

# How to: Declare a Climate Emergency at Your School or College



This guide is based on mine and my colleagues' experiences of declaring a meaningful climate emergency at our school - Morpeth School in London. We have found the whole process extremely rewarding and immensely fun and firmly believe that if schools around the UK (and the world) roll-out climate emergencies, future generations will leave school hyper-aware of our climate/ecological crisis. This will empower young people to put up pressure governments and businesses to act and we hope many young people might be inspired to enter careers combating ecological degradation and global warming. I also believe much of this guide is directly translatable to other organisations/businesses wishing to declare climate emergencies.

This publication contains a general guide with tips from our own experience. It then finishes with a large resources section containing useful lists, templates and timetables designed to save you time at each stage of the process.

For additional advice/information please contact me at [edmundstubbs@googlemail.com](mailto:edmundstubbs@googlemail.com).

Edmund Stubbs, Science Teacher, Morpeth School, London.

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# **1. Overview – How we declared our climate emergency**

## **What is a ‘climate emergency’?**

*Do you simply declare a climate emergency, or do you proclaim a **MEANINGFUL** climate emergency?*

A meaningful climate emergency declaration demands direct action and measurable systemic change. The first thing you will need to establish is what a climate emergency means for your school. For our school it meant:

- Acknowledging the scientific indicators e.g. IPCC reports on warming and UN reports on loss of biodiversity and consequences of economic growth.
- Accepting the urgency of the situation: if we have a real chance of tackling these issues, we must take urgent and immediate action within the next few years.
- Acknowledging that our purpose as educators, of building bright futures for our children, is severely threatened.

## **Getting staff/students engaged:**

Getting most of the staff and students behind the declaration is essential. At our school we expanded engagement by organising:

1. A meeting of staff whom I knew were interested in climate change issues.
2. A school-wide email, sent to all staff to invite them to a larger meeting.
3. At this larger meeting jobs were divided up to consult the whole school community which included:
  - Sending a staff opinion survey via google forms to ask if staff were in favour of declaring a climate emergency and asking them to choose key priorities from a list or to suggest new ones (**see resource 1**).
  - Sending a second survey to form tutors to work through with their form classes (**see resource 2**).
  - Sending representatives to ask for opinions from the student council and governors.
4. Forming an ‘Eco Council’ of interested students, meeting every Wednesday, who led many initiatives (**See Resources 5&6**) and were heavily involved in running the launch week.
5. We then met a final time to formulate a proposal (**see resource 4**), which stated our key priorities after considering all the feedback we had received. This was then sent to SLT, who approved the proposal at their level and sent it on to the school’s governors. We presented our proposal to the governors at their next meeting and they approved the project.

Our school's leadership team were supportive as soon as we suggested declaring a climate emergency, as were the governors once they were informed that we were planning the proposal. In schools with more sceptical leaders, explaining how a climate emergency can be used as an educational opportunity, and highlighting the substantial body of scientific evidence on the urgency of our climate crisis, might help convince them of the necessity (and benefits) of your project.

### Priorities:

At our school our key aim was to:

- Get students **informed** and **empowered** to act on the climate/ecological emergency at both local and national levels.

To achieve this, we decided to act over three main areas:

- **CURRICULUM:** Integrating climate change topics into the curriculum throughout all departments.
- **CAMPUS:** Striving to make our school campus and activities as ecologically friendly as possible.
- **ADVOCACY:** Helping our students put pressure on organisations and the government to address the climate/ecological crisis.

You might also see if your school is willing to fund a TLR Position for a climate change coordinator. (Additional funding for this is set to become available soon from the United Nations).

### Ethos of our climate emergency:

- We wanted to think 'bigger picture' than simply a greener school. We wanted students and staff to help bring the changes we urgently need at the societal level. This is an emergency!
- We aimed to use climate change to enhance learning at our school.
- We wanted to ensure there was minimal extra work for already busy staff; shifting priorities, not increasing workload. We never wished staff/departments to feel blamed for things they do/don't do.

### Launching an Eco Council:

We wanted as many aspects as possible of our climate emergency to be student-led. For this reason, we started an Eco Council which:

- Met every Wednesday lunch time.
- Were comprised of students across KS3 and KS4.
- Conducted a wide range of activities, from poster/badge making to preparing and giving student-led assemblies to year groups.

- Were heavily involved in leading all activities during the lunch week.
- The Eco Council also produced a promotional video for Morpeth's climate emergency.

[https://www.youtube.com/watch?v=kzPEz\\_0Riwo](https://www.youtube.com/watch?v=kzPEz_0Riwo)

## Launching the climate emergency:

To initiate our climate emergency, we organised a launch week. This included:

- Taking the whole school off timetable for a special climate emergency lesson on a Friday which coincided with the Earth Strike Day (20<sup>th</sup> September, 2019). Every teacher in the school (of 1500 students) taught the same lesson, which three of our teachers devised and differentiated for SEN and sixth form (**see resource 7**). Students were also invited to congregate in the school playground at the end of the day and go on a march through the local area where we met up with neighboring schools and local community groups.
- Over the following week, Monday-Friday, we organised a vast timetable of activities (**see resource 12**) where departments at the school and the student-led Eco Council held events including badge making, film screenings, die-in protests and 'climate change target shooting' competitions in the sports hall (**see resource 11**). We also compiled a list of tannoy announcements comprised of climate change facts to be read out at set times during the day (**see resource 16**) and made a set of debate question slides for form times in the run up to launch week (**see resource 8**).
- Sending out a press release (**see resource 14**), inviting local and national journalists to cover the launch (BBC London News, the Times Education Supplement and BBC London Radio all covered our launch). You can call newspapers/television station newsdesks and ask who is best to send the press release to. Your school might also want to tweet content throughout the week.
- Inviting outside speakers and local politicians in to talk during assemblies and after school.

## Going forward from the launch:

From school trips to recycling plants to tree planting projects, from letter writing sessions to fund raising for solar panels, the educational experiences to be gained now that your school has declared a climate emergency are practically limitless (**see resource 18**).

After finishing our launch week our key concerns were:

- **WELLBEING:** Some of the messages in our launch week had been, by the nature of the global climate and ecological crisis, quite bleak. We thought it likely many students at our school might be feeling anxious about what they had learnt. So, providing emotional support and building empowerment e.g. through campaigning and information on future career choices, became a post-launch priority.
- **INCLUSION:** Certain student groups at our school were more engaged in the climate emergency activities than others. Going forward, we are aiming to reach those students who

might not talk about climate change at home or feel climate change actors (both locally and globally) don't relate the them or their communities.

- **MOMENTUM:** For many of the teachers involved in the launch week, it was one of the busiest, most inspirational, weeks of our careers. Hundreds of students were suddenly switched on to climate issues and our Eco Council, galvanized by all they had achieved in the week were hankering for more. Multiple external organisations had also made contact over the launch week, offering to run workshops or inviting us for school trips. After a couple weeks of (much needed) rest we returned to our ideas list (**see resource 18**) and stepped up our activities again before momentum was lost.

### **And finally, what success might look like:**

- Declaring a successful climate emergency must include more than simply becoming a slightly more 'green' school. A successful school will treat the word 'emergency' seriously and produce well informed students, confident enough to force change throughout the system.
- Success inside the school community should mean every staff and student can identify a sacrifice they have made
- A simple measure of success would mean every student can explain what a climate emergency is.

I hope that this brief overview has outlined the main steps involved in declaring a meaningful climate emergency at your school/organisation, however if any questions remain please don't hesitate to contact me.

**Good luck!**

## **Resources**

*Use the contents page at the top of the guide to find documents you might need throughout the process. From the initial proposal we sent to our governors, to template letters and launch week timetables, copies of all the main documents involved are attached for you to use directly or edit.*

## **2.1 Gathering feedback for your climate emergency**

### **Resource 1: Google staff survey**

[https://docs.google.com/forms/d/e/1FAIpQLSf6JtBZu1TJqXG-JZiUvCG5Rzheg1ZIRsYQLUBA9NI8lscsxw/viewform?usp=sf\\_link](https://docs.google.com/forms/d/e/1FAIpQLSf6JtBZu1TJqXG-JZiUvCG5Rzheg1ZIRsYQLUBA9NI8lscsxw/viewform?usp=sf_link)

## Resource 2: Tutor group opinion survey

### Climate Emergency Tutor Group survey

#### Guidance:

This survey is intended to capture the views of the pupils in your form.

It is up to you how you want to do it - Perhaps a whole class discussion, or they could talk in small groups and feedback altogether.

QUESTION 2: It may be useful to explain/clarify what a 'climate emergency' is. There are some links to information about the Climate Emergency in the email this link was sent in.

QUESTION 3: Think about EVERYONE in our school - teachers, pupils, kitchen staff etc...

QUESTION 4: Feel free to give a rough indication and/or name pupils who have expressed an interest (or perhaps nominate pupils!)

#### Questions to answer as a whole form (tutor and pupils):

- Which Tutor group are you?
- How many pupils in your form know what a 'climate emergency' is?
- What could we do in school to be more environmentally friendly?
- Would you want to be involved in making changes in school?

### Resource 3: Form feedback tracker

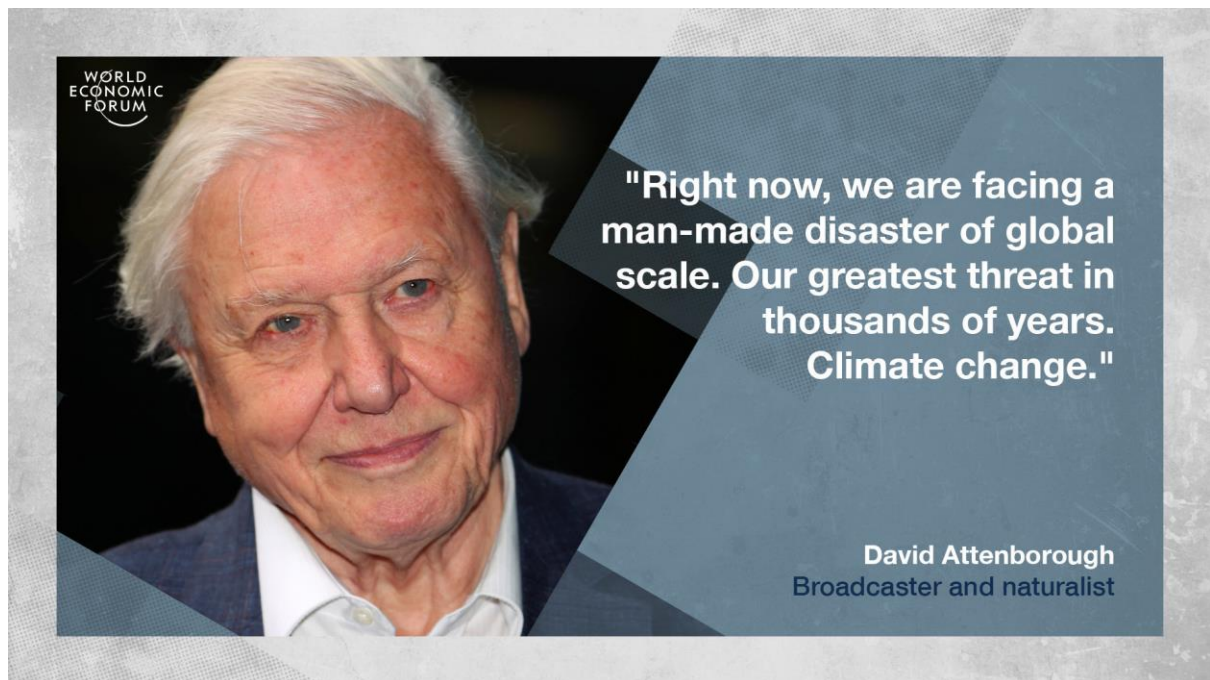
<ul style="list-style-type: none"> <li>Year 7</li> <li>HOY:</li> </ul>			YEAR 8 HOY:			YEAR 9 HOY:			YEAR 10 Acting HOY:			YEAR 11 HOY:		
7M			8M			9M			10M			11M		
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7R			8R			R			10R			11R		
7P			8P			P			10P			11P		
7E			8E			E			10E			11E		
7T			8T			T			10T			11T		
7H			8H			H			10H			11H		
7S			8S			S			10S			11S		

<i>Year 12</i> HOY:			<i>Year 13</i> HOY:		
12M			13M		
12O			13O		
12R			13R		
12P			13P		
12E			13E		
12T			13T		
12H			13H		
12S			13S		



## 2.2 Pitching your climate emergency

**Resource 4: Proposal that we sent to headteacher, SLT and then to the governors (with thanks to the Charter School East Dulwich for their support in its development)**



The IPCC'S Special Report of October and the UN's May report on biodiversity make alarming reading. The IPPC giving us 12 years to limit climate change to 1.5 degrees (IPCC, 2018) if we are not to experience wide ranging global consequences while the UN warns of one million species of plants and animals facing extinction (UN, 2019). Peter Wadhams and other highly regarded scientists have highlighted the political restrictedness of the IPCC and the glaring omissions and over-simplifications of its report. Right now, humanity is presented with only a 1% chance of hitting the Paris 1.5 degree centigrade target and only a 5% chance that we can limit the rise to less than 2 degrees. In fact, the likely range is between 2 - 4.9 degrees (University of Washington, 2017). **Society must take action immediately.**

However, hope is not lost. Around the world environmental activism is increasing as the scientific evidence for human induced climate and ecological breakdown has become undeniable. Youth activist Greta Thurnburg has recently been nominated for the Nobel peace prize and Britian's parliament became the first globally to declare a 'national climate emergency'. There is a huge amount that governments, businesses, institutions and individuals can do, but it must be done quickly and on a large scale if we are to avoid a climatic and ecological catastrophe.

At Morpeth we have seen some of our own students engage in the 'Youth Strike for Climate' school strike movement and a number of teaching staff have noticed an increase in the awareness throughout the student body with students often asking questions about the climate crisis in lessons and form time. In recent weeks a group of Morpeth teachers has met to discuss declaring a climate emergency.

We sent out surveys to both staff and students, the results of which suggested overwhelming support for taking more action as a school.

**In our meetings we first tried to define what a climate emergency. We suggest that a ‘climate emergency’ at Morpeth should involve:**

- Acknowledging the science e.g. IPCC reports on warming and UN reports on loss of biodiversity and consequences of economic growth.
- Accepting the true urgency of the situation: if we have a real chance of tackling these issues, we must take urgent and immediate action.
- Acknowledging that our role as educators is to build bright futures for our children; and that this is severely threatened.

**Using feedback from the staff and pupil surveys we divided potential actions into three main areas and suggested a few initial actions for each area:**

### **The three areas of action**

- 1) Getting students informed and engaged in climate and involved in advocacy and campaigning.**
  - The student-led Eco Council (which has already been established) will work to promote awareness of climate change in their fellow students.
  - Invite local MP and councilors and the young mayor to a launch event.
  - The Eco council could produce a video about Morpeth’s climate emergency to send out to forms/press/MPs and councilors.
- 2) Taking steps towards becoming an eco-school with a very low/no carbon footprint and environmental impact.**
  - Recycling bins (also maybe chewing gum bins) in playground
  - Establishing a uniform recycling/swapping scheme.
  - Increasing the number of vegetarian climate emergency days at the canteen.
  - Morpeth to install solar panels, if possible.
  - Move to an eco-friendly energy provider.
- 3) Getting climate change into the curriculum of each subject and onto school development plan.**
  - Departments asked to use a portion of curriculum time to discuss how climate change could be incorporated into their curriculum as a priority and at the earliest possible date. For example; exploring music from regions affected by climate change, using recycled fabrics in art and DT, looking at persuasive writing featuring climate change etc
  - A whole school training session on the climate crisis so all members of staff have a good knowledge base.
  - CPSHE programme modified to incorporate the climate crisis for all year groups.
  - Year 12 volunteering will have climate change incorporated.

### **Ethos for climate emergency:**

## How to: Declare a Climate Emergency at Your School or College

- We want to think of the bigger picture rather than simply a ‘greener school’. We want students and staff to campaign to bring about changes we urgently need at the societal level. This is an emergency!
- We aim to use climate change to enhance learning at our school and the future aspirations of our students.
- We want to ensure there is minimal extra work for already busy staff; shifting priorities, not increasing workload.
- Staff/departments should never feel blamed for things they do/don’t do.

### **Launching a climate emergency:**

At a launch event (potentially the last week of this academic year), many departments could come together with performances, special lessons, assemblies and guest speakers. We would also involve parents and other members of local community. We hope to have new playground recycling bins and other initiatives introduced during the launch week and to work with the newly formed student Eco-Council to boost pupil engagement during the event.

### **What success might look like:**

- A successful school will treat the word ‘emergency’ seriously and produce well-informed students, confident enough to force change throughout the system.
- Success inside the Morpeth community should mean every staff and student can identify a contribution (big or small) that they have made.
- Every student can explain what a climate emergency is.
- Local and national media attention would be welcomed as would collaboration with other schools to build a national movement of schools declaring climate emergencies.

### **References:**

Hickley, H. (2017). *Earth likely to warm more than 2 degrees this century*. University of Washington News. Accessed at: <https://www.washington.edu/news/2017/07/31/earth-likely-to-warm-more-than-2-degrees-this-century/> (05-06-19)

Intergovernmental Panel on Climate Change (2018). *Global warming of 1.5 degrees*. IPCC Accessed at: [https://report.ipcc.ch/sr15/pdf/sr15\\_spm\\_final.pdf](https://report.ipcc.ch/sr15/pdf/sr15_spm_final.pdf) (05-06-19)

UN News (2019) *World is ‘on notice’ as major UN report shows one million species face extinction*. The United Nations. Accessed at: <https://news.un.org/en/story/2019/05/1037941> (05-06-19)

## **2.3 Launching your Eco Council**

### **Resource 5: Eco Council Poster**



### **Resource 6: Ideas for Eco Council Sessions**

**Badge making : ‘I declare a climate emergency.’**

- Badge maker and badge making supplies.

**Flyer making: to photocopy distribute around school at break/lunch for upcoming climate things.**

- Paper and coloured pens

**Letter writing: to young mayor and MPs etc.**

- School-headed paper and envelopes

**Making video for climate emergency.**

- Video cameras from media?

**Preparing an assembly to be given by Eco Council.**

- Student led speeches, drama, videos, posters, activities etc.

**Banner making ready for the Eco council stall/events in playground. (using art esp textiles!) dept?) X2 or 3 sessions.**

- **Art supplies and poles and cloth.**

**Eco council logo competition with vote at the end of session**

- **Coloured pens and paper.**

**T shirt making**

- **Coloured paper and pens.**
- **T shirts to print on**
- **Iron?**  
(is this eco-friendly e.g. fast fashion)

**Poster making to be stuck around school.**

- **Poster paper and colored pens.**

**Inspection of school garden:**

- **Non-rainy day.**

**Making advert stands for canteen to remind students to recycle**

- **Stiff card. Laminated?**

**Cake baking session to sell and raise money**

- **Ask to use cookery room. (risk assessment?)**
- **Ask students to bring in ingredients.**

**Trip to recycling plant:**

- **Contact a recycling centre.**
- **Send out letter.**
- **Risk assessment**
- **Permission slips collected.**
- **Oyster cards.**
- **Let relevant staff know. Educational visits slip**
- **Book cover.**
- **Sent names for medical plans.**
- **Collect medication on day.**

**School trip to flyer outside parliament and go into viewing gallery.**

- Send out letter.
- Risk assessment
- Permission slips collected.
- Oyster cards.
- Let relevant staff know. Educational visits slip
- Book cover.
- Sent names for medical plans.
- Collect medication on day.

## **2.4 Launching your climate emergency**

### **Resource 7: Earth Strike day whole school lesson**

**This was the lesson that all schools taught during the climate emergency, and was adapted for SEN and KS5.**

<https://www.tes.com/teaching-resource/earthstrike-day-lesson-12188836>

### **Resource 8: Countdown calendar to launch (form time)**

<https://www.tes.com/teaching-resource/form-time-advent-calendar-climate-change-12188833>

### **Resource 9: Emails/ideas you can send to departments for launch week.**

Hi....

As you probably know already, Morpeth is declaring a climate emergency in September. We plan to have a grand launch week on the 23<sup>rd</sup> of September. Over the five days we are trying to get as many activities happening around the school as possible.

**-----INSERT DEPT SPECIFIC PART HERE-----**

We are also asking departments if they would be able to teach a subject-specific climate crisis lesson that week to their classes; possibly producing a template lesson that the entire department can use to minimise workload.

We want Morpeth's climate emergency to be a fun and exciting addition to our school's curriculum, not something which becomes a burden to staff. We know every department is busy, and fully understand if one or both of these requests aren't possible! We are also very happy to help with the planning of the activities.

We have a general resources folder which we intend to continually add more content to:

Let me know if you want to meet to discuss this further.

Best wishes,  
Morpeth's climate team

## **-RE**

In RE, we were wondering if you would be willing to hold a debate session for example 'What does religion have to do with climate change?' (if you have a more interesting idea then please go with that) either over a lunch time or after school one day.

## **- Maths**

In Maths, we were wondering if you would be willing to print out some huge numbers and line your corridor with stats/figures e.g. climate change in numbers (if you have a more interesting idea then please go with that) to make an impact over the launch week.

## **- Media studies**

In media, we were wondering if you have any ideas for an event you could run either over a lunch time or after school one day that week. We are already working with Diarmuid to make an Eco Council video but any other types of media/things we can post or send to journalists etc would be very welcome.

## **- MFL**

In MFL, we were wondering if you have any ideas for an event you could run either over a lunch time or after school one day that week. For example something which looks at the impact on climate change in Spanish-speaking or French-speaking countries around the world e.g. South America and Africa. **INDIGINOUS COMMUNITIES**

## **- Music (plus pre-school performance)**

Music is of course a huge part of Morpeth School, we were wondering if you would be willing to hold a set of pre-school music performances that week so that when students enter school they are met by music and a desk for the Eco Council (if you have a more interesting idea then please go with that). I will be getting into school super-early all that week and so am very happy to set things up etc.

## **- PE**

In PE, we were wondering if you would be willing to hold 'a climate change target' event one lunchtime that week. Students can pay for a free shot at a goal or a basketball hoop in the sports hall. We could print out some targets e.g. 'carbon neutral by 2030' or 'eliminate plastic from the ocean' etc etc, to put above the goals/hoops and students have to 'aim' for these. This might even raise a bit of money if we have small prizes for if the students score

## **- Psychology**

In psychology, we were wondering if you would be willing to hold one or a couple of sessions on climate anxiety and whether it is a natural/reasonable feeling to experience. Maybe also the session could explore why many people are still in denial

and any cognitive mechanisms behind our slow reaction to the facts (if you have a more interesting idea then please go with that). We were hoping these could be held over a lunch time or after school that week. I feel with all the climate change activities going on that week some students might feel anxious about this issue so it would be great to have this acknowledged officially.

- **RE**

In RE, we were wondering if you would be willing to hold a debate session for example ‘What does religion have to do with climate change?’ (if you have a more interesting idea then please go with that) either over a lunch time or after school one day.

- **Science**

In science, we were wondering if you would be willing to hold a drop in session about making energy in renewable ways. E.g. possibly mocking up a hydroelectric dam, some solar voltaic panels, a wind turbine and possibly something to show how geothermal energy works. (or if anyone can think of a more interesting idea then) either over a lunch time or after school one day.) I will be running a STEM club special extraordinaire on Friday also!

- **Sociology and Health and Social**

In sociology and health and social care, we were wondering if you have any ideas for an event you could run either over a lunch time or after school one day that week. E.g. possibly a pre/lunch/post school stall on how pollution affects young people in London or something around which groups in society suffer most from climate change (if you have a more interesting idea then please go with that).

- **Citizenship**

In the Citizenship, we were wondering if you would be willing to run session either over a lunch time or after school one day. Perhaps this could be on how different political parties have responded to the climate crisis and/or how citizens can get involved in climate action - maybe looking at the differences between protest and petitioning. Perhaps pupils could write letters to our MP or big corporations to ask what they are doing? (if you have another interesting idea then please go with that).

- **Art and photography**

In Art and Photography, we were wondering if you would be willing to run a recycled materials workshop either over a lunch time or after school one day? Perhaps the pupils could make models of marine animals affected by sea pollution or a collage (if you have another interesting idea then please go with that)

- **Business and Economics**

In Business and Economics, we were wondering if you would be willing to run session on the economic implications of the climate crisis either over a lunch time or after school one day? Perhaps you could look into the Green New Deal and the future green jobs will play (if you have another interesting idea then please go with that).



- DT

In D and T, we were wondering if you would be willing to run session either over a lunch time or after school one day. Perhaps this could be sustainability and the 6 R's (Reduce, Reuse, Refuse, Rethink, Repair and Recycle). (If you have another interesting idea then please go with that).

We are also asking departments if they would be able to teach a subject-specific climate crisis lesson that week to their classes; possibly producing a template lesson that the entire department can use to minimise workload. I have found this website (that you probably are aware of already!) that seems to have some interesting ideas and resources: <https://practicalaction.org/schools>

## Resource 10: Letter to parents laying out climate emergency.

Monday 16<sup>th</sup> September 2019

Dear Parent/ Carer,

### RE: Climate Emergency Action Week

On the 20<sup>th</sup> September, millions of people across the world will walk out of workplaces, schools and homes to join young climate strikers on the streets and demand that governments take immediate climate action. In solidarity with the Global strike, Morpeth students will learn about the Climate Crisis during Session 3 on that day. This lesson aims to inform students of the causes of, impacts of and solutions to climate change. Morpeth School will also officially declare a Climate Emergency on this day.

Morpeth will be holding the **Morpeth Climate Emergency Action Week** from **Monday 23<sup>rd</sup> to Friday 27<sup>th</sup> September**. The week involves many activities before, during and after school all of which the students can get involved with. Activities will be run by staff and many of our Eco-council members from year 7 – year 13 and will include documentary screenings, lunchtime labs on renewable energy and badge and banner making workshops. As well as this we have expert external speakers in assemblies throughout the week to inform the students about the issues around climate change and why this week of action of necessary.

We believe that our students should leave Morpeth with the best possible education which includes ensuring our students become individuals who are inquisitive, curious and interested in their communities and the world around them.

It promises to be a very informative, enjoyable and impactful week and we hope that your child is looking forward to it.

Yours sincerely,

**Teacher of Science**  
**Eco-Council member**

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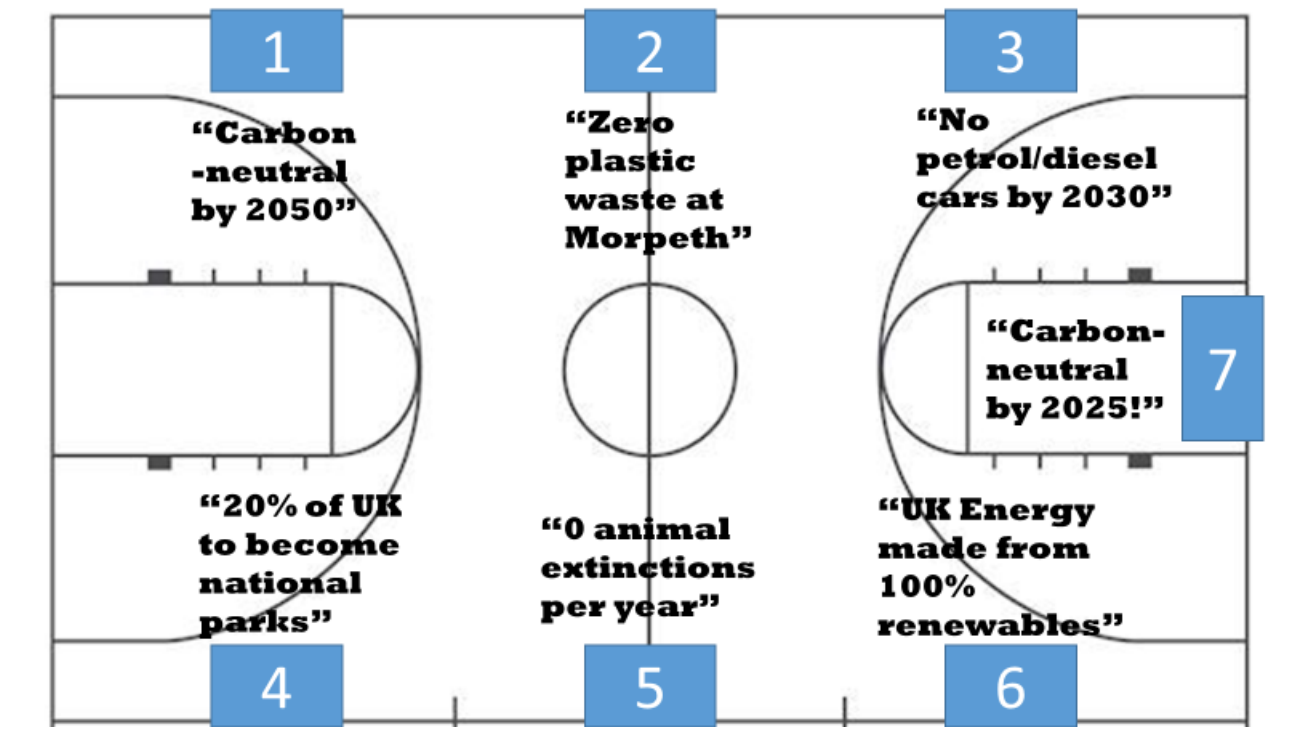
Please see below for some other important dates and links that may be of interest to you – all of which are supported by the National Education Union (NEU).

## How to: Declare a Climate Emergency at Your School or College

- Thursday 19<sup>th</sup> September – 7pm - Public Meeting: This is an Emergency – David Sizer Lecture Theatre, Bancroft Building, Queen Mary University, E1 4NP (Free)
- Saturday 12<sup>th</sup> October – 10am – 4:30pm - Education for the Future – ‘Curriculum – Activism – Education’ – Regent High School, Chalton St. London, NW1 1RX (Ticketed event – Adult £10/Student £5) – Booking: [www.climate-emergency.eventbrite.co.uk](http://www.climate-emergency.eventbrite.co.uk)

### Resource 11: PE target shooting event plan and poster

This activity works by setting up your sports hall so that students can pay at the entrance and move around the hall shooting hoops at different climate change ‘targets’. The baskets got further away, and at a greater height as our participants progressed through the hall. At each basket we had a member of the Eco Council who signed a slip if the student made the shot. Those with a full card, entered a raffle for eco-friendly prizes.





Name:	Form:
<b>1. Carbon-neutral by 2050</b>	
<b>2. Zero plastic waste at Morpeth</b>	
<b>3. No petrol/diesel cars by 2030</b>	
<b>4. 20% of UK to become national parks</b>	
<b>5. 0 animal extinctions per year</b>	
<b>6. UK Energy made from 100% renewables</b>	
<b>7. Carbon-neutral by 2025!</b>	

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Name:	Form:
<b>1. Carbon-neutral by 2050</b>	
<b>2. Zero plastic waste at Morpeth</b>	
<b>3. No petrol/diesel cars by 2030</b>	
<b>4. 20% of UK to become national parks</b>	
<b>5. 0 animal extinctions per year</b>	
<b>6. UK Energy made from 100% renewables</b>	
<b>7. Carbon-neutral by 2025!</b>	

## Resource 12: Timetable for launch events

<b>Happening all week:</b> Banners in Portman/playground, petition stall by Eco Council in the playground, badge making/selling, Y9 reusable cup sale, tannoys with climate facts, Eco Council video.						
	<b>Friday 20th</b>	<b>Monday 23rd</b>	<b>Tuesday 24th</b>	<b>Wednesday 25th</b>	<b>Thursday 26th</b>	<b>Friday 27th</b>
<b>Before school</b>		Banners Eco Council stall	Banners Eco Council stall	Banners Eco Council stall	Banners Eco Council stall	Banners Eco Council stall
<b>Assembly</b>		Upper school 8.40am Lower school 9.10am - Tim from Extinction Rebellion	Climate Emergency assembly led by Y11 pupils + staff	Climate Emergency assembly led by Y11 pupils + staff	Climate Emergency assembly led by Y11 pupils + staff	Climate Emergency assembly led by Y11 pupils + staff
<b>Lunch</b>	Session 3 off time table for all pupils to do climate strike lesson/Supervised Study film screening in theatre/Eco Council members workshop	Playground speakers' corner: Climate Emergency – pupils + staff speaking	Y11s petition on Roman Road  Science: Open Lab – renewable energy making	Scrunchie making session DT (10 STUDENTS)	PE 'Shooting for Targets' event in the sports hall.	Playground 'Die-in' grand finale!
<b>After school</b>	Gather in playground to go to 4pm borough wide Climate rally Bethnal Green Gardens – supported by local unions etc.		Write to your MP/Parliament about our Climate Emergency in P201 (AFL)	STEM club special	Film screening in the theatre: 'Wall- E'	Film screening in the theatre: 'An Inconvenient Sequel: Truth to Power' 'What next?' planning meeting

## Resource 13: Staffing/student volunteer timetable over launch week.

Date	Time	Student	Teacher helping	Cvr?
<b>Friday 20<sup>th</sup> Sept</b>	After school		All of us?	
<b>Monday 23<sup>rd</sup> Sept</b>	Before school (Portman)		Ed	
	Assembly (UPPER)	XR	Ed	
	Lunch time (Badge making)		Lucia	
	Lunch time (speakers' corner)		Ed Lucia	
	After school (Portman)		Ed, Amy	
<b>Tuesday 24<sup>th</sup> Sept</b>	Before school (Portman)			
	Assembly (Year 9/year 12)		Sharon/Ed	
	Lunch time (Badge making)			
	After school (Portman)		Ed	
<b>Wednesday 25<sup>th</sup> Sept</b>	Before school (Portman)		Ed	
	Assembly Year 10/sixth form		Someone?/ Ed?	
	Lunch time (Badge making)		Ed, Amy	
	After school (Portman)		Ed, Amy	
<b>Thursday 26<sup>th</sup> Sept</b>	Before school (Portman)		Amy	
	Assembly (Year 7 & Year 11)		Amy/Someone?	
	Lunch time (Badge making)		Amy Lucia	

## How to: Declare a Climate Emergency at Your School or College

	Shooting for Targets (PE)		All of us please! 😊	
	After school (Portman)			
<b>Friday 27<sup>th</sup> Sept</b>	Before school (Portman)			
	Assembly (Year 8/ year 13		Ed&Lucia /Anyone?	
	Lunch time (Die in)		All of us please 😊	
	After school (Portman)		Ed	

## Resource 14: The press release

**\*\*\*\*KEEP YOUR PRESS RELEASE TO ONE PAGE AND SEND IT OFF ONE WEEK BEFORE YOUR LAUNCH STARTS\*\*\*\***

**Contact:**

**FOR IMMEDIATE**

**RELEASE**

Edmund Stubbs (Teacher/Eco council member)

Morpeth School

London

**\*\*\*INSERT EMAIL HERE\*\*\***

**\*\*\*INSERT MOBILE PHONE HERE\*\*\***

**Bethnal Green, London – 17/09/19**

**Morpeth School Declares a Climate Emergency!**

## How to: Declare a Climate Emergency at Your School or College

In response to increased climate change media coverage and the growing school strike movement, Morpeth School in Bethnal Green is declaring a climate emergency.

### **To make Morpeth's 'Climate Emergency' meaningful the school is:**

- Acknowledging the science e.g. IPCC reports on warming and UN reports on loss of biodiversity and consequences of economic growth.
- Accepting the true urgency of the situation: if we have a real chance of tackling these issues, we must take urgent and immediate action.
- Acknowledging that our role as educators is to build bright futures for our children; and that this is severely threatened!
- 

Putting actions to words, Morpeth School will be taking all students off timetable on **Friday 20<sup>th</sup> September** in solidarity with the global strike happening that day and hosting an NEU-backed protest after school (journalists welcome at both).

Morpeth is also holding a Climate Emergency launch week on the **23<sup>rd</sup> to 27<sup>th</sup> of September**, with every department contributing different activities throughout the school day including:

- 1) Hosting guest speakers from Extinction Rebellion for whole-school assemblies.
- 2) Morpeth's student-led Eco Council making 'I declare a climate emergency' badges, staging rallies, and distributing information to fellow students over breaks and lunches.
- 3) All teachers incorporating content on climate change within their lessons.
- 4) Department's running workshops/ activities at lunch times and after school.

### **Head teacher Jemima Reilly says:**

*'We're declaring a Climate Emergency to see what tangible, practical, things we can do as a school to minimise our environmental impact, but importantly this is also a way of raising awareness. We need to make sure that everyone at Morpeth understands the seriousness of the issue and sees how they can make a difference.'*

### **English teacher and Eco Council founder Amy Fletcher says:**

*'We know that our role as teachers and educators is to prepare our pupils for the future world; in this case that means they need to be prepared to stand up to stop a climate catastrophe.'*

In the months following the launch, Morpeth's Climate Emergency team aims to increase student awareness/advocacy, cut the schools environmental impact, and develop a curriculum which truly reflects the gravity of our ecological crisis. Morpeth will also produce a guide to help other schools wishing to declare a *meaningful* climate emergency to do so.

**We welcome interest from journalists throughout and beyond our launch.** The scope of our climate change declaration, and the wide-ranging plans we have for next year, far exceed the space available in this press release so please contact us if you require any more information.

**Resource 15: Example of computer desktop background IT department can put on every computer during launch week (with your school's logo).**

# CLIMATE EMERGENCY ACTION WEEK



## Resource 16: List of facts to announce on school tannoy

### Monday session 1:

**This is a climate change emergency.**

Global warming is breaking new records every year. Our planet is warmer now than it has been in 800,000 years. And we're using up more of the world's resources than it can regenerate.

### Monday session 2:

**This is a climate change emergency.**

More than 1 million species face extinction. we're currently losing up to 10,000 times the normal rate – this means that dozens of species go extinct every single day.

### Monday Session 3:

**This is a climate change emergency.**

Climate change is creating a refugee crisis. The International Organisation on Migration estimates that up to 200 million people could be displaced by climate change by 2050.

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### Tuesday session 1:

**This is a climate change emergency.**



## How to: Declare a Climate Emergency at Your School or College

Around 50% of all carbon emissions are emitted by the richest 10% of the world's population. Yet global warming is making climate change refugees of the world's poorest.

### **Tuesday session 2:**

#### **This is a climate change emergency.**

Our oceans are dying. Half of the world's coral reefs have died in the last 30 years, and two thirds of the Great Barrier Reef have been damaged by coral bleaching. Even if we limit climate change to an increase of 1.5%, we are likely to lose 90% of coral reefs.

### **Tuesday session 3:**

#### **This is a climate change emergency.**

We use more of the earth's resources than it can renew. If we carry on using the earth's resources at our current rate of consumption, we'd need 1.7 planets to support the demand on the earth's ecosystems.

### **Wednesday session 1:**

#### **This is a climate change emergency.**

NASA and NOAA data show that global average temperatures in 2016 were 0.99 degrees C warmer than the mid-20th century average. Seventeen of the 18 warmest years have occurred since 2000.

### **Wednesday session 2:**

**This is a climate change emergency.** Eleven percent of all global greenhouse gas emissions caused by humans are caused by deforestation — comparable to the emissions from all of the cars and trucks on the planet. To save our planet we need to save our forests.

### **Wednesday session 3:**

**This is a climate change emergency. 800 million people** - Eleven percent of the world's population - is currently vulnerable to climate change impacts such as droughts, floods, heat waves, extreme weather events and sea-level rise

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### **Thursday session 1:**

#### **This is a climate change emergency.**

**Nearly 1 million hectares of** coastal ecosystems are destroyed every year. That is an area larger than New York. This removes an important buffer from extreme weather for coastal communities and releases carbon dioxide into the atmosphere.

### **Thursday session 2:**

**This is a climate change emergency.**

The Greenland and Antarctic ice sheets have decreased in mass. Data from NASA's Gravity Recovery and Climate Experiment show Greenland lost an average of 286 billion tons of ice per year between 1993 and 2016, while Antarctica lost about 127 billion tons of ice per year during the same time period.

**Thursday session 3:**

**This is a climate change emergency.**

Global sea level rose about 8 inches in the last century. The rate in the last two decades is nearly double that of the last century and is accelerating slightly every year

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**Friday session 1:**

**This is a climate change emergency.** Although there may be technological solutions to climate change, the most efficient is planting trees, yet only 2% of funding

**Friday session 2:**

**This is a climate change emergency.**

Meat, dairy, and egg production are among the leading causes of human-caused climate change, soil erosion, water pollution, and the decrease in biodiversity. In total, the global food system contributes about 30% of all human-made emissions. Worldwide, the top 20 meat and dairy corporations produce more greenhouse gas emissions than the whole of Germany/

**Friday session 3:**

**This is a climate change emergency.**

The world's insects are becoming extinct, threatening a catastrophic collapse of nature's ecosystems. More than 40% of insect species are declining and a third are endangered, the analysis found. The rate of extinction is eight times faster than that of mammals, birds and reptiles.

**Resource 17: Movie night poster**

# MOVIE NIGHT

JOIN US TO WATCH FILMS FOR FREE WITH  
BEANBAGS AND FOOD!

THURSDAY  
AND FRIDAY  
THIS WEEK



3:20PM-  
5:00PM



THE  
THEATRE

PLEASE RSVP TO: MS BALL IN THE LIBRARY OR JUST TURN UP!

TO SUPPORT ENVIRONMENTAL ACTION WEEK WE ARE SHOWING A COUPLE OF FILMS  
IN THE THEATRE WITH BEANBAGS AND FOOD AND DRINK. WALL-E IS BEING SHOWN  
ON THURSDAY AND AN INCONVENIENT SEQUEL IS BEING SHOWN ON FRIDAY! OPEN  
TO ANY YEAR, COME ALONG AND BRING YOUR FRIENDS!



## 2.5 Going forward

## Resource 18: A list of actions your school could consider:

### To get students involved:

- Departmental reviews of how climate change can be incorporated into each curriculum.
- Climate change units added in CPSHE
- Students helped to petition/campaign/write to MPs etc.
- A student eco-council created.
- Climate change related trips planned.
- Fundraising activities for solar panels, light timers etc.
- Regular speakers/ talks planned.
- Refillable, school-branded water bottles part of pupil equipment list.
- A permanent eco council display and desk established. Students run this at break and lunch times, informing students of school activities and opportunities.
- Uniform recycling introduced.
- Student-designed badges produced with 'I declare a climate emergency'.
- Teachers formally acknowledge that students are scared/unhappy about our climate/ecological emergency and that some are striking.

### Schoolwide efforts:

- **ENERGY:** Lighting? Radiators? Computers left on overnight? Air conditioning? Motors on turnstiles/revolving doors? More solar panels obtained by student fundraising? Goal of carbon neutrality by a certain date? Switch to green energy provider?
- **CANTEEN:** Restricting meat esp. beef (a huge greenhouse gas emitter). Vegetarian days? Investigate where food is coming from? Local or international? What does the school do with food waste?
- **RECYCLING:** Playground recycling bins? Is the school separating rubbish enough? Are all staff members informed e.g. cleaners/teachers so that they are disposing of rubbish correctly? Plastic cups/plates no longer used in meetings? Opportunities for recycling school uniforms and review of uniform sustainability?
- **POSTERS IN SCHOOL:** posters reminding staff and students of the climate emergency around school.
- **SCHOOL DEVELOPMENT PLAN:** Climate goals to be stated on school development plan. E.g. aiming to go carbon neutral by a certain date.
- **PARTNERSHIPS:** learning from and helping other schools to declare climate emergencies and take eco-friendly steps.

## How to: Declare a Climate Emergency at Your School or College

- **SPONSORSHIPS:** applications for solar panels sponsorship from local businesses.
- **GOVERNORS:** a climate change governor could be appointed.
- **WEBSITE:** Link on the school webpage to a climate page with information of events provided.
- **WILDLIFE:** beehives could be placed on the school roof. School garden expanded and pollinator-friendly plants planted.
- **BANKING:** ensure the school's banking and investments are ecologically sustainable.
- **PROCUREMENT:** investigate whether the school is procuring all it needs sustainably?

### Staff involvement:

- Whole school sessions briefing staff on climate change to ensure they are fully up to date with climate science and global politics on the issue.
- Paper use. CPD sessions could help teaching staff use less paper. Are the school using recycled paper?
- Are staff using eco-friendly methods of transport to get to work. Does the school already have a cycle to work scheme? Should the school encourage/facilitate car shares etc?
- Competitions to see which departments use least paper/energy.
- Getting staff to volunteer for roles e.g. editing curriculum and running extra-curricular climate change activities. It is recognised that success will take working time from some willing teachers.
- Bi-weekly eco bulletin email launched to keep staff informed of climate change issues.