



GREEN
SCHOOLS
PROJECT

CLIMATE REALITY AND RESPONSE

ZER@ CARBON SCHOOLS



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SESSION OUTCOMES

Improve understanding of the climate crisis, including recent developments

Explore how we can address this issue as
a school

Discuss ways to effectively communicate the
situation with children



ZERO CARBON SCHOOLS

Putting climate education and action at the heart of school life so that children and young people can become catalysts for change.



Pupil sessions
throughout the
year



Two staff
CPD sessions



An estimate of
your school's
carbon footprint



Whole school
community
involvement



DISCUSSION: THE CLIMATE AND NATURE CRISIS

1. How does the climate and nature crisis make you feel?
2. Has the past 12 months made you feel more hopeful or less hopeful for the future?

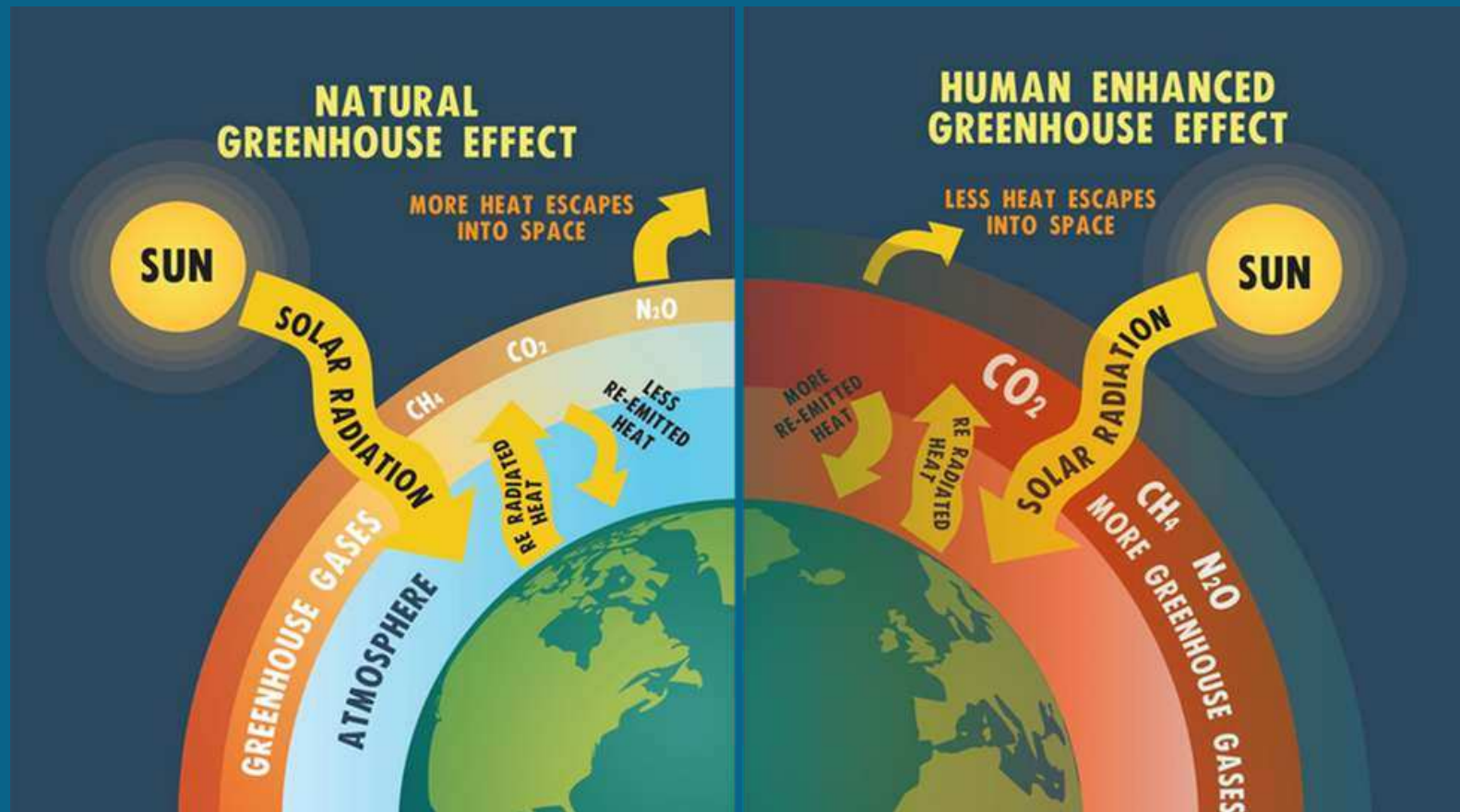


THE CLIMATE AND NATURE CRISIS

WHERE ARE WE NOW?



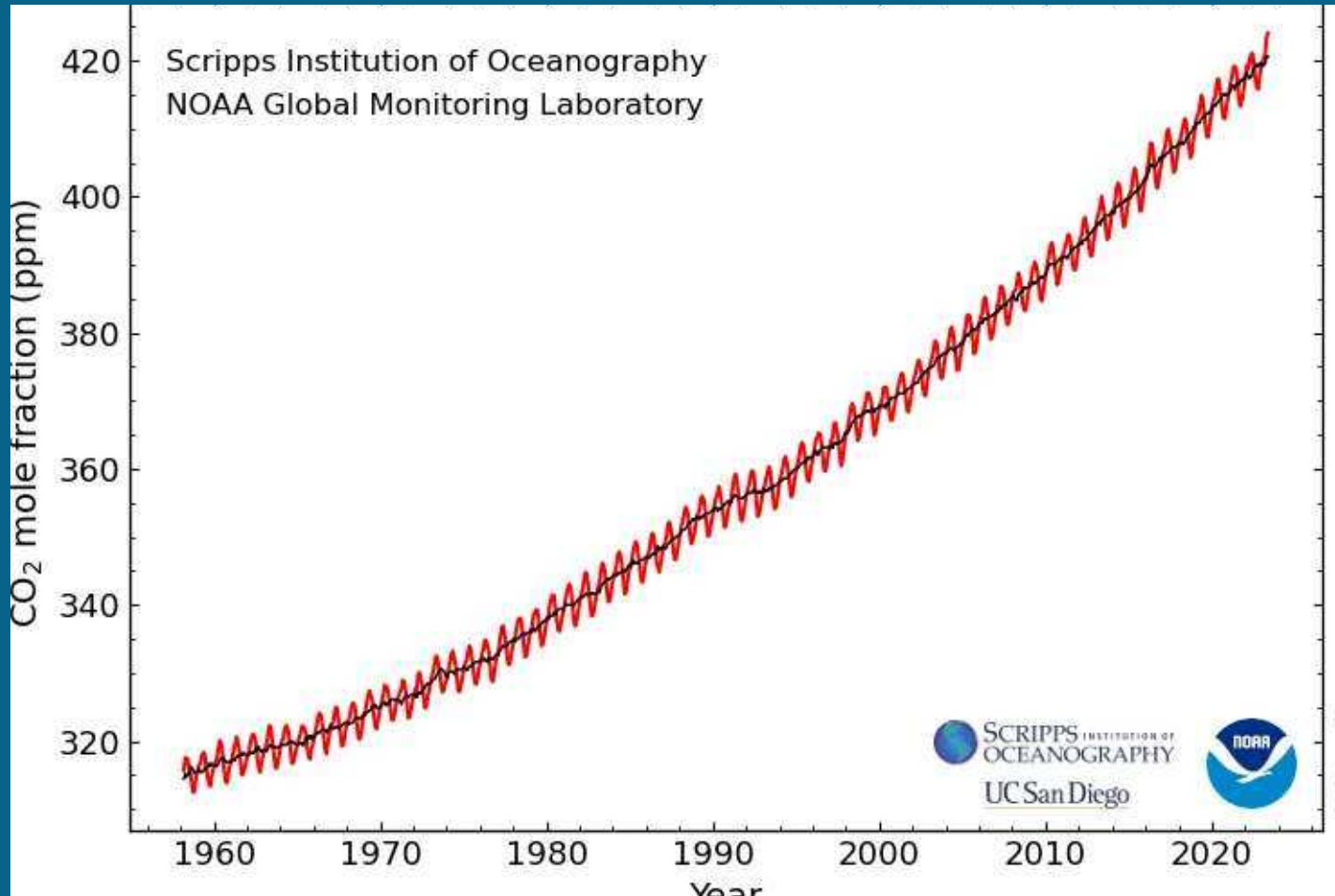
WHY IS CLIMATE CHANGE HAPPENING?



SOURCES OF EMISSIONS



WHERE ARE WE NOW?



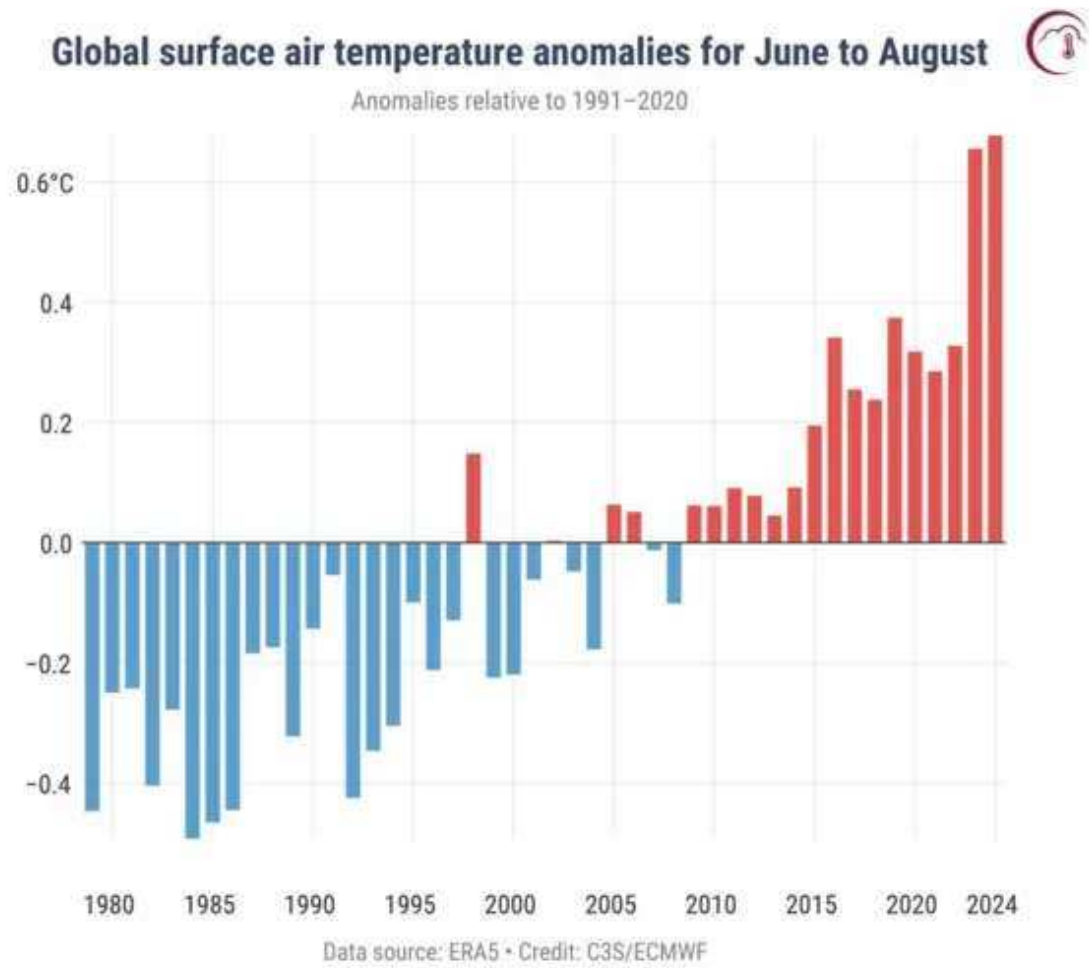
CO₂ parts per million June
2023: 424

CO₂ parts per million June
2024: 427



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WHERE ARE WE NOW?



Global temperatures exceeded the 1.5-degree target set in the 2015 Paris Climate Agreement over a 12-month period for the first time.

The northern hemisphere's summer 2024 was the world's hottest on record.

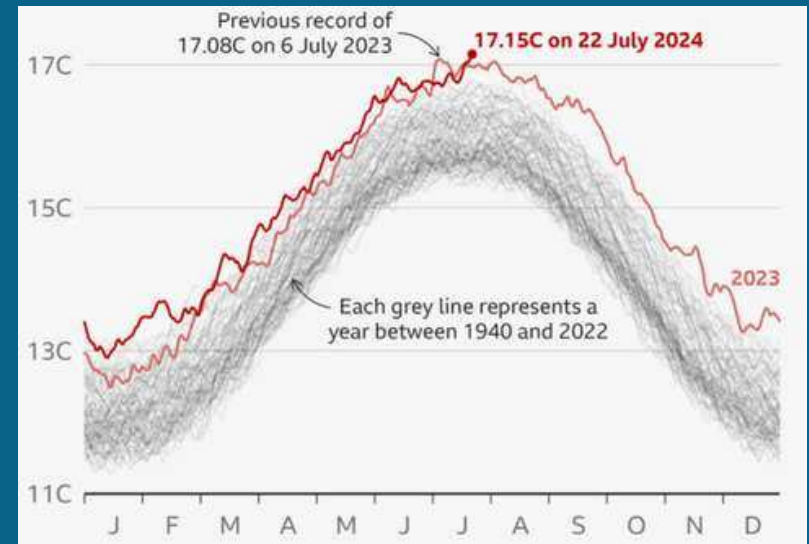
GLOBAL CLIMATE IMPACTS - 2024



The world broke the record for the hottest day twice in one week in July 2024



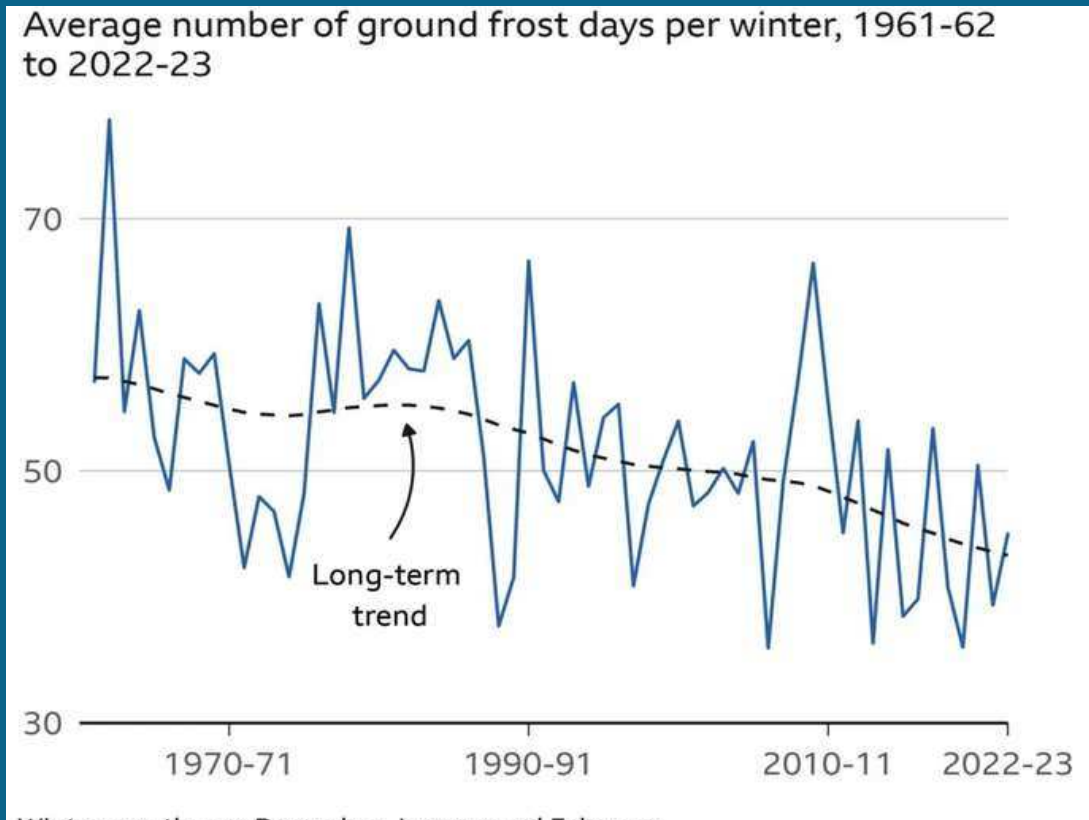
Heatwaves in west, south, and southeast Asia killed over 1,500 people in Myanmar alone, with heat deaths notoriously under-reported.



Flooding from cyclones in east Africa killed 559 people and was made twice as likely and more intense by climate change.



UK CLIMATE IMPACTS - 2024



UK had the warmest February, May, and Spring overall on record in 2024



WILDLIFE LOSS

The UK is one of the most nature depleted countries in the world.

The abundance of all species declined by 31% between 1970 and 2022

Nature: the phenomena of the physical world collectively, including plants, animals, the landscape, and other features and products of the earth, as opposed to humans or human creations.

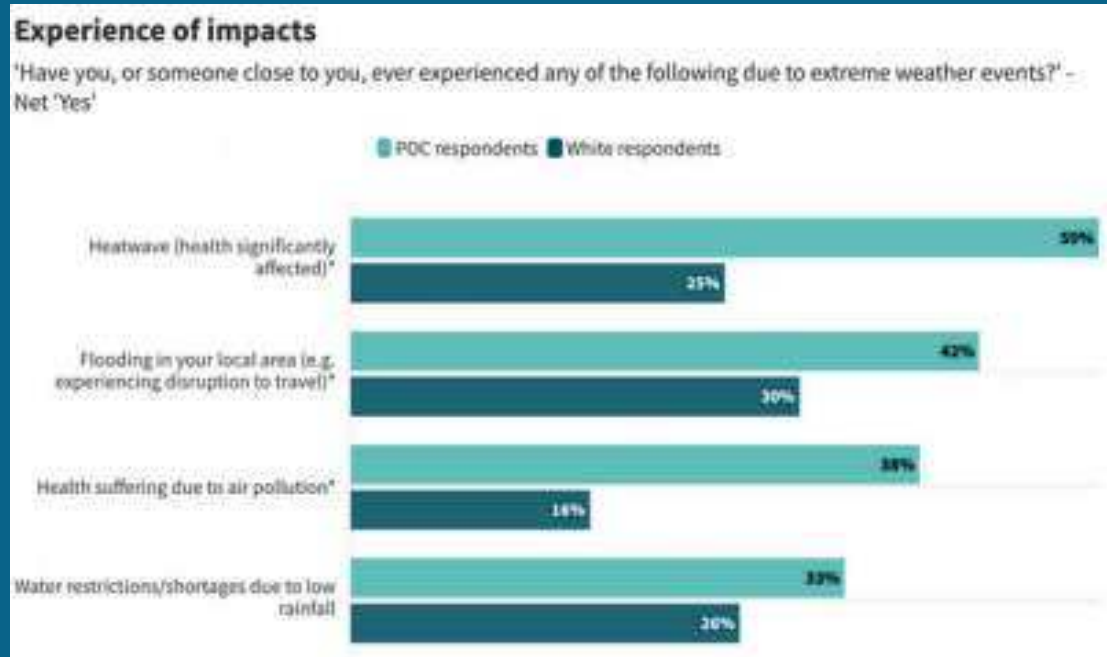
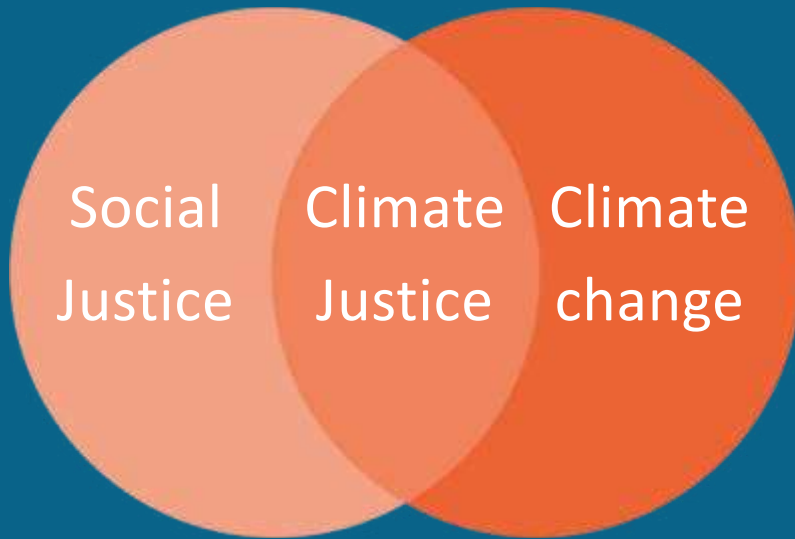
Do you agree with the oxford dictionary definition or are humans a part of nature?

Would redefinition help address the wildlife and biodiversity crisis?



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CLIMATE JUSTICE



People of colour report experiencing more climate impacts and anxiety



POSITIVE ACTION – INTERNATIONAL



Luca Marino / Greenpeace



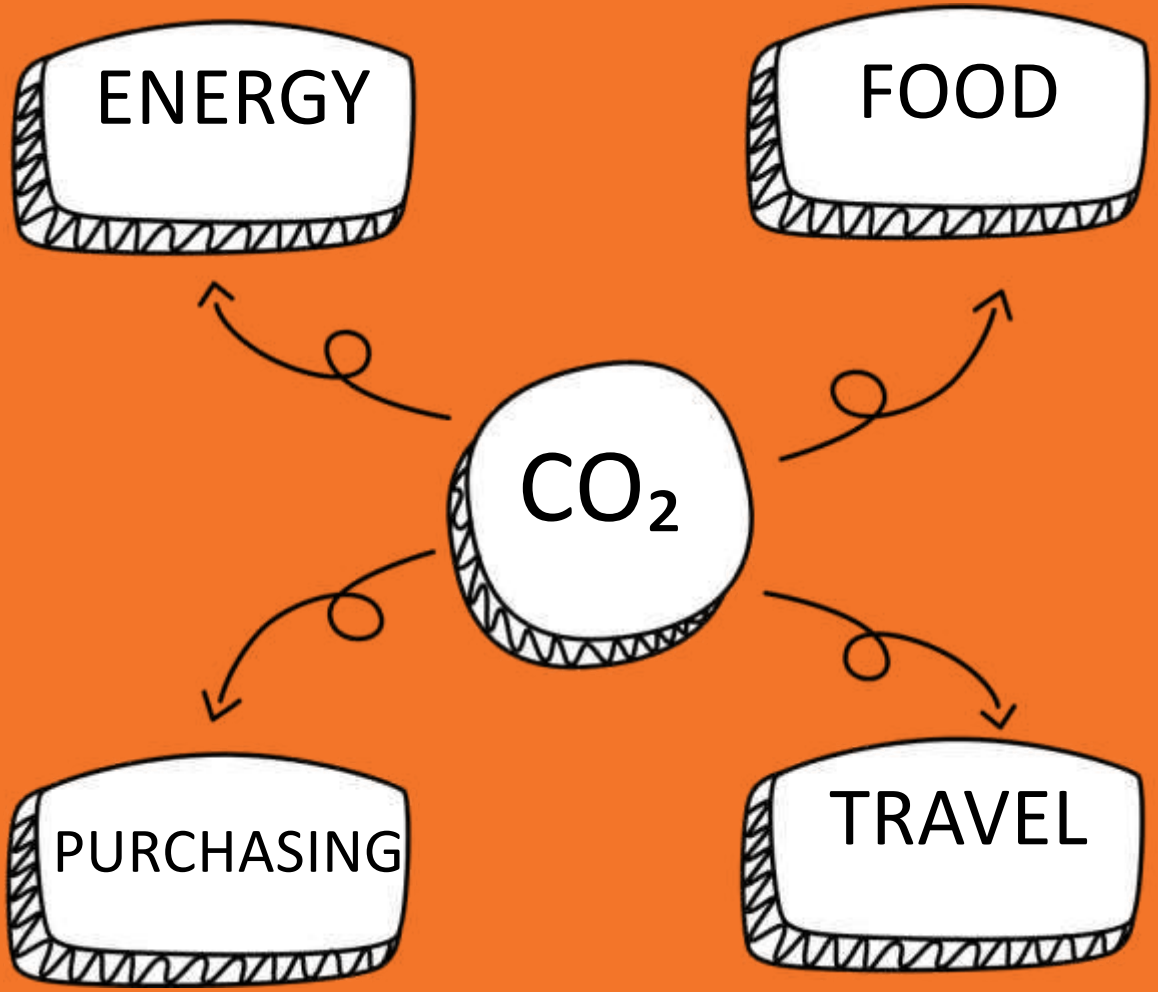
POSITIVE ACTION - COMMUNITY



HOW CAN WE ADDRESS THIS ISSUE AS A SCHOOL?



WHERE DO
CARBON
EMISSIONS
COME FROM IN
OUR SCHOOL?



WHAT CAN WE DO?

Some examples:

Energy	Take steps to ensure classroom heating settings are optimal (at 18-20 degrees C)	Food	Give vegetarian options equal priority to meat options on the school menu
	Take steps to avoid unnecessary heating in evenings, weekends and during holidays		Implement at least one meat free day
	Install solar panels		Encourage pupils to bring healthy, low carbon packed lunches
	Upgrade all lighting to LED		Use a system to reduce food waste
	Switch to a renewable energy provider		Involve pupils in growing vegetables at school
Travel	Have good facilities for staff cycling to school (e.g. install bike storage, cycle buddy system)	Purchasing	Implement a system to monitor the amount of printing done at school
	Provide cycling training for staff that want to start cycling to school		Use a system to reduce the amount of printing done at school
	Provide a buddy system for staff that want to start cycling to school		Implement a sustainable purchasing policy
	Hold a walk to school week		Reduce use of single-use plastic in school
	Have an up to date school travel plan		Recycle as much waste as possible

