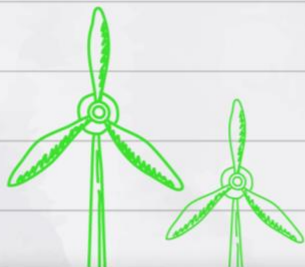


**nationalgrid**



PRINCIPAL PARTNER  
**UN CLIMATE  
CHANGE  
CONFERENCE  
UK 2021**  
IN PARTNERSHIP WITH ITALY



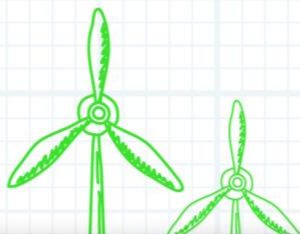
## **Voices for a Green Future Resource Guide**

**Years 3–6/Ages 7–11**



# **VOICES FOR A GREEN FUTURE**





## If you were in charge of the country...



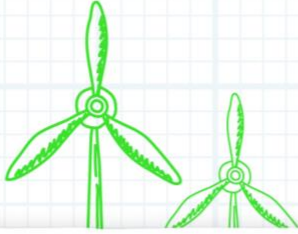
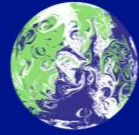
It's crucial we all shift towards a more sustainable way of life, including using clean and green energy to both power and preserve our world. The transition to clean energy is critical to help us achieve the important climate change goal of reaching net zero by 2050.

This is because energy is vital to every aspect of our lives. We use it to light and heat our homes, to power our computers and phones, to keep us connected with work and loved ones. We rely on it to keep us safe, our hospitals running, our schools open and our water flowing.

National Grid is focused on finding ways to deliver cleaner, greener energy and we've made our own commitments to the environment ahead of COP26.

**Now we want to hear about your pupils' ideas for looking after the planet.**





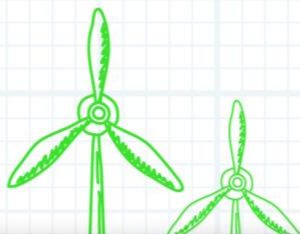
## Why having your voice heard matters



Every voice matters in the fight against climate change. But it is our young people's futures that will be most affected by the decisions and actions we all take today.

Voices for a Green Future is an opportunity for young people to have their say at COP26 – the UN Climate Change Conference, taking place in Glasgow in November 2021. At the event leaders, scientists and experts from around the world will meet to agree on the action needed to fight climate change.

The Voices for a Green Future competition is an opportunity for school pupils across the UK to have their hopes and ambitions for a greener, more sustainable future heard at the United Nations COP26 climate conference this November.



## How the competition works



We are asking primary school children in years 3-6, ages 7-11, to submit up to a 200-word entry answering our question:

**“If you were in charge of the country, what would you do to help look after the planet?”**

Four lucky winners will be invited to create a 2-5 minute speech, receiving a VIP video shoot with a professional video team to turn their speech ideas into a film that will be premiered at COP26 in front of world leaders.

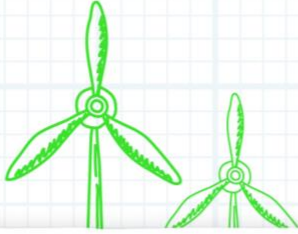
The winners will also secure a £5,000 grant for their school to put towards initiatives focused on climate change and science, technology, engineering and mathematics and £150 worth of National Book Tokens and/or science related toys for themselves.

Winners will be selected based on their originality, creativity, inspiration, power and passion by a panel of VIP judges.

**The competition closing date is 17 August.**

Got a question? You may find the answer on our [Frequently Asked Questions](#) section of the competition website.





## What this pack includes



We want to help educate and inspire young minds on the issue of climate change. They are our future leaders, engineers and problem solvers who will lead the charge for a more sustainable way of life.

To help, we have produced materials designed to spark conversations and get young people actively involved through a broad range of information relating to climate change, the COP26 conference in Glasgow in November, the energy system, as well as information on the competition.

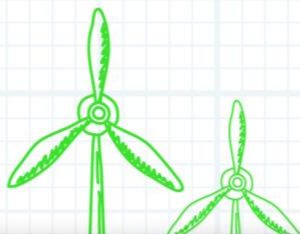
You can download and tailor the content to meet your specific needs. Just remove what you don't need and add what you'd like to focus on using the templates and tools we have provided within each document.

Please download either the PowerPoint presentation document or the PDF version of the presentation to your desktop relevant to your school (primary or secondary).

The PowerPoint presentation document has embedded animation within the pages, when you are ready to share with your class, please launch your presentation using the slide show function to see the pages come to life for your class to enjoy, using a mouse click you can activate the information.

There are extra pages at the back of the PowerPoint document for you to use in your presentation if you would like to add anything. Don't forget to delete these pages before you present.

Please note that the PowerPoint presentation document is too large to email, if you need to use a smaller file, please use the PDF version supplied.



## Part 1: Introducing the competition/National Grid



*Why include this section: we want to make sure pupils are clear on why we're having a discussion today.*

Share our 'Voices for a Green Future' video, with VIP judge Helen Skelton, to give pupils an overview of the competition.

Link to video [here](#)

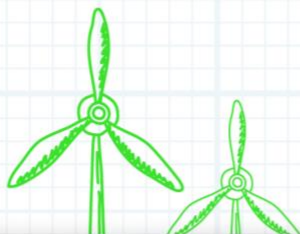
*Please note this video has subtitles*

At the end of the video, put the competition question on the screen – ask them to start thinking about their answers, and we will come back to their thoughts later.

Explain that the competition is being run by National Grid – ask pupils to raise their hands if they know who/what National Grid is.

Use slides 5-8 to put National Grid into an everyday context for pupils – where might they have encountered National Grid, but not realised?





## National Grid: Useful information



### Ever wondered...



National Grid sits at the heart of the energy industry, keeping the lights on and the gas flowing, and connecting millions of people across the nation safely, reliably and efficiently to the energy they use every day.

### Did you know?



The National Grid is a network of high-voltage power lines, gas pipelines and storage facilities that allow the distribution of electricity and gas.

The grid ensures that all areas of Great Britain always have enough power.

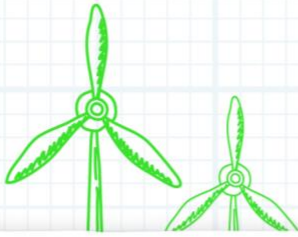
They are also looking at lots of different ways to help us get to a clean energy future, with things like interconnectors - cables that run under the sea and connect the electricity systems of neighbouring countries. They allow us to trade excess power, such as renewable energy created by the sun, wind and water, between different countries.

### Did you know...



### National Grid in Numbers:

- 4,481 miles (7,212 kilometres) of overhead electricity lines
- 1,391 miles (2,239 kilometres) of underground electricity cables
- 4,740 miles (7,630 kilometres) of gas pipes
- 1,430 km of sub-sea cables, importing enough energy to power 8M homes (by 2024)
- The system operator moves over 730Gigawatt Hours – a unit of high-voltage electricity - around the country. That's enough to power 146 billion light bulbs!



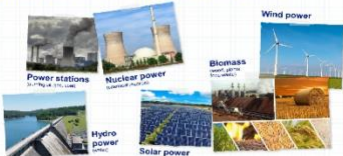

## Part 2: Why are we talking about energy?




*Why this section: Puts the conversation around climate change into context that is easy to understand.*

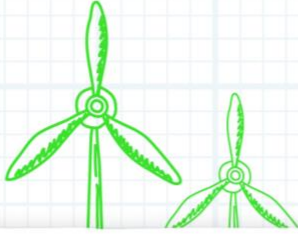
In this section, walk through the key components of the climate change discussion.

- 1) Where do we get our energy from – talk through the six sources, explain that these sources give off greenhouse gases
- 2) What are greenhouse gases – why we need them, but why too much of them can cause problems for our environment
- 3) What is climate change – how a rise in greenhouse gases impacts what we see, but that it's more than just global warming

<p><b>Where does the energy we use come from?</b></p> 	<p>So let's think about where we get our energy from. How do we power our homes? What heats our water? What makes the lights turn on?</p> <p>We get energy from six key sources – walk through each</p>
<p><b>What are greenhouse gases?</b></p>  <p>Greenhouse gases are all around us</p> <ul style="list-style-type: none"> <li>– Lots of things we do every day create them.</li> <li>– They trap heat in our atmosphere, like a greenhouse.</li> <li>– They stop our planet getting too cold, so we need a certain amount of them.</li> <li>– But too much of them will make our planet get too warm.</li> </ul>	<p>When we use energy, we create greenhouse gases.</p> <p>Greenhouse gases are important in making sure planet earth doesn't get too cold for us to live comfortably. These gases include carbon dioxide, methane, nitrous oxide, and others, and they trap heat in our atmosphere, like a greenhouse.</p> <p>When we drive in a car, most cars burn fuel which releases carbon dioxide into the air. When we fly in an airplane, the plane uses fuel that also releases carbon dioxide. And when we turn on our central heating, that too can release carbon dioxide.</p>



	<p>Now think about all the driving and flying people around the world do – and how we like to keep toasty warm in the winter! That's a lot of greenhouse gases being released into the air, don't you think?</p> <p>Think of all the objects and appliances and items of clothing in the world - making things often requires us to use natural resources, like water, wood from trees, minerals from the ground and oil and gas. To make these items, companies also often use energy which releases more greenhouse gases into the atmosphere.</p> <p>Unfortunately, many of the activities in our daily lives release too many greenhouse gases, and now there is a build-up of these gases in our atmosphere and our planet is becoming too warm. It's like if you turned the radiator up all the way in a tiny room!</p>
<p>What is climate change?</p>  <p>Climate change is in the news a lot, because it's happening right now. You'll have seen how it affects penguins, polar bears and melting ice caps. But it's about much more than that...</p>	<p>The word climate means the long-term weather patterns in a particular area.</p> <p>Because our planet is getting warmer, we're seeing lots of changes to all different types of weather.</p> <p>In the past 30 years, we've seen big increases in the temperature of our planet, leading to extreme changes that the natural environment can't cope with. Climate change affects all of us!</p>



## Where have you seen climate change in action?

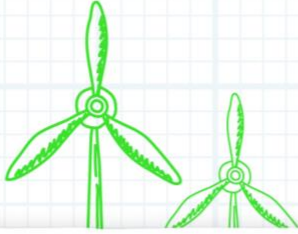


**ACTIVITY:** Encourage pupils to share where they have seen the impact of climate change, either in their own lives or through news or social media.

We recommend keeping this discussion to just a few examples, to avoid any potential issues with climate anxiety. If this starts to occur, you might want to use the HEAR model suggested by [Twinkl](#).

- **Hope** - it is important to focus on hope to avoid eco-anxiety but also because there is cause for hope. That message is much more engaging and motivating for young people and gives them a better sense of how they can be part of shaping the future.
- **Empathy** - consider the circumstances of your students. They may be prone to anxiety or may identify aspects of their family's lifestyle that are not conducive to sustainability. Don't focus on individual responsibility or blame – especially if this might cause some students to feel guilty or ashamed for family behaviours that they have no control over.
- **Action** - one of the best ways to make hope feel grounded in reality, and to counter feelings of helplessness, is to show what can be done. It's fine to give some examples of lifestyle changes if they are within your students' power to change but don't shy away from saying that it is leaders who need to act. Remind children that their voices can be drivers of change, especially when they are in unison. Changes to school practice, or having an influence via your local MP, are most effective.
- **Relevance** - the issues can seem far off and the actions, therefore, irrelevant so ensure you stress that climate change affects everyone, and everyone has a role to play. Our children's future will be this new world and by being prepared now, they can have the best possible opportunities.





## Part 3: what action are we taking?



*Why this section: Reframe the climate change discussion positively, bringing pupils back to the actions they can take.*

In this section, start to get pupils to think about the actions, no matter how small, they can take to tackle climate change. Start big – look at what world leaders are doing – before bringing it down into some simple explanations about why we're taking these actions

- Use slides 16-20 to give pupils an idea of where we're starting from, and what actions the governments around the world have committed to
- At this point, you may want to mention COP15, so that pupils start to make the connection about the event and why it's so important
- Finish by explaining that the aim is to get to net zero

What's  
happening  
around the  
world?






2019 was the [second warmest year on record](#) and the end of the warmest decade (2010- 2019) ever recorded.

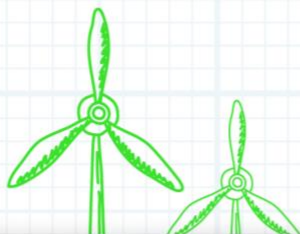
Carbon dioxide (CO2) levels and other [greenhouse gases in the atmosphere](#) rose to new records in 2019.

Climate change is affecting every country on every continent. It is disrupting national economies and affecting lives. Weather patterns are changing, sea levels are rising, and weather events are becoming more extreme.

Although greenhouse gas emissions are projected to drop about 6 per cent in 2020 due to travel bans and economic slowdowns resulting from the COVID-19 pandemic, this improvement is only temporary. [Climate change is not on pause](#). Once the global economy

	<p>begins to recover from the pandemic, emissions are expected to return to higher levels.</p>
<p>The whole world needs to act fast to tackle climate change</p>  <p>People everywhere are starting to take steps to make sure we leave the planet in better shape.</p> <p>World leaders are also making commitments to control the rise in global temperatures.</p>	<p>Saving lives and livelihoods requires urgent action to address both the pandemic and the climate emergency.</p> <p>The <a href="#">Paris Agreement</a>, adopted at COP15 in 2015, was where world leaders committed to strengthening the global response to the threat of climate change by keeping a global temperature rise this century to no more than 1.5 degrees.</p>
<p>Why 1.5°C?</p> 	<p>You will see this figure a lot. This is what world leaders committed to in 2015 – to make sure that temperatures around the world do not rise more than 1.5 degrees.</p> <p>Why is this important? Well, it's actually half a degree lower than was originally talked about. And that half a degree will make all the difference.</p> <p>But to be able to meet that target, and make sure that temperatures don't rise any higher – we need to get to something called 'net zero'</p>
<p>Getting to net zero</p> <p>Net zero is when the amount of greenhouse gases a company adds to the atmosphere is no more than the amount it takes away.</p>  <p>Think about it like this... Climate change is like a bath filling up with water – we must not let it overflow. Slowing down the water helps, but it will still splash over the sides. The only way to stop it is to turn off the tap, and pull out the plug.</p>	<p>We've all heard the term net zero, but what exactly does it mean? Put simply, net zero refers to the balance between the amount of greenhouse gas produced and the amount removed from the atmosphere. We reach net zero when the amount we add is no more than the amount taken away. But how can we achieve this and why does it matter?</p> <p>Think about it like a bath – turn on the taps and you add more water, pull out the plug and water flows out. The amount of water in the bath depends on both the input from the taps and the output via the plughole. To keep the amount of water in the bath at the same level, you need to make sure that the input and output are balanced.</p> <p>Reaching net zero applies the same principle, requiring us to balance the amount of greenhouse gases we emit with the amount we remove. When what we add is no more than what we take away we reach net zero.</p> <p>And even better if we can 'pull the plug' and take greenhouse gases out of the atmosphere!</p>





## What are some of the ways people can help us get to net zero?



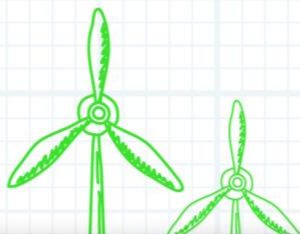
**ACTIVITY:** start a discussion with pupils to create an understanding about what net zero is and why it's important.

There are a few ways to do this:

- Use the example provided in the pack
- Share one of our videos on net zero included in the resources section of this guide

**ACTIVITY:** What are some of the ways people can help us get to net zero and 'turn off the tap'?

- Use the [WWF Carbon Footprint calculator](#) with a handful of pupils to get them to work out how much greenhouse gas they give off on a day to day basis.
- Based on their responses, ask them to think about what they might do differently to reduce this.
- You can use slide 23 to give them some practical examples to take away from the lesson and start doing right away!



## Part 4: What is COP26?



*Why this section: Explains why the COP event is so important and why getting involved can make a real difference*

In this section, use the Twinkl COP26 resources [available here](#) to walk through the main details about COP26

- What it is and who it's organised by
- What will happen at the event
- Why it's important that it is happening how
- Who's going to be there
- How pupils can get involved

The slides included in the pack will give you the information you need; below are some National Grid definitions that you might find useful:

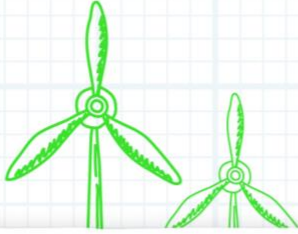
### What is COP26?

COP26 is the next annual UN climate change conference. COP stands for Conference of the Parties, and the summit will be attended by the countries that signed the United Nations Framework Convention on Climate Change (UNFCCC) – a treaty that came into force in 1994.

United Nations climate change conferences are among the largest international meetings in the world. The negotiations between governments are complex and involve officials from every country in the world as well as representatives from civil society and the global news media.

This is the 26th COP summit and will be hosted in partnership between the UK and Italy. The conference will be held in Glasgow from 1-12 November 2021, a year later than planned due to delays caused by the COVID pandemic.





## Part 4 continued



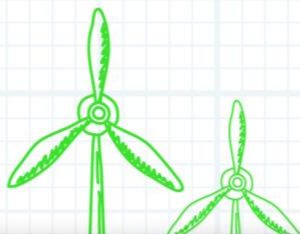
### What happens at a COP?

Activity at a COP takes place in two different zones – the Blue Zone and the Green Zone.

The Blue Zone is for people registered with the UN body tasked with coordinating the global response to the threat of climate change – the United Nations Framework Convention on Climate Change (UNFCCC). In the Blue Zone you might be part of a national delegation, work for the United Nations and related organisations & agencies or be a member of the media or not-for-profit observer organisation.

In the Blue Zone, delegates from countries meet for both formal negotiations and informal consultations. They may also take part in meetings with other delegations to clarify their position and interests with the aim of reaching agreement or overcoming a negotiating deadlock. The UNFCCC will also host a range of events, including technical briefings, to support the negotiations process.

The Green Zone is for the general public. There will be a wide range of events, including workshops, art exhibitions and installations, as well as presentations, demonstrations of technology and musical performances for everyone to attend.



## Part 5: Voices for a Green Future – activities



*Why this section: encourage pupils to take part and have their voices heard*

Use the slides to explain the competition a bit more – come back to the question we asked them at the start of the session and get ready to start sharing their answers.

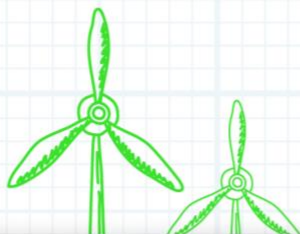
At the end of your activity, recap on the competition with the details provided. Show pupils the posters and remind them of the competition deadline (17 August)

**ACTIVITY:** explaining your idea to help the planet – questions to start a discussion

To help pupils get started with their competition entry, use some of the example questions below to get them to think about their hopes and ideas to help look after the planet.

- How will people in a green world get to school? What transport will we use that doesn't pollute the air?
- What will they eat and drink to be sustainable?
- What could people do to save more energy at home/at school?
- How would you use more renewable energy? Where and how will we produce it?
- If you were a superhero, what would your green superpower be to save the planet?





## Part 5 continued



### ACTIVITY: getting to net zero

Use a coat hanger with strings and cups to create a balance scale. Then add in marbles to represent the carbon emissions that we put in to the atmosphere and those that are taken out and why a balance is important to achieve.

### ACTIVITY: What will your 200 words say?

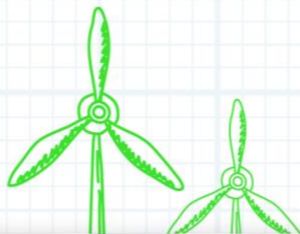
To help with entries, encourage them to think about their responses with our judging criteria in mind. These are the things our judges will be looking for!

- **Originality of the idea** – be as descriptive as possible on your hopes for a greener more sustainable world. Do not copy another's work or mention brand names, characters, celebrities or other high-profile individuals, political parties or political figures, companies or third parties. All work must be your own.
- **Creativity and passion** – think differently and explain your idea in your own words to inspire world leaders to take note and listen.
- **Inspire a reaction** – inspire a reaction from the reader, be it emotional, a change in behaviour or a change in their thinking.
- **Spelling and Grammar** – make sure you check your work for spelling and grammar mistakes.

### ACTIVITY: Give a certificate out for entries

[Use our certificate template](#) to present each pupil who completes an entry with a certificate to recognise their originality, creativity and passion for taking care of the planet.

Direct children to the website using the information on our competition poster to upload their entry; use the flyer to share the information with a parent.



## Competition resources



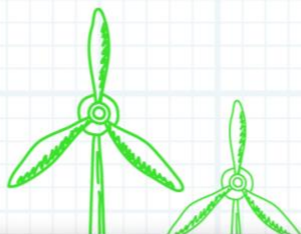
Climate change affects us all but none more so than our children. After all, they will inherit the world and the problems we create today. So, to help spread the word about the competition and encourage young people to add their voice to the conversation on climate change, we have created a range of downloadable materials which can be shared far and wide.

We have created a useful leaflet providing a summary for teachers and staff, eye-catching posters to display in both primary and secondary schools to encourage pupils to enter, and additional imagery that you can share on online, on social media or wherever you'd like.

Click on the images below to download the assets.

<p><b>Information leaflet</b> – this provides a useful summary for teachers and staff</p>	<p><b>Posters</b> – to display in school to encourage pupils to enter</p>	<p><b>Competition imagery</b> – to share on social media or other communication channels</p>





## Other activities to explore



The [official COP26 resources](#) page has a range of information and activities to continue your conversation.

Below are just a few of our favourites from their selection:

### Blue Peter Green Badge

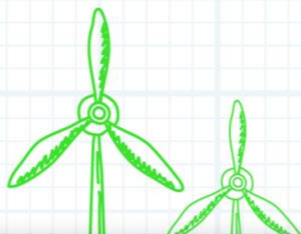
Become a Blue Peter Climate Hero by helping the environment and earning a Green badge. Upload your photos and artwork to show how much you care about nature, the environment and your planet. [Find out how to apply for your Green Badge!](#)

### Talking to young people about the climate

Find thoughtful guidance on how to talk to young people about climate change on [National Geographic](#), [World's Largest Lesson](#), or [Thought Box](#).

### Make your whole school climate ready

- Find out more on how to become an [Eco-School](#) or [Climate-Ready](#)
- Learn more about how your school can generate its own energy with the [Schools Energy Co-operative](#) or [Solar For Schools](#)
- Why not build a living wall? Check out the [ANS GLOBAL](#) website



## Further educational resources



### **COP26 – Together for our Planet**

Created by the organisers of COP26, this schools pack features a wealth of materials on the COP26 Together For our Planet website in the [Schools Pack](#) section.

Explore the content to discover ideas and tools to inspire, including activities for schools, creative tools and a range of other resources.

### **Sustainability First**

National Grid has partnered with Sustainability First, an educational charity dedicated to advancing knowledge of sustainability, to put together a series of workshop materials and activities on sustainability and climate action to inspire, educate and engage pupils.

[‘Together for a fair climate future’](#) features videos and workshop instructions on various topics such as ‘Let’s get wise about waste’ and ‘Our changing world’.

### **Let’s go Live with Maddie and Greg**

[Climate Change - What is it? \(with The Met Office!\) | #77](#)

[Climate Change - What can we do? \(with The Met Office!\) | #78](#)