

ARTICLE OF THE WEEK

INSTRUCTIONS

This flexible resource is intended to provide you with some easy to use, appropriate rights-related learning to share with your children, their families and your colleagues.

Please **edit out non-relevant slides or tasks** before sharing with students. Please check the content works for your learners and feel free to add any content that would make the material more relevant to your setting.

This pack also provides links to learning resources from third parties and from the UK Committee for Unicef (UNICEF UK) that you can access for free.

Slide 3 – Introducing Earth Hour

Slide 4 – Linked UNCRC Articles

Slide 5 – Exploring Earth Hour - question

Slide 6 – Exploring Earth Hour - answers

Slides 7&8 – Primary Activities

Slides 9&10 – Secondary Activities

Slide 11 – Reflection

INTRODUCING EARTH HOUR

Meghna, Senior Programme Specialist, introduces Earth Hour



Click [here](#) to watch on YouTube

Started by WWF and partners as a symbolic lights-out event in Sydney in 2007, Earth Hour is now one of the world's largest grassroots movements for the environment.

Held every year on the last Saturday of March, this year Earth Hour is celebrated on **Saturday 27 March**.

Earth Hour engages millions of people in more than 180 countries and territories, switching off their lights to show support for our planet.

But Earth Hour goes far beyond the symbolic action of switching off - it has become a focus for positive environmental impact.

Earth Hour aims to increase awareness and spark global conversations on protecting nature not only to combat the climate crisis, but to ensure our own health, happiness, prosperity and even survival. Earth Hour welcomes everyone to take part and help share our aims to unite people to protect our planet.



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LINKED UNCRC ARTICLES

There are three articles that provide a particularly strong link this week:



Article 6 - Life, survival and development -
Every child has the right to life.

Article 12 - Respect for the views of the child -
Every child has the right to express their views, feelings and wishes in all matters affecting them, and to have their views considered and taken seriously.

Article 24 – Health and health services -
which includes mention of clean, water, healthy food and a clean environment

These articles will help to deepen your understanding of and engagement with Earth Hour. The event and the related learning is all about life and survival, having a say, being heard and taking action for a safe and clean environment for all.

EXPLORING EARTH HOUR



How do humans **harm** our planet?

Make a note of your answers and compare them with the ideas on the next slide.

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HOW MANY OF THESE DID YOU GET?

- Climate change
- Deforestation
- Overpopulation
- Too much plastic in the oceans
- Pollution
- Litter
- Overuse of natural resources
- Poaching animals
- Energy use
- Waste and over-consumption
- Animal and plant habitat loss

Did you get any of these? What other answers did you have?

PRIMARY ACTIVITIES

You do not need to complete every activity but if you have time you can try to complete more than one.



What do you like best about the natural world? A favourite animal, the sea, walking in a forest? Talk to friends or family about the importance of respecting nature and having a clean environment (Article 24). Get creative and make a video, blog, design a comic strip to share your views with your class.

Listen to [this song](#) and think about what the message is. Why not learn to sing along at home or at school? The lyrics and more information about the song [can be found here](#).

Make up your own song or draw a picture to show that nature and the earth are special.



Research an endangered species. You could look on [the WWF website](#).

Create a fact file or write a riddle about the species for people to guess. Share this with your class. Younger children could draw a picture or make a junk model of an animal of their choice.

Read **'Here We Are'** by Oliver Jeffers. You can see and [hear it being read here](#).

Look carefully at the pictures. **Discuss** with friends or family your favourite places and animals and share your ideas on how we can protect them.

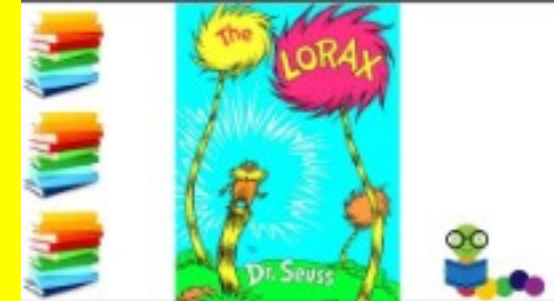
PRIMARY ACTIVITIES 2

You do not need to complete every activity but if you have time you can try to complete more than one.



Take a look at the [Earth Hour website](#). Write an article for your school newsletter or create a poster to ask as many families as possible to participate in Earth Hour 2021. Explain why this is important and how this links to children's rights and your work as a Rights Respecting School.

Read [The Lorax](#) or you could watch the film. What have you learned about protecting the environment? Can you find other books at home or in your classroom about the environment. If you would like to campaign about climate change, your school could join in [UNICEF UK'S OutRight](#).



Every year people and businesses around the world take action by turning off their lights. It is a symbol of unity, hope and collective action for nature. Can you think of any other symbols of hope? You might think about the 'rainbow' in support of the NHS during the first Covid lockdown or the rainbow Pride flag. Design your own symbol of hope linked to Earth Hour and share with your class, on social media or even put it in your window!

Earth Hour encourages people to think about how to **protect the planet** and the environment. Do you know about the [Global Goals](#)? Which goals do you think link to Earth Hour? What does your school or your family do to protect the planet? Is there anything else that you could be doing?

SECONDARY ACTIVITIES

You do not need to complete every activity but if you have time you can try to complete more than one.



Use the [Earth Hour website](#) to explore how climate change and, nature loss and biodiversity are interlinked? Write an article for your school newsletter to ask as many families as possible to participate in Earth Hour 2021. Explain why this is important and how this links to children's rights and your work as a Rights Respecting School.

Earth Hour encourages people to think about how to protect the planet. Do you know about the Global Goals? ([Find out more here.](#)) Which goals do you think link to Earth Hour? What does your school or your family do to protect the planet? Is there anything else that you could be doing? Explore this [toolkit for young activists](#). Research different ways to campaign (use the UNICEF UK [Youth Advocacy toolkit](#)) choose one and share it with class, friends, family, on social media.



Amanda Gorman has a beautiful poem called Earthrise. In it she asks, "What can we do?" and says, "For it is our hope that implores us, at our uncompromising core, to keep rising up for an earth more than worth fighting for." [Watch her perform](#) her poem and reflect on her words. Then write your own poem about the importance of tackling climate change. Can you link to rights and or Global Goals within your poem?

Watch [this video](#) explore the [importance of electricity](#) to our daily lives.

Write a diary and explore how your day would be different if you didn't have access to electricity.

SECONDARY ACTIVITIES 2

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Every year people and businesses around the world take action by turning off their lights. It is a symbol of unity, hope and collective action for nature. Can you think of any other symbols of hope? Examples could be the 'rainbow' in support of the NHS during the first Covid lockdown or the rainbow Pride flag. Design your own symbol of hope linked to Earth Hour and share with your class, on social media or even put it in your window!



Talk to friends or family about the importance of nature and climate change. Get creative and make a video, a blog post, or design a comic strip to share your views with your class. You might want to try a new climate challenge online game created by the UN: Here's [a trailer](#) to give you a taste.



Have you seen ['I am Greta'](#)? – The film is available on BBC iplayer.*

Watch part of it, or the whole film if you have time. Write a short biography of Greta Thunberg and her achievements.

WikiCommons

Watch some or all of the BBC documentary [Perfect Planet](#) on the impact of humans on the planet.

Agree an action, or actions, that you and your family, or class, can do to **reduce your impact on the environment**.

Your school could join in [UNICEF UK'S OutRight](#).

REFLECTION

Try to spend a few minutes thinking about these questions:

‘Children are the least responsible for climate change but carry the biggest burden.’ How does this statement make you feel? Who can you talk to about your concerns?

What are the links between protecting our planet and our rights? How can upholding everyone’s rights help protect the planet?

Having learned about climate change and the destruction of the planet, how do you feel that this impacts on you?

Will you ‘celebrate’ Earth Hour this year? How many friends, neighbours and family members can you persuade to join you?



MORE INFO...

RRSA WEBSITE

For more information or to download previous Article of the Week packs please visit the RRSA website by clicking the link below

[CLICK HERE](#)



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