

Inspioráid Éicea-Scoileanna Peirspictíochta Domhanda



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ECO-SCHOOLS



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“ IS É AN CHOMHAIRLE A BHEADH AGAMSA DO MHÚINTEOIRÍ EILE GAN LÁ DROGAILL A BHEITH ORTHU DUL I NGLEIC LE TOPAIC NA PERSPICTÍOCHTA DOMHANDA. I DTOSACH, SULAR CHUIR MÉ TÚS LEIS AN TIONSCADAL, B’ÁBHAR IMNÍ DOM AN MÉID A MBÉIFÍ AG DÚIL LEIS UAIM AGUS MÉ AG DÍRIÚ AR AN TOPAIC SEO. ACH I NDAIDH DOM COMHAIRLE A FHÁIL ÓN FHOIREANN ÉICEA-SCOILEANNA, NÍORBH FHADA GUR IMIGH AN IMNÍ. BHÍ SÉ SOILÉIR ANSIN GO RAIBH AN OIREAD SIN RUDAÍ ANN A D’FHÉADFAÍ A CHLÚDACH MAR CHUID DEN TOPAIC SEO. ”

EIMEAR MCSHANE, ECO-COORDINATOR ST. CLARE’S CONVENT PS, NEWRY

Intreoír

Trí Thopaic na Peirspictíochta Domhanda, fiosraítear na naisc atá ann idir muid féin agus an chuid eile den domhan. Agus gné dhomhanda ag baint lena n-oideachas, thig le foghlaimoirí dul i ngleic le ceisteanna casta domhanda agus na naisc idir a saol féin agus daoine, áiteanna agus ceisteanna fud fad na cruinne a fhiosrú. Is féidir topaic na Peirspictíochta Domhanda a úsáid mar bhonn eolais faoin éiteas uile-scoile, le scoil a fháil a bheas cuimsitheach, cothrom agus daonlathach agus ina gcuirfí chun cinn an fhreagracht shóisialta agus timpeallachta, cóimheas agus comhoibriú.

Smaoinigh ar bhonn Domhanda, Gníomhaigh go hÁitiúil

Níl aon sainmhíniú soiléir ann ar cad is saoránach domhanda ann. Ós rud é nach ann do rialtas domhanda, níl aon rialacha ná rialúcháin soiléire ann agus ar bhonn domhanda, níl aon ionadaithe againn a toghadh go daonlathach le labhairt thar ár gceann.

Baineann an tsaoránacht dhomhanda níos mó le tuiscint ar na freagrachtaí agus ar na cearta atá againn i gcomhthéacs domhanda. Le bheith inár saoránaigh chruthanta dhomhanda, ní mór dúinn a aithint go bhfuil cearta comhionanna ag cách agus ní mór dúinn meas a bheith againn ar an ilchineálacht. De bhreis air seo, ní mór dúinn meas a bheith againn ar an domhan nó is acmhainn thar a bheith luachmhar atá ann ar gá dúinn uilig, agus a bhfuil sé de fhreagracht orainn uilig, aire a thabhairt dó agus é a chaomhnú.

Tús Maith, Leath na hOibre

Tá an tsaoránacht, i gcomhthéacs na cinnteoireachta cothroime, fite fuaite trí phróiseas na nÉicea-Scoileanna. Féachtar, le topaic na peirspictíochta domhanda, lena chinntiú go mbíonn daltaí meabhrach chomh maith ar na tionchair timpeallachta, shóisialta agus eacnamaíochta, a thagann leis na cinní a dhéanann siad ar feadh an phróisis seo, ar an phobal áitiúil agus domhanda, amach anseo agus san am i láthair.

Tá breac-chuntas i rannán na gCás-Staidéar ar na dóigheanna ar thug Éicea-Scoileanna eile na gnéithe domhanda isteach sa ghnáthshaol scoile. Tá sonraí i rannán na gComhpháirtithe/Partners ar eagrais a bheas in ann cuidiú leat le topaic na Peirspictíochta Domhanda. Le nasc a dhéanamh le hÉicea-Scoileanna i dtíortha eile ar fud an domhain, ba cheart duit cuairt a thabhairt ar www.eco-schoolsni.org



Trócaire

Tá Éire ar na tíortha is mó infhaighteacht uisce san Eoraip agus tá sé d’ádh againn go dtagann uisce glan inólta amach as an sconná. Níl tíortha eile chomh hádhúil céanna linn. Le feasacht ar cheisteanna uisce a ardú ar bhonn áitiúil agus ar bhonn domhanda, thug Trócaire cuireadh do dhaltá cur isteach ar chomórtas póstaer a réachtáil siad i gcomhpháirt le hÉicea-Scoileanna Thuaisceart Éireann. Thig le scoileanna níos mó a fhoghlaim faoi cheisteanna uisce tríd an phacáiste oideachais agus an suíomh gréasáin Make Every Drop Count de chuid Trócaire.





Case study

| | |
|---|---|
| School: <i>St. Clare's Convent Primary School, Newry</i> | Teacher: <i>Eimear Mc Shane</i> |
| No. of pupils: <i>219</i> | Eco-School status: <i>3rd Green Flag</i> |

Background Information

Q: Why did you choose Global Perspective as an Eco-Schools topic? What was your Action Plan?

A: Following our Environmental Review, our Eco-Committee discovered that Global Perspective was a topic which had not been covered previously, and so, they decided to choose it as their Eco-Schools topic this year.

Our action plan consisted of a number of key elements:

Pupils wanted to:

- Raise whole school awareness of how actions taken within the school affect people and the environment locally and globally. They would achieve this through speaking at assembly about global issues and inviting guest speakers, such as Trócaire and local Fairtrade businesses.
- Raise whole school awareness of global perspectives through participating in national/international related events such as World Days of Action Operation Energy Power Down Day, European Week For Reduction, Fairtrade Fortnight, The Big Spring Clean, The Translink Travel Challenge, RSPB Big Schools' Bird Watch and World Fairtrade Day.

Q: How do you integrate Global Perspective into the curriculum?

A: We integrate Global Perspective into our curriculum across all curricular areas. For example, the Primary 7 teacher included a debate on the issue of buying Fair Trade goods in the Primary 7 Literacy planning. Our World Around Us, Art and Religious Education lessons have included work on Fairtrade and other environmental issues such as those raised in the 'Go Green, Go Global' Trócaire resource. Our Numeracy lessons have included lessons on comparing the prices of Fairtrade and not Fairtrade products. We have also found that the work we have carried out as part of our Global Perspective project has contributed to other award schemes we have been working towards achieving, such as The Rights Respecting School and International Schools Award.





Case study

Q: How do you co-ordinate with other teachers to ensure a whole school approach?

A: Co-ordination with other teachers has been achieved through staff meetings and the creation of an 'Eco Inspirations' folder on RM Staff through which I have had the opportunity to present pupils' Global Perspective ideas and hopes for our school. Any ideas I presented were so positively received, as St. Clare's takes its environmental work very seriously. It truly was a whole school approach with everyone working together to achieve our action plan.



Q: How did you encourage pupil participation? How did they have ownership of the project?

A: Pupil participation is encouraged through our eco-council, consisting of two members from each class. The participation of the eco-council is essential to providing pupils with ownership of the project. The eco-council members feedback to their peers and return to the next eco-council meeting with any suggestions made by their class mates. In St. Clare's we also have an ideas box which pupils can submit suggestions to. If there are any eco related suggestions placed into the box, these are forwarded to the eco-council. Pupils were heavily involved in all the events throughout this project; putting up promotional posters throughout the school for our various events; participating in the workshops organised; talking at assembly about all our events; taking photographs at all of our events; researching and articulating arguments during our debate and; of course, enjoying all of the Fairtrade treats we had in store for them.





Case study

During Implementation of Eco-Schools Inspiration case study

Q: How will pupils/whole school benefit from the Eco-Schools Inspiration project?

A: The whole school shall benefit from the Eco-Schools Inspiration project in terms of developing their knowledge and understanding of how their actions and the actions of others affect not just their local environment, but, the wider global community. Participation in events such as Fairtrade fortnight, to name one example, will develop both pupils' and adult's awareness of the wider world; their sense of social justice when reflecting on the treatment of those who produce their food as well as their geographical knowledge as they trace the origins of their food. It will also contribute to their value system; developing the qualities of generosity, respect for others, gratitude and equality for all. Celebrating the Eco-Schools World Days of Action has also helped our pupils to realise the impact of their actions on the world, both for better and worse. Since raising awareness about energy consumption through these days, both teachers and parents have noticed a significant difference in pupils' attitude towards saving energy both in school and at home.



Q: What is your overall aim and what actions are you going to take?

A: Our overall aim is to develop pupils' global perspective on eco-issues, with a particular focus on raising pupil awareness of languages around the world, Fairtrade and the charity work of Trócaire across the world. We are going to do this by participating in a number of events, for example, incorporating the idea of a language of the month into the everyday classroom communication. During this project each class was given a list of everyday phrases in a foreign language which they had to try to use as much as possible. This idea really helped pupils to develop their global perspective.

Moreover, during this project we will invite a representative from Trócaire to come to our school to carry out a workshop as part of Trócaire's Lenten appeal. We will also engage in a number of events during Fairtrade fortnight. We will organise a whole school Fairtrade Shrove Tuesday celebration using Fairtrade pancake toppings (honey, sugar, lemon, jam and chocolate) as well as enjoying some Fairtrade hot chocolate (from a local coffee shop), Fairtrade tea and coffee. Furthermore, during Fairtrade fortnight, KS1 and Foundation Stage pupils will enjoy a Fairtrade Big Breakfast which will include enjoying some Fairtrade fruit, orange juice and Fairtrade biscuits. Finally, our Primary Seven pupils shall participate in a "To Buy Fairtrade or not?" debate. This will link with pupils' Literacy work during this time, encouraging their environmental awareness, giving them the opportunity to carry out research, improve their communication skills, develop their self-confidence and to articulate reasoned arguments based on environmental facts.





Case study

Q: How are you going to spend the £500 funding?

A: We will be spending our money on funding our Fairtrade Hot Chocolate and Pancake morning as well as our Fairtrade Big Breakfast. We will also spend some money on Fairtrade treats such as Kit Kats and Ben and Jerry's ice cream to serve at our Fairtrade Fortnight closing ceremony for pupils, staff and parents, celebrating and highlighting all the wonderful work which went into making our Eco-Schools Inspirations project such a wonderful success.

Q: Are you going to receive any support or resources from parents, staff or outside agencies?

A: Yes, we will be receiving support from a local Fair Trade coffee company, Grounded Espresso Bar, The Fairtrade Foundation who have provided us with promotional posters and information leaflets as well as Trócaire who shall be facilitating a workshop for our KS2 pupils.



Pupils from St Clare's Convent Primary School, Newry, weigh up global and local water issues with help from Trocaire, Eco-Schools and an international visitor. (Back) Rosie Murray, Trócaire Education Officer; Tiwonge Tasha Kumwenda, Governance and Human Rights Programmes Officer Malawi.





Case study

Reporting on impact of action(s)

Q: Did you encounter any problems and, if so, how did you overcome them?

A: Thankfully we did not encounter any problems when carrying out our project.

Q: Is there any advice you could offer to schools undertaking the Global Perspective topic? Do you have any useful suggestions for other teachers embarking on the topic?

A: My advice to other teachers would be that they should not fear tackling the Global Perspective topic. Initially, before embarking on this project I was very daunted by what was expected of me when focusing on this topic. However, following advice from the Eco-Schools team my apprehension was soon dissipated. It then became apparent that there was so much that could be covered within this topic. Some of the suggestions I would have when embarking on this topic would be, firstly, to tap into the Eco-School team. They are always so willing to help you with any concern and provide wonderful tips and advice. Secondly, I would suggest that teachers research and seek support from outside agencies when embarking on this topic, for example, local/global charities, local Fairtrade businesses and other schools who have previously undertaken the Global Perspective topic.



Q: Has doing this topic driven other Eco-Schools ideas? What are your future plans regarding Eco-Schools?

A: This topic has encouraged us to think differently about a lot of eco related issues in our school. It has reminded us of the importance of supporting both local and global producers. For example, when buying snacks for our Foundation Stage pupils we are now more conscious of buying our fruit/healthy snacks from local businesses. If buying from a supermarket we buy Fairtrade where possible. In addition, when buying tea and coffee for our staff room we will buy Fairtrade where possible. In light of our Trócaire work we will continue to make a special effort to be conscious of our water and energy usage. We will also continue to raise funds for this charity and other charities which carry out wonderful work globally. Our future plans regarding Eco-Schools are to establish links with other Eco-Schools across the world, to gain insight and new ideas from around the world.





Case study

A sample of 60 pupils were used to complete the questionnaires. The results were as follows:

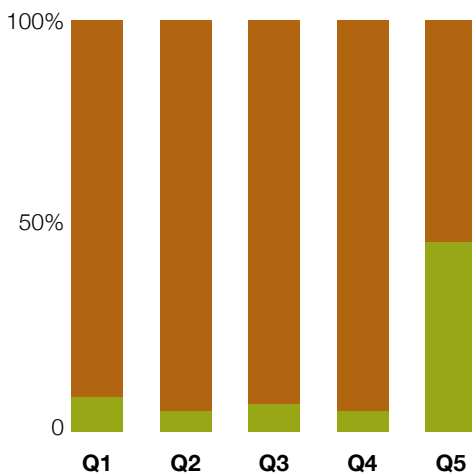
Pre Eco-Schools Inspiration Questionnaire:

| Question | Yes | No |
|--|-----|----|
| 1. Do you recognise the Fairtrade logo? | 5 | 55 |
| 2. Do you know what Fairtrade means? | 3 | 57 |
| 3. Do you know that you can buy Fairtrade products in shops? | 4 | 56 |
| 4. Have you ever brought any Fairtrade Products? | 3 | 57 |
| 5. Do you know much about Trócaire? | 28 | 32 |

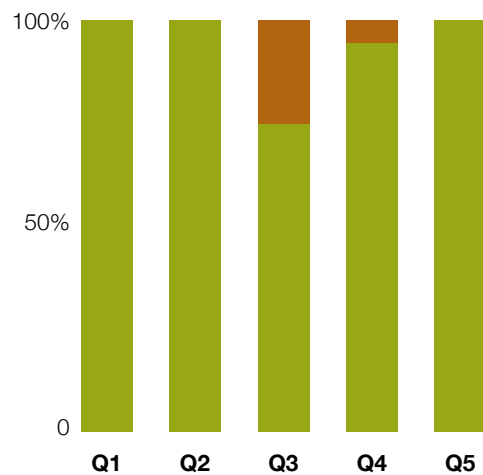
Post Eco-Schools Inspiration Questionnaire:

| Question | Yes | No |
|--|-----|----|
| 1. Do you recognise the Fairtrade logo? | 60 | 0 |
| 2. Do you know that you can buy Fairtrade products in shops? | 60 | 0 |
| 3. Having experienced Fairtrade fortnight, are you more likely to buy Fairtrade products now? | 45 | 15 |
| 4. Do you know the theme of Trócaire's Lenten campaign for this year? | 57 | 3 |
| 5. Having met Rosie and Tiwonge, do you know more about the world of Trócaire around the world and the importance of preserving water? | 60 | 0 |

[Click here to view the Eco-Schools Data Collection Form template](#)



■ No ■ Yes



■ No ■ Yes



Curriculum Links and Skills

The Global Perspective topic allows you to incorporate and promote **Thinking Skills & Personal Capabilities** and **Cross-Curricular Skills** into your lessons.

Lesson Suggested Learning Intentions

(taken from W.A.U. strands on Northern Ireland Curriculum website)

Strand 1: Interdependence

'About the effects that people's actions have on the natural environment (S&T) (G); that some waste materials can be recycled and that this can be of benefit to the environment (S&T); to be aware of how modern technology has influenced design and production of everyday objects (S&T).'

Strand 2: Movement and Energy

'How the lack of basic resources impacts on the lives of people in different countries (G); that the journey of a product can affect the environment both locally and globally (G).'

Strand 3: Place

'How the use of materials relates to their properties (S&T); about the impact of different people over time on places (H); how human activities create a variety of waste products (S&T); about the importance of recycling and its benefits (S&T); that some materials decay naturally while others do not (S&T).'

Strand 4: Change Over Time

'About the environmental benefits of reducing, reusing and recycling (S&T); about how materials are changed to make new materials (S&T); about the depletion of the world's resources and how this has occurred (G); that there are things we can do to prevent pollution and the production of waste (G); about desirable and undesirable change at home and in the environment (S&T).'

Using Mathematics

Example: Do a survey of awareness levels in school about global environmental issues. Collate the data and make graphs for the Eco-Schools noticeboard.

Being Creative

Example: create a painting/ sculpture in the style of an artist from another country. Use a range of materials and media.

Using ICT

Example: Make links with other Eco-Schools around the world via email. Use Google Maps to map where the schools are located.

Self-Management

Example: Find out what personal decisions can be taken to make the planet a fairer society and improve the environmental impacts of our own lifestyles.

Working with Others

Example: Organise a Fairtrade Breakfast, invite local shops and supermarkets to take part and supply Fairtrade goods. Any funds raised could be used to help support other environmental projects in the school or could be donated to charity.

Communication

Example: Write articles for the school website/newsletter on the Global Perspective Topic and what has been discovered.

Managing Information

Example: Use the Internet and non-fiction texts to find out about other countries around the world. Summarise relevant information and compile a report. Share this with the class.

Thinking, Problem-Solving and Decision-Making

Example: Investigate living conditions in different countries. Where do they live? What type of buildings do they live in? How do people in other countries access water, electricity, health care? Make decisions on whether our lifestyle is preferable to that of another country.



Primary Activity Ideas

The World Around Us

Geography

- Lifestyles of people in other countries.
- Look at houses and homes in other countries.
- Consider where our food comes from. Research food miles.
- Carry out various activities involving map reading to include atlases, O.S. maps and satellite imagery.
- KWL Exercise on Global Perspective.

History

- Research how people have explored the globe. Create a project on a famous explorer and their travels.
- Carry out a survey with older family members. Discover how life has changed over time.

Science & Technology

- Study the water cycle. Create posters and diagrams for displays.
- KWL exercise on water.
- Have a look at food in other countries. Group them into categories such as carbohydrates and proteins.
- Have a World Food Tasting session.
- [Trócaire Resources](#)

Personal Development & Mutual Understanding

- Understand health and safety on site.
- Actively taking care of self and others.
- Develop care for the local and global environment through playing an active and meaningful part in the life of the community and apply findings to the wider community.

Religious Education

- Find out about world religions. Compare cultures and traditions to Christianity.
- Study places of worship in other countries.

Language & Literacy

Writing

- Create a presentation, write a report or article on the Global Perspective topic e.g. how people live in a different country or what the school is doing to improve awareness of or tackle issues related to Global Perspective.
- Create poems such as an acrostic or diamante.
- Creative writing on the Global Perspective topic e.g. travelling to a foreign country.
- Come up with a slogan for the Global Perspective topic in your school.
- Spellings- names of countries and other topic related words.

Talking and Listening

- Discuss video clips related to the Global Perspective topic.
- Storytelling in the style of famous authors from different countries.
- Interviewing locals about their perceptions on issues e.g. Fairtrade, climate change.
- Carrying out interviews with staff of organisations such as Trócaire, Water Aid etc.
- Use Global Issues as a catalyst to share, respond to and evaluate ideas, arguments and points of view and use evidence or reason to justify opinions, actions or proposals.

Reading

- Gather articles about Global Perspectives and put these in a display. Add pupil-made fact-files and stories.
- Read traditional stories from other cultures.



Primary Activity Ideas

The Arts

Art & Design

- Look at Global artists, perhaps one from each continent.
- Design Global Perspective posters, leaflets etc. Design these on paper or using relevant computer software.
- Have a school poster competition with the aim of designing posters to promote Global Perspective issues/awareness e.g. climate change.
- Draw flags from around the world to decorate classrooms- turn these into bunting.

Drama

- Explore drama styles from different countries e.g. opera, Greek tragedies.
- Use the Global Perspective topic to develop a range of drama strategies including freeze frame, tableau, hot seating, thought tracking and conscience alley.

Music

- Explore world music, drumming etc. listen to different styles and evaluate these.
- Compose a short piece of music using the voice, body and instruments in the style of a particular artist/traditional music.
- Perform a sound picture based on a Global Perspective topic.

Physical Education

- Complete a fund raising activity such as a sponsored walk to raise funds for 3rd world projects.
- Incorporate different styles of world dance and sports.

Mathematics

Number

- Study the currency of other countries and their value compared to sterling. Is it cheaper to purchase some items from other countries?
- Investigate population change and growth in different countries. How many people live in different countries? Make graphs on the numbers.

Measures

- Find graphs of relevant data such as population change around the world and use these to pose questions about global food, water and energy supplies.
- Monitor waste, water and energy habits in school.

Shape and Space

- Shapes of the symbols included on different flags from around the world.
- Plot a trip around the world considering compass points, bearings and angles.

Handling Data

- Applying findings from studies or research, such as a survey on fairtrade, through graphs, diagrams, charts etc.
- Discuss, plan, collect, organise and represent data in response to a question or statement. Interpret information and evaluate the effectiveness of the process.
- Discuss examples of data represented in newspapers, magazines and multimedia sources.

Science & Technology

- Study the water cycle. Create posters and diagrams for displays.
- KWL exercise on water.
- Have a look at food in other countries. Group them into categories such as carbohydrates and proteins.
- Have a World Food Tasting session.
- [Trócaire Resources](#)



Post-Primary Activity Ideas

Language & Literacy

English/Irish Medium with Media Education

- Carry out an awareness raising campaign, identifying and describing issues such as trade, population, globalisation and our consumerist culture.
- Write a newspaper article about the measures and initiatives that your school has adopted to increase awareness of issues relating to Global Perspectives.

The Arts

Art & Design

- Communicate graphically, producing engaging multimedia presentations, posters etc. on a Global Perspective theme or issue.
- Have a school poster competition with the aim of designing posters to promote a change in perceptions or a greater awareness of current issues.

Music

- Compose songs in traditional styles from around the world e.g. African, Asian or South American.
- Listen to world music.

Drama

- Use drama to begin to explore their own and others' feeling about issues, and by negotiating situations both in and out of role e.g. Is it right to buy Fairtrade goods?
- Complete a project/ study world playwrights and poets.

Mathematics & Numeracy

- Solve numerical problems relating to the Global Perspectives theme.
- Discuss, plan, collect, organise and represent data in response to a question or statement e.g. population growth in third world/ developing countries.
- Discuss examples of data represented in newspapers, magazines and multimedia sources.

Religious Education

- Find out about world religions.
- Discuss, compare and contrast cultural and religious differences between different countries and/or regions and environmental education programmes there.



Post-Primary Activity Ideas

Environment and Society

Geography

- Map skills- view maps of different scales, projections and types.
- Learn about the economic/geo-political conditions in different regions of the world.
- Investigate climate change impacts around the world.
- Create a project or fact file on different biospheres such as the polar regions
- Research world rivers and their significance.
- Compare and contrast global energy use and the impact of different energy sources.

History

- Investigate the question- How has the map of the world changed?
- Explore the history of exploration e.g. Columbus, Magellan or Marco Polo.
- Research the global governance institutions and their impact on our world- create an interactive presentation.

Science and Technology

- Research water purification.
- Investigate questions such as: Where does our water come from/The impact of new technologies on the developing world e.g. the mobile phone?
- Develop a report on global resource management.

Physical Education

- World team sports such as Kabaddi, Bossaball etc.
- Have a sponsored walk or other fund raising activity to raise money for a third world organisation.

Learning for Life and Work

Local and Global Citizenship

- Actively engage and participate in a local project/issue.
- Participate in an action project.
- Research the local and global implications of lifestyle choices.

Education for Employability

- Invite representatives of the community to take part in lessons. These could include non-teaching staff, parents, former pupils, local role models, entrepreneurs and particularly employers.

Personal Development

- Manage own personal health and safety in the field/ on trips, sharing ideas and working as a team.

Home Economics

- Find out about cooking in other countries and make some world foods in class.



Useful links

www.trocaire.ie



[Eco-Schools Global Perspective web page](#)



[Eco-Schools delivery partners](#)



[Eco-Schools delivery partner resources](#)



[Eco-Schools document templates](#)



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