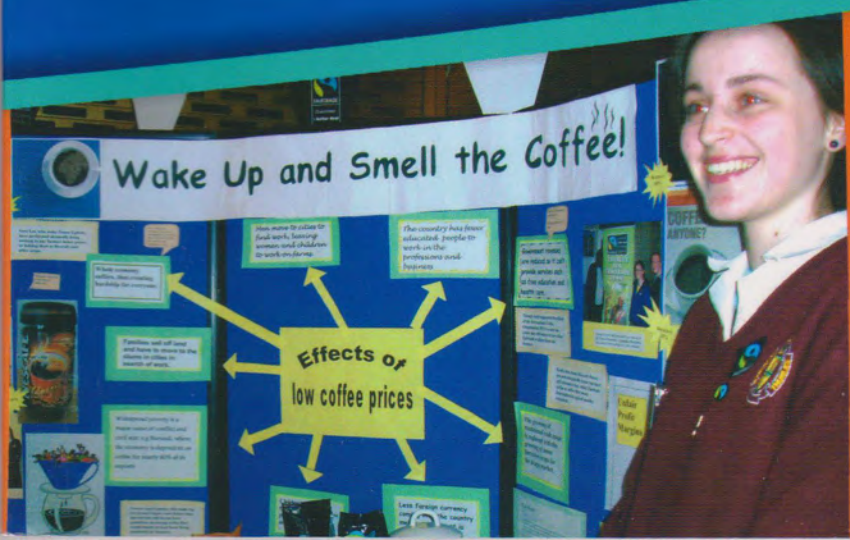




CHALLENGE TO CHANGE

A Development Education Project
in Presentation Schools

2007-2008



This Year's Projects

Women and Children – the most unequal of all	Presentation Secondary Ballingarry	2
Child Slavery – Ancient Past or Modern Reality	Presentation Primary Maynooth	5
There's No Place Like Home	Nano Nagle Primary Fethard	9
Our Global Family	George's Hill Primary Dublin	12
Promoting Respect for Our Own Beliefs ...	Presentation Primary Castlecomer	17
Water is Life – Our Precious Resource	St. Joseph's Primary Mountmellick	21
Together as One!	Scoil Íde Clondalkin	24
Kenya and Kildare Linking	Scoil Bhríde Naofa Kildare	27
Fair Trade Chocolate – Justice has never been ...	John the Baptist C.S. Hospital	31
Fairtrade for Fair Traders	Scoil Mhuire C.S. Clane	35
The Wonder of Water	Presentation Primary Clonmel	37
Trees: Our Lifeline to the Future	Bunscoil Bhóthar na Naomh Lismore	41
A Cultural Colourful Craze	St. Joseph's College Lucan	44
Celebrating Diversity	Scoil Mhuire Clondalkin	47
The Last Penguin	Sacred Heart Primary Portlaoise	50
Wake up and Smell the Coffee!	Presentation Secondary Thurles	53
Everyone Eats! Recipes from around the World	Presentation Primary Waterford	56
Hands up for Diversity!	Presentation Secondary Warrenmount	59
Uganda and Ireland Learning Together	Presentation Secondary Mitchelstown	64
Variety is the Spice of Life!	Rockford Manor Secondary Blackrock	67
Big Planet Small World	Presentation Primary Warrenmount	72
Homelessness and Poverty in Ireland ...	Coláiste Bríde Clondalkin	74
Celebrating Interculturalism	Scoil Bhríde Shantalla	76



Nana Nagle 1718 - 1784

CHALLENGE TO CHANGE 2007-2008



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 see the impact of a changing global environment
- empower them 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 and the wider community the project will bring about a heightened awareness, a social consciousness and a broader vision and appreciation of developmental 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, social justice and promoting right relationships are central to the Presentation mission. Collaboration with the Presentation network through linkages with Presentation schools abroad is encouraged.

Every day we read in the papers and see on television how our world continues to be unequal and unjust. Our young people are becoming increasingly aware of this injustice. Many of our students would welcome a chance to raise awareness of global inequality and to play a part in making our world a better one for all its citizens. **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 many projects for their active involvement and participation. We hope this booklet in some way acknowledges their commitment, dedication and hard work. Finally, we 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 sixth successive year with **Challenge to Change 2008-2009**.

"DEEDS. NOT WORDS" - NANO NAGLE

WOMEN AND CHILDREN - THE MOST UNEQUAL OF ALL

PRESENTATION SECONDARY SCHOOL BALLINGARRY



Students at Presentation Secondary School Ballingarry are never afraid to accept a challenge and this year was no different as a group of Fifth Year students along with their teacher, Mrs. Teresa Regan, opted to explore the tragic issue of trafficking of women and children with special emphasis on the trafficking of children into the sex industry. This project, run in conjunction with the Presentation Education Office, examined areas of injustice.

SO WHY DID STUDENTS EMBARK ON SUCH A CHALLENGING ISSUE?

As a school rooted in a Christian ethos we are deeply committed to social justice and to raising awareness on issues of injustice. Therefore, in this the 21st century when we should be celebrating

the 200th anniversary of the abolition of slavery we are shocked that this new form of slavery is thriving all over Europe. Ireland is no exception.

SOME STARTLING FACTS

- 2 million girls aged between 5 and 15 are coerced, abducted, sold or trafficked into the ILLEGAL sex trade every year
- Over 800,000 women and girls are trafficked into Europe every year
- Ireland is recognised as a transit and destination country for trafficking women and children
- Over 300 children in the care of the H.S.E. have gone missing in Ireland.

Where is the campaign to find these children?



Our project linked up with the Cork Sex Trafficking Campaign. We invited their Director, Ms Mary Crilly, to visit our school and address our Fifth Year students. Ms Crilly's presentation was both informative and challenging. She spoke of the vulnerability of these

trafficked women, of the abuses, the hurt and the fear they experience. She called on our group to raise awareness and to campaign that our Criminal Justice Bill 2006 be amended to include a comprehensive legal response to the needs of the victims of trafficking.



(Tipperary Star)

Students at Presentation Secondary School Ballingarry were shocked and determined to do what they could to raise awareness of this issue.

The students did some research on this issue and compiled a display on the facts surrounding trafficking. They highlighted that "sex trafficking is modern day slavery". They then invited senior

students in the school to take part in a questionnaire to research how much they were aware of this issue. They also highlighted some very frightening true-life stories of some of the women who were victims of trafficking. Two of the groups set up a Bebo page. Petitions to have this issue addressed at government level were distributed.



HOW WIDESPREAD IS TRAFFICKING?

- An estimated 2.4 million people are currently in forced labour, including sexual exploitation as a result of trafficking
- Some experts estimate that sex trafficking accounts for 80% of all trafficking

SO WHAT IS THE IMPACT ON WOMEN?

A medical study of some women and children entering care following trafficking found that

- 95% reported physical and sexual violence

- 56% suffered post-traumatic stress disorder
- 38% experienced suicidal thoughts
- 95% suffered from depression

Our project may be over but our work has only begun. We hope to have an awareness day in Kilkenny in September and we hope that our project will help people realise that the horrible truth behind our sex industry "isn't sexy".

If you would like to join our campaign log onto our Bebo page at stopsextrafficking/bebo or sign an online petition at ino@sexualviolence.ie

Co-ordinator: Teresa Regan

CHILD SLAVERY - ANCIENT PAST OR MODERN REALITY?

PRESENTATION PRIMARY SCHOOL MAYNOOTH



AIMS AND GOALS

The aim of the project was to raise awareness in the school and in the community of global inequality in terms of Child Labour.

The children realised the impact of the reality of this problem and saw how lucky they are. They became aware of how important it is to embrace "Aoibhinn Beatha an Scoláire", our school motto.

TARGET GROUP: School community and local community

ACTIONS

- Read background information
- Use historical references
- Assimilate data
- Create Powerpoint presentation
- Write to external agencies
- Source information from internet

OUTCOME OF THE PROJECT

“What amazes me is that children aged 4 to 8 had to open and close doors in the mines to let in the air. Orphans worked in factories, didn’t get paid anything because they were orphans. If a child died in the mines they would be just left there. If a child fell asleep while they were working they would be beaten with thick ropes with knots in it.” (Sixth class pupil)

WHAT ASPECTS OF CHILD LABOUR AFFECTED YOU MOST?

“Well the fact that young children our age, and younger, would work in factories with no education. I couldn’t picture myself working in a factory. I think the idea of the whole thing is awful and cruel. Also the fact that the overseers beat the children of the ages of six and seven with a thick rope with knots or a belt

is just very cruel.” (Sixth class pupil)

WHAT WORKED WELL?

The diverse talent among the children and their total dedication to the project and willingness to be proactive.

POSITIVE IMPACT

- The energy and enthusiasm of the girls and their parents for the project
- The practical suggestions to include a Fair Trade polo shirt as part of our uniform
- Asking the question when we buy fashion garments **“Is this garment stained with the sweat of a child?”**
- We included everybody
- Respect, understanding and a thorough knowledge
- Our staff was in awe of the work at a staff meeting



MY CHILD

I watched my child climb down that hole,
I watched her come up again,
I saw her life, her courage, her strength, her love fade away,

I longed to take her in my arms,
And take the pain away,
I yearned to love and comfort her to show how much I care,
But I know it would have been in vain for her life was cold and miserable,

Day after day she climbed down that hole,
Till at last she came home no more,
I wished I'd taken the chance to love, comfort and cherish her,
I wish I'd shown how much I'd cared,
And now my chance is gone.



HER LIFE

Every night she dreads the day to come
Every day she dreads the work to do
Her blackened face is the image haunting her dreams
The crack of the whip is the sound awakening her in a cold sweat
The moans and groans of friends and family are common to her ears
The shrieks of little children do not intrigue her
The snap of the trap door is routine
The freshness of air is the only thing keeping her alive.

CONCLUSIONS/RECOMMENDATION

- A wonderful experience in partnership
- Skills and talents honed and perfected
- Sharing of the learning - total inclusion of both Sixth classes, with an impact on staff and pupils in the school
- The intermediate reporting of the various stages was challenging because of the time constraints and also the other ongoing and daily demands in teaching - overall though a small negative.

Co-ordinators: Doreen Duignan and Fergus Carey



A Challenging Thought...

“We must take down our lantern alone and together...we cannot sit by ‘firelight certainties’ when we know someone out there has no education, no food, no health care, no place to call home, no freedom. We must respond so that he/she can find her voice and be heard in places of power.”

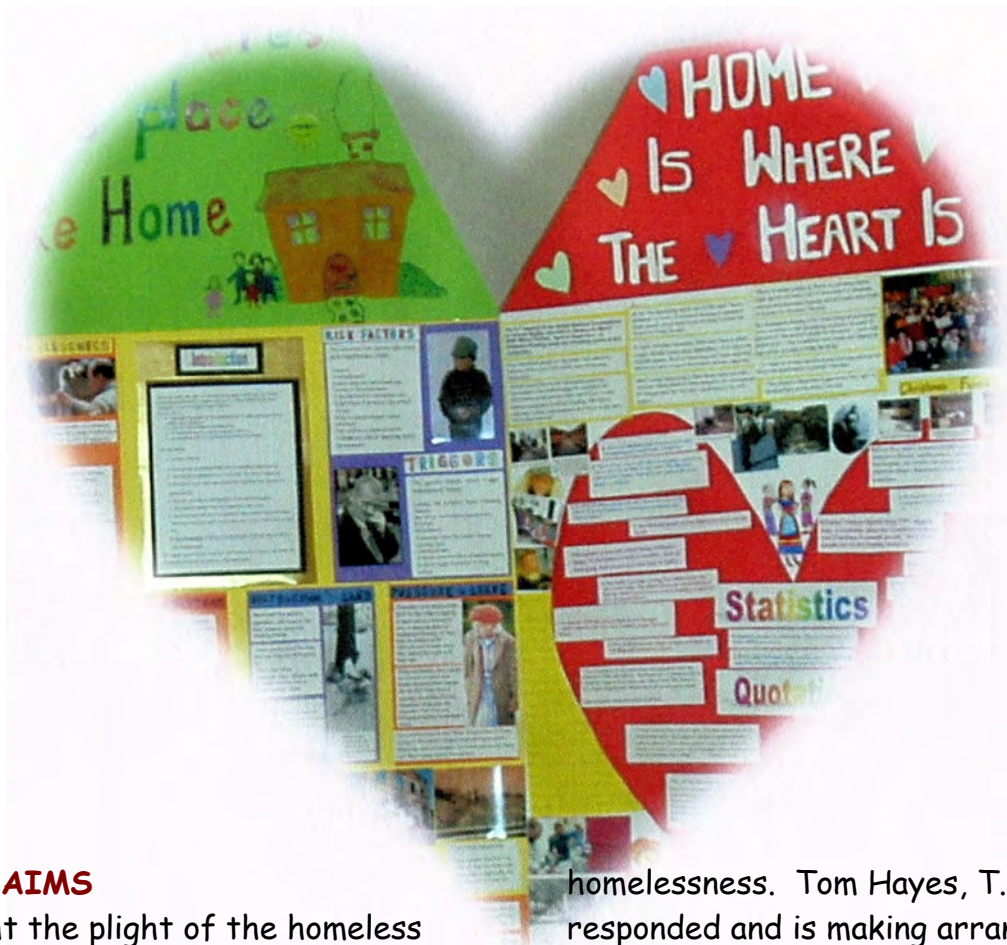
“We might say we are one of the ‘best educated, best organised’ women’s group in the world with a powerful network of connections across the globe. Our challenge is to make best use of this power to influence and effect change at local, national and international level to enable the voice of those made poor to be heard. We will really fail our brothers and sisters and our planet earth if we do not make the most use of our network.”

(Sr. Terry Abraham, Congregational Leader)

... Does It Change YOUR Thinking?

THERE'S NO PLACE LIKE HOME

NANO NAGLE PRIMARY SCHOOL FETHARD



GOALS AND AIMS

- To highlight the plight of the homeless and to raise awareness in our school and community
- To look into the causes of homelessness
- To seek solutions by researching best practice
- To study agencies who are tackling the problem in Ireland

ACTIONS

- Lots of research
- Fundraising: we donated €1,000 to 'homeless' organisations
- We had guest speakers from 'Trust' and the 'Simon Community'
- We wrote to our local representatives regarding their policies on

homelessness. Tom Hayes, T.D., responded and is making arrangements to visit.

- We sent articles and photographs to the local newspaper
- We involved classes from First Class upwards in our school
- We attended the launch of Alice Leahy's new book called "Wasting Time with People" which took place in City Hall Dublin on 29th April
- We invited our local schools, primary and secondary, to see our project and we also did an oral presentation
- We made a Podcast (a first for our school) with the help of a member of our local community. It can be accessed at www.fethardpodcast.com

Fethard students take up the challenge

On 3rd March, Alice Leahy visited Nano Nagle National School, Fethard, at the invitation of the 6th Class girls, as part of their 'Challenge to Change' project. 'Challenge to Change' is run by the Presentation Sisters Education Office and encourages and supports its schools nationwide in researching and presenting projects on various subjects such as, injustice, poverty, racism, inequality and Third World issues. Having chosen 'Homelessness' as their topic this year, they were delighted to have Fethard woman Alice to talk to them on this subject.

Alice is co-founder and director of TRUST, which is a non-judgemental, befriending, social and health service for people who are homeless, in operation since 1975. She has a wealth of knowledge and experience in this area which she shared with the students and they in turn made a donation of €500 to



Alice Leahy, founder member of TRUST Charity, photographed with 6th class pupils of Nano Nagle Primary School where she spoke on the homeless people in Ireland as part of their 'Challenge for Change' school project. The pupils made a donation of €500 to the TRUST Charity.

TRUST. This money was raised through events such as Christmas Carol Singing, which was supported by the local community.

Nano Nagle National School is very grateful to Alice for her kindness in making time for them in her busy schedule and wish her well with her work.

A display of the projects entered from all the different Presentation Schools takes place in Kilkenny on 23rd April, 2008.

The Nationalist

WHOLE SCHOOL APPROACH IN ACTION

- Very positive experience for the class - to learn about homelessness and to feel empowered to help, even in small ways, e.g. fundraising
- Very inspiring for all of us to meet Alice Leahy and the Simon Community who are actively taking on that Challenge to Change

"The Challenge to Change Project this year was very impressive. It was clear when my Class and I visited Sixth Class to hear what they had done, that each girl in Sixth Class was very involved and had learned lots about homelessness in Ireland. My class was invited to help with the Art Display and all of the girls really enjoyed making model houses from around the world. We were very impressed with the girls' project and the interesting facts they passed on to us." (Teacher)



BELOW: Alice Leahy and RTE presenter Pat Kenny who launched Alice's book 'Wasting Time with People' in Dublin last week photographed with children from Nano Nagle National School, Fethard who attended the launch as part of their 'Challenge to Change' project on the homeless.

LOBBYING IN ACTION!

Nano Nagle National School, Fethard, Co. Tipperary.

Dear Mr. Hayes,

We are part of a group of 6th class girls who are currently doing a project on homelessness. During our research it has come to our attention that government funding in this area is not good. Since the goal of the government is to end homelessness by 2010 we are surprised at this lack of investment and commitment. As you are one of our local public representatives, we would be very grateful if you could let us know what your party is doing to deal with the issue of homelessness. We would also be very interested in your own views on this matter. Thanking you,
Yours sincerely, Emma Hayes & Robyn Tobin

DEMOCRACY ELICITS A REPLY FROM TOM HAYES, T.D.

Inbox Reply Reply to All Forward Delete View Source Previous Next

From: tom.hayes@oireachtas.ie
To: <nanonaglefethard.ias@eircom.net>
Subject: Re: The Homeless
Date: Tue, 29 Apr 2008 16:53:09 +0100
Content-Type: multipart/alternative

Dear Emma and Robyn,

Thank you for your email in the last week and for your interest in this important topic. I would love to come and speak to you and your class about both your project and homelessness in general. It is a crucial social issue, which affects a worrying amount of younger people.

I would like to arrange to come to your class to brief you on the issue, and to hear your opinions - I can then use your ideas to ask Parliamentary Questions, which the minister has to reply to and is a good way to raise awareness of an issue in the media and push the government into action.

Please email me back with details of your teacher's name and the school's phone number and I can arrange to come in.

Thanks again,
Tom Hayes

T.D. for Tipperary South

"We were happy with our fundraising and our efforts at raising public awareness. We really enjoyed doing this project and learned a lot from it. We thank the Presentation Sisters and Irish Aid for giving us this opportunity."

Sixth Class Girls

Co-ordinator: Rita Kenny

OUR GLOBAL FAMILY

PRESENTATION PRIMARY SCHOOL GEORGE'S HILL



AIMS

- To increase awareness within the school community of how we are connected with the wider world and of our roles and responsibilities as global citizens
- To spread the fairtrade message

HARD QUESTIONS!

- What is Fairtrade?
- How can I help?
- What does the Fairtrade mark mean for producers?
- Where can I buy Fairtrade products?
- What types of Fairtrade products are available?
- Why should I choose Fairtrade?
- How can we make our school Fairtrade?
- How can we teach others about Fairtrade?
- Who can help us spread the Fairtrade message?





The Presentation Sc

The pupils from 4th class in Presentation School George's Hill have had a very exciting time during the past few months when they took part in a couple of projects with some fantastic results. Last October pupils at Georges Hill School began working on a project about Fair-trade. Their goal was to create awareness within the school and among the wider community about fair-trade. The children learnt that they can guarantee a better deal for Third World producers by buying fair-trade products such as tea, coffee, sugar, bananas, chocolate, cotton and many more items. Why not try to make a difference by choosing FAIRTRADE products where possible. Some of the stores in the locality that stock fair-trade produce are: *Tesco's, Dunes Stores, Marks & Spencer's Supervalu, Nourish, Insomnia Coffee Shop, Fresh the Good Food Market, and Trocaire in Cathedral Street.* Look for the fair-trade symbol and make a difference. The following are some comments from some of the students who took part in the project:

'I've been encouraging my parents to buy FAIRTRADE, it's easy to make a difference" Grainne Blair

'I choose to eat FAIRTRADE Chocolate because it's really delicious and I enjoy it even more when I know that the people who made it are getting a fair price for their work" Cheyenne Molloy.

'It's nice to know we can make a difference to people in The Third World by buying FAIRTRADE things. I feel better when I know that they are being treated fairly for their work" Samantha Thompson.

'I've been teaching my family and friends all about FAIRTRADE. Now they look for the FAIRTRADE symbol" Paige Lynam.

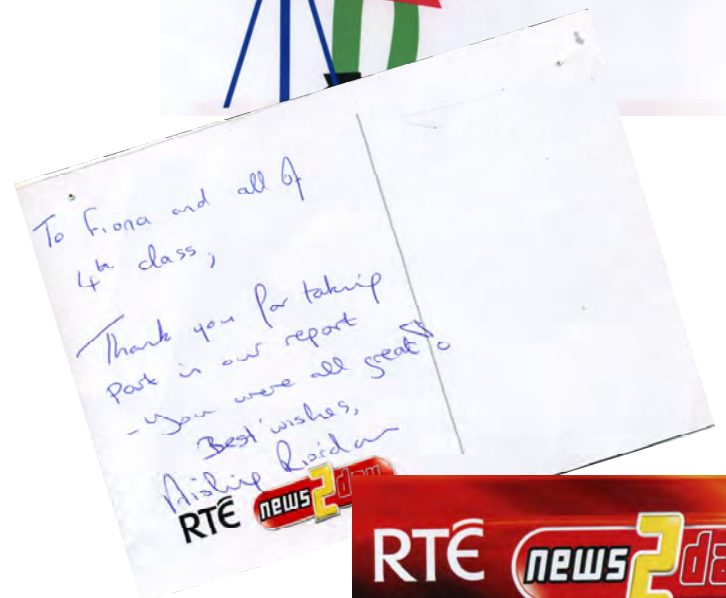
For more information contact:

FAIRTRADE MARK Ireland Carmichael House,
Nth Brunswick Street Dublin 7 or visit www.fairtrade.ie

Visit RTE 2's News Today website to see our class speak about Fairtrade!

www.rte.ie

news today archives 3/03/'08



We held a Fairtrade event in our school during Fairtrade Fortnight. We invited parents, teachers and other members of the school community along to try out some Fairtrade products. We gave people information about Fairtrade. Everybody signed letters asking our local supermarket managers to stock more Fairtrade products in our stores. All children in the school received Fairtrade stickers and a raffle was held at the end of the day. RTE 2 filmed the event and interviewed members of the class about Fairtrade.

“I think that the project was a great success for me. I had the opportunity to talk to people, be on T.V. and most of all help people. Now people in the school, the community and everywhere in Dublin and Ireland are buying fairtrade products every day. During the Challenge to Change project I learned many, many things and developed new skills for myself. ”

(Doveny, 4th class)

ACTIONS

- The Fairtrade symbol is always displayed in our school
- We held a Fairtrade breakfast in school where children and teachers enjoyed Fairtrade drinks, scones and jam
- School breakfasts include Fairtrade yoghurt and orange rice-cakes
- We know where in our locality Fairtrade products can be purchased and this information was sent to parents
- Fairtrade tea, coffee and jam are available in the staffroom
- We hope to continue to spread the Fairtrade message next year to other classes
- We are regular visitors to www.fairtrade.ie website which keeps us up to date with the latest fairtrade news
- Fairtrade Mark Ireland, Oxfam and Cómhlámh were organisations which helped us with our project. We got some good resources from Trócaire also.
- Guest speakers from Oxfam Ireland and Cómhlámh came into our classroom and taught us how to play the Fairtrade game. This really showed us how unfair world trade can be! We hope to teach other classes how to play this game too.
- We submitted an article about Fairtrade to our local "Macro" newsletter
- We took part in Dublin City Council's Fairtrade poster competition and held our own competition in school. We received certificates of special achievement for our efforts.
- We wrote poems and dramas on the theme of Fairtrade
- We held a Fairtrade event in the school during Fairtrade Fortnight - the event was televised on **RTE 2 on 3rd March 2008.**
- We will keep our eyes open for the Fairtrade mark and buy fairtrade products when we can
- Members of the class showcased our project at the Challenge to Change seminar in Kilkenny. Here we were given a chance to tell people about our work and to learn from the work of others.



Fourth Class perform Irish and Indian cultural piece on Intercultural Day

STUDENTS' COMMENTS

“Fairtrade is justice that helps poor people ... We should give them a fair price so they can feed their families and let their children go to school to have education and have a fine work when they grow up. We should buy fairtrade products like fairtrade bananas, orange juices and lots more. You can buy them in the Insomnia, Spar, Tesco, Marks and Spencer. Let’s help each other and support fairtrade and help the poor people.”

(Margaret)

“We went to Kilkenny to show our Fairtrade stand. Then we went to see other stands. After that we went to workshops. There was a stand of fairtrade chocolate and there was a fairtrade fountain and the girls at the stand made marshmallows and they treated us to some chocolate and marshmallows.”

(Cheyenne)





Fourth Class receive certificates of Special Achievement at Dublin City Council's Fairtrade Poster Competition

“Fairtrade is fair price, fair play and justice.”
(Cooly)

Co-ordinator: Fiona Ní Mheachair



A Challenging Thought...

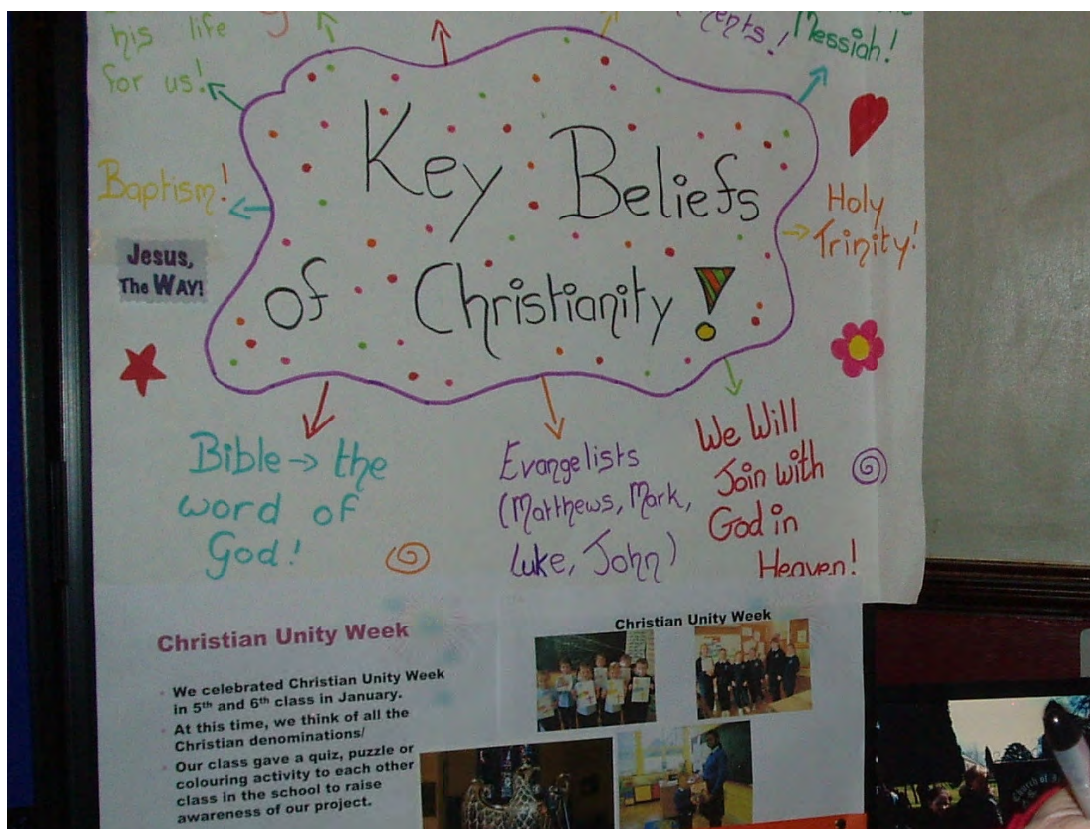
“To move forward we must recognise that in the midst of a magnificent diversity of culture and life forms, we are one human family and one Earth Community with a common destiny.”

(Preamble to the Earth Charter)

... Does It Change YOUR Thinking?

PROMOTING RESPECT FOR OUR OWN BELIEFS AND THOSE OF OTHERS

PRESENTATION PRIMARY SCHOOL CASTLECOMER



AIMS

- To enable pupils to learn more about their own religion and the religions of others, specifically other Christian denominations and Islam, Judaism and Hinduism
- To foster respect for the beliefs of others
- To develop research and presentation skills
- To seek a change in attitude towards, and awareness of, other religions and cultures

TARGET GROUP

The pupils involved in researching and presenting the project are in Fourth, Fifth and Sixth Classes in the school. Four pupils formed the steering committee with two teachers and the Principal. Eight pupils attended the seminar in May.

ACTIONS UNDERTAKEN

- Pupils used books, websites and other research materials
- Each class researched and presented their learnings on one specific religion

under the following headings: origins of the religion, founder, holy places, demographic spread, main beliefs, festivals, rituals, artefacts associated with the religion and art

- Children reflected on what they had learned from the project and how this had changed their perception of each religion
- Children developed presentation tools such as Powerpoint, key words, posters, mime, cookery, models to share their learning with other pupils
- For **Christian Unity Week**, pupils developed quizzes, puzzles and colouring competitions to celebrate Christianity with the younger pupils in the school
- Pupils assessed their own learning and what the other classes learned by using quizzes and at question and answer sessions
- Visits took place to the Church of the Immaculate Conception and St. Mary's Church of Ireland. Pupils observed art, motifs, statues, furniture and the altar in each church and compared their observations. They had a talk with Reverend Sherlock of St. Mary's.
- Pupils compiled a scrapbook for each religion containing reflections and information on what the pupils learned about each religion

OUTCOMES OF THE PROJECT

- The pupils learned that there are **similarities and differences** between **World Faiths**, e.g. that all religions we studied have a Holy Book to guide their Faith
- The children learned about countries in which these religions are practised and found out about customs pertaining to the same religions - how being clean is of great importance to Muslims, how Jewish food must be prepared in a special way (Kosher)

- The history of countries was learned by pupils, e.g. Saudi Arabia
- Pupils greatly developed their **research skills** and their **presentation skills** in class were excellent



- Pupils learned about the significance of objects and art in their own Church
- Pupils learned that the **Church of Ireland** faith is quite similar to Roman Catholic faith, and now understand more about Church of Ireland followers in Castlecomer
- The pupils are more aware of the existence of different faith communities in Ireland and notice when aspects of these religions are discussed in the media
- Pupils integrated with other classes in the school for **Christian Unity Week**
- Pupils have a greater awareness of **major festivals** linked with religions, e.g. Ramadan, and their importance at different geographical locations
- **Language development** is an outcome of the project - e.g. keywords associated with each religion, as well as summarising and note-taking abilities

WHAT WORKED WELL

- ICT - presentations
- Groupwork



- The trip to St. Mary's Church of Ireland
- Visit to the library to see Zoltan Zinn Collis
- Presentations and the way the pupils learned from each other
- Testing each other's learning
- Giving each other feedback on their work



- Art materials such as the 'Rooted' series - video and accompanying book and worksheets
- **The Prince of Egypt** (film)

LINKAGES

- Church of the Immaculate Conception
- St. Mary's Church of Ireland
- Mr. Ade Oyenuga, Pastor of the Pentecostal Church in Kilkenny
- We held an exhibition at the local library to allow the local community to appreciate our project

WHAT DIDN'T WORK WELL

- The project had a broader reach than anticipated
- We did not embark on as many field trips as we had hoped
- We did not invite as many speakers into the school as we had hoped at the beginning



POSITIVE IMPACT ON THE WHOLE COMMUNITY

Due to the project's content, we felt that the project was best studied by senior classes. Where possible, other classes were included, e.g. organising puzzles, quizzes during **Christian Unity Week**.

BOOKS CONSULTED

- **Sacred Texts** - the Qu'ran and Islam (Anita Ganeri)
- **A Faith Like Mine** (Dorling Kindersley)
- Visiting a Synagogue (Ruth Nason)
- Holocaust - **Children of the Holocaust** (Holocaust Memorial Committee)
- **World Religions and Beliefs** (Fleming and O'Hara)
- **Religions of the World** (Breuilly and O'Brien)
- **The Bible**
- **Alive O 7 and 8** programmes (Veritas)



As a school with a Catholic ethos, it was appreciated that Christianity was explored a little further, fostering greater understanding and knowledge of the children's own religion, e.g. watching videos, reading Bible stories and learning Bible history, learning about saints, knowing the Church and its artefacts. This project reached the children's homes due to research, e.g. looking for Rosary beads, holy pictures, prayers etc.

OTHER RESOURCES

- Websites consulted - eduweb.co.uk, woodlands-junior.kent.sch.uk, Jamaal.org, geocities.com, bbb.co.uk/religion

To enhance awareness among other classes we presented our project to other classes, from First to Third, in an age-appropriate manner.

CONCLUSIONS AND RECOMMENDATIONS

In conclusion, we feel that all the pupils involved benefited a great deal from the project. They all grew in confidence as a result of developing their presentation skills, and enhanced their creativity and imagination. As our project this year had a more academic framework, we found that its content was not as easily adaptable for teaching the younger classes in the school. However, it provided good content for History and English reading and writing, analysis, and for drawing comparisons for the older pupils.

The Seminar Day in April was thoroughly enjoyable ...

PUPILS' COMMENTS

“I now know about Muslims and respect their religion. I hope this will help me in the future.”

“What I liked most about doing this project was making the Challah bread and learning about Jewish culture. I feel I know more about world faiths by doing this project and that you shouldn't treat anyone differently because of their religion.”

“What I liked most about this project was going to St. Mary's Church of Ireland because we got to see how the Protestant religion is different from our own religion.”

“This project changed us. When we hear about Muslims on the news we notice where Muslims live and we learn more about the Muslim people.”

We look forward to next year's project!

Co-ordinators: Margaret Maxwell and Marie Hughes

A Challenging Thought...



“Our God is the same God, whose compassion is equal for all.”

(Chief Seattle, 1854)

... Does It Change YOUR Thinking?

WATER IS LIFE - OUR PRECIOUS RESOURCE

ST. JOSEPH'S PRIMARY SCHOOL MOUNTMELICK



Our project was based on water and spreading the message that water is our most precious resource. To do this we began by exploring water, its cycle and its properties. Then, in conjunction with the Green Schools Committee, we examined our **water usage in Mountmellick** by conducting surveys throughout the school and at home. We discovered the amount of water that we use when we do all our simple day-to-day household tasks. Our motto then became 'Stop the Drip'. Having learned a lot about water in our local area, we compared our local area with Nigeria.

AIMS AND OBJECTIVES

- To enable pupils to recognise that water is a precious natural resource
- To educate pupils about water and its properties
- To help pupils to recognise the value and importance of water by **comparing and contrasting Ireland and Nigeria** under the following headings:
 - Water use
 - Water wastage
 - Water sources and availability
 - Local attitudes to water

TARGET GROUP

The core group was a Sixth Class who formed the steering committee with their teacher. The core group worked in collaboration with the Green School Committee within the school and their topic for this year of Water.

WORK UNDERTAKEN

This project is based on water and spreading the message that water is our most precious resource. We explored water, its cycle and its properties

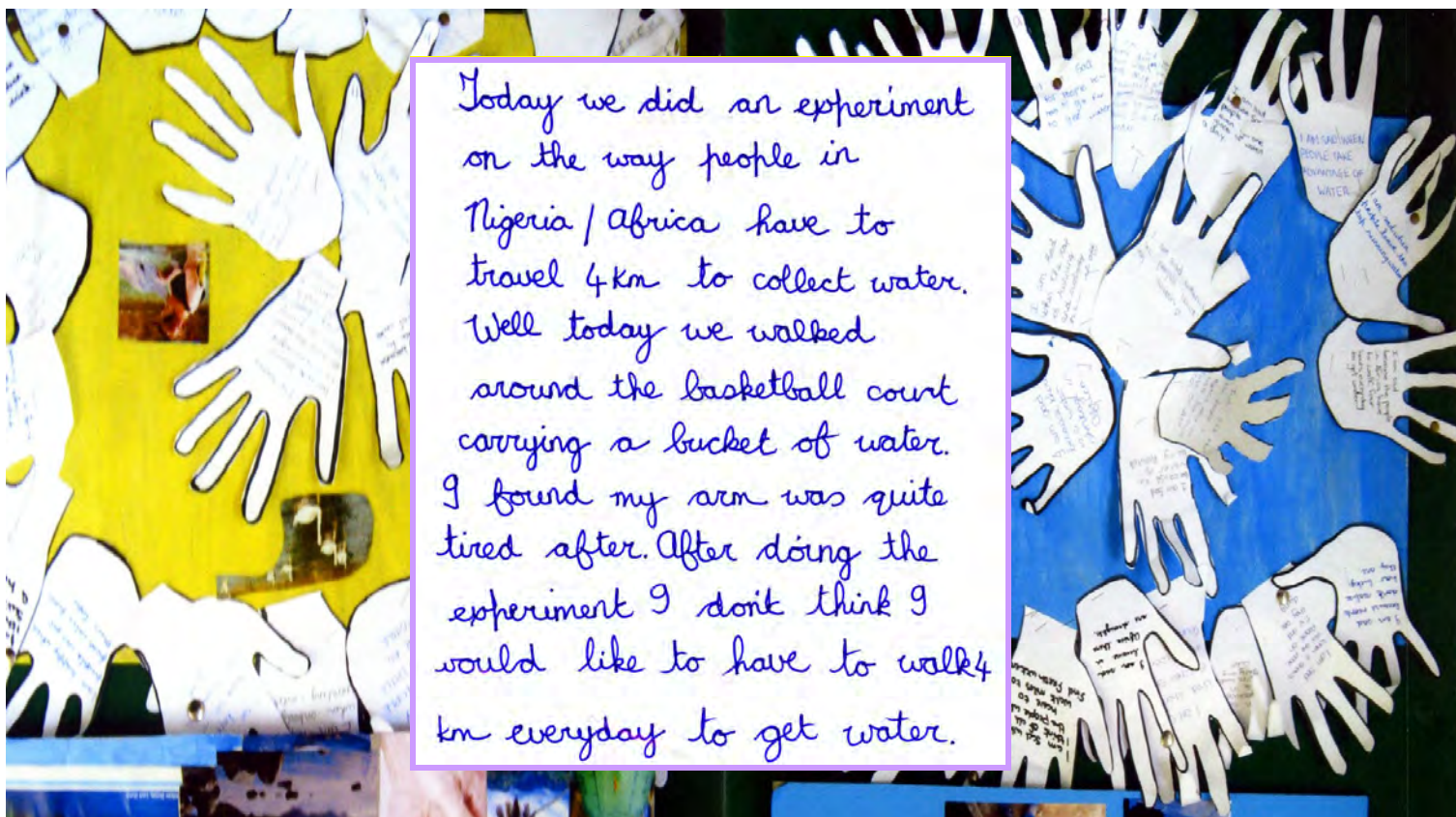
Our **Water Cycle** video can be viewed at

http://www.stjosephsgns.ie/the_water_cycle.html

We created a **Water Cycle Display** by illustrating the Story of a River

Water Experiments showing condensation and evaporation were carried out and may be viewed on http://www.stjosephsgns.ie/science_experiments.html

<http://www.stjosephsgns.ie/thewatercycle.html>



In conjunction with the Green Schools Committee, we **examined our water usage in Mountmellick** by conducting surveys throughout the school and at home.

We discovered the amount of water that we use when we do all our simple day-to-day household tasks

- Charts depicting water usage in Mountmellick were displayed
- Notices were placed in all areas of the school to help all to be conscious of our water usage, e.g. 'Wash art equipment in a full sink. Don't leave the tap running.'
- We did a personal water usage survey.

Our motto in school is "Stop the Drip"

- Stop the Drip motto and pictures were drawn and a competition held to select ones to display around the school.

Sr. Maureen from the Presentation Sisters came in to talk to us about "**WATER FOR LIFE**" and showed us a DVD on water.

Some ideas from Trocaire Easter Campaign were useful.

- Circle Time
- Balancing tasks- how countries and people around the world rely on each other and are affected by the actions of others
- Hands tasks: Sad and happy issues about water

OUR VIDEO

We made a video about water shortages in Nigeria. It is approximately four minutes long. Our aim was to show people how life is in countries that have water shortages. We hope that people watch our video and learn from it.

OUR WEBSITE

"We **created web pages** to tell the world about Nigeria's water supply. We compared water usage in Mountmellick and Nigeria and discovered there are a lot of differences. You can learn some words of the **Yoruba language** and listen to the pronunciations of the words. We also have a Nigerian game that you can play with your class. The web page also contains lots of facts about water. We have six pages for you to explore and educate yourself. Enjoy!"

(Anna, Niamh, Niamh and Rebecca)



To celebrate **World Water Day** we made presentations to classes in our school to draw everyone's attention to the critical lack of clean safe drinking water worldwide.

Co-ordinator: Karen Gleeson

TOGETHER AS ONE!

SCOIL ÍDE CLONDALKIN



When we began our Challenge to Change project "Together As One", we had no idea that we would learn so much about the countries we studied nor did we realise how lucky we were to have so many different cultures in our school.

AIMS

- To explore different cultures in our school
- To make international children feel more welcome in our school
- To partake in traditions from other countries
- To hold a cultural day in our school

TARGET GROUP

The whole school played a role in our Challenge to Change project this year. Each class looked at a country that we have children in our school from and focused on culture and music within that country. However, although culture and music were our original focus, each class expanded on these and looked at many different aspects of the country e.g. wildlife and industry.

CLASS	COUNTRY	ACTIVITIES
Junior Infants	Kenya and Nigeria	Beaded jewellery; art; photographs; dance and music
Senior Infants	India	Traditions; food; culture; Indian Christmas decorations; Indian wildlife, especially Bengal tiger
First Class	Romania	Christmas traditions and fairytale stories; interviews with Romanian parents; music; Easter tree
Second Class	Hong Kong	Christmas traditions; Chinese lanterns; Chinese sauces, rice, noodles and chopsticks; Chinese New Year
Third Class	Russia	Clothing, shoes and hats; recipes; tea drinking ceremony; Russian dolls
Fourth Class	The Congo	School life; African dance; costumes; African masks using straw and paint; foods from the Congo such as 'fufu'; interwoven flags
Fifth Class	Poland	Interviewed Polish students; Christmas wreaths; choreographing a dance to a Polish rock song; decorating eggs
Sixth Class	Lithuania	Compared Christmas traditions; Lithuanian flag, song; interviews with Lithuanian students

OUTCOMES OF THE PROJECT

- The children achieved all their aims and the school really gained from learning about the various cultures in our school
- International students became more involved in the school and were proud to celebrate their culture with the other children



WHAT WORKED WELL

- Involvement of international parents in the project
- Adopting a peer education approach was useful in informing classes of the of the various countries
- Holding a cultural day as it really brought the whole school 'Together as One'
- International children bringing in their traditional dress to show the other children

- Having a committee to inform and report to classes on 'Challenge to Change' updates
- Having a great school body of teachers and pupils who carried out the project with great enthusiasm

OVER TO THE STUDENTS!

“It was so amazing being part of the Challenge to Change committee and I’ve learned so much about other countries and traditions.” (Evelyn)



“I have never done a project like this before. I think it was really cool to be part of.” (Victoria)

“The best part of Challenge to Change was the experience and knowing what these countries ate, how they live and what they wear. Really interesting.” (Róisín)

“Kilkenny was such a fantastic day. All the stands were so interesting. The other students were really helpful.” (Niamh)

CONCLUSION

We enjoyed taking part in the Challenge to Change project immensely this year as it gave us the opportunity to celebrate the cultural diversity within our school in many different ways!

Co-ordinator: Audrey Dempsey

KENYA AND KILDARE LINKING

SCOIL BHRÍDE NAOFA KILDARE



TARGET GROUP

A class of thirty girls in Sixth Class undertook this project. The project compared life in Lodwar in North Kenya with life in the developed world. The class had a link with the Vulnerable Children's Programme and St. Brigid's Nursery over there. The class was very enthusiastic and interested to learn about Lodwar but also in taking action to help and inform others about this worthy cause.

AIMS

- To raise the children's awareness of the life of people living in poverty in a developing country
- To create awareness of the injustices in our world
- To foster and develop the attitude that we all play a part in making our world a better place for all citizens
- To identify means of helping those living in developing countries
- To discuss and examine the right to education
- To undertake a study of life in a developing country
- To identify and compare the differences between their life and that of those being studied
- To empathise with those children

ACTIONS UNDERTAKEN

- We examined and discussed the **Millennium Development Goals**
- We viewed photographs and books of life in developing countries
- We discussed the importance of education and listed its importance in a person's life
- The class made contact via email with the diocese of **Lodwar in North West Kenya**
- As a result we received a report of the work undertaken by the **Vulnerable Children's Programme** in the diocese of Lodwar. Some photographs of Lodwar and the children involved were also attached.
- We undertook a **comparative study** between Ireland and Lodwar in relation to location, climate, currency, money, life expectancy rate, time difference, etc. This was then displayed in the school to make people aware of life in Lodwar.
- Various pupils informed the other classes about the worthy cause and encouraged them to visit the display area within the school
- We examined and discussed Fr. Harrington's book on his visit to Lodwar in 2006
- The class examined and discussed the work being undertaken by Sr. Yvonne and her colleagues in conjunction with the Vulnerable Children's Programme in Lodwar through her website and the report
- We identified and discussed the differences between **emergency and development aid**

- We discussed the benefits and long-term effects VCP on the life of a child in Lodwar
- We raised money within the class and bought two fruit trees through **World Vision** and a clutch of chickens through **Trócaire** which will be sent to developing countries



Confirmation Day in Lodwar

- We created posters about Lodwar and informed the various classes
- We discussed photographs sent over from Lodwar this year and in previous years
- The class advertised and organised a **Monster Cake Sale** within the school which realised €3,600 in total
- We discussed and listed the various actions which an individual school

and/or community could do to help a developing country

OUTCOMES OF THE PROJECT

- The class started became more appreciative and aware of the good things they have in their own life
- They created an awareness amongst themselves and others in the school about the lives of people in Lodwar
- The generosity of pupils was overwhelming when it came to the day of the cake sale and lucky dip. Everyone bought a batch of something and numerous children brought in extra or unwanted gifts from home for the lucky dip
- €3,600 was raised for St. Brigid's Nursery School in Lodwar

WHAT WORKED WELL

- E-mail contact with Lodwar made the whole project more real and personal for the pupils
- Viewing of photographs sent over from Lodwar via e-mail, Fr. Harrington's book on his trip to Lodwar and the talks given by Sr. Aloysius
- Creation of Posters about Lodwar and informing all the classes about it. They returned to the class full of enthusiasm and confidence as they were taking responsibility for **creating awareness of life in Lodwar**.
- Creation of a display area within the school as the class got to showcase their work. They particularly enjoyed informing other pupils about the worthy cause.
- The cake sale was a huge success as all classes got involved and brought in something. There was a great

atmosphere around the school and between the cake sale, raffle, lucky dip and teachers' lunch we raised €3,600

- Giving the children so much responsibility in running the cake sale and other events really enhanced their link with the project as they had worked hard for it and desired to succeed and do their best
- The eight girls who went to Kilkenny thoroughly enjoyed viewing other projects and showing their own project

LINKAGES

- E-mail link with Lodwar
- Fr. Harrington
- Sr Aloysius, Presentation Convent Kildare Town, visited us regularly with photos and news from Lodwar
- Society of African Missions in Cork

POSITIVE IMPACT

It developed a strong link with Sr. Aloysius who visited us regularly. Pupils would run up to her if they met her on the street to chat with her.

It created a bond within the class as they had to work hard together in undertaking and completing the task at hand.

It fostered a community spirit within the school as the whole school helped and got involved in the Monster Cake Sale.

It linked the classes and classrooms within the school as the Sixth Class informed others about the worthy cause and encouraged them to visit the display area within the school.



The project took a lot of time but it was easily integrated with various subject areas such as

- English Writing (letter writing, reports, brainstorming, storytelling)
- Oral Work (summarising, opinions, agree/disagree, public speaking)
- Geography (mapping, climate, other countries)
- Maths (time zones)
- SPHE, Art, Music, Drama and Poetry - the possibilities are endless ...

CONCLUSION

This project was very worthwhile. The children thoroughly enjoyed the work undertaken and at the same time they developed their awareness of others in developing countries. They began to appreciate what they have. The class developed a greater interest in finding out about the lives of the **newcomer children** within the class. The pupils gelled well together as a class as they had to work hard informing other classes about the project and also to fundraise for the worthy cause. **Respect** for others was promoted.

Co-ordinator: Triona Dalton



A Challenging Thought ...

“Almost 10 million children below the age of five die every year hunger and malnutrition ...”

(365 Irish Aid Annual Report 2007)

... Does It Change YOUR Thinking?

FAIR TRADE CHOCOLATE JUSTICE HAS NEVER BEEN SO SWEET!

JOHN THE BAPTIST COMMUNITY SCHOOL HOSPITAL



AIMS

- To promote awareness about fairtrade chocolate in our community and school
- To organise a Trad Night to finance an extension to a school in Ghana
- To produce modules on fairtrade which will be integrated into school subjects
- To invite guest speakers to our school

TARGET GROUP

Our school and local community

ACTIONS UNDERTAKEN

SEPTEMBER - We **researched** fairtrade chocolate. We sent letters and emails to political parties, supermarkets and various relevant organisations. We carried out surveys in our local shops, among students and chain stores. We tracked the sale of cocoa beans on the **stock exchange**.

OCTOBER - **Mark Manty** and friends from **Ghana** visited our school. They told us about Ghanaian traditions, culture, religion, politics and family and community life.

NOVEMBER - Our class invited local musicians to participate in a **Trad Night** to finance educational projects in Ghana. Tesco and Supervalu, Tipperary Town, sponsored all refreshments. We raised €2,900. **St. Louis Junior High School, Bolgatanga, Ghana**, received €2,000 to extend their school. A further €900 was given to **VSO** to establish **goat-farming projects** in six communities in Northern Ghana. The project will purchase six bucks and six rams, provide workshops in goat breeding and management and will help women farmers to expand their learning and ensure greater security of income.

DECEMBER - We produced **Fairtrade Bookmarks**, which emphasised the benefits of fairtrade for farmers in Ghana. We also held a **fairtrade chocolate tasting** for parents.

JANUARY - We designed and produced a **six-sided wooden jigsaw**. Each side represented an improvement to family or community life because of fairtrade. We made a **wooden fairtrade board game** which contrasted family/community life with and without fairtrade support for farmers. Finally, we produced an **interactive fairtrade doll** to illustrate the benefits to communities/families when they become fairtrade farmers.

FEBRUARY - The **Mayor of Limerick** invited us to attend the launch of **Fairtrade Fortnight** where we met a Belize Cocoa farmer. **Trócaire** invited us to **Cork Fairtrade Fortnight** where we interviewed two Ghanaian Cocoa farmers from **The Kuapa Kokoo Fair Trade Co-operative**. We gave a powerpoint presentation on The Kuapa Kokoo Co-operative to various classes in our school.

MARCH - Our class **made costumes** representing fairtrade products for the **St. Patrick's Day Parade** in Limerick city. We also purchased a banner with the project title and our school name on it. Our **web site**

www.jonnybschocolate.com was finally finished. Our Tuck Shop started selling **Divine fairtrade chocolate**. The name of every student who bought a bar went into a draw for an ipod, sponsored by Dooley Catering, or cinema tickets, sponsored by Storm Cinemas. We also had a **chocolate fountain** in our canteen and ran a **fairtrade jigsaw competition**, to complete a jigsaw in the fastest time possible.

APRIL - Our project won **First Prize** in the **Making Our World One World** category at the **Young Social Innovators**.



OUTCOMES OF THE PROJECT

- The Kuapa Kokoo Co-operative gave students practical examples of how fairtrade helps communities/families to improve their standard of living
- Students learned that fairtrade is not just about fair price but includes provision of services for communities and improvements in the lives of women

- The Ghanaian visit showed students the sacrifices that entire communities are prepared to make so that their children can get an education
- Students improved their communication skills
- Students learned how to build a website
- Students saw the importance of advertising and word of mouth as they received invitations to events and had a number of articles about their project printed
- Students saw the importance of having creative and fun ways to get their message across rather than relying on textbooks

WHAT WORKED WELL

- The chocolate fountain
- The board game, jigsaw and doll
- St. Patrick's Day Parade
- Meeting the Cocoa Farmers and the Limerick Ghanaian Community
- Fairtrade chocolate in the tuck shop
- The Trad Night



LINKAGES

- Limerick/Ennis Ghanaian group
- Limerick fair trade
- Kuapa Kokoo Ghana
- St. Louis Junior High School, Bolgatangan, Ghana
- Divine Fair Trade Chocolate, Cork and Limerick
- VSO
- Trócaire
- Fair Trade Ireland
- Limerick County Council

Paul Copeland expressed an interest in writing about young people's involvement in fairtrade in a future edition of the "**Face Up**" magazine. He will interview a group of our students in the near future. The magazine is published by the Redemptorists and is used by senior religion classes in many schools.



POSITIVE IMPACT OF THE PROJECT

Students, teachers and parents are more aware of the benefits of supporting fair trade products. Sales of fairtrade chocolate in the tuck shop equal those of well-known brands. Fairtrade tea and coffee are used in the staff room. Students thoroughly enjoyed the various activities and games in this project and hope that next year's Transition Year students will continue their work.

Co-ordinator: Anne Keane

A Challenging Thought...



“Injustice anywhere is a threat to justice everywhere.”

(Martin Luther King)

... Does It Change YOUR Thinking?

FAIRTRADE FOR FAIR TRADERS

SCOIL MHUIRE COMMUNITY SCHOOL CLANE



We got involved in the Challenge to Change Project with a **Transition Year** group to give them a focus for a project that they could involve themselves in for the year.

From the beginning, the Transition Year students were very enthusiastic and involved in the project.

AIMS

- To heighten awareness of fairtrade in the school
- To extend this awareness to the students' families in the community
- To run a fairtrade shop in the school during one lunchtime each week
- To survey local shops for fairtrade products
- To survey school students about awareness of fairtrade

All our goals were achieved and some others also.



ACTIONS

- The fairtrade shop operated very successfully every Thursday, selling tea, coffee, hot chocolate, biscuits, bars and juice
- The students wore their fairtrade tee-shirts when working in the shop
- Posters and menus were displayed in every classroom
- Fairtrade products were sold at Parent/Teacher meetings
- Fairtrade DVDs were shown to all students
- Fairtrade featured at all school assemblies
- Fairtrade facts were announced on the intercom each day
- We made links with **Newbridge Town Fairtrade Group** and a representative came to our launch day and spoke about the importance of fairtrade for the community.
- The media was invited to this launch which was held to highlight **Fairtrade Fortnight**.



Parents saw the value of the project. One parent sought our help to set up a fairtrade stall at a local fête. The whole school community is now familiar with the fairtrade logo.



The group widened to include Second Year students and these students proved very committed and enthusiastic and have undertaken to continue the project next year.

Overall it has been a very positive project for us as a school and the students certainly learned and benefited from their involvement.

Co-ordinator: Gráinne McGee

THE WONDER OF WATER

PRESENTATION PRIMARY SCHOOL CLONMEL



"When the well is dry, we learn the worth of water."

Benjamin Franklin

AIMS

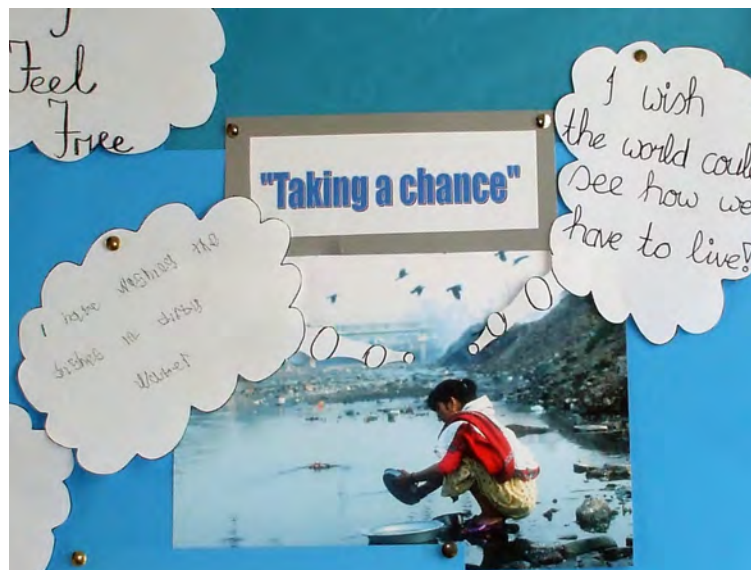
- To motivate children to enjoy and appreciate water
- To raise awareness of the wonder of water and the multiple uses of water
- To develop a keen sense of the preciousness of water and the need to preserve water supplies
- To raise awareness of how fortunate we are to have easy access to water
- To examine our own use of water by doing a survey and learning from our findings
- To learn about water supplies in Ireland and in developing countries
- To compare availability of water in different parts of the world, especially in Ireland and developing countries
- To explore the problems caused by too much or too little water

TARGET GROUP

All classes from Junior Infants to Sixth Class took part in the project. Fifth and Sixth Classes led the project.

ACTIONS UNDERTAKEN

- Monika Reykers and her **drama group** produced a play on the theme of water.
- **Borough Engineer**, Michael Hayes, visited Fifth and Sixth Classes to talk about our local water supply, **filtering methods**, **conservation** and recent difficulties with **cryptosporidium**. Fifth class subsequently experimented and made their own water filters.
- Senior classes learned about **water pollution**.
- Fifth Class kept a two day record of their use of water at home and in school. The girls **designed posters** to encourage others not to waste water.
- Sixth Class **prepared and delivered lessons** on various aspects of water to classes from Infants to Third Class. Lessons included painting, rhymes, photo study, stories and discussions.
- Fifth Class worked on **photographic images** from "Tide" and produced a thought-provoking display depicting water and its effects in many parts of the world.
- Fourth Class and Sixth Classes went on **field trips** along the river Suir with local teacher Shay Hurley to further their appreciation of the historical, environmental and ecological aspects of the river.
- Sixth Class expressed their appreciation of water through **poetry writing** and display.
- Fifth Class took part in a **workshop** run by the **Fisheries Board** where they learned more about fish and insect life in the river Suir.
- **Stephen O'Brien** visited Senior Classes to talk about his work in **Nepal**.



OUTCOMES

- The children enjoyed the various activities and lessons and responded positively to the whole concept of Challenge to Change.
- Pupils who went on field trips along the river Suir responded very well to the experience and discovered a whole new world on the river bank that had previously been unknown to them.

- Sixth Class expressed their awareness and appreciation of water through poetry writing and display.
- Senior pupils developed an awareness of water in our local environment and the **multiple uses** of water in our everyday lives. They learned about the journey of water before it arrives out of our taps and how it has been treated to ensure it is safe to drink.
- Pupils learned many facts about water, especially that not everyone has access to safe drinking water. They learned about the **consequences of water shortages in developing countries** and about the health risks posed by contaminated or infected water.
- Fifth Class pupils kept a record of their use of water and so developed an understanding of the importance of water, why we should not waste water and the steps we can follow to save water at home and in school.
- The pupils studied photos and fact sheets from other countries such as **Bangladesh, India, Burma, Pakistan, Ethiopia, Sudan** and more.
- Fifth Class pupils produced their own photographic display depicting the role of water in their lives.
- Sixth Class worked cooperatively in groups to research and plan lessons about water for classes from Junior Infants to Third Class.



WHAT WORKED WELL

The pupils enjoyed all aspects of the project but especially the field trips, the filter experiments and bringing a camera home to take photos for the display.

The lessons Sixth Class pupils prepared and presented to younger classes were well received by teachers and pupils. There was a tangible buzz of excitement that afternoon. The senior girls did an excellent job and the younger children loved learning from the "big girls". Our four Polish Sixth Class students presented a **Polish lesson on "woda"** to our Senior Infant Polish children.



We had hoped to cover other aspects such as how we can limit the pollutants entering our water and to work out our average water consumption per day. "Water" is such a broad topic that there is plenty more we can learn about and do in the future!



**The frog does not drink up
the pond in which
he lives**

-American Indian proverb

"When you live in Ireland, you don't realise how much water we really have and use. Other countries need water badly." (Lauren A.)

"In Ireland we use nice, clean water while people in some other countries have to drink dirty water." (Lauren P.)

"I enjoyed working on a picture of women in Bangladesh who were learning to filter their water." (Louise)

Co-ordinator: Noelle Lambert

TREES: OUR LIFELINE TO THE FUTURE

BUNSCOIL BHÓTHAR NA NAOMH LISMORE



AIMS

- To understand the importance of trees in our world
- To discover the wonderful environment in our own back gardens
- To encourage the children to go out and explore
- To research, using books, internet and magazines, the impact of the destruction of the world's largest rainforests

This year's project has opened a whole new world for many of our children. As many of us do, they have spent time in our woodlands and forests but have not really looked at their surroundings. This past year has allowed the children time to explore their surrounding woodlands and they have been given the tools to help them identify our native trees in spring, summer, autumn and winter.

The following is a report from some of our Sixth Class students on one of the woodlands we visited.

Glenshelane Forest

"We went to Glenshelane wood today. Glenshelane means '*Glen of the Fairies*'. We got the bus to Cappoquin. There is a sign at the entrance that tells you about the woods. We were going on the 3.5km walk.

The Glen used to be covered in oak. This was cleared and Norway Spruce was planted which is fast growing and can be cut to use in construction. The Norway Spruce is now being replaced by oak, ash and beech. Under what's left of the old original oak, you can find holly, hazel and rowan. We were able to identify trees by their buds. The beech tree bud is long and slim and it seems it looks like a rolled cigar. The bud of the ash is small and black. It is the only native tree that has a black bud. The buds of the oak are small, brown and you can find 3, 4 or 5 buds at the end of the twig. We also got to look at pine and fir trees.

Everything was as the sign said with the holly and the hazel growing under the tall trees. The thing that we were not expecting to see was all the flowers under the trees. The woods smelled of garlic because of all the wild garlic that grows there. We also saw blue bells, primroses, ferns that were just starting to uncurl, and foxglove leaves.

We also had to look for insects and bugs as every tree and bush is a home for lots of different types of creatures. Even dead trees are home to different types of beetles and bugs.

It was a good day and we might get to go again in the summer to see the changes."

This was one of three local woodland/forests that we brought the children to see. Kelly's Wood is only twelve years old so this was a wonderful place to bring the children to see trees that are not much older than themselves. Shrough Wood is a very old wood where many of the trees are covered in moss. Among the trees the children saw lots of signs of badgers, foxes, and even possible pine martin droppings.



The pupils studied **Ogham script** and its connection with the native Irish trees.

IMPACT OF LOGGING ON THE AMAZON RAINFOREST

Back in class the children continued the work with art projects, internet research and the older classes studied photosynthesis and the **effect of logging** on our environment. Sixth Class researched the **Bari tribe**, a **native Amazon tribe** to see how they live in the rainforests and how changes impact on their lives. Ciaran Fennessy visited the school and presented a talk on Rainforests to Sixth Class.

A RECYCLING MINI-COMPANY

A mini-company has been set up. Realising that wood products are on the market and are used by all of use every day, we decided to look at ways of recycling and reusing paper products within our school. The mini-company procured a machine to convert our waste paper into logs to be used as fuel for our fires. This project will be further developed in the coming year. As these logs are being used in local homes, we are convinced are they are a valuable way of **spreading the message of sustainability**.

What we achieved this year was to raise awareness among children of their natural environment. Many of the children have returned to school on a Monday with stories of the wood they visited that weekend. We hope to continue to encourage this with regular visits to local woodlands. Our mini-company plans to continue to spread the message of sustainability next year.



"Ogham writing is very old writing that you do on big stones."

David age 7

"If we had no trees we would not live."

Maud age 8

**"Trees do the opposite to people.
They take in carbon dioxide and give out oxygen."**

Anya age 9

Co-ordinator: Deirdre Murray

A CULTURAL COLOURFUL CRAZE

ST. JOSEPH'S COLLEGE LUCAN



CLASS INVOLVED: Transition Year, with whole school and wider community involvement

AIMS

- To learn more about all the cultures that are represented in our school
- To raise awareness and distribute knowledge about these cultures
- To celebrate the cultural diversity of our school
- To put an end to ignorance about different cultures
- To hold a cross-curricular cultural week
- To display information about cultures and customs around the school
- To unite the school through the celebration of our similarities and differences



ACTIONS UNDERTAKEN

We surveyed the students in our school to see how many nationalities we had represented and to our surprise we found that we had students from **39 countries** attending St. Joseph's College.

Each student in 4A2 then decided to investigate the cultures and customs of one of these countries and do an individual project on it. Each student made a **link with a student from their chosen country** and received information. With this and with the help of the internet each girl prepared an information poster outlining the customs, religion, food, geography etc of their country.

These projects were then presented to the rest of the class and displayed all around the hall for our Cultural Fair and to all the staff and parents at **Transition**

Year Graduation Night.

In order to establish how much information people had about various cultures, we drew up a **questionnaire** for staff and students to test their knowledge. From this questionnaire we found that the knowledge was indeed lacking!

We organised a **Cultural Fair for the First Year students**. This was a great challenge, involving a lot of organisation. The event included a **Talent Show** with performances of song, dance and poetry, a **Fashion Show** where students proudly displayed their native outfits, a **Food Fair** where food from all over the world could be sampled by staff and students and a **Henna Stand** which proved to be a huge hit.



It was great to have the students from all different year groups display their talents and we were especially honoured to have an **Indian dance troupe** come into the school and perform for us.

Prior to the fair we purchased a huge **world map** for the school and marked it with **flags** of the 39 countries and displayed it at the front door of the school. Alongside it we had a beautiful poster saying **welcome in many different languages**.

The fair was a huge success and all involved, both participants and spectators alike, had a thoroughly enjoyable time.

STUDENTS' COMMENTS

"It helped me to respect and accept people for who they are."

"The fashion show was my favourite because I loved seeing all the traditional clothing."

"I got a chance to taste different foods and I was surprised that I really liked everything."

"It was great to see all the different cultures mixing in the school."

"Everyone who participated got something out of it and I would advise more people to do this project in their school."

"Now people are more aware of what different nationalities are like and that was the aim of our project so we feel very proud."

As a whole, the project went very well although it was very time consuming. Finding time to organise the project with everything else in the Transition Year programme was the biggest challenge but all in all it was really worthwhile. The school was alive with colourful costumes, fabulous smells and uplifting music on the day of the fair. We also have our map now as a permanent display for all to see when they enter our school. This is a project that all students loved being involved in and it definitely did raise awareness of and foster respect for the colourful cultures in our school.

Co-ordinator: Ciara Whelan

CELEBRATING DIVERSITY

SCOIL MHUIRE CLONDALKIN

Our project is a whole school project looking at cultural diversity with regard to our own school. At present, we have twenty different nationalities in the school - Nigeria, Poland, Latvia, Romania, Lithuania, Russia, Hungary, Angola, Vietnam, Ukraine, Ivory Coast, Ghana, Japan, Estonia, China, Malaysia, Congo, India, Thailand and Philippines.

OUR PROJECT HAD THREE AIMS

- To allow the pupils to explore the richness of the many cultures presently attending Scoil Mhuire
- To explore the issue of poverty as it affects developing countries
- To examine the issues relating to human rights and justice in some of these countries we explored Fairtrade as an action research project with Sixth Class



ACTIONS

- We focused on the Geography of each country through the lens of maps and flags
- Food, music, dance and language were explored through customs and festivals culminating in a **Cultural Day** on 16th April
- There was a **parental involvement** element where a number of the parents from some of the countries came in to talk about their country
- Parents and children dressed in their national costume on the day
- Samples of the different foods were available for tasting and artefacts from the different countries were also on display.
- The pupils from **Second Class** explained their projects to all



the visitors. It was an enjoyable learning experience for all but also had great learning outcomes for the children.

- **Parents** explained the origins of the costumes and the significance of when they are worn. Many of the parents came to the Cultural Day and shared their customs and the culture of their country with the rest of the school community.
- We experienced the **music** of different countries by involving parents from different countries in our Carol Service in December and the children learned a carol in a number of languages.
- The Second Class learned the importance of explaining and communicating their project to other people.

EXPLORING POVERTY



We carried out a **comparative study** looking at **famine** in our own country and in present day Ethiopia. A useful resource in this study was the novel "Under the Hawthorn Tree". A drama of a **soup kitchen** was performed by the pupils in the staff room which was set up as a soup kitchen. Famine soup was cooked and the all the children all took part. *Some children said that they would rather starve than have to drink the soup!* The soup kitchen drama was captured on video. The children also explored the causes of famine in present day Ethiopia.



FAIRTRADE

- To examine the issues relating human rights and justice in some of these countries we explored Fairtrade as an **action research project** with Sixth Class. A letter was sent to all the staff members to request that only fairtrade products would be used in the staffroom. As a result, the staff room serves only fairtrade tea and coffee now.
 - We also looked at how parents could be involved in the programme
- and the class decided to distribute **information leaflets** to make them aware of the different shops selling fairtrade products
 - Sixth Class led a **Fairtrade Assembly** in term one and participated in **Fairtrade Fortnight** in term two.
 - Fairtrade products available in the different stores were displayed in the school.

The **media** used for the project included: children's literature, drama, case studies, action research, reflective practice, digital movie maker, flags and maps, art work as well as portfolios of completed research.



As a result of the contact with Irish Aid, **Fifth and Sixth Classes** visited the **Irish Aid Volunteering and Information Centre** on O'Connell Street on the 6th and 23rd June. The pupils enjoyed the interactive session which explored the links between our lives and the lives of people in other parts of the world. They were also impressed with the interactive multi-media exhibition on the work of Irish Aid around the world. We are extremely grateful to Irish aid for allowing this opportunity. It means that the contact built up with Irish Aid can be focus for projects in the coming years.

Co-ordinator: Carol Burke-Heneghan



THE LAST PENGUIN

SACRED HEART PRIMARY PORTLAOISE

AIMS

- That the pupils will learn the basic facts about global warming, its causes and effects and in particular its effects on penguins
- That the pupils identify how the actions of people can contribute to global warming
- That the pupils identify what actions can take place to reduce the effects of global warming
- That the children prepare, plan and create a film about the effects of global warming on penguins
- That the children engage in creative writing and art activities on the theme
- That the children prepare and coordinate a prayer service to create awareness of the importance of care of the environment
- That the children through a buddying system explain their findings to younger children in school

TARGET GROUP

Fifth/Sixth Class researched, created and presented the project to their peers, younger children in school and parents

ACTIONS UNDERTAKEN

- Carried out research on penguins
- Explored global warming
- Learned about animation
- Designed a set
- Designed story board scenes
- Made and edited film
- Engaged in creative writing
- Developed artwork
- Organised a prayer service
- Set up buddy system to spread the word

OUTCOMES OF THE PROJECT

- The pupils learned a lot about penguins
- They are more aware of the causes and effects of global warming
- The pupils are more aware of the actions that can be taken to reduce the effects of global warming
- The children know that positive actions can help to reduce the effects of global warming in school and at home
- They learned to create an animated movie called "The Last Penguin"
- The children won two awards for the animated movie
- The school achieved our second Green Flag which was based on the theme of energy conservation
- The children learned that cooperation is an essential part of teamwork



WHAT WORKED WELL

The Challenge to Change Seminar was a very successful and an integral part of the project. It gave the children a **national audience** for the project and allowed them to see the fantastic work of others, giving them ideas for next year's project.

"It was a great way to make friends and to learn about other projects".

"People from all over the country got to see our project and we got to see their projects."

LINKAGES MADE AND WITH WHOM

Through researching, creating and presenting "The Last Penguin" we had contact with the following organisations:

- Presentation Sisters
- Laois Education Centre
- National Centre for Technology in Education
- Dunamais Theatre, Portlaoise

Fresh Film Festival, Limerick
Laois County Council
Change (Ireland's Plan of Action)
An Taisce
Film in Education
WWF
Tiki the Penguin
Google
Wikipedia

www.change.ie
www.antaise.ie
www.fis.ie
www.wwf.org
<http://tiki.oneworld.net>
www.google.ie
www.wikipedia.org

POSITIVE IMPACT OF THE PROJECT ON THE WHOLE COMMUNITY

Participation in the Challenge to Change project has had a **positive impact** on the school community including the participating class, the children with whom they buddied to spread their information and their parents. The project was timely in that it linked with the theme of the Green Flag programme for this year which was **Energy Conservation**. The project sparked interest from a variety of sources including parents and children from other school who heard about it and saw the positive impact it had on the participating children. The project **integrated easily with the existing school curriculum** and enabled the class to make **linkages across and between subject areas** based on the theme through research, creative and factual writings, artwork and so forth. The Seminar was very democratic in that all schools adhered to the prescribed presentation format for the most part. The children and parents are delighted that their project has appeared in the **Challenge to Change Newsletter** and also on the Presentation Sisters website www.presentationistersunion.org. Participation in the project created a **great buzz** in our school community.

CONCLUSIONS AND RECOMMENDATIONS

Participation in the Challenge to Change project proved to be a very positive experience and opened many possibilities for the future. The workshops were exciting and enjoyable. Participation was a **huge learning experience** and encouraged a **variety of presentation formats** for information and material sourced.

Co-ordinator: Anne Maria Ryan

A Challenging Thought...

“200 million people may become displaced by rising sea levels.”

(Sir Nicholas Stern)

... Does It Change YOUR Thinking?



WAKE UP AND SMELL THE COFFEE!

PRESENTATION SECONDARY SCHOOL THURLES



For a number of years our school has endeavoured to promote Fairtrade during the annual **Fairtrade Fortnight** in March. This year a group of Transition Year students decided to get more actively involved in the fairtrade movement for their **Challenge to Change** project.

AIMS

- To examine the unjust practices in coffee trading between the First World and the Third World
- To study the impact such trading practices have on the standard of living of coffee farmers
- To inform the school community of our findings
- To encourage the purchase of fairtrade coffee
- To spread the message of fairtrade to staff, students and parents

ACTIONS

We carried out our research, using the internet, DVDs and materials purchased from Oxfam, Fairtrade Ireland and Cafod. We displayed our findings on school notice boards. We worked with C.S.P.E. classes of First and Second Years to **explore injustices in coffee trading**. We used questionnaires and games to engage the students and get our message

across. We had hoped to use drama in our work but due to time constraints we had to change our plans. We provided fairtrade coffee, tea and sugar in the school canteen and in the staffroom for most of the year. Parents also enjoyed fairtrade products on **Transition Year Night**.

NIMROD WAMBETTE, UGANDAN COFFEE FARMER

Thurles is a Fairtrade town. The committee organised to have a coffee farmer, Nimrod Wambette, from Uganda attend a seminar in the Tipperary Institute. Some of our students attended and were very impressed with the first hand knowledge they received. Nimrod explained how he has personally gained from selling his coffee to a fairtrade co-operative, and likewise all the farmers in his area. The farmers didn't have to worry as much about fluctuating prices. Some of the money even goes towards the provision of new schools. The students were glad to learn that there has been a huge increase in the amount of fairtrade goods sold in Ireland.

THURLES FAIRTRADE COMMITTEE

We invited a member of Thurles Fairtrade Committee to the school. He spoke to two hundred students about the Fairtrade movement. This further stimulated interest in our project. Many of the students spoke of influencing their parents shopping habits.

THURLES FAIRTRADE SURVEY

We surveyed the availability of fairtrade products in our town and found that during Fairtrade Fortnight all the supermarkets actively promoted fairtrade goods.

However outside of this time, only some of the biggest supermarkets carry fairtrade products as regular stock. This was disappointing. We have made our concerns known to staff in some of these shops, and in our contact with classes we have told the students to ask for fairtrade products so as to promote the fairtrade cause.

All of the students involved in the project are happy that they have contributed to overcoming injustices relating to the coffee trade, through educating the school community about coffee trading and the importance of buying fairtrade products. In doing this they are guaranteeing a better deal for Third World producers.



“Trade, not Aid, is the way forward”, according to one of our students.



The students enjoyed the experience of presenting their project at the Challenge to Change seminar in Kilkenny and were assured that they are following in the footsteps of Nano Nagle in their efforts to overcome injustices in our world.

Co-ordinator: Bridget Jones



A Challenging Thought...

“More than 800 million people in developing countries are hungry. 27% of all children under five in the developing world are malnourished.”

(365 Irish Aid Annual Report 2007)

... Does It Change YOUR Thinking?

EVERYONE EATS! RECIPES FROM AROUND THE WORLD

PRESENTATION PRIMARY WATERFORD



The school has participated in Challenge to Change since it began and every year we try to find a project that will involve as many pupils as possible.

This year we wanted something that would reflect the increasing **cultural diversity** of our school population. We

were also anxious to involve families and friends as well as pupils. After much thought we decided that food is something everyone enjoys. Every culture has its recipes and rituals around the preparation, cooking and eating of food. Shared meals are what bind a family together. Inviting friends to share a meal is how most people celebrate important events in their lives.

We sought out parents and friends who were from other parts of the world and invited them to prepare and cook the kind of food they would serve in their home. The response was very enthusiastic although some we asked were fearful their English was not good enough. The cooks bought their own ingredients and were reimbursed afterwards. Two teachers from the school also cooked for us as we wanted the experience to include everyone in the school community. **Each class acted as host to one cook.** They learned about that person's **country of origin** and prepared questions to ask them.

On Friday mornings the girls went to the Parents' Room which has a kitchen and were introduced to their cook. The cook prepared the food and explained how and when this food would be served in their home. Some of our cooks had excellent English and were well able to relate to the class and answer questions. Others were less sure but with help from the teachers involved were able to respond to the questions asked. Our guest cooks put in an enormous effort. **Monique**, a Polish woman, was up at five in the morning to prepare a huge range of dishes. Most of our cooks were able to involve the girls in mixing and chopping. The dishes covered

a wide range of foods, from biscuits to fried plantain. I had been worried that some of the more exotic dishes would be rejected by the girls but there was no need to worry. Everything was eaten with

relish. Even vegetables like spinach were devoured. For many of the girls this was their first taste of some ingredients and most of them enjoyed the new experience.

“It was a marvellous, extraordinary, wonderful taste. I held it in my mouth for ages.”

Ciara

“On the 7th March our class went to the Parents’ Room to taste Nigerian food. The lady cooking it was called Cynthia. She made Nigerian Fried Rice. In the rice there was shrimp, mixed vegetables and curry powder.”

Leanne and Meg

In writing about it afterwards the girls were very positive in their verdicts on the food. They responded warmly to the people they met and showed a lively curiosity about where they had come from and their experiences in Ireland.



“Ardi said that the energy of the sun is locked inside the spinach leaves. I never knew that but now, I do. The programme was Challenge to Change. We see what other countries are like and what they eat, which is very nice.” Louise

“We met a lady called Mrs. Wong. She is from Hong Kong. The cooking that Mrs. Wong was demonstrating was Cantonese style cooking from South China.”

Kate

Some, of course, concentrated on the important bit, the food.

“My two friends, Grace and Siobhan, and myself decided to taste everything. So off we went! First, there were little pies which, when cut in half, leaked beautifully cooked onion and mushroom. Other foods we had included cheese, bread, spicy sausage, stuffed cabbage leaves in a beautiful peppery tomato sauce, meatballs in the same tomato sauce, little sweet dumplings filled with sugary cheese, honey covered sesame wafers, chocolate wafers and delicious juices, a raspberry and carrot one and a banana and apple one. Unfortunately, after that it was over.” Emily

For some children the experience really opened their eyes and their hearts to the wider world. For them, **difference became something to be celebrated and enjoyed.**

“I would love to go to different countries and taste their food because it would be a challenge and a big adventure. One day I would love to go to Poland and explore their foods. This was a great experience and I would love to do it again”.
Rosemary



“Draniki means potato cakes in Russian. They were nice. We had crêpes with honey and cream and chocolate on them. Russian food is lovely. Russians have nice taste.”

Rachel

“When we got there we saw Pati’s mam. She was really pretty with short black hair and looked really young. I’m very happy I tried all the different things and I would love to go to Poland. I will try more things in life, thanks to Pati’s mam.”

Madelaine

While the cooking end of the experiment went very well the task of laying out and editing the book took far more time than had originally been allotted. However, the end result looked very impressive. So far we have not had it actually published in book form.

We really enjoyed our day at the Challenge to Change Seminar in Kilkenny. We were very impressed with the range and quality of the work on display. The girls learned a lot from visiting the other stands and meeting other students. The drumming workshop was particularly appreciated. We look forward to next year’s Challenge to Change project.

Co-ordinator: Catherine Kinsella



A Challenging Thought...

“Life expectancy in Zimbabwe is now the lowest in the world at 35 years.”

(365 Irish Aid Annual Report 2007)

... Does It Change YOUR Thinking?

HANDS UP FOR DIVERSITY!

PRESENTATION SECONDARY SCHOOL WARRENMOUNT



AIMS

- To explore the issue of discrimination and intolerance, at local, national and global level
- To challenge cultural, religious, ethnic, sexual, intellectual and economic stereotypes
- To identify and facilitate ways of promoting understanding, tolerance and respectful dialogue among our diverse school community
- To network with and learn from the Presentation Sisters both here and abroad on their work in the field
- To educate the school community on the group's findings through a variety of media and to showcase their work in our celebratory concert which marks the close of One World Week

TARGET GROUP

Our **Third Year** and **Transition Year** students were the main participants, led very expertly by Ms. Poisson. They in turn informed and challenged the school community (students, staff, parents, campus and local community) with their finished projects.

PROCESS AND ACTIONS UNDERTAKEN

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

- **Transition Year** students completed a week-long intensive workshop working with 80:20 and their exceptionally talented artist, **Stari Mbawa**. This memorable and very privileged experience resulted in the students creating and shaping their own **mural** in the school hall on the theme of discrimination.
- Transition Years were also involved in **Co-operation North**, linking with Carrickfergus Grammar School. Together they discussed conflict within communities, focusing in particular on the issue of bullying and discrimination within schools north and south and how it may best be addressed. As a result, a group of our students hope to establish a **peer mediation programme** in the next school year.
- Transition Years attended a number of workshops on fairtrade initiatives. They set up a fairtrade stand at our **One World Week Food Fair**. They plan to work on promoting the sale of fairtrade products within the school in the next school year.
- **Third Years** explored the theme of **genocide** by examining the story of Anne Frank and the recent situation in Kenya. They viewed and discussed a number of DVDs including the documentary 'KZ' and 'Hotel Rwanda.'
- Another group of Third Years explored **discrimination among students** and they made an excellent slide show which captured their learning. The group wished to highlight and fundraise for village schools in **Northeast India** which are lacking some of the most basic requirements for schools.
- All students watched either '**Pavee Lackeen**' and/or '**Hotel Rwanda**' to explore these themes and encourage informed discussion.
- Students invited **Chinedu Onyejelem**, the Editor of **Metro Eireann** to share his wealth of experience of running the renowned multicultural newspaper.
- **Laeticia Gomes** facilitated a number of very enjoyable cultural workshops on themes relating to the project.
- **Murat Kurnaz**, a former prisoner of **Guantanamo Bay prison camp**, spoke with the students, parents and staff about his harrowing experiences.



- A team from **Spirasi** spoke with a number of classes and their teachers on their invaluable work in promoting an integrated multi-cultural society.
- Linking in with our annual **One World Week**, students and teachers were treated to a number of enjoyable and informative workshops in African drumming, the importance of water conservation, Capoeira and an inter-school football extravaganza with Synge Street C.B.S.
- The school branch of Amnesty International attended a very informative workshop on the **Israeli/Palestinian conflict**. They hosted a display of photographs providing an insight into the difficulties of living in contemporary Palestine.
- In class, a group of Third Years had a number of '**cultural exchanges**' where they discovered much about one another. They carried this idea to

First Year classes and they hope to replicate this model of cultural sharing throughout the school.

- Junior students paired up and developed posters to display what they had learned about discrimination and bullying.
- Powerpoint presentations designed by students showcased their findings for the school community and challenged their understanding of discrimination.
- A group of First, Second and Third Year students, under the direction of Mr. Omar, wrote and performed a comedy entitled **Working Together With Other Cultures**.
- A group of Third Years choreographed a dance routine which incorporated Indian, Mauritian, Irish, Chinese, Nigerian and other mixes of international dance which cleverly epitomized the learning of the group at our **One World Week Concert**.

LINK WITH CAMPUS AND LOCAL COMMUNITY

- We ran an Art competition in both the primary and secondary school to design a logo promoting the ideals of **One World Week**. The winning designs will be printed on a pen and made available

to all members of the community in September.

- Our Sixth Class primary school and invited guests joined us for activities during our annual **One World Week**.

OUTCOMES OF THE PROJECT



- This project facilitated experiential learning in an informative and enjoyable way
- It challenged the whole school community to understand discrimination and stereotyping in its many forms and the resulting injustices at local, national and global level

- It helped us to continue striving towards achieving a Presentation community, which warmly embraces the core value of respect and welcoming diversity
- Students further developed their interpersonal and intrapersonal skills

WHAT WORKED WELL

- Cross curricular work
- The positive and open attitude of the school community, school management and staff in helping to develop ideas, set goals and work to a time frame.
- 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 international Presentation Schools
- Continue to develop links with Warrenmount Primary School, Warrenmount Adult Education Centre, community/voluntary/statutory agencies

and learned about the benefits of teamwork

- They developed their self-confidence in presenting their findings to the school community, both at One World Week and the Challenge to Change Conference in Kilkenny.

- Linking with all stakeholders and outside agencies led to more informed learning and facilitated a forging of stronger relationships and networks
- Linking this project to our One World Week activities and showcasing ideas and learning at our One World Week final celebration

- Establish our Peer Mediation Group and ongoing cultural exchanges so that they become an accepted reality in the life of the school
- Set up a notice board to celebrate diversity within the school and ensure it is updated on a regular basis
- Establish a student cultural club with the help of Ms. Poisson, that would be responsible for promoting understanding of other cultures and inclusivity
- Continue to encourage and use new strategies in promoting a welcoming and respectful community
- Continue to promote the sale of fairtrade products within the school
- Link this work with our involvement in the **Human Rights Friendly Schools Project** run in conjunction with Amnesty International
- Work towards **twinning** with a school in **Northeast India**



This project provided us with an opportunity to work together and challenge people to change their perspectives and views. 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. Our experience in this project encourages us to always strive towards achieving a Presentation community, which warmly embraces the core value of respect. We look forward to embarking on another successful project in the next school year.

Co-ordinator: Gwen Brennan



A Challenging Thought...

“Where after all do human rights begin? In small places, close to home, so close and so small that they cannot be seen on any maps of the world. Unless these rights have meaning there, they have little meaning anywhere.”

(Eleanor Roosevelt, on Universal Declaration of Human Rights)

... Does It Change YOUR Thinking?

UGANDA AND IRELAND LEARNING TOGETHER

PRESENTATION SECONDARY SCHOOL MITCHELSTOWN



Our community is linked with the Mbula Community in Uganda through the **Partners in Learning Organisation**. This year the Transition Year class has been working with two students from Uganda who are currently living in Mitchelstown on a nine month scholarship. Our Transition Year group have been exchanging cultural information with these Ugandan students on such topics as democracy, education, lifestyle, healthcare, diet, recreation, activities and music. The education of both the class and the Ugandan students on one another's cultures has flourished. From this our Transition Year group educated the rest of the school on Ugandan culture and lifestyle. We accomplished this through questionnaires, cross-cultural learning days and a community evening.

AIMS

- To cater for **cross-cultural learning** between our school and a school in Uganda
- To establish an increased **awareness of the diversity** that exists between Irish and Ugandan cultures
- To build a **two-way learning relationship** between the two schools that will be sustained for years to come
- To **respect and learn** from the traditions, customs, values and morals of a culture vastly different from our own



OBJECTIVES

- To learn about Uganda - i.e. location, economy, political situation, religion, traditions, customs and festivals
- To meet and work on project aims with Ugandan students in Ireland and Uganda
- To hold an **Intercultural Festival Evening** in our school to inform both students and parents in our community about Uganda
- To conduct a **survey** on student perceptions of African countries

WORK UNDERTAKEN

Last year Presentation Secondary School raised funds to purchase a computer for a community in Uganda called Mbula. This year the school continued the strong link between the two communities, Mbula and Mitchelstown. Transition Year students **created a bond between the communities** that will last for years to come. In September, the Transition Year students invited two Ugandan students, **Harriot and Aanya**, to the school, so that a discussion could be held on the cultural differences that exist between Ireland and Uganda.

On Thursday, November 8th, Harriot and Aanya returned to the school for a day of cultural exchange. The Transition Year students had a vast range of cultural treats lined up including Language, Culture and Folklore. The girls acted out Tír na nÓg which was a great hit. In Computer class the girls got a chance to put their ECDL skills into practice whilst showing Harriot and Aanya different computer applications. Irish Cooking following next with the girls cooking up a storm for their Ugandan guests. Harriot and Aanya were treated to such Irish delights as Traditional Irish Stew, Colcannon, Leek and Potato soup, Apple Tart, all followed by an Irish Coffee (strictly for the guests only). After lunch Harriot and Aanya gave the girls a geography lesson followed by local culture. A perfect day ended with Irish dance, music and sporting events.



TWO-WAY LEARNING RELATIONSHIP

In February two teachers travelled to Uganda. They visited the Mbula community. They spent ten days absorbing the Ugandan culture and lifestyle while undertaking a **process of mutual learning**. Five very lucky students from Transition Year travelled to Uganda with the Mitchelstown Partners in Learning Organisation. This proved to be a fantastic opportunity for teachers and students alike, as they immersed themselves in a culture vastly different from their own. On their return they shared their experiences with friends and colleagues in Mitchelstown.

An Intercultural Festival Evening took place in our school to inform both students and parents in our community about Uganda.

The Transition Year class made a **patchwork quilt** illustrating the cross-cultural comparison between Ireland and Uganda. The five students and teachers presented this quilt to the Mbula community. The Transition Year group hosted a Ugandan Party to introduce both Harriet and Aanya to the students in our school. This proved to be a fun day for students to learn about Uganda.



Co-ordinator: Eddrina Casey

VARIETY IS THE SPICE OF LIFE!

ROCKFORD MANOR SECONDARY SCHOOL BLACKROCK



This year our Challenge to Change Project was undertaken by one class of Transition Years. Prior to selecting our topic, we learned about development education and the Millennium Development Goals in a variety of active ways. We had the opportunity to assist Irish Aid in planning their various programmes for students to be run in the new Irish Aid Volunteering and Public Information Centre. We have been invited back to visit the newly opened building in O'Connell Street.

This year we decided to focus on the topic of **Interculturalism** for our Challenge to Change project. Rockford Manor Secondary School is very much a multicultural school. We have discovered that 20 countries are represented in our school. It is very important that we learn about these countries and consequently share a friendship with these students and to show mutual respect towards each other.

This year also saw our plans of last year come to fruition as we embarked on a life-changing journey. Nine Fifth Year students travelled to Zambia where they gained first hand experience working alongside Presentation Sisters in a developing country.

AIMS AND OBJECTIVES

- To enable students enjoy the diversity that is the human race
- To understand, appreciate and celebrate multicultural diversity and richness within our school
- To assist foreign national students and their families as they settle into our school
- To become familiar with why so many people are forced to leave their country
- To understand and appreciate the diversity and richness of the many different religious denominations found throughout our school.



ACTIVITIES

- Inclusion of all cultures in our Christmas Carol Service
- Peer teaching from the Transition Year group to our First Year students on the topic of interculturalism. This task was divided among three groups. Group one introduced the topic and participated in activities with the First Years such as worksheets and saying hello in many different languages. The second group

held a computer table quiz with the First Years. Finally, the last group focused on the variety of different foods consumed in these countries and brainstormed many ways that we could plan an event around this area in our school.

- Our Multicultural School display featured on the school noticeboard. We produced this information in booklet form to inform our whole school community.
- We celebrated diversity of food through a **Multicultural Food Hall demonstration** involving the families of our students
- **Poetry Ireland** completed a module with us on the topic of interculturalism
- A number of intercultural issues were addressed through a series of interesting debates/discussions and role plays e.g. challenging stereotypical ideas about people from other cultures and nationalities, and the significance and importance of inclusion.



Mission Zambia



After two years of careful planning and preparation, the development education foundations laid by the Challenge to Change project came to fruition. Nine Fifth Year students accompanied by their teachers set off for Zambia for what was to be a life-changing experience. The girls immersed themselves in the daily life and work of the Presentation Mission in Zambia. For two weeks they worked alongside Sr. Molly and her staff caring for young HIV/AIDS orphans.

During their time in Zambia the students kept a reflective journal. Their thoughts capture in a real way how their lives have been changed by their experiences.

“On arriving in Lusaka, it was such a totally different world. Coming out of the airport was such a culture shock I will never forget it. The landscape, the air, the whole country was so different to our lives at home.”

“This has been the most emotional, inspirational and enjoyable trip of my life ... I have learned so much and hopefully grown so much. It has completely changed my way of thinking and has made me a better person.”



“It was a humbling experience, one that brings you right down to earth ...”

“What I truly loved about Zambia were the people young and old. They were a truly amazing people. Each person I met out there was an absolute inspiration to me - Loveness and the kids, Sister Virginia, Hope, Rita, Sister Molly, Josephine as well.”

“All the superlatives in the dictionary could not even begin to describe how incredibly wonderful each one of the kids is. From the minute we got to Kaoma we were surrounded by children ... each of them so different and yet so alike ... some were unbelievably full of energy, others just liked to sit down and watch each other, some would never stop smiling, some

would never manage to keep clean, some loved to mess and make trouble and some just loved to dance and sing ...”

“I loved every minute in Zambia - the challenges of teaching and getting over the language barrier, how close the nine students and three teachers became and how open we all were, the silly quotes and phrases, the debriefings, sitting by candlelight, washing our hairs in buckets, children falling asleep on you ...”

“I feel truly blessed and privileged to have been able to go to Zambia and to have such a fantastic experience and to get to do that with such an amazing group of people ...”



SPREADING THE MESSAGE

Having returned from their wonderful experiences in Kaoma, Zambia, the students set about spreading the good news.

- **Primary schools** which had been visited prior to the trip were re-visited to raise awareness by sharing personal experiences.
- **Dun Laoghaire Festival of World Cultures** was the next stop. As part of this festival the students exhibited African art and documentary photographs of their teaching experiences in Africa in **Deansgrange Library** from 22nd to 29th August.
- The students received a standing ovation following their Powerpoint presentation and personal reflections presented to the **whole school community, Board of Management, Parents' Council and guests** on Wednesday, 24th September.
- **Rockford Manor Secondary School Open Night**, 2nd October, provided another forum for the students to address a wider audience.



Co-ordinator: Nicola Honan

A Challenging Thought...



“The world must re-focus its attention and its resources on the places and people that are being left behind.”

(Ban Ki-moon, Secretary-General, United Nations)

... Does It Change YOUR Thinking?

BIG PLANET SMALL WORLD

PRESENTATION PRIMARY SCHOOL WARRENMOUNT

Our project is based on the book *If the World were a Village* by David J. Smith.



We explored **the rights of children** specifically in the areas of education, food, resources and religion. Fourth, Fifth and Sixth Classes worked on these areas.

Our first aim was to give children **an awareness of who our neighbours are**, where they live and how they live - knowing this will help us live in peace.

AIMS

- That children would be aware of their rights under the U.N. Convention
- That they would understand the responsibilities going with these rights
- That they would explore in a simple way whether all children have the rights that they are entitled to
- That they would understand why some children are deprived of these rights
- That they would work towards helping to make the world a more equal and peaceful place in the future
- That they would celebrate the many cultures that enrich our school and country

ACTIONS UNDERTAKEN

- Fourth, Fifth and Sixth Classes were taught a series of lessons exploring the rights of the child
- These three classes undertook a project entitled "Big Planet ... Small World" based on the book 'If the World were a Village'. The themes covered included animals and religions, education and access to electricity.
- Building on our previous experiences of International Day, we extended this year's event to two International Days. We showcased our project, 'Big Planet ... Small World' for all children and parents in the school. We introduced the children to books and musical instruments from around the world. A short video was made of children speaking in their first language. A worksheet identifying all the countries represented in our school was produced for the older students.
- We showcased our project at the Challenge to Change Seminar in Kilkenny

- Fifth and Sixth classes ran a Sale of Work to raise funds for Zambian children in a Cheshire Home and School run by the Presentation Sisters. Sr. Breeda Walsh, a staff member, spent a month working at this Cheshire Home and School and shared her experiences with the students on her return.
- Adults attending a Development Education course in Warrenmount C.E.D. Centre visited the school and talked about their projects on Fair Trade and Slave Labour. This bridged the generation gap as young and old learned together.



WHAT WORKED WELL

- The International Days were a great success and will be repeated next year
- The Projects provoked good discussions and helped the children to understand how relatively rich we are in the western world
- The Cake Sale was a huge success. It raised awareness and generated much needed funds for the Home

For next year's project, we aim to work in a more cross-curricular and thematic way. This approach we feel is more in line with development education methodologies.

Co-ordinator: Eimear Peacock

HOMELESSNESS AND POVERTY IN IRELAND AND IN DEVELOPING COUNTRIES

COLÁISTE BRÍDE PRESENTATION SECONDARY SCHOOL CLONDALKIN



AIMS

- To research the causes of poverty and to investigate what is being done to overcome it
- To examine comparisons and similarities. While Ireland is a developed country there is still much evidence of poverty. A comparison was to be made with developing countries such as Brazil, Somalia and Sudan which suffer from extreme poverty.
- To research information about charity organisations trying to combat poverty and helping those in need.
- To raise awareness in the school and local communities.
- As part of the project to do fundraising for various charity organisations associated with combating homelessness and poverty both in Ireland and abroad.

TARGET GROUP

The target group were young people. The fact that their peers were taking part this project and witnessing them fundraising for charities, sends out a message that there is inequality in the world and that there are people in need.

ACTIONS UNDERTAKEN

- Students carried out research on the topic and compiled information
- Fundraising was carried in the school
 - Two lunch-time talent shows in aid of *Focus Ireland*
 - A teachers' raffle in aid of *Concern*
 - A one hour sponsored silence in aid of *Trócaire*
 - A First Year C.S.P.E quiz in aid of *Goal*

- Awareness was raised in the school by doing a poster competition on the topic of poverty with the slogan "*End Poverty Now*"
- Announcements were made over the intercom relating to the project such as events that were taking place in the school
- Through the **Trócaire** sponsorship cards, awareness was created both in the local community and in the school
- Students in the school conducted a survey about poverty
- A representative from **Goal** was invited to give a talk about the agency's work in developing countries.

OUTCOMES

The project was very much a learning experience for students. They were able to make decisions about what the project should entail and how it should be presented. Students gained knowledge of what was happening outside their own country and were able to feel an appreciation for what it means to have a good quality life.

Students engaged successfully in the project. Many said they enjoyed learning about the topic and getting the opportunity to actively create awareness in their school and to do fundraising. Those who got the opportunity to present the project in Kilkenny were particularly delighted to have experienced the day and it was one of the highlights of doing the project as a whole. Others felt they gained communication skills and learned to work as a team. Some teachers remarked how it was an active way to get students involved in global issues and to be able to raise awareness on the issue locally.



Co-ordinator: Michelle Abbott

CELEBRATING INTERCULTURALISM

SCOIL BHRÍDE SHANTALLA



HOW OUR PROJECT BEGAN

Initially the B.O.M. of Scoil Bhríde discussed the project and agreed that this was an issue that we should embrace as part of our Presentation ethos. The Board referred the matter to the school. **Interculturalism** was the project chosen as it was one of the most significant changes our school has seen. A Committee was formed to examine a range of possibilities. This committee of six was based in the **International Room**. At present, there are 36 different nationalities in our school of 370+ students. This gave us wide scope for our project. It also kept us very busy and gave us lots of interesting work to do.

AIMS

- To create a spirit of integration amongst all of the children in our school.
- To learn to respect each other and that we are all equal
- To create an awareness of all of the different countries and cultures the children in our school come from
- To break stereotypical attitudes toward international people

Initially the school worked with First, Third, Fourth and Fifth Classes. The steering committee met with Sr. Mary and Anne McGrath HSLO and immediately involved international parents in the project. An outline programme for the year was drawn up and circulated to the staff. There was such a huge interest that all classes in the school asked to be included. The committee identified the number of **international students** in school and also the numbers of **international parents** as some children were Irish born. The steering committee agreed that this was an important issue as the children needed to be aware of their cultural heritage. The project became a **whole school community project**.



ACTIVITIES

- A list of all international families was compiled
- A list of the countries and number of children from each was drawn up and these were mapped and displayed
- A dedicated Noticeboard was set up so that progress could be monitored
- Each class took responsibility for a country and worked on a presentation for an assembly i.e. Senior Infants took the Czech Republic and they presented a little project for display on aspects of Czech culture
- The Committee made contact with the **One World Centre** and they sent in a representative to work on a weekly basis with each class for duration of the project
- An **International Day** was held in which each country represented displayed food, clothes, songs, etc.
- We had speakers from the **local Refugee Centre** talk to the classes about Interculturalism.
- Parents and children helped to create "Welcome" and "Goodbye" signs in all of the 36 different languages which are now displayed in the school
- Every class picked two countries to do a project on. They studied many topics about each of the countries such as climate, food, clothes, language
- International parents received English classes in school
- We took a group photograph of each of the nationalities in our school



SO WHAT HAPPENED ON INTERNATIONAL DAY, 13 MARCH?

- Each class displayed their projects in the Hall for all to see
- The children dressed up in national costume or clothes/colours that represented their own country
- Children cooked many **international dishes**
- Parents used recipes from their own countries and brought the food into school for all to taste
- Fifth Class children designed **international costumes** and displayed them on Barbie dolls
- Fifth Class also compiled an **International Recipe Book**
- Second Class children performed Irish music on the tin whistle
- They also made Ireland hats
- Senior Infant children made maracas and did some salsa dancing and performed "**La Cocoracha**"
- Another Senior Infant Class made pyramids and sphinxs
- Our third Senior Infant Class made marionettes
- The three First Classes sang "What colour is God's skin?"
- Other classes made **African masks** and painted **self-portraits**



WHAT HAVE WE LEARNED?

- The staff and students of Scoil Bhríde have created an awareness of all the different countries and cultures the children in our school come from
- We have certainly created a spirit of integration amongst all of the children in our school. Children now have a better understanding of the different countries and it is obvious that the children learned to respect every nationality.
- When we took the group photographs of the children from the different countries, it was very obvious that the children were very proud of their own country
- We believe it has made every child in our school feel even more welcome and an even bigger part of our school community
- The children have really enjoyed learning how to say "Hello" and "Goodbye" in their friends' languages. They loved learning about the different traditions and it certainly has proven to be a huge Geography lesson for many as it has helped us to study where all of our children come from in the world!

WHAT THE CHILDREN HAD TO SAY

"I really enjoyed telling my class all about my country," Wakila, First Class

"I liked the African masks. They were very colourful and cool." Samantha, First Class

"I think the recipe worked well because other people can make Indian food." Alex, Sixth Class

"I would love to do another project on Poland." Alex, Fifth Class



The project had a real unifying spirit and created a new energy within the school.

Co-ordinator: Frank Keane



A Challenging Thought...

"Tanzania has already achieved four of the Millennium Development Goals, eight years ahead of target."

(365 Irish Aid Annual Report 2007)

... Does It Change YOUR Thinking?

A WORD FROM THE EDUCATION OFFICE



Once again, students in Presentation Primary and Secondary schools throughout the country have engaged in a proactive way with issues of justice, sustainability and human rights. Thanks to those students and their teachers, Challenge to Change continues to grow and in the 2007/2008 school year it reached new heights. Thanks to everyone involved for making that possible.

Of course, the impact of Challenge to Change was not limited to the classroom or to a particular group of students. Whole schools and their communities were involved. Indeed, project schools embraced a global vision as they watched their local actions ripple to far-flung places such as Zambia, Uganda and Ghana, to name but a few.

Another key aspect of this year's Challenge to Change was the extent to which schools shared their learning and experience through the national and local media. National television, regional and local radio, worldwide web, newspapers and newsletters carried reports of the ground-breaking work being done by students as part of their projects. We are delighted to see you get the recognition you so richly deserve.

As students developed a keen social consciousness and a heightened awareness of their own power to make a difference in our unequal world, lobbying, advocacy and campaigning played a prominent role in this year's projects. Whole towns have been converted to fairtrade practices. Staffrooms have been won over to fairtrade tea, coffee and biscuits. Communities have been alerted to threats to our global environment and, even more importantly, have been informed of measures that could be taken at local level to avert a global catastrophe. Current issues such as human trafficking, modern day slavery and the implications of living in a multicultural society have been highlighted.

At a time when young people get so much bad press it is most gratifying for everyone involved in Challenge to Change to bask in the inspirational work being done by students throughout the country. Our hope is that this book in some way acknowledges and celebrates the wonderful work that has taken place in 2007/2008. You have laid a solid foundation on which to build Challenge to Change 2008/2009.

Liam and Margaret Mary



'I FEEL TRULY BLESSED AND PRIVILEGED TO HAVE BEEN ABLE TO GO TO ZAMBIA AND TO HAVE SUCH A FANTASTIC EXPERIENCE'

'TRADE, NOT AID, IS THE WAY FORWARD'

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