



CLIMATE ACTION

FOR JUNIOR PRIMARY STUDENTS



AN TAISCE

The Environmental Education Unit (EEU) of An Taisce is responsible for coordinating Ireland's most successful environmental programmes and prestigious award schemes for over twenty years. The EEU is the National Operator for all international programmes of the Foundation for Environmental Education (FEE) including Young Reporters for the Environment, Learning About Forests and of course Green-Schools, which is currently in operation across 95% of Irish schools. The EEU also operates several national programmes including Climate Ambassador, Neat Streets, Clean Coasts, National Spring Clean and Green Campus.



FOUNDATION FOR ENVIRONMENTAL EDUCATION

The Foundation for Environmental Education (FEE) is partnered with some of the world's foremost organisations including UNEP, Earth Charter and UNWTO. FEE seeks to promote environmental education by carrying out campaigns and improving awareness. FEE is also recognised by UNESCO as a world-leader in Education for Sustainable Development.



Request a free A3 hard copy storybook to be sent to your school by emailing greenschools@eeu.antaisce.org or phoning 01 400 2222.



Download the storybook for your interactive whiteboard here:

https://greenschoolsireland.org/resources/theme_category/climate-action/

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INTRODUCTION



Rialtas na hÉireann
Government of Ireland

This resource is designed to frame the Green-Schools debut storybook ‘We Want Our Park Back!’, by Oisín McGann, produced as part of the National Climate Change Action and Awareness Programme under the auspices of the National Dialogue on Climate Action and supported by the Department of Communications, Climate Action and Environment.

Green-Schools launched the National Climate Change Action and Awareness Programme in September 2017 and have been running face-to-face and online teacher training on ‘Climate Change, Science and Action’ each year since. Every October we invite all schools, colleges, and communities in Ireland to partake in Climate Action Week.

This resource, and the accompanying storybook, have been developed thematically, and in consideration of the Aistear Framework (NCCA, 2009), and in response to requests from teachers participating in our online summer course:

“What resources and materials could be used to represent these ideas to younger classes, for instance books?”, **Ms. Hannon.**

“I’d love to know if anybody has come across effective ways to explain climate change to younger children. Any books/resources/videos online that makes this topic more accessible to them?”, **Ms. Murray.**

“Are there any books or stories suitable for junior classes or those who have English as a second language to discuss climate change?”, **Ms. Kearney.**

Furthermore, it has been recently recommended by experts in the field that it is “important to develop educational resources and programmes related to climate change for early years’ education”, and address the present dearth of materials (ALLEA, 2020:3). It is also widely recommended that climate change education at the junior primary stage should focus on empowering collective action and solutions-oriented approaches at the local community level, shifting to a global justice focus in senior primary, secondary school and third level (ALLEA, 2020).

Climate change is happening, so let us try our best to understand it and do something about it now. As teachers, you are perfectly positioned to foster a sense of environmental stewardship amongst our youngest citizens and give them the lifelong gift of a strong cultural connection to nature, through place-based learning. The Early Childhood Curriculum Framework asks us to help our youngest citizens grow up with a strong sense of well-being; proud of themselves, their families and communities; be confident and competent communicators; curious and resilient explorers; and creative thinkers (NCCA, 2009). We, at Green-Schools, would like to share this resource with you in the hope of helping to achieve this.

Education is key in responding to climate change (UNESCO, 2019), but how do we explore climate change with young students? The most important pre-requisite to learning about climate change, is helping children to appreciate the wonder and awe of their natural world. Do not forget your outdoor classroom! *“Using the outdoor environment can often give children more space and freedom to move, to explore, and to express themselves, which in turn can bring even greater enjoyment, satisfaction and learning”* (NCCA, 2019:14). Exploring your local forest, woodland, hedgerow, river, lake, beach or even greening urban school grounds can give our youngest citizens a deeper understanding of why looking after their environment is so important.

We believe, at such a young age, it is more important and beneficial to first, focus on their connection to nature, second, aid them in developing their understanding of how human choices can affect their environment, and third, focus on positive climate solutions and climate action to empower our youngest citizens and impart climate hope for their future.

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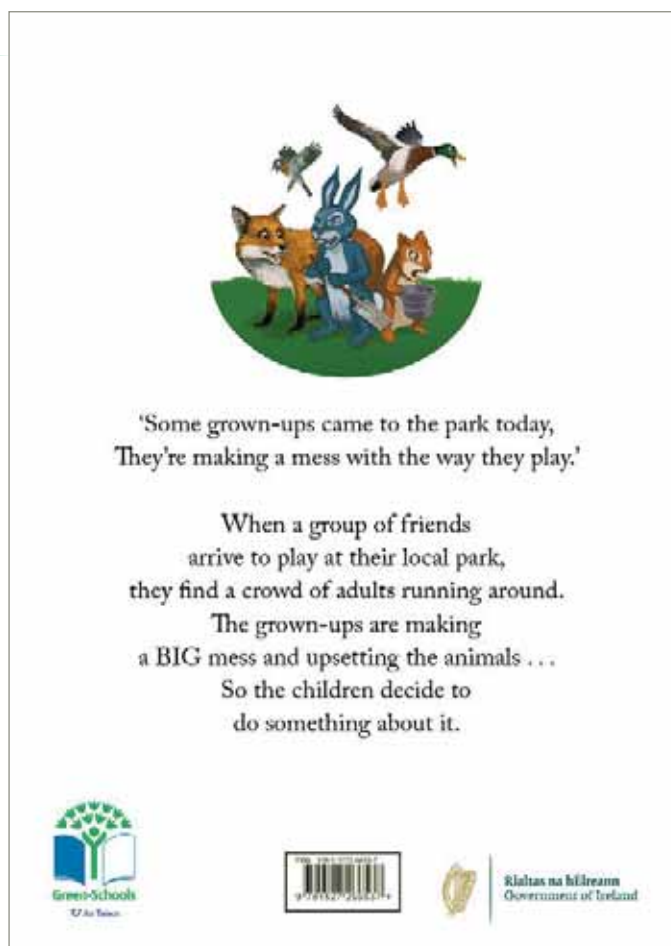
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CURRICULUM LINKS

Climate change is not just a topic for SESE. It affects every facet of our life so we would like to encourage you to explore it thematically in as many subjects as possible, creating a truly immersive learning experience for your students. If you would like a more detailed breakdown you can download the extensive learning goals and outcomes linked to each theme in the storybook here: https://greenschoolsireland.org/resources/theme_category/climate-action/

SUBJECT	LEARNING OUTCOMES
Science	• Living things – Myself / Plants & animals • Energy & forces – Sound / Heat / Properties & characteristics of materials • Environmental awareness – Caring for my locality
Geography	• Human environments – Living in the local community • Natural environments – The local natural environment / Weather • Environmental awareness & care – Caring for my locality
History	• Change and continuity – Continuity and change in the local environment • Story – Stories
Maths	• Shape and space – Spatial awareness / 2-D shapes • Measures – Length / Area / Time • Data – Representing and interpreting data
Language	• Oral Language – Communicating / Understanding / Exploring and using • Reading – Communicating / Understanding / Exploring and using • Writing – Communicating / Understanding / Exploring and using
SPHE	• Myself – Self-identity / Developing self-confidence / Making decisions / Relating to others / Developing citizenship
Art	• Drawing – Making drawings / Looking & responding • Paint and colour - Painting • Print – Making prints • Construction – Making constructions
PE	• Games – Sending, receiving and travelling / Creating and playing games / Understanding and appreciation of games • Outdoor and adventure activities – Walking / Outdoor challenges / Understanding and appreciation of outdoor and adventure activities
Music	• Listening & responding - Exploring sounds
Drama	• Explore feelings, knowledge & ideas, leading to understanding – Exploring and making drama / Co-operating and communicating in making drama
Aistear	• Well-being – 1.5, 3.1/3/4/5, 4.3/4/6 • Identity and belonging – 1.2/6, 2.3/5, 3.1/2/3/4/5/6, 4.4 • Communicating – 1.1/3/5/6, 2.1/2/3/4, 3.1/2/3/4/5/6, 4.1/2/3/4/5/6 • Exploring and thinking – 1.1/4/5/6, 2.4/5/6, 3.1/2/3/4/5/6, 4.2/3/4/5/6

THEME: EXPLORATION



Pre-Reading Questions

What do we think of the cover art?

Do we have any place near our school or homes that look like this?

Who is the author of the book?

What clue does the title give us?

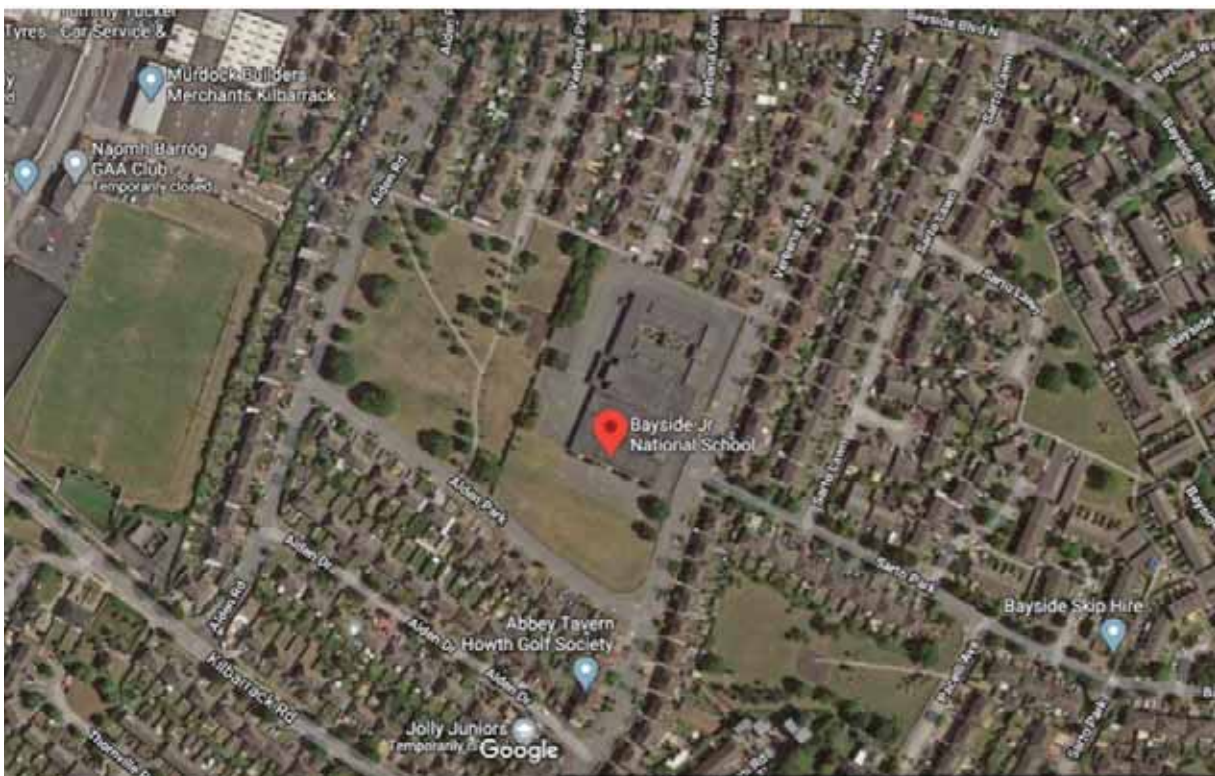
Read the blurb on the back cover. What do we think the story might be about?

THEME: EXPLORATION



GREEN MAPPING

Use Google Maps satellite view on the interactive whiteboard to discover what green spaces, farmland, trees, hedgerows, forests or parks are in your local community.



Link: [Google Maps Satellite View](#)

Share: Have you ever explored any of the green places near your school? Share one memory about your time there.

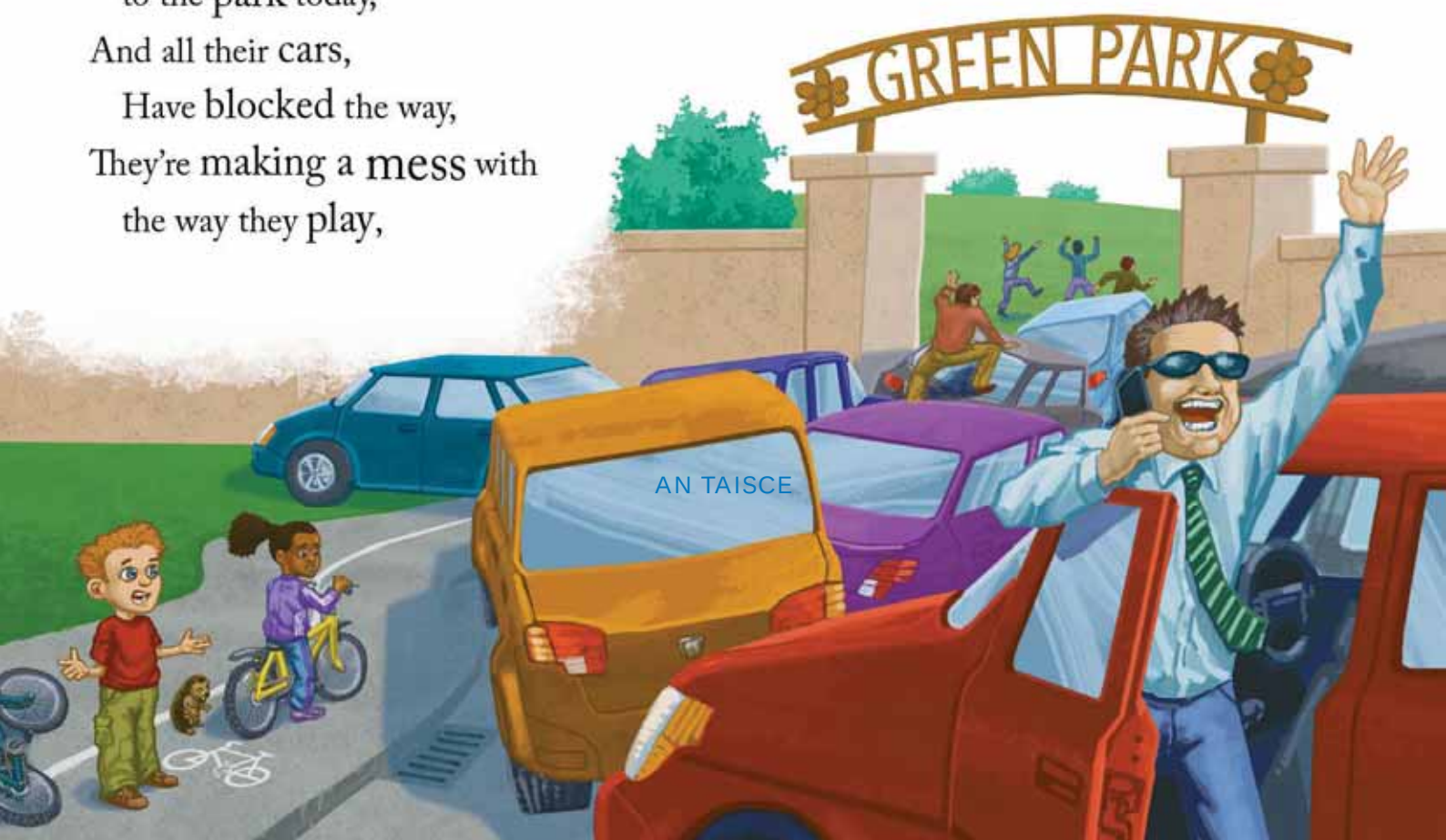
Extension: Use your imagination to write or verbally create a short story as a whole class using the cover art, title, blurb and/or memories you shared as inspiration.

THEME: TRAVEL



Some grown-ups came
to the park today,
And all their cars,
Have blocked the way,
They're making a mess with
the way they play,

Now we can't play here any more.



Reading Questions

What is happening in the picture?

Is there a problem?

Have you ever seen a car or anything else block your path?

Who enjoys cycling?

What types of transport do we have in our local community?

What different types of transport have we seen in other communities around Ireland?

THEME: TRAVEL



TRAVEL SURVEY

How do you normally travel to school?

How would you most like to travel to school?

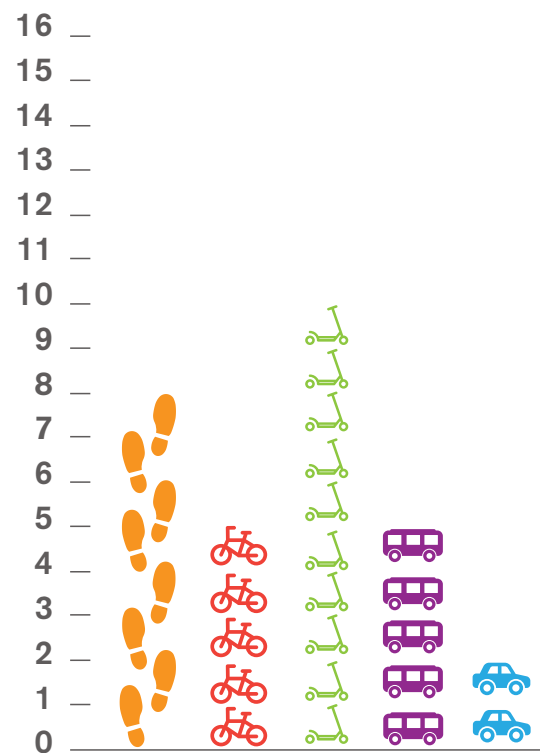
Create a picture, block or bar chart to represent the data collected.

Interpret your data and compare the results of how your class normally travels to school and how they would most like to travel to school.

Example



How do you travel to school?



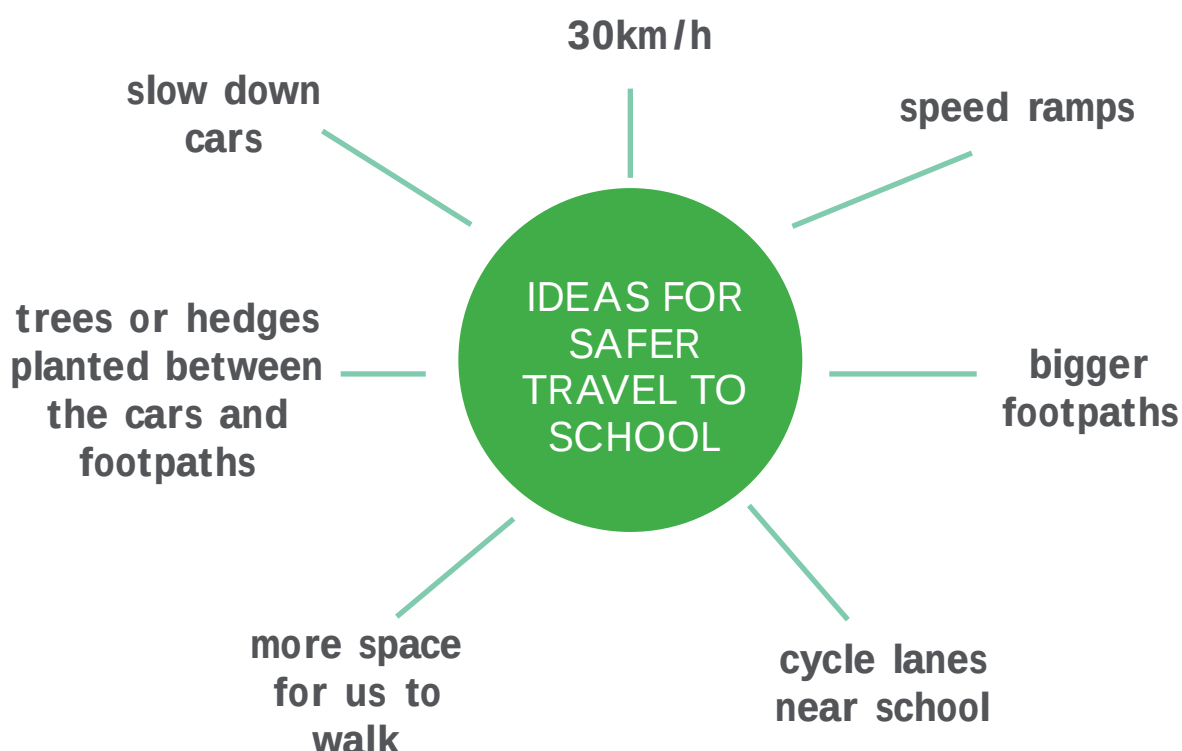
How would you most like to travel to school?

Walk
 Cycle
 Scoot/Skate
 Bus/Train
 Car

THEME: TRAVEL



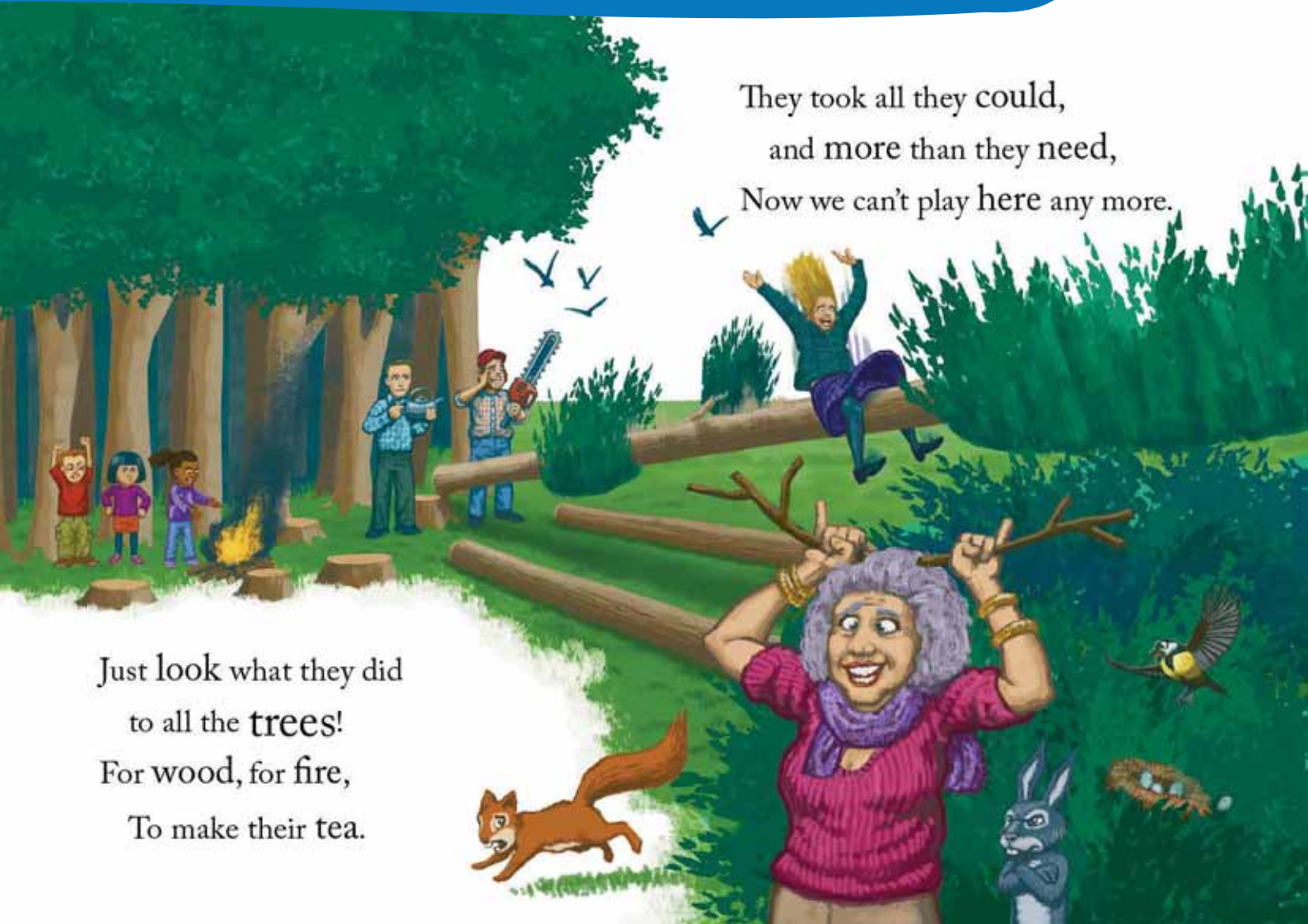
Brainstorm: How could we make it safer to walk or cycle to school?



Extension: Ask an adult to join you on an adventure to your local park or forest area from your school or your home. Can you walk or cycle there? Take note of all the good and bad things you see as you travel. How could it be improved? Send your results to a local politician or the County Council's Road Safety Officer.



THEME: TREES



Reading Questions

What is happening in the picture?

Do you think this is a real or imaginary story?

Has anyone ever been to a forest?

What plants and wild animals live in your local woods?

What do we use trees for?

What things can we see in our classroom that are made from wood?

THEME: TREES



IRELAND'S FORESTS

A tiny portion of Ireland is covered by forests, just 11% of our land! 18% of these trees are native species, while 82% have been introduced from other places. Some of Ireland's native trees include Ash, Cherry, Birch, Hazel, Hawthorn, Holly, Oak, Rowan, Scots Pine and Willow. Some of Ireland's introduced trees include Sweet Chestnut, Beech, Sycamore and Sitka Spruce. Trees are VERY important because they help to clean the air we breathe. Their leaves take in one gas (carbon dioxide/CO₂) from the air that helps them grow and releases another gas (oxygen/O₂) for us to breathe. Their roots also help to hold the soil together, which can help defend us from floods! Trees give us shelter from wind and rain and sun and are home to lots of wildlife.

FACT!

One of the oldest trees in Ireland is a yew tree growing in the Killarney National Park, it is 670 years old!

Search: What wildlife can you spot in the storybook so far? Find the following: hedgehog, red squirrel, mallard duck, hare, robin, great tit.

Products: Trees are also used to make many things including paper and products.

Tree	Used to make (Product)
Holly Tree (Crann Cuilleán)	Wooden Table
Cherry Tree (Crann Silín)	Guitar
Ash Tree (Crann Fuinseóg)	Hurley
Scots Pine Tree (Crann Réine Albanach)	Roof Beams for a House/School
Oak (Dair)	Timeber for Flooring/Piece of Art/For Oak Barrels/Funeral Casket

Brainstorm: What things are made from wood in your classroom, school, or home?

Video:  How Paper Is Made

THEME: TREES



MEET A TREE

This is a fun trust exercise! You will need some blindfolds, eye masks or scarfs. In pairs, go outside and stand near some trees. One person in each pair puts on a blindfold and links arms with their partner. Spin them around three times and then carefully lead them to a tree of your choice. While they are blind, let them get to know the tree with their other senses. How wide is it? What texture is the bark? Are there any distinctive knots, knuckles or branches you can reach? What does it smell like? Can you feel any roots poking through at the base of the trunk? Hug the tree! After a couple of minutes, lead your partner back to the group and gently spin them around three times. Take off the blindfold and let them go back to the trees, can they find the tree they just met?

Links:

- 🔗 [Learning About Forests Resources \(LEAF\)](#)
- 🔗 [Native Irish Trees](#)

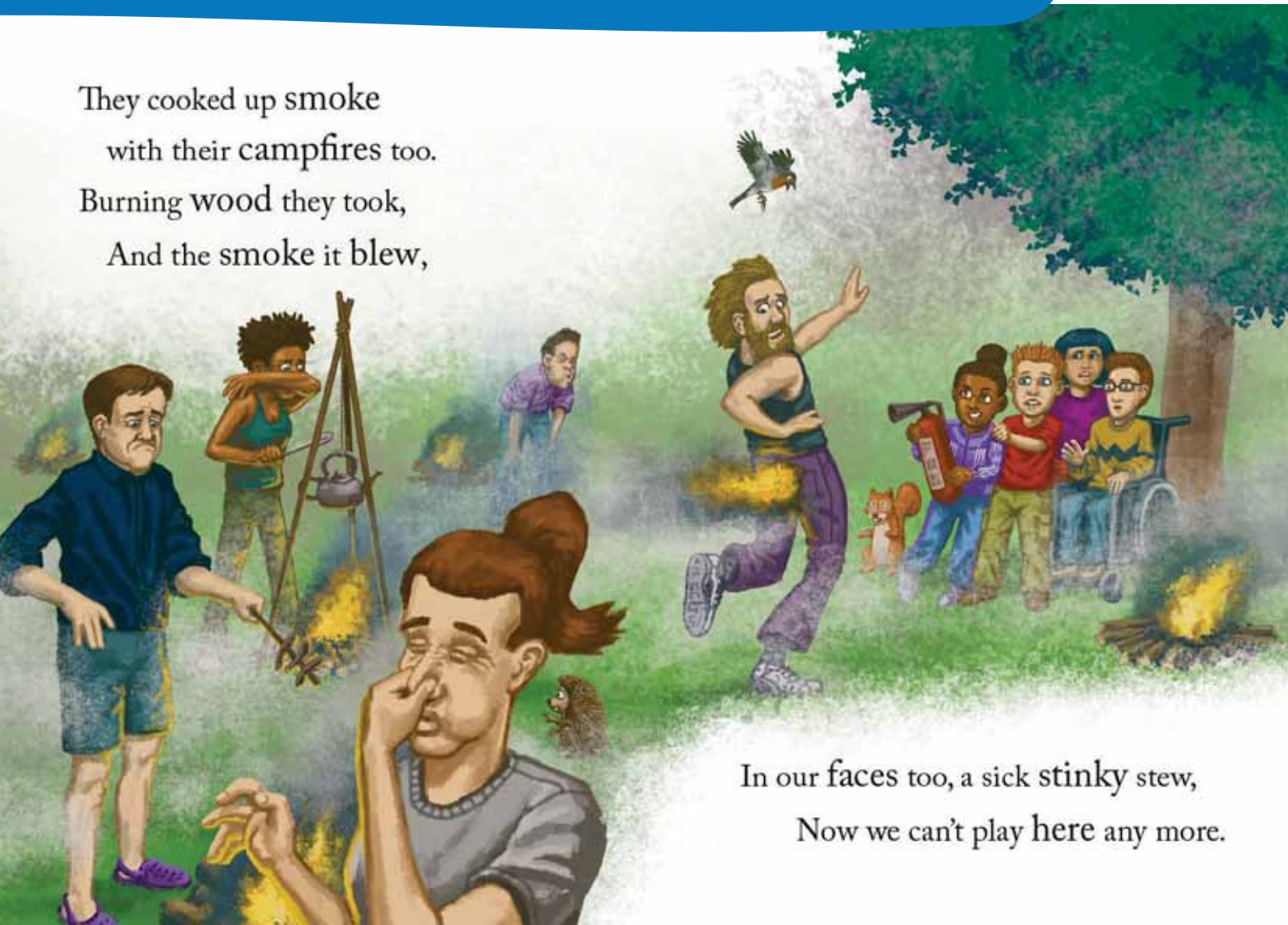
Extension: Draw a map of your school grounds or local community space and ID all the different trees you find on your map, you could even create your own Nature Trail!



THEME: ENERGY



They cooked up smoke
with their campfires too.
Burning wood they took,
And the smoke it blew,



In our faces too, a sick stinky stew,
Now we can't play here any more.

Reading Questions

What is happening in the picture?

Why do we sometimes light fires in summer?

Do you think the barbeque could symbolise something bigger?

Why do we sometimes light fires in winter?

Apart from wood, what else do we burn for energy or heat?

THEME: ENERGY

Energy: When we burn wood, it gets really hot and really bright, this heat and light is energy.

Fossil Fuels

Other sources of energy include coal, oil, gas and turf. These are fossil fuels that have formed over thousands of years and can only be used once.



coal



oil



gas



turf

The Greenhouse Effect

When we burn fossil fuels to power our cars, planes, factories and homes, they release lots of gases, like carbon dioxide (CO_2). Carbon dioxide is a Greenhouse Gas. Another Greenhouse Gas is methane (CH_4) which comes from cow burps! These gases hang around the planet like an extra blanket and make it hotter, but now there are too many Greenhouse Gases around Earth!



THEME: ENERGY

**Renewable Energy**

If we stop using fossil fuels, where will we get our electricity from? We can also use clean energy from the sun, wind and moving water in rivers and waves! These are renewable sources of energy which means they will never run out.



Solar panels



Wind turbines



Hydropower dam

ENERGY AUDIT

Make a list of all the things we see in school that are using energy.

Sort them into three categories: things that give us heat, things that give us light and other electricity.

Where is all this energy coming from?

Does it have a plug, switch, or batteries?

What do we think is using the most energy?



Video: The Story of Energy

Extension: Pick one room in your home and carry out an energy audit. Draw a map of the room and colour in the things that you think are using the most energy. Can you think of any ideas to save energy at home?

THEME: WASTE



Look at this **rubbish!**
It's filled the lake!
All the yucky gunk,
Only humans make,

More poisonous **junk**
than the lake can take,
Now we can't play here any more.



Reading Questions

- What is happening in the picture?
- Do you think the picture is realistic?
- Do you think the illustrator was trying to be funny?
- Have you ever seen rubbish like this near a river, lake or the sea?
- Where do you think all the rubbish came from?
- What can we do about it?

THEME: WASTE



THE WASTE RACE

This game is best played outdoors on a calm, dry day or in the hall. Collect waste from your classroom. Include more of the waste that is most relevant for your class, making sure you have at least one piece of waste for each student and a good variety, for example: paper, card, newspaper, tissue, wasted marker, empty paint bottle, hard plastic yoghurt tub, yoghurt lid, fruit peel, sandwich crusts, tin foil, cling film, paper sandwich bag, crisp packet, bar wrapper, milk tetra carton, hard plastic straw, soft plastic straw wrapper, bubble wrap, envelope, hard plastic lids, plastic bottles...

Label three bins or buckets:

Black **GENERAL WASTE**, Green **RECYCLING**, Brown **COMPOST**.

You will also need a small basin with a bit of water in it, rubber gloves and a tea towel if you have any dirty items (i.e. yoghurt tubs, paint bottles, tin foil with food residue).

Break up the class into four or five equal relay teams and get them to line up behind a start line. Empty the waste in a pile a few metres in front of the groups, so they can just about see it. At the end of the hall, or at least 10 metres away, position your three labelled bins, the basin with water, rubber gloves and the tea towel. Ask your class if they know which bin each piece of waste goes in. Do a demonstration of how the relay will work, running from the group, picking a piece of waste and running to the bins, deciding which it belongs in, and back to the group for the next person to go.



THEME: WASTE



1. The **RECYCLING** bin likes clean, dry, loose, hard plastic, paper, card, metal and tetra cartons*.
*Please adapt this slightly if your school also has a separate tetra carton bin
2. The **COMPOST** bin likes food scraps, tissues, grass cuttings, fallen leaves and soiled paper that can't be recycled.
3. The **GENERAL WASTE** bin will take almost everything else that can't be recycled or composted like cling film, soft plastic wrappers, bubble wrap, the window on an envelope etc.

The first group to finish their relay wins the waste race!

After the relay, go back to class and have a group conversation about what goes into the different bins, sorting it together if there were any mistakes. Use the A to Z link below to check. Ask your class to draw pictures of the various waste items and stick them to the outside of the bins, so if anyone is ever in doubt, they will always know which bin to use! Now is also a good time to talk about glass recycling, WEEE electrical recycling and textile recycling at home.

Litter Pick: Take part in the **National Spring Clean** or do a **#2MinuteBeachClean** with your class!

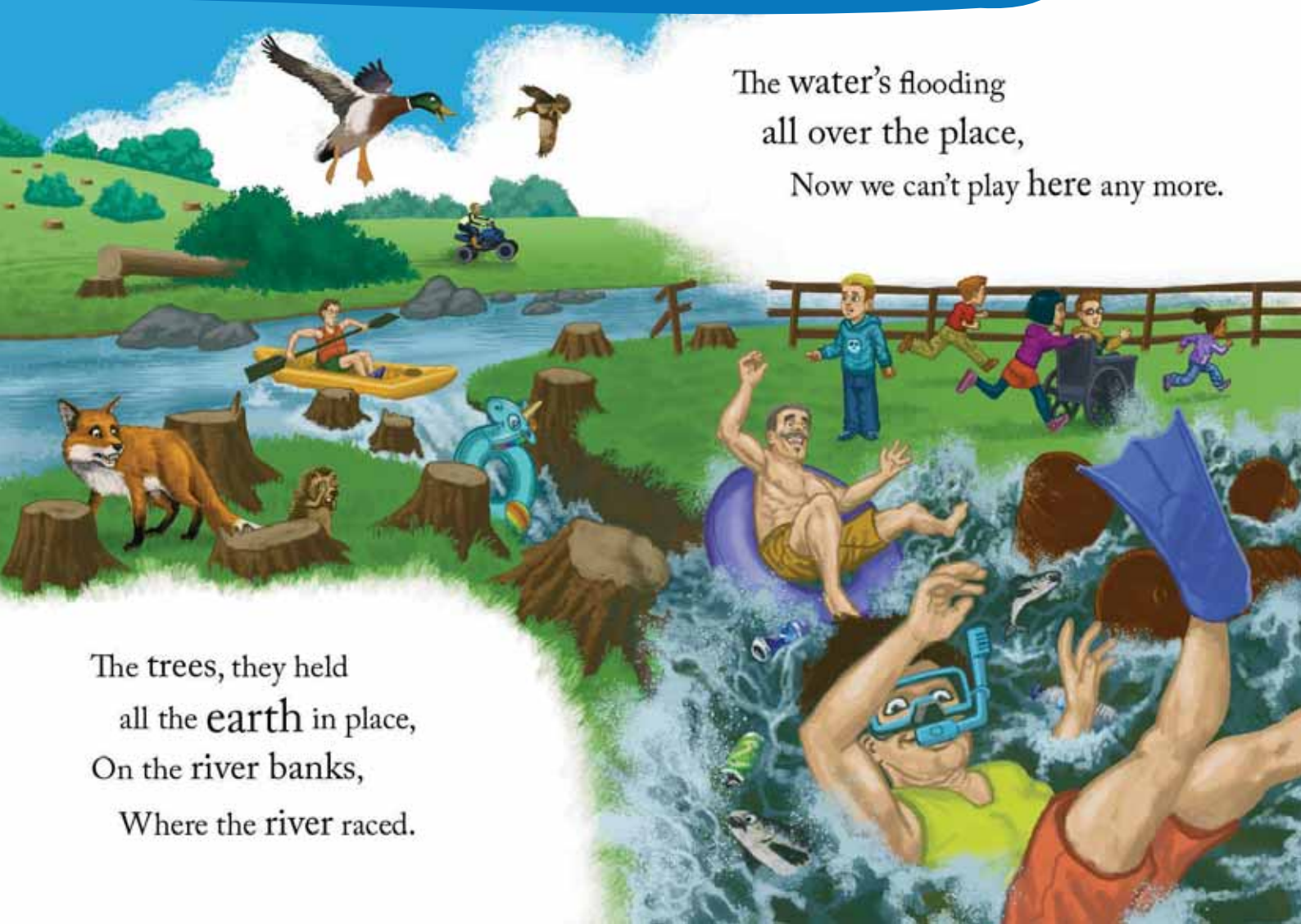
Brainstorm: How can we reduce our waste in class? Are there any reusable options? Could we plan a zero-waste lunch?

Links:

- 🔗 An A to Z of where your waste goes in Ireland
- 🔗 What to do with textiles
- 🔗 Find your local waste service centre
- 🔗 WEEE Pledge schools' battery recycling challenge

Extension: Organise an upcycled art competition where waste items are used to create posters or sculptures and display them in your school or community centre gallery exhibition.

THEME: WATER



The water's flooding
all over the place,
Now we can't play here any more.

The trees, they held
all the **earth** in place,
On the river banks,
Where the river raced.

Reading Questions

- What is happening in the picture?
- What is the main feeling at this point in the story?
- How do you think trees help to hold soil together?
- Have you ever seen a flood or drought?
- Where does our water come from?

THEME: WATER

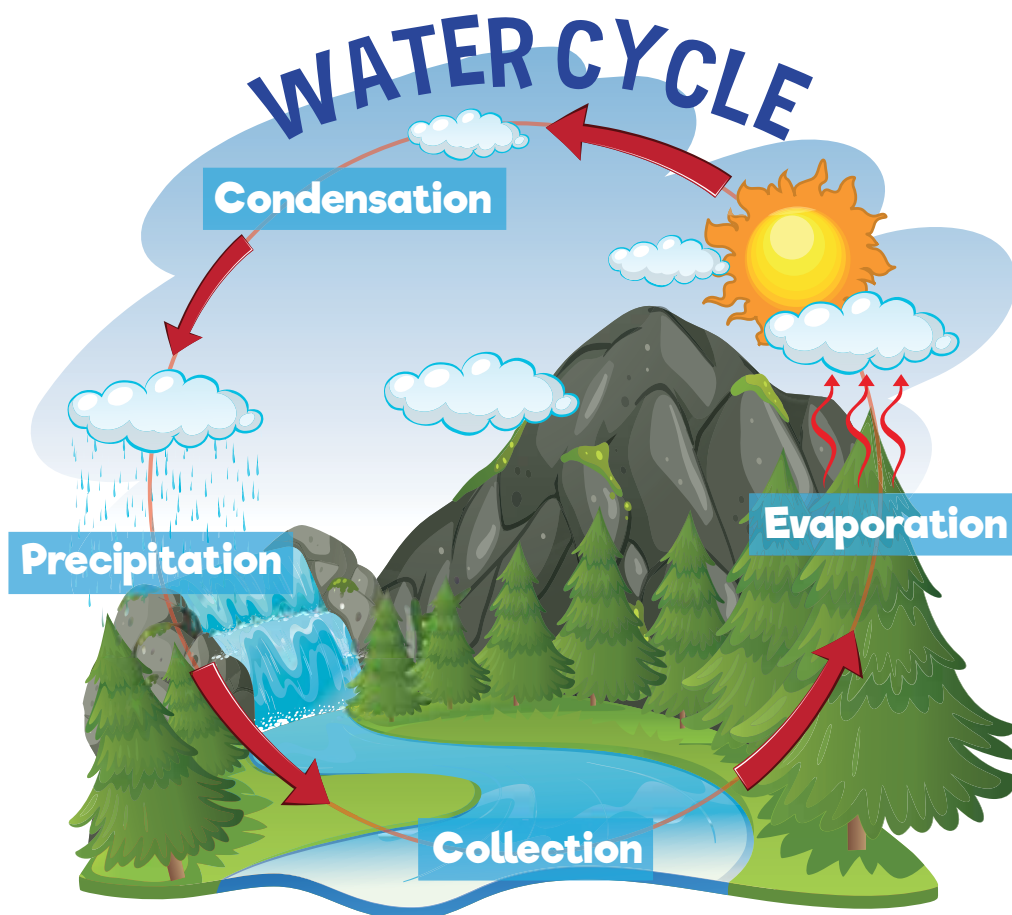


The Water Cycle

Water is VERY important for all living things. The water cycle gives us freshwater all the time, but did you know that the water you drink could be the same water a dinosaur once drank?! Earth has been recycling water for over 4 billion years. It can be liquid (water), gas (vapour) or solid (ice). The Sun heats up the liquid water in oceans, lakes and rivers, and turns some of it into gas. The water vapours slowly rise up into the sky and then make a cloud. When the cloud gets bigger and bigger and cools down a bit, it gets really heavy and drops the water as rain, or hail and snow if it's much colder. Then the sun starts to heat it up again and the water cycle keeps on going!

Video: Our Water from Cloud to Glass

Link: Interactive Water Presentation



THEME: WATER

**Weather and Climate**

Weather changes every day, sometimes every hour. Walking to school in the morning it might be cold and windy but dry, then by yard-time it could be lashing rain and at home-time the sun might come out! Go outside now and observe the weather. Is it rainy, sunny, windy, cloudy or snowy? Climate is the pattern of weather changing over a much longer time, thirty years or more!

Video: Be a Weather Watcher

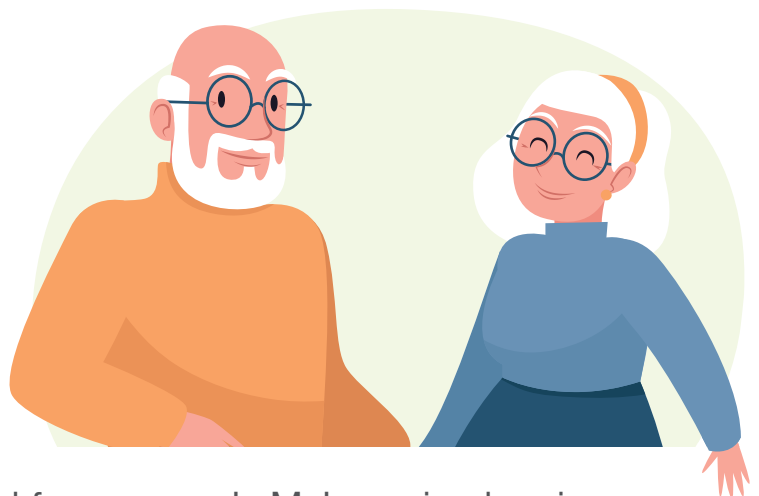
Climate Change and Extreme Weather

Climate change can mean some parts of the world have more dry, hot weather causing more forest fires and drought, while at the same time, other parts of the world have more heavy rain, snow and strong winds causing more storms, hurricanes and flooding.

Video: Climate Change Animation

INTERVIEW A GRANDPARENT

Invite a student's grandparent into the class to talk about what the weather was like when they were children. How has the climate changed during their lifetime? Have they noticed any difference in our seasons? How did they get to school? Do they have any water saving tips?

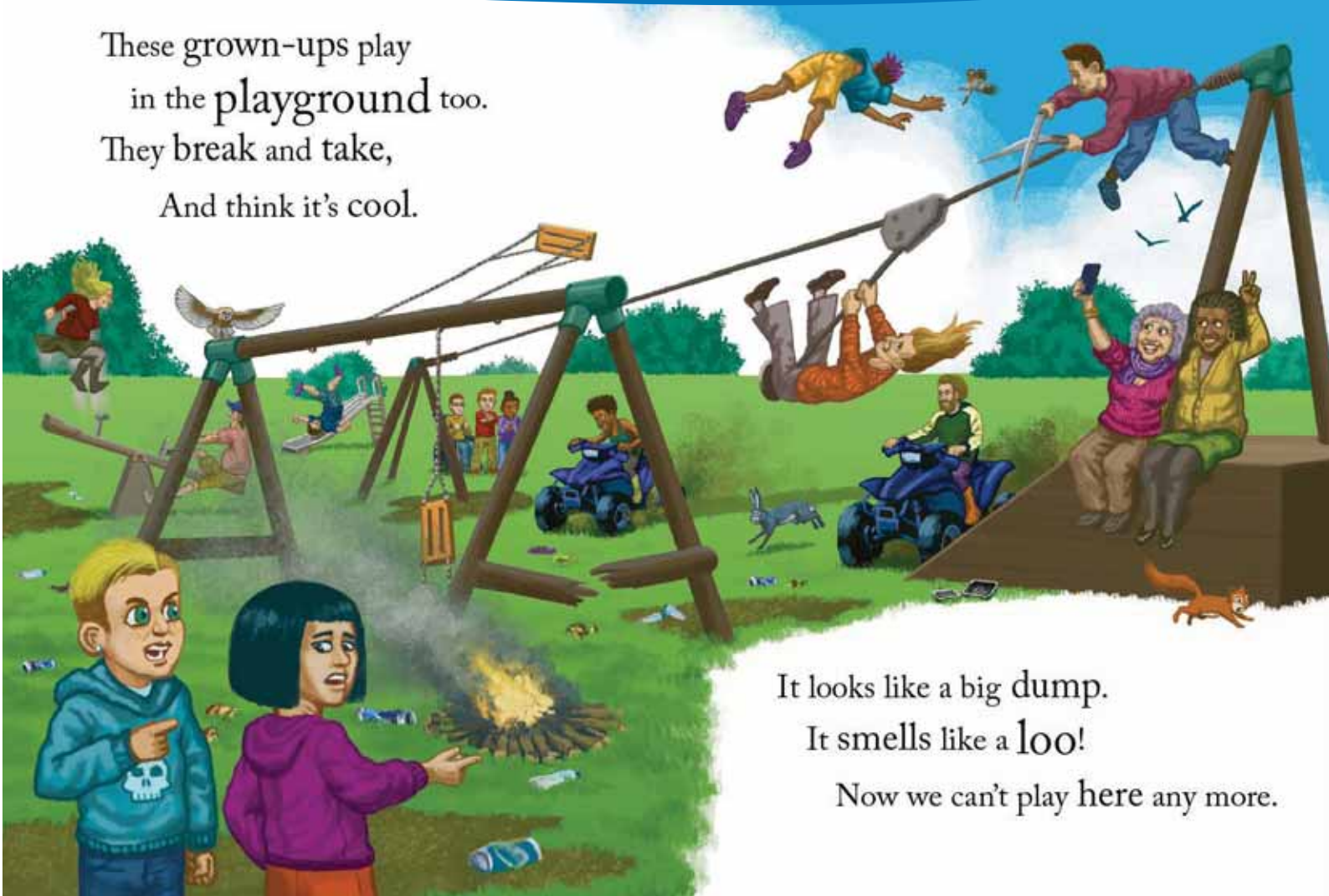


Extension: Keep a weather journal for one week. Make a simple rain gauge or buy an outdoor thermometer or anemometer for your school.

THEME: GLOBAL CITIZENSHIP



These grown-ups play
in the playground too.
They break and take,
And think it's cool.



It looks like a big dump.
It smells like a loo!
Now we can't play here any more.

Reading Questions

- What is happening in the pictures?
- What do you think the children in the story are thinking?
- What do you think the animals in the story are thinking?
- What is the main feeling at this point in the story?
- What do you think the playground could symbolise?
- What do you think will happen next?
- What does it mean to you to be a responsible citizen?

THEME: GLOBAL CITIZENSHIP



They keep taking stuff,
they keep burning stuff,
They just won't stop,
But enough's enough,
And ...

WE WANT
OUR PARK
BACK!



A LETTER FROM THE PARK

The children in the story have decided that enough is enough and they want to save their park. Use your imagination and pretend you are a big old tree or one of the animals that live in the park. What would you like to say to the adults? What do you think the children should do? Write the letter from your tree or animal of choice to the humans.

THEME: GLOBAL CITIZENSHIP



The Global Goals



Link: [🔗 Become a Global Goals Explorer!](#)

Videos: [📺 All Aboard for Global Goals! Thomas & Friends](#)

Extension: Learn all about the Global Goals and do the World's Largest Lesson with your class.

THEME: AIR QUALITY



They leave in their cars,
smoke spouting out.
It's in our noses,
And in our mouths,

And the air is stinky.
We cough and shout,
That we can't play here any more.



Reading Questions

What is happening in the picture?

Why did the grown-ups leave?

Where is all the black smoke coming from?

Why are the children coughing?

Does anybody have asthma or know someone who finds it hard to breathe sometimes?

THEME: AIR QUALITY

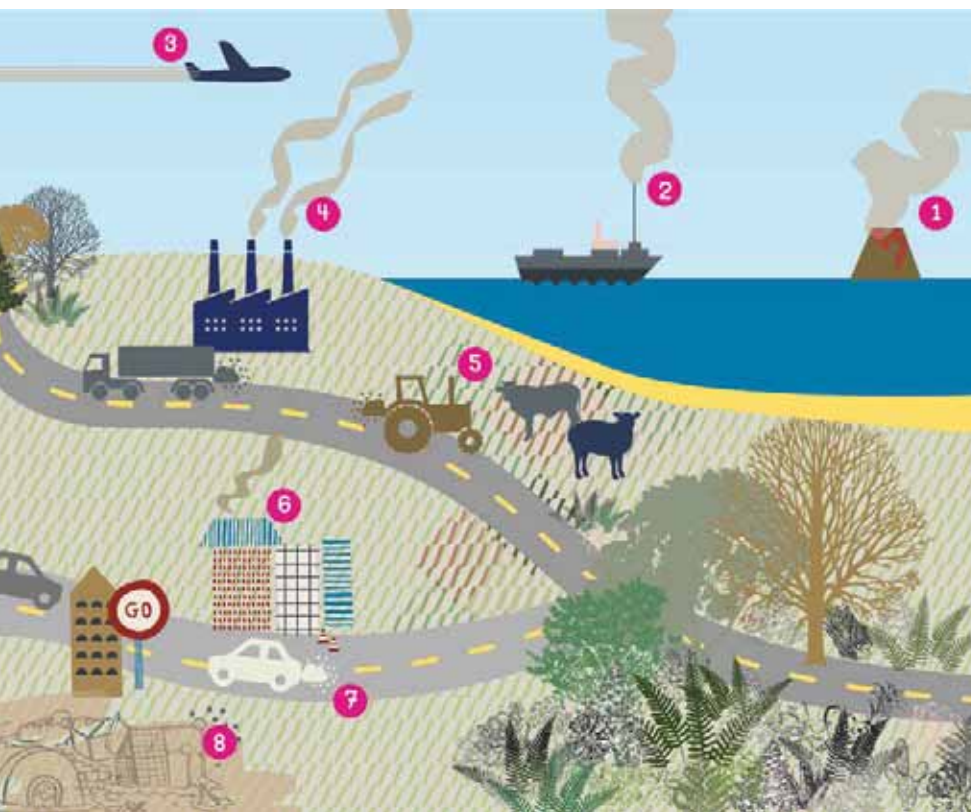
**Air Pollution**

Air is mostly gas, but it also holds lots of tiny bits (particles) that we can't even see. Some are natural like dust and pollen, but some are made by humans. Burning fossil fuels like coal, oil, gas and peat, releases these tiny bits. This is air pollution and is very bad for the air we breathe. Car exhausts and burning coal or peat are two of the main sources of air pollution in Ireland. By reducing air pollution, we also protect our climate!



SPOT THE SOURCES OF AIR POLLUTION

Can you name all 8 sources of air pollution in the picture? Is there anything in the picture that might help clean the air and absorb carbon emissions and release oxygen for us to breathe?



1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____

THEME: AIR QUALITY



Investigate: Check your local Air Quality Index for Health

Green-Schools Travel Links:

- 🔗 Air Quality Toolkit
- 🔗 No Idling Toolkit
- 🔗 Love 30 Toolkit

Extension: Try to plan a WOW, COW or SOW day for your class where everyone (teacher included) tries to walk, cycle or scoot to school! People who live further away could also get public transport.

WOW=Walk on Wednesday

COW=Cycle on Wednesday

SOW=Scoot on Wednesday



THEME: BIODIVERSITY



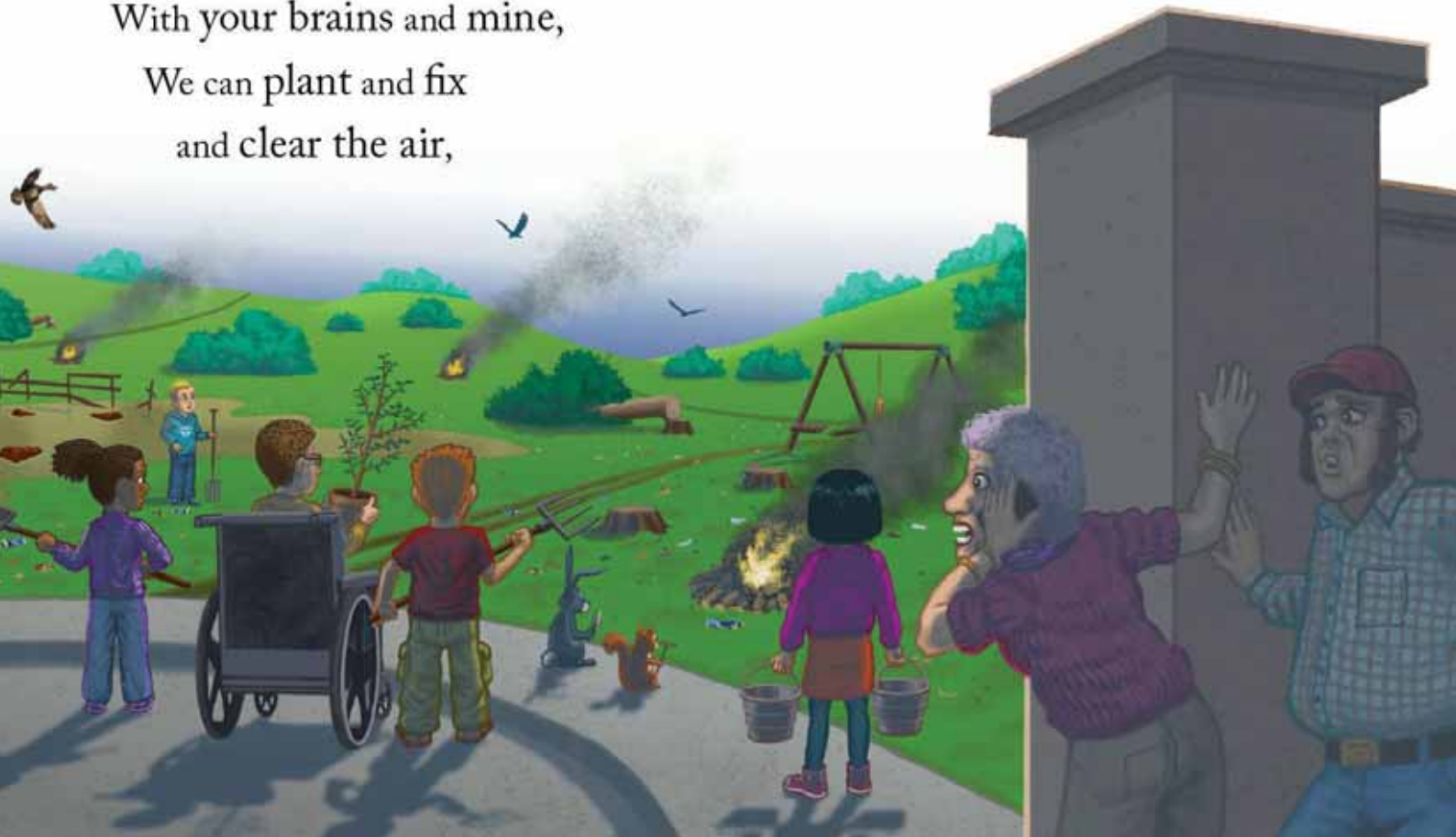
We can fix this yet, we still have time.

But we can't do this on our own.

With work and hope,

With your brains and mine,

We can plant and fix
and clear the air,



Reading Questions

What do you think is about to happen in the picture?

What tools can you spot?

What do you think the children are going to do?

What needs to be fixed?

If they can't do something on their own, who could they ask for help?

THEME: BIODIVERSITY



Plant Power

Plants provide food for people and animals to eat. They also give shelter to insects and birds. They also make oxygen. All people and animals need oxygen to breathe. Plants need air, light, warmth, water and nutrients to grow healthy and strong. What do humans need to grow healthy and strong?

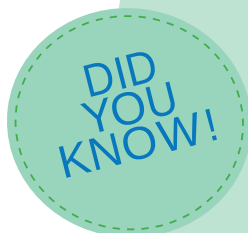
PLANT INVESTIGATION

Do a plant investigation where you add and remove sunlight and water. Cress is a good reliable plant, but anything that germinates quickly is ideal for younger students. Use the same amount of seeds and peat-free organic compost in four pots and observe each day. Compare the four results and discuss as a class or in small groups.

1. Place inside on a sunny windowsill, water once a day
2. Place inside on a sunny windowsill, do not water
3. Place inside a dark cupboard, water once a day
4. Place inside a dark cupboard, do not water

Search: What wildlife can you spot in the storybook so far? Find the following: robin, red squirrel, hedgehog, trout, frog, hare, ducklings, male mallard duck, female mallard duck, red fox, barn owl.

Video:  What's the Buzz about Bees?



A single oak tree can support 284 types on insects!

Birch trees are also very important too as they support 229 types of insects and their seeds are great for red squirrels.

Holly trees support just 7 types of insects, but their berries provide important food for thrushes.

THEME: BIODIVERSITY



WE'RE GOING ON A BUG HUNT...

You will need some paper, pencils, jars and magnifying glasses if you have them (but not necessary). Go out into your school grounds or your local park, woods or forest. Try to find as many different types of bugs and record the amount of each type. Look around trees, bushes and flowers, or peek under some rocks, twigs and leaves, but make sure you put everything back the way you found it. Leave no trace! If you want to try to pick up a bug for closer examination, be careful not to squish it by encouraging it gently onto a piece of paper or put it in a small jar with plenty of air holes. How many legs do they have? What colours are they? Do they look hard or soft? Do they have any patterns on them? What do their faces look like? Can you draw it? What do you think it is? Make sure you return the bug to its home after a few minutes. Keep an eye out for: spiders, worms, slugs, dragonflies, woodlice, ants, flies, beetles, bees, wasps, butterflies, moths, snails, caterpillars, ladybirds, centipedes.

Link: [🔗 Minibeast hunt sheet](#)

BIRD WATCHING

You will need some blankets or something to sit on and binoculars if you have them (but not necessary). Early in the morning, when school starts, head out to a place with lots of different trees and hedgerows. Ask everyone to sit or lie down and be as still as possible. Close your eyes. What can you hear? Try to filter out any human noises such as cars or construction and just focus on nature. Can you hear the wind rustling through the trees? Can you hear any birdsong or calls? Open your eyes and try to zone in on one bird. How big is it? What colours are they? Can you draw it?

Link: [🔗 Ireland's top 20 birds](#)

Extension: Take part in the National Biodiversity Data Centre's **Backyard Bioblitz** or start a **Junior Pollinator Plan** for your school!

THEME: CLIMATE ACTION



Now everyone's back
in the park today,
And they won't
spoil things any more.

But we're not alone,
I'm glad to say.
They feel sorry now,
That they ran away,

Reading Questions

What is happening in the pictures?

How are they fixing the park?

Can you spot anywhere they could plant more native trees in the park?

How could you improve your local park?

Is there any room for some more trees or hedgerows or flowers around your school?

THEME: CLIMATE ACTION



It takes time to fix
all the damage done,
But we've finished now,
We can have some fun,
All the kids and the grown-ups,
everyone ...

Now we CAN play here,
All day long!



PLANTING TREES

Planting trees is one of the best things you can do as a school to combat climate change. Like us, trees need food to grow. They help to reduce the amount of CO₂ in the atmosphere by absorbing it. Trees store the carbon as wood in their bodies and organic matter in the soil around their roots. As long as a tree is growing, it will absorb CO₂. Can you remember any native Irish trees? Refresh your memory on page 12!

Links:

- 🔗 [LEAF Planting Bare Root Trees](#)
- 🔗 [Acorn Growing Activity](#)



POLLINATION POWER

If you don't have any space to plant trees, can't get permission or are on temporary school grounds, making seed balls (or 'bombs') is another great activity to run with younger children. They will quickly see the growth and colourful flowers, along with all the insects that pollinate our food. Can you spot any neglected or hard-to-get-to areas around school? Or anywhere that would look better with some bright wildflowers? Maybe the verge of a carpark, railings, road edge, roundabout, laneway or even a section of meadow if you have more space. A seed bomb is simply a little package of soil, compost and seeds, with a little water to stick together.

Extension: Use this **Seed Bombing Guide** and **Native Irish Wildflowers** to get your school grounds looking fabulous!



CLIMATE PLEDGES: FOR US

PLANT
NATIVE
TREES



CLIMATE
PLEDGE

GROW
YOUR
OWN
FOOD



CLIMATE
PLEDGE

HAVE A
ZERO-
WASTE
LUNCH



CLIMATE
PLEDGE

HAVE A
NO-POWER
HOUR



CLIMATE
PLEDGE

WALK,
CYCLE OR
SCOOT
TO
SCHOOL



CLIMATE
PLEDGE

CLIMATE PLEDGES: FOR US

HOST A
SWAP
SHOP



TAKE A
SHALLOW
BATH



USE PUBLIC
TRANSPORT
OR
CARPOOL



LEARN
ABOUT
CLIMATE
CHANGE



USE
YOUR
VOICE!



CLIMATE PLEDGES: FOR OUR PARENTS

TRY
MEATLESS
MONDAYS



FLY LESS -
HAVE A
STAY-
CATION



SWITCH
TO
RENEWABLES



BUY LOCAL
AND
SEASONAL
FRUITS
AND
VEG



DITCH
THE
DISPOSABLES



CLIMATE PLEDGES: FOR OUR PARENTS

SAY NO
TO FAST
FASHION



CLIMATE
PLEDGE

CLIMATE
PLEDGE



HAVE
A CLIMATE
CONVERSATION



CLIMATE
PLEDGE

USE YOUR
VOTE!

CLIMATE
PLEDGE



LIMIT
SCREEN
TIME



CLIMATE
PLEDGE

START
COMPOSTING

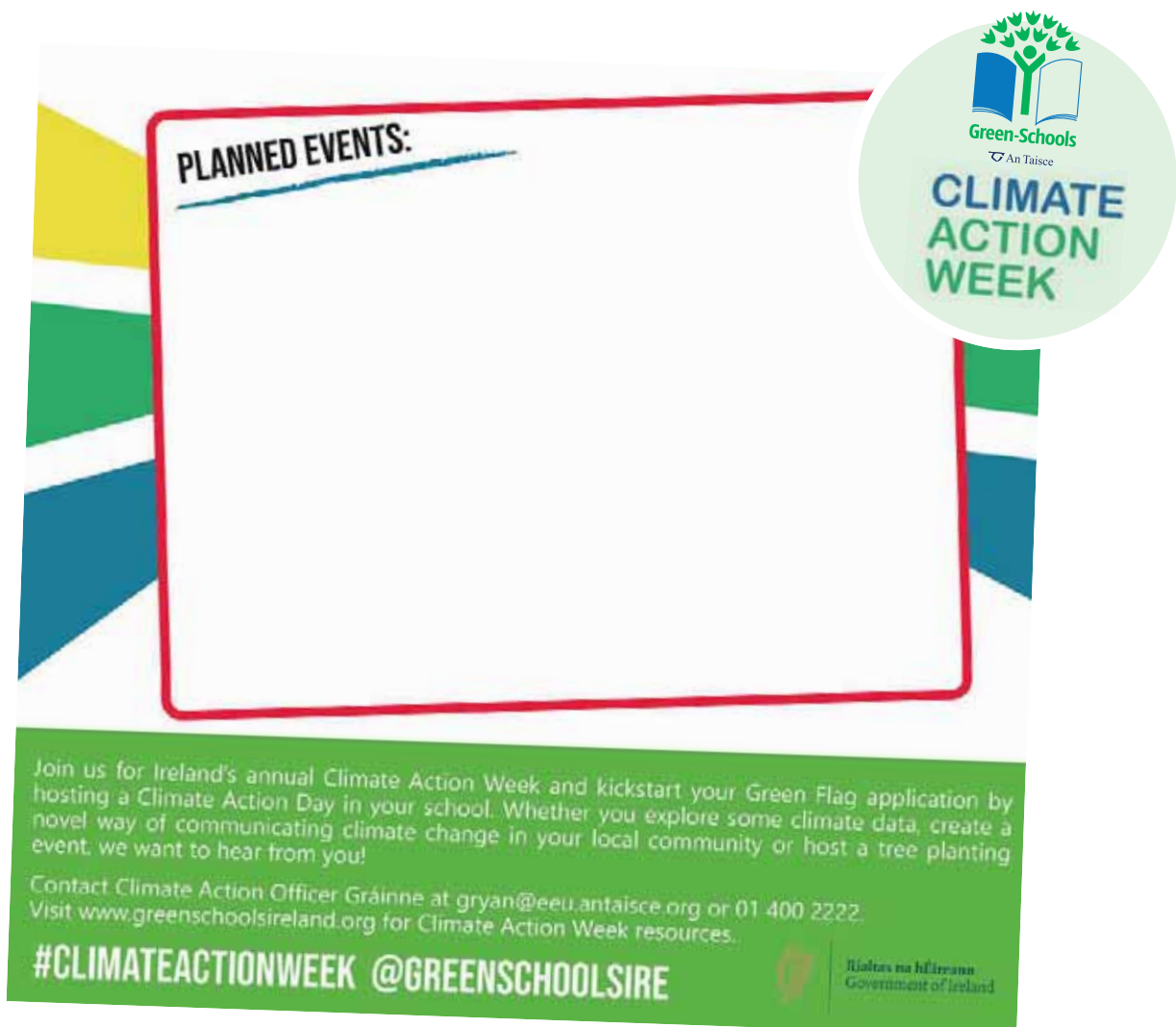
THEME: CLIMATE ACTION



CLIMATE ACTION WEEK

Since 2017, Green-Schools have been running Climate Action Week in mid-October every year, so please put it on your schools' calendar! No matter what Green-Schools theme you are working on, running an Action Day during Climate Action Week will count towards your Green Flag application.

Link: [The Green-Schools event page](#) will have all the resources you need for Climate Action Week, from posters and pledges to primary case studies, surveys and entire event organising guides, and it's updated every year!



THEME: REFLECTION



Reflective Questions

Who were the main characters in the story?

Who was your favourite character and why?

Do you see any similarities or differences in the characters?

How did the story start?

What happened in the middle of the story?

What happened at the end of the story?

Why did the author end the story in this way?

How did the story make you feel and why?

Did you learn any new words from this story, if so what?

What was the author's purpose in writing this story?

THEME: REFLECTION



CREATE A COVER

Now that you have read the story, draw your own original cover for this book, think of a new title, or colour in the template on page 42.

Share: Send a photo of your cover to @GreenSchoolsIre on Facebook, Twitter or Instagram or email it to: greenschools@eeu.antaisce.org

DRAMA DAY

Create your own class play based on this story. Who wants to play the lead roles? Write some lines for each of the characters and give them names. Play dress-up in bringing the characters to life. What objects can we use as props to set the scene?

Link: [🔗](#) Environmental cartoons and films

Extension: Go back to page 7 and write or rewrite your class story in groups or pairs. Where is it set? Try to include all your senses. What can you see? What can you hear? What can you smell? Can you taste anything? What textures can you feel? Who are the main characters? What challenge do they have to overcome? Can you include any of the climate pledges on page 35-38 or create your own to inspire other children?

Colour
Me!

We Want Our Park Back!

