

# GALWAD

# TAKING ACTION

LOOK AT INSPIRATION FROM OTHER  
SCHOOLS FOR HOW TO TURN YOUR IDEAS  
INTO ACTIONS AND START A MOVEMENT  
FOR CHANGE IN YOUR COMMUNITY



Eco-Schools



Eco-Sgolion



cadwch keep  
gymru'n wales  
daclus tidy

# Background information

We started this week by saying that we don't know what will happen in the future but we do know that we have the power and potential to create our own future.

We have looked at how life on earth might be in 30 years' time based on the effects of the environmental issues happening today. Thinking about life in the future can be scary as we are told about how much damage humans are doing to the planet, which can be overwhelming and hard to see any solutions.

However, young people have more power than ever to make changes for the future and to take positive action against pollution, waste and climate change. Inspired by others, such as Greta Thunberg, children and young people all over the world who care about the planet and the future have been taking action, making themselves heard and their voices are getting LOUDER!

Every little thing that individuals do to spread the message, be it at home, in school or for their community adds to the global collective voice for the planet and helps to make it heard by others.

**“YOU ARE NEVER TOO SMALL TO MAKE  
A DIFFERENCE!”**

Greta Thunberg

So what action will we take? How will we get our message heard?

The first thing is to know what we want to do, and why. Even the smallest of actions has an impact on the future of the planet, and we have the knowledge and imagination to be innovative in your actions.

Once we know what you want to do, telling people all about it is vital to get others to support us, join in and act. Making sure we know who the message is for (its audience), what the message is and what we want to achieve by them hearing it are all very important factors to think about. Also – what method is best? Video, audio, print? Choosing the best way to deliver your message can be the key to its success.

Remember – the more people who hear and are inspired by our message the more likely they are to join you in your effort towards a brighter future for everyone.

The following activities will take pupils through planning their environmental actions and getting their ideas heard by others.

# Activity 1

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Now it's your turn to take action.

- Show the [Eco-Schools Bright Ideas postcards](#) (a collection of great eco-actions taken by schools across Wales) and think about what good they did? Would they work at your school?
- In groups - based on what they have heard and learnt this week and using the Bright Ideas postcards as inspiration, the pupils should consider what actions they would like to take in the school or community this year in order to make positive change for the environment and for the future. Share the ideas with the whole class.
- As a class – pupils are to choose three actions from those shared that they think would be most suited and beneficial to their school/community and use the template given to develop an action plan for making the three targets happen. Remember to consider how you will measure the difference you are making or whether people are changing what they do as a result of your campaign or target.

# Activity 2

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How can you spread your ideas and actions into the local community to get your voices heard?

Think about how others (schools/charities/businesses/clubs) get their messages out to people everywhere? Consider:

- Social media – Twitter etc.
- Days of action (protests/demonstrations/awareness events)
- Written media – newspapers, magazines, newsletters, posters/banners/leaflets
- Television/Video
- Radio/podcasts

How can you make sure your school/community know you are taking action and why?

In groups, pupils should decide what they think is the best method to get their message heard and create their solution. This could be digital or material based and could include things like a series of tweets, a newsletter, video message, voice

message, posters/banner, art display or something completely original. The more different the methods and messages, the better!

### **Extension activity:**

Consider turning your actions/message into a full campaign. Research existing campaigns and then plan your own – this would include your action plan and your message but also have a name/slogan and series of inspiring, engaging adverts/messages/competitions to encourage others to get involved. Here are some existing campaigns to get you started:

- [Fridays for Future](#)
- [Earth Day](#)
- [Unblocktober](#)

## **Reflection**

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30 years ago, people on planet earth came together when they realised that CFCs in aerosols and fridges were causing a hole in the ozone layer. A global movement occurred that saw CFCs banned and a huge shift in behaviour. Now the hole in the ozone layer is shrinking and is evidence that humanity can come together and tackle an environmental crisis if we choose.

We can use this as inspiration for how we can still come together to solve challenges over the next 30 years, perhaps starting with some of the campaigns that are being developed today!

## **Curriculum links**

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### **Purposes**

- Ethical, informed citizens
- Enterprising, creative contributors

### **AOLEs and What Matters statements**

#### **Humanities**

- Our natural world is diverse and dynamic, influenced by processes and human action.
- Human societies are complex and diverse, and shaped by human actions and beliefs.
- Informed, self-aware citizens engage with the challenges and opportunities that face humanity, and are able to take considered and ethical action.

#### **Languages, Literacy and Communication**

- Languages connect us

# Global Goals

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Goal 11: Sustainable Cities & Communities

Goal 12: Responsible Consumption & Production

Goal 13: Climate Action

## Our Eco-Schools Action Plan (Academic Year)

Target	Action	Who's Responsible	Cost	Timescale	How will we measure progress? (Monitoring)	What difference have we made? (Evaluation)
<u>e.g.</u> Save Energy	Make sure that the lights and projectors are off when the room is empty.  Assembly about how electricity is made.	A member of each class in turn, according to the rota  Y5 to be Eco-Spies to check at lunch time.	None!	Starting in May	Take meter readings with the help of the caretaker. Eco-Spies to check one lunch time a week to see how many appliances are left on. Record findings and present Golden Lightbulb to the winning class each month!	(complete at the end to show the difference made) e.g. The charts show that lights used to be left on average 10 times a week, now only 1.

# GALWAD



CREATIVITY IN THE UK



Cymru Greadigol  
Creative Wales

GALWAD is part of UNBOXED: Creativity in the UK, co-commissioned with Creative Wales with funding from Welsh Government and UK Government

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