



Challenge to Change

*A Development Education Project
in Presentation Schools*

2005 - 2006

CHALLENGE TO CHANGE

is a Development Education Project initiated by Presentation Education Office for Presentation Schools in the S.E. Province. The Education Office gratefully acknowledges the project funding provided by Irish Aid, Department of Foreign Affairs and Presentation Trustees.



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PROJECT THEMES 2005-2006

- **REACHING OUT** (Presentation Primary School, Clonmel)
- **rites of passage - clash of cultures** (Presentation Secondary School, Waterford)
- **DO THEY PLAY HOPSCOTCH IN ...?** (Scoil Áine, Clondalkin)
- **TOWARDS A WIDER VIEW OF THE DEVELOPING WORLD THROUGH ART, LITERATURE, RELIGION AND MUSIC** (Bunscoil Bhóthar an Naomh, Lismore)
- **CHILDREN HELPING CHILDREN** (Presentation Primary School, Waterford)
- **FUELLING THE TIGER - A HUMAN COST!** (Presentation Secondary School, Thurles)
- **CLEAN, GREEN, RECYCLING MACHINE/TROPICAL RAINFOREST** (Scoil Íde, Clondalkin)
- **MANY RICH CULTURES - ONE HAPPY SCHOOL** (Presentation Primary School, Warrenmount)
- **FAIR TRADE** (Presentation Secondary School, Clonmel)
- **SUSTAINABLE LIVING - THE ECO FACTOR** (Presentation Secondary School, Warrenmount)
- **WATER - THE BARE NECESSITY OF LIFE** (Scoil Mhuire, Clondalkin)
- **FAIR PLAY TO FAIR TRADE** (John the Baptist Community School, Hospital)



CHALLENGE TO CHANGE



“What Are The Challenges And How Can We Help To Bring About Change?”

This question, posed by Noelle Lambert, one of our school co-ordinators, encapsulates the mindset of our schools as they set about making a difference by being part of **Challenge to Change 2005-2006**.

Challenge to Change, a development education project aimed at young people attending Presentation primary and post-primary schools, seeks to:

- raise awareness
- bring about a greater understanding of global inequality
- allow young people to see the impact of a changing global environment
- empower young people by exploring ways in which their actions at local level can impinge for the better on issues such as injustice, human rights, fair trade, racism and exploitation.

By informing the students, the project brings about a heightened awareness, a social consciousness and a broader vision and appreciation of development issues.

Once again, the issues embraced by our schools are relevant and topical. They are grounded in the reality that all is not well in our world. Amid plenty and riches, many people in our world are deprived of basic human rights. Several projects reflect the fact that Ireland is changing, with the arrival of people from other cultures. Many of the projects this year celebrate this new cultural richness in a fun and colourful way. The themes which this year's projects hold in common are all underpinned by Presentation charism and ethos. Human rights, justice, right relationships and care of the earth are all addressed in creative and stimulating ways.

We hope this booklet in some way captures the passion, enthusiasm, dedication and hard work of all involved in the project. In partnership with our schools, we look forward to continuing the good work as we embark on **Challenge to Change 2006-2007**.

REACHING OUT

Presentation Primary School Clonmel

AIMS AND OBJECTIVES

- To celebrate diversity
- To assist foreign national children and their families as they settled into our school
- To explore themes of prejudice, inclusion and exclusion through the arts
- To research and gain an understanding of the **Millennium Development Goals**

TARGET GROUP

Mainly senior classes, especially Fifth and Sixth classes. Our multi-cultural week in June involved all classes.

WORK UNDERTAKEN

- Fifth Class and Sixth Class learned about the **Millennium Development Goals**
- Fifth Class researched life in India
- We set up an intercultural project whereby foreign national children, their parents and siblings, pupil volunteers from Sixth Class and members of staff met for an hour on four consecutive Saturdays before Christmas. The pupils played games, learned rhymes and songs under the guidance of staff while the adults availed of English lessons. Responding to issues raised on the first Saturday, we managed to provide additional support such as guest speakers who talked about employment rights, social welfare, medical care. We enjoyed a Christmas party on the last Saturday!



- Sixth Class volunteers continued to meet and play with foreign national children once a week during the second term.

- We provided English lessons for foreign national parents for one hour a week during May and June. Two fathers from India and a group of men and women from Poland attended the course.
- Fifth Class made a "hello" and "welcome" display in art lessons. Using the theme of flowers, the words "hello" and "welcome" were written in many languages on the petals!
- During **Multi-Cultural Week** we organised a number of theme days. Traveller women visited every class in the school to tell stories, explain about **Traveller** culture/interests and give workshops on flower-making. On "**Japanese Day**", senior pupils learned about and tasted Japanese school dinners while junior pupils learned a Japanese Summer Dance. Some lucky children got to wear traditional costumes! Classes focused on and learned about a number of other countries including Nicaragua, Tanzania and Poland.

OUTCOMES

- We quickly realised that the Polish community in Clonmel needed English lessons and that many could only attend on Saturday due to work commitments. We made contact with the local V.E.C. regarding the provision of these lessons. Meanwhile, we decided to provide lessons in the school as a short-term solution.
- It seemed that some of the immigrant parents were being exploited in their workplace. We made our parents aware of their rights and our speaker gave advice about work contracts and holiday entitlements.
- Our foreign national parents now know more members of staff and we have a better understanding of each other.
- One Polish parent, **Monika Reytnier**, a drama student, offered to come to the school and tell stories through Shadow Theatre. Her performance of "**The Gruffalo**" and other stories was much appreciated by junior pupils. Monika now runs an after-school Polish club for our infant Polish children, thereby giving the children an opportunity to learn their native rhymes and stories and to enjoy art/crafts.
- Our foreign national children made friendships with our senior pupils and learned more songs and vocabulary.



- Our Sixth Class girls shared their time and abilities with others.
- When asked if they would like to keep up contact with the younger children, all the Sixth Class girls responded, "Definitely". This encouraged us to set up weekly play sessions during lunch time.
- We learned about other cultures.
- We delighted in the beauty, wonder and variety of the world and shared our experiences, dreams and hopes through creative writing.
- Senior pupils learned about the **Millennium Development Goals**. Prior to this, some of the girls had little knowledge of the inequalities of the world.
- A local secondary school contacted us to invite us to participate in lessons about the second Millennium Development Goal - **that every child would get a primary education**. A Senior Infant Class and a Second / Third Class completed worksheets celebrating their teachers and asking for an education for every child in the world.

POSITIVE IMPACT

- Teacher observation and the pupils' responses to questionnaires indicate that there is a heightened awareness of the needs and rights of others. It is heart-warming to note the kind, warm responses of the pupils in senior classes when reflecting on issues such as other cultures, poverty and the right to education. Some responses also indicate a sense of outrage and a determination to bring about change.
- The friendships formed between the Sixth Class girls and the foreign national children have been of immeasurable benefit to all involved.
- We enjoyed being involved in the **Challenge to Change** project. Taking on a practical project such as befriending the foreign national children gave the Sixth Class girls a sense of involvement and showed them that even small acts of kindness and openness can make a difference. The comments of the students give an indication of a new depth of feeling and awareness with regard to justice and equality.



SOME COMMENTS FROM THE STUDENTS

"Challenge to Change made me understand how unfair things are in the world. It made me realise, after hearing that lots of people don't get an education, how lucky I am to get one. I may not like school that much but I would hate not being able to read and write." (Katelyn Coyle, 6th Class)

"I can't believe that in the developing world one woman in 48 dies in childbirth and one child in eleven dies before its 5th birthday which I find very sad ... They [the lessons] made me think about the world and what's happening." (Danielle Bates, 6th Class)



"Challenge to Change has really helped me to understand more about what goes on in the world and I really hope we reach all of our goals before 2015." (Rebecca Phelan, 6th Class)

"When you'd hear about the Millennium Development Goals, you'd feel glad that something was going to be done." (Mairead Lambert, 6th Class)

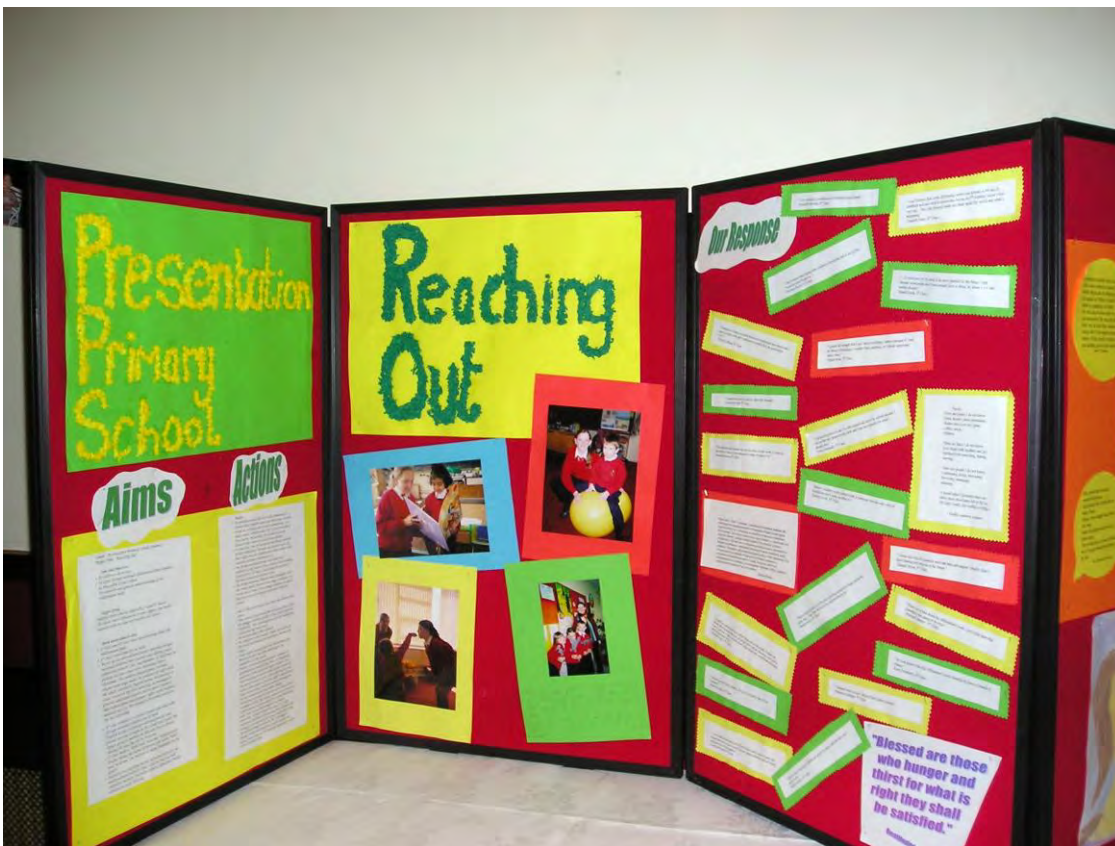
"This class has really opened my eyes to what's in the world, to what we have done, to what we are doing and to what we need to do." (Samantha Browne, 6th Class)

"What would be better is if the rich countries would just forget about the debts they [the Third World] owe, and just move on." (Natalie Kelly, 6th Class)

"I did not know that lots of children do not go to school and that they can't read or write." (Niamh Quigley, 6th Class)

CONCLUSIONS

- When working on development education issues with primary school pupils, we considered it important to promote a positive message of hope.
- We wondered **"What are the challenges and how can we help bring about change?"**
- Working on **Challenge to Change** opens the minds of pupils and staff to issues of justice and equality and instils in us the belief that we can bring about change.



Noelle Lambert (Co-ordinator)

"Education is the primary vehicle by which economically and socially marginalised adults and children can lift themselves out of poverty." (White Paper, Irish Aid 2006)

rites of passage - clash of cultures?

Presentation Secondary School Waterford

The **Rites of Passage** project grew from a genuine question that arose in class. Having seen a Prime Time programme and read some articles on how Leaving Certificate students celebrate the end of secondary education, we noted that the focus for the media was on binge drinking and the problems that arise. This prompted the question: **What do other cultures do?**



Kelsey models a wedding crown from South Africa

AIMS

- To examine the rites of passage in Ireland
- To research rites of passage in other cultures
- To compare attitudes to these rites, particularly the attitude to alcohol
- To investigate if these attitudes could lead to a clash of cultures in our society and its implications

GOALS

- To create a display which would show some of the joy of these experiences using pictures, music, mannequins
- To increase awareness, understanding and appreciation of other cultures
- To interact with and learn from people from other cultures

TARGET GROUP

The target group was, primarily, Transition Year students. Twelve students were involved in doing the project and their display and workshop involved the rest of Transition Year.

ACTIONS UNDERTAKEN

- We **surveyed** local Sixth Year boys and girls about their plans to celebrate the end of secondary schooling. 62% of boys and 65% of girls said alcohol would be a major part of their celebrations.
- We **surveyed** Transition Years about how they celebrated Junior Certificate results. 40% approximately said it involved alcohol.
- We **interviewed** a Pakistani student, a Muslim student and the family of another Muslim student about their celebrations of rites of passage and how they integrate them into Irish society.
- We **organised** a cultural workshop for Transition Year students with Dorothy and Ladi from Nigeria through the Waterford One World Centre.
- We **emailed** Sr. Bridget Gochera who is from Africa and Sr. Lancia Rodrigues who is from India.
- We **researched** information on the Internet and in newspapers.
- We **created** a project display which included music, video, mannequins in costume, posters, photographs and a quiz game to encourage students to engage with the information.

Interesting ritual in the marriage custom

A woman is sent to the family of her intended husband carrying some object (bowl, kitchen utensil, etc.) on her head. If she returns carrying a different object, she has been accepted as a bride but if carrying the same object, she has been rejected as a bride.



OUTCOMES OF THE PROJECT

One of the most important outcomes of the project was that our students had some **personal interaction with people from another culture** and actually spoke to them about their way of life. For this reason the cultural workshop with Dorothy and Ladi was the highlight for most of the students. Dorothy displayed the costumes and jewellery of Nigeria and South Africa. She took us through a wedding ceremony and, in speaking about her own wedding, made it very personal. She highlighted the **different status of men and women.**

Ladi gave a young male perspective on life in Nigeria, speaking about the differences between life in the city and in the village. It was, also, interesting to have a male and female view on parent/child relationships and male/female roles. These were issues that the girls could relate to and I think it gave a **personal and human face to the issue of asylum seekers.**



Ladi swept the floor with a traditional broom. A man in Nigeria would never be seen to do this, let alone be photographed!

'Fun', 'exciting', 'interesting' and 'brill' were some of the students' words to describe the workshop. One student said she 'realised how much she didn't know'. This was also true of their interviews with the Muslim students and their families. The students were talking to the students and their families about their music, the clothes they wear for celebrations, the presents they receive and the food they eat. They were communicating on a personal level and frequently the girls mentioned how similar we were. Lucy Whittle from One World Centre commented on the very positive rapport between the students and Dorothy and Ladi during the workshop.

The Muslim attitude to alcohol raised questions. 'All good soft and natural drinks are on the menu' was the comment of the father of the Muslim family. One of the Muslim students went on to say that alcohol is forbidden by the Koran because it can 'make people do what normally they would not' and can cause division between people and hinder people from remembering God and prayer. Our students felt that we also believe this happens



if alcohol is abused but felt it would not be necessary to totally forbid it. Sr. Bridget Gochera told us that in Kenya alcohol is often a part of celebrations and Dorothy told us that in Nigeria the adult men may indulge at celebrations but it is considered disrespectful for young people or women to drink alcohol at these rites of passage, but just like our society young people sometimes drink alcohol in secret.

Some of the students commented that we really did not do anything to bring about change but others thought that **raising awareness** was important and could lead to a change in attitudes and possibly to action and change. Most students felt their **personal and communication skills** had improved.



Amy tries her hand or head at an alternative to the shopping bag.

Dorothy, wearing traditional dress, looks on.

WHAT WORKED WELL

The cultural workshop and the interviews with the students' families were a very positive feature of the project. They were enjoyable, fun and improved relationships. The students also responded well to sending and receiving emails. The nature of this topic meant the display could be particularly interesting and colourful and the students enjoyed being creative. The seminar in Kilkenny was very successful and enjoyable and interesting for the students.



Amy learns how to carry a baby - Nigerian style

Transition Years are involved in many activities and projects and due to time constraints we could not fully investigate how differences in marking rites of passage may cause clashes of culture in our society. This was disappointing as this investigation may have led to more specific action.

LINKS

Important links were made with some of our students who come from different cultures. I think it was important for them to see that we are interested in them and their way of life.

Some personal links were made with asylum seekers when we had the workshop with Dorothy and Ladi from Nigeria.

Through our surveys we made some links with a local boys' secondary school and with our own Sixth Year students.

The email link with Sr. Bridget Gochera was interesting and the girls were quite excited when a reply arrived.

We have always had strong links with Waterford One World Centre and again this year they were invaluable in supplying information and helping to organise the cultural workshop.

POSITIVE IMPACT ON THE WHOLE SCHOOL COMMUNITY

From seeing our display, being aware of the workshop and through the surveys and interviews, the school community became more aware of other cultures and particularly their costumes, music and whether or not they 'have a Debs'. There was some interest in these as experiences with which young people from all cultures can identify. This year, however, I feel the main impact was on Transition Year students themselves.

INVOLVEMENT OF PEOPLE OUTSIDE THE SCHOOL COMMUNITY

We asked a Muslim family to complete a questionnaire. We are grateful to the father of the family who returned a very interesting outline of Muslim celebrations of rites of passage. I think he appreciated being asked and it made us all feel more involved.

Waterford One World Centre helped us organise the cultural workshop. Lucy Whittle, the Director, contacted Dorothy and Ladi and came to the school with them. She asked the students to fill out a questionnaire about the workshop. Dorothy and Ladi from Nigeria brought costumes, jewellery and photographs and spoke at the cultural workshop. Lucy had told them the topic of our project and they were willing to answer any question about their lives in Nigeria and in Ireland.

Sr. Bridget Gochera very kindly answered our e-mail and supplied interesting information about life in Kenya.



CONCLUSIONS

- **Challenge to Change** gave students an opportunity to interact with people from other cultures.
- The students realised how little they knew about other cultures.
- While there are very obvious differences between how people celebrate, we all tend to celebrate the same rites of passage - birth, coming of age, transitions in education, marriage, death and so can share a lot.
- The project raised questions about the abuse of alcohol in our society and the role of women in other societies.
- Occasionally differences in cultures can lead to a clash in society as in the Waterford circumcision case but generally people find their own way of integrating. An awareness of other cultures' rites of passage in institutions, government offices and businesses could help avoid conflict and facilitate integration.
- The relevance of clothes, music, rituals to this project made it interesting and 'fun'.
- Personal, communication, presentation skills and creativity improved.

Helen Byrne (Co-ordinator)

DO THEY PLAY HOPSCOTCH IN?

Scoil Áine Clondalkin

The title of our project indicates our celebration of the different cultures and the richness of the diversity we have experienced in our school brought about by a changing Ireland.

We began our journey by asking for volunteers to go on our committee at our September 2005 staff meeting. Triona Kilbride, Paula O'Byrne, Sarah McGuirk, Brídín Bracken and Carmel Bolger all agreed to go on the committee.



We had about 5/6 meetings during the year and endeavoured to update the Education Office and staff on progress at staff meetings. Staff, having identified the countries they would work on with their classes, enabled the committee to meet and select the appropriate resources for classes and for the school from our intercultural catalogue. These were used in classrooms and at various locations around the school.

The teachers and classes continued during the year to integrate and highlight the project in their curriculum from October 2005 to May 2006.

- As a school we highlighted the need to support children less fortunate in Africa by children's contributions totalling €300 for clean water and mosquito nets organised by Fifth Class.
- Fr. Vincent spent one day with the children showing them the work of the **Friends of Calcutta**. Eimear, from an Irish aid agency, also had input. The children were so attentive during the talks and so great was their response on the **Fun Day for India** organised by Fifth and Sixth Classes that they raised €1,500 in an amazing response.
- We included all nations in our **Christmas Mass liturgy**.

- On **Friday Prayer Time** a child from a different nation said the Hail Mary in her language, for example - Romanian one week; Polish another week.
- We involved a parent on our India Day when Hamza Barik's mother helped dress pupils in saris.
- Parents sent in samples of their countries' food for an **Intercultural Food-Tasting Day** in April.
- Teachers exposed the children not only to the richness of intercultural music, but also to art and lots of beautiful work was displayed in our classrooms and around the school during the year.
- We also displayed samples of their lovely work at our recent **Art Exhibition**.
- Eight children represented Scoil Áine at the seminar in Kilkenny. They were very pleased to be involved and thoroughly enjoyed their day.
- We had an **African Music Workshop** on 21 June. All children were involved and got the opportunity to play an instrument.

The above represents an outline of the aims of our intercultural project and also outlines the actions taken to achieve these aims.



LINKAGES

- From class to class, to the home via the school newsletter and information updates, and by visitors to our Art Exhibition
- With the wider community
- Nationally with the Presentation schools in Kilkenny
- With agencies at the Challenge to Change Seminar in Kilkenny
- We involved speakers on our Pre-India Day

CONCLUSIONS AND RECOMMENDATIONS

- The committee extends a special word of thanks to the whole school community for their efforts and involvement along the way
- The children certainly learned a lot and became very aware of the value of their actions in fundraising for other children in India and Africa

WHAT THE STUDENTS SAID

"At the Seminar we enjoyed the other interesting stalls and workshops with the drummer. That was great! Before Christmas Niamh, Orla, Therese and myself organised and bought a house in Africa. It was very, very exciting. Every morning we collected money from the classes." (Bronwyn Moloney, 5th Class)



"In Kilkenny different people from different organisations came to view our display. We were asked questions and when we answered them the person that asked the question was amazed with the answer. We did a drumming workshop and it was very enjoyable. Overall the day was great." (Siobhan Murphy, 6th Class)

"At the Seminar, our school decided to sing an Indian song (I had to learn it - I was very shy). I really had a nice time and I learned about poverty, hard labour and Fair Trade!" (Eyimofe Fakoyeda, 6th Class)

"I loved the fun day. We raised a little over €2,000. €2 can feed a child for a month. We were very pleased." (Therese Reid, 5th Class)

"We did yoga and Emer did an Indian dance. Niamh and Cassie dressed up in saris and Ms O'Byrne took a picture. The best part I thought was when I tasted the food." (Shauna Smyth, 6th Class)

Carmel Bolger (Co-ordinator)

TOWARDS A WIDER VIEW OF THE DEVELOPING WORLD THROUGH ART, LITERATURE, RELIGION AND MUSIC

Bunscoil Bhóthar na Naomh Lismore

Our Project this year concentrated on **India**.

GOALS

- To show the children that India is both a developing country and a country with many social and economic issues, including poverty and inequality.
- While India has many social issues, it is also a kaleidoscope of colour, sound, textures and customs. Through the arts, we aim to give the children an introductory experience of some of these colours and sounds.
- To give the children an awareness of the different aspects of Indian life.
- To learn new things and to experience new situations.
- To learn through fun projects that broaden the children's interest in other cultures.



TARGET GROUP

Junior Infants to Sixth Class inclusive. The **whole school** was involved in this project.

ACTIONS

Having chosen to study India, the first task was to decide which class would benefit from which aspect of Indian life. It was also important that the students had the maturity to understand various issues such as Fair Trade or child labour.

Junior classes used the story "**Shompa Lives in India**" as the basis of their work. This is the story of a young girl who lives in Canning, a small town southeast of

Calcutta. The story tells of a typical day in her life, incorporating food, religion, schooling, work and family. The junior classes have been able to easily relate to her life and use the story to compare and contrast her life with theirs.

"**Chembakolii**", the story of a southern Indian village whose inhabitants peacefully fought for the preservation of their lands formed the basis of work for classes Third to Sixth. The story shows that by working together the villagers achieved positive change in their lives - an important lesson for any child.

To prevent these stories getting lost in the many stories the children encounter each year, each class used worksheets related to their chosen story to encourage the children to continue to think about life in India. Each class was provided with a comprehensive folder at the start of the second term. Each folder contained worksheets, art projects, geographical, political and religious information, Alive-0 chapters, internet sites and follow up work.



First Class students proudly display their snake!

The whole school got involved!

The Junior Classes took on class projects to study the flora and fauna of India	Junior Infants	Elephants, Lotus Flowers	These projects resulted in beautiful artwork that surprised the teachers and delighted the children.
	Senior Infants	Tigers and their habits	
	First Class	Snakes and desert life of the Thar Desert in Rajasthan	
	Second Class	Forest life	
The Senior Classes studied a small section of the rich and varied traditional arts of India.	Third Class	Madhubani art and Rangoli art. Pottery. Tiles depicting various Indian motifs.	Pen and Ink was used for calligraphy, an important element of Muslim life and history. The art of Rangoli, an everyday art form used as a method of prayer and celebration by many Hindus, uses dyed flour to decorate geometric patterns. Dyed rice was substituted to achieve a more permanent result. Madhubani, an art form used by the people of Mithila, celebrates engagements, weddings. The children used a mixture of colouring, painting, pattern printing and collage. Using papier maché, some children attempted to make puppet heads in the style of Indian puppets. They created beautiful patterns in batik and also produced pottery.
	Fourth Class	Calligraphy. Rangoli. Pottery. Candle-holders.	
	Fifth Class	Madhubani Art. Rangoli. Group projects on political, historical and geographical aspects of India.	
	Sixth Class	Batik. Papier maché buildings. Decorating sun umbrellas. Design and graphics.	

What we discovered through these art projects is that many of the children have begun to see aspects of Indian life in their own lives. Junior pupils brought to school any video that mentioned India. **The local library ran out of books on India!** Children took more notice of aspects of Indian life that they are studying in geography and history. Those with access to the internet have shown great initiative in researching India in their own time. 'Suddenly', children discovered that Auntie Mary or second cousin Joe had been to India and had pictures to prove it.



The children have been delighted and excited by all the visitors to our school and have taken in their stride the different aspects of Indian life that have been introduced.

- **Aaron Towers** presented photographs and a video depicting the life of the puppet maker in the slums of India.
- **Siobhan Ayres**, Concern, spoke of the efforts of **Concern** in conjunction with local charity organizations in Southern India to get children into school. Some of the children have been sold into bondage. Others do not attend school due to a lack of knowledge on the part of their parents. The need to earn what little money they can is more important than any education. Re-education of whole communities is the key.
- **Anne-Marie O'Sullivan**, a resident of Lismore who has spent time in India, gave an introductory talk to the pupils. She had lots of photographs and stories. Our pupils got a great sense of the life of children their own age in Calcutta. She also taught them to count in Urdu and how to say "hello".

- **Cora Cummins**, a local artist, introduced Fifth and Sixth classes to the art of "Batik". She introduced pottery, based on the designs of weavers in India, to the pupils of Second, Third, Fourth and Fifth classes. The children made beautiful candle holders to represent the Diwali festival of light.
- The **Challenge to Change** project has enabled the students to work outside their personal groups and to experience working with other children that they may not normally work with. They have had to discuss ideas and designs and come to democratic consensus. The Sixth class group in particular have had to work in groups on the papier maché and umbrella tasks. These experiments will stand to the children in the future.
- Though the **Challenge to Change** Seminar has taken place, we continued our work on India. Arrangements were made to get two more speakers to our school. One speaker has set up a school in India to educate children who might not otherwise have the opportunity to go. On 9th June, an **Open Evening** was held in the school so that the parents and friends of the students could come and see the variety of artwork and various other projects the children had worked on during the year.
- In the final week of the school year, an **In-School Forum** was held so that **speakers from each class** had the opportunity to inform the rest of the school about their particular projects and what they had learned.



As part of our *Challenge to Change* project, we involved ourselves in a number of other projects this year. These fundraising events allowed the children do something positive and practical to help others in need.

- In October and November, the children packed a total of 143 boxes for "Operation Christmas Child", a project by Samaritan's Purse which gives the children the opportunity to give a gift to other children - a gift that they had to choose and pack themselves.
- In February, Sixth Class children took on the "Amnesty International Friendship Bracelet Day Appeal". This appeal encourages the sale of fairly traded Friendship bracelets that raise vital funds for Amnesty. Through the support of pupils and staff €759.59 was raised.
- The school held a **Non-Uniform Day** in the weeks preceding Siobhan Ayres' visit and raised €631.31 which was presented to her on the day.
- The Sixth Class students, in what is now becoming an annual tradition in the school, contributed a portion of the money they received on the day of their Confirmation, to **Concern**.

WHAT THE STUDENTS SAID

"I liked when the girl came to talk to us from Concern. I didn't know anything about child labour. I didn't even know what it was. I thought everyone in India went to school and got a job after school but at the age of 3 or 4, some children have to work. They don't get much pay, if they get any." (Lydia, age 10)

"I never knew they had so many gods. They have elephant and monkey gods. And they have people gods with heads in their hands and all that. I really liked seeing how the puppets are made." (Peter, age 11)

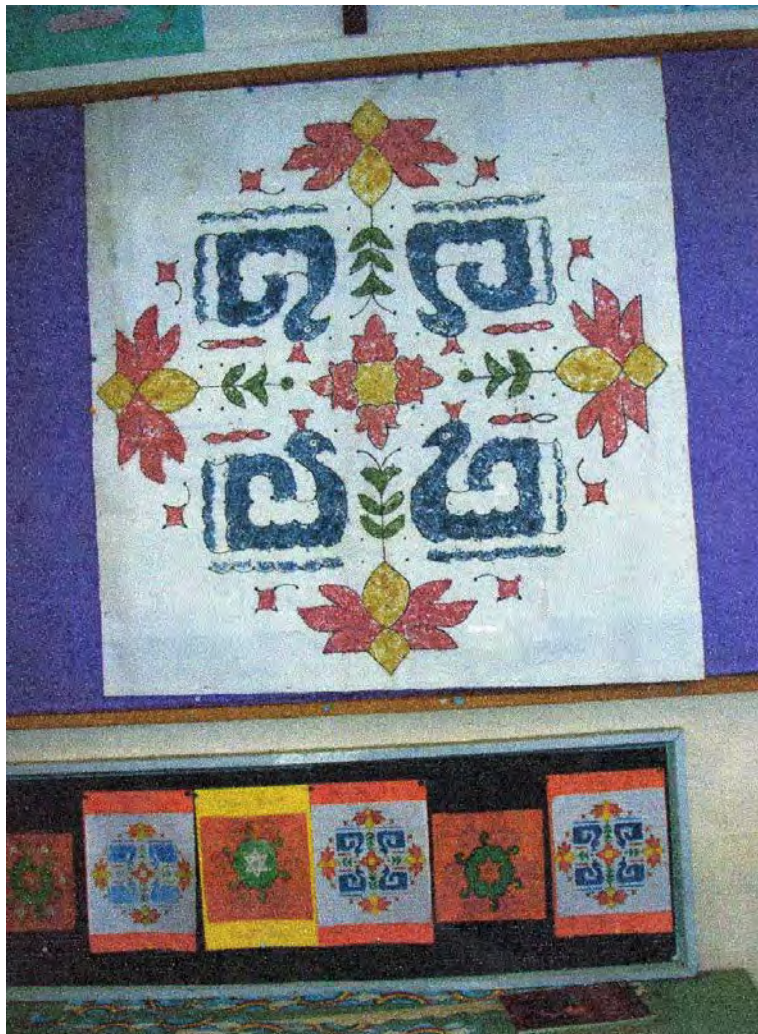
"Children in India are forced to work. They have no choice. They cannot go to school. In Ireland people say school is boring but in India children would love to go to school." (Abbie, age 11)

"I never knew that they did art outside their houses [Rangoli]. I think it is really cool that their festivals go on for 5 days." (Johanne, age 10)

"Kilkenny was cool. I really enjoyed Joseph's and David's speech. I liked showing everyone our stand and looking at other peoples' stands. And I enjoyed the drumming." (Alma, age 8)

"I liked doing the rice pictures [Rangoli] and I liked doing the tiles with Cora. What I learned is that if you have a spot on your forehead you are married. Parents

sometimes choose who their children will marry when they grow up. I saw a programme on TV about animals in India." (Aoife, age 9)



"I really like the flowers that the infants made [lotus flowers]. The girl from Concern showed us a map of where India is and she showed us things they use when people are sick." (Shauna, age 10)

"The people have to get buckets of water to have a shower. We don't have to do that here and I wouldn't like it. I know why tigers have stripes. They have stripes to camouflage themselves." (Patrick, age 6)

"I learned about the tigers but I didn't learn about the elephants because I was sick! I liked making the tigers. (Alison, age 6)

"It was a very enriching experience. The children enjoyed the art work and listening to the stories of a different culture." (Mrs. Patricia McGarry, age 22.5)

"I learned that people are cutting down the trees of the tigers homes and they are not as many as there were." (Shauna, age 5.5)

It has been a wonderful experience to delve under the common perception of a culture and realize how wonderfully rich and complex it really is. It is hoped that the awareness of the children will continue, and that they will develop a better understanding of other peoples, their history, culture, religion and daily lives.

Deirdre Murray (Co-ordinator)

CHILDREN HELPING CHILDREN

Presentation Primary School Waterford

In our project parents, children and teachers forged links with families in Albania and helped alleviate their hardship by sending food, toys and cards for Christmas. A young Albanian man, now living in Waterford, gave the pupils an insight into day-to-day life in Albania and taught Albanian song and dance. Children did their own research in other areas such as History and Geography.



AIMS

- To teach the children about the poverty and injustices in Albania
- To enable the children to understand that these people are ordinary people who find themselves living in appalling conditions, deprived of many of the things that we take for granted and oftentimes fail to appreciate
- To do this in a sensitive manner which preserves the dignity of the Albanian families
- To develop links between Irish and Albanian children by putting a pen-pal process in place
- To teach aspects of Albanian culture, history and geography

LINKING WITH SKODER

Through Sr. Tecla of the Missionaries of Charity, we linked with families in and around the Skoder area.

ACTIONS

During **Albania Week**, Sixth Class girls showed a DVD to the other children in the school in an effort to encourage them to respond by doing some small project within each class to raise funds to buy basic food products. Activities such as cake sales, sales of work and jumble sales raised over €1,000. Children were encouraged to discuss the project with their friends and families and this generated great interest and generosity. Around 50 boxes of food, baby products and toiletries were collected.



Parents who use our Parents' Room also gave generously of their time to help with a food collection outside our local Tesco store over a two-day period. This collection was hugely successful not only insofar as it yielded a complete vanload of food but it also aroused a great degree of interest in our project among the wider community.

On Tuesday, 6th December, Mr. Kieran Byrne of the **Heart to Hand Foundation** came to the school and collected our contribution. He left Ireland on Friday

morning, 9th December and rang the school from Albania on Monday 12th as he was unloading the truck. The cheering and excitement that were audible in the background made all the hard work worthwhile.

Children from Sixth class made **Christmas cards** for the severely mentally and physically handicapped children who live in the orphanage in Skoder. These were posted in time for Christmas and delivered by Sr. Tecla. While the children themselves are unable to respond, their thanks and delight has been passed on to the girls.

The **One World Development Centre** heard of our project and was so impressed by it that they worked with us in the area of Human Rights.

The students from our school who attended the seminar in Kilkenny reported back to the other students and staff at **Assembly** on Thursday, 18th May and this was followed by "Fruit and Fish Friday" when our final food collection was dispatched via the "Heart to Hand Foundation" to Albania.

Our "Children Helping Children" project concluded on Tuesday, 30th May, when the **One World Development Centre** visited our school. Pupils from five other schools in Waterford City and County came to view our work and they presented projects based on Human Rights. The children spoke about what they had done and participated in workshops. Each child received a certificate in recognition of their participation as did each school.

Olive Ruane (Co-ordinator)

"Development co-operation ... is about enabling people to take control of their own lives and providing hope for the future." (White Paper, Irish Aid 2006)

FUELLING THE TIGER, A HUMAN COST!

Presentation Secondary School Thurles

Ireland has been blessed with huge economic prosperity in recent years. The role of economic migrants in sustaining the Celtic Tiger is significant. They have come in their thousands, especially from Eastern and Central Europe, and Asia. Good job prospects and relatively high wages have drawn them to our shores.

A group of Transition Year students explored the human cost of this prosperity and the downside of coming to work in Ireland.

The students aimed to meet immigrants and reach beyond the waitress, the lorry driver, the nurse, the mushroom picker and meet the father, mother, wife, husband, sister, brother.

BACKGROUND

Through our mission circle in our school, Sr. Helen Lenehan, a Presentation Sister working in the Philippines, informed us about the great problems in the Philippines that resulted from emigration. Meanwhile, we were aware of the great contribution Filipino medical personnel were making in our hospitals in Ireland. The scandals that were being exposed about the treatment of economic migrants in our country were also causing us to ask questions about the level of injustice suffered by migrant workers in a country that is now one of the richest countries in the world.



GOALS AND AIMS

- To become familiar with the reasons why so many people are forced to leave their own countries, often without their families or even a friend, to come to work in Ireland and send substantial amounts of money home
- To explore the difficulties they encounter in Ireland, due to the lack of preparation, or at the hands of exploitative employers
- To study the impact of this emigration on their native place
- To consider the parallels between their plight and that of so many Irish who emigrated to other countries in the 1950s and 60s.

TARGET GROUP

One class of Transition Year students undertook this study.

ACTIONS UNDERTAKEN

- We were in constant contact with Sr. Helen, by **letter and email**, who supplied us with valuable information about the impact of emigration on the Philippines and about government attitude to it.
- We surveyed, using a **questionnaire**, about 30 migrant workers and also foreign national students in our school.
- We enjoyed a very pleasant pre-Christmas night with a group of **South African and Indian women** who are members of the Baptist Church. This gave us an opportunity to chat informally to these women who shared their experiences with us.
- We invited a **Polish worker** to our school who told us about her life and gave a wonderful demonstration of how to make Christmas table centre-pieces.
- We carried out a lot of **research** using newspapers, television and radio programmes, the internet and government publications.
- We displayed our project in school on **Open Night**.



OUTCOMES

- Our direct contact with so many migrants was very valuable. "They are people who have concerns and worries just like us, they should not be labelled as

foreigners, or Polish or Lithuanians, as if they were another species of creature."

- Their reports were very moving and we were shocked by the treatment some migrants have received in our prosperous, predominately Christian country. The extension of the E.U. has resulted in a big increase in the number of migrants from the new accession states. The resulting scramble for work has resulted in the lowering of wages, even well below the legal minimum wage rates.
- The profiling of injustices in Gamma, Irish Ferries and E.S.B. has helped workers in bigger companies and especially where Irish trade unions have vested interests. However, migrants working in isolation in both urban and rural areas are sometimes treated as slaves. Language barriers, fear of unemployment, lack of money, no knowledge of workers' rights leave them wide open to exploitation. We questioned Minister Lenihan when we met him in Kilkenny about government concern for the rights of migrant workers and he told us that a number of new inspectors were now appointed to investigate injustices in the work place.



- We gained a valuable insight into the experience of foreign national students in our school, some of whom were very happy in Ireland but there are some who long to return to their native countries. One student spoke about feeling imprisoned in her own home for her first three months in Ireland, as she hadn't the language to establish contact with Irish children in her neighbourhood and feared racist taunts.

- At least four government departments gather statistics about immigrants. Due to lack of compatibility of computers there are serious delays in resolving the problems of migrant workers.
- We learned that non-E.U. workers can't afford to be sick as they are not entitled to benefits for two years. Is this one of the reasons why Irish employers find "foreign workers" so reliable as "they will always turn up for work"?
- We have found out that there is a lot of jealousy in the extended families and communities of migrant workers who seem to be enjoying a better standard of living due to the money sent home by family members in Ireland. Filipino people are often required to share their hard-earned money with their extended families and this results in a lot of conflict.
- Grandparents in Eastern Europe are often left to rear the children of their sons and daughters working abroad and this is a huge concern to social workers in these countries.
- There is a very negative impact on sports and other recreational facilities in villages in Eastern Europe due to the loss of so many young people through migration.
- Many highly qualified people have come to Ireland to work in various professions or in unskilled positions. This has resulted in services in their own countries deteriorating e.g. in medical and educational services.



LINKAGES MADE

- Migrant workers in our area
- Sr. Helen, Presentation Sister working in the Philippines
- Norrie, a lady working with Sr. Helen
- Members of the Baptist Church
- Foreign national students in our school
- Parents of foreign national students in our school
- A past pupil who works with the Department of Foreign Affairs

CONCLUSIONS

We enjoyed working on this project as it gave us an opportunity to meet so many people from other countries.

It developed our communication and research skills and broadened our horizons as Transition Year students.

We can spread the message of this exploitation among our families and friends and so the circle of people working for justice should widen.

We enjoyed learning about other cultures and we now appreciate more the value of a multicultural society. People, regardless of class, culture or creed, all contribute to the enrichment of our society and we all benefit from this.

While we learned a little about the problems and suffering of our own Irish emigrants in England and America, we were constrained by time to carry out a more detailed study.

We had a wonderful day in Kilkenny showcasing our project and it was a great experience to see the variety of projects undertaken and the creativity of the displays.

Bridget Jones (Co-ordinator)

CLEAN, GREEN RECYCLING MACHINE / TROPICAL RAINFOREST

Scoil Íde Clondalkin

This year, as well as trying to improve our own environment, we decided to study **Tropical Rainforests**. Each class looked at a different aspect of the rainforest. Junior Infants looked at Big Animals, Senior Infants looked at Minibeasts. First Class studied People of the Rainforest while Second Class studied Fruits of the Rainforest. Third Class did



projects on Plants of the Rainforest and Fourth Class did a project on Crops of the Rainforest. Fifth Class studied the climate of the Rainforest and also made a model of the Rainforest. Sixth Class looked at facts, protection and dangers to the Rainforest. Every class made a booklet on their particular aspect of the rainforest. All the classes worked very hard at their projects and produced beautiful artwork to go with their projects.

We learned a lot about the importance of the rainforests - home to millions of species of plants and animals. Vast areas of the rainforests are being destroyed every year to make way for huge plantations. People of the rainforest are exploited on these plantations.

We learned that some co-operatives have been set up for the proper management of the rainforest. These co-operatives ensure that people working on these plantations receive a fair wage. We can help people by buying Fair Trade goods. In this way we are also helping to preserve the rainforest.

We also learned that some of the rainforest plants are used for the treatment of cancer and other disorders. In fact there are so many plants growing in the rainforest that many of these haven't been discovered yet.



Meanwhile at home we continued with our efforts at recycling. We entered an art competition run by South Dublin County Council. Each class could enter a class project. They had to make something from recyclable materials. Many classes from Scoil Íde entered the competition. Photographs of

the projects were published in the **Clondalkin Gazette**. Fourth class won first prize in their category for their entry 'Guitar Notice Board' and Junior Infants (Room 1) won second prize in their category for their entry 'Sammy Snake'. The prizes were presented in the Council Chamber of **South Dublin County Council**.

The **Challenge to Change** seminar was enjoyed by all. The girls enjoyed looking at all the projects and they enjoyed the workshops. The girls who took part in the drumming workshop were very impressed.



Junior Infants Big Animals Booklet

Eileen Murphy (Co-ordinator)

MANY RICH CULTURES - ONE HAPPY SCHOOL

Presentation Primary School Warrenmount

AIMS

We wanted to create a happy atmosphere in Presentation Primary School Warrenmount.



We wanted to

- create an inclusive school where all children work, mix and play together in harmony
- prevent social isolation of minority ethnic groups
- send the message through the hidden curriculum that all children are welcome
- recognise and value the richness of cultural diversity within our school

- build on work on 'Equality, Rights and Responsibilities' begun last year.

TARGET GROUP

We aimed to target all the pupils of every nationality represented within the school community, i.e. 300+ pupils from 23 different countries.

ACTIONS UNDERTAKEN

- **Many Rich Cultures One Happy School Welcome Board**

In September, children from several classes from Junior Infants to Sixth drew a self portrait. The older girls from some of our 23 countries of origin made balloons with 'welcome' written in their own language. An appropriate slogan was then devised

and displayed in a prominent position in the Entrance Hall. Parents were invited to add a balloon if their language was not included. They responded to this and more balloons were added to the display.

- **'Who Am I?'**

Children were shown photos of people and asked to record their first impressions. Different views were shared and the children came to see the dangers of judging by appearances.

- **Addy - History of an African American Girl**

Themes of Race and Slavery during the American Civil War were covered with Fifth and Sixth classes

- **Integration Europe Europa Stamp Competition**

In conjunction with students from NCAD, children in Fifth and Sixth classes were involved in designing a stamp to make the public aware of the common roots, culture and history which we all share.

- **Frère Jacques**

Fifth Class performed this in rounds in English, Lithuanian and Polish as part of their Christmas concert. They gained an appreciation of just how difficult it is to learn another language!

- **Yard Games**

Fourth class teamed with Infants to teach them yard games. This was recorded and next month a DVD will be available to all classes as a resource to help children integrate in the school yard.

- **Multicultural Dolls**

These were distributed to the Infant classes to promote inclusion in play.

- **First impressions**

Lessons were planned to help children be cautious on making hasty judgements. Lessons on the Rights of the Child and corresponding Responsibilities were included.

- **The National Action Plan Against Racism and Intercultural Week**

Children were invited to participate in the launch of both these national events.

- **Visit by Dr. Pat Horne** to relate to pupils her experiences of working in Africa.



OUTCOMES OF THE PROJECT

During class and yard time our pupils can be seen happily interacting with each other regardless of differences in race, religion, colour and/or culture.

WHAT HAS WORKED WELL



- The intercultural teachers going into the Fourth, Fifth and Sixth classes to present lessons and do activities with the children worked well, as did their liaising with the class teachers.
- All pupils benefited from sharing the yard games. As a result we see plenty of interaction at playtime.
- Giving some children the opportunity to showcase/present their work enhanced their self-esteem greatly.
- Challenging pupils through use of quizzes/activities to think about their snap judgements or first impressions and question them was beneficial.
- Helping pupils think about their responsibilities as well as rights also helped them develop and mature.

We would hope to expand this programme to the more Junior classes next year.

LINKAGES

- Dr. Pat Horne
- The general public during the launch of **The National Action Plan Against Racism and Intercultural Week**
- The team of 8 pupils who showcased **Challenge to Change** later presented it to their own and other classes
- Other schools and agencies during the Seminar in Kilkenny

COMMENTS FROM PUPILS

*"Our project was One Happy School. I learned not to judge by appearances."
(Kate)*

*"What I learned is we all have the right to be children and not to be used as soldiers in wars. I also learned about Fair Trade."
(Rayan)*



"We know that we all have our rights and responsibilities and that we shouldn't make quick judgements on first impressions and

judge by appearances. I enjoyed viewing the other schools' projects, the drumming and explaining our project to the Minister." (Eimear)

"We learned how to celebrate our similarities. I was chosen to read an important speech. When I got up I was frightened but when I got into it I enjoyed myself. I got a very big clap." (Emma)

"It was a wonderful experience for us to learn more about interculturalism and integration. Our display in Kilkenny was complimented a lot. We had the time of our lives. I would do it again anytime." (Avril)

Actively encouraging children to share their games has helped our pupils to play happily together in the school yard. They can be seen mixing / interacting socially. Everyone is included. **Our school is viewing diversity as a positive thing - a gift and richness to be valued and celebrated.**



Margaret Ryan (Co-ordinator)

"People everywhere have the same basic needs. At the most fundamental level, people need sufficient food to eat and enough clean water to drink. They need to feel safe and to be safe."

(White Paper, Irish Aid 2006)

FAIR TRADE

Presentation Secondary School Clonmel

AIMS

- To highlight the injustices for developing countries in international trade, creating awareness about the wages and working conditions which people work under to enable multinational companies to make huge profit at the expense of the developing world.
- To promote Fair Trade products amongst the student body, staff, local shops, school tuck shop and the wider community
- To make a difference !!!



Transition Year students at Clonmel's Presentation Secondary School who are promoting the Fairtrade label for their Challenge to Change project are, from left, Samantha Cooney, Jayne Sutcliffe, Roisin Quinlivan, Maura Hawkins, Stacey Collins, Sinead Power and Rachel Lonergan.

Students spread the Fairtrade message

Coffee, tea, chocolate, cocoa, sugar and bananas are staples in the average Irish person's daily diet. They are the

ers. All it takes is a very simple choice of the Fairtrade label. This is a choice

Third World. In areas where producers supply the Fairtrade market, schools and health care centres are

TARGET GROUP

**Class 5T2
targeted
the whole
school
community**



ACTIONS

- Transition Year students educated themselves about Fair Trade by gathering a large collection of information from the website www.fairtrade.ie
- Guest speaker Dáithí Ó hAodha from **Self Help** spoke to the TY students about Fair Trade.
- Students began their awareness campaign by making **posters** of the Fair Trade logo and putting them up in classrooms and the assembly hall.
- They shopped in Dunnes, Superquinn and The Honey Pot to **source Fair Trade products** in our town. Products were sampled and prices were compared and students agreed on which products they would use to promote Fair Trade at our coffee mornings.
- **Coffee mornings** with information on Fair Trade were hosted for each year group.
- Students wrote a **letter to the Principal** requesting that she stock Fair Trade tea/coffee in the staff room
- **Staff room coffee morning** was arranged and a beautiful crafted Fair Trade scarf was raffled amongst the teachers.

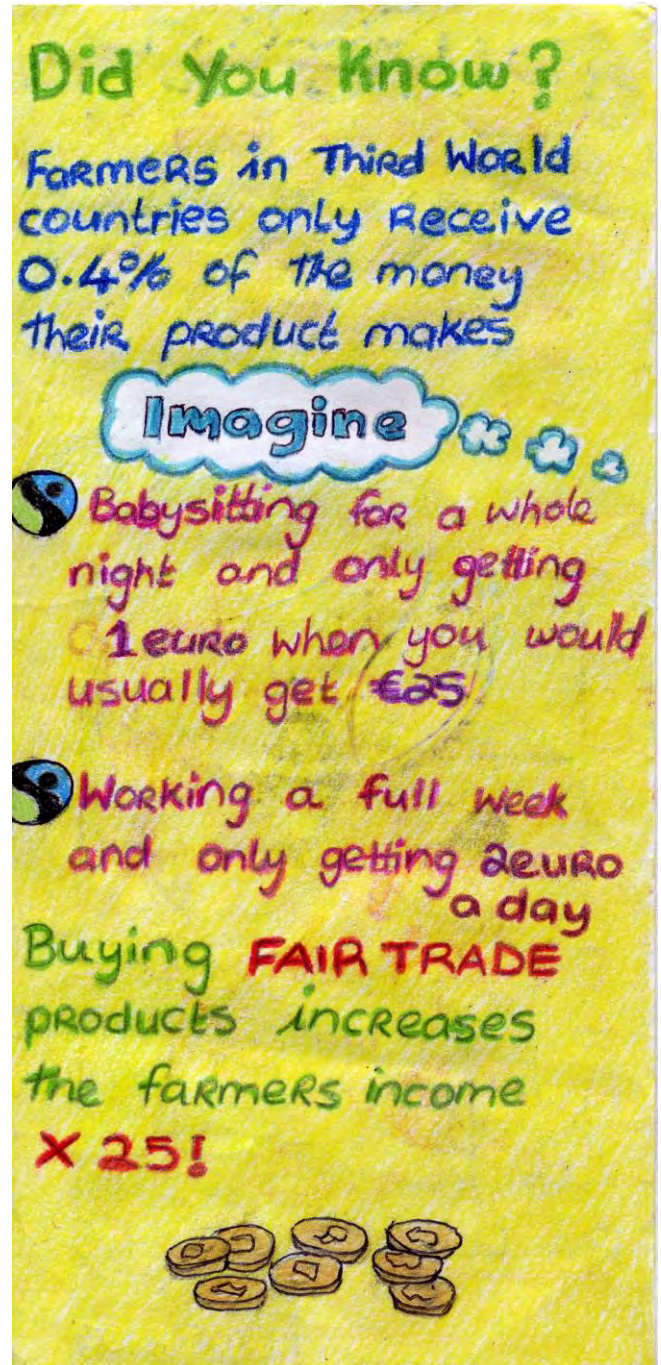
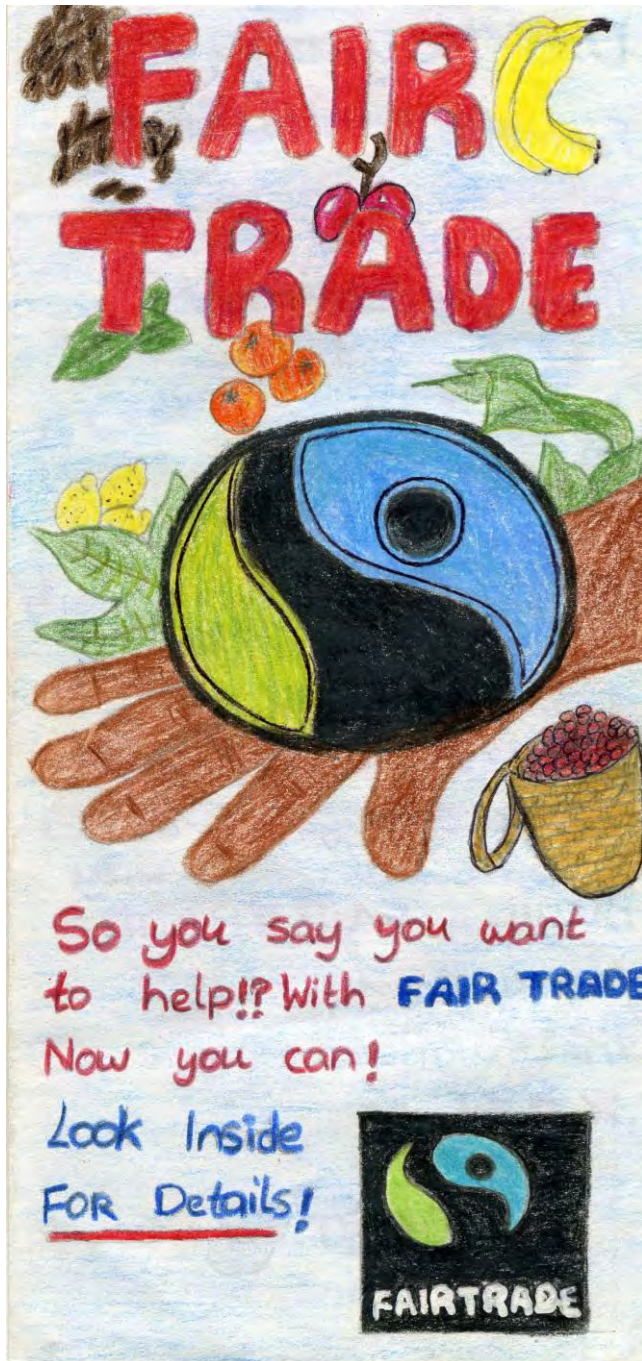
- Fair Trade **postcards** were sent from every student and staff member of the school to a friend /family member promoting Fair Trade in the wider community.
- A Fair Trade **leaflet-making competition** was organised for the whole school. The prize was a Fair Trade hamper and the winning leaflet was sent to every student's home at the end of the year.
- A huge variety of Fair Trade food and crafts from The Honey Pot were displayed during **Fair Trade Fortnight**.
- Four TY students attended a **Fair Trade workshop** in Emo, organised by Sr. Imelda Carew.
- **Information leaflets** were handed out to the **public** on the street.
- **Letters** were written to **local shops** requesting that they stock Fair Trade products. An information leaflet was included and a list of suppliers.
- TY students ran a **Fashion Show** for the public in the **Minella Hotel**, Clonmel where a specially designed Fair Trade hat was modelled on the night.
- At this event a group of Second Year students performed a **play**, written by themselves, which highlighted the injustices in international trade.
- **An article** was written and published **in the local paper** highlighting the importance of purchasing Fair Trade products.
- Every morning for one week students made **announcements over the intercom** after Morning Prayer highlighting the Fair Trade issue.
- Finally students attended the **Challenge to Change seminar** in Kilkenny where they interacted with the other schools involved in the project.



RESULTS

Without a doubt class 5T2 achieved what they set out to do. They really raised awareness in our school and in Clonmel about Fair Trade. Every

student/teacher/parent in our school community knows about Fair Trade. The girls are very passionate about the topic and have learned so much!



WHAT WORKED WELL

This was truly an **ACTION PROJECT** as is evident from our list of actions. The result of this is that the girls didn't just learn about Fair Trade but rather they

truly know and understand what it is all about. They will carry this experience with them. **They stood up and made a difference.** The girls really believed in the project and were passionate about spreading their message. Their dedication and willingness to give up their spare time ensured the success of the project.

CONCLUSION

We believe the **Challenge to Change** project is a brilliant idea! It enabled the students to look at **global issues** and to learn how they themselves can stand up and make a difference. The project challenges students to take action and to make a positive impact.



Clara Murphy, winner of leaflet design competition, receives her prize of a Fair Trade Hamper

Fiona O'Shaughnessy (Co-ordinator)

"Africa has the potential to earn from trade many times what it obtains in Official Development Assistance."

(White Paper, Irish Aid 2006)

SUSTAINABLE LIVING-THE ECO FACTOR

Presentation Secondary School Warrenmount

GOALS

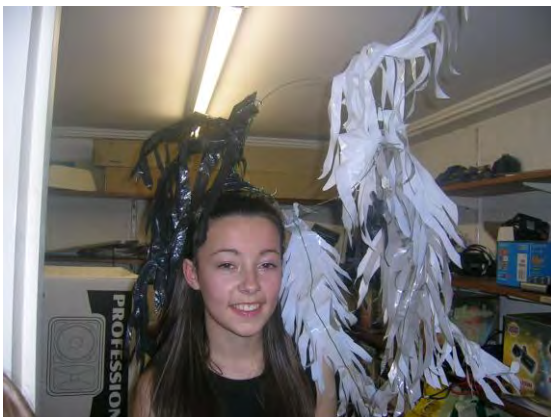
- To challenge people's understanding of their responsibility to the global environment
- To creatively explore such issues and undertake a variety of action projects on important environmental issues
- To network with and learn from the work of Presentation Sisters both here and abroad on their work in this field
- To celebrate and showcase our work as part of our One World Intercultural Week

OBJECTIVES

- The school community will gain a greater understanding of their power as consumers and be affirmed in their ability to make measurable changes in their lives and in the lives of others.
- The school community will have a greater appreciation and understanding of the interconnectedness of their actions and their impact on the earth.
- Links will be made with Presentation projects, both at home and abroad, to facilitate a sharing of ideas and rich experiences.

TARGET GROUP

Three distinct C.S.P.E. classes (two Third Year groups and one Second Year class) and the school community.



Project Title: ECO-HAT DESIGN

This project focused on creating hats from reused and recycled materials.

Actions

We used the clothing industry as a means to examine sustainability in our lives. After exploring the issues, we collected used materials both at home and in school. We visited the Philip Treacy exhibition in Collins' Barracks for inspiration. We made the hats in art workshops with Ms. Garry and some of us modelled our creations in the Eco-Fashion Show during our **One World Week** in March. A number of my class mates focused on Fair Trade practices and devised their own slideshow on this topic. We went to ENFO to get information on recycling. We also contacted Oxfam and Fair Trade Mark Ireland for information.

Project Title: ECO-FASHION SHOW

Aims

- To investigate the journey of everyday fabrics, to uncover their source, conditions of production and final destination.
- To explore the impact of such practices on the environment and on the people involved in the varied processes.
- To raise awareness about child labour.
- To explore the use of second-hand clothes.



Actions

In class, we learned about child labour and how widespread the problem is. We visited Oxfam shops and got their permission to model clothes in our school fashion show. Some of us also attended the launch of **Fair Trade Fortnight**.

Project Title: ECO-FOODIES

Aims

- To explore issues related to food production and food availability worldwide
- To find out how we can be stewards of the earth
- To find out why organic food is better for us

Actions

In class, we learned much about sustainability, organic farming, Fair Trade, and our role as stewards of the earth. We also had a number of visiting speakers:

Margo Kelly (Gardening tutor in Warrenmount Adult Education Centre)

Ronke Arongundade (African Cultural Workshops)

Dale Treadwell (Naturally Wild)

We linked our learning into our school's intercultural celebrations, **One World Week**. An international food fair was organised and we set up a stand where members of our school community and visitors could see and taste the delights of our organic and Fair Trade fruit salad. We also designed a table displaying all the Fair Trade products which are now available in Superquinn.



OUTCOMES OF THE PROJECT

- We gained wisdom and inspiration from both our research and visiting speakers.
- We learned where to get a recycling bin for our school.
- We discovered why organic food is better for us.
- We also learned about Nigerian culture.
- We learned about sustainable living and how we must take on our role as stewards of creation.
- More people are aware of all the different recyclable materials available at home and in school and how they can be re-used.
- The school community learned about the importance of Fair Trade and how they can choose Fair Trade produce to support a fairer distribution of resources and wealth.

- We learned about child labour and were shocked into action by our findings.
- We discovered that second-hand clothes can be fashionable, comfortable and more economical to wear. **Some of the Debs dresses were vintage and we had to take great care of them!**
- We also learned that it will be possible to buy Fair Trade cotton clothes soon!

WHAT HAS WORKED WELL

- On reflection, the planning team felt that working on specific tasks with a particular class group was more effective. This strategy enabled teachers to link with their **C.S.P.E. Action Project** and facilitate a powerful learning experience. Students were engaged in a hands-on project which proved to be both challenging and relevant to their everyday lives.
- The opportunity to showcase their work during **One World Week** allowed the rest of the school community to learn from and be challenged by their findings. It also helped deepen the profile of the students and proved to be an excellent way to boost their self-esteem and acknowledge their hard work, creativity and commitment to the project.
- Access to our well-resourced **library** and the expertise of our librarian Hilary Cantwell.
- Ability to use **multi-media** as a means of promoting the learning of this Project.
- Interactive **dynamic facilitators** to lead students in educational workshops.
- A strong C.S.P.E. team, Grainne Ward and Veronique Poisson, who successfully coordinated the project.



Fair Trade Tea and Coffee served at Food Fair

POSITIVE IMPACT OF THE PROJECT ON THE WHOLE SCHOOL COMMUNITY

Without doubt, the highlight of this year's project was the showcasing of the students' work during **One World Week**. The Food Fair provided the class with the opportunity to educate the school about Fair Trade and organic farming, as well as providing them with an opportunity to see and taste Fair Trade produce and organic fruit.

The **Eco Fashion Show** served as a powerful way to highlight the importance of choosing Fair Trade products. Our wonderful compere, Liz Mc Donald, and our students challenged pupils to take up their rights and power as consumers to make a positive change to support human rights and end child labour. The effect of seeing their peers proudly model both clothes from Oxfam and their hat creations was a liberating and powerful learning experience. **The atmosphere was electric and the students were deservedly applauded for their innovative work.** This showcasing also allowed invited guests and all partners involved in Warrenmount campus to experience first hand the wealth and depth of learning in these projects. Unlike other years, the entire school community was invited to this event which underlined the importance which the school places on this project.

**Ronke Arogundade -
African Cultural Workshop**

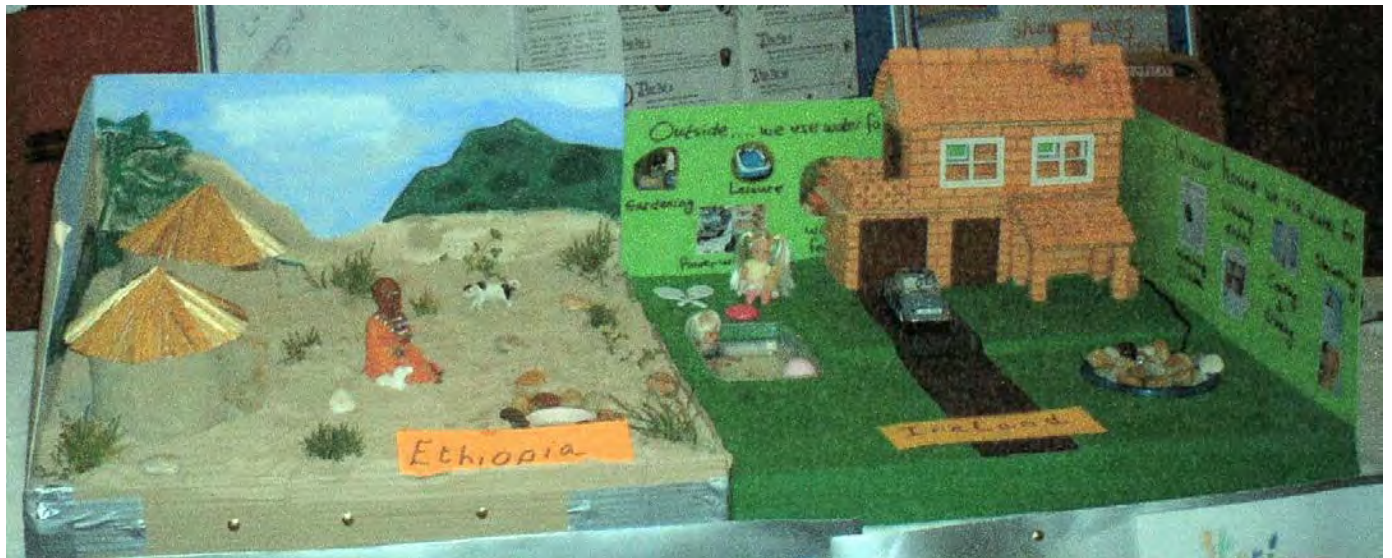


Gwen Brennan (Co-ordinator)

WATER – THE BARE NECESSITY OF LIFE

Scoil Mhuire Clondalkin

Our project looked at the use of water in Ireland compared with the use of water in Ethiopia.



3-D model created by pupils shows the contrasts

AIMS

- To show the importance of water
- To show that water is not valued here in Ireland and is wasted
- To show how people in Ethiopia struggle to get clean water

ACTIONS

- Fifth and Sixth classes studied water in Ethiopia using worksheets from Christian Aid
- Involvement of the whole school in demonstrating through art work that water should be valued and appreciated
- Making children aware that water can only belong to nature

- Investigating how water in Ireland although necessary for living is wasted
- Showing how water can be saved by using different methods
- Devising models to illustrate how water can be used to produce energy
- Harvesting rainwater by means of two water tanks

Emily Smartt reflects on her day in Kilkenny

"The people who viewed our project said it was fantastic and was an eye opener."

"There were workshops on for different age groups and a drumming performance where the children showed off what they had learned. The whole day was a very enjoyable experience."



Marie Price (Co-ordinator)

FAIR PLAY TO FAIR TRADE!

John the Baptist Community School Hospital



OUR MOTTO

"JUSTICE IS TRUTH IN ACTION"

This project aims to create awareness about Fair Trade both in the school and local community. It is also hoped by the students 'hands on' contribution that it will heighten their moral and political conscience and in the future encourage them to research this issue even further.

"Justice Is Truth In Action"



TARGET GROUP

Whole school community and the local community

WHY WE CHOSE FAIR TRADE

- Fair Trade was considered a worthwhile cause
- The students were enthusiastic about the topic

AIMS

- To convert the school to a Fair Trade school
- To raise awareness about Fair Trade both in the school and in the locality

ACTIONS

- **PowerPoint presentation** on Fair Trade to **Third Year CSPE classes** (including a role play)
- **Prayer Service** for the injustices in the majority world with special emphasis on Fair Trade. Presentation Sisters, Transition Year students, staff members and representatives from the Student Council were invited to this very spiritual experience.



- A **lantern** burned daily in the oratory as part of the project
- We served **Fair Trade tea and coffee** at recent **Parent Teacher Meeting**
- **Fair Trade badges** proved very popular
- The work produced by the First Years as part of the **Art competition** was displayed for the whole school community on the main corridor
- The **Fair Trade notice board** in the school was updated on a regular basis
- **Letters** have been written to well-known celebrities
- An **Article** on Fair Trade was published in the **Parish Newsletter**
- Our Local parish priest **Canon Ryan** came in and spoke to students on Fair Trade
- An Update on the project was put on our **school website**
- The **School Shop** agreed to stock Fair Trade chocolate for students
- The **Staff** agreed to drink Fair Trade Tea and Coffee
- A **permanent Fair Trade sign** now adorns our main entrance hall
- An **Awareness Week** took place at the end of February



WHAT IT SAID IN THE PAPERS

- Our project featured prominently in the Parish Newsletter and in the Local and Regional newspapers

Limerick Leader - March 2006



Alivera Kiiza from Tanzania with Elaine Ryan, Theresa Donovan, Sabrina Vance and Denise Connolly from St John the Baptist School, Hospital at the Fair Trade coffee morning in Limerick City Hall



Second year students at John the Baptist College, Hospital with their Fairtrade Signs, Claire Ryan, Conor Quish and Lesley Fitzgerald 4/3/2006

COUTURE WITH A CONSCIENCE - CREATING DESIGNER CLOTHES FROM REMNANTS OF MATERIAL

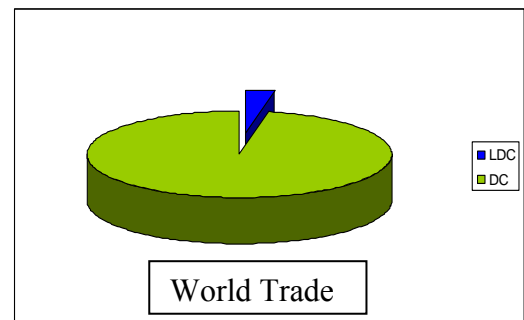


Students created their own designs and modelled them for "No Logo, No Name" Day

- No Logo
- No Name
- No Cost

SOBERING FACTS

- Least Developed Countries account for more than 40% of the world's population
- Least Developed Countries account for 3% of World Trade
- The coffee bean is the second most traded product in the world after oil
- A Ghanaian cocoa farmer gets only 1.2% of the selling price of a bar of Nestle chocolate
- Half the World's Population lives on \$2 a day
- European cows get \$7 a day in subsidies



YOU CAN MAKE A DIFFERENCE

- Be Informed
- Get Involved
- Buy Fair Trade
- Act Justly



“We have a responsibility to become informed about the moral as well as the financial implications of our purchases.”



dEirdre Brennan (Co-ordinator)

A WORD FROM THE EDUCATION OFFICE



Presentation Education Office acknowledges and affirms the creativity and hard work put into the **Challenge to Change** project by all involved in our schools - students, co-ordinators, Principals, teachers, parents, caretakers, secretarial staff, NGOs and other agencies.

This year, as ever, the students wholeheartedly embraced their chosen tasks with enthusiasm and energy. Thanks to the skillful guidance of their teachers, the content and emphasis were pitched in such a way as to be real and meaningful to all participants - from Junior Infants to Leaving Certificate students.

The task of compiling **Challenge to Change 2005-2006** was made even more pleasant and gratifying for us as we read the reflections of the students themselves. And how could we express what **Challenge to Change** means more articulately than Avril, a primary school student from Dublin:

“It was a wonderful experience for us to learn more about interculturalism and integration. Our display in Kilkenny was complimented a lot. We had the time of our lives. I would do it again anytime.....”

Congratulations to one and all!

Liam and Margaret Mary

Improve maternal health

Combat HIV/AIDS, malaria and other diseases

Reduce child mortality

Ensure environmental sustainability

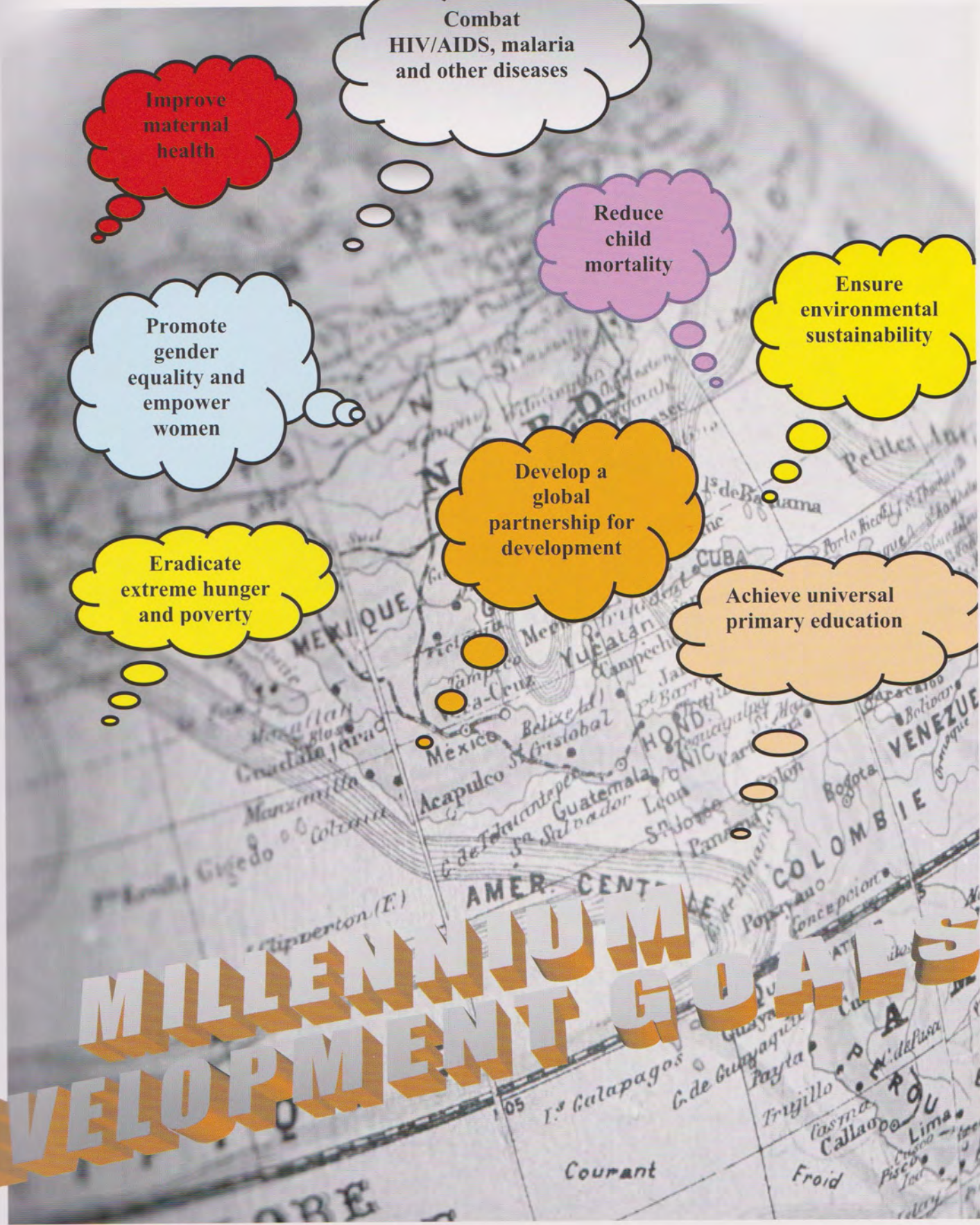
Promote gender equality and empower women

Develop a global partnership for development

Eradicate extreme hunger and poverty

Achieve universal primary education

MILLENNIUM DEVELOPMENT GOALS





Students spread the Fairtrade message

chocolate, ... sugar ... ers. Third World. In areas wh...
are staples in ... All it takes is a very simple choice ...
person's daily diet. The ... of the Fairtrade ...
usually get €25

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The views expressed are those of Presentation Education Office and project schools and can in no way be taken to reflect the official opinion of Irish Aid.

