



## CLIMATE EMERGENCY ADVISORY COMMITTEE

---

Meeting to be held REMOTELY on  
Monday, 18th January, 2021  
at 10.00 am

---

### MEMBERSHIP

#### Councillors

B Anderson  
J Bentley  
N Buckley  
P Carlill  
A Forsaith  
A Garthwaite  
J Illingworth  
M Midgley  
L Mulherin  
M Shahzad  
P Wadsworth  
N Walshaw (Chair)  
P Wray

#### Note to observers of the meeting:

To remotely observe this meeting, please click on the 'View the Meeting Recording' link, which will feature on the meeting's webpage (linked below) ahead of the meeting. The webcast will become available at the commencement of the meeting.

<https://democracy.leeds.gov.uk/ieListDocuments.aspx?CId=1133&MId=10196&Ver=4>

---

Agenda compiled by:  
Harriet Speight  
Governance and Scrutiny Support  
Telephone: 0113 37 89954

# A G E N D A

Item No	Ward	Item Not Open		Page No
1			<p><b>APPEALS AGAINST REFUSAL OF INSPECTION OF DOCUMENTS</b></p> <p>To consider any appeals in accordance with Procedure Rule 15.2 of the Access to Information Procedure Rules (in the event of an appeal the press and public will be excluded).</p> <p>(*In accordance with Procedure Rule 15.2, written notice of an appeal must be received by the Head of Governance Services at least 24 hours before the meeting)</p>	
2			<p><b>EXEMPT INFORMATION - POSSIBLE EXCLUSION OF THE PRESS AND PUBLIC</b></p> <ol style="list-style-type: none"> <li>1) To highlight reports or appendices which officers have identified as containing exempt information, and where officers consider that the public interest in maintaining the exemption outweighs the public interest in disclosing the information, for the reasons outlined in the report.</li> <li>2) To consider whether or not to accept the officers recommendation in respect of the above information.</li> <li>3) If so, to formally pass the following resolution:-</li> </ol> <p><b>RESOLVED –</b> That the press and public be excluded from the meeting during consideration of the following parts of the agenda designated as containing exempt information on the grounds that it is likely, in view of the nature of the business to be transacted or the nature of the proceedings, that if members of the press and public were present there would be disclosure to them of exempt information, as follows:-</p>	

Item No	Ward	Item Not Open		Page No
3			<p><b>LATE ITEMS</b></p> <p>To identify items which have been admitted to the agenda by the Chair for consideration</p> <p>(The special circumstances shall be specified in the minutes)</p>	
4			<p><b>DECLARATION OF DISCLOSABLE PECUNIARY AND OTHER INTERESTS</b></p> <p>To disclose or draw attention to any disclosable pecuniary interests for the purposes of Section 31 of the Localism Act 2000 and paragraphs 13-18 of the Members' Code of Conduct. Also to declare any other significant interests which the Member wishes to declare in the public interest, in accordance with paragraphs 19-20 of the Members' Code of Conduct.</p>	
5			<p><b>APOLOGIES FOR ABSENCE</b></p> <p>To receive any apologies for absence from the meeting.</p>	
6			<p><b>MINUTES OF THE PREVIOUS MEETINGS</b></p> <p>To receive and approve the minutes of the meetings held 22<sup>nd</sup> October and 15<sup>th</sup> December 2020.</p>	7 - 12
7			<p><b>OPEN FORUM</b></p> <p>At the discretion of the Chair, a period of up to 15 minutes may be allocated at each ordinary meeting for members of the public to make representations or to ask questions on matters within the terms of reference of the Committee. No member of the public shall speak for more than five minutes in the Open Forum, except by permission of the Chair.</p> <p>Please note: Members of the public are asked to submit a video of their question or statement to <a href="mailto:climate.emergency@leeds.gov.uk">climate.emergency@leeds.gov.uk</a> by 4 p.m. on Monday 11th January 2021.</p>	

Item No	Ward	Item Not Open		Page No
8			<p><b>WORKING GROUPS UPDATE</b></p> <p>To receive a verbal update on the progress of the Committees' working groups to date.</p>	
9			<p><b>CHILDREN AND YOUNG PEOPLE CLIMATE EMERGENCY PRIORITIES</b></p> <p>To consider the report of Director of Children and Families that advises Members of the ongoing work streams to engage with children and young people in Leeds in regards to the Climate Emergency, and to present a number of films/presentations created by school pupils highlighting their environmental priorities.</p>	13 - 42
10			<p><b>CLIMATE EMERGENCY TOOLKIT FOR YOUNG PEOPLE IN LEEDS</b></p> <p>To consider the report of the Chief Officer (Sustainable Energy and Air Quality) that introduces a presentation of the new resource for children and young people in Leeds to access support and guidance on activity to support the climate emergency ambitions.</p>	43 - 44
11			<p><b>WEST YORKSHIRE PENSION FUND - INVESTMENT IN THE FOSSIL FUEL INDUSTRY</b></p> <p>To consider the report of the Head of Democratic Services that introduces a presentation to be delivered at the meeting, which sets out the policy position in regards to the West Yorkshire Pension Fund and current investment in the fossil fuel industry.</p>	45 - 46
12			<p><b>DATE AND TIME OF NEXT MEETING</b></p> <p>The next meeting will take place Wednesday 10<sup>th</sup> March 2021 at 2.00 p.m.</p>	

### **Third Party Recording**

Recording of this meeting is allowed to enable those not present to see or hear the proceedings either as they take place (or later) and to enable the reporting of those proceedings. A copy of the recording protocol is available from the contacts named on the front of this agenda.

Use of Recordings by Third Parties– code of practice

- a) Any published recording should be accompanied by a statement of when and where the recording was made, the context of the discussion that took place, and a clear identification of the main speakers and their role or title.

<b>Item No</b>	<b>Ward</b>	<b>Item Not Open</b>		<b>Page No</b>
----------------	-------------	----------------------	--	----------------

- b) Those making recordings must not edit the recording in a way that could lead to misinterpretation or misrepresentation of the proceedings or comments made by attendees. In particular there should be no internal editing of published extracts; recordings may start at any point and end at any point but the material between those points must be complete.

This page is intentionally left blank

## Climate Emergency Advisory Committee

Thursday, 22nd October, 2020

**PRESENT:** Councillor N Walshaw in the Chair

Councillors B Anderson, J Bentley,  
N Buckley, P Carlill, A Forsaith,  
A Garthwaite, J Illingworth, M Midgley,  
L Mulherin, M Shahzad, P Wadsworth and  
P Wray

### **24 Appeals Against Refusal of Inspection of Documents**

There were no appeals.

### **25 Exempt Information - Possible Exclusion of the Press and Public**

There were no exempt items.

### **26 Late Items**

There were no late items.

### **27 Declaration of Disclosable Pecuniary and Other Interests**

There were no declarations of disclosable pecuniary interests.

### **28 Apologies for Absence**

Apologies for absence were submitted from Councillor D Blackburn, and Councillor A Forsaith was in attendance as substitute.

### **29 Minutes of the Previous Meeting**

**RESOLVED** – That the minutes of the meeting held on 22 September 2020 be approved as an accurate record.

### **30 Working Groups Update**

The Chief Officer for Sustainable Energy and Air Quality, Polly Cook, provided an update to Members on the progress of the working groups to the Committee as follows:

- **Biodiversity and Food** – at the most recent meeting, the working group continued to focus on the Sustainable Food Systems item considered at the Committee meeting on 22 September 2020. It has been requested that further

reports and presentations be delivered to future meetings of the working group with specific focus on vertical farming, carbon storage within soil, linking with partners, and engaging the public with local food production. In addition, Cat Scott, an environmental scientist from the University of Leeds, attended the meeting and presented research findings on a recent study of carbon capture. Moving forward, the group intend to focus on the use of tree protection orders and consultation on the White Rose Forest Strategy.

- **Transport** – at the most recent meeting, the working group held in-depth discussions around the progress of the school streets programme and the active travel neighbourhoods that are proposed in the city. At the next meeting, members asked to explore in more detail specific geographical areas for future schemes.
- **Planning, Buildings and Energy** – at the next meeting, the working group are to consider domestic energy, following circulation of the planning white paper to members for comment.

### **31 Voltage Optimisation**

The Head of Democratic Services submitted a report that introduced a presentation delivered by Mr Keith Jackson on his recent submission to OFGEM regarding voltage optimisation.

Mr Jackson delivered a presentation to Members that detailed the process and evidence for introducing Quality of Supply regulation within energy supply, following a trial in Boston Spa, to contribute to the net zero ambition across the city and provide a more affordable and reliable energy system for domestic customers.

Members discussed a number of matters, including:

- Members noted the success of the trial in Boston Spa, however sought clarity as to whether the model would be successful in areas that are not ‘break points’. Mr Jackson confirmed that the model has potential to
- In response to a query, Mr Jackson noted that there would be an initial cost of approximately £1m to install new software, which is currently being designed by the Northern Powergrid and will then be available to other energy providers at no cost, however this will generate savings for 4m Northern Powergrid customers initially, and subsequently 25m customers nationwide if rolled-out.

### **RESOLVED –**

- a) That the contents of the report and appendices be noted;
- b) That further discussions be scheduled for a future meeting of the Committee to determine lobbying action.

### **32 Improving Air Quality in the City**



The Head of Democratic Services submitted a report that introduced an update from the Chief Officer (Sustainable Energy and Air Quality) on the implementation of the Clean Air Charging Zone (CAZ).

The following were in attendance:

- Councillor James Lewis, Executive Member for Resources
- Polly Cook, Chief Officer for Sustainable Energy and Air Quality

The Chief Officer delivered a PowerPoint presentation, highlighting that following a joint review with Government, the Council and the Government had jointly agreed that Leeds had achieved compliance with the Government's EU compliance (PCM) model and would remain compliant in the future, and consequently, the CAZ was no longer required. In addition, Members were advised that the Council will keep up to £5.57m of unspent funding to continue offering grants to help businesses switch to cleaner vehicles and to temporarily offer free licensing to taxi and private hire vehicles to incentivise their use in Leeds.

Members discussed a number of matters, including:

- In response to a query, Members were advised that the Council's Medium Term Financial Strategy sets out that due to the current financial challenges, Council resources would no longer be used to replace external funding, and therefore, when the remaining £5.57m funding is used, the grant system will close. However, existing infrastructure will continue to be used where possible and in line with the Council's air quality obligation.
- Members recognised the impact of the COVID-19 pandemic on the Taxi and Private Hire economy, and were supportive of the offer of temporary free licensing of vehicles as well as grants for new vehicles, and asked that the Council encourage other bordering West Yorkshire authorities to consider introducing similar incentives.
- In response to a query, Members were advised that the Council continue to work with Highways England in terms of monitoring roads and identifying non-compliance and agreed to look in further detail at specific cases outside of the meeting.
- Members queried whether renewable sources would be used to generate power for electric vehicle charging points across the city, and it was confirmed that all charging points use 100% green electricity.

Although not a disclosable pecuniary interest for the purposes of this Committee, which is not a decision making body, Councillor M Shahzad wished for it to be noted at this stage that he is a Taxi Licence Holder in Leeds.

## **RESOLVED –**

- a) That the contents of the report and appendices be noted.
- b) That an update from the West Yorkshire Combined Authority be scheduled for the next meeting to provide Members with detail of air quality measures taken across the region.

### **33 Open Forum**

Members of the public were asked to submit a video recording of their open forum submission in advance of the meeting.

A video was submitted by Simon Campbell-Skelling regarding the West Yorkshire Pension Fund's investment in fossil fuels, which can be viewed [here](#).

The Chair noted that in addition to the video submission, a request for this matter to be considered in greater detail had been submitted from a Councillor. Therefore, the Chair proposed that an item be added to the agenda of the next meeting, to consider the West Yorkshire Pension Fund investment in carbon assets.

**RESOLVED** – That an item be scheduled for the January 2021 meeting to discuss the West Yorkshire Pension Fund investment in carbon assets in greater detail.

### **34 Date and Time of Next Meeting**

The next meeting will take place on Monday 18th January 2021 at 10 a.m.

The Chair also requested that an additional special meeting be arranged for December 2020 to consider the Committee's annual report to full Council in January 2021.

## **Climate Emergency Advisory Committee**

**Tuesday, 15th December, 2020**

**PRESENT:** Councillor N Walshaw in the Chair

Councillors B Anderson, J Bentley,  
N Buckley, P Carlill, A Forsaith,  
A Garthwaite, J Illingworth, M Midgley,  
L Mulherin, M Shahzad, P Wadsworth and  
P Wray

### **35 Appeals Against Refusal of Inspection of Documents**

There were no appeals.

### **36 Exempt Information - Possible Exclusion of the Press and Public**

There were no exempt items.

### **37 Late Items**

There were no late items.

### **38 Declaration of Disclosable Pecuniary and Other Interests**

There were no declarations of disclosable or other interests.

### **39 Apologies for Absence**

There were no apologies for absence received.

### **40 Annual Report to Full Council**

The Chief Officer (Sustainable Energy and Air Quality) submitted a report that introduced the Committee's Annual Report to Full Council, requiring approval prior to submission in January 2021. The Chief Officer provided an overview of the contents of report and asked Members for any comments or suggested amendments.

The following matters were raised:

- Members requested more emphasis to be made within the report of the impact of the COVID-19 pandemic, with specific recognition of the significant changes to the way people work and live as a result, as well as the impact on the Committee's meeting schedule.
- It was noted that it may be appropriate for Councillor Buckley to provide a signature to the Chair's foreword, as Shadow Chair of the Committee.

- Members requested that references to the Open Forum be strengthened, to include a comprehensive list of all attendees and their submissions, along with details of the responses given, as an appendix to the report.
- Whilst recognising that the report is intended to provide update to Full Council, Members noted that a wider communications exercise is required to inform the public of the work of the Committee, and the evidence led approach to achieving the various national and regional targets for air quality and carbon reduction.

The Chief Officer advised that the amended report would be circulated to Members for final comments, ahead of submission to Full Council.

**RESOLVED** – That, subject to the amendments requested as set out above, the report be approved for submission to Full Council on 13<sup>th</sup> January 2021.

#### **41 Date and Time of Next Meeting**

The next meeting will take place on Monday 18th January 2021 at 10.00 a.m.

**Report of the Director of Children and Families**

**Report to Climate Emergency Advisory Committee**

**Date: 18 January 2021**

**Subject: Children and Young People’s Climate Emergency Priorities**

Are specific electoral wards affected? If yes, name(s) of ward(s):	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Has consultation been carried out?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Are there implications for equality and diversity and cohesion and integration?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Will the decision be open for call-in?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Does the report contain confidential or exempt information? If relevant, access to information procedure rule number: Appendix number:	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No

**Summary**

**1. Main issues**

The Leeds Youth Voice Summit on Climate for secondary schools (Appendix 1: Event Report) set out the most effective ways that students considered that they could make a difference to the Climate Emergency; in their schools; in their communities and; in their homes.

In summary, the top 3 priorities voted for by students for how they might make a difference in schools and settings were;

- promoting sustainable travel (walking, cycling, scooting, school streets, etc.)
- tackling single use plastic (SUP), and
- supporting school uniform recycling

A subsequent autumn half-term school project for primary schools ‘*Get Creative for the Planet!*’ resulted in the production of three video films from Leeds primary schools identifying their schools’ environmental priorities. These video films will be submitted to the Climate Emergency Advisory Committee for viewing at the meeting.

**2. Best Council Plan implications** (see the [latest version of the Best Council Plan](#))

- The activity detailed in this report contributes to the Best City Ambition of working towards being a net zero carbon city by 2030, as well as the Best City Priority of being a child-friendly city - enhancing the city now and for future generations.

### 3. Resource implications

- There are no direct resource implications as a result of this report.

### Recommendations

- a) To note the contents of the three video films submitted by schools in Leeds, commend the important work being done and acknowledge, through issuing a certificate, the school's submission to the Climate Emergency Advisory Committee meeting 18<sup>th</sup> January 2020;
- b) To note the views of children and young people and determine any further appropriate action with particular emphasis on developments that simultaneously address both the climate emergency and child poverty agendas;
- c) To support other Leeds schools to follow the lead of the submitting schools in identifying their own environmental priorities through issuing a 'Climate Action Route Map' (Appendix 2) and signposting to *Climate Emergency: Advice for young people in Leeds* being uploaded to a new young person's resource page on the Leeds by Example website (separate item), and
- d) To identify appropriate next steps with specific consideration to a focus on engaging with Child Friendly Leeds Ambassadors at the next available opportunity.

### 1. Purpose of this report

- 1.1 To advise Members of the ongoing work streams to engage with children and young people in Leeds in regards to the Climate Emergency, and to present a number of video films created by school pupils highlighting their environmental priorities.

### 2. Background information

- 2.1 Following the success of the inaugural Leeds Youth Voice Summit on Climate for secondary schools in February 2020 (Appendix 1: Event Report) and in light of the Coronavirus pandemic, a coalition of LCC services (Health and Wellbeing Service, Voice Influence and Change Team, Sustainable Energy and Air Quality and Child Friendly Leeds) began considering the feasibility of a complementary virtual summit for Primary schools and settings.
- 2.2 Direct consultation with schools resulted in a change in favour of a half-term project to celebrate the contribution primary schools make to protecting, preserving and improving the environment. The project would be undertaken in the autumn 2 term and before the October half-term schools were invited to '*Get Creative for the Planet!*' and to let us know;
  - (i) what their school was doing to address the top 3 priorities voted for by students at the Secondary summit namely;
    - Promoting sustainable travel (walking, cycling, scooting, school streets, etc.)
    - Tackling single use plastic (SUP), and
    - Supporting school uniform recycling, and

- (ii) what were their schools' top environmental priorities through gathering the views of pupils in other classes and year groups.

2.3 Schools were guided through a project brief (Appendix 3) to produce a short video film (2 mins max) to be shown to other schools and encouraged to '*get creative for the climate*' to celebrate what their school has to contribute e.g. considering creative writing, pieces of poetry, junk models, a news report, a dance, fashion from waste, gymnastics, a piece of music – all to be captured in a fun, imaginative and creative way. A Primary School Support Pack (Appendix 4) was produced to support pupils thinking around the issues and to provide ideas to support project work.

### **3. Main issues**

3.1 The event summary of the Leeds Youth Voice Summit on Climate for secondary schools is attached at Appendix 1 and sets out the most effective ways students considered that they could make a difference; in their schools; in their communities and; in their homes.

3.2 Following the '*Get Creative for the Planet!*' half-term project three video films were produced and will be submitted to the Committee for viewing at the meeting on the 18<sup>th</sup> January 2021. (Appendix 5: Film transcripts)

3.3 Pupils and teachers from Leeds primary schools will be in attendance to introduce their films and answer Members questions.

3.4 The recommendations made by students at the summit event in February 2020 are being uploaded to a new young person's resource page on the Leeds by Example website in January 2021. The page will feature an introductory video created by members of the Leeds Youth Council who participated in the event.

### **4. Corporate considerations**

#### **4.1 Consultation and engagement**

4.1.1 The activity detailed in this report highlights the ongoing engagement and consultation with children and young people in Leeds on how, as a city, we address the Climate Emergency.

#### **4.2 Equality and diversity/cohesion and integration**

4.2.1 The activity detailed in this report will impact most significantly for children who live in those areas of highest deprivation in the city.

#### **4.3 Council policies and the Best Council Plan**

4.3.1 The activity detailed in this report contributes to the Best City Ambition of working towards being a net zero carbon city by 2030, as well as the Best City Priority of being a child-friendly city - enhancing the city now and for future generations.

#### Climate Emergency

4.3.2 The activity detailed in this report contributes to the Best City Ambition of working towards being a net zero carbon city by 2030.

#### **4.4 Resources, procurement and value for money**

4.4.1 There are no direct resource implications as a result of this report.

#### **4.5 Legal implications, access to information, and call-in**

4.5.1 There are no direct legal implications as a result of this report.

#### **4.6 Risk management**

4.6.1 There are no specific risk management implications as a result of this report.

### **5. Conclusions**

5.1 Leeds has a long tradition of not only listening to but ‘hearing’ the voice of children and young people. Nowhere is this tradition more evident than in the focus on sustainability; from the initiation of a Leeds Youth Forum (part of Leeds designation as a BT Environment City) to the development of a local, dedicated, sustainable schools framework. The most recent instances, described in this report, of the inaugural ‘Leeds Youth Voice Summit on Climate for secondary schools’ and the ‘*Get Creative for the Planet!*’ half-term project for primary schools not only make a further contribution to this tradition but also act to remind us that it is those children and young people who will, in time, become future environmental stewards of the city of Leeds.

### **6. Recommendations**

- e) To note the contents of the three video films submitted by schools in Leeds, commend the important work being done and acknowledge, through issuing a certificate, the school’s submission to the Climate Emergency Advisory Committee meeting 18<sup>th</sup> January 2020;
- f) To note the views of children and young people and determine any further appropriate action with particular emphasis on developments that simultaneously address both the climate emergency and child poverty agendas;
- g) To support other Leeds schools to follow the lead of the submitting schools in identifying their own environmental priorities through issuing a ‘Climate Action Route Map’ (Appendix 2) and signposting to *Climate Emergency: Advice for young people in Leeds* being uploaded to a new young person’s resource page on the Leeds by Example website (separate item), and
- h) To identify appropriate next steps with specific consideration to a focus on engaging with Child Friendly Leeds Ambassadors at the next available opportunity.

### **7. Background documents<sup>1</sup>**

7.1 None.

---

<sup>1</sup> The background documents listed in this section are available to download from the council’s website, unless they contain confidential or exempt information. The list of background documents does not include published works.



# Working together to tackle Climate Change

*'You're never too young to make a difference'*

Youth Voice Summit: 12<sup>th</sup> February 2020



## Summary Event Report

## Background to the event

Since 2016, the Voice, Influence and Change team have hosted a series of “Youth Voice Summit” events for young people in Leeds to come together to work with local decision makers on an issue that is important to them. For 2020, the theme was “Tackling Climate Change”. This was to reflect:

1. Young People across the country voting “Tackling Climate Change” as their top issue in the 2019 annual UK Youth Parliament “Make Your Mark” ballot
2. Leeds City Council formally declaring a ‘climate emergency’ in March 2019
3. The growing youth-led “Strike4Climate” movement in cities around the world, including here in Leeds

The Voice, Influence and Change Team worked in partnership with the Leeds City Council Health and Wellbeing Service to plan and deliver the event.

The day was split into three sequential workshops that were designed to enable students to consider climate change from a broad philosophical perspective before having the opportunity to take part in a Q&A panel and then finally working together to devise and develop practical solutions to lower the carbon footprint of their school communities. Their solutions are to be used in Leeds City Council guidance that will be issued to schools.

## Consultation and marketplace stalls

Having such a large and diverse range of young people in one place provided a great opportunity for other services to deliver their own consultation and engagement work during the break times. The following services were in attendance

- **Child Friendly Leeds**
- **Leeds Youth Council**
- **Health and Wellbeing Service**
- **Leeds DEC**
- **Makertopia**
- **We are IVE**



## Event attendance

The event was promoted to all secondary schools and colleges in the city through social media and direct emails. Schools were encouraged to bring a member of staff and up to 5 students, ideally representing a cross section of year groups. On the day the event was attended by 114 students plus members of staff from the following schools and settings:

Abbey Grange Academy	Allerton Grange High School	Brigshaw High School
Cardinal Heenan Catholic High School	Cockburn High School	Lawnswood School
Leeds West Academy	Mount St Mary's Catholic High School	Otley Prince Henry;s Grammar School
Pudsey Grangefield School	Roundhay High School	St Mary's Menston Academy
The Farnley Academy	The Grammar School at Leeds	The Ruth Gorse Academy
Bishop Young Academy	Notre Dame Catholic College	

They were joined by the following lead officers and elected members to take place in the Q&A panel (workshop 2) and the final roundtable discussions (workshop 3)

Councillor Judith Blake (Leader of Leeds City Council)	Councillor Lisa Mulherin (Executive Member for Climate Change, Transport and Sustainable Development)
Councillor Fiona Venner (Executive member for Children and Families)	Councillor Neil Walshaw (Chair of Climate Emergency Advisory Committee)
Councillor Jonathan Bentley (Climate Emergency Advisory Committee)	Councillor Mohammed Shahzad (Climate Emergency Advisory Committee)
Councillor David Blackburn (Climate Emergency Advisory Committee)	Polly Cook (Lead officer, Sustainable Energy and Air Quality)



## The programme:

**0930:** Arrival and refreshments

-

**0945:** Welcome from **Councillor Lisa Mulherin** (Executive Board Member for Climate Change) and **Councillor Fiona Venner** (Executive Board Member for Children & Families)

-

Icebreaker activity

-

**Workshop One:** Learning about Climate Change – facilitated by [Thinking Space](#) – part of The Philosophy Foundation

-

**11.00am:** Morning Break

-

**Workshop Two:** Q&A panel on how a city responds to a [climate emergency](#) with

Councillor Judith Blake CBE – Leader of Leeds City Council

Councillor Fiona Venner – Lead member for young people and families

Councillor Lisa Mulherin – Lead member for environment

Councillor Neil Walshaw – Chair of the Climate Emergency Advisory Committee

Professor Julia Steinberger – Leeds University [Professor of Social Ecology & Ecological Economics](#)

-

**12.00pm:** Lunch and marketplace area

(Sign up for free tree saplings for your school)

-

**12:45pm: Workshop Three:** Working together to make a difference. An opportunity for students to work with Councillors and Council Officers to develop creative shared solutions to creating a carbon-neutral city by 2030

-

**13:30:** Feedback and next steps

-

**13:50:** Closing speech by Councillor Neil Walshaw, Chair of the Climate Emergency Advisory Committee

-

**2.00pm:** Evaluations and finish

## Summary of student discussions

In the third and final workshop of the day, students worked alongside elected members from the Leeds City Council Climate Emergency Advisory Committee as well as officers from the Sustainable Energy and Air Quality team. Each school was provided with a pre-printed form to encourage them to consider the most effective ways that students can make a difference in their schools, in their communities and in their homes. For each of these categories they were also asked to think of an innovative and original approach they felt would make a difference. Responses from all the schools were collated and are presented below:

The forms are titled: "The three most effective ways for students to make a difference in school are:", "The three most effective ways for students to make a difference in the community:", and "The three most effective ways for students to make a difference at home are:". Each form has a list of bullet points and a small illustration of a house or community scene.

### Making a difference in School:

1. Start an eco-committee that regularly meets with senior leaders: 3
2. Promote a sustainable travel initiative: 4
3. Ask your school to review its menu and introduce more lower-carbon options and meat-free days: 3
4. Start a student led school gardening project: 3
5. Get your school to introduce outdoor lessons: 2
6. Plant trees: 2
7. Organise a car free street event: 1
8. Tackle single use plastic: 4
9. Get your school to incorporate sustainability into lessons: 3
10. Organise a uniform swap shop: 5
11. Ensure your school switches off over the holidays to reduce wasted energy: 2
12. Carry out a school sustainability survey amongst staff, pupils and parents: 1
13. Encourage parents to stop idling outside the school gates: 1
14. Get your school to introduce cycling proficiency courses: 1
15. Encourage your school staff and governors to take a carbon literacy course: 1

### Making a difference in the Community:

1. Get in touch with your local parish, town or ward councillors: 1
2. Organise an event to celebrate Earth Day, Clean Air Day, or Car Free Day etc.: 4
3. Organise an "Ask a climate scientist" event: 1
4. Join or start a local community garden: 1
5. Organise a community litter pick: 6
6. Host a swap shop event: 3
7. Organise a community switch-off: 2
8. Visit a community repair café: 1
9. Make sure there are recycling facilities in community buildings: 3
10. Educate others on what you can and can't recycle: 4

## **Making a difference at home:**

1. Plan meals ahead with your family to save time and food waste: 5
2. Get your family to leave the car at home once a week
3. Let the grass grow in your garden to create a habitat for wildlife
4. Save hot water – heating water is one of the most energy intensive processes in the home!: 2
5. Track your energy usage with a smart meter: 4
6. When you can't reuse, recycle!: 2
7. Go vintage with your wardrobe and buy second hand: 2
8. Get your family to commit to a meat free Monday: 5
9. Switch the light bulbs to energy efficient ones: 2
10. Plant pollinator friendly plants- you can even do this on a window sill or balcony: 2

## **Original ideas:**

### **At School:**

- Create living walls/ivy fencing x2
- Take book donations
- Introduce L.E.D lights
- Recycle using TerraCycle
- Introduce a car free zone around schools x2
- Have a climate empowerment day with workshops, discussions and activities
- Have a recycling student committee
- Write to parents and bus companies to ask them to stop idling
- Plant trees each time year 11 graduates the school
- Send out daily switch-off reminders
- Start bee-keeping
- Wildlife photo competition
- Educate about conscious consumerism
- Have a monthly car-free day

### **In the Community:**

- Contact your local MP
- Create a rubbish sculpture to raise awareness of waste
- Community tree planting x3
- Involve local faith groups in climate action and sustainability
- Display environmental posters
- Use social media to promote sustainability in your community
- Volunteer with a conservation local group/charity

### **At Home:**

- Donate to a charity shop instead of throwing things away
- Compost food waste x2
- Reduce single use cleaning materials
- Grow your own food x2
- Don't use single use plastic packaging
- Run an energy saving campaign by telling people how much money they could be saving

- Educate parents about the climate emergency
- Recycle old materials
- Where is your energy coming from? Can you switch to renewables or a green tariff?
- Contact local councillors
- Use sustainable transport

## Event evaluation

In order to reduce waste, for the first time at a Summit event evaluations were done online using a link provided to attendees at the end of the event. 69 responses were received.

### Question One:

As a result of attending the event, do you feel any more confident about how you and your school can play a role in helping to tackle the climate emergency?

Yes I feel more confident:	97%
No, I don't feel more confident:	1%
I'm not sure:	2%

### Question Two:

How would you rate the event on a scale of 1 to 5? (5 being excellent.....1 being poor)

Rating 5 (excellent)	36%
4	60%
3	3%
2	1%
Rating 1 (poor)	0%

### Attendees also were able to leave comments:

Well organised, informative summit

Thank you I've had a really solid time today. Good job guys!

I have got more solutions that I can take forward that I wouldn't have thought of before.

It was a very helpful event as it helped me understand the effects of climate change on a more local scale and we can help our community.

I think it's very important to educate people on climate change and how it affects them, this is because not many people don't know how it will effect them and it's very important.

Lots more ideas, thank you.

I think my school as a whole is just unco-operative, however the all group who came today does feel passionately about it. This doesn't give me much confidence for my school.

This was a really inspiring event and was really influential. I learnt a lot about other people's views on climate change.

Although really interesting, there was a lot of being talked at. We would have loved the chance to do more discussions/actions/projects.

The final workshop made me feel more confident about what schools can do





## What is the Climate Action Route Map (CARM)?

This Route map is produced to support senior leaders to provide high quality Climate action education. It identifies and describes 10 steps based on established good practice and evidence of what works. In making significant and timely progress against a backdrop of the current declared climate emergency school/settings are advised to adopt a strategic approach to provide an underpinning infrastructure supporting a journey to sustainability. Schools/settings will invariably be at different stages and should view this Route map within that context. It is anticipated that even the most advanced schools/settings may have something to gain from this Route map as it provides the latest advice, guidance and support on everything from policy and resources to effectively engaging pupil voice and participation in developing Climate action provision.

### 1. Communicate the facts

The debate over the causes of climate change has a long and turbulent history which, continues to this day in some quarters. Overwhelmingly, however, the scientific community acknowledges the impact of human activity on the environment and the evidence is clear that, unless the world takes urgent action to limit carbon emissions within the next decade, average global temperatures will rise above 1.5°C with catastrophic consequences. Recent, increasing instances of direct action across the world provide both a spotlight on, and reflection of, a heightened sense of anxiety, particularly amongst our children and young people which is, in some cases, negatively impacting their mental wellbeing. Increasingly professionals report a surge of 'eco-anxiety'; a *concern or worry about ecological disasters and the advertised risk to the natural environment*. Arguably this puts even greater emphasis on clarifying a school/settings position alongside an awareness of the impact of the language used when communicating with pupils i.e. key vocabulary needs to communicate in a positive way empowering pupils to take action and seeking to galvanise their passion rather than leaving them feeling powerless, uninvolved and potentially even more anxious - a solutions focussed approach (see 4 below).

In response to the landmark **United Nations Intergovernmental Panel on Climate Change Special Report on Global Warming of 1.5°C** warning that, unless urgent action is taken, the opportunity to avoid the worst effects of climate change will be missed, Leeds City Council declared a climate emergency at full Council (March 2019). This marked an important turning point for the Council and the city to put sustainability, biodiversity and the reduction of carbon emissions firmly centre-stage. Importantly, there was complete political consensus on the issue and though parties, and individuals within them, may argue over the solutions, no-one disagrees that we are in an emergency situation - the climate is changing and the impact of the increased regularity of extreme weather events is being keenly felt. The UK government has set a target for carbon neutrality by 2050, the vast bulk of the reduction will need to be achieved this decade - a 50% reduction by 2025 and 85% by 2030. Leeds City Council is focussed on 2030 and working towards achieving carbon neutrality by that date. To meet this a significant reduction in energy consumption is required. In working to make Leeds carbon neutral by 2030 tackling climate change is now one of Leeds City Council's 3 key strategic plans, sitting equally alongside inclusive growth and improving the health and wellbeing of residents.

### 2. Leadership

Overseeing effective, sustainable change means schools/settings designating a member of Senior Leadership Team (SLT) with a remit for Climate action together with a Governor with specific responsibility for Climate action. The school/setting should agree and publish its position on the Climate emergency - see 5 below.

*What this looks like in practice:*

- Climate action is clearly referenced in the School/setting Improvement/Development Plan (SIP/SDP) and reported in the Self Evaluation Summary (SES)
- Strategic school/setting senior leader for Climate action is designated
- A Climate action working group is established
- A role of Governor with specific responsibility for Climate action is created

### 3. Assessing your current provision

To action plan and implement your school/setting Climate action priorities you will need to know your current provision, both in terms of teaching and learning through the curriculum as well as in your values and ways of working (school estate/campus). These should not be seen as mutually exclusive rather the broadest perspective should be adopted whereby the school estate/campus and the local community are viewed as practice grounds for pupils to apply their learning to 'real world' situations and challenges e.g. improving energy efficiency in school buildings, emergency planning response in preparation for extreme weather events such as heatwaves and/or flooding, etc. and embracing circular economy principles to reduce waste and single-use plastic products in school.

#### **4. Pupil voice and participation**

Given the 'futures' focus of Climate action it is critical to engage pupils in the change process as early as possible not least because this can help to counter feelings of helplessness and associated anxiety through a solutions focussed approach but local consultative activities ensure provision can be tailored to meet the concerns of pupils as well as opening up discussions around priority actions.

*What this looks like in practice:*

- Establish a Pupil Voice forum (Climate Action Group/Eco-Committee/Green Team) whose role it is to seek the views of peers and propose, discuss, agree and plan appropriate actions
- Undertake pupil audits of current provision and pupil perceptions

#### **5. Develop/Refresh your Climate Action Policy**

A Climate action policy will be required in all schools/settings. The policy sets out your whole school/setting approach to Climate action including adaptation and reference to emergency planning in preparation for extreme weather events such as heatwaves and/or flooding, etc. Your climate action policy should also link in to your school ethos, safeguarding policies and equal opportunities. Your Climate action policy should reflect your aspirations, aims and school/setting values and summarise how you intend to achieve your objectives.

*What this looks like in practice:*

- Published Climate Action Policy countersigned by the Headteacher and Chair of Governors

#### **6. Curriculum review and development**

An effective curriculum for Climate action needs to be comprehensive, spiral and responsive to pupil need. You will need to identify any gaps in current provision and regular updates will ensure your programme is inclusive with engaging lessons that reflect real life issues and develop a balance of skills, knowledge and attitudes. The education Inspection framework from September 2019 with its' renewed focus on a '*broad and balanced curriculum*' provides opportunities for greater integration of climate action education. Currently there are calls for reviewing how the whole of the English formal education system is preparing students for the climate emergency.

*What this looks like in practice:*

- Review the curriculum to identify current provision (curriculum requirements) and identify opportunities to teach more broadly about climate action

#### **7. Supporting your staff**

Addressing Climate action and identifying solutions is not easy. The schools/settings leadership should consider and encourage all staff to think about how to; work differently; review policy changes and investments needed to transition from where we are now to where we have to be e.g. how can individual car use be reduced? how can energy use in school buildings be minimised? how can less waste be produced? Clearly this will affect everyone who works in a school/setting, it's everyone's business with all staff having a role to play - some staff may need further specialist training. Teachers "*need the confidence, knowledge and skills to be able to help their pupils understand the causes, drivers and consequences of climate change in order to shape their environmentally conscious mindsets*" (UN Secretary general 2018 Antonio Guterres). Are you aware of the current CPD needs of your staff and have you considered how these will be met?

*What this looks like in practice:*

- Determine staff CPD needs through undertaking a whole school/setting staff survey on Climate action
- Have at least one teacher specifically trained in teaching Climate Change Education

## **8. Action Planning and implementation**

Having established, at Step 3, your current school/settings' Climate action provision you will now be in a stronger position to be able to identify key priorities for action.

*What this looks like in practice:*

- A School/setting Climate Action - Action Plan has been drafted

## **9. Review and evaluation**

As with all subjects effective monitoring and evaluation is crucial to indicating if your planned outcomes are being met and, where not, to identifying what needs to change.

*What this looks like in practice:*

- Systems for monitoring and evaluating Climate action have been incorporated into your routine monitoring and evaluation cycle.

## **10. Communication is key**

Bring the whole school/setting community along with you, through continuous dialogue with parents, staff, governors and pupils.

*What this looks like in practice:*

- School/setting plans for Climate action and updates are shared through your regular channels of communication
- Pupils and staff are encouraged to apply their learning to their lives outside school/setting supporting them to share their learning at home and in/with the community

This page is intentionally left blank



*Get creative for the Climate!*

## **INTRODUCTION**

Leeds City Council declared a Climate Emergency in March 2019, in part, in response to the 'school strikes for climate' movement and lobbying mainly from young people.

Leeds held its first ever 'Youth Summit on Climate for secondary schools and settings' in February 2020 bringing together over 100 students from 20 Leeds secondary schools and colleges with key decision makers in a successful event that provided a forum for young people's concerns and priorities going forward. To complement this a further Summit was planned for primary schools and settings, however, those plans were overtaken by the Coronavirus pandemic! Not to be dismayed, in recognising the importance of mobilising pupil voice, we feel the time is right to celebrate the contribution primary schools make to protecting, preserving and improving the environment to provide an on-going focus on keeping temperature rises within safe limits that will maintain, not only our lives, but the lives of all living things on the planet.

This primary school project is starting with the same intent as the recently announced **Earthshot global prize for the environment**; a collaboration between Sir David Attenborough and Prince William who said "*The Earthshot prize is really about harnessing optimism and that urgency to find some of the world's solutions to some of the greatest environmental problems, positivity has been missing from the climate debate - something the award could supply*".

## **PROJECT SCOPE**

We want to challenge your school to *get creative for the climate* and celebrate what you are already doing. So, firstly, we want you to tell us what your school is doing to address what the students at our Secondary summit voted for as their top 3 priorities namely;

- Promoting sustainable travel (walking, cycling, scoot to school, school streets, etc.)
- Tackling single use plastic (SUP) and recycling, and
- Supporting school uniform recycling

Then, we want you to tell us what you think are the top priorities for your school. You will need to work out a good and safe way to find out the views of pupils in other classes and year groups.

Finally, we want you to record a short video film/PowerPoint presentation (2 mins max) to show to other schools - *get creative for the climate* to celebrate what your school has to contribute – consider creative writing, pieces of poetry, junk models, a news report, a dance, fashion from waste, gymnastics, a piece of music – all to be captured in a fun, imaginative and creative way so we know what's important to your school! Importantly, we want to hear children's voices so we're not expecting a Steven Spielberg film - the message is more important than the medium.

## **PROJECT OUTCOME**

If you can do all of the above and send us your contribution no later than **Friday 18<sup>th</sup> December** then we will make sure that your film/presentation;

- ❖ appears on Leeds City Council's You Tube channel on a specific day alongside films from all the other Leeds primary schools that take part in the project
- ❖ is seen by all Leeds City Council members of the Climate Emergency Advisory Committee (CEAC) - we may be able to ask some schools to attend the meeting on **18<sup>th</sup> January**
- ❖ is watched by our Child friendly Leeds Ambassadors some of who are Leeds businesses keen to look after the environment

## **TO HELP YOU**

Once your school is registered we will send you a *Get creative for the Climate!* School Support Pack containing inspirational ideas to support your project work including amongst other things;

- a link to the work of Furlanesend Community Primary School in Cornwall, who successfully lobbied Comic Relief to provide a red nose not made from plastic for this year's Red Nose Day.
- song lyrics from 'SOS from the kids' who recently appeared on Britain's Got Talent, and
- **Happy News** Project resources to help with developing teamwork, speaking and listening and news writing and reading skills.

### **WHAT YOU NEED TO DO**

1. Register for your school to take part in the '*Get creative for the Climate*' project by e-mailing: [Schoolwellbeing@leeds.gov.uk](mailto:Schoolwellbeing@leeds.gov.uk)
2. Plan some time to do the project in school over the next half term from w/c 2<sup>nd</sup> November
3. Plan to record a short video/PowerPoint presentation (2 mins max) to share in school and beyond for which you have photographic consent for any pupils appearing in the film, and
4. Have fun inspiring your pupils to get creative for the climate!

# Primary School Support Pack

*Get creative for the Climate!*



## **Introduction**

*"I have learned you are never too small to make a difference". Greta Thunberg*

This School Support Pack is being made available to you as your school has recently registered to 'Get creative for the climate' – a Primary school project. To be used in conjunction with the Primary School Project Brief you have already received, this pack is intended to support your pupils' thinking around the issues with ideas to support project work including amongst other things;

- a link to **Fourlanesend Community Primary School** case study in Cornwall, who recently successfully lobbied Comic Relief to provide a red nose for next year's Red Nose Day made out of alternatives to plastic (Page 3)
- the Song lyrics from '**SOS from the kids**' who appeared on the recent television series Britain's Got Talent (Page 4)
- Leeds Children's Mayor selected shortlisted manifestos for 2020 (Page 5)
- Resources from the 'Happy News Project' which have been included to help with developing teamwork, speaking and listening and news writing and reading skills especially useful where school chooses to deliver its video film/PowerPoint presentation through creative writing or a news report, (Page 6) and
- further information and links to Earthshot a recently launched prestigious global environment prize worth £50 million over the next 10 years (Page 7)

### **Additional Supporting Resources** (Pages 8 & 9)

#### **Creating your short film**

When it comes to making your short film the following tips and guidance will be useful:

- We are not looking for a cutting edge production. We simply want your film to be a platform for your pupils to proudly share with an emphasis on what the pupils themselves have played an active role in (pupil voice and participation). As such, you can produce your film using a standard video app on a smartphone or tablet
- Please use "landscape" format rather than "portrait" and limit the duration of your film to no more than 120 seconds including the following:
  - A small group of pupils/individual pupil introducing themselves and school name
  - A closing remark from pupils saying why they think it is important for their school and other schools in the city to work towards being carbon neutral

#### **Submitting your short film**

- We will be showing your film/presentation to City Councillors who sit on the Leeds City Council Climate Emergency Advisory Committee as well as to a network of Child Friendly Leeds Business Ambassadors. Please make sure that you have photographic consent for any pupils that appear in your film/presentation.
- To enable us to do this please send your film using one of the two following methods:
  - Use a free web-based file transfer service such as <https://wettransfer.com/> and sharing to our email address: [schoolwellbeing@leeds.gov.uk](mailto:schoolwellbeing@leeds.gov.uk)
  - If your school has a cloud storage platform such as Google Drive you can upload your film and share the link with us by emailing [schoolwellbeing@leeds.gov.uk](mailto:schoolwellbeing@leeds.gov.uk)

Finally, may we wish you well with this exciting project. We are really looking forward to receiving your school's contribution by close of play on **Friday 18<sup>th</sup> December** – Good luck!



## Comic Relief Reveals 100% Plastic-Free Red Nose - thanks to pupil power!

Comic Relief recently revealed its first ever 100% plastic-free, plant-based Red Nose, which will launch early next year for Red Nose Day 2021. The new nose is made from bagasse, a natural by-product of sugarcane, chosen for its widely celebrated sustainable qualities. In keeping with the environmentally friendly theme, the Noses will be available in 10 different characters representing the great outdoors for the public to collect, including a squirrel, fox, badger and more.



Comic Relief had been researching more sustainable materials for some time, when in early 2019, the charity received letters and emails from hundreds of school children, asking them to create a plastic-free Nose to help reduce single-use plastic waste and protect the environment. Hearing children's voices encouraged the charity to step up a gear.

One school, **Fourlanesend Community Primary School**, Cornwall, received the backing of Sir David Attenborough when they wrote to him and shared their alternative Red Nose suggestion. Sir David sent them a handwritten letter telling the children, *"you are perfectly correct to revise the question of replacing plastic products wherever we can, and I hope you get an adequate answer from Comic Relief."*

Pupils aged between 5 and 10 from the school were given an exclusive first look at the new Noses and thanked for their environmental ideas and letters. They met a virtual panel of guests including Comic Relief co-founder, Richard Curtis, environmental broadcaster, Liz Bonnin, and host TV presenter, Ore Oduba, to discuss their views on the new Nose, why reducing single-use plastic waste is important and further steps we can all take.

Richard Curtis, Comic Relief co-founder, said: *"I'm extremely pleased that we have created the first plastic-free nose for Red Nose Day 2021 – this journey is an exciting one and we thank all the children who let us know they wanted a plastic free option. I'm delighted to give the environmental champion pupils at Fourlanesend the first look at the new Noses. Children are at the heart of our Red Nose Day and their opinions are really important to us. The work we support at Comic Relief is more important than ever in the face of COVID-19."*

Rebecca Norton, Headteacher at Fourlanesend Community Primary School, said: *"Plastic is an issue our children care passionately about as they see so much waste wash up on the shores of our beaches. They are such huge supporters of Comic Relief and really wanted to see the Nose change so they could continue supporting the work. The children were the driving force behind contacting our local press in 2019 and writing to Comic Relief and can't quite believe this has all happened! One of the most important things to come from this for me, is that the children have been listened to – this has really shown them that they can make a difference and should always stand up for what they believe in."*

Lauren, aged 9, said: *"We're such a small school, but despite that, we've been able to do something that is going to make a really big difference to the world we live in. Here at school, and in our local community we are very passionate about reducing our use of plastic, so it's a really good feeling knowing that what we've done has encouraged Comic Relief to create a plastic-free Nose"*.

For more information go to: <https://www.fourlanesendprimary.co.uk/website/news/79019> and/or the [Comic Relief website](#).

## SOS FROM THE KIDS Song Lyrics



Formed when brothers Sim (12) and Noah Macaulay (14) teamed up with their cousin and close friends to record the song 'SOS from the Kids', the song was written after the boys learned at school about humankind's destruction of nature. They told their musician mum about the number of trees cut down each day, the state of the insects and the amount of energy and resources needed to make a T-shirt. Watching David Attenborough's 'Climate Change - The Facts' alerted them to the crisis caused by burning fossil fuels. It was Attenborough's nature programmes that first inspired their passion for bugs and insects.

The song, a wakeup call to all adults, started as a way to channel one family's feelings of despondency into something proactive, with hope and that others could join in with.

### SOS FROM THE KIDS

This is an SOS from the kids  
All the grown-ups take note of this  
We're finding our voice, calling you out  
You can't leave the world in fire and drought

This is an SOS from the kids  
Please change the story re-write the plot  
This beautiful earth cannot be lost  
Stop hurting our planet like you don't care  
There's only one world for us to share

This is an SOS from the kids  
All the grown-ups take note of this  
Wake up and see that you must make a change  
The riches you seek will all be washed away

This is an SOS from the kids  
Please change the story re-write the plot  
This beautiful earth cannot be lost  
Stop hurting our planet like you don't care  
There's only one world for us to share

Don't listen to the fat cats, they only want their cream  
Always needing oil for feeding their machines  
We must care about the animals; care about the trees  
I'll need help from you, you'll get help from me!

Please change the story re-write the plot  
This beautiful earth, cannot be lost  
Stop hurting our planet, like you don't care  
There's only one world, for us to share

This is an SOS from the kids, you can do better than this.

To watch the video go to: <https://www.youtube.com/watch?v=zI0XSWGstqA>

## Leeds Children's Mayor 2020



Leeds Children's Mayor is an annual citizenship programme for Leeds primary schools engaging children in the process of voting and democracy to promote a better understanding of rights and responsibilities. This year the Leeds Children's Mayor programme went ahead during the summer term following which an impressive 50 plus school entries were received. A shortlist of the best 12 manifestos was agreed by a panel of children and young people, including the previous years' finalists and voting - open to anyone aged under 18 for who they want to be the next Children's Mayor - closed at 12pm on the 16th of October.

To see all the fantastic short-listed manifestos go to:

<https://breezeleeds.org/haveyoursay/Pages/LCM19/Childrens%20Mayor%20Voting-Page.aspx>

It is worth highlighting and pointing out to your pupils the following 4 manifestos, in particular, as they have a specific environmental focus relevant to the **Get creative for the Climate!** Project;

- ❖ Agatha Brundle, The Grammar School at Leeds: *'Sharing information and ideas to stop plastic pollution and climate change from harming our planet'*
- ❖ Grace Langdale, Great Preston C of E Primary School: *'Every Leeds child has the opportunity to grow their own fruit, vegetables and herbs'*
- ❖ Rosie Metchkarova-Taylor, Little London Community Primary School: *'Fun and free - work together as a team to create a masterpiece from household materials'*
- ❖ Sophie Powley, Meanwood C of E Primary School: *'Encourage children to walk to school or 'Park & Stride', and measure schools' progress'*

## Happy News Project Resources



If you chose to deliver your video film/PowerPoint presentation through a piece of creative writing or a news report then the 'Happy News Project' can help your pupils to develop teamwork, speaking and listening and news writing and reading skills.

Please note that these resources **are not being** referenced to facilitate pupils finding subject matter or a story to write about. Your school story line should be based on a combination of what your school is doing to address the top 3 priorities from the previous Leeds secondary school summit on Climate (Promoting sustainable travel - walking, cycling, scoot to school, school streets, etc; Tackling single use plastic (SUP)/recycling, and supporting school uniform recycling) **AND** what your pupils have identified as the top priorities for your school.

The emphasis of the Happy News Project is to report positive, uplifting stories to share with others which is precisely what we are attempting to do with the 'Get creative for the Climate! Project.

We want to really try to capture the creativity, the enthusiasm and the inspiration we need to pro-actively address the Climate Emergency; to challenge a sense of powerlessness and empower our children and young people to view their actions as combining together to make a positive difference.

As Prince William said when launching the new £50 million Earthshot environmental prize (see next page) - "positivity has been missing from the climate debate", we need to "*harness the optimism and urgency to find some of the world's solutions to some of the greatest environmental problems,*".

We are similarly motivated to embody that same spirit of positivity as we encourage our pupils to '**Get creative for the Climate!**

For more information go to: <https://www.theguardian.com/newswise/2020/jun/04/happy-news-transition-project>

## Prince William launches £50 million Earthshot Prize



Prince William recently launched the most prestigious global environment prize in history, as the five challenges at the heart of The Earthshot Prize were unveiled. This new global prize for the environment will incentivise change and help to repair our planet over the next 10 years – a critical decade for the Earth.

The launch comes after two years of work by Prince William and The Royal Foundation of The Duke and Duchess of Cambridge to develop a project which will support the global effort to protect and restore the environment. As well as identifying evidence-based solutions to the biggest environmental problems the planet faces, The Earthshot Prize aims to turn the current pessimism surrounding environmental issues into optimism that we can rise to the biggest challenges of our time.

Inspired by President John F. Kennedy's Moonshot which united millions of people around a goal to put man on the moon and catalysed the development of new technology in the 1960s, The Earthshot Prize is centred around five 'Earthshots' – simple but ambitious goals for our planet which if achieved by 2030 will improve life for everyone, for generations to come.

The five Earthshots are to:

- Protect and restore nature
- Clean our air
- Revive our oceans
- Build a waste-free world
- Fix our climate

Each Earthshot is underpinned by scientifically agreed targets including the UN Sustainable Development Goals and other internationally recognised measures to help repair our planet.

For more information go to: <https://earthshotprize.org/>

## **ADDITIONAL SUPPORTING RESOURCES**

### **Leeds Parks and Countryside Service Woodland Creation Initiative**

This autumn, Leeds City Council's Parks and Countryside Service launched a Woodland Creation Initiative as part of the Council's response to the Climate Emergency. The Woodland Creation Initiative is a 25-year long project to plant 5.8 million trees creating 1,250 hectares of woodland to both withstand and combat climate change. Many of these trees will be grown from local seeds in the plant nursery at the Arium (Thorner Lane, LS14 3FB). Schools can get involved in a number of ways; the Ranger team are running Autumn seed gathering workshops and Winter/Spring tree planting sessions with schools, and this September launched a new 'Woodland Creation Teaching Resource' with activities, games and resources to help children learn about the greenhouse effect, climate change, the carbon cycle and how trees work. Further information is available at:

[www.theariumleeds.co.uk/woodland-creation](http://www.theariumleeds.co.uk/woodland-creation). Copies of the **Woodland Creation Teaching Resource** available at <http://bit.ly/WoodlandCreationEdPack>

To be added to the Woodland Creation project mailing list email [woodlandcreation@leeds.gov.uk](mailto:woodlandcreation@leeds.gov.uk).

### **Leeds Development Education Centre (DEC) - Climate change lessons**

Using the UN's Sustainable Development Goals for Climate Action as a starting point the Leeds DEC have developed a set of Big Ideas, providing a summary of the most important things young people need to know about climate change by the time they leave school. Lessons have been written by subject teachers and climate change specialists and have been integrated within existing topics taught in subject curricular (Maths, MFL, Science, RE and Citizenship).

For more information go to: <https://leedsdec.co.uk/climate-action-vm/>

### **National Literacy trust: Hot topic - Greta Thunberg and the Climate Emergency** (including suggested reading books)

In December 2019, 17-year-old Swedish climate activist Greta Thunberg, became the youngest person to be named Time magazine's person of the year. Through her activism, Greta has been instrumental in bringing the issue of the climate emergency into global focus and engaged millions of children in participating in school strikes for climate. Most children will have heard about climate change and may be worried about what this means for them and their lives. Reading around the subject will increase their knowledge and give them the vocabulary to engage in relevant discussions. Also, this real life, pressing issue will be of great interest to many pupils and is an ideal way of offering them an authentic writing experience with a clear audience and purpose. This hot topic resource can be used to spark ideas for using climate change to engage children in the classroom. Suggestions can be adapted for pupils aged 7-14. Climate change offers a number of engaging and interactive opportunities to promote learning and literacy. This hot topic resource:

- recommends relevant age appropriate books to support reading. These books can be used as the basis of literacy lessons, reading activities or as part of daily story time
- offers ideas for oracy activities, including debates about whether children should go on school strikes, and

- suggests purposeful writing activities such as letter writing

For more information go to: <https://literacytrust.org.uk/resources/hot-topic-greta-thunberg-and-climate-emergency/>

## 'Waste & Recycling' lesson for Leeds Primary schools

The aim of the Waste and Recycling lesson is for pupils to explore, through a range of interactive activities and video film, the different types of waste that can be recycled in Leeds through the domestic waste recycling scheme. This lesson will call upon pupil knowledge and appreciation of which materials can be recycled at school. Extension of the lesson supports establishment of a dedicated team of School Recycling Champions supported by an accompanying Teachers e-resource pack. By the end of the lesson pupils will;

- understand the benefits of the 4 R's of waste; **reduce, re-use, recycle** and **recover** - conserving important natural resources and helping to prevent damage to the planet and harm to animals
- appreciate positive outcomes from collective effort; I can '*do my bit*' to help my parents/carers to recycle through understanding which items go into the green bin
- have knowledge of what happens to recyclable materials and a greater appreciation that '*it feels good*' to make a difference

An accompanying 'Waste & Recycling' lesson plan and script is also available.

For more information go to: <https://www.schoolwellbeing.co.uk/pages/school-waste-education-programme>

## Wildlife Trusts call for every child to have daily one-hour nature boost

The Wildlife Trusts study by the Institute of Education, UCL to evaluate the impact experiencing nature has on children focused on over 450 pupils and the effects of Wildlife Trust-led activities on their wellbeing in one of the largest studies ever undertaken into the effects of outdoor activities on children's wellbeing and views of nature. Overall, the research revealed that children's wellbeing increased after spending time connecting with nature: showing an increase in personal wellbeing and health over time, as well as an increase in nature connection demonstrating high levels of enjoyment.

The children also gained educational benefits as well as wider personal and social benefits:

- 90% of children felt they learned something new about the natural world
- 79% felt that their experience could help their school work
- After their activities 84% of children felt that they were capable of doing new things when they tried
- 79% of children reported feeling more confident in themselves
- 81% agreed that they had better relationships with their teachers and 79% reported better relationships with their class-mates

The outdoor activities involved children learning about nature, identifying plants and trees, reflecting on their important role in our lives and considering the needs of wildlife habitats.

Follow these links for the summary, *Nature Nurtures Children*, and the final research report, *Children and Nature*.

This page is intentionally left blank



## **Kirkstall St Stephen's C of E Primary School video film transcript**

Run time: 2 mins 1 sec

**Appendix 5**

Our involvement in the Inner North West Uniform Exchange Project by Kirkstall St Stephen's C of E Primary School Eco Council.

"We donate to the Inner North West Uniform Exchange. Our first collection of outgrown school clothes has already been re-distributed in North West Leeds.

We have joined the Inner North West Uniform Exchange and this is our collection box. We have already collected enough of our outgrown uniform for a first collection and we are well on our way to a second one. We have made sure as many families know about the collection through our website and newsletter and it's proving a popular way to re-use uniform rather than having to buy new every time.

Breathe new life into old clothes. Donate, repair, swap, recycle. Globally one garbage truck of textiles is land-filled or burned every second.

2,700 litres of water is used to make one T-shirt. If every child starting primary school in Leeds has just one in their uniform that's 27 million litres of water.

It takes up to 3 kg's of chemicals to produce 1 kg of cotton.

Did you know extending the life of clothes by just nine months could save 20-30% of carbon, water and waste footprints?

We had a go at rag rugging using scraps from old clothes.

Choose second hand and help make Leeds a zero waste city by 2030. Thank you for listening. We will continue to collect our outgrown uniform and do our bit to make Leeds a zero waste city in our lifetime".

## **Richmond Hill Academy video film transcript**

Run time: 4 mins 48 secs

"We are in harmony school which means that we work with Opera North and every pupil learns to play an instrument. The pieces of music that we learn and perform are linked to our learning and this term our piece was linked to our studying in the impact of plastics in the ocean. The piece was called 'Barrier Reef' and is by Katie and David Blackwell and it helped us to think about the ocean and how they are being forever damaged.

Last year we formed an Eco Club in school to examine what we do in school and how we become more sustainable. Some of the projects we have undertaken include taking part in community clean-ups with members of the local community and Leeds City Council picking up rubbish in the local area. We have run campaigns to encourage pupils to walk to school and not leave their car's running near school.

We have also made sure that the school has installed recycling bins in every classroom and that all pupils have their own multi-use glasses as we address the issue of single use plastics. We have written a student green charter which will be launched to schools in assemblies and will be displayed in classrooms.

As a trust we have formed the group that focusses on sustainability and we have a number of aims including we are looking forward to being carbon neutral by 2025. We are also going to launch ..... gets hydrated to reduce and illuminate the single use plastics and products across our school. Installing bio-domes in every school across the Trust. We're also going to introduce a recipe book that encourages families of all kinds to use locally sourced ingredients and encourage them to grow their own.

We are having a living wall installed at school which will include plants that create/produce and ones that absorb pollutants. We are also working with Yorkshire Wildlife Trust and will become a nature friendly school. Next year we will have outdoor learning environments which will enable us to fully explore the issues we are studying.

We are the Eco Club. We are going to look at it now and forever!"

## Strawberry Fields Primary School video film transcript

Run time: 2 mins 37 secs

"When I was in Year 1 we did litter picking.

Last year we set up a growth tower to see how big plants could get.

What we have done in the past is we've planted trees to get more oxygen and most of the eco council painted a tree each from each class.

Every week we have a meat free day because the eco council wanted to do it.

In Strawberry Fields the Eco council have been doing everything that they can to save the environment like going to recycling centres so we can learn where the rubbish goes and why it's important to recycle.

Strawberry Fields has already done many things to help save the environment. We've created and signed a petition for more vegetarian meals. We've also planted over 100 trees near the back fence but I also have an idea of my own. Since we can't mix bubbles maybe each class, at a different time, with some supplies could go down to a pond area and fix a small area of it.

I think we should have a cycle to school week and also a 'beyond meat' week.

I think we should grow more trees and definitely have a 'beyond meat' day.

And beyond meat tastes exactly like meat but it's actually vegetables.

If you just cut down rainforests and you feed the animals with the food from the rainforests and we eat the animals.... so ....we're just... well we're making pollution.

Cycle to school week.

For the past few years we've been planting trees to help the environment.

My idea's to hang posters about the environment to help/encourage people to save this world, it's the only one we're 'gonna get.

I think we should plant more vegetables because we can use them in the dinner hall.

I think we should turn out old scraps and fruit and veg into compost.

I was thinking 'cause the pond area's a mess right now I was thinking if we could probably plant some more flowers and plants.

Also we could make our own bug hotels, bird feeders and bird food as well.

We have planted over 100 trees in our back fence and we've used the growing tower in the forage of knowledge.

**Report of the Chief Officer (Sustainable Energy and Air Quality)**

**Report to Climate Emergency Advisory Committee**

**Date: 18 January 2021**

**Subject: Climate Emergency Toolkit for Young People in Leeds**

Are specific electoral wards affected? If yes, name(s) of ward(s):	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Has consultation been carried out?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Are there implications for equality and diversity and cohesion and integration?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Will the decision be open for call-in?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Does the report contain confidential or exempt information? If relevant, access to information procedure rule number: Appendix number:	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No

**1. Purpose of this report**

1.1 The purpose of this report is to introduce the new resource for children and young people to access support and guidance on activity to support the climate emergency ambitions.

**2. Main issues**

2.1 The Chief Officer (Sustainable Energy and Air Quality) will introduce and present the Climate Emergency Toolkit for Young People in Leeds, which includes guidance co-created with young people who attended the Youth Voice Summit on Climate Change held in February 2020.

**3. Recommendations**

3.1 The Climate Emergency Advisory Committee is asked to note the launch of the new Climate Emergency Toolkit for Young People in Leeds.

**4. Background documents<sup>1</sup>**

4.1 None.

<sup>1</sup> The background documents listed in this section are available to download from the council's website, unless they contain confidential or exempt information. The list of background documents does not include published works.

This page is intentionally left blank



Report author: Harriet Speight  
Tel: 0113 37 89954

**Report of the Head of Democratic Services**

**Report to Climate Emergency Advisory Committee**

**Date: 18 January 2021**

**Subject: West Yorkshire Pension Fund – Investment in the Fossil Fuel Industry**

Are specific electoral wards affected? If yes, name(s) of ward(s):	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Has consultation been carried out?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Are there implications for equality and diversity and cohesion and integration?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Will the decision be open for call-in?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Does the report contain confidential or exempt information? If relevant, access to information procedure rule number: Appendix number:	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No

**1. Purpose of this report**

1.1 The purpose of this report is to introduce a presentation to be delivered that sets out the policy position in regards to the West Yorkshire Pension Fund and current investment in the fossil fuel industry.

**2. Main issues**

2.1 Councillor Andrew Scopes will be in attendance to deliver the presentation.

**3. Recommendations**

3.1 The Climate Emergency Advisory Committee is asked to note the contents of the presentation.

**4. Background documents<sup>1</sup>**

4.1 None.

---

<sup>1</sup> The background documents listed in this section are available to download from the council's website, unless they contain confidential or exempt information. The list of background documents does not include published works.

This page is intentionally left blank