

@IrishSchSusty  
@growgardeners

If you want the whole school sustainability  
survey please email me:  
[PatrickKirwan@ardscoilnamara.ie](mailto:PatrickKirwan@ardscoilnamara.ie)



Nearly everything is on [www.issn.ie](http://www.issn.ie) but here are some links just in case you have trouble navigating it.

### **Global Citizenship & Environmental Education**

**Booklet:** <https://static1.squarespace.com/static/620cd16fee18017565b24653/t/638e043a23049138f4922395/1670251583251/ISSN+CSPE+Resource+%281%29+%281%29.pdf>

### **Environmental Influencer Course:**

<https://drive.google.com/drive/folders/1arnD7D9EV8KDJCsONDT8V7XHP49BgGpG>

**5 Minutes of Sustainability** - Check out the latest video on [Trees for Climate and Biodiversity](#). You could pair that up with the Plant a Planet Campaign for an action project (the trees need to be in the ground before Paddy's day).

<https://www.issn.ie/5-minutes-of-sustainability>

### **Plant a Planet Campaign**

[https://drive.google.com/drive/folders/1Qz1QNIBsOBgRY\\_4ngdTeH9\\_a2rt6fmBl](https://drive.google.com/drive/folders/1Qz1QNIBsOBgRY_4ngdTeH9_a2rt6fmBl)

Lastly, if you're trying to get the students engaged with Nature we run Bitesize Biodiversity sessions for 15mins on a Monday. 1 living thing each week and you come away with a powerpoint that you can use that week.

<https://www.wtc.ie/cpd-courses-2/primary-courses/1855-online-meeting-bitesize-biodiversity.html>

Carbon cycle game and other resources. Download these booklets, they are amazing!

<https://www.oce.global/en/resources/class-activities/climate-our-hands-climate-change-and-land>

<https://www.oce.global/en/resources/class-activities/climate-our-hands-ocean-and-cryosphere>

# Climate and Nature Summit 2022

07TH - 11TH NOVEMBER 2022

[www.issn.ie](http://www.issn.ie)

## GLOBAL CITIZENSHIP & ENVIRONMENTAL EDUCATION RESOURCE BOOKLET

FULL LESSON PLANS AND RESOURCES FOR A 12 WEEK COURSE

IRISH SCHOOLS SUSTAINABILITY NETWORK

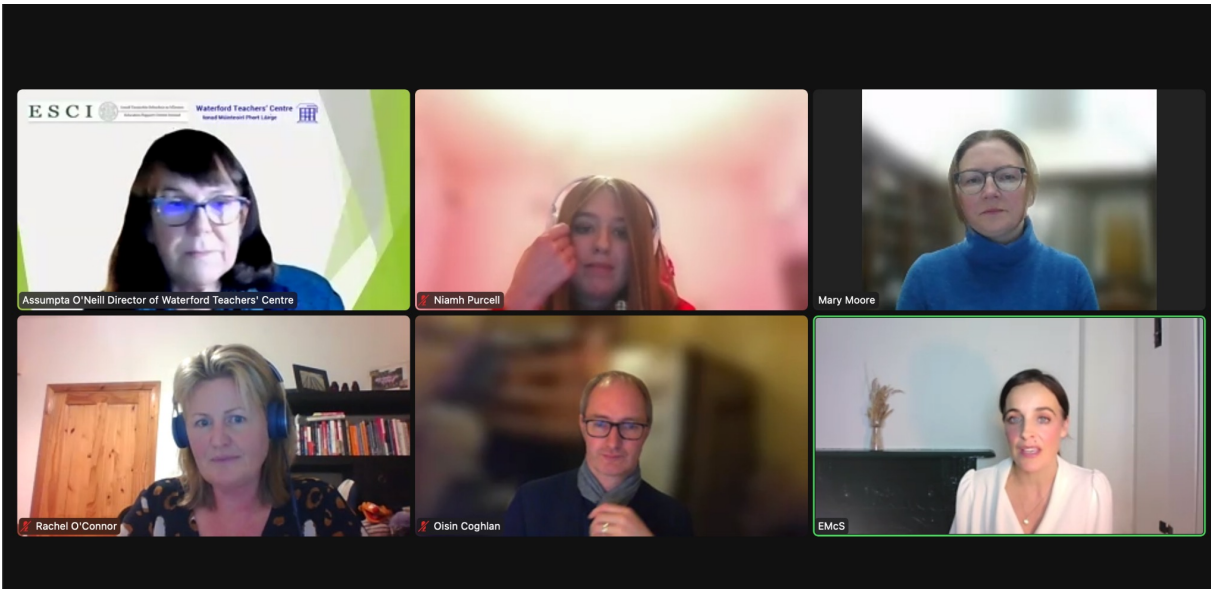
### CURRICULUM LINKS

CSPE - STRAND II  
RELIGION - STEWARDSHIP  
SPHE - TEAM UP & MENTAL HEALTH

### KEY SKILLS

CRITICAL THINKING, BEING CREATIVE, LISTENING, DISCUSSING, DEBATING, EXPRESSING OPINIONS, EMPATHY, SOLIDARITY, IDENTIFICATION OF BIAS, REASONING SKILLS,







# 5 minutes of sustainability

by the Irish Schools Sustainability Network

**What can YOU DO IN YOUR SCHOOL to address the CLIMATE and NATURE emergency? IT'S EASY! ...**



**Once a month get** your whole school to watch one of our **5 MINUTES OF SUSTAINABILITY** videos



**Learn** about simple actions we all can take



**Record** the actions you are putting into practice

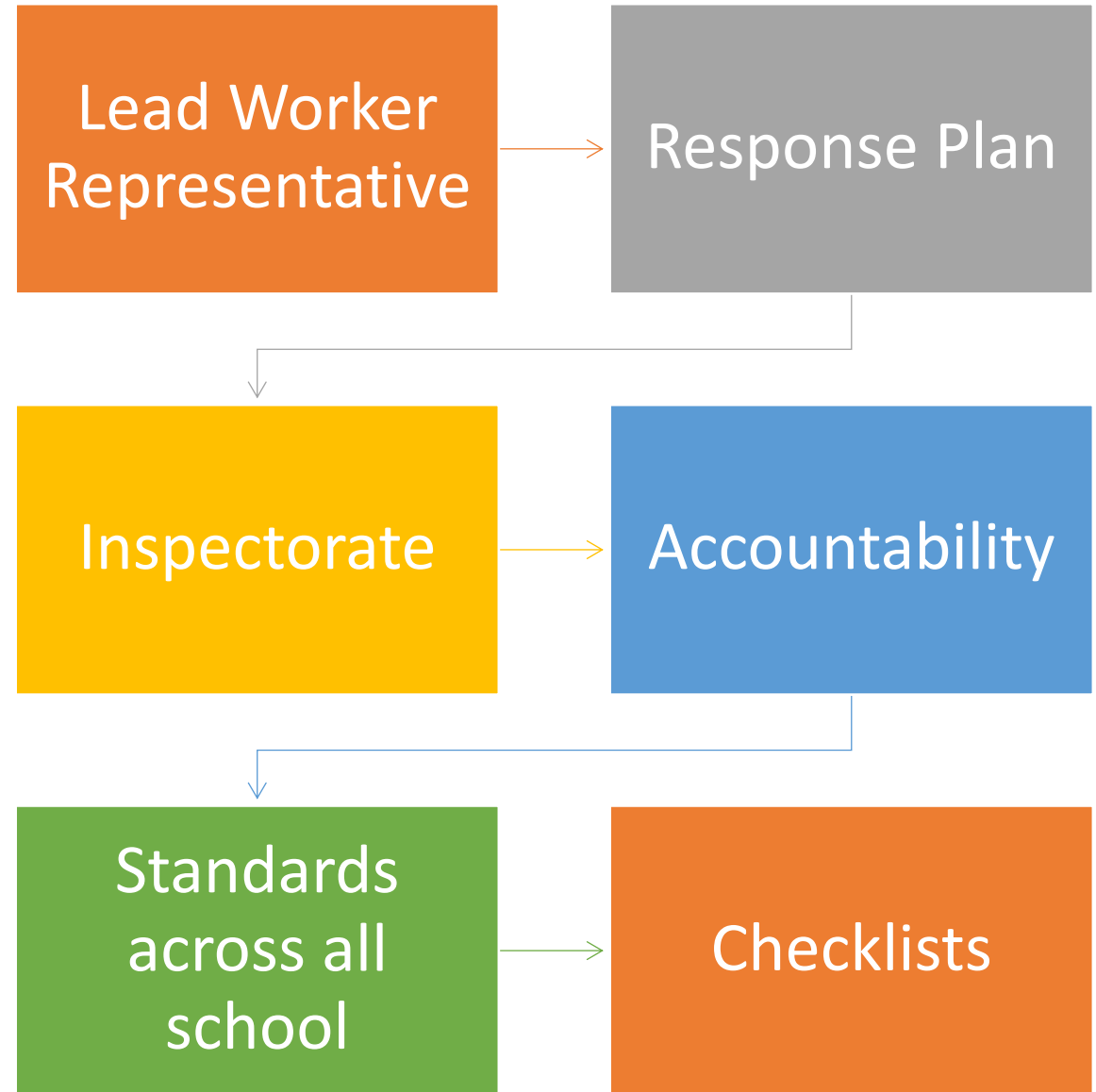


**Start conversations and spread** the word to encourage action



# LOBBYING FOR CHANGE

## COVID-19





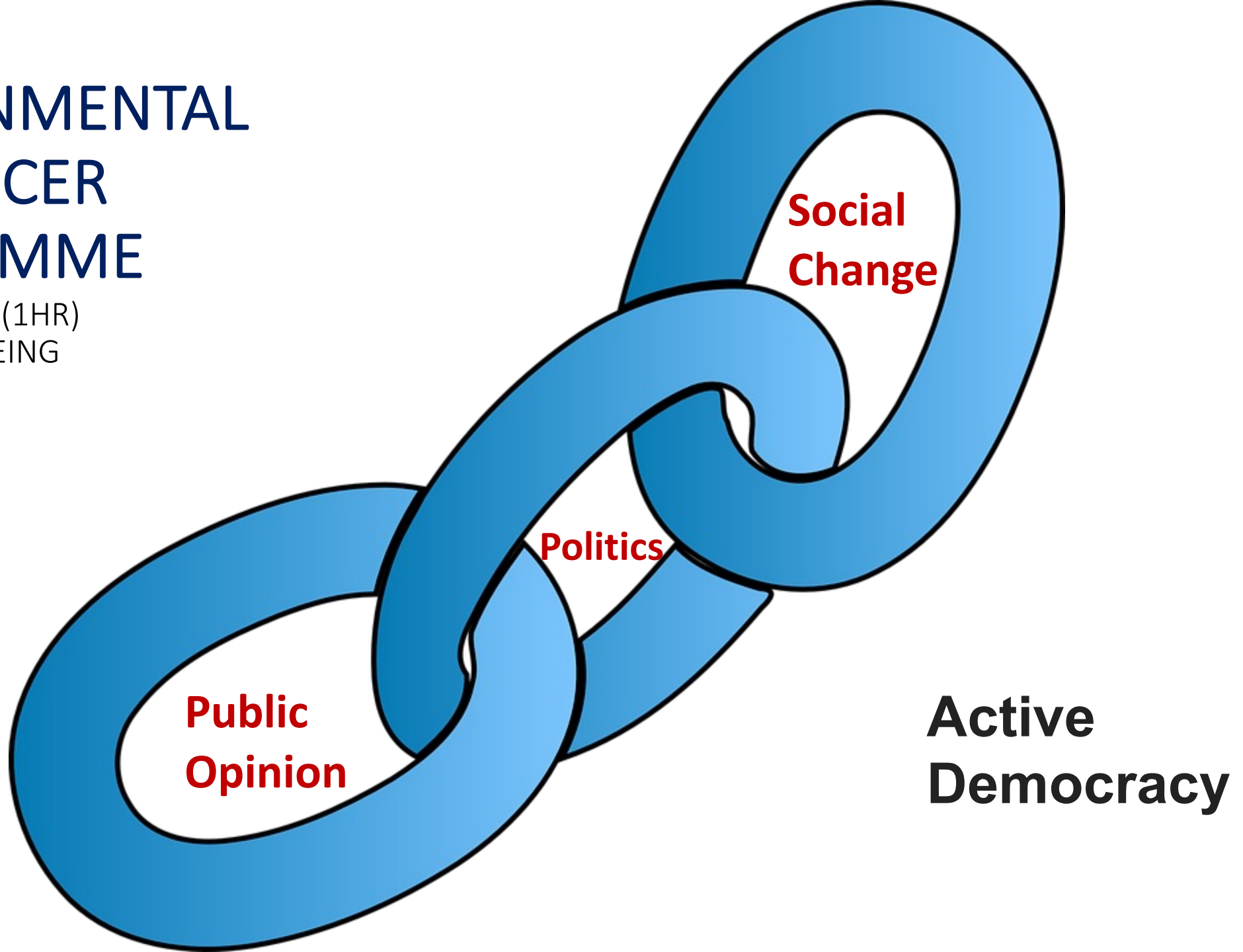
Register [www.issn.ie](http://www.issn.ie)

**GUILT FREE ZONE**

It's for everyone!

# ENVIRONMENTAL INFLUENCER PROGRAMME

8 WEEK COURSE (1HR)  
3<sup>RD</sup> YEAR WELLBEING  
ROTATION







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S1 What is an **environmental influencer**?

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S2 **Critical** thinking

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S3 **Active** listening

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S4 **Power**

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S5 **Emotions** of climate change & biodiversity loss

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S6 Taking **action**

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S7 Creating your own **action plan**

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S8 Having a **climate and nature conversation**

# Challenges to teaching Climate Change, Biodiversity Loss, & Global Citizenship Education

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Culture of apathy and acceptance

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Complex

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Perceived as something negative

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Lack of knowledge

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Values





# WORKING & THINKING IN SILOS

# DRAMA PERFORMANCE



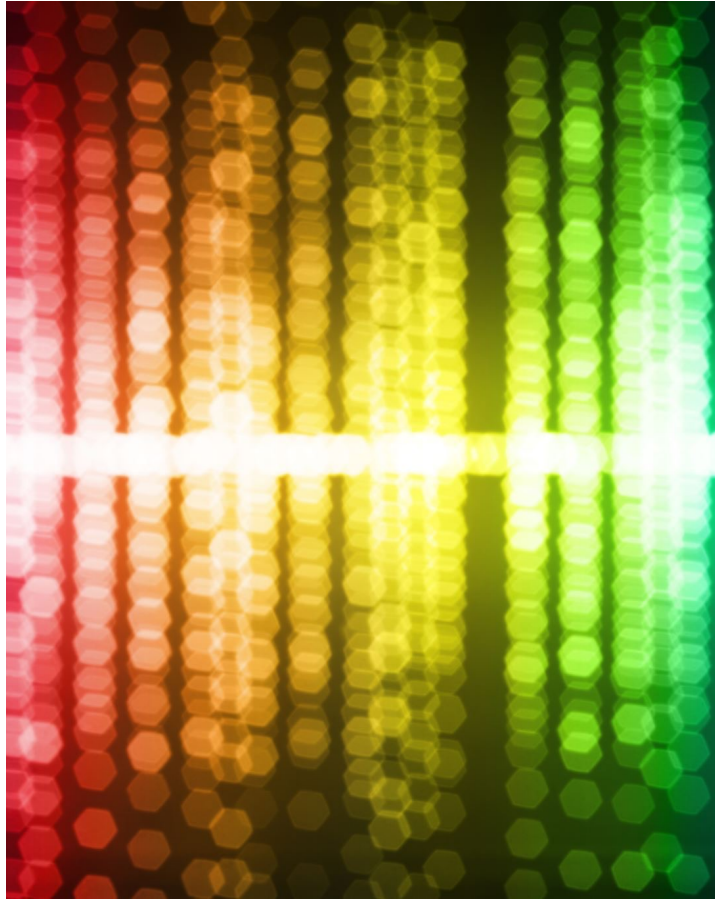
# Teaching philosophy

ADULTS NEED  
TO FIX THIS

YOUR FEELINGS  
ARE YOUR  
OWN

MY JOB

YOU HAVE  
POWER



Knowledge

Emotion

Motivation

YOUR STORY



# S1 What is an **environmental influencer?**

Climate impacts

What is an influencer?

Articulating how you feel about climate change

Getting up to speed on climate in 10mins!

I THINK THE EDUCATION SYSTEM NEEDS  
TO BE CHANGED.



EVERYONE IS AWARE OF THE MAGNITUDE OF THE CLIMATE EMERGENCY AND THE URGENCY AT WHICH WE NEED TO TAKE ACTION.

*“Anybody under 70 in our world today is going to suffer some kind of catastrophe as we go above 1.5 degrees. Anybody under 30 will live through, if they are able to survive, a catastrophic world.”*

**Mary Robinson**

THERE'S NO POINT IN DOING  
ANYTHING BECAUSE IRELAND IS A SMALL  
COUNTRY AND CHINA AND THE US ARE THE  
BIGGEST EMITTERS.

I KNOW A LOT ABOUT THE CLIMATE AND ECOLOGICAL EMERGENCY.

I AM CONCERNED ABOUT THE CLIMATE AND ECOLOGICAL EMERGENCY.

I FEEL THAT I HAVE THE POWER TO CREATE A BETTER WORLD.

I WOULD LIKE TO DO SOMETHING TO CREATE A BETTER FUTURE FOR MYSELF.



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# **S2 Critical thinking**

# CRITICAL THINKING

Have good reasons for your beliefs.




[CREDIT: WIRELESS PHILOSPHY](#)



ASK QUESTIONS

DON'T BELIEVE  
EVERYTHING YOUR  
TOLD.

BE A LITTLE  
SKEPTICAL


A cartoon illustration of a woman with large eyes, wearing a green polka-dot dress and a black hat with an orange band. She is holding a brown handbag. A white speech bubble is positioned above her head, containing text.

MONTY WON'T BE  
AT THE COSTUME  
PARTY.

**1. I CAN'T STAND HIM AND  
I WANT TO HAVE A GOOD TIME.**

**2. HE'S REALLY SHY AND  
HE RARELY GOES TO PARTIES.**

**3. DUDE'S IN CHINA.**

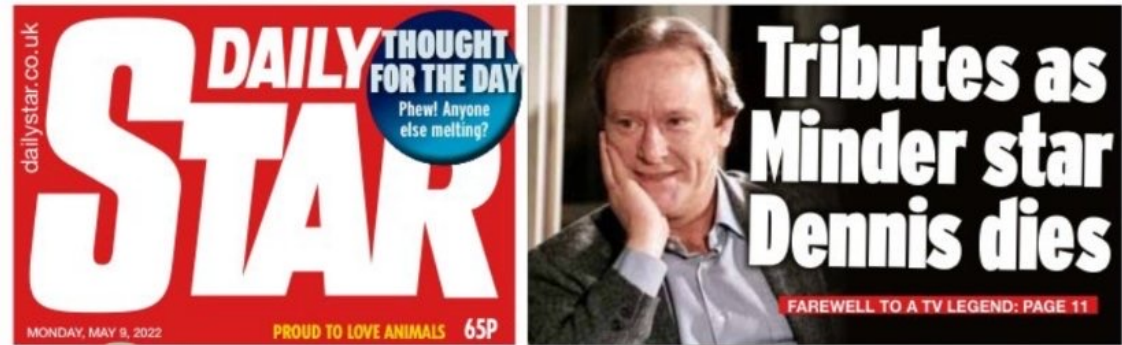
A cartoon illustration of a woman with large eyes, wearing a green polka-dot dress and a black hat with a yellow band. She is holding a brown handbag. A white speech bubble is positioned above her head, containing the text 'MONTY WONT BE AT THE COSTUME PARTY.'

MONTY WONT BE  
AT THE COSTUME  
PARTY.

1. I CAN'T SEE HIM AND  
I WANT TO HAVE A GOOD TIME.

2. HE'S REALLY SHY AND  
HE RARELY GOES TO PARTIES.

3. DUDE'S IN CHINA.



## USE YOUR CRITICAL THINKING SKILLS

### CONSIDER:

How would this make the reader feel about climate change?

How would this affect public opinion & would it influence politicians, politics, government policies?





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# S3 **Active** listening



# CAREFUL LISTENING SKILLS

A WAY OF LISTENING THAT IS **FULL OF CARE.**

Really listening

Seeking to understand

Not listening to fix

Not listening to win

Listening because you care

Listening to what is unsaid



# TELLING A STORY

## ACTIVE LISTENING ACTIVITY

**CHOOSE A PICTURE THAT RESONATES WITH YOU. A PICTURE THAT TRIGGERS A MEMORY OR A FEELING AND HELPS YOU TO TELL A STORY.**

**YOUR GOING TO SHARE THAT STORY WITH ANOTHER PERSON. THEY HAVE TO BE ABLE TO PARAPHRASE YOUR STORY AND SAY IT BACK TO YOU.**



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# S4 Power



**5 MINS  
OF SUSTAINABILITY**

**INFLUENCING  
GOVERNMENT**



PERSONAL  
STORIES



# Example....

## Objective:

- Get people planting trees in their own garden to make them better for wildlife
- Try to improve nature knowledge among families and get them to take action.



## GET OTHER SCHOOLS ON BOARD

### ARDSCOIL NA MARA

GAIRMSCOIL MHIC DIARMADA (DONEGAL)  
EDMUND RICE SECONDARY SCHOOL (TIPPERARY)  
RAMSGRANGE COMMUNITY SCHOOL (WEXFORD)  
ROCKBROOK PARK SCHOOL (DUBLIN)

## GET LOCAL BUSINESSES ON BOARD

## ANNOUNCEMENTS

## PARENTS

## POSTERS



## RADIO

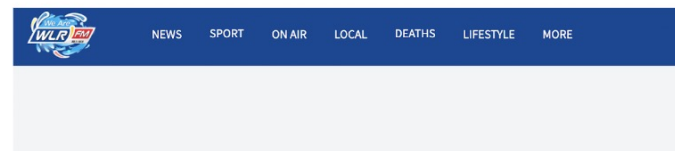
## GET STUDENTS TO DELIVER LESSONS TO CONVINCE PEOPLE TO GET ON BOARD



> 1200 TREES  
PLANTED



IT TAKES WORK



FEATURES

## Plant a Planet Campaign



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**S5 Emotions  
of climate  
change &  
biodiversity  
loss**



# Phase 1 – Read your individual cards

**Name: Yusuf**  
**Age: 17**  
**Grade: 11th**  
**Country: Pakistan**  
**Language: Balochi**

**First name: Irene**  
**Age: 15**  
**Grade: 10th Grade**  
**Country: Honduras**  
**First Language: Spanish**

**First name: Iluuna**  
**Age: 20**  
**Grade: 12**  
**Country: Greenland**  
**First language:**  
**Greenlandic, Danish**

**First name: Adrien**  
**Age: 16**  
**Grade: 10**  
**Country:**  
**United States of America**  
**First Language: English**

**First name: Adrien**  
**Age: 16**  
**Grade: 10**  
**Country:**  
**United States of America**  
**First Language: English**

**First name: Patsy**  
**Age: 20**  
**Country: Australia**  
**First language: English**

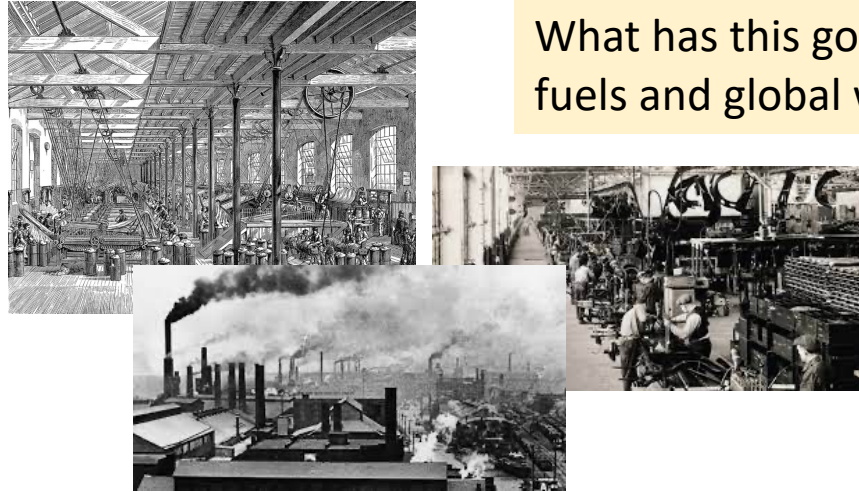
**TIMELINE**



Q1 What are these?



**Q2** What was the industrial revolution?  
What has this got to do with fossil fuels and global warming?



**TIMELINE**

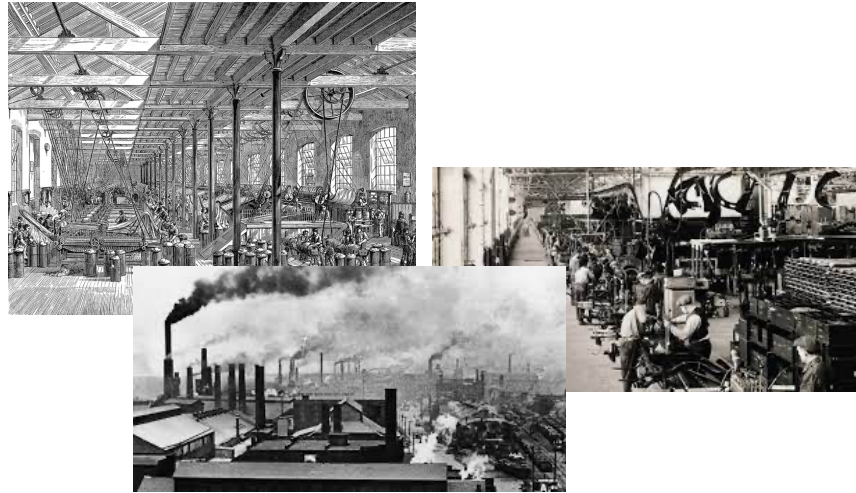
**Industrial Revolution**  
**1760s-1840**



Q Why is carbon dioxide important?



**CARBON DIOXIDE**



**TIMELINE**

**Industrial Revolution**

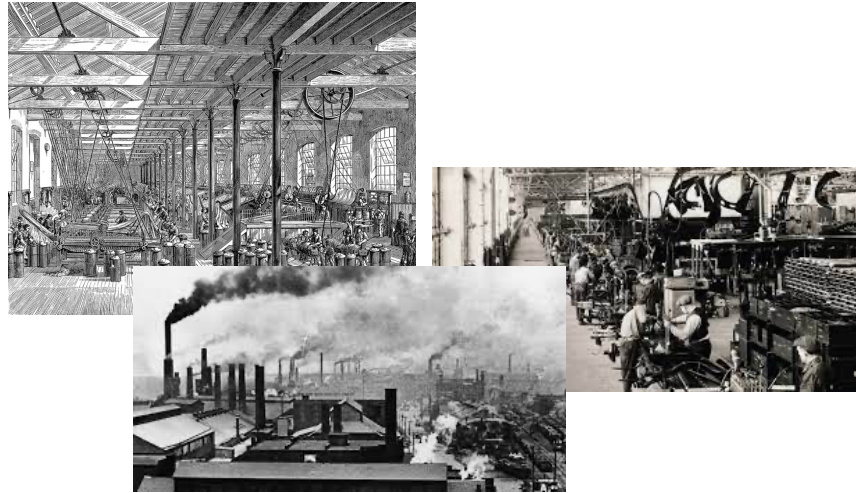
**1760s-1840**





## CARBON DIOXIDE

Q What's happened to the amount of carbon dioxide in our atmosphere.



TIMELINE

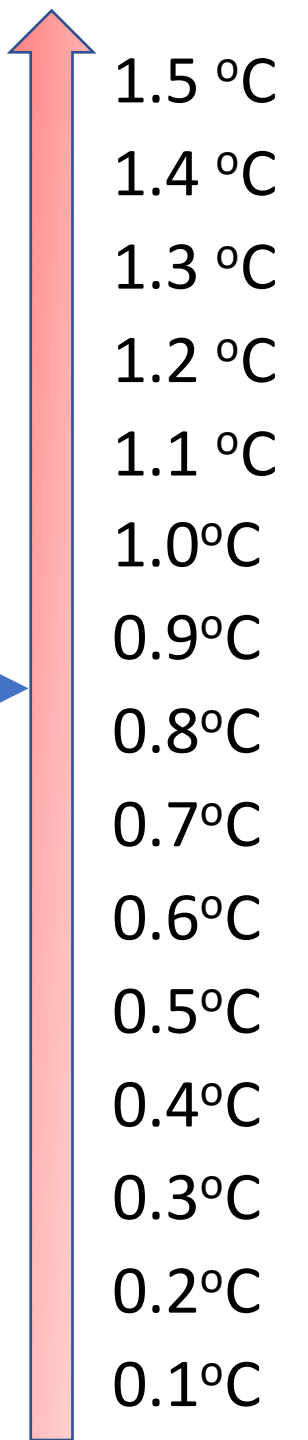
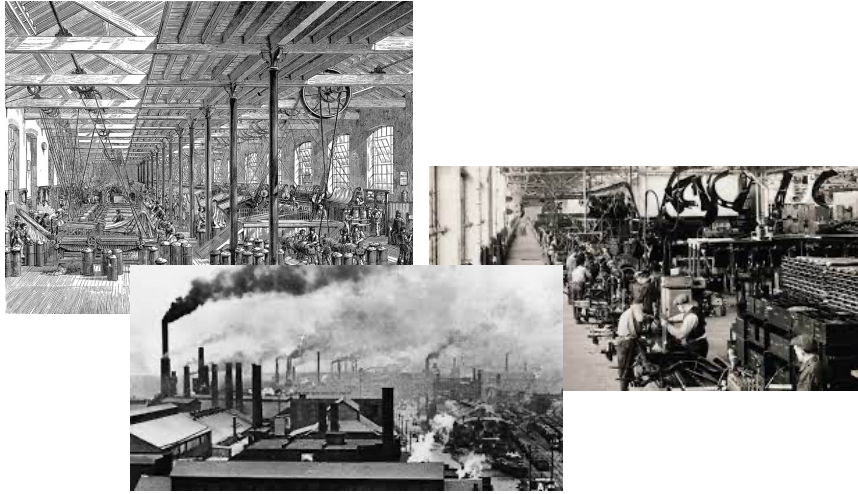
## Industrial Revolution

1760s-1840





**CARBON DIOXIDE**



**TIMELINE**

# Industrial Revolution

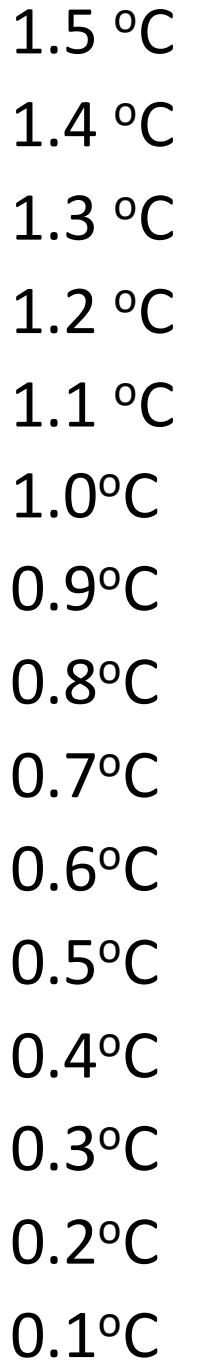
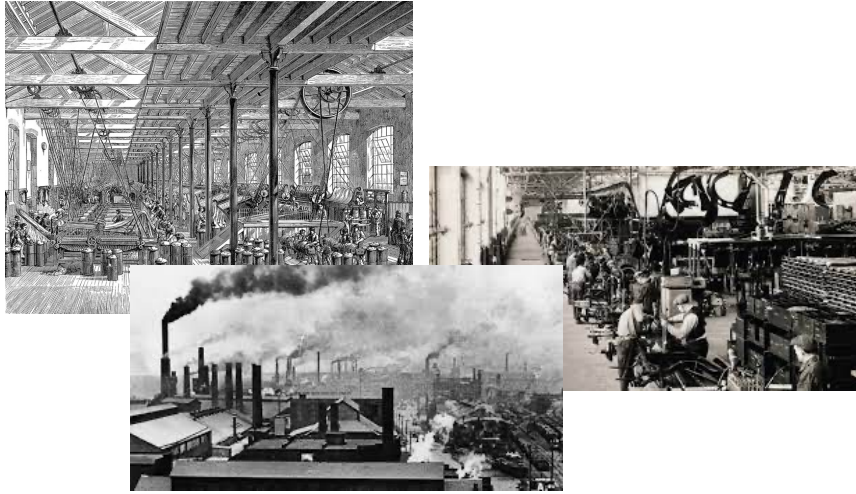
## 1760s-1840

Q How much has the global average temperature increased above normal?





**CARBON DIOXIDE**



**TIMELINE**

## Industrial Revolution

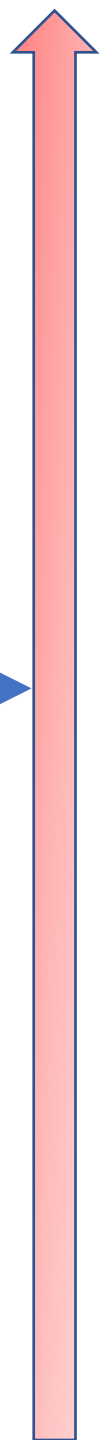
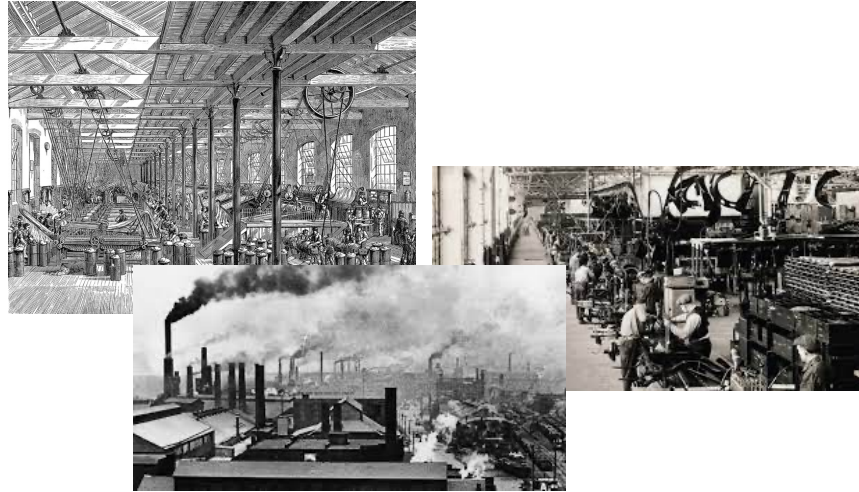
**1760s-1840**



Q Scientists have pleaded with governments and businesses to limit global warming. What temperature do they want us to keep below?



**CARBON DIOXIDE**



1.5 °C  
1.4 °C  
1.3 °C  
1.2 °C  
1.1 °C  
1.0 °C  
0.9 °C  
0.8 °C  
0.7 °C  
0.6 °C  
0.5 °C  
0.4 °C  
0.3 °C  
0.2 °C  
0.1 °C

**TIMELINE**

## Industrial Revolution

**1760s-1840**



Q If governments kept their current promises to limit emissions, what would the average global temperature increase to in 80 years?







**How would you feel if the whole of Waterford was flooded and you had to move out of the county and depend on others to help you?**

**What has this got to do with climate change?**



So far we've distributed early cash for 1,200 households



**What has their hunger  
got to do with climate  
change?**



1 student in a class broke the laptop.

The teacher

- started shouting at the whole class

- gave negative points to the whole class

What would you think if you were in that class and you didn't break the laptop?





**WHAT DO YOU DO IF  
YOUR COUNTRY IS  
DISAPPEARING?**



Hosnara Begum

If the developed world (including Ireland) are responsible for their struggle because of their contribution to climate change should developed countries **pay developing countries to adapt?**





Who is  
Climate  
Change a  
problem for?



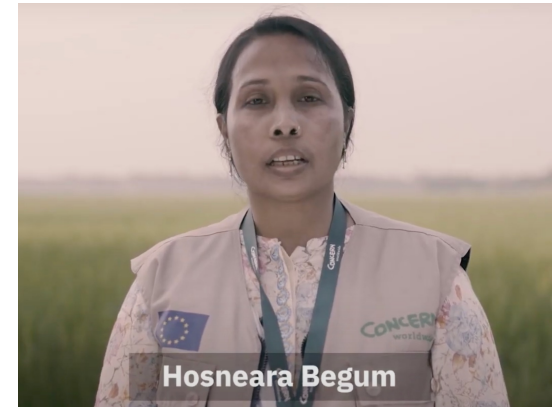
# WALKING DEBATE

Climate change is not affecting me now. It's not my problem.



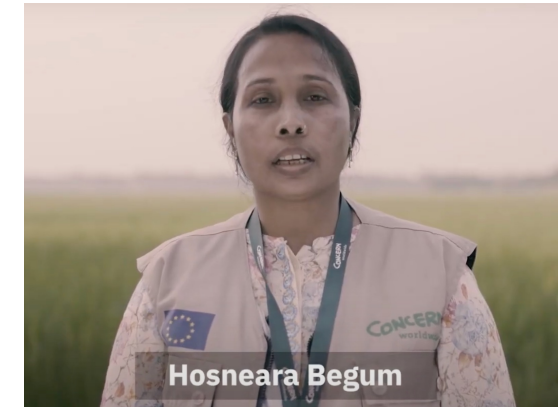
# WALKING DEBATE

It's hard to understand what they are going through. It's hard to feel any emotion for them.



# WALKING DEBATE

If I was in their situation, and I could be in the future, I'd like someone to show solidarity with the injustice I am suffering. Standing with me and not just pitying me. If someone pities me that's not going to help me.



Are we immune to the suffering of others?

Do we react more to soup being thrown on a painting by a dead man than seeing people who are suffering climate impacts?



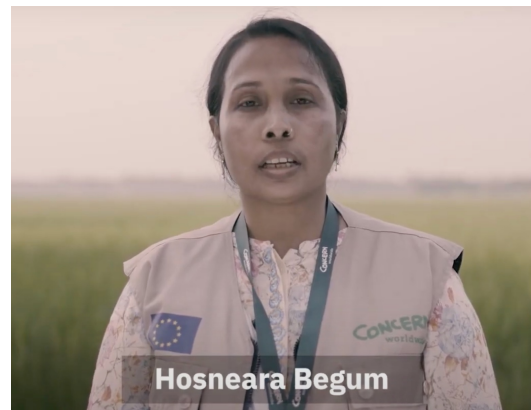


REDUCE OUR  
CARBON EMISSIONS

BY REDUCING THE  
TIME WE SPEND IN  
THE SHOWER.



Reducing your carbon emissions is an **act of solidarity**.  
Don't just pity or feel sorry for them.  
**Stand with them** for the injustice they are suffering by  
taking action.





# Sparking Social Change

## Action 1: Lowering Carbon Emissions by Reducing Your Time in the Shower

- **Name:**
- **Average Shower Time:**
- **Song Title:**
- **Length of song:**

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
<b>Week 1</b> Time in Shower:							
<b>Week 2</b> Time in Shower:							
<b>Week 3</b> Time in Shower:							



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# **S6 Taking action**

Dear TD(S)

I am writing this because I recently watched the climate and nature summit in school (the climate and nature summit is lots of videos about climate change). It brought lots of issues to my attention like the rapid decreasing of animal populations. I think it's really ~~un~~<sup>un</sup> fair on animals. It would be like if a new species was made and it started destroying ~~our~~ our home meaning that we would slowly decrease in numbers due to lack of facilities. I would be even worse knowing that this species ~~few~~ knew about this and were doing <sup>very little</sup> ~~nothing~~ about it. From the climate and nature summit I also learned that the world is heating up really fast. This could destroy humans. Yet the people who have the most power to change this are doing <sup>very little</sup> ~~nothing~~ about it. They are making commitments but the commitments they're making ~~are~~ are not nearly enough. It feels like they are only making the commitments so they can say to people look what we are doing so the people will vote for them and keep them in power. I understand that they need to think of the

## Three 3<sup>rd</sup> Year Classes Completed An 8 Week Environmental Influencer Course. Survey Results At The End Of The Course. N=59

How do you feel about these statements?	% Agree	% Neutral
I enjoyed this course.	61	31
I learnt something new.	90	7
I understand how I can influence others to make better environmentally friendly choices.	66	27
I feel that I have the power to influence others around me.	42	31
I have a better understanding of the climate crisis.	80	15
I have a better understanding of the biodiversity crisis	69	25
I know what actions I can take to address the climate crisis.	66	27
I am motivated to take action.	31	53

# GLOBAL CITIZENSHIP & ENVIRONMENTAL EDUCATION RESOURCE BOOKLET

FULL LESSON PLANS  
AND RESOURCES  
FOR A 12 WEEK COURSE



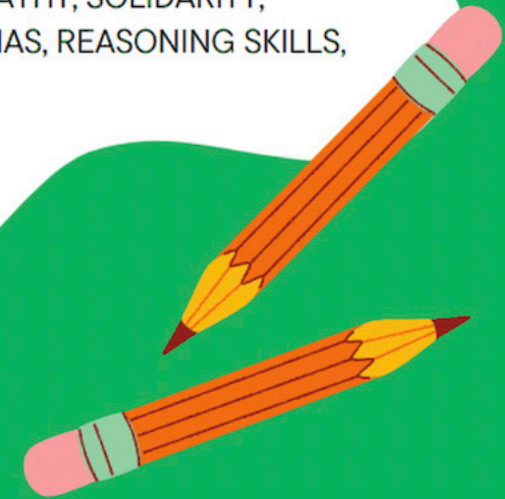
IRISH SCHOOLS SUSTAINABILITY NETWORK

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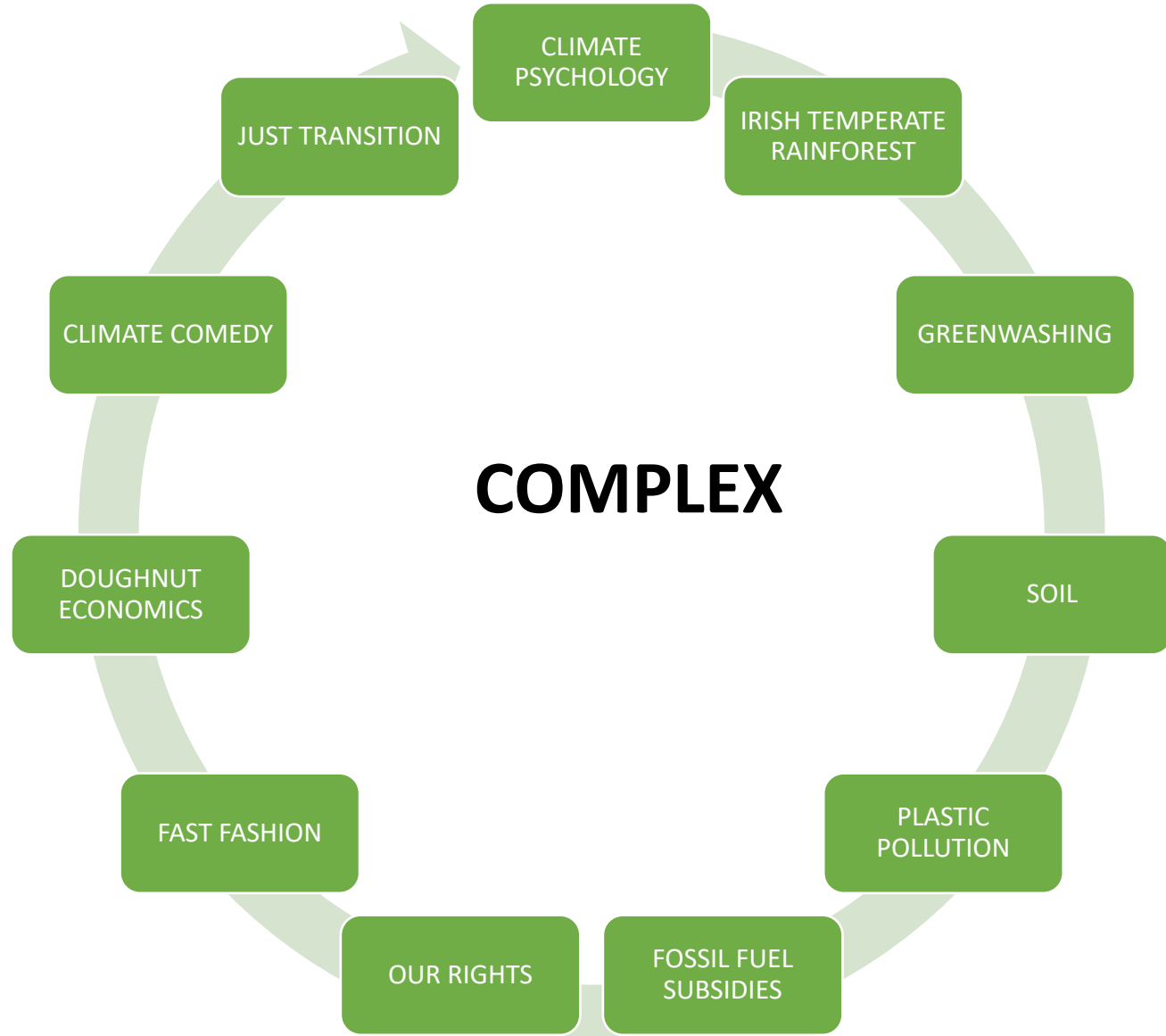
“By far the most engaging week of workshops from @IrishSchSusty and @growgardeners for students @kinsaleComSch this week. Loved ‘Why are we all weirdos?’ today with 3rd year students.”

**KINSALE COMMUNITY COLLEGE**

“So many students were shocked at how many companies are guilty of greenwashing. Great conversations happening”

**RAMSGRANGE COMMUNITY SCHOOL**

**CLIMATE  
CRISIS**



**BIODIVERSITY  
CRISIS**

**SESSION 1:** WHAT IS ALL THIS ABOUT?

**SESSION 2:** THE AMAZON ISN'T THE ONLY RAINFOREST. IRELAND HAS A RAINFOREST TOO!

**SESSION 3:** GREENWASHING - HOW TO SPOT CLIMATE LIES

**SESSION 4:** DRASTIC ABOUT PLASTIC WORKSHOP

**SESSION 5:** ARE WE PAYING BIG COMPANIES TO KILL US?

**SESSION 6:** WHY ARE WE ALL WEIRDOS?

**SESSION 7:** SOIL - DON'T TREAT ME LIKE DIRT!

**SESSION 8:** OUR RIGHTS, OUR PLANET!

**SESSION 9:** EXTRA SESSION: FAST FASHION

**SESSION 10:** DOUGHNUT ECONOMICS....WHO'S HUNGRY FOR CHANGE?

**SESSION 11:** THE CLIMATE'S GONE A BIT FUNNY - DOING COMEDY IN A CRISIS

**SESSION 12:** NO-ONE LEFT BEHIND - A FAIR AND JUST TRANSITION IN IRELAND



# INTERACTIVE ACTIVITIES WORKSHEET (ANSWERS)

## WALKING DEBATE

