



# Challenge to Change

A Development Education Project  
in Presentation schools

2006 - 2007

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# CHALLENGE TO CHANGE



Welcome to Challenge to Change 2006-2007

Challenge to Change is a development education project aimed at young people attending Presentation primary and post-primary schools.

Challenge to Change 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, fairtrade, 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 education issues.

The vision of the project is driven by the Presentation charism and ethos which embraces the challenge of working with those who are marginalised and excluded, for whatever reason. Justice, human rights, sustainability and promoting right relationships are central to the Presentation mission.

Nowadays, in a shrinking world of instant media coverage, our young people are becoming increasingly aware of global injustice and inequality. Challenge to Change seeks to harness the energy, enthusiasm and goodwill of these young people as they endeavour, through local action, to make a difference at global level.

We thank all our students, teachers, co-ordinators, Principals, parents and all associated with the various projects for their involvement and participation. We hope this booklet in some way acknowledges their commitment, dedication and hard work. Finally, we wish to thank our funders, Irish Aid, Department of Foreign Affairs and Presentation Trustees. In partnership with our schools, we look forward to making a difference for the fifth year with Challenge to Change 2007-2008.

# WATER – A GLOBAL RESOURCE

## PRESENTATION PRIMARY SCHOOL CASTLECOMER

### GOALS AND AIMS

- To help pupils recognise that water is a precious natural resource
- To enable pupils to identify water sources in their own local area and in an African country
- To compare and contrast water use in Ireland and Africa
- To compare and contrast availability of water in these places
- To examine local attitudes towards water use and consumption in Ireland and in a developing country

### TARGET GROUP

Fourth, Fifth and Sixth classes carried out experiments and researched the project. Four pupils formed the steering committee with two teachers and the Principal.

### ACTIONS UNDERTAKEN

- We looked at water use in our homes, in school and in Castlecomer town
- We sought out local water sources
- We measured water use at home using "water calculators" from Christian Aid and found a class

average of daily water consumption

- We visited Castlecomer Demesne and collected water samples from the river Deen and from the lakes
- We carried out experiments with the aim of filtering this water
- We participated in a workshop on Eritrea with Barbara Gill
- We raised money for Eritrea - we were toilet attendants for a week, and raised €200. Our local Credit Union kindly donated a further €250.
- We learned how to devise Powerpoint presentations. This involved using Word Art, Clip Art, adding animation, etc.
- Pupils had to guess which fruit had the greatest water content and which had the least. This raised awareness of the importance of water in our diets.
- Oxfam's Coolplanet website proved to be an excellent resource and helped us to identify water problems and solutions in the developing world.
- We explored material on a CD ROM about the Millennium Development Goals

- Groups worked on mini-projects. Topics included irrigation, dams, Kenya, Ethiopia, water pollution.
- We mapped and photographed the local area and local water sources
- We interviewed our parents and grandparents about water in the past
- We learned about conserving water in school by pressing the green button after flushing the toilet
- We contacted the County Council to find out about the water treatment plant. Although it was not possible for us to visit the plant, we were visited by the Environmental Officer who spoke about how the plant works.
- We looked at newspapers to find out more about water-related problems, e.g. the infected water supply in Galway
- We conducted experiments to discover how much water is wasted by a dripping tap and communicated the outcome to the whole school
- We composed water raps and poems to spread the message about conserving water
- Money was raised for Self-Help and the local Credit Union also contributed.

## **OUTCOMES OF THE PROJECT**

- The pupils learned that some water problems can also be

solutions, as in the case of building dams and with irrigation. There are positive and negative outcomes with each of these.

- The pupils' awareness of water needs at home and in the wider world grew as did their appreciation of water at home.
- Pupils learned many water facts, in particular from Christian Aid and Self-Help and Oxfam resources.
- The children learned mapping skills and map-reading skills. They learned about countries they may not have heard about previously and they got to find out more about the Domesday Book.
- Children learned about water uses in the past.
- Children's vocabulary expanded - learning about micro-dams, filtering, and irrigation.
- The children got to work co-operatively in groups, in particular on the fundraising efforts and on mini-projects.
- The children are now more open to other cultures and the values of these cultures
- The children accessed the Coolplanet website and studied the photographs in Our World, Our Future development education pack (Irish Aid).
- The children learned that education is key to progress in developing countries.

- Skills the children used included higher-order thinking skills, inferencing, prediction, presentation skills.
- They have benefited from group-work, interviewing and questioning, experimenting, mapping and graphing.

### PUPILS' REFLECTIONS

*"The thing I liked most about the Challenge to Change project was working with Barbara Gill. The whole class had a wonderful time, she told us a lot about Eritrea. Barbara brought a board with a lot of pictures of her working with people. Sadly she died one day later."* Rebecca and Lorraine

*"I learned a lot from the Challenge to Change project but as I learned I had fun. My favourite parts of the project were going to our local water resource and learning about all the different kinds of fish, learning about Eritrea with Barbara Gill and working on the computers."*

*"The highlight for me was learning together and making a difference."*  
Olive

*"When I am older I will join an organisation. I will not forget all the important things I learned."*

*"I'm very glad we did this project because it taught me that it is hard in lots of countries to get clean, safe*

*water. You shouldn't waste water because in developing countries they only have 10 litres a day."* Clare

*"We did a water workshop with a girl called Barbara Gill. Barbara played games and taught us a lot more about the people of Eritrea and their health. The next day we had very sad news that Barbara had a bike accident and died."*  
Sarah

### WHAT WORKED WELL

- ICT presentations
- Groupwork
- The trip to the Demesne
- Using many and various resources to enrich learning experiences
- Creative work - writing poems/raps, stories, reports, reflections, painting and sketching, listening to and responding to music with water as the theme

### WHAT DIDN'T WORK WELL

- Filtering the water from the river and lake!
- The trip to the water treatment plant did not go ahead

### RESOURCES USED

- Oxfam Cool Planet Website
- Christian Aid Water Activity Pack H2 KnOw
- Self-Help website [www.selfhelp.ie](http://www.selfhelp.ie)
- Trócaire at Work - a workbook on the MDGs

- Tipping the Balance - interactive CD-ROM exploring the MDGs
- Our World, Our Future, development education pack
- Planet Aqua Teacher's manual
- Self Help Resource book on water

- A variety of resource books and materials on water
- 

## **LINKAGES**

We linked with our local community: Credit Union, Castlecomer Demesne, Barbara Gill, Self-Help

## **POSITIVE IMPACT ON THE WHOLE COMMUNITY**

The whole school community was involved in a "fruit competition" and the fundraising efforts. The parents, teachers and the wider community saw how the children were interested in and inspired by the project. The local Credit Union donated €250 to our fundraiser. The participating children and school as a whole benefited greatly from participation in this year's Challenge to Change.

*Co-ordinators: Margaret Maxwell, Marie Hughes*

# CHILDREN OF THE UNIVERSE

## PRESENTATION PRIMARY SCHOOL CLONMEL

We decided to

- learn more about other cultures
- learn about the MDGs
- respond to the MDGs through the arts
- help children from other countries settle in our school
- understand Fairtrade and promote Fairtrade products in the school
- share our learning with parents and others in the wider community

### AIMS

- To develop a keen sense of justice, equality and human rights
- To motivate children to enjoy and appreciate creation, people and cultures
- To encourage children to share their time and abilities
- To inform others about the Millennium Development Goals

children to enjoy rhymes, stories, art, craft and drama in their first language.

Fifth Class pupils explained the principles behind Fairtrade to all the other classes. Follow-up activities included colouring the Fairtrade symbol, designing Fairtrade posters, viewing a display of Fairtrade products and sampling Fairtrade juices.

### ACTIVITIES

Fourth, Fifth and Sixth Classes learned about the Millennium Development Goals. They responded to the goals through painting, model making, project work and song. They compiled four poetry books on the themes of love, poverty, hope and peace.

Fourth and Fifth Classes learned about life in the Philippines from a Filipino mother who visited the class.

A Polish Club was held after school weekly to allow the infant Polish

Pupils from Fifth and Sixth classes volunteered to stay for one hour after school for four consecutive weeks to help other children gain experience on the computer. Many of the children who availed of the lessons were children who were learning English as a second language.

### BRINGING THE MESSAGE HOME!

Following the seminar in Kilkenny, the girls in Fifth and Sixth classes performed for their parents and other classes in the school. Their performance included songs for justice



(such as "Children of the Universe), the rap four pupils had written and an outline of the Millennium Development Goals. The Challenge to Change project was on display and parents were treated to samples of Fairtrade juice. A most enjoyable occasion!

## OUTCOMES

- Pupils enjoyed being involved in the project
- New information and skills were learned
- The girls reflected their feelings and understanding through the arts
- Every child in the school was shown the Fairtrade symbol and given samples of products
- The after school computer club was popular and children strengthened their friendships and learned English and computer skills
- The girls spread the message about the Millennium Development Goals to the wider community

## POETIC THOUGHTS FROM THE PUPILS

Each of the girls composed a poem on the themes of love, justice, hope and peace. Here are some samples.

*"Love is the sound of violins playing soft music."* Daisy

*"Love feels like you belong."* Niamh

*"Poverty feels like a hole in my heart."* Roberta

*"Poverty feels like nobody is there."* Emma

*"Hunger sounds like wailing babies."* Jenny

*"Peace sounds like 'let's be friends again'."* Emma

*"Education feels like getting a chance."* Shauna

*"Hope looks like more people being fed."* Robyn

*Co-ordinator: Noelle Lambert*

# LIVE SIMPLY THAT OTHERS MAY SIMPLY LIVE

NANO NAGLE PRIMARY SCHOOL, FETHARD



## GOALS AND OBJECTIVES

- to learn more about the world in terms of injustice, inequality, exploitation and human rights
- to research alternatives to our present lifestyles
- to increase our recycling efforts
- to reduce waste at home and in school
- to focus on a Developing Country and send financial support
- to set up a mini-garden in our school

## TARGET GROUP

Fifth and Sixth Classes with support from the whole school

## **ACTIONS UNDERTAKEN**

- We researched topics such as Slavery, Child Labour, War and Conflict and Care of the Environment using books, atlases and the internet
- We visited the local Farmers' Markets
- Guest speakers to the classroom included Fintan Rice, local organic farmer and Jimmy Trehy, who has worked on E.U. Programmes in the Caribbean and the Solomon Islands and Presentation Sisters who have worked on the Missions.
- We set up a school garden with the help of Fintan Rice
- We presented a DVD on Malawi to all the other classes in our school
- We sent money to Concern

## **SPREADING THE WORD!**

When we returned from the seminar in Kilkenny we presented our project to all classes in our school and to five classes from the local Boys' National School and Patrician-Presentation Secondary School.

## **WHAT WORKED WELL**

Our biggest successes were the visits to the markets and setting up the garden. Presenting our findings to other groups was of huge value. All in all both pupils and teachers felt that this was a great opportunity and very beneficial to the school in general.

## **WHAT THE ADULTS HAD TO SAY**

*"The project touched the whole school community - particularly the viewing of the Malawi D.V.D. It created a more real awareness of the poor in Africa as real people."*

*"I think the girls gained in confidence through participating in the project."*

*"The day in Kilkenny was a wonderful experience."*

*"Sharing information with the rest of the school was a great idea as the students had done a massive amount of research and the experience of telling it over again ensures they understood it and will retain it."*

*"The project was very impressive. Some of the findings in it were very shocking. It was a great eye opener to what is going on in the world around us and created awareness. It was excellently presented. Well done!"*

*"The Junior Infants are definitely more aware of the 4 R's - Rethink, Reuse, Reduce and Recycle as a result of the project and this can be built on in the future. "*

*Co-ordinator: Rita Kenny*

# THERE IS COMMOTION IN THE OCEAN

SCOIL ÍDE, CLONDALKIN



In this project we raised awareness of what a precious gift water is to both human and animal survival. We also studied related environmental issues. Taking a whole school approach to the theme ensured that various methodologies were used in implementing the project at all class levels.

## WHAT EACH CLASS UNDERTOOK

<b>Infants</b>	How animals depend on water to survive
<b>First Class</b>	Ways in which we use and waste water in our everyday lives and how we can save water
<b>Second Class</b>	Water and water pollution
<b>Third Class</b>	Water in Ireland now and long ago
<b>Fourth/Fifth Class</b>	Water issues in Kenya Linking with a school in Kenya
<b>Fifth/Sixth Class</b>	Took responsibility for digital photographs of their work.

Each class got involved in activities that helped them appreciate how precious water is. They also gained a greater understanding of how important it is to conserve water. They also learned how close the link is between water and waste and what a detrimental effect this could have on animal and human life.

Teachers and children really enjoyed the project and found it both interesting and very educational.

When we decided to undertake this project in the school I must admit I was a little apprehensive about how best to organise the project in the classroom and what classes should be involved in it. However, as I explored the theme 'Water and Waste' at a more detailed level I discovered that it was easily integrated into all class levels in a number of curriculum subjects so it was decided to take a whole school approach.

### **WHAT WORKED WELL**

- Having achievable aims and objectives for each class level
- Working within the timeframes given at the various stages
- Taking a whole school approach
- Providing interesting tasks for the children to carry out
- Integrating an African country into the project where the

children could communicate with children from another country

- Pooling of resources among teachers

### **THINGS THAT DID NOT WORK SO WELL**

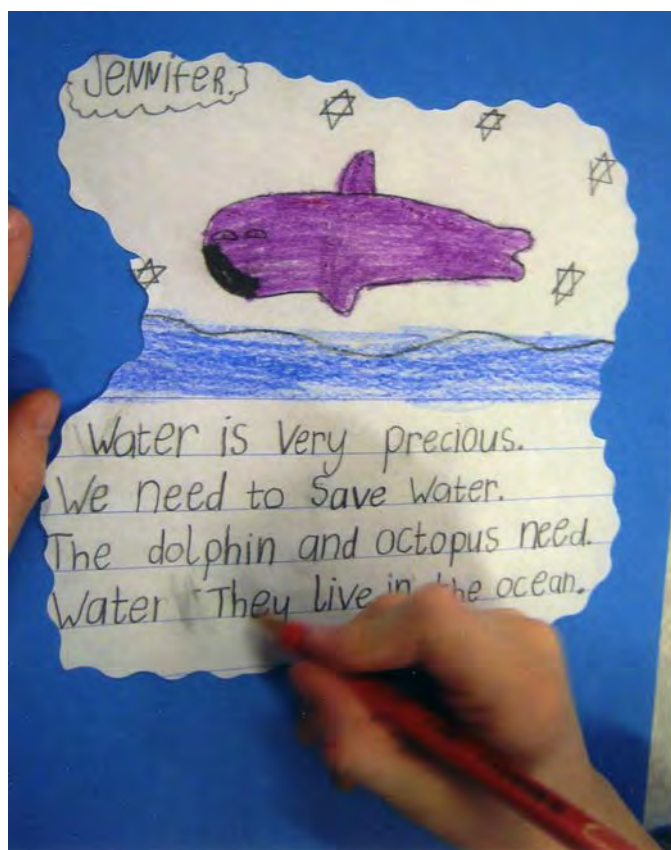
- Staying within the guidelines as the children sometimes wanted to explore other areas of the project
- Communication with Kenya was sometimes difficult due to the recent destruction of the phone lines in the country

Therefore, in conclusion I felt the project was a huge success in the school and it was exciting and interesting to coordinate. I felt it was very beneficial and gave the children an opportunity to look at such a topic from different perspectives. It was very rewarding to hear the children discuss the project in the schoolyard amongst their friends and want to learn more each day.

### **QUOTES FROM THE CLASSES!**

"Its crazy to think our classroom could house five African families."

"It's just not fair that our worlds are so different. I wish we could all have the same."



"This has been the best project everrrrrrrrrrr!"

### OUR TRIP TO KILKENNY

"When we were picked to represent our school in Kilkenny for Challenge to Change we were very proud and excited. When it came to the day we had to be at school very early. We all got a mini bus and left for Kilkenny. When we got to the hotel we had to set up our stall and go into a big hall for all the

projects to be introduced. Our stall was number 4 and we had entitled it "Commotion in the Ocean". Some of us went to a drumming workshop and others went to an Indian workshop while others watched the stall and saw the other projects. We swapped around jobs after lunch. Other projects were on water, human rights, torture, how other people live in other countries and many other topics. Some stalls had competitions and quizzes about their projects. We had a quiz about our project. Lots of people asked about our project and all the girls were delighted to share with them what they had learned. Everyone said that our project was very good and they enjoyed hearing about it. At the end of the day we packed up our stall and came back to the school. We all had a great day, we learned about a lot of new things and we all enjoyed the experience!"

*Róisín and Jennifer on behalf of the girls who travelled to Kilkenny.*

*Co-ordinator: Audrey Dempsey*

# CELEBRATING CULTURAL DIVERSITY

## ST. JOSEPH'S PRIMARY SCHOOL MOUNTMELICK

The theme we choose for our project was Cultural Diversity as there are girls from many different countries in our school. We feel very privileged to have girls from China, India, Spain, Poland, Nigeria, South Africa and Hungary as part of our growing school. The girls had great fun researching information on the various countries through the internet, books and encyclopaedias. Without a doubt it has increased their awareness and appreciation of cultural diversity, cultural interdependence and cultural interconnectedness.

### GOALS AND AIMS

- To increase the children's awareness of other cultures within the school
- To learn about different cultures
- To appreciate different traditions, religions, languages of other countries
- To develop an appreciation of interconnectedness and interdependence

### TARGET GROUP

Fifth and Sixth classes with a display for the whole school

For this project we focused on the following countries:

<b>Sixth Class</b>	India	China
	Kazakhstan	Hungary
<b>Fifth Class</b>	Poland	South Africa
	Nigeria	Spain

- Language - culminating in our production of 'The Essential Booklet'
- Food - culminating in our production of 'Our Recipe Book' (We also researched the availability of ingredients in local shops)
- Homes

### TASKS

We concentrated on the following specific topics:

- Geographical facts
- Political system governing each country
- Customs and traditions
- Religion
- 

### OUTCOMES OF THE PROJECT

- Children discovered many new things about different countries
- We enjoyed tasting other dishes from other countries
- We loved designing and making costumes for their dolls
- The children learned to say "hello" in other languages

- The children developed skills such as group work, computer skills and presentation skills

*"The kids had a great time investigating their country on the internet. The project was great for developing group work skills." Ms Boland*

*"This was a brilliant project and was really fun. We learned a lot about different countries and how we should appreciate different cultures." Gráinne*

*"It was a great experience and it taught us how much we depend on other countries. We learned to respect other cultures and I would love to visit some of these countries." Katie*

*"I thought this project was amazing. It was such a brilliant experience to learn about and appreciate the lives of other people." Ailish*

*"I thought this project opened everyone's eyes, we saw how much we depended on other countries in the world. This project was very interesting and I would love to do something like it again." Amanda*

*"This project gave the girls a fantastic opportunity to get to know and appreciate many different cultures and traditions throughout the world. It created an excellent atmosphere in the classroom." Ms Phelan*



Parents also enjoyed getting involved in the project by cooking a variety of dishes from the different countries we studied. The girls had fun compiling "Our Recipe Book" which features various dishes from around the world. Our photo features Paprika Chicken, Onion Dip, Chicken Kiev, Cold Vegetable Soup.

Fifth class girls made traditional dresses in art class. They had to design and make a costume for dolls. They made a traditional Irish dancing dress, traditional Polish, African and Spanish dresses. The dolls looked beautiful in their new costumes!





## POSITIVE IMPACT ON THE WHOLE COMMUNITY

- The project created a positive impact on the children from other classes as it was displayed in the school
- Parents were able to come into the school to view the project and see the wonderful work being done
- Parents are now more aware of the amount of different cultures in the school
- Articles and pictures were sent to local papers to tell everybody about the wonderful project that was done by the pupils

Inspired by Martin Luther King's famous quote: 'Before you have finished breakfast in the morning, you've depended on more than half the world' we decided to survey where our shoes were produced and here are the results for a class of 30 girls -

China	Ireland	Indonesia	Vietnam	England	Thailand	India
7	5	6	6	3	2	1

This simple exercise (which integrated so well with Maths) proved very definitely to the girls the wisdom of King's words.

*Co-ordinators:*

*Pauline Phelan, Elaine Boland*

# THE BALANCE SHEET

## ROCKFORD MANOR PRESENTATION SECONDARY SCHOOL BLACKROCK



### THE TITLE!

When we first decided the title of this project we were unaware of the various meanings it would have in this project. The idea originated in terms of the business and accounting world and how credit and debit must balance and obviously in terms of the project not everything adds up. We explored how we as a developed country enjoy human rights compared to those in developing countries.

### FOCUS ON ZAMBIA

We decided to focus on Zambia, especially as we were aware that the Presentation Sisters work there. There is an extreme lack of balance between developing and developed countries. There are differences between so many aspects of life in these countries from abuses of Human Rights to the differences in life expectations.

## TARGET GROUP

The target group consisted of two Transition Year classes. This group was selected as next year nine of these students will get the opportunity to travel to Zambia to work with Presentation Sisters in Kaloma as part of an immersion programme.

## AIMS AND OBJECTIVES

- To gain a greater understanding of human rights and justice
- To discover the impact of our changing world
- To develop a deeper awareness of global inequalities
- To discover how human rights and justice are violated at home and abroad
- To create an awareness of these issues throughout our school community
- To highlight these issues through awareness activities which also reflect the Presentation Ethos within our school

## ACTIONS UNDERTAKEN

- We undertook research on the internet
- We created awareness about Human Rights around the school. A group of Transition Year students made a presentation to a class of First Years and carried out various classroom activities about human rights and justice and the organisations that

promote and protect human rights around the world.

- These First Years then informed other students in the school about International Human Rights Day and Martin Luther King Day
- We have also taken part in a petition on behalf of Comhlámh, a member of Trade Justice Ireland. It was hoped that through this petition we would stop the unfair trade deals in Africa when poor producers are forced into direct competition with rich nations.
- Our history and IT teachers played 'The Trading Game' with us. It showed students how unfair trade is and highlighted that inequalities exist in the workings of the World Trade Organisation. This was highlighted through the lack of availability of paper, pen, money and computers. Interestingly students enjoyed this class which produced quite a heated discussion! A Powerpoint presentation of this game was displayed in Kilkenny on the 10<sup>th</sup> May.
- In order to explain the learning concept behind this game in Kilkenny, we played a similar version of the game through organising a human rights auction with visitors to our stand. Once again we were creating awareness of how trade between developed

and developing countries works today and just how unfair it is.

- Finally whole school awareness regarding the obvious inequalities between Ireland and Zambia was created through displaying information at the main entrance of the school.

## LINKAGES

- First Year Classes
- Comhlámh, a member of Trade Justice Ireland
- We also arranged a visit from Father Reynolds, a priest who has worked in **Zambia** and **Malawi**. This gave us an insight into life in Zambia through story telling and photographs. He also brought us gifts such as an African wooden face mask and a wooden bowl.
- We learned about the work of Presentation Sisters in Zambia through the **International Presentation Association**.
- Sr. Josephine Berry spoke explained to us the work involved in preparing for our **Global Education Experience Project (GEE)** to Zambia next year. She showed us pictures of where we will be working, what kind of work we will be doing and some practical information on safety, health, packing.

## OUTCOMES

- By using the comparison between Ireland and Zambia, we were able

to make the learning 'real'. We know what we have (money, food, shelter, health education and luxuries) and what we don't have.

- For many of us it created an interest in being chosen for the forthcoming trip to Zambia.
- For those of us who will travel to Zambia, we will certainly not travel ignorant of what we are about to encounter.

## WHAT WORKED WELL

- Initially we discovered as a group how little we knew about Zambia. However the information which we have collected since changed this.
- The Title!
- We displayed the project at our Transition Year Exhibition Night. Various members of the group spoke to parents about the work involved in our project and our upcoming trip to Zambia.
- Writing in the Transition Year Book many students quote their trip to Kilkenny and their involvement with the Challenge to Change Project as the highlight of their year!

## POSITIVE IMPACT ON THE SCHOOL COMMUNITY

- We rose to the Challenge to Change. As a result there is a heightened awareness of the needs and rights of others

particularly those in developing countries.

- The school community became more aware of the lives of people in Zambia.
- We had a fantastic day in Kilkenny. We gained a lot of ideas and insights into how other schools organised and ran their Challenge to Change Projects. It was interesting to see the mix between primary and post primary and the creativity involved.

### **CONCLUSION**

- The two Transition Year groups would like to extend a special word of thanks to the whole school community for their interest and efforts throughout the project. We would also like

to thank the Presentation Education Office and NGOs.

- We are planning to send nine of the present Transition Year students to Zambia for 10 days in May/June 2008.
- We are planning a number of fundraisers.
- During our project we came across the phrase "Rights not Charity" (80:20 Development in an Equal World). We believe that our work in Zambia may be far more beneficial than financial contribution. This year we have been challenged to take action in order to make a positive impact.
- Finally, we truly believe it will take much longer to achieve a world where both sides of "The Balance Sheet" truly balance.

*Co-ordinator: Nicola Honan*

# FAIRTRADE – NELLA FANTASIA?

## SCOIL AONGHUSA STRADBALLY

### GOALS

- To learn about Fairtrade and how it affects people in developing countries
- To create an awareness among ourselves, our school community and the wider community about Fairtrade and the thinking behind it
- To highlight the impact of unfair trade on workers in developing countries

### AIMS

To develop a sense of social justice and empathy and to realise that each person can make a difference.

### TARGET GROUP

Ourselves, our school community and the wider local community

### ACTIONS UNDERTAKEN

- School Survey in December and April
- Monthly Fairtrade competitions with Fairtrade prizes, e.g. bars, Easter eggs
- Letters were written to local businesses asking them to consider using Fairtrade products
- Fairtrade noticeboard was set up in our school hall
- Fairtrade posters were designed and displayed around the school
- Fairtrade story and rap were composed telling it from two very different angles
- Fairtrade hamper was created and raffled at school Christmas Raffle
- We listened to our title piece of music, **Nella Fantasia** and responded by drawing pictures of a perfect world in our fantasies.
- Each class displayed a laminated copy of the Fairtrade logo
- We watched the "Banana Split" CD and sourced information on Fair trade from the Internet

### REACHING OUT

- Fairtrade information packs and sample packs of tea and coffee were distributed to Mr. Hickey, Mr. Ashe (Principals of local primary schools) and our Parish Priest Fr. O'Connell
- Fairtrade posters were displayed in the church porch and weekly information slots on Fairtrade were included in the Parish Newsletter
- Tee-shirts with the Fairtrade logo were printed for our class
- Four students visited local business with Fairtrade information packs and tea and coffee samples, asking them

to consider using these products. The school Principal, Mrs. McArdle, accompanied the pupils on their visit. A few weeks later these businesses were contacted and asked if they were still using Fairtrade products and would they consider using them on a more permanent basis. A very positive response was received from all businesses involved. These businesses included: Margaret Cronin - Hairdressers; Bernie Whelan - Hairdressers; Stradbally Ladder Ltd.; McKeon Stone; Stradbally Farm Services; Pat Deegan - Engineering.

- Twelve pupils and the school Principal attended the launch of Portlaoise as a Fairtrade Town on 2<sup>nd</sup> March 2007. They wore their tee-shirts and performed the rap.
- We invited students from Scoil Chríost Rí to speak to us. These students had been involved with the launch of Portlaoise as a Fairtrade Town. Sr. Barbara Rafferty, a strong advocate of Fairtrade, also visited us and lent us great support.
- We created a Powerpoint presentation on Fairtrade.

### **WHAT HAS WORKED WELL**

- Getting local businesses involved
- Linking with other subject areas: Science - circuits; Music - Nella Fastasia, English - letter writing, raps and stories; Art - designing posters; Geography - world map to locate the origins of Fairtrade

products; Maths - carrying out whole-school survey

- Computer and research skills
- Composing and presenting the rap and story
- Inviting guest speakers who in turn invited us to the launch of Portlaoise as a Fairtrade Town
- Having prizes - Christmas Raffle, Easter Eggs and monthly draws (all Fairtrade prizes)

### **LINKAGES MADE**

- Students involved in Fairtrade projects in Scoil Chríost Rí, Secondary School, Portlaoise
- Sr. Barbara Rafferty
- Local Businesses
- Renwick Rose from Windward Islands
- Fairtrade packs sent to local schools and businesses

### **POSITIVE IMPACT OF THE PROJECT ON THE WHOLE COMMUNITY**

- Our school community is more aware of the Fairtrade logo and products
- Local businesses have given a very positive response to using Fairtrade tea and coffee
- Children are aware of which local shops sell Fairtrade products and are requesting other shops to stock these products.

## **A STUDENT'S RESPONSE TO THE SEMINAR**

*"I thought all of the stands were really, really good and interesting. There were a lot of things in the project that we didn't think of in our project, **Fair Trade Nella Fantasia**. I also thought that the Indian Culture workshop was interesting. I enjoyed meeting people*

*from other schools and talking about our projects. Everybody was kind and nice to us and they enjoyed our project and we enjoyed theirs. We were very tired at the end of the day but everybody had a great time. So thank you for a great day!!!*

*Co-ordinator: Deirdre Costello*



# WHAT PRICE IS ON THE LABEL?

## PRESENTATION SECONDARY SCHOOL THURLES

"Shop till you drop", is an activity embraced wholeheartedly by the young and not so young people of Ireland today. Our appetite for cheap clothes and designer labels is insatiable. High street shops lure us with slogans promising lower prices and the much sought after latest fashion trends and styles.

Our Transition Year students embarked on a research project and found out the background to the real price of low cost goods and the more expensive branded fashion wear.



### GOALS AND OBJECTIVES

- To explore the many forms of injustice and exploitation of workers in factories and sweatshops
- To learn about the effectiveness of campaigns which draw attention to such injustices
- To compare the prices we pay for items of clothing and footwear relative to the percentage of manufacturing costs allocated to wages
- To examine Irish labour laws and the protection they offer to our workers relative to illegal treatment of workers in low cost economies
- To study the attitude of the Olympic movement to the production of sports wear and corporate apparel for the Olympic Games
- To draw attention to the unconscionable level of sponsorship enjoyed by many sports celebrities

### ACTIONS UNDERTAKEN

Through the use of the internet we gathered and analysed data relating to the working conditions in clothing factories. A lot of information was available on the websites of well known organisations such as Concern, Oxfam, Clean Clothes Campaign, Ethical Trade, Corporation Watch.

We accessed news reports on these campaigns and then studied the responses of multinational companies to the accusations made against them. We noted that some companies, e.g. Nike, did indeed make attempts to clean up their acts as a result of this 'blighting' of their image by negative publicity. Unfortunately it is difficult to prevent continued exploitation of home workers who earn a pittance doing piece-work farmed out by unscrupulous middle-men.

We studied the mission statement of the **International Olympic Council** and compared this to the lack of 'fair play' for the workers who produce vast quantities of sportswear for the Olympic Games. We wrote to the President of the Olympic Council of Ireland and called on him to undertake that the members of the Council would do all in their power to ensure that workers' rights are upheld by the International Olympic Council in the run up to the Beijing and London Games.

Relevant articles in newspapers and magazines gave us further information for our project, especially with regard to sponsorship.

We attended a one day seminar on **Child Labour**, organised by Concern. Our participation in workshops helped us with the formulation and presentation of our findings for our project work, including the use of drama and shadow puppetry.

We made a narrated slide show depicting the plight of garment workers in China and Bangladesh. We presented our findings to all the junior classes and some senior classes and used our video and a shadow puppet show to spread our message. We showed a video on Wal-Mart to explain how a multi-national paints a glowing picture of its contribution to the 'American Dream' while its exploitation of workers ensures its profit margins.

We wrote up our findings in book form and it is now available in the school as a resource.

We mounted a display of our findings on a school notice board and displayed our work for the Transition Year graduation night.

### **CONCLUSION**

- We learned a lot of disturbing facts about the many injustices suffered by workers in the clothing industries
- We saw the value of raising public awareness and challenging multi-nationals to respect internationally recognised labour laws
- We hope we have had some success in spreading the message about injustices in the clothing industries in our own school and in the wider community
- We feel challenged to change our own attitude to buying cheap clothes and designer labelled clothes
- The project has been a valuable part of our Transition Year work.

*"We not only discovered a lot about the exploitation of workers and unfair trading practices but also learned a lot about ourselves. We enjoyed the challenge of raising awareness about child labour and felt good, knowing we had made a difference, no matter how small." Niamh and Aileen.*

*Co-ordinator: Bridget Jones*

# FROM BOGOTA TO DUBLIN – THE UNSAVOURY TRUTH

## PRESENTATION SECONDARY SCHOOL WARRENMOUNT

### GOALS AND AIMS

- To investigate and chart the journey of the coca leaf from one source (Bogota) to one final destination (Dublin)
- To explore the impact of the drugs trade on the environment and on the people involved in the various processes
- To educate the school community on the group's findings through a variety of media (display, music and slide show). This was showcased in our celebratory concert which closed One World Week.

### OBJECTIVES

- Students will be able to explain the journey of the coco leaf from Bogota to Dublin
- Students will learn about Columbia and be able to identify the climate and soil conducive to the drugs trade, the misuse of natural resources and unsustainable land use fuelling the production of drugs and the myriad of injustices caused by the drugs trade
- Students will be able to discuss and explain how drug prohibition takes place within organizations such as the Gardai and the Irish Naval Service
- Students will prepare and present their findings using a series of media to communicate their findings to the school community

### TARGET GROUP

- Second Year students in the subject areas of CSPE and Geography led this project
- Students developed their project with the school community in mind. They wanted to create visual displays that were not too long-winded and wordy, but eye catching and informative.

### ACTIONS UNDERTAKEN

The process was cross-curricular and used a variety of learning styles and methodologies.

- Students invited Lt. Stuart Armstrong from the Irish Navy to give a talk on the role of the Irish Navy with particular reference to drug interdiction.
- Nicole O' Rourke facilitated a number of very enjoyable drama workshops on themes relating to the project.

- A group of Gardai from the SPHE Support Team were invited to the school to speak about the different types of illegal drugs, how they are transported into Ireland, the effects that they have on people who take them and the legal implications for those involved in the drug culture.
- Students read books, spoke about topical issues in class time and researched information and topics on the internet. The students paired up and developed some posters to display what they had learned about drug transportation, the economy of Columbia, violence in Columbia and the impact of the left wing paramilitary group FARC. They also learned much about the injustices and havoc drugs wreak on often the most vulnerable people in our world.
- Students displayed projects on display boards and in the school hall for the final celebration of our school's multicultural One World Week. Powerpoint presentations were designed by students to showcase their findings for the school community in the hope of challenging them to explore their understanding of the drug culture and the many injustices that result from such trafficking.
- Senior students watched a theme related film called **Maria Full of Grace** about drug trafficking and the injustices that affect so many innocent people

## LINK WITH CAMPUS AND LOCAL COMMUNITY

- We hope to show **Mary Full of Grace** to the adults in our school community, inviting in a guest speaker to facilitate a pre-show workshop and post-show discussion.
- Our Sixth Class primary school pupils and invited guests joined us for a showcase of the students' work on the final day of our **One World Week**.

## OUTCOMES

- Students learned much about the coca plant, the drugs trade and resultant injustices in both Bogota and Dublin.
- Students further developed their interpersonal and intrapersonal skills and learned about the benefits of teamwork.
- They also developed their self-confidence in presenting their findings to the school community, both at **One World Week** and the **Challenge to Change Seminar** in Kilkenny.

## WHAT HAS WORKED WELL

- Cross-curricular work
- The positive and open attitude of the school community. The management and staff were all very supportive in helping to develop ideas, set goals and in particular, work to a timeframe.

- Use of I.T. skills to develop two superb slide presentations which could be used as teaching tools

### **AREAS TO DEVELOP FURTHER**

- Increased levels of parental involvement
- Improved networking with Presentation Justice Network and Presentation Schools abroad
- Continue to further develop links and involvement at the planning stages with Warrenmount Primary School, Warrenmount Adult Education Centre and community, voluntary and statutory agencies.
- Plan to start the project even earlier next year
- Establish a link with Columbia or a solidarity group here in Ireland

### **RECOMMENDATIONS**

- Quality time spent planning with a representative group of parents, pupils, staff and the wider community, to focus planning and address the goals set
- Further staff involvement at the planning and implementation stages. Cross-curricular projects and

preparatory work is essential to the success of this venture.

- Interactive dynamic facilitators drawn, where possible, from the school and local community

### **CONCLUSION**

This project provided us with an opportunity to work together and challenge people to change their perspectives and views. Together, we realized that we have huge influence in positively shaping our future and that we can contribute to making our world a just world for all.

We are indebted to Presentation Education Office, School Management and all the partners involved in Warrenmount Campus, for facilitating this exciting project. We look forward to embarking on another successful project in the next school year.

*Co-ordinator: Gwen Brennan*

# GOATS FOR AFRICA

## PRESENTATION PRIMARY SCHOOL WATERFORD



### AIMS

- To raise money to fund the delivery of in-kind goats to families in Tanzania
- To make the children aware of how blessed they are in comparison to children in other parts of the world who are denied an education and have to work to support their families. To this end we participated in the **Send my Friend to School** campaign.
- To motivate the pupils and their families to do something practical - to make a difference
- To allow the older children gain experience of planning, organising and participating in a group project

### ACTIVITIES

The school has participated in Bóthar na nGabhar for the last seven years so everyone in the school is by now well versed in the "hows" and "whys". We decided to have Bóthar Week, one week of frantic activity, just before the Easter holidays.

Bóthar sent us posters, pictures and their new DVD in January. Each class was visited. The girls were reminded of what we were going to do and why we were doing it. A letter was sent to each family at the beginning of Lent, asking for the parents' help and support. The letter also asked the parents to encourage their child to save pocket

money during Lent as we wanted the children to contribute from their own resources. We are also mindful of the fact, that some of our families would find it difficult to give money to their children during **Bóthar week** without advance notice.

The week before our Easter holidays was devoted to Bóthar. We held five cake sales (thanks to all the mummies, nannies and occasional daddy), jumble sales, book and toy sales. The Sixth classes modelled their confirmation clothes and two classes combined to put on a brilliant Talent Show. There were several raffles and the final event, on Friday morning, was the Great Easter Egg Raffle. Each class picked a name for "their" goat. We also emailed pictures and an account of our efforts to the Bothar website. A cheque for €1,770 was sent to Bóthar.

### **CAMPAIGN TO END CHILD LABOUR**

The whole school participated in the **schoolisthebestplacetowork** campaign. This is a worldwide campaign to end child labour and make primary education available to every child in the world by 2015. April 23<sup>rd</sup> - 29<sup>th</sup> was **Global Action Week** and the whole school participated. We got lovely posters from Concern and there were several

websites we could access with stories of child labourers and schools in other parts of the world. Then we made and decorated paper dolls. On Thursday 29<sup>th</sup> April we took our dolls out into the yard and photographed them. The photo was emailed to ActionAid who coordinated the campaign. The older girls studied the stories of individual child labourers and made the connection between raising a family's income and children getting an education. We displayed our dolls on a notice board.

### **OUTCOMES**

- We raised enough money for six goats. This brings our herd in Tanzania to thirty-four.
- The girls learned a lot about the connection between income and education.
- Feedback from parents, teachers and the girls themselves has been very positive.
- The eight girls who went to Kilkenny thoroughly enjoyed their day and learned a lot from the other participants. Challenge to Change has been a very successful educational experience for everyone involved.

*Co-ordinator: Catherine Kinsella*

# ENERGY - CHANGING ATTITUDES IN THE TWENTY FIRST CENTURY

## BUNSCOIL BHÓTHAR NA NAOMH LISMORE

While the title suggests that the project was very much centred on life within our own society, there is a much broader reason for this project. We have, over the past number of years, while studying the lives of children in other countries, realised that having enough resources to live happy, healthy lives is often outside their control. Globalisation means that we can get any resource we want....from foods like strawberries in December, to fuel for our cars, as long as we have enough money to pay for it. If we have money, and someone else doesn't.....then we are provided with what we want, while they often do without.

We decided to look at our intake of resources and see was there any way we could reduce that intake. The big word for this is **Ecological Footprint**, which along with other more familiar names such as **Carbon Footprint**, have become the "in-words" for the new millennium. Our next problem was to find a way to explain all this to children aged between 4 and 12. And so the story of **The Farm, The Fields, and The Cows** was born.

### TO PUT IT SIMPLY .....

Imagine the World is a farm, each field is a country, and the grass is that country's natural resources. **OK?**

**The World - The Farm**

**The Countries - The Fields**

**The Natural Resources - The Grass**

Then imagine that the cows are each country's population (The People)

Now each cow (population) has a lovely field that has enough grass (resources) to keep those cows (people) happy and healthy...

But some cows need more grass than their field can provide. They eat all the grass and dump their waste and they want more ... so they take more.

The cows (population) of countries, like the United States of America, need 10 fields to provide enough grass and space (resources) for them to be happy.

In Ireland, we, on average, need 6 fields to provide for the needs of our cows.

**So what happens the rest of the cows? Where do they get their resources to provide food and fuel to**



live happy, comfortable lives? Will there always be enough grass (resources) or will it run out someday?

We measure our **Ecological Footprint** by measuring, on average, how much we consume. The World (the farm) has only a limited number of resources that should, in a fair world, be divided equally among us all.

*But this is not a fair world and that does not happen.*

So our project looked at ways to reduce our consumption and thereby reduce our Ecological Footprint. It is hoped that by taking part in this project the children realise that we do not have to take more than our fair share. Not an easy task for primary school children. But even small steps, and an increase in awareness of our consumption, will have an effect in the wider community.

Our year began with a survey of each class. Each class had to take note of their energy use. Once the results were recorded, each class teacher set up a committee of students that aimed to improve energy use in each classroom, by ensuring lights etc. are turned off when not in use.

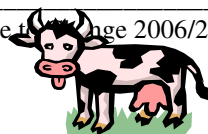
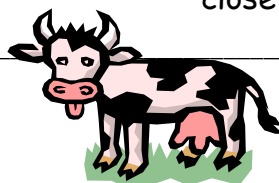
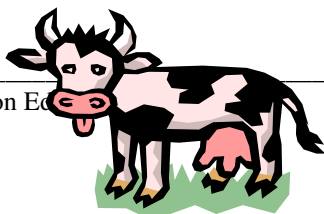
Next we decided to spread the word and include the children's homes in our survey. Each child in the school took

the survey home, to be filled in with the assistance of their parents.

There was a great response from the parents with over 90% of them filling in the survey and returning it to school. The results were collated and suggestions were provided for parents to improve the energy efficiency of their homes. One household, on realising that not all their windows were draught proof, ordered new windows to replace two existing draughty ones thereby increasing the energy efficiency of their home.

In conjunction with this project, the Green Team in our school, headed by Mrs. Lonergan, applied for the **Waterford County Council Green Flag Award for energy awareness**. The school had to provide proof that it had reduced its energy consumption within the last school year. We are delighted to report that Mrs Lonergan and her team passed with flying colours and were awarded the Green Flag in a ceremony in Cork.

We also took part in the **Power of One** challenge. Using materials provided by the **Department of Communications, Marine and Natural Resources**, each class recorded how they were doing in terms of conserving energy. The younger children were very enthusiastic about being awarded a sticker each day they remembered to turn off lights and close windows.



We also had to introduce the children to alternative sources of energy. We are an island nation with very few natural energy resources. Therefore in the future, their future, we will need to look at alternative sources of energy.

Junior Infants First Class	Sun and Solar Power
Senior Infants	Greenhouse Effect
Fourth Class	Insulation methods
Fifth Class	Turbines
Sixth Class	Greenhouse Effect and Wind Power

*"The sun gives us electricity and light. But if we have too much, the plants would die and we would get sunburn and cancer."* Eoin, age 6

*"It dries cows ... when it rains it dries the cows. And it can grow your flowers. And if it's raining the clothes get wet and the sun can dry them. If you have no energy you die."* Tadhg, age 4

*"I had great fun because we all worked together."* Erin age 7

*"The black got hottest. So black clothes attract heat from the sun."*  
Lisa, age 7

The teachers were provided with a number of experiments, each designed

to introduce the children to an alternative energy source, or to tell them about the effects we are having on our planet. To help the children understand what our resources are and how we use (abuse) them, we linked with **Enfo** who provided the school with a number of wonderful displays that we have put in our hall. They also sent a speaker to talk to the children from Fourth to Sixth class, about the effect of people on our environment and ways in which we can go about changing the negative impact. Other sources of material and assistance were provided by the **Department of Communications, Marine and Natural Resources**.

It is hoped that the effect of our project will continue to ripple out into the community through the children. They are very enthusiastic about "saving energy" in school so we hope this will also have an effect in their homes. They then, as they grow older, can make informed decisions about their consumption levels.

*Co-ordinator: Deirdre Murray*

## **FROM OUR WORLD TO YOURS**

### **PRESENTATION SECONDARY SCHOOL LISTOWEL**

Our project, led by Transition Years, was concerned with raising awareness about the cultural identity of young people in a school in Peshawar in Pakistan.

#### **TARGET GROUP**

Our target group included the whole school community, with a particular emphasis on First and Second Years

#### **AIMS AND OBJECTIVES**

- We informed ourselves and others of everyday life issues in Pakistan.
- We looked at areas such as education, lifestyle, religious beliefs, food and clothing, in this mainly Muslim world.
- As the school in Pakistan is situated in a very disadvantaged area, fundraising was also part of our objective.

#### **WORK UNDERTAKEN**

- We set up an information notice board on Pakistan in the social area
- We designed candy cane cards and sold them for Christmas
- We fundraised by organising a bake sale and a fancy dress competition
- We invited speakers who had been to Pakistan to come and talk to the class
- The school community was kept updated on our progress through the school yearbook
- We prepared peer education classes for First Years
- We planned and held a Pakistani Dress Day, where some of our class dressed in traditional clothes

*Coordinator: Breda Carmody*

# CARE OF THE EARTH

## PRESENTATION PRIMARY SCHOOL MOONCOIN

### AIMS

- To raise awareness of Fairtrade in our school and in our homes
- To examine the effects of child labour in developing countries and how Fairtrade can help
- To promote waste management in our school through reducing, reusing and recycling.
- To create eco-friendly fashion from recycled goods collected in school

### WHO WAS INVOLVED?

- All classes from Junior Infants to Sixth Class
- Visitors to our classroom. (Guest speaker Daithí Ó h-Aodha)
- Teachers and SNAs and Secretary
- Caretaker
- Local supermarkets
- Our families

### WHAT WE DID

All pupils were involved in making eco-friendly fashion. Firstly we collected different materials that we could re-use to make clothing and accessories. This included cardboard, aeroboard, leftover crêpe and coloured paper, sweet wrappers, plastic bottles, egg cartons, newspapers etc.

### Each class concentrated on one area of fashion

- Fifth and Sixth classes made dresses, skirts and tops
- Third and Fourth classes made hats and shoes
- First and Second classes made jewellery and handbags

- Junior and Senior Infants made picture frames to display photographs of the finished pieces

Each class also began using a compost bin for recycling things that could not be used in our fashion project. Boxes were placed in each classroom to put leftovers in that could be used again. We held an eco-friendly poster competition to promote recycling. All posters had to be created from recycled items.

Fifth and Sixth classes learned about **Fairtrade** and **Child Labour** in the developing world. We conducted surveys in school, at home and in local

supermarkets to see how much people actually knew about Fairtrade and to raise awareness of it.

We signed petitions to stop child labour and wrote letters to various Government agencies and local politicians urging them support the **school is the best place to work** campaign.

Using the information we learned about Fairtrade and Child Labour we created projects, art work and poetry to promote Fairtrade in our school.

## **OUTCOMES**

- We have become more environmentally conscious and reduce, re-use and recycle as much as we can
- We have set up a Green School committee to help pupils and teachers to cut down on waste and recycle things that can be used again
- We created eco-friendly fashion
- We have learned about Fairtrade and raised awareness in our school and in our homes
- We enjoyed taking part in the Challenge to Change project and will continue to promote recycling and Fairtrade

## **In the words of the experts!**

**"Challenge to Change has taught me a lot about recycling. People around Ireland burn and dump their rubbish without checking if it can be recycled. People should look at labels to see if it can be recycled and re-use things to reduce waste."** Hayley

**"I realise how lucky I am to have a good education and be fed well. I have learned that 5.7 million children are forced to work in horrible conditions to pay off their parents debts."** Natasha

**"Challenge to Change has really opened my eyes. I did not know that child labour still existed in so many parts of the world"** Annie

**"I enjoyed learning about Fairtrade. Now every week when I go shopping with my parents we try to buy Fair Trade products like bananas, coffee and tea."** Christine

**"This project has taught me a lot of new things. Everyday I treasure what I have and how lucky I am. Now when I go shopping I always look out for the Fairtrade label to ensure that third world farmers get at least 10% of the profit."** Stephanie

*Co-ordinator: Suzanne Halley*

# TORTURE TODAY

## PRESENTATION SECONDARY SCHOOL BALLINGARRY

### AIMS

- To raise awareness about the problems of torture in our world today
- To learn about the countries still using torture as a form of punishment
- To lobby on behalf of prisoners of conscience
- To set up an active school branch of Amnesty International
- To present a project to highlight visually the harsh and cruel reality of torture

### TARGET GROUP

We all got involved in groups and we undertook different aspects of the project. One of the groups looked at human rights. A second group researched Amnesty International. A third group did the artwork. A fourth creatively dressed a mannequin for our display. A fifth group worked on a survey which questioned people's attitudes towards torture and their results were presented on bar charts.

### ACTIVITIES

One powerful aspect was our link with Amnesty International. Agnes Murray came and visited our school. Her presentation was shocking, informative and highly challenging. It was the inspiration we needed for our project.

The reaction to our project was excellent. Parents at our Sixth Year Mass commented on it as did parents of Third and Fifth Years.

As a class we really enjoyed doing this project with our teacher Mrs. Regan. It gave us a fantastic insight into an issue that can be hidden. Many of us are keen on remaining members of Amnesty International.

Thank you for providing us with this challenge and we hope that we will be involved with raising awareness of another issue next year.

*Mrs. Teresa Regan*  
*Coordinator*



*Ms. Hollie Gilson*  
*Class Representative*

# MANY RICH CULTURES, ONE HAPPY SCHOOL

## PRESENTATION PRIMARY SCHOOL WARRENMOUNT

*This project is an extension of last year's initiatives and involves a variety of cross-curricular activities to emphasise how diverse cultures enrich us all.*

### AIMS AND OBJECTIVES

To promote a positive multicultural school environment by

- Building on work on fair play in class and yard started last year
- Empowering the staff and students to respect and appreciate difference in their day to day interactions
- Increasing awareness of the many diverse cultures in the school by holding a multicultural day on the 14<sup>th</sup> March

### TARGET GROUP

Senior school girls from Fourth to Sixth Classes

### WORK UNDERTAKEN

- **Many Rich Cultures One Happy School Welcome Board.** Children from Junior Infants to Sixth Class drew a portrait of themselves. These were

displayed in the entrance hall with the word "WELCOME" written in the languages represented in the school.

- **Flags around the World Display.** This was on display in the language classroom.
- Christmas Show "The Twelve Days of Christmas" was a great success and promoted inclusion of all pupils from Fourth to Sixth Classes regardless of background or beliefs
- **DVDs** demonstrating yard games were created and distributed to all classes

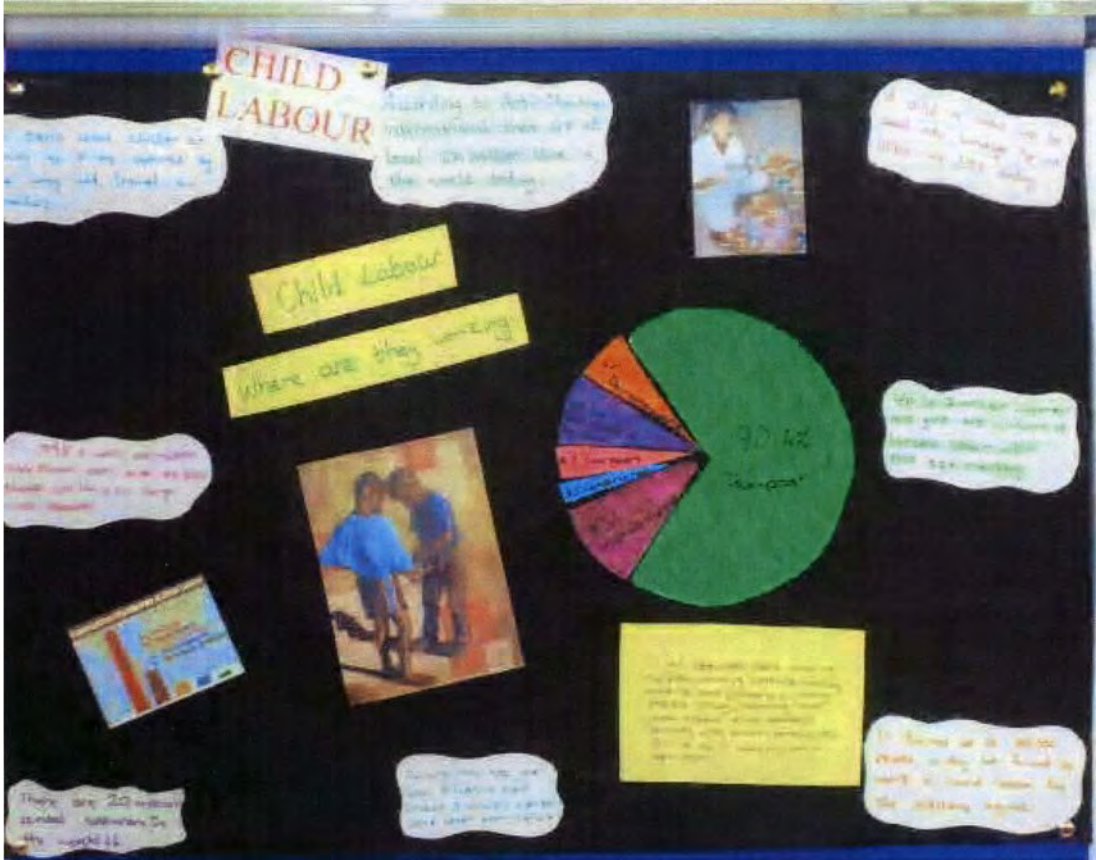
### LOOKING TO THE FUTURE

We hosted a **Multicultural Day** in the school hall on the 14<sup>th</sup> March. This event involved the pupils from Fourth to Sixth Classes under a number of different headings including Art Work from around the world, Dance and Song, Foods from Other Lands, Story, Audio-Visual Presentation from international pupils.

*Coordinator: Aileen Clarke*

# SLAVERY IN THE FREE WORLD

## PRESENTATION SECONDARY SCHOOL LUCAN



### AIMS

- To examine all aspects of slavery in our so-called "free" modern world
- To study aspects of the topic including human trafficking, child soldiers and slave labour

We hoped that all students would have a better understanding of slavery, including types of slavery that exist today, the effects of slavery on the people involved and how students can help the slavery issue by buying Fairtrade products.

### ACTIONS UNDERTAKEN

- The students researched different types of slavery, the countries involved in human trafficking and slave labour, the companies that use slave labour in production and the effects of war on child soldiers.



- We watched two videos - one called **Stolen Childhood**, documenting the work of children in various countries and also a documentary on child soldiers which clearly highlighted the effect of being involved in war has on children.
- We invited two guest speakers into the school
  - Paul Gogarty TD spoke to us about No Logo Day
  - Sr. Rita Menehan from the organisation **Trafficking in People** also spoke to us
- We held a Fairtrade coffee morning for the staff during which teachers were invited to taste tea, hot chocolate and biscuits - all produced in a fair way.
- The students made various posters outlining facts, figures and statistics on slavery.
- We then held an Information Day for students from First to Sixth Year, where they were invited to learn from the display.
- We also showcased this display at our Fourth Year Graduation Night to raise awareness in the wider community.
- We also involved the student body, staff and parents in a postcard campaign. We sent postcards to Minister McDowell asking him to introduce measures to penalise those who engage in human trafficking.

## STUDENT COMMENTS

*"Through this project I learned of the dangers in the world. I learned the reality of an ever-changing world and gained a great respect for people trying to fix it. I learned how to speak up for a good cause."*

*"I was shocked by the horrific stories. Our group found out about Red Hand Day and we raised awareness of child soldiers by sticking up posters of painted red hands".*

*"If I hadn't done this project then I wouldn't have known truly how bad some situations were in other countries and why it is our job to help them."*

*"It made me feel lucky that I can go to school and look forward to the future. I enjoyed the trip to Kilkenny and I now know a lot more about the injustices going on in the world today. I can now tell others about what I've learned and hopefully spread awareness."*

*"In doing this project I have developed very strong views on this subject. We have campaigned against human trafficking in Ireland by sending postcards to Minister McDowell."*

*"This project took a long time to do but it was very beneficial because it raised our own awareness about the problems and the suffering in the third world."*

*"I have stopped shopping in shops like Penneys as it uses child labour."*

*"I enjoyed this project as it raised awareness in my local community. We designed t-shirts to raise awareness about human trafficking. They were great as people kept stopping us to look at them."*

*"We all need to stop and think and see what we can do to help and by doing this project we raised awareness and opened people's minds. I have even got my parents donating to charities and I've highlighted to my friends how some shops sell goods made by child labour. I've shown them some of the range in Topshop which are Fairtrade and they loved it."*

### **WHAT WORKED WELL**

- The Information Day was great to get the message to the wider school community
- The guest speaker from Trafficking in People worked really well because she was able to localise the issue of human trafficking for us and provided

us with the postcards for our campaign which was probably the thing that worked best as it was so concrete.

### **LINKAGES MADE**

Linkages were made with the Green Party in relation to No Logo Day and with Trafficking in People to get information on the problem of human trafficking in Ireland

### **POSITIVE IMPACT**

- Students, staff and parents are definitely more aware of the injustices in relation to slavery in the modern world
- Many staff members are now purchasing Fair Trade products and are more conscious of where these products are coming from
- All the hard work was worth it when, on being asked what the highlight of Transition Year was for her, one of the students replied that it was, without doubt, Challenge to Change!

*Coordinator: Ciara Whelan*

# WATER – OUR BLUE GOLD FOR THE 21<sup>ST</sup> CENTURY

## PRESENTATION SECONDARY SCHOOL KILKENNY

Second Year students were involved in this project on water. We researched how water is used in our homes and in the wider community. We became more aware of water as a finite resource and of the need to manage it carefully.

We looked at ways to try and conserve water in our homes. We found we could do this in simple ways such as turning off the tap while brushing our teeth. We calculated how much water we use each day. We were surprised by how much water we waste.

### **We tried to make the First Years more aware of the value of water**

- We made out a questionnaire for them
- We had a competition for the best slogan, poster or poem
- We produced a sketch for them at assembly
- We prepared a powerpoint presentation

To find out how water is purified we went to the local water treatment plant in Troy's Wood. We saw how the water was pumped from the river Nore and how it went through each stage of purification. A speaker from the local council talked to us about how they control water in the county. We were

very surprised about the amount of water that is lost through leakages in the county.

### **Focus On The Developing World**

Our next step was to find out about the **problems of water in the developing world**. We watched some videos and found that in some developing countries, companies like **Coca Cola** that need water for production were taking the already scarce resource from these countries. We are now more aware of the problems associated with water and we hope to raise more awareness in our homes and in our school.

"It was great to work together as a class and to discover things that were very significant, such as the amount of water we waste by leaving a tap dripping and how it would cost a thousand euro for just one year alone. Our project was on exhibit along with many other projects in the Springhill Court Hotel at the Challenge to Change Seminar. It was brilliant to see other schools taking part in their own unique project. Each project had a special message to give to the people and it was amazing to see the interest each person had in their own project. It truly was an amazing day and I'll never forget it. I think it is

very important to try and spread awareness on how precious water is."

*Geraldine*

*"Raising awareness was probably the most satisfying task throughout the whole project, knowing that by getting one person to conserve water could save up to 1,000 litres a year. While doing the project I learned a lot of distressing things about water scarcity in the developing world, such as women having to walk six to nine kilometres for one bucket of unclean water every day. At the seminar I got the opportunity to share our project with students and*

*teachers from other schools. It was a very productive and successful day. It was absolutely great, explaining our project and seeing the interest from the person we were explaining it to. This project made me realise that you learn about the water cycle in school and don't worry about water becoming scarce because you don't learn about water pollution or the diseases in water. Which is why I'm going to look into bringing more pressing issues into our CSPE curriculum than who our current Tánaiste is!"*

*Amy*

*Coordinator: Sr. Kathleen Lawlor*

# CHILD POVERTY – LOCAL VERSUS GLOBAL

## PRESENTATION COLLEGE TERENCE

*One in six African children dies before the age of five. Most of these deaths could be prevented. (Source: Africa 2015).*



Photo courtesy of  
Stand Up for Africa

Transition Year students in Presentation College Terenure explored the issue of child poverty. They compared the aims, objectives and actions of two organisations. They studied the work of **Barnardos** in Ireland and they looked at an organisation called **Stand Up For Africa** which is also attempting to highlight the issue of child poverty.

### ACTIONS

- A photography challenge captured Barnardos' slogan '*1 in 7 children in Ireland lives in consistent poverty today*'
- A similar competition was based on the work of Stand up for Africa
- Our findings were produced in booklet form with the winning artwork reproduced on the cover
- Visitors to the classroom shared their experiences of working with those caught in the poverty trap

### A FEW WORDS FROM THE STUDENTS

*"I gained valuable insight into the poverty not only in Africa but in Ireland as well."*

*"The highlight for me was going to the very informative and interesting workshops in Kilkenny."*

*Coordinator: Ailish Harkin*

# A FAIRTRADE SCHOOL!

## PRESENTATION SECONDARY SCHOOL CLONMEL

***'Fairtrade guarantees producers in developing countries a fair wage and better working conditions'***

### GOALS AND AIMS

- To help Clonmel to achieve Fairtrade Town status.
- To build on the awareness raised in the school last year and encourage students, staff and the wider community to take action and regularly buy Fairtrade products.

### TARGET GROUP

The Second Year group took responsibility for the project. They focused on the whole school community and the wider community of Clonmel town.

### ACTIONS UNDERTAKEN

- We began with a survey to establish how effective last year's campaign had been and to identify what we needed to work on. The results showed that awareness of the Fairtrade logo and products was high but people were not purchasing the products because of a lack of convenient availability.
- The Second Year students were brought to the computer room where they got a lot of information and ideas for the project from [www.fairtrade.ie](http://www.fairtrade.ie)
- Guest speaker **Daithi O' hAodha** from **Self Help** spoke to the First and Second Year students.
- Students began the awareness campaign by making posters and putting them up in classrooms and the assembly hall.



- I attended a meeting at the Town Hall with the **Mayor** and other locals to determine what needed to be done to achieve Fairtrade Town status for Clonmel.
- The Cash and Carry was contacted and a request to them to stock Fairtrade products was made. They were made aware that many schools and businesses would be making similar requests as Clonmel was striving to gain its Fairtrade Town status.
- The Honey Pot shop provided the school with a large quantity of Fairtrade food and crafts for **Fairtrade Fortnight**. These were displayed in the school foyer along with colourful posters that the students made themselves with information and facts on working conditions in the developing world and how buying Fairtrade products can make a difference.
- An Easter competition was held. A question was asked about Fairtrade over the intercom and entries were put into a box. The lucky winner drawn from the box with the correct answer won a Fairtrade Easter egg as the prize.
- Fairtrade postcards were sent from every student of the school to a friend/family member promoting Fairtrade in the wider community.
- Coffee mornings were organised by the Second Year students where students got to sample tea, coffee, hot chocolate, orange juice and chocolate chip cookies (delicious!). At these coffee mornings students were given information leaflets about Fairtrade.
- The staff use Fairtrade tea and coffee.
- We had a chocolate sample tasting day to determine which bar of Fairtrade chocolate proved most popular.
- Every morning for one week students made announcements over the intercom after Morning Prayer highlighting facts about Fairtrade.
- Fairtrade badges were sold throughout the school for €1.
- We ran a poster competition. The poster design had to include the logo and information and the prize was a beautiful Fairtrade hamper packed with Fairtrade food and crafts.
- The Second Year students wrote an article for the local newspaper. Every student wrote an article and the best one was published.
- The Mayor of Clonmel, Phil Prendergast came to the school promoting Fairtrade Fortnight and posed for a photo to go with the newspaper article.

- The R.E. and C.S.P.E. teachers showed the Fairtrade video to their classes throughout the school.
- Letters and information leaflets were sent to local shops asking them to stock Fairtrade products.
- We liaised with **Fairtrade Mark Ireland** who provided us with support and lots of free samples.
- Finally students attended the Challenge to Change seminar in Kilkenny where they interacted with other schools involved in the project. We contacted Springhill Court Hotel and they agreed to serve Fairtrade tea and coffee at this seminar.

### POSITIVE IMPACT

- The school was presented with a certificate declaring it a **Fairtrade School** by the town steering committee.
- The school received a letter from Fairtrade Mark Ireland commending it on our hard work and dedication to the cause.
- Clonmel now has the six criteria fulfilled to become a Fairtrade Town and is in the process of gaining its status. There are currently 12 Fairtrade towns throughout Ireland and Clonmel will make it 13!
- The student body are so committed to the cause that they have set up a Fairtrade Committee to continue the

campaign in the school next year and into the future.

- The students gained a great sense of achievement whilst learning about the world and its injustices.
- The students learned that they can make a difference and they spread awareness about a topic they were passionate about.

### OUTCOMES

The following are some student comments. They speak for themselves!

*"I learned that we could do so much to help people in developing countries and its just simple things that help them a lot."*

*"I learned to respect other countries and that Fairtrade enables poor farmers to help their families while being treated with respect."*

*"I learned new skills and was given the opportunity to help other people."*

*"I learned a lot about Fairtrade this year. We did all kinds of events that were good, fun, I enjoyed it!"*

*"We raised awareness."*



## LINKAGES MADE

- Daithi Ó hAodha from Self Help.
- Melanie Drea from Fairtrade Mark Ireland
- Phil Prendergast Mayor of Clonmel, head of the town steering committee to make Clonmel a Fairtrade Town
- The Honey Pot food and craft shop Clonmel

## CONCLUSION

The Challenge to Change project gives students the opportunity to stand up and make a difference. Students looked at a global issue and made it a local issue. They got involved and learned a lot by taking action! The skills they acquired will be invaluable to them through out their lives. I believe that this Challenge to Change project helped the students of Presentation Clonmel as much as it did the people in developing counties that have gained from the fairtrade campaign.



*Co-ordinator: Fiona O' Shaughnessy*

# SAVE OUR CHILDREN

## A COMPARISON OF ILLNESS IN CHILDREN IN THE DEVELOPED AND DEVELOPING WORLD

### PRESENTATION SECONDARY SCHOOL WATERFORD

This project was led by Transition Year Class D3

#### AIMS/GOALS

- To research illnesses that affect children in Ireland
- To research illness in children in developing countries
- To determine if there is a link between poor health and disadvantage/poverty
- To compare the facilities for treating sick children in developed and developing countries

#### RESEARCH

We completed three case studies about illnesses in Ireland. We researched the effects of Cystic Fibrosis, Leukaemia and Diabetes. We then repeated this for illnesses in developing countries by looking at Cholera, Malaria and HIV/AIDS. We then studied various organisations that help sick children e.g. **Cystic Fibrosis Association, Unicef, Trócaire, Concern.**

We contacted the organisation **Children in Hospital** and we did a detailed study on childrens' experiences of being in hospital.

We made out questionnaires for doctors working in Ireland and in a developing country.

#### FOCUS ON AIDS



**World Aids Day** took place on 2<sup>nd</sup> December 2006. On this day R.T.E. screened a documentary on HIV/AIDS that shocked us all. We decided that AIDS was a very important global issue and that students needed to be made aware of it. We planned an **AIDS Awareness Day** on February 28<sup>th</sup>. We designed a display for the school reception area. Our school caretaker constructed a wooden cross. Two class members

painted it black and inscribed it with "28 Million Africans R.I.P." This became the centrepiece for the display. We also designed posters displaying facts on AIDS. We played the video on AIDS at lunchtime and read notices over the intercom. We performed a two-minute piece on AIDS at the Y.S.I. **Speak Out Forum** on Tuesday 6<sup>th</sup> February. We made contact with a girl who is travelling to Africa to work in an orphanage.

### **LOCAL ACTION**

We found out during our research that there is no children's play room at Waterford Regional hospital. We raised this issue with the local media and T.D.'s.

The girls presented a cheque for €300 to Children in Hospital, Ireland to buy toys and art equipment for the children's ward at Waterford Regional Hospital

*Coordinator: Katherine O'Sullivan*

# TRADE – NOT AID

## JOHN THE BAPTIST COMMUNITY SCHOOL HOSPITAL

This year our Transition Year students built on work undertaken by the students who participated in last year's Challenge to Change project.

### AIMS

- To further heighten awareness around Fairtrade issues in the wider local community
- To take positive action steps
- To link with other agencies such as **Amnesty International**
- To creatively spread the Fairtrade message
- To research the impact of fair trade as against mere aid
- To raise awareness of the impact of **tied aid**
- To look at the implications for labour, especially **child labour**

### ACTIONS

- Made a presentation to other classes within the school
- Set up a display within the main foyer
- Raised awareness by writing articles in the local parish newsletter
- Invited speakers to address students
- Used art as a medium to convey the message

### WHAT LIFE'S LIKE NOW!! *Niamh Corkery*

Life's not fair for a kid like me  
Working very hard week after week  
Suffering from a cut or bruise  
Having to go all day without shoes.  
All the time we hear about unfairness in the world  
Yet do we ever hear anyone spreading the word?

#### Chorus

*But we do what we can and it's not enough  
And for the kids out there I'm sure it's tough  
Cause the long days and long nights  
Can be very hard so let's try to make their future bright.*

We think nothing of going out and shopping till we drop  
Yet the children out there are forced to work non-stop  
For them, it's tough 'cause they get no pay  
They work very hard from the break of day.  
All the time we hear about unfairness in the world  
Yet do we ever hear anyone spreading the word?

#### Chorus

We gotta do it now we gotta spread the word,  
We gotta do it now spread the word somehow.

*Coordinator: Deidre Brennan*

## **A WORD FROM THE EDUCATION OFFICE**

Once again, we have the very pleasant and stimulating task of compiling this year's Challenge to Change booklet. As always, the book is written by hardworking and dedicated Challenge to Change Coordinators in the twenty-one participating schools. We thank and congratulate the Coordinators for capturing most articulately the experience, learning and excitement of all involved in the process.

The depth of involvement and the heightened level of awareness also shine through in the comments of the students which Coordinators include in their reports. These students' comments and reflections give life to this book. With comments such as ***"When I am older I will join an organisation. I will not forget all the important things I have learned"*** (Primary student, Castlecomer) we can all rest assured that the future and wellbeing of our planet and its people are in safe hands!

### **Keep up the good work!**

From visiting the schools and talking to students and teachers we are all too aware, however, that no report nor words could adequately reflect the sheer volume of work covered and the level of commitment involved. In the interests of compiling a succinct and brief report, Coordinators had to make some hard decisions which necessitated the omission of much valuable information and reflections. While this is to be regretted, we must be mindful that to have such a 'problem' is affirming in itself.....

*Liam and Margaret Mary*

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*Liam and Margaret Mary*



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*Nao Nagle 1718-1784*

*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.*

