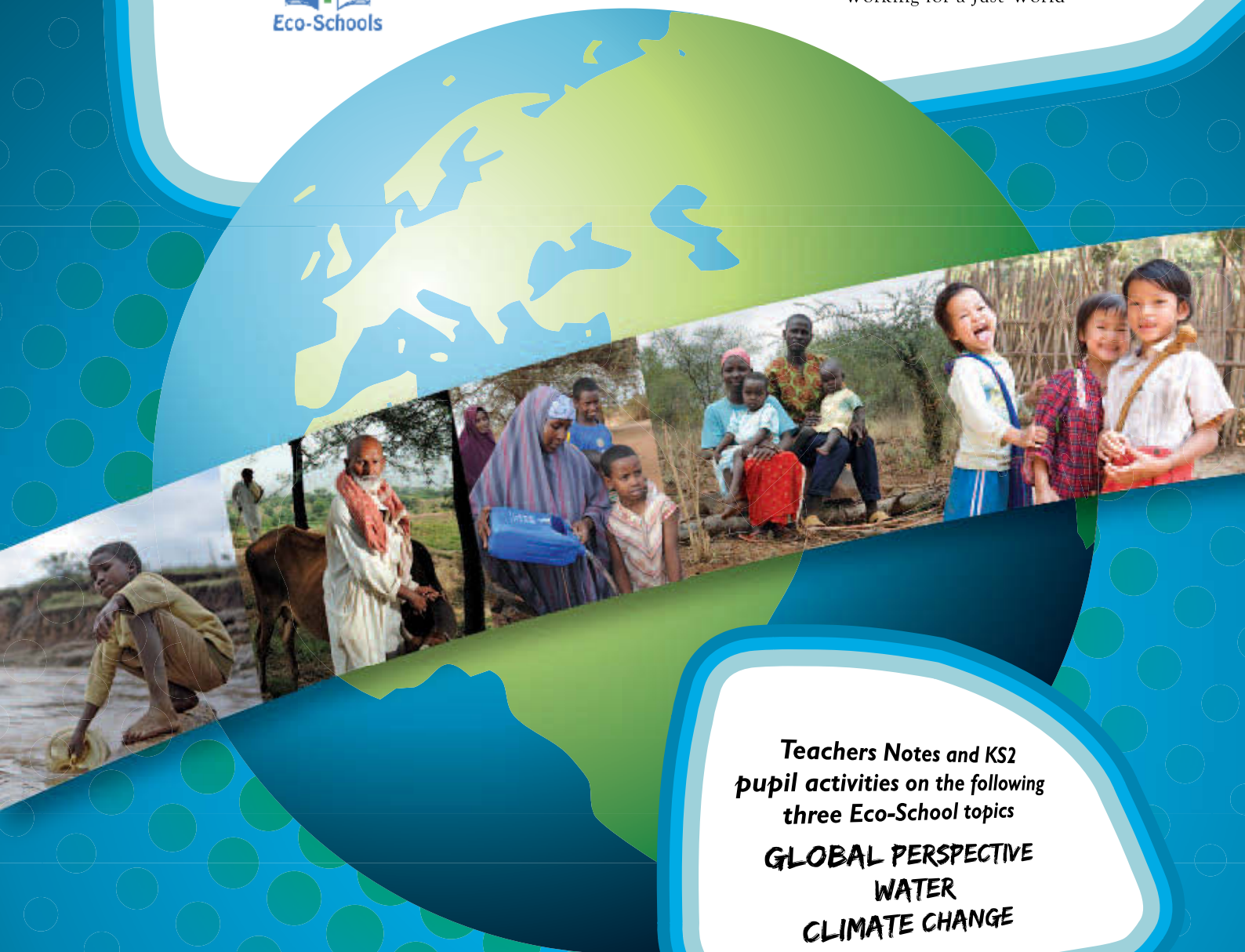


# GO GREEN, GO GLOBAL!



**TROCAIRE**  
Working for a Just World



*Teachers Notes and KS2  
pupil activities on the following  
three Eco-School topics*

**GLOBAL PERSPECTIVE  
WATER  
CLIMATE CHANGE**



## The purpose of this resource

The Eco-Schools programme in Northern Ireland is operated by TIDY Northern Ireland and addresses the following **ten topics** within schools:

- Biodiversity • Litter • Global Perspective • Waste • Energy • Water
- Transport • Healthy Living • School Grounds • Climate Change

In order to qualify for the much acclaimed **‘Green Flag’** award level, schools must have shown substantial progress towards completing **‘one large scale project topic** and **indicated involvement with two others’**.

Through the expertise of the Irish development agency **Trócaire**, this resource provides a range of activities to incorporate a global perspective into the classroom. It will focus on **three** of the ten Eco-School topics and will explain how to introduce and explore these GLOBAL issues with your pupils. **Section 1** will explore the Global Perspective, **Section 2** will look at Water as a shared resource and **Section 3** will investigate the impact of Climate Change.

### The resource contains:

- Notes for teacher • KS2 Pupil Activities • KS2 Pupil Worksheets

## GETTING STARTED



Ensure you have a good, up-to-date world map on the wall preferably a **PETERS PROJECTION MAP** [www.petersmap.com](http://www.petersmap.com). Although there are literally thousands of map projections of our world we commonly use just the Mercator map, which, while accurate in relation to the shape of countries, gives us a distorted view of the actual size of countries.

The Peter’s Projection Map in contrast presents a realistic picture of the world in terms of scale and proportion. Based on the principle of equality of area it allows the user to see the world in true proportion. For example, Africa is fourteen times bigger than Greenland yet the Mercator Projection – 400 years old and still universally used – makes them look the same size! The Peter’s Projection Map corrects these distortions. **Always refer to it to locate places in this resource, the news, countries where friends or relatives are travelling and countries who participate in the Eco-Schools programme.**

Peter’s Projection Map (laminated) 85cm x 60cm (**£8.00**) available from Traidcraft [www.traidcraft.org](http://www.traidcraft.org)

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## SECTION 1 – GLOBAL PERSPECTIVE


The global dimension explores our connections with the rest of the world. With a global dimension to their education, learners can engage with complex global issues and explore the links between their own lives and people, places and issues throughout the world. The global dimension can inform the whole school ethos, leading to a school that is inclusive, just and democratic and promotes social and environmental responsibility, respect and co-operation. Citizenship, in its context of fair decision-making, runs throughout the Eco-Schools process. The global perspective topic seeks to ensure that pupils consider the environmental, social and economic impacts of the decisions that they make through this process, on the local and global community, in the future as well as for the present.

### Global Citizenship

Being a global citizen is not clearly defined. As there is no global government there are no clear rules and regulations and globally, we do not have democratically-elected representatives to speak for us. Global citizenship is more a moral understanding of our responsibilities and our rights in a global context. Being a true global citizen means that we recognise that all people have equal rights and value diversity. In addition it means we should value the earth as a very precious resource and one which we all have a need and indeed a responsibility, to look after.

### If the Earth were small

Poem by Joe Millar, 1975,  
originally published by the  
Greenwich Workshop  
(ISBN 0-86713-054-7)



If the Earth were only a few feet in diameter, floating a few feet above a field somewhere, people would come from everywhere to marvel at it. People would walk around it, marvelling at its big pools of water, its little pools, and the water flowing between the pools. People would marvel at the bumps on it, and the holes in it, and the different areas on it. And they would marvel at the very thin layer of gas surrounding it and at the water suspended in the gas. People would marvel at all the creatures walking around the surface of the ball, and at the creatures in the water, and at the green vegetation growing on the surface. The people would declare it as sacred, because it was the only one, and they would protect it so that it would not be hurt. The ball would be the greatest wonder known, and people would come to pray to it, to be healed, to gain its knowledge, to know its great beauty, and to defend it with their lives because they would somehow know that their lives, their own roundness, could be nothing without it. If the Earth were only a few feet in diameter.



## The Global Environment

The term **environment** means surroundings; natural world. However, it can be narrowly defined, for example our immediate surroundings as in the classroom environment or very broadly, in relation to the global environment. One thing that is certain is that 'mankind' has had a huge impact on the environment. Today, many of us have acquired so many things that we have a very comfortable life. But at what cost? The more that people take from the environment, the more they change the pattern of nature. If we take too much, we risk upsetting this balance.

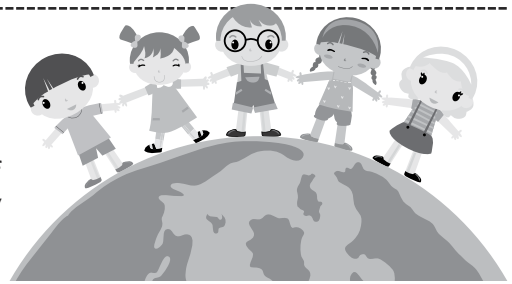
The balance of nature changes slowly over time but in recent years we have wanted more and more for ourselves and we are upsetting the balance at a faster rate, without even realising it. We are part of the natural environment and must look after it. If we upset the pattern too much, we may even destroy ourselves and the lives of future generations. Trócaire's focus is on ensuring that our global resources are shared equitably and those in power act for the common good of all.

### ACTIVITY 1: WHERE AM I?

**Aim:** To explore our place in the universe.

**You will need:** paper and pens  
(or a whiteboard /PCs), globe

**Step 1:** Tell pupils that their local environment is part of a much bigger one. Ask them to write the headings below in their exercise books and complete the information about their location in the wider environment.



#### WHERE AM I?

Name: \_\_\_\_\_

Street/Road: \_\_\_\_\_

Town: \_\_\_\_\_

County: \_\_\_\_\_

Province: \_\_\_\_\_

Country: \_\_\_\_\_

Continent: \_\_\_\_\_

Planet: \_\_\_\_\_

**Step 2:** Ask pupils to illustrate their particular environments. Help them identify what is natural and what is man-made.

**Step 3:** Whilst viewing an image of the globe on the White Board read aloud the poem **'If the Earth Were Small'** to your class (see pg 3). If you do not have a White Board pass a globe around instead. Ask pupils to think and reflect about the world as they listen to the words of the poem.



## Global Population

Our precious finite world is currently home to over 6.5 billion people. Numbers this big are difficult to understand but what if we imagined the whole population of the world as a village of just 100 people? In this imaginary village, each person would represent about 67 million people from the real world. One hundred people would fit nicely into a small village. By learning about the villagers – who they are and how they live – perhaps we can find out more about our neighbours in the real world and the problems our planet may face in the future (*If the World Were a Village* by David J Smith, 2008).

Imagining the world as a village also makes it easier for us to start thinking about all the human and environmental problems in the world and what we can do about them. It makes it easier for children to grasp the concept that the world is a large place; and many people in the world live lives much different from our own.

### ACTIVITY 2: IF THE WORLD HAD ONLY 100 PEOPLE!

**Aim:** To look at our relationships with the wider world

**You will need:** Photocopies of Pupil Worksheet 1 on page 6, and pens.

**Step 1:** Give pupils worksheet 1 and in pairs or small groups ask them to fill in the blanks. See below for correct answers.

**Step 2:** Ask pupils to select one of the statements and using their artistic skills, creatively illustrate each of the statements for a wall display to show what the world would look like if it was a village of 100 people.

#### IF THE WORLD WERE 100 PEOPLE

- 61 Asians
- 13 Africans
- 12 Europeans
- 5 from Canada and the United States
- 8 are from South America, Central America (including Mexico and the Caribbean)
- 1 from Oceania (an area that includes Australia, New Zealand and the Islands of the south, west and central Pacific)
- 52 females
- 48 males
- 9 would speak English
- 22 would speak a Chinese dialect
- 9 speak Hindi
- 7 speak Spanish
- 33 are Christians
- 21 are Muslims
- 13 are Hindus
- Only 34 people always have enough food to eat
- 59 percent of the entire world's wealth would belong to only 6 people
- 80 would live in substandard housing
- 24 do not have electricity
- 59 can read a little, 13 cannot read at all
- On average 1 person dies and 2 are born each year





# PUPIL WORKSHEET 1 IF THE WORLD WERE 100 PEOPLE



Using the following numbers fill in the blanks for example,  
**there would be 61 Asians**

|    |    |    |    |    |    |    |   |    |    |    |   |
|----|----|----|----|----|----|----|---|----|----|----|---|
| 59 | 13 | 33 | 9  | 13 | 61 | 12 | 5 | 22 | 80 | 13 | 9 |
| 1  | 8  | 7  | 48 | 21 | 52 | 34 | 6 | 59 | 24 | 2  | 1 |

## IF THE WORLD WERE 100 PEOPLE THERE WOULD BE:



\_\_\_\_\_ Asians



\_\_\_\_\_ Africans



\_\_\_\_\_ Europeans



\_\_\_\_\_ are from South America, Central America (including Mexico and the Caribbean)



\_\_\_\_\_ from Canada and the United States



\_\_\_\_\_ from Oceania (Australia, New Zealand and the islands of the south, west and central Pacific)



\_\_\_\_\_ females \_\_\_\_\_ males



\_\_\_\_\_ speak English \_\_\_\_\_ speak a Chinese dialect \_\_\_\_\_ speak Hindi \_\_\_\_\_ speak Spanish



\_\_\_\_\_ are Christians



\_\_\_\_\_ are Muslims



\_\_\_\_\_ are Hindu



Only \_\_\_\_\_ people always have enough food to eat



\_\_\_\_\_ percent of the entire world's wealth would belong to only \_\_\_\_\_ people



\_\_\_\_\_ would live in substandard housing;



\_\_\_\_\_ do not have electricity



\_\_\_\_\_ can read a little, \_\_\_\_\_ cannot read at all



On average \_\_\_\_\_ person/people dies and \_\_\_\_\_ are born each year



## Global Food

There is plenty of food in the world to feed everybody. The problem is how this food is distributed and shared. In fact, more than one and a half times the amount of food needed to feed everybody in the world is produced each year. Yet over 1 billion, 1 in 6 people, are hungry. If there's really enough food in the world, why do some people still go hungry? Hunger is caused by many factors and must be solved with many approaches. Factors include lack of investment in small farmers, particular women, unfair international trade policies and climate change.

### ACTIVITY 3: THE BISCUIT GAME



(Adapted from: *The Rights Stuff*: DEFY, Amnesty International and Trócaire)

**Aim:** To demonstrate how the world's food is distributed and how injustice and inequality affect people's lives.

**You will need:** Tables labeled with numbers 1 to 7, 7 recycled paper plates and 30 biscuits (this game could also be played with pieces of Fair Trade apples or chocolate).

**Step 1:** As children come into the classroom give each of them a number between 1 and 6 and ask them to sit at the table with that number. Each table has a plate of biscuits. Leave table 7 empty. Organise the biscuit: pupil ratio as indicated in the table below. Tell the children that they have two minutes to eat the biscuits. The teacher should watch and not interfere.

| Table Number | Continent     | Number of Biscuits | Number of Pupils for a class of 30 | Number of Pupils for a class of 20 |
|--------------|---------------|--------------------|------------------------------------|------------------------------------|
| 1            | Africa        | 1                  | 5                                  | 3                                  |
| 2            | Asia          | 4                  | 15                                 | 11                                 |
| 3            | Europe        | 9                  | 4                                  | 2                                  |
| 4            | Latin America | 1                  | 3                                  | 2                                  |
| 5            | North America | 10                 | 2                                  | 1                                  |
| 6            | Australia     | 5                  | 1                                  | 1                                  |
| 7            | Antarctica    | 0                  | 0                                  | 0                                  |

**Step 2:** After the children have finished eating, ask them the following:

- How did you feel when you saw how much other groups got?
- How did you divide the biscuits within your group?
- Did you do anything to get more biscuits or did you give any away?
- How did you feel about eating a large/small amount?
- How did the other tables respond to you?
- Is this distribution fair? Why/why not? What would make it fair?
- What do you think the seven tables represent?

**Step 3:** Inform the children that the tables represent continents, ask each group to talk among themselves and guess which continent they are. Each table should pin their table number on a world map to whichever continent they think they are. Reveal the correct continents.



## Fair Trade

'Before you finish eating your breakfast this morning, you've depended on half the world. This is the way our universe is structured...we aren't going to have peace on earth until we recognise this basic fact'. **Martin Luther King**

In order to foster a recognition of the fact that we depend on a whole array of countries to provide us with our every day foodstuffs, ask pupils to complete the following mapping activity which will further reinforce their understanding of our dependency on the global community for food.

### ACTIVITY 5: THE WORLD CAME TO MY PLACE TODAY



**Aim:** To explore interdependence within our global community.

**You Will Need:** 'The World came to My Place Today' by Jo Readman and Ley Honor Roberts; published by the Eden Project, 2004. (If you don't have access to the book then just pick a selection of products found in the classroom or from home); coloured string, board pins and a World Map.

**Step 1:** Read the text aloud and ask pupils to locate on their world map the various countries where all the identified products and foodstuffs come from. Label these on the map, for example doormats are made from hairy coats of coconuts. Coconuts grow on coconut palm trees in hot wet places like India.

**Step 2:** Create a web of dependence from the country of origin to Ireland using coloured string on your world map for example, cotton from India.

**Step 3:** Try and identify goods and foodstuff that we export for example, Irish linen, Tayto crisps, Irish music and dance, and Beleek Pottery.

**Trade:** One of the causes of hunger is unfair trade rules. When we talk about trade we are referring to how countries buy and sell goods and services. By buying and selling goods and services countries receive income. This income is used to improve a country's standard of living by investing in public services such as roads, hospitals and schools. But who trades? Individuals, companies, governments... almost everyone, in some shape or form, is involved in buying and selling goods and services in order to satisfy their needs and wants.



**Fair Trade** guarantees a better deal for developing world producers. Buying Fair Trade products you can ensure that the injustices to the producers are reduced. Fair Trade is also about sustainable development: producer organisations are encouraged to continuously improve working conditions and product quality; to increase the environmental stability of their farming methods; and to invest in the development of their organisations and the welfare of their works. The Fair Trade logo is only awarded to producers that have a trade union, obey health and safety rules, protect the environment and do not allow children to work. [www.fairtrade.org](http://www.fairtrade.org)

### ACTIVITY 6: LOGO LOOKOUT



**Aim:** to examine the role of advertising at a local and global level

**You Will Need:** Photocopies or downloaded versions of logos on Pupil Worksheet 2, pen for each pupil.

**Step 1:** Give pupils Worksheet 2. Ask them to try and identify the 5 logos. Do they recognise any of the logos? Discuss what the logos mean. Record any comments and explanations.

**Step 2:** Ask children to bring in labels from home which display any of the logos on them. What types of products hold the different logos?

**Step 3:** Make a display for the school foyer to encourage others to buy Fair Trade. Create imaginative headlines for example 'We buy Fair Trade...Why don't you?!'



# PUPIL WORKSHEET 2 LOGO LOOKOUT



What do these logos mean?



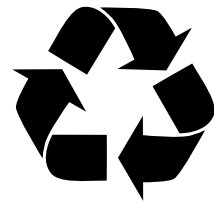
1.

\_\_\_\_\_



2.

\_\_\_\_\_



3.

\_\_\_\_\_



4.

\_\_\_\_\_



**TRAIDCRAFT**

5.

\_\_\_\_\_

## 5 Things I can do to promote FAIR TRADE

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

See how to become a Fair Trade School [www.fairtrade.org](http://www.fairtrade.org)



## SECTION 2 WATER

### ACTIVITY 7: DRINK UP!

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**Aim: Developing an awareness of aspects of the environment**

**You Will Need:** A glass jug filled with water covered with a cloth to hide it. Post-it notes, pens

**Step 1:** Tell children you have one of the most important and valuable things in the world under the cloth. Invite them to suggest what it might be. Lift up the cloth and show them the jug of water. Ask them did they expect it to be water? Why or why not? Do they think it is valuable? Why or why not?

**Step 2:** Working individually ask pupils to identify ten things on post-it notes they use water for: start with *drinking*. Other suggestions could include -*Personal hygiene, washing clothes, washing dishes, cooking, flushing toilets, swimming and recreation, irrigation, watering garden, conservation, cleaning, transport, industry, generating energy and so on.*

**Step 3:** In pairs, ask pupils to share their answers. Then share with the class and record responses.

**Step 4:** As a whole class, use voting to rank the answers into an order that shows which the pupils think are the most important.

**Step 5:** Discuss how losing the last 5 on their list would change their quality of life? What if the next 3 were removed also?

**Step 6:** Do people in different parts of the world view water in the same way that we do? Imagine you have to walk 2 miles each way to collect and carry the water you use every day. How would things be different compared to water on tap 24/7?



### How Much Water Do We Use?

Altogether the average person in Britain uses about 200 litres of water per day. For example,

- Having a drink = 1/3 litre
- Washing face and hands = 5 litres
- Having a shower = 15 litres
- Flushing toilet = 7 litres

In Ireland we usually have all the water we need. However, about half the people in the world do not have enough water; they cannot grow crops for food and there is no safe water to drink.

Sometimes the problem is too much of the wrong sort of water. Floods can destroy people's homes and ruin the crops in the fields. The soil is sometimes washed away, so there will be nowhere to grow good crops after the floods have gone down. See up to date reports from Trócaire's website

<http://trocaire.org/emergencies>

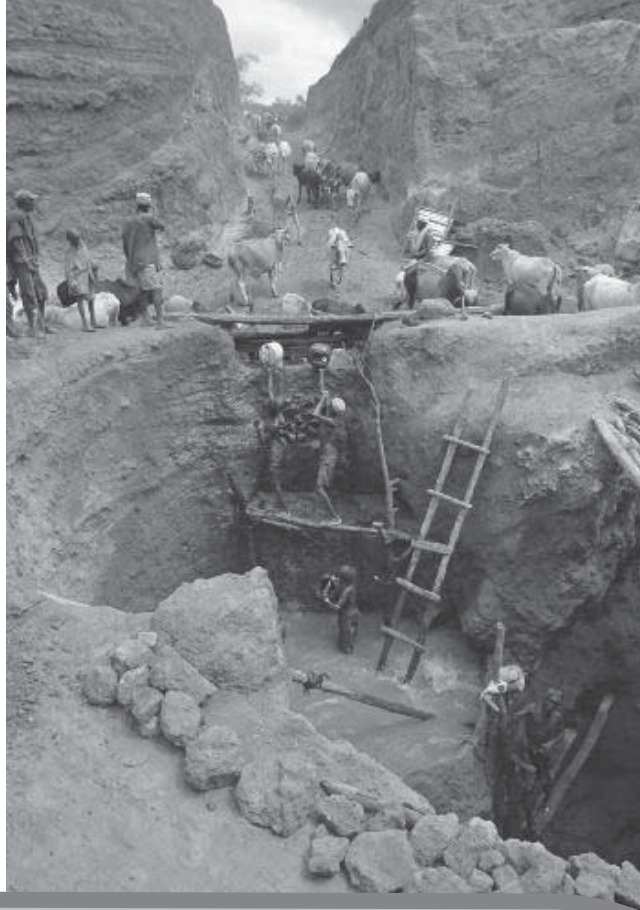
- Our bodies are 70% water, without it we would die within 3 days.
- The earth has plenty of water; yet people can use only 1% of it. The rest is either salt water in oceans or frozen in glaciers. Over 97% of the earth's water is too salty for drinking.
- Nearly half of the world's major rivers are going dry and are badly polluted.
- Women in Africa and Asia walk on average 6km a day to collect water.
- One sixth of the world's population lacks access to safe water and 40% lack adequate sanitation.



## Water - A Shared Resource

While the amount of water on earth is always the same, the distribution of water across the world is not. Huge differences in rainfall can happen from country to country and even within the same country. Sometimes there just isn't enough water where it's most needed. Because water is not evenly distributed across the globe, nearly one-fifth of the world's population does not have access to enough water. The average person in North America uses a thousand times as much water as a person in Asia. Water has been giving life to the planet Earth for millions and millions of years.

Right: A tula (deep well) in Ethiopia



### ACTIVITY 8: THINK GLOBAL, ACT LOCAL



**Aim:** To show how our local actions can have an impact globally.

**You Will Need:** large blank poster paper, colouring pens/pencils/poster paint

**Step 1:** Help pupils to brainstorm ways they can help reduce their water wastage. Here are some suggestions to add to your list...

#### WATER SAVING TIP LIST

- Save water in school and at home by making sure taps are turned off.
- When washing hands don't let water run while soaping up your hands and likewise for brushing teeth.
- Carry out a school survey to see if there are any leaking taps and toilets.

**Step 2:** Ask pupils to design posters for World Water Day held on the 22<sup>nd</sup> March each year. Highlight the need for better access to water for the world's poorest people. Display these in school.

Deliver a whole school assembly on the theme.





## SECTION 3

# CLIMATE CHANGE

### ACTIVITY 9: WEATHER OR CLIMATE: SAME DIFFERENCE?



**Aim:** An activity to help understand the difference between weather and climate

**Step 1:** Ask the children how they would describe the climate in Ireland to someone who has never been here before? Is it different in different seasons?

**Step 2:** Display the question 'What is the difference between weather and climate?' In pairs or in groups ask the children to decide on the differences. Then each group can elect a speaker to feed back ideas to the class. Collate the answers and compare them to the definitions below.

**Weather** is what happens in the atmosphere at a given time – the children may explain it in terms of weather forecasts, which detail temperature, rainfall, periods of sunshine, storms etc over the course of a day/week. A place can experience more than one weather event in a day, for example, and the weather is not the same everywhere.

**Climate** however is explained by looking at the average and variations of weather in a place over many years.

### Why is Climate Change an issue?

You will have already identified the difference between weather and climate but remind the children that while weather can change dramatically in the course of a day, climate usually takes thousands of years to change. The reason why people are concerned now is because the climate is changing more quickly than before. People of the developing world who have done least to cause the problem of Climate Change are being worst affected. While rich countries continue to consume and use energy levels far beyond what is fair and sustainable, the greatest impact is being felt by the poorest people, who are least able to cope.

### ACTIVITY 10: HOG AND SEEK



**Aim:** To show how human activities can contribute to climate change

**You will need:** Access to the internet, paper and pens

**Step 1:** Log onto the following website – <http://www.switchonswitchoff.org/Play> Use these short animations ('Hog and Seek') to explain how turning on a light or using a car adds CO<sub>2</sub> to the atmosphere, how energy use in your home creates CO<sub>2</sub> emissions - and how we can all reduce our emissions to help tackle climate change.

**Step 2:** Ask pupils to note down three things they see that add CO<sub>2</sub> into our atmosphere and three actions they see that help reduce our CO<sub>2</sub> emissions.



## The impacts of climate change

Explain to the children that cyclones, floods and droughts have always happened and are more common in some areas of the world – for example, monsoon flooding in Bangladesh. The issue, however, is that as a result of climate change these extreme weather events are happening more frequently, more intensely and less predictably as Pakistan recently discovered. It is also important to help the children understand that local communities are frequently the best placed to know and understand the extremes of their environment and how to adapt to fluctuations in it, but that the unpredictability of climate change is making it harder for people to prepare and adapt. The increased intensity of some extreme weather events makes it harder for communities to recover.

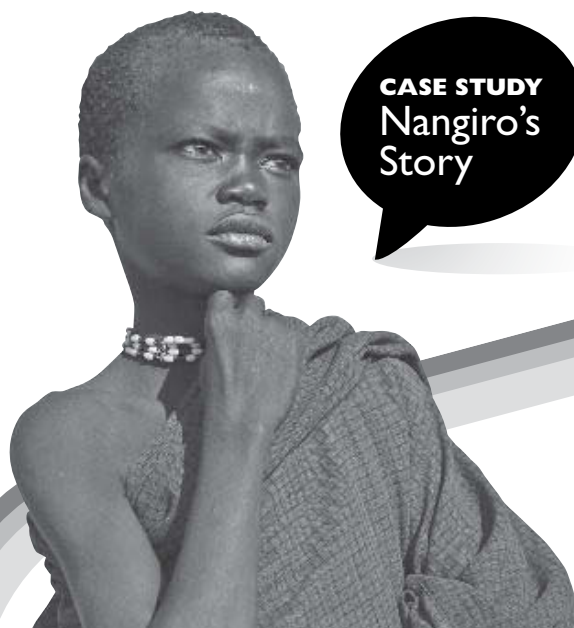
## What is Trócaire doing?

In places vulnerable to **floods**, Trócaire is helping communities to prepare by identifying the areas worst at risk of flooding and by setting up early-warning systems so that communities are alerted before a flood hits. In areas where **drought** is becoming more common, Trócaire is working with communities to capture and store water, to use more drought resistant crops and to look at different ways of generating income so that people are not solely dependent on agriculture.

Trócaire works in partnership and listens to the needs of local communities in order to plan, prepare and maximise their adaptive capacity to future extremes in climate.

But there is a limit to how much people can adapt to climate change and there is an urgent need to limit as much as possible the amount of future climate change. In Ireland, Trócaire is lobbying the Irish government to keep its promise to reduce our greenhouse gas emissions by bringing in a Climate Change Bill and by putting a price on carbon.

Global problems require global solutions. A fair and effective international agreement on climate change is a key focus of our work. Recognising that as an organisation we have an 'ecological footprint', Trócaire has undertaken a carbon audit of our activities to guide us and inform us on how we can take steps to reduce our own ecological footprint.



### CASE STUDY Nangiro's Story

#### Ejoka! My name is Nangiro.

I am 12 years old. I live with my father Francis, my grandmother Christina, my brothers Philip and Peter and my sister Mary. My mother died last year. We live in a place called Turkana in northern Kenya. Turkana is a very dusty place. It is hot all year round, we get very little rainfall. My family are Pastoralists. This means that we own animals. The land we live on is owned by the Kenyan Government so we are free to move around with our animals to find food and water. At the moment we own 40 goats. Turkana people used to own camels and cows but goats are tougher and survive on less grass. My job is to take care of the goats and to make sure they have food and water. We used to own more goats but because of the droughts over the last few years some of our goats died. It was a difficult time. I often spend hours with my goats looking for grass and water but sometimes I find only sand and dust. My father tells me that Turkana has always been dry land but when he was my age life was better. There was enough rainfall and a lot more trees growing which bore fruit for both people and animals. The trees have long since died out. I learn a lot from my father. He is a leader in the community. He calls everyone together to meet and talk about their problems so that they can try to work them out together. The main problem they talk about is the weather and lack of rain. But even he cannot tell me why the weather has changed. He only knows that there will be more difficult times ahead if the drought continues.

- How is Nangiro's life the same as yours? How is it different?
- What has been the impact of Climate Change on Nangiro's family?

To learn more about Nangiro see -  
[www.trocaire/resources/kenyaclimatechange](http://www.trocaire/resources/kenyaclimatechange)



## Carbon Footprint

### Why is it important that we know our carbon footprints?

Explain to the children that the more we consume, the bigger our carbon footprint becomes. Each time we consume or buy something at the shop or drive a car, we use Earth's natural resources directly or indirectly. Knowing a person's carbon footprint and how it compares to the carbon footprint of others can help pupils to identify how the Earth is impacted by their actions and how they can reduce their carbon footprint.

### ACTIVITY 11: CARBON FOOTPRINT... WHAT SIZE IS YOURS?

**Aim:** To show how each of us contributes to climate change – understanding our carbon footprints.

**You will need:** Access to the internet; Pupil Worksheet 3; pens

**Step 1:** Ask children if they know the meaning of the phrase “carbon footprint”. If necessary, explain that a carbon footprint is the amount of carbon a person uses on average. Since carbon is one of Earth's natural resources, a carbon footprint indicates how much of Earth's natural resources an individual uses. Explain that every time Earth's natural fuel reserves are used, carbon dioxide is emitted into the atmosphere.

**Step 2:** Visit [www.zerofootprintkids.com](http://www.zerofootprintkids.com) to calculate your carbon footprint.

**Step 3:** Complete the attached Classroom Audit - Pupil Worksheet 3.

**Step 4:** In pairs ask pupils to identify 5 ways in which they can reduce their carbon footprints, for example 'I can reduce the amount of electricity I use by.....'



A healthy planet can provide enough clean air, water, food, energy and shelter for everyone. Yet our world is under threat. Those with the least power, wealth and resources suffer the worst effects of environmental destruction and receive less than their fair share of the planet's resources. But we can do something about this. As this resource has shown, we all need to take responsibility for our own behaviour and action. We can also lobby and campaign for international agreements to prevent further environmental destruction and for richer countries to provide money and resources to help developing countries adapt to the effects of climate change.

#### Curriculum links KS2

##### Personal Development and Mutual Understanding (PDMU)

- Playing an active and meaningful part in the life of the community and being concerned about the environment.

##### Strand 2: Mutual understanding in the local and wider world

- **Relationships with Family, Friends and at School** – Recognising the importance of democratic decision – making and active participation at home and in the classroom.
- **Relationships in the Community** – Developing an understanding of their role and responsibility as consumers in society.
- **Relationships with the Wider World** – Developing an awareness of the experiences, lives and cultures of people in the wider world; recognising how injustice and inequality affect people's lives; knowing about the process and people involved in the production, distribution and selling of goods; examining the role of advertising at a local and global level.

##### The World Around Us

- Developing an awareness of aspects of the environment.
- Using resources such as atlas, maps and digital sources to identify and describe places and environments investigated.
- **Interdependence** – of people and the environment e.g. we're interdependent on other parts of the world for food/resources; some of the ways people affect/conserves the environment locally and globally; how we might act on a local or global issue.
- **Place** – Our place in the universe; comparisons between people and place; local weather as compared to places that experience very different weather conditions.
- **Movement and Energy** – How movement can be accelerated by human and natural events such as natural disasters and the effects of climate change on people and places.
- **Change over time** – The effects of positive and negative changes globally and how we contribute to some of these; consequences of change through investigating global issues for example, Climate Change.

# PUPIL WORKSHEET 3

## CLASSROOM SURVEY



### How 'green' is your class?

Carry out a survey of your classroom and if possible of other classrooms in the school also.

Class \_\_\_\_\_ Room No. \_\_\_\_\_ Teacher \_\_\_\_\_

Survey carried out by \_\_\_\_\_



#### Lights

- Are lights left on unnecessarily? \_\_\_\_\_
- Is there someone in charge of turning off lights at break times / home time? \_\_\_\_\_  
If yes, who? \_\_\_\_\_
- Are there energy efficient light bulbs used?  
\_\_\_\_\_



#### Computers and Electrical Equipment

- Are all unused electrical equipment and computers turned off when not in use / at the end of the day? \_\_\_\_\_
- Is someone responsible for checking that equipment is turned off? \_\_\_\_\_
- If yes, who?  
\_\_\_\_\_



#### Windows and Doors

- Are windows and doors left open when the heating is on? \_\_\_\_\_
- Are windows double glazed? \_\_\_\_\_
- Are some windows and doors letting in draughts? \_\_\_\_\_



#### Heating

- Can you turn the heating up or down in this room only? \_\_\_\_\_
- Are corridors as warm as classrooms? (They don't need to be when people are moving around) \_\_\_\_\_
- Is the heating turned off half an hour before the end of the school day? \_\_\_\_\_



#### Recycling

- Is paper recycled? \_\_\_\_\_
- Is recycled paper used in the school?  
\_\_\_\_\_
- Is the front and back of paper regularly copied on? \_\_\_\_\_

**Present your findings to the Principal. If your school is not part of the Eco School project, suggest that you might join.**

Other surveys you can try:

- How energy efficient is your home?
- Survey how teachers and pupils travel to school. Make a chart of your findings.

**Suggestions for improvements:** \_\_\_\_\_

Use three different coloured markers to mark your suggestions as follows: Green – can be done immediately with no cost. Blue – might take some time to plan and cost a little. Orange – might take a long time to plan and cost a lot.

**Trócaire**, which means 'Compassion' in the Irish language envisages a just and peaceful world where people's dignity is ensured and rights are respected; where basic needs are met and resources are shared equitably; where people have control over their own lives and those in power act for the common good.

Through its **Education programme** Trócaire engages teachers and young people in exploring development issues such as poverty, hunger, climate change, HIV and AIDS, humanitarian crises, aid and trade; and encourages action in solidarity with those experiencing the impact of poverty and injustice. Our work is heavily influenced by the experiences and the hopes of the poor and oppressed. This support is offered regardless of race, gender, religion or politics and in a spirit of solidarity.

**Eco-Schools** is an internationally recognised award scheme, rewarding and accrediting schools who have made a commitment to continuously improving their environmental performance. It is also a learning resource, raising awareness of environmental issues through activities that link to curriculum subjects. The aim of the Eco-Schools programme is to make environmental awareness and action an intrinsic part of the life and ethos of the school - for pupils, staff and the wider community.

### **Trócaire has a range of materials related to the environment and global perspective.**

**Early Years:** *Maji* Water Pack, 2008; *Watoto-Children from Around the World*, 2001; *Ilenia from Columbia*, 2004

**Primary:** Website activities including lesson plans and pupil worksheets on a range of themes including **Climate Change** and **Fair Trade, 2010**; *Trócaire at Work* resource for KS2, 2004; *Tales of Disasters*, 2007; Lenten resource materials on *Climate Change/ Water*, 2008; *Homes and Families in Peru*, 2007; *Our World Our History, Maya of Guatemala*; Nomadism;

All of Trócaire's education materials can be related to the global perspective topic and can be downloaded from <http://www.trocaire.org/resources/schoolresources>

### **Other Recommended Resources**

**'If the World Were a Village'** by David J Smith, 2008; published by A&C Black

**'The World Came to My Place Today'** by Jo Readman, 2004; published by Eden project

**'One Well'** by Rochelle Strauss, 2007; published by A&C Black

**'Team Planet'** by Kathleen Horgan; NI edition published by SELB 1993 – copies available from Trócaire, Belfast

### **Useful Websites**

- > [www.trocaire.org/resources/schoolresources](http://www.trocaire.org/resources/schoolresources)  
Trócaire has a wide range of website activities including lesson plans and pupil worksheets on a range of themes including **Climate Change** and **Fair Trade**
- > [www.eco-schoolsni.org](http://www.eco-schoolsni.org)  
NI website for Eco-Schools
- > [www.eco-schools.org](http://www.eco-schools.org)  
International Eco-Schools Coordination
- > [www.fairtrade.org.uk](http://www.fairtrade.org.uk)  
Fair Trade Foundation
- > [www.globaldimension.org.uk](http://www.globaldimension.org.uk)  
Teaching Global Dimension In Schools

