

Eco-Schools and the Curriculum for Wales



Background information

The founding principle of the Eco-Schools programme is that a pupil-led, bottom-up approach to environmentally improving the school and local area is essential to achieve a sustained, whole school approach. The greater the pupil ownership, the more successful the programme is within a school.

This approach matches that of the new curriculum in Wales perfectly. Allowing pupils to steer their learning direction and the themes and issues covered.

There is also a natural interest in many pupils in the World around them and the challenges that our planet is facing. They want to become Ethical and Informed Citizens of Wales and the World.

Now is therefore an ideal time to look at integrating elements of the Eco-Schools programme further into classwork so that all pupils in the school (and adults) can play their part.

There are a variety of ways that this can be achieved effectively and compliment class learning instead of being an add-on.



Activity



Staff twilight

Background Information

It may be the case that staff within school need so develop understanding about how the Eco-Schools programme can complement the outcomes of the Curriculum for Wales. This simple activity helps to highlight where there is crossover and hopefully stimulate discussion about how all pupils can get involved in that process.

Purposes, Seven steps

Activity

1. Prepare the activity by printing the statements below as well as the seven Eco-Schools steps. Cut the statements up so that there is 1 statement per piece of paper. You may want to print a few copies if you have a lot of teaching staff in your school.
2. Spread the seven step papers out over a desk. Give the group the statement pieces of paper and ask them to see if they can link the outcome statement to 1 or more of the Eco-Schools seven steps. E.g. *Give of their energy and skills so that other people will benefit and are ready to play a full part in life and work'* might fit well with Action Plan.
3. If you have completed the activity in more than 1 group, allow time for each group to review others and look for similarities or differences.
4. Were there any statements that did not fit? Where there any that fitted multiple steps?

Extension Ideas:

- Could each class/department lead consider taking on a topic from the Environmental review to complete within class? Discuss options for this leading to the development of class-led targets that could feed into the overall action plan.
- How can pupil-led learning turn into pupil-led actions for change? Discuss current thematic teaching and environmental issues that have arisen. Is there an opportunity to create a positive action or target as a result of what has been learnt? E.g. Practical steps to show a measured reduction in a pupil /school carbon footprint following learning about the Greenhouse effect.

Resource – Four purposes statements

<p><u>Ambitious and capable learners</u></p> <p>Ambitious, capable learners who: Set themselves high standards and seek and enjoy challenge.</p> <p>Ambitious, capable learners who: Are building up a body of knowledge and have the skills to connect and apply that knowledge in different contexts.</p> <p>Ambitious, capable learners who: Are questioning and enjoy solving problems.</p> <p>Ambitious, capable learners who: Can communicate effectively in different forms and settings, using both Welsh and English.</p> <p>Ambitious, capable learners who: Can explain the ideas and concepts they are learning about.</p> <p>Ambitious, capable learners who: Can use number effectively in different contexts.</p> <p>Ambitious, capable learners who: Understand how to interpret data and apply mathematical concepts.</p> <p>Ambitious, capable learners who: Use digital technologies creatively to communicate, find and analyse information.</p> <p>Ambitious, capable learners who: Undertake research and evaluate critically what they find and are ready to learn throughout their lives.</p>	<p><u>Healthy and confident individuals</u></p> <p>Healthy, confident individuals who: Can use number effectively in different contexts.</p> <p>Healthy, confident individuals who: Are building their mental and emotional well-being by developing confidence, resilience and empathy.</p> <p>Healthy, confident individuals who: Apply knowledge about the impact of diet and exercise on physical and mental health in their daily lives.</p> <p>Healthy, confident individuals who: Know how to find the information and support to keep safe and well.</p> <p>Healthy, confident individuals who: Take part in physical activity.</p> <p>Healthy, confident individuals who: Take measured decisions about lifestyle and manage risk.</p> <p>Healthy, confident individuals who: Have the confidence to participate in performance.</p> <p>Healthy, confident individuals who: Form positive relationships based upon trust and mutual respect.</p> <p>Healthy, confident individuals who: Face and overcome challenge.</p> <p>Healthy, confident individuals who: Have the skills and knowledge to manage everyday life as independently as they can and are ready to lead fulfilling lives as valued members of society.</p>
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Ethical informed citizens

Ethical, informed citizens who:

Find, evaluate and use evidence in forming views.

Ethical, informed citizens who:

Engage with contemporary issues based upon their knowledge and their values.

Ethical, informed citizens who:

Understand and exercise their human and democratic responsibilities and rights.

Ethical, informed citizens who:

Are knowledgeable about their culture, community and society and the world, now and in the past.

Ethical, informed citizens who:

Respect the needs and rights of others, as a member of a diverse society.

Ethical, informed citizens who:

Show their commitment to the sustainability of the planet and are ready to be citizens of Wales and the World.

Enterprising, creative contributors

Enterprising, creative contributors who:

Connect and apply their knowledge and skills to create ideas and products.

Enterprising, creative contributors who:

Think creatively to reframe and solve problems.

Enterprising, creative contributors who:

Identify and grasp opportunities.

Enterprising, creative contributors who:

Take measured risks.

Enterprising, creative contributors who:

Lead and play different roles in teams effectively and responsibly.

Enterprising, creative contributors who:

Express ideas and emotions through different media.

Enterprising, creative contributors who:

Give of their energy and skills so that other people will benefit and are ready to play a full part in life and work.

Resource: Eco-Schools seven steps

Eco-Committee



Environmental Review



Action Plan



Monitoring and Evaluation



Linking to the Curriculum



Informing and Involving



Eco-Code

ENVIRONMENT IS COOL,
COMPREHENSIVE ECO CLUB
ORGANIC VEGETABLES IN OUR GARDEN
STRAWBERRIES, CARROTS AND CABBAGES TOO!
COMPOST SPREAD ON THE FLOWERS,
HELPS THEM GROW ALL YEAR ROUND.
PRESERVE THIS POSTER AND REMEMBER,
YOUR SCHOOL IS AN ECO SCHOOL SO,
LET'S LIVE UP TO THE NAME.



cadwch keep
gyrru'n wales
daclus tidy

Eco-Schools



Eco-Sgolion



cadwch keep
gymru'n wales
daclus tidy

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