://www.youtube.com/watch?v=HkHEJEzMKwc>

Outcomes – TCH 0-10a, TCH 0-11a, TCH 0-12a

RRS Articels 6,16

**Innovation & Design – Houses of the Future:**

Intro

* (Show pupils video of sustainable/green houses – examples below however these videos are more suitable for older children)
	+ <https://www.youtube.com/watch?v=K5IGqQmc-90>
	+ <https://www.youtube.com/watch?v=MCLehargbA4>
	+ <https://www.youtube.com/watch?v=wmoy27EZ8y0>
* Talk about what can make a house “green” and environmentally friendly

Task

* Pupils creating houses with junk modelling
* Generate ideas like wind power, solar power.
* Must be green & environmentally friendly
* Talk about design to point out green features
* What is it made of, can it generate it’s own power, does it have renewable energy supplies
* Display altogether to create a town/street

Outcomes – TCH 0-10a, TCH 0-11a, TCH 0-12a

SCN 0-04a, SCN 0-04b, SCN 0-20a, SCN 0-20b

RRS Articels 6,16

**Making a Change - Writing to our COP leader:**

* Choose a topic the class feels strongly about that impacts global warming/climate change.
* Use template in SSA folder to write letters to UK Prime Minister as to why it’s important we work towards making a change for the better

LIT 0-26a,

SOC 0-07a, SOC 0-16a, SOC 0-17a

RRS Articles 27,29,41

**Art – Whole Class Frieze**:

* Create a whole class frieze depicting the effects of climate change on a selected area – Oceans, Rainforests, Arctic Circle, Endangered Animals
* Use recycled materials where possible…coloured milk carton lids, coloured sweet wrappers
* Ideas…
	+ <https://www.pinterest.co.uk/pin/7670261856805210/>
	+ <https://www.pinterest.co.uk/pin/9499849205049969/>
	+ <https://www.pinterest.co.uk/pin/104216178867848052/>
	+ <https://www.pinterest.co.uk/pin/49328558402669432/>
	+ <https://www.pinterest.co.uk/pin/985231158651485/>

EXA 0-02a, EXA 0-04a, EXA 0-5a,

RRS Articles 12, 13,17,36,39,

**First Level Activities**

**Intro to COP26:**

* COP26 ‘Our Planet, Our Future’ PPT – in folder in SSA (Intro to COP26)
* Discussion Cards – in folder in SSA
* P2 - Listen to the story of Winston of Churchill – One Bear’s Battle Against Global Warming
	+ <https://www.youtube.com/watch?v=2_p7iY1cdf0>
* P3/P4 -
* <https://www.youtube.com/watch?v=Y3gqoDUtmt4>
* Use the clips to generate discussion about global warming and what we can do to help.
* Create pledges with the children as to what we pledge to do to help.
* Laminate these and hang with ribbon to school railings?
* What from these can we implement at school?
* Create action plan for the school.

HWB 1-01a, 02a, 03a, 04a, 05a, 06a, 08a, 09a, 10a, 12a, 13a, 14a, 44a, 44b, 47a,

SOC 1-12a, SOC 1-20a

RRS Articles 2, 3, 4, 19, 39

**Making a Change - Writing to our COP leader:**

Intro

* Discuss – what is a protest, demonstartion and ways of lobbying politicians – discuss what lobbying means.
* Watch newsround Greta Thunberg clip <https://www.bbc.co.uk/newsround/56681490>
* Allow children to generate questions from the clip.What can we do to help?

Tasks

* Choose a topic/causes from the first lesson (above) that we could have an impact on, something we can help with.
* Pupils to work in pairs to come up with 1 or two ideas on how we can help with these causes. What does our government need to do to help with these. Discuss reasons why this is important.
* Independent task – write a letter to our COP leader (UK PM) outlining the cause you are concerned with and why it is important for the UK governemnt to help. What do you propose they do to help the cause. Use formal & persuasive language.
* Differentiated letter templates in SSA folder.
* Additional Tasks – think of a protest slogan and create protest placqards for our classroom window/around the school.

Outcomes HWB 1-09, HWB 1-12a, SOC 1-08a,

SOC 1-08b,

LIT 1-22a, LIT 1-24a

RRS Articles 27, 29, 41

**The Messy Magpie Recycling Project**: Learning about recycling through the story of the Messy Magpie (resources all in SSA folder)

* Messy Magpie Story followed by Messy Magpie recycling ppt.
* Sorting activities
* Talking cards
* Material hunt
* Messy Magpie recycling song
* Other literacy activities available (story mapping)

HWB 1-09a, HWB 1-10a, HWB1-11a, HWB 1-12a, HWB 1-13a

RRS Articles 3, 4,5,6,13,19, 36

**Composting/Wormeries – Sustainability:**

* Discussion about food waste and what sorts or foods we waste at school and at home.
* Focus on school waste.
	+ Compost Stew Story - <https://www.youtube.com/watch?v=mQvzuIiEsB4>
	+ Save the Scraps Story - <https://www.youtube.com/watch?v=-Wl3j9I_KWM>
	+ Peppa Pig Composting - <https://www.youtube.com/watch?v=8PElbErayZg&t=212s>
	+ Other videos can be found here <https://www.youtube.com/results?search_query=composting+for+kids>
* Look at what sorts of food worms like to eat and where could we collect this food from.
* Children to generate where we can gather waste from for a compost bin, and create our own compost bin (to be used in raised beds in garden)
* Go digging for worms!

SOC 1-07a, SOC 1-08a, SOC 1-09a,

 LIT 1-02a, LIT 1-04a,

HWB 1-19a

RRS Articles 27,28,29,31

**Carbon Footprint Pledge Planning:**

Intro

* What is the carbon footprint PPT, discuss what we think it is.
	+ <https://www.youtube.com/watch?v=DKDq1RMHscQ>
	+ <https://www.youtube.com/results?search_query=Carbon+footprint+KS1>

Task

* Discuss ideas on what affects our carbon footprint at home.
* School – what affects our carbon foortprint as a school – what can we change – what impact will the changes make?
* Action planning – what can we do to reduce our carbon foorprints at both home and school.
* Create an action plan – pledge what we will do to reduce our school carbon footprint.

HWB 1-09, HWB 1-10a, HWB 1-11a, HWB 1-12a, HWB 1-13a

RRS Articles 3, 4, 19, 39

**Planting Seeds:**

* Discussion about where our food comes from and why we get foods all year round.
* Talk about how some foods are imported and how this contributes to greenhouse gases in our atmosphere.
* What can we do to help – grow our own vegetables?
* Find out what veg grows best in each season…
* Pupils to help dig the raised beds and plant veg to be used in our school kitchen/nursery.
* **ENTERPRISE** - Could be extended to planting apple seeds from our snacks – sell the plants to put towards the Climate Crisis fund through <https://support.wwf.org.uk/donate-to-wwf>
* Make wild flower seed bombs and scatter in Brocklhill woods or sell as enterprise fund rasing for above cause.

HWB 1-09a, HWB 1-10a, HWB 1-11a, HWB 1-12a, HWB 1-13a

RRS Articles 4,5,6,12,13

**Creating Habitats:**

* In school garden or in Brocklhill woods.
* Creating habitats to encourage wildlife and minibeasts to the area.
* PDFs to support in SSA

HWB 1-09a, HWB 1-10a, HWB 1-11a, HWB 1-12a, HWB 1-13a

RRS Articles 4,5,6,12,13

**Art – Whole Class Frieze**:

* Create a whole class frieze depicting the effects of climate change on a selected area – Oceans, Rainforests, Arctic Circle, Endangered Animals
* Use recycled materials where possible…coloured milk carton lids, coloured sweet wrappers
* Ideas…
	+ <https://www.pinterest.co.uk/pin/7670261856805210/>
	+ <https://www.pinterest.co.uk/pin/9499849205049969/>
	+ <https://www.pinterest.co.uk/pin/104216178867848052/>
	+ <https://www.pinterest.co.uk/pin/49328558402669432/>
	+ <https://www.pinterest.co.uk/pin/985231158651485/>

EXA 1-02a, EXA 1-04a, EXA 1-5a,

RRS Articles 12,13,17,36,39,

**Innovation & Design – Houses of the Future (Adapt to suit class):**

Intro

* Show pupils video of sustainable/green houses – examples below (May be more suitable for older pupils though)
	+ <https://www.youtube.com/watch?v=K5IGqQmc-90>
	+ <https://www.youtube.com/watch?v=MCLehargbA4>
	+ <https://www.youtube.com/watch?v=wmoy27EZ8y0>
* Discuss what features you saw that make them green & sustainable, or what the builds DON”T use that helps make them more efficient.

Task

* Independent - Pupils to design a house for the future.
* Must be green & sustainable.
* Annotate design to point out green & sustainable features.
* What is it made of, can it generate it’s own power, does it have renewable energy supplies – annotations to explain these.
* Display altogether to create a town/street

Outcomes – TCH 1-10a, TCH 1-11a, TCH 1-12a

SCN 1-04a, SCN1-04b, SCN 1-20a, SCN 1-20b

RRS Articels 6,16

**Outdoor Learning –**

**Local litter survey –**

* Not all litter is dropped by people - animals like squirrels, crows and seagulls can pull litter out of bins and make an awful mess.
* Taking your own litter home with you can reduce this happening and enables you to recycle your waste properly.
* Pupils conduct a survey of the litter either in their wild space or in another area close to their school.
* Out of the litter found - how much of this could have been recycled?
* IMPORTANT - Please remind pupils NOT to pick up litter!
* Pupils will complete a litter survey and will tell you how much of the litter they think could have been recycled - giving options of none, a little, most and all. Dependent on the age and stage of your pupils – you could ask them for percentages of litter

**We Love Our Planet –**

* This activity asks pupils to think about nature and the impact of modern human life. It's an opportunity to discuss Climate Change and the importance of valuing and protecting the natural world
* Pupils should gather small natural materials like leaves, sticks, pine cones, etc. and glue them onto a heart shape drawn onto a piece of card. You should ask pupils to think about:
1. What make them happy about nature and why
2. What they would say to World Leaders at COP26
* The hearts can be strung together with ribbon or string to make a ‘string of hearts to wrap around the planet'. Pupils can write and tie a label to their heart - on one side they can write what makes them happy about nature, and on the other they can write their message to World Leaders.



MNU 1-20a MNU 1-20b

HWB 1-13a

RRS Articles 6, 31

**Second Level Activities**

**Form A Forest of Trees – November 5th::**

### **LET'S SEND A MESSAGE TO WORLD LEADERS!**

WWF and partners will be bringing a tree from the Forest of Promises right into the heart of COP26 – and your leaf could be on it.

**Step 1: Make a leaf** - You could use one of the templates provided, get creative and draw your own leaf shape, or find a fallen leaf from a favourite tree. Make sure it’s big and strong enough to write on!

[DOWNLOAD LEAF TEMPLATE](https://www.wwf.org.uk/sites/default/files/2021-09/WWF_Leaves_Template.pdf)

**Step 2: Write your Promise To The Planet on one side** It could be as simple as cycling anywhere you can rather than getting a lift, or making food and snack choices that are kind to the planet. Or you could go further, and promise to try and bring about a bigger change in your community by talking to your local MP or school management, or starting a local club or campaign. **Step 3: Write a promise you want world leaders to make on the other side Step 4: Share your promises...**On 5th November we are asking schools across the UK to share their school’s promises so that we can create an online Forest of Promises! Share on social media using the hashtag #PromiseToThePlanet or #ForestOfPromises and tag us at @wwf\_uk.

SOC 208a, SOC 208b

RRS Articles 6, 12,13, 31

**Mini Climate Summit Lesson Plan Primary (Suggested for ages 7-11):**

This activity can be split across multiple lessons, and small group discussions, self-guided research and presentation tasks can be introduced if appropriate

Introduction (15 mins)

• Run through the slide deck provided to give context and introduce the activity.

• Explain to the class that they are playing the part of world leaders and must come up with a plan for the future based on information about the issues currently being caused by climate change.

Summit (30 mins +) • Introduce a discussion card and read it out to the class (or ask a student to read it out loud).

• Ask students to reflect and contribute thoughts and ideas in response to the prompt.

• Draw on the relevant fact sheet to introduce additional information to help students understand the issue and consider potential solutions.

• As a group, come up with one or more actions that you feel world leaders should take to address the issue. • Build up a list of actions on the board or screen.

• When you have finished introducing discussion cards, review the list as a class and discuss if you think anything is missing, or if any actions on the list conflict with others.

• As a class, identify which of the actions you have on your list you feel should be the priority for world leaders at this year’s COP26. You could conduct a sticker vote for students to select the ones they think should be addressed most urgently.

Outcomes SOC 2-12a, SOC 2-20a

HWB 0-01a, 02a, 03a, 04a, 05a, 06a, 08a, 09a, 10a, 12a, 13a, 14a, 44a, 44b, 47a,

RRS Articles 12,13

**Who are the COP Leaders:**

Intro

* Ask the class if they know of any world leaders who may be joining COP26 in Glasgow… (could have pics on whiteboard – who am I?)
* Discuss what we already know about them (how many have we heard of)

Task – Require ICT - Laptops

* Pupils to research a world leader who will be attending COP26.
* Create a short PPT presentation about that world leader.
* Questions to address…
	+ Name & picture
	+ Where are they from
	+ How long have they been in their current role
	+ What are their key priorities for COP26
* Pupils to present their PPTS to the class.

Outcomes – SOC 2-15a,

TCH 2-01a, TCH 2-02a

RRS Articles 42-54

**Making a Change - Writing to our COP leader:**

Intro

* Discuss – what is a protest, a demonstration and ways of lobbying politicians – discuss what lobbying means.
* Watch Sky News clip <https://www.youtube.com/watch?v=BXKUsTo_f1s>
* Allow children to generate questions from the clip..what can we do to help?

Tasks

* Choose a topic/causes from the first lesson (above) that we could have an impact on, something we can help with.
* Pupils to work in pairs to come up with 1 or two ideas on how we can help with these causes. What does our government need to do to help with these. Discuss reasons why this is important.
* Independent task – write a letter to our COP leader (UK PM) outlining the cause you are concerned with and why it is important for the UK governemnt to help. What do you propse they do to help the cause. Use formal & persuasive language.
* Additional Tasks – think of a protest slogan and create protest placqards for our classroom window/around the school.

Outcomes HWB 2-09, HWB 2-12a,

SOC 2-08a, SOC 2-08b,

 LIT 2-22a, 2-24b

RRS Articles 27, 29, 41

**Carbon Footprint Pledge Planning**:

Intro

* ‘What is the carbon footprint’ PPT, discuss what we think it is.

Tasks

* Discuss ideas on what affects our carbon footprint at home.
* School – what affects our carbon foortprint as a school.
* Action planning – what can we do to reduce our carbon foorprints at both home and school.
* Create an action plan – pledge what we will do to reduce our school carbon footprint.

HWB 2-09, HWB 2-10a, HWB 2-11a, HWB 2-12a, HWB 2-13a

RRS Articles 3, 4, 19, 39

**Modern Climate Change & Peace Activists:**

Intro

## What does it mean to be an ‘activist’

## Put names of current peace/climate change activists on board, Greta Thunberg, Malal Yousafzai, Xiuhtezcatl Roske-Martinez, Bana Alabed, Emma Gonzalez/David Hogg, Mari Copeny,

## Discuss what we already know about them (how many have we heard of)

Task – Require ICT - Laptops

* In pairs - Pupils to research an activist who will be attending COP26 (teacher to give pupils their activist so all activists are covered)
* Create a short PPT presentation about your activist.
* Presentation must include…
	+ Name & how old they are
	+ Where they are from (include maps)
	+ What cause are they mainly interested in?
	+ What have they done to raise awareness and create change in their society?
	+ How have they been successful so far?
* Pupils to present their PPTS to the class.

Outcomes SOC 2-15a, SOC 2-16b,

TCH 2-01a, TCH 2-02a

RRS Articles 19, 22,36,38

**Debating (ICT required, 2 devices per team):**

May be run over a couple of sessions of explanation with a practise run before full debate.

Practise debate topics – School uniform should be banned, People should be able to drive at 16, Children should do ½ hour of homework every night etc

COP26 Debate topics – Cities should charge congestion charges, Charges should be given to people who don’t sort their rubbish out, Voting age should be lowered to 16, People should be able to become a member of parliament at 16,



(Full set of instructions & resources for this are in folder)

Intro

* Introduce pupils to the concept of debating through the ppt in the debating folder.
* Discuss how a debate takes place – very structured and well planned, using our ‘posh phone voice’!

Task

* Give all pupils a copy of the rules and format and explain ech point thoroughly.
* Split pupils into 3 or 4 teams (5 04 6 per team). Each team to be given a different topic to debate, with one side for and one side against.
* The teams not debating will form the voting audience.
* Each team given a different topic, teacher to split teams into for & against. ICT required for research.
* Teams given 20-30 minutes to research their topic for statistics & facts & prepare their speech.
* Rules followed whilst running debate.
* Other teams vote (using sticky notes) on winning argument.

Outcomes – LIT 2-02a, LIT 2-04a, LIT 2-05a, LIT 2-07a

RRS Articles 12,13,27,28,29

**Innovation & Design – Houses of the Future:**

Intro

* Show pupils video of sustainable/green houses – examples below
	+ <https://www.youtube.com/watch?v=K5IGqQmc-90>
	+ <https://www.youtube.com/watch?v=MCLehargbA4>
	+ <https://www.youtube.com/watch?v=wmoy27EZ8y0>
* Discuss what features you saw that make them green & sustainable, or what the builds DON”T use that helps make them more efficient.

Task

* Independent - Pupils to design a house for the future. (P6 & 7 use perspective and vanishing point to make house 3D)
* Must be green & sustainable.
* Annotate design to point out green & sustainable features.
* What is it made of, can it generate it’s own power, does it have renewable energy supplies – annotations to explain these.
* Display altogether to create a town/street

Outcomes – TCH 2-10a, TCH 2-11a, TCH 2-12a,

SCN 2-04a, SCN2-04b, SCN 2-20a, SCN 2-20b

RRS Articels 6,16

**Self Propelling Vehicles :**

Will require balloon pumps so children aren’t touching balloons with mouths.

Intro

* Discuss how vehicles are developing to make them greener/more sustainable rather than using petrol
* Show pupils videos of balloon propelled car models.
	+ <https://www.youtube.com/results?search_query=balloon+propelled+model+car>

Task

* Pupils to work in pairs to create car models that can be propelled by an air filled balloon.
* Any material can be used – empty water bottles, cardboard, lego.
* Must have some form of moving wheels.
* Take ‘cars’ outside and have a race to see which one goes the furthest.

Links to help –

* <https://www.stevespanglerscience.com/lab/experiments/balloon-powered-race-car/>
* <https://www.stem.org.uk/elibrary/resource/26239>
* <https://www.youtube.com/watch?v=BD353qP2i78>
* <https://littlebinsbricks.com/lego-balloon-car/>

Outcomes – TCH 2-05a, TCH 2-10a, T2-12a,

HWB 2-11a, HWB 2-14a

RRS Articles 27,28,29

**Outdoor Learning –**

**Local litter survey –**

* Not all litter is dropped by people - animals like squirrels, crows and seagulls can pull litter out of bins and make an awful mess.
* Taking your own litter home with you can reduce this happening and enables you to recycle your waste properly.
* Pupils conduct a survey of the litter either in their wild space or in another area close to their school.
* Out of the litter found - how much of this could have been recycled?
* IMPORTANT - Please remind pupils NOT to pick up litter!
* Pupils will complete a litter survey and will tell you how much of the litter they think could have been recycled - giving options of none, a little, most and all. Dependent on the age and stage of your pupils – you could ask them for percentages of litter

**We Love Our Planet –**

* This activity asks pupils to think about nature and the impact of modern human life. It's an opportunity to discuss Climate Change and the importance of valuing and protecting the natural world
* Pupils should gather small natural materials like leaves, sticks, pine cones, etc. and glue them onto a heart shape drawn onto a piece of card. You should ask pupils to think about:
1. What make them happy about nature and why
2. What they would say to World Leaders at COP26
* The hearts can be strung together with ribbon or string to make a ‘string of hearts to wrap around the planet'. Pupils can write and tie a label to their heart - on one side they can write what makes them happy about nature, and on the other they can write their message to World Leaders.

MNU 2-20a MNU 2-20b

HWB 2-13a

RRS Articles 6, 31

**All Classes/Whole School**

* Enterprise/Fund Raising - Class or whole school fund raising, sponsored event to raise money for Climate Crisis Fund <https://support.wwf.org.uk/donate-to-wwf>
* Tree Planting - <https://www.youtube.com/watch?v=P0B6AxeVNY8>
* Become a Blue Peter Climate Hero by helping the environment and earning a Green badge. Upload your photos and artwork to show how much you care about nature, the environment and your planet. [Find out how to apply for your Green Badge!](https://www.bbc.co.uk/cbbc/findoutmore/blue-peter-apply-for-a-green-badge) <https://www.bbc.co.uk/cbbc/findoutmore/blue-peter-apply-for-a-green-badge>
* **LEGO -** The LEGO Group are gathering children’s ideas to create a set of LEGO building instructions for a better planet to give to decision makers. [The Building Instructions for a Better World workshop pack](https://eur01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fwww.lego.com%2Fen-us%2Faboutus%2Fbuild-the-change%2Feducator%2Fclimatechangeworkshop&data=04%7C01%7Ck.gillingham%40LEGO.com%7C4a9dfb4b618640b9c61808d94dc8143d%7C1d0635156cad41959486ea65df456faa%7C0%7C0%7C637626343986365555%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C1000&sdata=hnjbFO%2BaekNgix5Nudy1HQ%2FuyP6hGhH%2Fkt%2Bfyq6EIIw%3D&reserved=0) provides a lesson pack for schools, communities and summer camps to enable children to generate their three instructions for world leaders to better protect the planet from climate change.
* **BBC Bitesize: The Regenerators -** On 25 October, BBC Bitesize will launch The Regenerators, an ambitious new initiative that will educate and inspire children to take simple steps to build a greener future. There will be online lessons as well as articles and tips on how we can all have a more positive impact on the environment. [For more info please go to the BBC Bitesize website](https://bbc.co.uk/regenerators)
* **Clickview**using video to educate our young people and inspiring them to take action for the health of our planet and its inhabitants – animal, plant and human – is a vital step towards combatting climate change.
Activities to have stimulating discussions with your students about climate change, weather, environmental and economic sustainability, advocacy and activism.
ClickView’s specially curated collection of COP26 teaching resources includes
	+ **Key TV series, films and documentaries** such as I am Greta, The Last Igloo, Countdown to COP26 and The Lorax.
	+ **Videos for Change Global Competition finalists** as well as free supporting teaching resources.
	+ **The Voice of Youth Activism video** and downloadable comprehension and extension tasks.

<https://www.clickview.co.uk/free-teaching-resources/climate-change/?utm_source=newsletter&utm_medium=email&utm_campaign=UK_202110_COP26> – you will need to sign up

* Record everything, take pictures, videos, create blogs of speech making/debating/protests and share on Twitter linking with the following hashtags
	+ #COP26
	+ #ClimateAction
	+ #Climateemergency
	+ #saveourplanet
	+ #Youth4Climate
	+ #DearWorldLeaders
	+ #BorisJohnson #JoeBiden

Other Useful Websites

<https://www.thinglink.com/video/1500408304935895042>

[https://education.gov.scot/improvement/learning-resources/countdown-to-cop26/#](https://education.gov.scot/improvement/learning-resources/countdown-to-cop26/)

<https://www.bbc.co.uk/teach/un-climate-change-conference-teaching-resources/zrcg3j6>

<https://www.stemglasgow.co.uk/Resources/DownloadResourceDocument/113>

<https://www.gov.uk/government/news/cop26-launches-environment-education-packs-for-uk-schools-and-students>

<https://dearworldleaders.org/>

<https://www.earthday.org/education-resource-library/?gclid=CjwKCAjwkvWKBhB4EiwA-GHjFi6XGUQ8v9mk2wUr25WhPneXQnswfZ_S8aXoID9o8lQ4mLmPdQX5lxoCCeEQAvD_BwE>